

# The Language Teacher

⟨[jalt-publications.org/tlt](http://jalt-publications.org/tlt)⟩

September / October 2014  
Volume 38, Number 5

ISSN 0289-7938  
¥950

The Japan Association  
for Language Teaching



**JALT2014**  
*Conversations  
Across Borders*



November 21-24, 2014

Tsukuba International Congress  
Center, Tsukuba, Ibaraki

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**In this month's issue . . .**

**W**elcome to the September/October issue of *The Language Teacher* and to the second *SIG Special Issue*. Before I hand you over to our Associate Editor, let me mention the other great papers and authors we have for you this issue. This issue's Feature Article is *Adoption of the process-oriented writing approach in a Japanese high school classroom* by Noriko Kurihara, while in Readers' Forum there are three articles: Richard White and Mike Guest, *Correcting formatting flaws in EFL academic writing: A case study*; Julyan Nutt, *The use of peer-assisted learning for review presentations in heterogeneous classes*; and Daniel Dunkley interviews Anthony Green in *Britain's new language testing powerhouse*. This and previous issues of *TLT* have been packed ones, so I would just like to thank all the volunteer staff—proofreaders, copyeditors, editors, and layout—for all of the extra time and energy they have each put in to get these issues to you our readers. Many thanks and I hope you enjoy reading.

*Carol Begg, TLT Coeditor*

**A**s I continued teaching English conversation beyond what was supposed to be my "year" in Japan, I started to wonder about methodology and how one could best engage and facilitate L2 learning. The first step was joining and getting involved with JALT, where I immediately volunteered as a copyeditor/proofreader for *TLT*. As I progressed professionally, becoming more research oriented, I sought

*Continued over*

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*TLT* Editors: David Marsh, Carol Begg

*TLT* Japanese-Language Editor: Toshiko Sugino

ways to combine my background in literature and creative writing with language learning. I discovered two things. The first was that there was not so much out there in the literature about literature and language learning. The second thing was that there was a newly formed Special Interest Group (SIG) called Literature in Language Teaching (LiLT), which was comprised of like-minded lovers of the written word, who were coming together to contribute to the emerging field and the light body of research already out there.

Regardless of background or academic goals, JALT's 27 SIGs offer a chance for individuals to join a community where specialized ideas about language learning are shared, published, and built upon. The SIGs are always seeking new voices, fresh perspectives, and dedicated researchers to enhance their respective fields and rediscover the scope of their particular special interest. As such, the SIGs thrive on bringing in new members, and the enthusiasm of these and existing members, to contribute to the ever-developing dialogue.

This issue of *TLL* serves to showcase nine of the JALT SIGs, with articles from Neil Addison (Literature in Language Teaching), Anna Husson Isozaki (Critical Thinking), Jason Byrne and Robert Diem (Computer Assisted Language Learning), Bruno Christiaens (Bilingualism), Anastasia Khodakova (Global Issues in Language Education), Sarah Lubold (Gender Awareness in Language Education), Andrew O'Brien (Extensive Reading), Stephen Paton (Learner Development), and Tomoko Ishii (Vocabulary). These articles not only vary in subject matter, but also from theory-heavy to classroom practicality. It's precisely this sort of richness in diversity of

content that we at *TLL* have tried to capture in this *SIG Special Interest Issue* and with which we begin our August/September 2014 edition.

*John Wolfgang Roberts, TLT Associate Editor*

**T**LT9/10月号、そしてSIG特集号へようこそ。本号の優れた論文と研究者についてまず述べてから、副編集長に文章を引き継ぎたいと思います。本号のFeatured Articleは、Noriko KuriharaのAdoption of the process-oriented writing approach in a Japanese high school classroomです。Readers' Forumには3本の記事があります。Richard WhiteとMike GuestのCorrecting formatting flaws in EFL academic writing: a case study, Julyan NuttのThe use of peer-assisted learning for review presentations in heterogeneous classes、そしてDaniel DunkleyがAnthony GreenをインタビューしたBritain's new language testing powerhouseです。本号と前号のTLTは1組になっています。出版に協力いただいた全てのボランティアの方々に、校正や編集やレイアウトに携わってくださった時間と労力に対して、深く感謝致します。ぜひ楽しんで読んで下さい。

*Carol Begg, TLT Coeditor*

**当**初予定していた1年を越えて英会話を教え続けるうちに、私は第2言語学習を促進する最善の方法について模索し始めました。その最初の段階としてJALTに入り、すぐTLTの編集スタッフになりました。仕事を進めるにつれて、より研究に気持ちが傾き、私の専門の文学やクリエイティブ・ライティングと語学学習とを繋ぐ方法を模索しました。そして2つの事を発見しました。1つ目は、これまで語学学習と文学についての文献があまりなかったということです。2つ目は、Literature in Language Teaching (LiLT)という、この新しい分野に貢献し、既存研究の母体となっている文学愛好者の同志から成る分科会(SIG)が新たに作られたことです。

JALTの27のSIGは、背景や学術的目標にかかわらず、語学学習の専門的アイデアをシェアし、出版し、積み上げるべく、個人に門戸を開き、チャンスを与えています。これらのSIGは各分野への理解を深め、関心分野を再発見するために、常に新たな声、新鮮な観点、そして熱心な研究者を求めています。このようにしてSIGは新たなメンバーを育て、既存のメンバーと共にその対話を常に発展させる事に貢献しています。

本号のTLTには9本のJALT SIG showcase が掲載されています。Neil Addison (Literature in Language Teaching), Anna Husson Isozaki (Critical Thinking), Jason Byrne and Robert Diem (Computer Assisted Language Learning), Bruno Christiaens (Bilingualism), Anastasia Khodakova (Global Issues in Language Education), Sarah Lubold (Gender Awareness in Language Education), Andrew O'Brien (Extensive Reading), Stephen Paton (Learner Development)、そして、Tomoko Ishii (Vocabulary) です。これらの記事は主題が異なるだけではなく、理論中心のものからクラスでの実践まで、多様なものになっています。このように多様性に富んでいることがまさにSIG特集号を形作り、その内容は8/9月号の始まりにふさわしいと言えるでしょう。

*John Wolfgang Roberts, TLT Associate Editor*

## Submitting material to *The Language Teacher*

### Guidelines

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan.

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# Teaching ideas in Shakespeare

Neil Matthew Addison

Tokyo Women's Christian  
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This study notes that whilst there are some problematic factors that teachers need to consider when contemplating introducing the works of William Shakespeare into Japanese tertiary reading classes, this need not prevent them from doing so. Indeed, despite possessing antiquated language and idioms that our students may not be familiar with, Shakespeare's plays contain poetic ideas and themes that are universal to the human experience. This study recommends two approaches that have been utilized with sophomore university English students to teach key ideas in the plays *Romeo and Juliet* and *Hamlet*. It argues that, when they are explicated, realizing these ideas can equip our students with insights additional to language or cultural acquisition, because such literature contains ideas that are part of the shared human condition.

本論では、ウィリアム・シェークスピアの作品を日本の大学でリーディング授業に導入する際、いくつか考慮すべき問題はあっても、それが彼の作品を教える妨げにはならないことについて述べる。シェークスピアの古典は古い言い回しや慣用語があるので生徒には馴染みがないかもしれないが、全ての人が共有する詩的な考えやテーマを含んでいる。本論では、「ロミオとジュリエット」と「ハムレット」の演劇の重要なテーマを大学2年生に教える際に使用した、2つのアプローチ方法を提唱する。文学には私達がいつの時代も共有してきた考え方が含まれているので、平易に教えさえすれば、学生は外国の文化や知識以上の洞察力を身につけられるということを論じる。

## Idealizing the real

Japanese students may encounter a number of cultural and lexical problems when studying authentic literary texts such as the works of William Shakespeare in tertiary English reading classes. Yet for learners hoping to attain fluency in English, Shakespeare's influence is difficult to wholly avoid, either linguistically or culturally. Shakespearean language has had a profound impact on the English lexicon, and Crystal (1996, p. 62) observes that the two most important influences on the development of the language during the final decades of the Renaissance are the works of Shakespeare and the King James Bible of 1611. Students may also encounter Shakespeare in university textbooks, as his continuing cultural caché has seen his image employed in ELT texts such as *English File* (Oxenden, 2001, p. 112) and *Headway* (Falla, Soars, & Soars, 2002,

## SIG Spotlight: LiLT SIG

The Literature in Language Teaching (LiLT) SIG was set up to encourage and promote the use of literature in the language classroom. Our diverse membership includes teachers at various levels teaching language through film, creative writing, poetry, the short story, classic literature, literature in translation and world literature. We also welcome interest from educators interested in cultural studies, politics through literature, language learning and applications of literary texts in different contexts. LiLT SIG activities include sponsoring literature/language experts to spread the good word of literature use across Japan, co-sponsoring conferences, working with other groups to promote effective pedagogical practice, publishing a bi-annual journal.



p. 51), juxtaposed alongside simplified, stereotypical examples of British culture such as pubs and tea. When used in this way, Shakespeare becomes exploited as a commercial symbol of Britain, and it is concerning that he is presented to students in such a fashion without necessarily being read; the specific reasons for Shakespeare's greatness, and the potential insights his works can offer students will remain unpacked and elusive unless students are led to engage critically with his works.

## Realizing the idea

Teaching Shakespeare in Japanese universities should entail leading students to realize some of the key ideas in his works, rather than simply idealizing his image.

Shakespeare's works chime just as well with our students' era as his own due to the ambiguity of his philosophy and his deep sensibility for what it is to be human. Shakespeare grappled with uncertainty without resorting to absolute solutions. This idea that literature should operate as a vehicle for contemplation, later defined by Keats as "negative capability" which "Shakespeare possessed so enormously" (1848/1996, p. 1015), added something almost completely new to literature. In an age where students face much

pressure to achieve good grades, obtain jobs, and fulfil lifestyle goals, studying literature which contains aesthetic and contemplative characteristics may yield benefits that, while difficult to quantify objectively or summatively, can help students place their goals and aspirations within a richer context.

The following sections will detail how Shakespearean speeches were taught to sophomore students majoring in English at a Japanese university for the purpose of achieving these ends. As the students were not familiar with reading Shakespeare, this meant that textual selections had to be tailored to students' language abilities and also, if possible, thematically connected to their specific experiences and interests. Although, due to time constraints, attempting complete coverage of Shakespeare's plays was impossible, short sections of speeches and soliloquies from Romeo and Juliet, and Hamlet were used in reading classes to attempt to illustrate Shakespearean themes.

## Using graded readers

When reading Shakespeare, short comparison extracts from graded readers can greatly aid students' appreciation of key lines, and can also clarify the meaning of scenes. Graded readers have been advocated by scholars (e.g., Krashen, 1993) for extensive reading purposes, but short sentences from graded readers can also be used in class alongside truncated sections of authentic texts for comparative micro-reading exercises. Such micro-reading examples were used when teaching the balcony speech from Romeo and Juliet, Act II, Scene II. The students were first shown the authentic text and were invited to discuss what was happening in the scene and what point was being made in Juliet's soliloquy. Many students were visually familiar with this balcony scene through imagery they had encountered in films and animation, and most answered that Juliet appeared to be searching for Romeo from her balcony. This perception was further enforced by Juliet's famous line "O Romeo, Romeo, wherefore art thou Romeo?" (Shakespeare, 1623/1966, p. 772). However, the students were then shown the graded reader version, in which the language had been rendered into simplified, modern English. Reading this, the students realized that the original meaning of 'wherefore' was 'why', and this in turn led them

to understand that Juliet's speech focuses on the arbitrary nature of language, names and titles, as she asks, apropos of no-one, "Why are you called Romeo?" (Collins, 2002, p. 12). The students were then required to discuss various flowers they liked and, upon being given a selection of alternative words, were asked whether they would look as beautiful or smell as fresh with these different names. Having undertaken this discussion, the focus then once again returned to the authentic text of Juliet's speech and the students debated the relevance of the succeeding lines "What's in a name? That which we call a rose/ By any other name would smell as sweet" (Shakespeare, 1623/1966, p. 772). The students were able to perceive that the rose, a symbol of beauty, passion, and romance, is subverted by Shakespeare and is instead used symbolically to illustrate that language is not nomenclatural. Whilst most students seem to be familiar with the story of Romeo and Juliet, and are aware that it ends tragically, an understanding of the ideas expressed in Juliet's speech allows students to understand this tragedy more profoundly; as members of opposing families, the love between Romeo and Juliet is ultimately thwarted by the imposition of arbitrary names and titles. Having considered such an idea, the class discussion then concluded by focusing on how the influence of language, names, titles and status influenced the students' lives in Japan in subtle but profound ways.

## Using audio-visuals

Audio and visual media can further scaffold student comprehension of textual content (Lonergan, 1984, p. 80). Images from Western art and carefully selected video clips were used to explicate one of the key ideas in Hamlet: the reductive circle of life speech recited by Hamlet in the churchyard in Act V, Scene I. To aid students' understanding of the ideas encapsulated in this monologue, it was necessary to compare and contrast Hamlet with a number of figures from Western culture who preceded him. The class began by exploring the heroic tradition in Western art, by showing the students the Mosaic of the Battle of Issus (100 BC), which depicts Alexander of Macedonia heroically, followed by examples of Western paintings from the Renaissance. Having viewed these heroic depictions of historical figures, the students discussed what, in their opinion, constituted heroism, and debated

the potential good and bad points of such emphasis on heroic depiction and fantasy in art, literature, comics, and movies.

Students then engaged with a short extract from Hamlet, and, by comparing the aforementioned examples of heroic art with Kenneth Branagh's (2007) film version of Hamlet, it was possible to illustrate how Shakespeare's protagonist differs from the Renaissance heroic tradition. Students first viewed the movie graveyard scene, where Hamlet encounters Yorick's skull, and subsequently discussed their opinions regarding the meaning of Hamlet's soliloquy. While students could identify that Hamlet was mourning Yorick's death, the meaning of his speech was deepened through distributing reading handouts of the text which contained an accompanying sequence of numbered pictures corresponding to each poetic line. Whilst artists within the heroic tradition had idealized the real, Shakespeare uses Hamlet's graveyard speech to realize a powerful idea: the reductive cycle of life returns all, including even the most glamorous, beautiful, and heroically depicted, to the ignominy of base matter. In specific relation to Alexander the Great, Hamlet notes that "Alexander died, Alexander was buried, Alexander returneth into dust" (Shakespeare, 1623/1966, p. 902). To emphasize this point, the Alexander mosaic picture was placed at the start of the sequence of handout images, followed by a picture of a dusty grave. To explain Hamlet's observation that "the dust is earth; of earth we make loam" (Shakespeare, 1623/1966, p. 902), the next picture in the handout sequence was a photograph of a clay ball, while the lines "and why of that loam, whereto he was converted, might they not stop a beer barrel?" were scaffolded by inserting a picture of a barrel bunghole as the last image in the sequence. Having read the speech in tandem with viewing these sequential images, the students discussed what differentiated Hamlet from classic artistic works or contemporary literary or visual characters, and finally debated the merits and demerits of society's obsession with appearance, imagery and fantasy versus holding a more realistic approach to life.

### Conclusion

Through scaffolding ideas in Shakespeare students can learn to consider and place in perspective various cultural values that sublimi-

nally shape the direction of their lives, but yet create many explicitly social and unconscious personal problems. Such literature can yield up to our students profound new insights, gifting them with new methods for developing fortitude when dealing with life's problems and stresses as they move forward from university examinations to job interviews, from graduation to the grave. If one focuses on Shakespeare's relevance to students' contemporary life experiences, rather than emphasizing his perceived historical worth, obstacles to classroom understanding can often be overcome. Shakespeare's literature needs only to be unpacked and explicated so that students can access and realize these ideas.

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## Disclaimer

This article was first published in extended form in the journal below. The length of the original article was 3,614 words (without references). The modified length is now 1,498 words (without references). The original article focused on the teaching of ideas in three Shakespeare speeches, while this version now focuses in more detail on two speeches with less literary references. There is a new introduction and a modified conclusion.

## Citation

Addison, N. (2013). Teaching ideas in Shakespeare. *The Journal of Literature in Language Teaching*, 2(2), 5-11

# Critical media literacy for learner-empowering news media courses

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News media literacy is challenging but essential for English learners participating fully in the global community. Gaining news-comprehension skills is complicated by information overload; students need critical strategies to sort through sources and get a reliable grasp on current events. Critical thinking skills are crucial too, for engaging with news: from access, to discussion and participation. Building these skills is actually quite manageable, and a consistent focus on critical strategies can provide a solid base for learner-empowering news media courses. This condensed article introduces some resources and methods for helping learners develop skills and enjoy more critical, confident understanding and autonomy in engaging with and responding to news in L2 English.

ニュースメディアリタラシーは、グローバル社会の一員である英語学習者には難しいが欠かせない能力である。しかし、英語のニュースを理解するスキルは情報過多により複雑になっている。つまり、情報源を整理し最新の出来事を信頼して把握するには、学生は効率的な戦略が必要である。批判的思考(クリティカル・シンキング)も、多すぎる情報の中からニュースを理解するために役に立つ。クリティカル・シンキングとは、読んだり、聞いたりしたことをそのまま受け取ったり、否定したりせずに、自分で他の情報を得て、自分自身で決めることである。クリティカル・シンキングは、ニュースに触れる時や、ニュースについてディスカッションをする時、ニュースに関して積極的に問題に取り組む時にも大切である。このスキルを築くことはそれほど難しいことではなく、常にクリティカル・シンキングの方法に焦点を置くことで、ニュースメディア学習のための講座に

## SIG Spotlight: CT SIG

Critical thinking in language education involves the creation and assessment of ideas, opinions, and beliefs among language learners. Just as important as the teaching of what language to use and how to use it, the teaching of critical thinking reinforces how to think and how to produce such thoughts in a second language. The Critical Thinking (CT) SIG was established for the purpose of providing a clear but ever-reforming definition of critical thinking to provide a forum for the discussion of critical thinking and praxis; to provide research opportunities to language educators interested in promoting critical thinking; and to provide an area where language teachers can enjoy friendly, professional, and engaging examination of the rationale, validity, and the critical importance of its instruction in various environments.



確かな基礎を作ることができる。本論では、学習者がインターネット上の英語のニュースの理解と使い方を、自信を持って高めることができる情報源(ニュースメディアの参考ウェブサイトなど)を紹介する。

## Critical media literacy for learner-empowering news media courses

Making sense of news media English is challenging but essential for university and adult

English learners who intend to become part of the global English-speaking community. Discussing news is also a popular intellectual exercise in many cultures, from brief small talk to in-depth consideration of events. Learners need skills to initiate or join in these critical thinking-intensive conversations, and workable strategies to activate in considering whether and when to act on reported news.

Information overload can make developing these competencies all the more challenging. Both on and off the Net, it can be difficult to sort through the deluge labeled “news.” Making critically informed judgments about what is relevant, which sources are usually reliable, and which are likely to be misleading or biased is especially daunting when that information is in a second language. These concerns about media literacy are not limited to Japan or to second language learners. Education expert Ken Robinson has said of the U.S. school system, “. . . in place of curiosity what we have is a culture of compliance” (Robinson, TED 2013). Anywhere there is a dominant “culture of compliance,” there is also reason for concern that critical thinking skills are not being encouraged.

Learning to think critically about news media empowers learners and provides a firm grounding for news and journalism courses that aim to build lifelong skills. Rather than lists of vocabulary and ever-changing acronyms or out-of-date articles, English learners need *strategies* to successfully track down current news of interest to themselves. They need a set of *skills* enabling them to get a confident grasp on current events, their backgrounds, and the forces likely to drive them as they unfold. This fundamental orientation is not just an academic point but a matter of practical, daily quality of living and empowered, full citizenship. As journalism and social activists Bornstein and Davis write, “The main role of a free press is to provide citizens with the information they need to lead good lives and to help society improve” (Bornstein & Davis, 2010, p. 117).

Courses intended to build media literacy and skills for constructive engagement with news in ways which learners choose based on their interest and desire to participate—rather than constrained by lack of confidence—can be designed to build toward three simple goals:

- *Individual empowerment:* learners can locate and comprehend news, check for more

sources, and understand and judge what they find with reasonable confidence.

- *Discussion empowerment:* learners can participate in discussions about news and current events, both sharing their own awareness and knowledge of the world, and actively learning from others.
- *Community and action empowerment:* learners can respond to news of particular concern to them by finding their “issue communities” with others who share similar concerns, participating as fully as they choose in solving the problems together.

Critical thinking is intrinsic to all three and they weave a safety net within well-informed people and communities—essential for a vibrant democracy. It is also surprisingly manageable with tools and resources freely available now on the Internet.

### We need to see outside the box, to *think* outside the box

An important first step in class is to clarify the definition and process of critical thinking as it applies to media. English-Japanese and even English-English dictionaries still lack workable definitions for the term “critical thinking.” Practical demonstrations can help, and in combined Japanese and English, it can be explained that critical thinking is, “NOT *sonno mamma uketotte*” (Not just accepting things at face value), and also “NOT *sonno mamma hitei shite*” (Not just rejecting everything outright). With news, concrete examples of critical thinking can be as simple as listening or reading, than checking for more sources to make a better educated guess.

The head of Public Radio International, Alisa Miller, brings this concept to life in a short TED talk illustrating the unbalanced view of the world that results from the abysmally low international coverage in popular U.S. news (Miller, 2008).

### Resources for learners

Working online, learners can choose topics related to their own interests and concerns. Unlike TV, pacing is user-controlled—this autonomy helps students making the effort to understand news independently maintain their motivation. A hyperlinked “Resources” sheet can support learners developing the habit of choos-

ing sources consciously, rather than relying on auto-generated, indiscriminate “headline news” aggregators, which tend to distract and confuse rather than inform.



**Figure 1.** From Alisa Miller on TED, map sourced from Worldmapper.org and Vanderbilt University Television News Archive

Excellent new designs in media applications lend themselves to evaluating news with a more critically aware perspective:

- *Newseum*: “Today’s Front Pages”: an interactive map of newspapers around the world, programmed so mouse-clicks make them visible as a full page. Using the map to compare headlines across continents immediately shows how the same happenings are given different prominence or reporting depending on local needs and editorial viewpoints. <[newseum.org/todaysfrontpages/flash](http://newseum.org/todaysfrontpages/flash)>.
- *Newsmap* instantly shows the importance given to different stories, with topic-boxes sized according to how many articles have been published on each topic, comparable across source-countries and newspaper sections. <[newsmap.jp](http://newsmap.jp)> (Weskamp, n.d.).

One example of using online resources for strengthening critical thinking habits is to have students choose an event and access one international news source, and then another news source that is local and reporting on the same event (Knapp, 2011). Comparing and contrasting the news reports can lead to a number of questions, such as “Do the reported facts match or

differ?” (they often differ to a startling degree) “Does the writing appear more objective in one source or another? How so and why?” “Let’s check the source—is it independent?” Considering the source of a report and possible motivations is a basic factor in critical thinking about media. It is worth noting together with students, if articles include context and explain the backgrounds of stories, whether an appropriate number of voices and views have been included, and whether articles are anonymous or have bylines.

Mainstream news sites online have been making strides in accessibility for English learners through developments in multimedia: *National Public Radio* (NPR, based in the U.S.) has archived listening-on-demand with transcripts or related articles, and *BBC News*, *CNN* and *The New York Times* often have combinations of written articles and video. Students say they appreciate being able to confirm content for themselves with tools like subtitles or transcripts, and academic research in listening-while-reading supports this observation as well (Chang, 2009).

### Connecting understanding and discussion of current events with potential participation

Critical thinking merits emphasizing at all levels of classwork, from news searching and reading to discussions and opinion exchanges. Implicit in critical thinking is recognizing and accepting that it is usually impossible to be perfectly certain about news events and that we can only do our best: mutually sharing sources, checking further, and deciding independently. This encourages active participation in discussions because it creates an environment where all members are free to share information or opinions, and all are expected to take the initiative to check for other reliable sources to share in return. It is a pleasure as an instructor to observe this back-and-forth take place in class, with students calling up articles online to show and explain to each other.

English skills can facilitate discussions about issues across borders, and critical media literacy skills are needed for investigating further and choosing if and how to respond to news and events. Combining these skills is crucial. For increasing numbers of NGOs too, discussing news across borders and responding worldwide is the basis of their organized citizen action, from the well-known (Amnesty International), to the

new (350.org for climate action) or the popular (Avaaz.org, which claims 36 million members).

## Conclusion

Finally, a word about journalism itself, and journalists. Reporting well is a public service, and quality journalists and their work deserve recognition, whether it is simply great effort, or, too often, a matter of serious personal risk. Conscious citizenship values those who help us get closer to the truth; we can share conscious world citizenship by fostering active news awareness and critical media literacy with our learners.

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## Disclaimer

This article first appeared in *CT Scan*, the newsletter of the Critical Thinking Special Interest Group of the Japan Association for Language Teaching, April 2014, 4(1), pp. 1-27. It has been shortened and edited for the current publication. For the full article and resources, please contact the CT SIG, or contact the author.

## Citation

Isozaki, A.H. (2014). Resources and passing the reins: critical media literacy for learner-empowering news media courses. *CT Scan, the official newsletter of the Critical Thinking Special Interest Group of the Japan Association for Language Teaching*, 4(1), 1-27.

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# A survey of mobile English language learners

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The purpose of this study was to use an app-embedded survey to profile language learner demographics. 3,759 EFL language learners from primarily eight L1 backgrounds (French, German, Italian, Japanese, Korean, Russian, Spanish, and Thai) responded to the survey embedded within a popular English grammar app that has 500,000 downloads and over 100,000 active users. While presently there is very little concrete research on autonomous mobile language learning, it is hoped that this research will provide a methodological foundation for more in-depth research into learner habits and preferences.

本論の目的は、携帯アプリに組み込まれた調査結果を使用することにより、アプリを使用した言語学習者の実態を明らかにすることである。3,759人のEFL学習者（L1の内訳はフランス語、ドイツ語、イタリア語、日本語、韓国語、ロシア語、スペイン語、タイ語の8カ国語）が、ダウンロード数50万、アクティブユーザー数10万以上の人気の英文法アプリに組み込まれた質問項目に解答した。現時点では携帯電話を使用した自主的な言語学習に関する具体的研究はあまり見受けられないが、本論が携帯を使用した言語学習者の特性や傾向についての更なる研究の方法論的基礎となることを期待する。

Mobile devices have garnered much interest among language researchers in recent years due to the possibilities mobile assisted language learning (MALL) technologies hold for language learning (Burston, 2011; Godwin-Jones, 2011). One issue, however, is that while mobile devices are becoming more common, MALL is still in an emerging phase and there are many unanswered questions about how the mobile platform affects the way learners complete activities and make decisions (Stockwell, 2010). However, it is clear that in at least one area—mobile apps—developers and educators are already moving ahead, as shown by the growing number of language learning apps now available for the iOS and Android platforms. This paper's authors are also involved in developing several language learning apps

## SIG Spotlight: CALL SIG

The JALT Computer-Assisted Language Learning (CALL) SIG's primary purpose is to research and promote the use of technologies to facilitate language learning. The organization fosters research, issues publications such as the *JALTCALL Journal*, holds an annual, internationally recognized conference on technology in language learning, the JALTCALL Conference, and carries out other activities to further its aims and support its members.



for the Android platform. Their most popular one—a free English grammar quiz game—has received over 500,000 downloads to date. This large user base indicates a significant interest in self-study among learners and provides an excellent opportunity to conduct quantitative research to analyze learner demographics, habits, and preferences away from artificial academic environments and in more naturalistic settings (Stockwell, 2010). With this goal in mind, this paper's authors have embedded survey questions within the above-mentioned app to gather data on the users' age, gender, native language, and self-rated proficiency level. While this initial survey is somewhat limited in scope, the methodology used could provide a starting point for other developers and researchers to begin to identify the habits, preferences, and learning styles of these early adopters.

## Literature review

To date the majority of MALL research has been conducted in academic settings (Stockwell, 2010). Kiernan and Aizawa (2004), Thornton and Houser (2005), and Stockwell (2007) explored ways to extend learning to students' cell phones. Chen, Li, and Chen (2007), and Ogata (2008) did an admirable job of setting up computer supported ubiquitous learning that dynamically supported the learner outside of the class.

However, with powerful, multi-featured smartphones and tablets becoming more widespread, MALL has now reached a point where, “guided by sound pedagogy, it can realize the promise of ultra-portable language learning” (Burston, 2011, p. 68). While advances in hardware usually get the most attention, Godwin-Jones (2011) mentions the equal importance of software and the new opportunities that arise from mobile application development. Recently there have been some studies focusing on how mobile apps are used and perceived by learners (Kim, Ilon, & Altmann, 2013; Steel, 2012), and some studies have also commented on app development and design (Kukulska-Hulme et al., 2011). Clearly MALL is an exciting area of research with many discoveries ahead.

**Method**

The primary tool of this research was a Google Docs survey placed within a free English grammar Android app. Based on the Common European Framework of Reference for Languages (CEFR), the app has six graded levels from beginner to advanced, and allows the user to self-select their level. Over a period of three months, 3,739 users responded to the survey. As an initial study, the authors were mainly interested in general demographic information: age, gender, self-assessed English language level, and native language (L1).

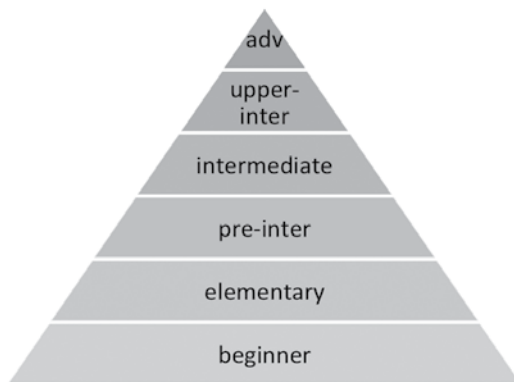
**Results**

**Table 1. Respondents’ age and gender**

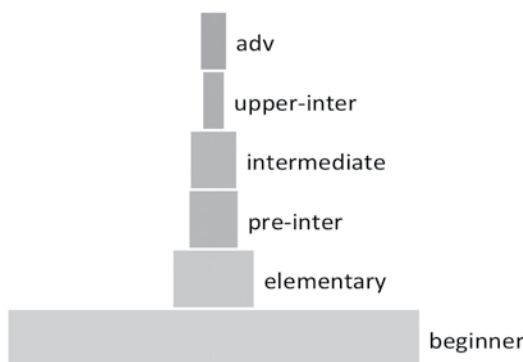
Age	Respondents		
	Total	Male (%)	Female (%)
0-14	13.19%	34	66
15-24	36.64%	54	46
25-34	28.54%	61	39
35-44	13.83%	64	36
45-54	5.51%	68	32
55-64	1.77%	59	41
65+	0.53%	65	35
Total	100%	56	44

As Table 1 shows, users between the ages of 15 and 34 were much more likely to complete the survey, with respondents under 25-years old comprising nearly half (49.8%) of the responses. Looking at gender, 56% of the total respondents were male. In fact, over the age of 14, males outnumbered female respondents in every age category. Interestingly, the sole exception was the youngest age group, where two thirds of respondents were female.

In order to survey the respondents’ language levels, six CEFR aligned categories were used: beginner, elementary, pre-intermediate, intermediate, upper-intermediate, and advanced. Interestingly, the self-assessed ability levels of all ages are not distributed in the way one might expect from a typical population of language learners (see Figure 1). Instead, this paper’s data shows a respondent-level pyramid that is heavily skewed towards the beginner level, and also indicates that there are more advanced-level users of the app than upper-intermediate users (see Figure 2).



**Figure 1. Classic learner pyramid**



**Figure 2. Respondents’ actual learner pyramid**

Finally, the authors also looked at the correlation between respondents' L1 and gender, and the relationships between respondents' L1, gender, age, and language study level, which can be referenced in the original study (Byrne & Diem, 2014).

### Discussion and conclusion

While this paper's data is somewhat limited in scope, it does allow for some interesting observations and assumptions about MALL user demographics as well as put forth more questions for future research. Overall, the present data shows that a typical user of the authors' English grammar app is very likely to be under 35 years of age, slightly more likely to be male than female, and almost certainly will be a beginner, or at least a lower-level learner of English. The most compelling statistic in the study was that roughly 64% of respondents considered themselves beginners and only 12% self-assessed as elementary. Although one might reasonably assume that the beginner level would be the largest group, the difference between the two groups is surprising. Within the beginner-level category, two age and gender groups stood out: teenage-to-early-20s females, and older, 30-to-40-year-old males. This indicates that app developers and educators might want to target the very lowest level, especially if development costs are an issue, and possibly create separate apps that appeal to adolescent females' and older males' interests.

While the emergence of MALL is giving learners more choices about what, when, where, and how they learn, this freeing from the traditional strictures of the classroom presents new challenges for educators and researchers wanting to assess autonomous learning outside of traditional educational settings. Embedded surveys and download statistics can provide a means to explore who learners are and how they interact with technology in non-classroom settings, which can lead to the creation of apps that better meet the needs of learners.

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**Disclaimer**

This article is a shortened version of the article Profiling Mobile English Language Learners that appeared in the April 2014 *JALT CALL Journal*.

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**Citation**

Byrne, J. & Diem, R. (2014). Profiling Mobile English Language Learners. *The JALT CALL Journal*, 10(1), 3-19.

# The complicated art of parenting

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Although an increasing number of children are being raised bi-culturally and bilingually, there seems to be little unity in research on the successful “how” of it, especially for languages besides English. Most parents are left at the mercy of trial and error, resulting in varying levels of success. This article relates the visible effects of the one parent, one language (OPOL) method and shows how they vary depending on the time share of each parent with the child(ren). In addition, the article notes how differences in the parents' own upbringing can prove to be an unexpected obstacle. Even so, their ability to act as second-order observers can offer benefits to their children's evolving biculturalism and bilingualism. The author concludes by advocating a shift from a cognitive skill-focused education to developing the intrinsic character and willpower of children.

ますます多くの子どもが複合文化や2言語で育てられているが、特に英語以外の言語での効果的な子育て方法について、一貫性のある研究が少ないようだ。ほとんどの親は、自分たちで試行錯誤をして子育てし、その成果は様々である。本論は、親1人で1言語を話すというOPOL方法は目に見えて効果があることと、子ども（たち）とその親が接する時間の比によって効果が異なるという結果を示す。加えて、両親自身の育てられ方の相違が、思わぬ障害になり得ることも注視する。たとえそうであっても、各親の2次的観察者としての手腕は、複合文化・2言語で学んでいる子どもたちに恩恵を与えることができる。最後に著者は最近の研究に基づいた上で、能力に焦点を当てたスキル重視の教育より、子供に本来備わっている性格と意志力の形成がより重要であると提唱している。

**From Flanders to Dazaifu**

Throughout Japan, the shrine of Dazaifu Tenmangu is considered *the* place for mothers

**SIG Spotlight: Bil SIG**

The Bilingualism Special Interest Group's aim is to further research on bilingualism as it occurs in Japan. We also promote mutual support among our members through our newsletter (three time a year), academic publications, and an active email list and Facebook group.



to pray for their children to pass the entrance examination to their university of choice. This atmosphere of learning befits the topic. I am a native Belgian and my wife, Ayuko, is Japanese and grew up in Dazaifu. Before our first daughter was born, a student presented me with the book *Raising a Child to be Bilingual and Bicultural* by Steven Verrier. He and his wife subscribe to the one parent, one language (OPOL) approach to bilingual child raising, and he believes that consistency is key, noting that “if a child has always associated an individual with one particular language, it probably won't occur to the child to speak any other language to that individual” (2003, p. 66).

Since both Ayuko and I experienced a mono-cultural upbringing, the practical, firsthand advice the book provided seemed to make sense. As a result, from day one I spoke Flemish (which is similar to Dutch in the same way American

English is to British English) to our firstborn, Hanne (now 11), while my wife spoke Japanese. We have tried to do so for the last ten years.

In the early days, I spent most mornings with Hanne, taking her for walks around Dazaifu, reading to her and playing Belgian DVDs and CDs, so her mornings were spent in Flemish. She was also the only one of our three children who attended kindergarten in Belgium in the spring of 2006 when she was three. I was in my final year of business school and needed the time and space to finish up my MBA final project thesis, so Ayuko took Hanne and our second daughter Ine (then one), to Belgium for three months. On the way home from the airport upon their return to Japan, I was excited to hear their stories. I was deeply moved when, for the first time in her life, Hanne spoke Flemish to me in full sentences, using no Japanese at all, as if she had spoken it her entire life. I just sat there in the car, almost in tears, realizing that those first three years of sticking to the OPOL system had laid the groundwork for this progress. I was determined to continue.

### Different parental backgrounds

However, after two months of being back in Japan, she had slipped back into speaking mainly Japanese, using only a word of Flemish here and there. It caused me to start reflecting on the process of my own language acquisition. Belgians grow up surrounded by different languages, but that does not mean they are learned automatically. However, I eventually came to speak five languages (three at a near native level, two at intermediate level), despite the lack of apparent need in my environment. I think this was possible because my parents created an atmosphere that would prove very important in stimulating my curiosity to learn.

In *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*, Paul Tough outlines the cognitive hypothesis for children's intellectual development, wherein—among other things—fewer words spoken by parents results in a smaller vocabulary for their children, and more math worksheets at Junior Kumon brings better math scores. However, the author contends that it is the non-cognitive skills mentioned in the title of his book that prove more crucial for future success in life. In a similar way, my parents gave me the freedom to follow my own

choices, while constantly supporting me. In retrospect, I believe this was the main reason why I became multilingual.

My wife was raised in a much different environment. She received the typical stoic upbringing often found in traditional Japanese families; as the eldest of three sisters she experienced more scolding, stricter rules for her behavior, guilt trips, and so on. Of course she internalized this, but it was a side of her that I did not know about until we became parents and my wife unconsciously applied the lessons she learned in her own upbringing to the raising of our children. Prospective parents should not overlook this point. They should find out in detail how their spouse was raised as a child and how they felt about it. The way someone was raised by his or her own parents is often considered the “one true way” by that person and can cause no small amount of friction if this is not in line with the other parent's ideas. This is something that same-culture parents may also experience, but the wider the cultural difference gap in mixed-culture marriages, the larger the coefficient effort required to find a middle way.

### Exposure, motivation and second-order observation

With my current job at a local university, I am usually out of the door before 7:00 AM and don't get back until 8:30 PM, just in time to give the kids a bath and put them to bed. It may be slightly better than your average *sarariiman* job, but it is far from ideal if you want to raise your children bilingually and biculturally. As a result, our second daughter Ine (8), comprehends Flemish at a level lower than Hanne's, while our son Vigo (5), has the lowest Flemish comprehension level of the three. Even so, he still tries to figure out what I say in Flemish, and when speaking on Skype with Grandpa and Grandpa, the children do their best to make themselves understood.

I don't despair, as I myself only started to learn English in the third year of junior high and steadily improved my skills as I finished my schooling. As a result I feel no restraint expressing myself in English. What I have learnt from my struggles in acquiring other languages is that motivation accounts for 90% of the result, and 10% is the routine of drilling the mechanical skills. The cognitive skills required for developing those mechanical skills may be important

for passing entrance examinations, but they do not guarantee any sort of pragmatic learning. In *Shutting Out the Sun: How Japan Created its Own Lost Generation*, Zielenziger sharply criticizes the modern Japanese school system, saying that while Japanese schools manage to help students pass entrance exams and “drill them to memorize obscure facts and dates, teachers do not encourage pupils to acquire critical thinking skills—analysis, creativity or independent reasoning” (2006, p. 80).

With our children entering and moving through this system, Ayuko and I need to consider this question carefully: How can we teach our children to look for and adopt the best practices of both systems? For mixed-culture families in such an educational milieu, I believe that both parents need to be second-order observers to their children’s development, as they have a unique opportunity to point out to each other (and to the children) approaches to situations and problems from various points of view, and to consider solutions from a wider range of perspectives. Which culture and language becomes (non-) dominant for the children will then be the result of an evolutionary process, rather than something imposed by one parent or the children’s socio-cultural environment, which—in my belief—is a fairer process for the children.

### Conclusion

In summary, based on my own observations, there are some basic principles I believe matter most in raising children to be bilingual and bicultural. Ideally the children should have an equal amount of exposure to each parent’s language. Following Verrier’s recommendation, I believe that once a year, the children should visit the non-dominant culture for at least 3-4 weeks, preferably spending time with other children of their age. But more than this explicit pursuit of language skills, I believe it is important to raise children who will have curiosity and strength of character. If you are the non-dominant language parent and you spend a great deal of quality time with your children, it will make a big difference.

Looking at my family’s situation, it is clear that my wife and I have not been able to follow the above principles to the degree that we would like. Indeed, considering the current second language skills of my children, one could conclude that we have failed to raise our

children bilingually and biculturally. But have we really? Through OPOL and our efforts to help our children connect with Belgian language and culture, our children have a healthy interest in Belgium and are definitely not afraid to try and speak Flemish. Even considering their limited exposure, the seeds for growth have been planted. Consequently, I have decided to continue speaking Flemish to my children on a daily basis, in the hope that those seeds will grow into a beautiful flower later in their lives.

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### Disclaimer

This article was originally published in *Bilingual Japan* (バイリンガル通信) Spring/Summer 2014, Volume 23 Number 1, pp. 7-10. Modifications to the article were necessary to conform to the word count standards of *TLT* but did not alter the author’s original opinion.

### Citation

- Christiaens, B. (2014). The complicated art of parenting. *Bilingual Japan* (バイリンガル通信), 23(1), 7-10.

# The content integration project: “Bringing English teachers together to promote tolerance in the language classroom”

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This article describes a content-integrated EFL research project designed to promote tolerance among English language learners. The project involved 260 students studying English at five high schools in Russia. It consisted of (1) a pre-teaching survey of student attitudes towards other ethnic groups, (2) a content-based tolerance education program using specially-designed EFL teaching materials, and (3) a post-teaching survey of attitude changes among students. The article emphasizes the role that foreign language teaching can play in reducing prejudice and reports on the results that the project achieved in reducing xenophobia among students.

本論では、英語学習者の寛容度を高めることを目的とした、内容統合型のEFL研究プロジェクトを考察する。プロジェクトはロシアの5つの高校の260人の英語学習者を対象とし、以下の3部構成とする。(1)他の民族集団に対する態度の事前調査、(2)特別設計されたEFL教材を用いた寛容度教育プログラム、(3)プログラム実施後の態度の変化をみる調査である。本論で、外国語教育が偏見を減らすために果たした重要な役割と、実施されたプログラムが外国人嫌いを減らしたという成果を報告する。

**T**he project involved research and a series of training, networking, and public outreach events aimed to develop and introduce tolerance-related issues in teaching English. The goal of the project was to define successful ways of overcoming nationalism through teaching tolerance in the language classroom.

Teaching a foreign language brings us in indirect contact with another culture. That is why it is most logical to use foreign language instruction to teach tolerance. According to

## SIG Spotlight: GILE SIG

JALT's Global Issues in Language Education Special Interest Group (GILE SIG) aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing from fields such as global education, peace education, environmental education, and human rights education.



The SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO. Contact us for a sample newsletter, or for more information about the SIG and its work in teaching for a better world.

Svetlana Ter-Minasova, “Language is a powerful social tool that forms a stream of people into an ethnos and constitutes a nation through preservation and transfer of culture, traditions, social awareness of a given speech community” (Ter-Minasova, 2000, p. 15). In other words, the goal is to teach English teachers how to use such a ‘tool’ against nationalism and xenophobia.

The importance of teaching tolerance through foreign language instruction is emphasised by Doctor Kaganovich, doctor of philological sciences, head of the Department of theory and methodology of general education in the Novgorod regional center of education development: “Content of different subjects, especially foreign language, as well as literature and art where esthetical image system influences the values and the emotional side of personality directly and strongly, provides multiple opportunities for addressing the problem of tolerance” (Kaganovich, 2006).

The objectives of the project were (1) to define the cases of intolerance among school children, their reasons and general attitude to representatives of other cultures and minorities by means of survey and analysis; (2) to develop and publish study materials based on tolerance-related issues and to use them in experimental classes; (3) to evaluate the changes in students' perception of other cultures and minorities after English lessons utilizing tolerance-related study materials; (4) to develop recommendations for teaching tolerance in the language classroom, and to incorporate the recommendations into the curriculum for teacher-training programs in the Tula region; (5) to conduct teacher-training and advocacy activities; (6) to conduct cultural awareness seminars in the Tula regional boarding school and rehabilitation center for orphans.

Major steps to achieve the goals encompassed a series of research, grassroots activity, advocacy and publicising activities.

### Methodology

The research was conducted in 5 high schools in the Tula region (Tula, Uzlovaya, Kimovsk). 260 schoolchildren (14-17 years old) were interviewed. We found out that half of the respondents felt hostile towards people of other nationalities (4% very often, 8% rather often, 38% rarely). More than a half (54%) said they witnessed conflicts involving people of different nationalities (5% very often, 15% often, 34% rarely). More than a third (36%) said they would expect peer rudeness or disdain in their city or town towards people of other nationalities. One fourth (25%) said they would expect such peer rudeness or disdain in their school, and the amount of peer support expected by students was 21% (in their town) and 24% (in their school).

Each experimental group included at least 10 middle teens (14-17 years old) who were learning English as a foreign language. They had content-integrated lessons on tolerance after which we conducted the survey again.

### Experiment

An example of a content-integrated textbook is *State Exam: Preparation through Teaching Tolerance* <tuelta.ru>.

The textbook consists of 4 tests in state exam format, each of which is culturally focused and

has 5 sections: listening, reading, vocabulary and grammar, writing, and speaking. The topics include *Tolerance Snapshot*, *Stereotyping Traps*, *Diversity Corner*, and *Cultural Shake*.

The CD that accompanies the book has the materials for the listening comprehension section. All the sections are recorded by native speakers of English or those who speak English as a second language. The speakers have different accents and together comprise an international team from Canada, the USA, Malaysia, Zimbabwe, the Netherlands, and elsewhere. Thus, the students not only learn to understand the language in different situations but get used to the variety of dialects (through listening to authentic materials) while learning about cultural diversity, stereotyping, and tolerance.

### Research (post-teaching survey)

After using tolerance-related materials for two terms with the experimental groups, we conducted another survey in May 2012 to measure changes in students' attitudes. A total of 104 teenagers, aged 14-17 answered five questions:

1. Do you think you are tolerant?
2. Do we need to speak about tolerance in schools?
3. Has your attitude to other nationalities changed after learning about them?
4. Do you agree that Russia is a multinational country?
5. Do you agree that learning a foreign language helps to get to know other cultures and makes us more tolerant?

Results showed that half think it's necessary to speak about tolerance in schools. At the same time the first question proved that they were a bit unsure of the notion of tolerance as the majority chose the "rather yes" answer. Altogether, after the lessons, about 80% considered themselves tolerant. More than half of the respondents said that learning a foreign language helps to understand other cultures and makes us more tolerant.

Given this, it's obvious that there's a need to develop and introduce new local materials on the theme of tolerance. An expansion of the project to a national level was recognized as a necessity by the Russian professional ELT community at a national conference in October 2012. Consequently, this initiative was developed

into a national project “Fostering Tolerance and Cultural Awareness Through English Language Teaching (ELT)” in 2013-2014.

The project is aimed at fostering tolerance through English language teaching (ELT) in Russia’s changing multicultural environment. The project focuses on the creation of guidelines for school teachers and teacher trainers, as well as on developing curriculums and digital teaching materials for elementary, middle and high school EFL students. The goal of the project is to introduce successful ways of teaching tolerance in 25 pilot regions in Russia. A resource page with existing materials has been created <toleranceefl.wikispaces.com/>, as well as Facebook group for sharing links and resources called “EFL&Tolerance”.

Language teaching is inseparable from teaching cultural awareness and foreign language teaching is inseparable from teaching tolerant attitudes towards other cultures. EFL environments are ideal for strengthening the appreciation of tolerance, non-violence, and for developing skills in resisting stereotypic attitudes. Choosing materials for lessons, EFL teachers should always keep in mind that they can shape students’ outlooks and mold students’ values.

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## Disclaimer

This essay was originally published in #88 (2013) of the GILE-SIG newsletter (pp 14-15). There have been modifications and the last two paragraphs have been modified with recent developments.

## Citation

Khodakova, A. (2013). Promoting tolerance in the language classroom. *Global Issues in Language Education Newsletter*, 88, 14-16.

# Owning Inclusive Sexuality in the English Language Classroom

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Little empirical research has been done to quantify successful strategies for teachers who attempt to include a discussion of queer sexuality in their English language classroom. Increasingly, teachers in global contexts are sharing personal accounts that enumerate approaches undertaken in their own classrooms to encourage important dialogues with students and to problematize norms of human sexuality. These accounts depict challenges that ESL/EFL teachers face as they broach the topic

## SIG Spotlight: GALE SIG

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics.



of queer sexuality, as well as the methodology they have used to establish discussions that reflect modern queer pedagogy. In this literature review, modern pedagogy and EFL classroom teacher accounts guide the discussion and future of addressing sexuality in the language classroom.

英語の授業で同性愛の議論を試みる教師のために、有効な方略を定量化した実験的研究はこれまでほとんどない。しかしこのグローバル化時代に多くの教師が、学生との重要な対話を促し、人間の性規範に問いを投げかけるために授業で行ったアプローチの数々について、個人的事例を共有し合っている。これらの報告から、ESL/EFL教師が同性愛というトピックを持ち出すときに直面する課題や、現代の同性愛についての教育法を議論するために彼らが使用してきた方法論が見えてくる。この文献レビューでは、現代の教育法とEFLの教師の報告を中心に、言語の授業で性について語るることと、その今後について論じる。

**D**iscussions of queer sexuality, traditionally a high-risk, culturally sensitive topic, have emerged in English Language classrooms for a multitude of reasons. For the most part however, teacher conduct has varied in situations where sexual identity becomes the topic of classroom conversation, with the administrative policies of the school and the teacher's comfort level regarding discussions of sexuality being major factors (Curran, 2006; Dumas, 2008; Nelson, 2002, 2004, & 2010; Ó'Móchain, 2006 & 2009; Schweers, 1997; Yoshihara, 2011). This literature review presents approaches that ESL/EFL teachers have taken while creating a language classroom environment that presents queer identities as relevant material for students of the English language. Additionally, this paper will discuss problems that these teachers have encountered in support of discussions of queer sexuality. Finally, this paper recommends research and institutional actions for the future.

### Defining *queer*

*Queer* has been used traditionally to express lesbian, gay, bisexual, and transgender (Warner, 1993). This definition has lately been expanded to express the problematizing of heteronormativity. Warner's definition continues that queer may be used to disrupt traditional ideas about sexual identity, and can blur the categories of sexual identity (pp. vii-xxviii). In this way, queer can disrupt a range of long-standing, socially constructed dichotomies. Throughout this paper, queer should be understood as encompassing these changes to the traditional definition, so that queer is used to complicate identity boundaries, rather than uphold them.

### Insights from modern queer theory

Modern queer pedagogy, as Cynthia Nelson (2002) suggests, does not focus on acceptance, but instead investigates the norms of sexual identity, as well as how it is created and expressed on a linguistic and cultural basis. Nelson warns that defining sexual identities can support and strengthen the current structure of recognized identities, thus separating into distinct categories culturally acceptable and unacceptable orientations. Alternatively, Nelson suggests that queer theory moves beyond this debate of categorization to the position that there is no need to label and polarize.

In Greg Curran's (2006) Australian ESL classroom, inclusivity of sexual identities relied upon a calculated, reflexive recasting of students' questions that gave the students an opportunity to register their own heteronormative assumptions. In his classroom, students were asked to deconstruct and challenge the queer narratives they had heard, and in doing so, to reveal the structures implicit in their society which promote heteronormativity.

From his teaching post in Japan, Robert Ó'Móchain used activities that engaged life history narratives of local queer Japanese people, serving as the impetus for classroom discussions of sexuality. Ó'Móchain offered real life narratives as a strategy for approaching sexuality in a way that "recycles language", supports meaningful communication, and motivates students (Ó'Móchain, 2006). Additionally, this allowed EFL students to connect with the intricacies of sexual identity from within their native micro-cultural environment.

### Encountering adversity: Teachers

ESOL teachers who consider *queerness* an appropriate topic for their classrooms have often encountered the attitude that sexuality is inappropriate for the classroom. Knowing how to broach the conversation is challenging, as Curran (2006) indicates, because colleagues have found the topic of queer sexuality awkward and difficult in a language learning environment. ESOL teachers have claimed that queerness is largely extraneous for most students, is potentially distressing to students of certain cultural and religious orientations, and is too challenging for students with limited language proficiency (p. 5). These arguments have been made on

the basis that sexuality is somehow extricable from language learners. However, queer theory (Butler, 1993) was founded on the principle that sexuality is a vital aspect of human subjectivity, and it becomes an ESOL teacher's charge to guide students through discussions surrounding this topic. All students participate actively and passively in the larger realm of sexual expression as human beings, so the opportunity to question assumptions and challenge notions of sexual identity is beneficial and should be supported in language classrooms (Vandrick, 1997; Yoshihara, 2011).

Teachers who are willing to discuss the topic of queer sexuality can often find themselves the target of unwanted scrutiny incurred by the supposition that the teacher must identify as queer, based on what Karen Amy Snelbecker (1994) calls "the assumption of heterosexuality". Using Snelbecker's insight, when teachers encourage discussions of a socially charged topic, it is common for students to make a subconscious connection between the authority figure in the classroom and the topic of study, which, as William Schweers (1997) points out, may cause teachers to shy away from conversations. Teachers have significant reasons to avoid being labeled, ranging from a desire to keep personal information out of class (Nelson, 2004), to the fear of negative reactions and abusive classroom behavior on the part of students or colleagues (Simon-Maeda, 2004), to a fear of accusations from colleagues and administrators of indoctrinating or brain-washing students with feminist jargon (Yoshihara, 2011). Other teachers may simply feel under-qualified to take up the topic (Yoshihara, 2006, as cited in Yoshihara 2011).

#### Encountering adversity: Students

If teachers decide to broach the subject of queer sexuality in their classrooms, they are requesting students' openness, and are likely bracing themselves for potential intolerance. While intolerance remains a factor, teachers have found that students are commonly unfamiliar with modern queerness. Nelson's 2004 research study underscores this. In her interviews with Tony, an ESL teacher in the US, Nelson found that Tony viewed the topic of gay identity as potentially foreign to his Asian students, and even suggested that they might conflate queerness with transvestitism (Nelson, 2004). In this case,

hesitancy may not necessarily denote prejudice; it could also reveal an unwillingness to discuss the unfamiliar.

In other cases, teachers have prejudged an intolerance that may, in fact, not exist. Interestingly, Nelson's interviews with a student of Tony's challenges the assumption that "students [are] either non gay or anti gay" (p. 34). In fact, Tony's student Miyuki said that she did not mind her American teacher being openly gay, though she said this may be more problematic for a Japanese teacher. To assume that students will be uncomfortable with queer sexuality may underestimate their capacity for realigning their opinions in a nonnative setting (Nelson, 2004). In cases of both student openness and student ignorance, exposure and classroom appropriate instruction is beneficial for all students.

#### Encountering adversity: Institutions

Even if students are open to the inclusion of queer themes in their English language classrooms, the administration of educational institutions often discourages any active discussion of sexuality. Ó'Móchain (2006) states that his school's official curriculum does not reference "non-normative sexualities". This omission, says Ó'Móchain, strengthens the school's heteronormative instruction. Curran (2006) cites job security as a concern when deciding whether or not to present queer topics in his language classroom in Australia. Despite his willingness to include queer sexuality in classroom discussions, he was hesitant to make this known in his school community, because he "was a part time teacher on a short term contract" (p. 87). Concern for his teaching position made asking for administrative consent problematic (also see Simon-Maeda, 2004).

Educational institutions play a major role in changing cultural perceptions. School bodies have the authority and resources to instate diversity training into their curricula as a requirement for all students. Today, international communities, governments, and individuals are becoming more affirming of sexual diversity; general models do exist for progressive-minded administrations. Educational institutions should be called to account for their own policies, recognizing their important role in cultivating the minds of local and global communities.

### Queering the classroom for the future

Discussing queer sexuality in an ESOL classroom requires a willingness to examine human sexuality, a sensitive topic that requires forethought and openness on the part of teachers and students. There are many other important and inspiring topics available for ESOL educators that would not delve so deeply into the heart of identity, and a multiplicity of reasons exists why the topic of sexuality may never arise in ESOL courses. However, when students initiate a conversation and are searching for correct expressions, or when teachers see an educational advantage in discussing queer themes with ELLs, they must have appropriate resources and research to inform and enrich that dialogue.

To this end, further empirical research is necessary to provide a tangible portrait of how this inclusion is being achieved in diverse global classrooms. Problematizing the dichotomy of sexual identities for students follows current pedagogy on the topic of queer sexuality, but it is uncertain at this point how this approach will affect students' attitudes during discussions of sexuality across global cultures.

Furthermore, discussing queerness is not enough. Teachers and theorists offer personal accounts and pedagogy to shape a growing corpus, at the risk of losing their jobs and reputations, but are largely unsupported by their institutions. As discussions of queerness become more pressing, it is time for administrators to support professional, accurate discussion of sexuality in classrooms.

Teachers, learners, and language are not asexual, and sexuality is a complex aspect of humanity, expressed with the finest subtleties of human communication. Eloquently, Jacqueline Dumas (2008, p. 1) writes that "the ESL classroom is one place where learners should not feel shy or afraid to explore and negotiate their identities, including their sexual identities." To this end, it is critical that language classes acknowledge and support the development of personal identity by nurturing the conversation of human sexuality as it arises. In the near future, progress will mean the presence of open and inclusive discussion of human sexual identity in global language classrooms.

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## Disclaimer

This literature review, entitled “Owning Inclusive Sexuality in the English Language Classroom” has been published only once, in the JALT GALE SIG’s periodic publication. When published, the text was 12 pages, and has been reduced, as requested, for publication in JALT’s the Language Teacher. As far as what has changed since original publication, all sections were shortened, and some examples/supplementary details were removed. Nothing has been added.

## Citation

Lubold, S. (2013). Owning inclusive sexuality in the English language classroom. *The Journal and Proceedings of GALE*, 6, 44-51.

# Using LI to get more out of your extensive reading program

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When deciding whether to allow Japanese into the English lesson, it’s important to consider not only the level of the students, but also the real objective of the activity. This article explores the use of LI as a means to an end: to promote a sense of meaningfulness associated with reading in English and cultivate a shared sense of enjoyment, both of which are especially useful in any ER program.

英語の授業に日本語の使用を許容するかどうかを決める際に、生徒のレベルを考慮に入れるだけではなく、その授業の活動の本来の目的を考えるべきである。本論では、目的に向けた手段としてのL1（日本語）の使用について考察する。つまり英語で読むこと（読解）に意味があると感じさせ、楽しさの共有感覚を育むことである。どんなERのプログラムでも、その両方が特に役立つことは言うまでもない。

**A**s part of my extensive reading program, I frequently assign pair discussions. The students are expected to share their reading experiences with each other, usually by talking about the books they have most recently

## SIG Spotlight: ER SIG

The JALT ER SIG exists to help promote Extensive Reading (ER) in Japan and via our website, our newsletter, the ERJ Journal, and presentations throughout Japan we aim to help teachers set up and make the most of their ER programmes.



finished reading. During the first few years of the program, I pushed the students to discuss entirely in English, giving as much guidance as I could afford, for example via handouts. Now, however, especially with my junior high third-year students in their first year of ER, but also with most of my high school first-year students, this activity is done mainly in Japanese (L1), with me throwing in some useful English along the way. Why? What led to this change?

Despite all of my efforts, book descriptions like the one below were a regular occurrence. The students were using English, which was one of

the initial and primary goals, but I felt frustrated that their descriptions lacked substance; the students didn't seem to be gaining much through the experience. Over time I discovered that allowing the use of the students' first language in certain activities and assignments dramatically improved their willingness to participate, helped keep weaker students from feeling left out, and had a very positive impact on their descriptive prolificacy. To demonstrate the difference in substance between conversations in English and those in Japanese, here is an example of what I might hear my students saying:

*English-only (in heavily accented "katakana" English)*

*A: This book is good. Pictures, cute. Nice story. I like princess stories.*

*Japanese*

*A: I thought the pictures were nice—they definitely helped me understand the story. Hmm . . . what else? I guess that overall, the story was interesting. I didn't understand a few words here and there, and there were names that I couldn't pronounce, but, I dunno . . . I guess if you like fairy tales, as I do, then you'll probably still enjoy it, even if it is a little difficult. In fact, it looks harder than it is because there are a lot of words on each page, but really it's not that bad, you get used to it . . . also, it's different from the movie—I was surprised! I think I might even like the book better. Anyway, why don't you check it out? If you don't like it just put it back.*

On the one hand, the English-only version could be considered a success if the goal is purely to have the students speak in English. On the other hand, if the goal is to promote an interest in reading in English, to facilitate the exchange of useful information regarding the content and quality of the books, or to share in the general reading experience, then I would consider the English-only version a near complete failure.

Additionally, doing this activity in Japanese can be equally relieving for the listener as it is for the speaker. When done in L1, I find this activity, and others like it, to be invaluable aspects of a larger goal of encouraging a positive attitude towards reading, as they promote a sense of "we're all in this together", rather than "every man for himself", and can accommodate students of various abilities working together. Creating a situation in each class where the students can openly

and comfortably discuss with various partners what they have read gets them to break out of their shells, helps them to identify books that they might like to read (or perhaps avoid) and gets them used to the practices of summarizing, sharing opinions and using persuasion, which they don't otherwise seem to do very often. Also, by sharing their experiences, students teach each other how to approach the books, what can be learned and enjoyed when reading in English, and how to deal with the difficulties they might encounter. Significantly, most students seem to take these conversations more seriously than when I occasionally do similar activities in English-only.

It's important to keep in mind that students, in particular those of lower ability, have two difficult tasks to deal with simultaneously when holding discussions in English: firstly, what to say and how to say it, and secondly, how to convey those ideas in English. This of course doesn't even take into account the effort required on the receiving end of the discussion. Realistically, a lot of very worthwhile things that the students would like to express are far beyond their English-speaking levels. When in an English-only environment, students may feel isolated in their ideas and experiences, and as a result of shyness or some other cause, may end up never making an effort to talk about their reading experiences outside of class, either.

Perhaps it should be noted that early on in the program, regardless of which language is being used, my students tend to be very brief in their explanations; I suspect this is often due to a lack of self-confidence and experience, though in some cases, the students haven't actually read the books and are simply bluffing. Either way, given time, most students start to say more as they get used to the activity. Weaker students also learn how to express their ideas by listening to their peers' descriptions. Also, if a student doesn't have a book to talk about, I still encourage them to participate by being a good listener. Students who don't have something to talk about because they aren't motivated and haven't read much tend to be weaker at English in general, and therefore shouldn't be overly criticized. This activity is especially helpful for them, as eventually most come across a book they are willing to pick up and try out.

Ultimately, when deciding whether to allow Japanese into the English lesson, it's important

to consider not only the level of the students, but also the real objective of the activity. If the objective is to have students speak purely in English, perhaps to help them learn to find ways to express what they want to say in a simplified manner, or to learn to deal with the frustration of not being able to say exactly what they want in a second language, then certainly using L1 would be inappropriate. However, if the objective is to propagate a sense of meaningfulness associated with reading in English and promote a shared sense of enjoyment, both of which are especially useful early in the ER program, then I highly recommend giving L1 a chance to contribute its fair share in your ER program.

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#### Disclaimer

“Using L1 to get more out of your ER program” originally appeared in “ERJ Extensive Reading in Japan, The Journal of the JALT Extensive Reading Special Interest Group”, Issue 6.2, October 2013. Due to space limitations, the activity “Student Pair Book Discussions”, originally published in connection with the article, has been omitted.

#### Citation

O'Brien, A.P. (2013, October). Using L1 to get more out of your ER program. *ERJ Extensive Reading in Japan - The Journal of the Extensive Reading SIG of the Japan Association for Language Teaching*, 6(2), 6-7.

# Viewing low motivation and competence through a learner-development framework

**Stephen M. Paton**  
Independent Researcher

Having taught highly-motivated, highly proficient English language students for several years in Australia, suddenly teaching low-motivation, low-proficiency students in compulsory English classes in Japanese universities was surprising, frustrating, and challenging. After several years of confusion, the lights began to come on when I became familiar with a few themes within the learner development literature.

Reading about, and experimenting within, self-efficacy theory and language learning strategies-based instruction have helped make it possible to not only understand students better, but also provide the kind of teaching and support most likely to be meaningful and beneficial.

オーストラリアで様々な国から来た生徒を数年間教えていた時は、生徒のモチベーションも、英語のレベルも高かった。その直後に日本の大学で必修英語の授業を持ち始めた時、生徒のモチベーションも英語力も低いのに驚きと不満を感じ、毎日が挑戦の連続であった。数年間は困惑することも多かったが、学習者の発達文献に関係するいくつかの論旨を読んでいくうちに、理解できるようになってきた。

自己効力感理論や言語学習ストラテジーに基づく指導法を読んだり試みたりすることは、生徒を理解できるようになるだけでなく、意義があり有益な授業ができる助けになる。

Over the last couple of years I've become aware of just how necessary it is for us as teachers to be able to help our students become better learners. This is particularly true for teachers who, like me, spend a lot of time with low-proficiency low-motivation students. Becoming familiar with a few aspects of learner development over the last few years has given

me a much-needed framework through which to understand my students better, and, I think, to make classroom time more meaningful and valuable.

I'm from Sydney, Australia, and before coming to Japan in 2008 I'd been teaching English to international students for several years. My background had been in music, and in my mid-20s, after deciding I'd spent long enough teaching kids to whack drums, I set out, B.A. (English and Cultural Studies) in hand, to get a proper job. Straight out of my Cambridge CELTA course in 2004, I somehow managed to land my first teaching job at the University of Western Sydney, where I taught students from Thailand, China, Japan, Korea, and South America who were preparing for undergraduate courses in English. I had a real admiration for those students, who had travelled so far and committed so strongly to a really high ambition. It's no small deal to decide to undertake university study in a foreign country, let alone in a language in which you're less than proficient, so my students had a clear goal that required a real dedication.

After the university amalgamated their two language centres onto a campus far from where I lived, my next job was in an ELICOS (English Language Intensive Courses for Overseas Students) college, again teaching highly motivated and committed international students in complete English immersion for twenty-odd classroom hours a week. The students, mostly in their early 20s, were from all over the world, and had come to Sydney to spend anything from a fortnight to a year studying the language, for various reasons: some for a 'gap year' or working holiday, some for credit towards their studies in their home country, some to acquire English for their future careers, some even to begin the process of migration.

During those years, the challenge for me as a teacher was meeting the students' expectations of rapid progress and the speedy development of real-world abilities with the language. You would have had a hard time convincing me that "student motivation" was something that was such a problem area for our profession—unmotivated language learners just didn't exist in my world! Students were hungry for opportunities to use their language skills, and class-time often spilled over into weekend parties and hangouts. It was a great time for me, and many students from those years remain friends today.

## SIG Spotlight: LD SIG



The Learner Development SIG <ld-sig.org> is a network of over 200 members with an interest in developing and researching practices that aim to support autonomous learning and teaching (among other things!). We offer chances to get connected with other teachers, students, and researchers through our newsletter *Learning Learning*, online resources, local area get-togethers in Hiroshima, the Kansai and the greater Tokyo area, as well as forums at different JALT conferences. Our current research-based publication projects include *Learner Development: Different Cases, Different Interests and Collaborative Learning in Learner Development*. We also provide conference and research grants for SIG members, as well as SIG membership grants, not to mention SIG subscriptions for teachers and students interested in joining the LD SIG and JALT <ld-sig.org/join>

Many of my colleagues in Sydney had begun teaching English in Asia or Europe, and had taken their skills back to Australia. I did it in reverse, finding myself with skills, experience, and qualifications (by that time, an almost-completed M.Ed in TESOL) that were valuable around the world. I decided, at 30, to pack up my life and head out into the unknown, and after some deliberation, settled on Japan. Avoiding the bigger cities, I came to Fukuoka, where I've lived now for six years.

My experience and qualifications got me a part-time position at a university within a year of arriving. But wow, to call my first year of university teaching in Japan a "shock to the system" would be an enormous understatement. After all, I'd been teaching Japanese university students back in Sydney for years! I knew what I was doing! I headed off to the classroom with loads of good communicative activities, ready to meet the students, get to know them a little, answer all of their questions, and help them improve their fluency.

So why were these students so utterly unwilling to participate? Why did they appear stunned and embarrassed when I asked them basic conversational questions? Where was the six years of vocabulary that I was meant to be building on? Why did their homework, if they turned any in, represent little more than an attempt to

discover how little effort they could get away with? Why weren't they retaining what we'd covered in previous weeks' classes? And WHY, at the end of the year, did they seem so blithely unconcerned that their English had barely improved despite the time and effort of thirty classes? I urgently needed a practical understanding of my students, their backgrounds and their actual motivations, if I was to have a hope of bringing anything of value to them each week.

Over the years, the answers to these sorts of questions have come, to a large extent, from reading up on a few key areas of the literature relevant to learner development, firstly, self-efficacy theory, and secondly, language learning strategies/strategies-based instruction. Coming across these has been like turning on the lights in a dark room, and has dramatically changed my understanding of my students, made me more empathetic to their challenges and needs, and given me an angle on how to make their time in my classes valuable and rewarding.

For example, a few years ago I noticed that a lot of my students seemed convinced that they were irredeemably inept at learning vocabulary, and this low estimation of their own abilities seemed to be exactly what was preventing them from putting effort into vocabulary study: a classic vicious cycle of "failure" breeding failure. To see if the cycle could be broken, I carried out a research project that first had them establish their self-efficacy in the area, and then over the course of a semester of learning, testing, and reflecting, hopefully would lead to them adjusting that estimation upwards. The project was arguably effective; confidence levels actually did rise, and it really got me interested in the theory and in figuring out how I could apply it beyond vocabulary learning. Reading about decades of other teachers' and researchers' successes, and the change in autonomy and learning outcomes that can come about when self-efficacy and confidence problems are properly addressed, gave me something to focus on in the classroom beyond simply language-based content. Trying to teach over the top of low self-efficacy is a recipe for stress and frustration, but developing self-efficacy with awareness is an opportunity for potentially life-changing teaching.

My second research interest was piqued while reading for a project I carried out in 2013. I'd produced a video demonstration of myself using word cards to learn Japanese vocabulary, and I

needed an understanding of why it had had such a remarkably positive impact on my students' confidence and enthusiasm, way beyond what I'd hoped. It turned out that I'd unwittingly carried out some effective *language learning strategy instruction*, right in line with the best recommendations in the literature going back several decades! In doing so, I'd stumbled across yet another framework for understanding my students and how best to help them.

Looking at my students' behaviours in terms of language learning strategies, or frankly; lack thereof, immediately answered a lot of questions. Of course I knew that low-competence, low-motivation students aren't necessarily *bad* or *inept* students; but reading about the strategies that are fundamental to language study, and noticing that many of my students were hopelessly unversed in them, gave me another angle on understanding and helping them. For example, many students arrive in my classroom with seemingly no knowledge of how to create mnemonic linkages, how to review well, how to plan and set goals for learning, or how compensate for knowledge gaps, let alone note-taking, summarising, or highlighting abilities. Whether or not it *should* after so much school language study, it falls to me to help them in these areas if I want to have an impact. Low motivation, something that our field is almost obsessively concerned about (probably rightly), begins to make sense in light of an understanding that our students have never been taught strategies for learning effectively. Their disengagement can come to be seen as a *logical result* of their lack of strategy knowledge and success, something we can get a handle on; potential solutions start to show up when we have an understanding of what fundamental skills our students need to learn most.

I've actually become excited to think about what might happen in future classes if I can effectively teach good *strategies* along with actual language *content*. Seeing the vast literature and all the research that's been done in the area has set out a game that I might actually be able to win, on a playing field that I finally understand and given me a research focus that I'm enthusiastic about following up. In the coming academic year, I'm interested to see how effectively I can include some useful strategy instruction in every lesson, and I won't miss a chance to help students re-think any low self-efficacy estimations they might have.

Becoming aware of what's going on in these few areas of theory and research has really made me view my role differently, has helped me understand how to help my students become better learners, and given me a direction on how to possibly overcome those problems that seemed so insurmountable when I first came across them a few years ago.

**Stephen Paton** has been teaching English for ten years to international students in Sydney, Australia, and, since 2009, at universities in western Japan. Research interests include self-efficacy theory and strategies-based instruction. He is also working on compiling a visuals-based system of grammar instruction using *Keynote* presentation software.



This essay has not been changed from its original publication.

#### Citation

Paton, S. M. (2014). Viewing low motivation and competence through a learner-development framework. *Learning Learning*, 21(1), 44-47.

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# Re-examining semantic clustering: Insight from memory models

**Tomoko Ishii**  
Seikei University

It has been repeatedly argued that semantically related words should not be learned together because the learning is impeded. However, the results of past research are not all in agreement, with some providing favorable results for semantic clustering, and some seeming to suggest different types of similarity affect memory in different ways. The types of connections that truly cause the problem therefore need to be discussed more carefully. Focusing on a visual component, which is commonly observed across different models of working memory, a study was conducted to examine if learners have difficulty memorizing a group of words that describe items with a common *physical* feature. The study compared the learning of three types of word sets: unrelated, semantically related, and physically related. While no statistically significant difference was observed between semantically related and unrelated sets, the

#### SIG Spotlight: VOCAB SIG

The Vocabulary SIG is dedicated to research of the



learning, teaching, and assessment of vocabulary. It currently produces two publications, Vocabulary Education Research Bulletin (VERB) and Vocabulary Learning and Instruction (VLI), and hosts an annual symposium. Past events have featured Paul Nation and Batia Laufer, and our 2015 event hosted in Fukuoka will feature Stuart Webb and Rie Koizumi.

scores for physically related sets were significantly lower than those for the other two types. This suggests the possibility that the impeding effect of semantic clustering reported in the past could be partly due to the nature of semantically similar words, which sometimes share visual features.

「意味的に関連のある語を同時に学習すると記憶の妨げになる」という考え方が（語彙習得研究者の間に）繰り返し論じられている。しかし、先行研究の中には逆の結果を示すものや、意味上の関連性が異なると学習効果が異なることを示すものもあり、記憶の妨げになる要因が何であるのかは、慎重な検証が求められる。本論は、心理学におけるワーキングメモリーの研究において視覚イメージが重要視されていることに着目し、「関連のない語群」「意味的に関連のある語群」「形状の似ている物を指す語群」の記憶の効率性を検証したものである。その結果、「意味的に関連のある語群」と「関連のない語群」は統計的に有意差が見られなかったが、「形状の似ている物を指す語群」が他の語群よりも記憶しにくいことが示された。「意味的に関連する語は記憶しにくい」と言われているのは実は、意味的に関連する語は形状の似ているものを指すことがしばしばあるからではないか、という可能性が示された。

## Background

Among researchers of second language vocabulary learning, semantic clustering is often considered something to be avoided. This issue has long been investigated, with many empirical studies (e.g., Higa, 1963; Tinkham, 1993, 1997; Waring, 1997). They suggest that if words that fall in the same semantic field such as “fruits” (e.g., *apple, orange, pear*) or “furniture” (e.g., *table, chair, bed*) are learned simultaneously, learning is impeded because of confusion stemming from semantic overlap. Following such research, the negative impact of semantic clustering is sometimes treated almost as if it were an established fact. However, the results of more recent research on this issue are not entirely uniform: Erten and Tekin (2008) report on the negative effect of semantic clustering, whereas Papathanasiou (2009) and Davies (2012) suggest mixed results, and Hashemi and Gowdasiaei (2005) present support for semantic clustering.

One void in this area of research is the lack of serious discussion on what is causing the confusion. Words can be connected semantically in different ways and to different degrees: among co-ordinates of “musical instruments”, many people would recognize *piano* as being closer to *organ* than to *cymbals*. It is unreasonable to assume that different types and degrees of similarity affect learning in the same manner. Tinkham (1997) suggests that while semantic clustering has a negative impact, thematic clustering, which includes words along one theme such as “frog” (*frog, hop, slimy, pond, croak, green*), has facilitative effects. Although labeled differently, they are in effect both semantically connected, and what Tinkham (1997) shows is that different types of semantic relationship affect memory in different ways. More consideration on what in semantic similarity has an impact on learning is therefore necessary.

In the field of psychology, various models of memory have been suggested, and there is one commonality to the different models. The common feature seen across various models of working memory, the first system the information goes through when it is being processed, is that they all have some form of visual component. An early model proposed by Baddely and Hitch (1974) has two initial components: the Phonological Loop, which processes sound, and the Visuo-Spatial Sketchpad, which deals with visual images. These types of information are then fed into the Central Executive, where the information is synthesized and committed to memory. More recent models, such as Logie’s (1995) and Baddely’s (2000), also have a visual component, and it has remained important in the theories of information processing.

Such importance of visual image gives us a new perspective on research on semantic clustering. Tinkham (1997), for example, employed metal names (*tin, bronze, iron, brass, lead, steel*) for one of his semantic sets, which are very difficult to differentiate visually. This is an extreme case, but a fruit often has a round shape and clothes such as *jacket, shirt, and coat* share some physical similarity. It is not uncommon for semantically grouped words to have a similar visual image, and this could possibly be the reason why the field has repeatedly observed the negative impact of semantic clustering.

## Study

Given the importance attributed to imagery in information processing, as well as its possible connection to semantic clustering, a study was designed under the following research question: “Does grouping semantically unrelated but physically related words have a negative impact on memory?” A total of 64 Japanese students were involved, and the participants learned non-words paired with a Japanese meaning for three different categories: “Unrelated,” “Semantically related,” and “Physically related.” Table 1 shows the nature of each category as well as the Japanese meanings used in the study.

**Table 1. Nature of categories and Japanese meanings prepared for the study**

Category	Nature	Japanese meanings
Unrelated	There is no obvious link among the words in this group.	rat, cherry, clip, lotus, spoon, mountain elephant, banana, tape, burdock, kettle, stone rabbit, pear, scissors, cabbage, cup, forest
Semantically related	The words fall into one semantic field: "animals," "vegetables," and "kitchen utensils." The words were selected so that they would have little visual similarity.	chicken, pig, giraffe, monkey, snake, whale Japanese radish, cucumber, spinach, okra, tomato, egg plant pan, knife, cutting board, fork, strainer, ladle
Physically related	The words describe the objects that share physical features: <i>round</i> , <i>thin and long</i> , and <i>rectangular</i> .	globe, watermelon, ball, pearl, candy, marble pencil, fishing pole, chopsticks, straw, rope, shoe laces, pass card, playing card, student card, business card, post card, poster

**Results**

Tables 2 and 3 show the results of the two tests.

**Table 2. Results of test 1 (N = 64, possible max = 18)**

	Max	Min	Mean	SD	Std. Error
Unrelated	18	1	13.42	3.93	.49
Semantic	18	3	14.00	3.89	.49
Physical	18	0	12.30	4.16	.52

**Table 3. Results of test 2 (N = 64, possible max = 18)**

	Max	Min	Mean	SD	Std. Error
Unrelated	15	0	5.06	3.58	.45
Semantic	16	0	5.59	3.91	.49
Physical	16	0	4.02	3.50	.44

A repeated measures ANOVA assuming sphericity determined that mean scores for Test 1 differed statistically significantly ( $F(2, 126) = 11.986, p < 0.001$ ). Post hoc tests using the Bonferroni correction revealed that the difference between the unrelated and semantic sets was not significant ( $p = .273$ ), whereas the mean score of the physically related sets was significantly lower than the other two categories ( $p = .018$  against the unrelated sets and  $p < .001$  against the semantic sets). Likewise, a significant difference was confirmed for Test 2 ( $F(2, 126) = 12.069, p < .001$ ). While post hoc analysis did not show any significant difference between the unrelated and semantic sets ( $p = .336$ ), the physical sets were again shown to have a significantly lower mean ( $p = .007$  against the unrelated sets, and  $p < .001$  against the semantically similar sets). Partial eta-squared for these analyses were .306 for Test 1 and .286 for Test 2.

**Discussion and conclusions**

These results suggest that it is harder to learn physically related words simultaneously than learn unrelated or semantically related words. The difficulty may stem from the confusion generated by shared visual images of items described by the words. This study did not observe any impact of the semantic sets that avoided

To each Japanese meaning, a nonword generated using a program named *Wuggy* (Keuleers & Brysbaert, 2010) was allocated. The participants looked at six pairs displayed on a computer screen for 45 seconds and were then asked to write the Japanese meaning of each nonword (Test 1). Repeating this cycle of learning and testing nine times, they learned all 54 pairs and were tested on how much they could memorize. After an interval of 20 minutes, the participants were asked again to write Japanese meanings for the nonwords learned earlier (Test 2).

visual connection, which suggests that the impeding effect of semantic clustering reported in the past could be explained partly by the fact that semantically clustered words sometimes share visual features.

Visual similarity is an aspect that has scarcely been addressed in the literature of semantic clustering. Although we need to be cautious not to generalize the results of this small-scale research, the current study raises questions about the source of difficulty in learning semantically grouped words. With more study, the real source of confusion caused by semantic clustering would be further clarified.

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## Citation

Ishii, T. (2013). Reexamining semantic clustering: Insight from memory models. *Vocabulary Learning and Instruction*, 2(1), 1-7. doi: 10.7820/vli.v02.1.ishii

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# Adoption of the process-oriented writing approach in a Japanese high school classroom

Noriko Kurihara  
Kyoto University

The present study investigated whether peer and teacher feedback in the process-oriented approach would influence student writing development in an exam-oriented senior high school in Japan over one academic year. Pre- and post-essay tests were administered both to the experimental group and the control group to assess the development of students' writing skills. Questionnaires and interviews were conducted at the end of each school term in order to examine student attitudes toward feedback. The results indicate that students improved significantly in the quality and fluency of their writing. Although the impact of teacher feedback was found to be stronger when the project started, student focus shifted from teacher feedback to peer feedback over the year. Students deepened interdependence among peers, increased self-correction, and assumed a sense of writer responsibility by the end of the project.

本論は、受験重視の日本の高校で、英語ライティング授業にプロセス・アプローチを導入し、1年間に及ぶ過程において、ピア（生徒間）及び教師によるフィードバックが生徒のライティング能力の向上に影響を与えるか否かを検証した。研究では生徒のライティング能力の変化を測るために、被験者群と統制群による自由英作文の事前・事後テストを行った。また、生徒のフィードバックに対する意識の変化を調査するため、各学期の最後にアンケートとインタビューを実施した。自由英作文のテストでは、生徒のライティング能力の質と流暢さの向上において、被験者群と統制群の間で有意差が確認された。また、フィードバックに対する生徒の意識では、当初は教師の影響が強かったが、次第に生徒間によるフィードバックに焦点が移行していった。研究の最後には、生徒間で相互の信頼と依存性が高まり、自己による誤り訂正が増え、生徒のなかに書き手としての責任感が生じてきた。

According to Adas and Bakir (2010), “writing is . . . the most difficult of all the language abilities to acquire” for many EFL learners (p. 254). Japanese learners are no exception. In Japan, there is serious concern regarding college-aged English as a Foreign Language (EFL) students' inability to produce a single, coherent paragraph (Gilfert, Niwa, & Sugiyama 1999; Kamimura, 2010). One possible reason could be the lack of writing practice in high school education (Gilfert, Niwa, & Sugiyama 1999). According to Kobayashi and Rinnert (2002), “many Japanese high school students have little experience writing an essay or even a paragraph in English” (p. 92). Therefore, an effective approach to help students improve their communicative writing skills in high school classrooms is needed.

## The process-oriented approach

One of the most commonly used approaches in both first (L1) and second language (L2) writing classrooms is the process-oriented approach (Ferris & Hedgcock, 1998; Kamimura, 2006; Paulus, 1999). The process-oriented approach is characterized by multiple stages of drafting, revising, and editing and it attaches great importance to “meditational means,” namely intervention by teachers or peers, in learning and development (Silva, 1990).

## Teacher and peer feedback

Although teacher error correction is regarded as of great value by ESL/EFL students (Hedgcock & Lefkowitz, 1992; Hyland, 1998; Lee, 2008), and student preference of teacher feedback over peer feedback is reported (Hedgcock &

Lefkowitz, 1992; Yang, Badger, & Yu, 2006), peer feedback has been found to increase students' awareness and confidence in writing (Kamimura, 2006; Nelson & Murphy, 1992; Tsui & Ng, 2000), raise audience awareness (Kamimura, 2006; Min, 2005; Tsui & Ng, 2000:), increase generation of ideas (Kamimura 2006), and encourage students' control over their writing, as well as foster a sense of autonomy in writing activities (Tsui & Ng, 2000; Yang et al., 2006). In the classroom it is often suggested that teacher and peer feedback are "complementary rather than redundant" (Caulk, 1994, p. 186). In ESL/EFL writing classrooms at the tertiary level, rigorous studies have been conducted and have shown that peer and teacher feedback in the process-oriented approach can benefit learners (Ferris & Hedgcock, 1998; Hyland, 1998; Kamimura, 2006; Paulus, 1999; Yang et al., 2006).

However, very little research has been done at the secondary level. The present study, therefore, investigates the effect of both teacher and peer feedback on the development of students' writing skills in a Japanese high school classroom.

## Method

### Research questions

This study aims to answer the following questions:

1. Does process-oriented writing lead to an improvement in students' writing skills in quality and/or quantity?
2. If so, how and what improvements does it lead to?

### Participants

The participants of this study attended a strongly exam-oriented academic senior high school in Japan. The school is ranked second highest in its regional division. Each year, more than 95% of its graduates go on to university or college, of whom 40% go to national or municipal universities. Students are divided into three classes according to their academic achievement: High achievers constitutes one class, and the remaining students are equally divided into two regular classes. The participants belonged to one of the two regular classes in the second year (age 16–17), consisting of 20 boys and 17 girls. The control group was the other regular class. The second-year students were chosen for the study because they had already learned enough grammar and vocabulary to use in writing.

### Research design

The investigation was conducted over one academic year. The pre- and posttests, each comprised of a short timed essay question, were conducted to examine whether students' writing skills improved after the experiment. The essay topic of the pretest was "Failure and success always teach us something. Write about your most impressive experience in this regard." In the posttest, the topic was "Write about the best present you have ever received, and the reason why you think it is the best." The tests directed students to write between 100 and 120 words. The students were given 15 minutes for each test and the use of dictionaries was not permitted. These reflect the most common conditions when students take college entrance exams, success in which is the ultimate goal of English learning at Japanese high school. No notice was given before each test; therefore, students were not prepared in advance. In order to examine the quality of students' writing, the tests were scored holistically, in accordance with the TOEFL writing (TWE) scoring guide: 6 indicates the best performance and 0 means irrelevant or no writing (Weigle, 2002). Word number was counted to examine quantity of writing.

At the end of the experiment, questionnaires and interviews were conducted to investigate students' attitudes toward peer and teacher feedback as well as toward the revision process. The questionnaires consisted of two parts. The first part contained eight questions about students' perceptions of the feedback they received. These were scored on a four-point Likert scale instead of a five-point scale to avoid the evasive answers often seen in students' reactions (Appendix A). The second part asked students about their attitudes and reactions toward the feedback and draft writing; these were answered in an open-ended style (Appendix B). The interviews focused more on students' reactions to their revision process as well as their attitudinal changes during the project (Appendix C).

### Constraints

Since the school was strongly exam-oriented, it was difficult to adopt a completely new teaching approach. The control group received textbook-based grammar/structure instruction in a teacher-centered classroom. In the experimental group, the peer feedback sessions were incorporated into the classroom activities, but half the class periods were conducted in the traditional

style. Teacher feedback conferences took place outside the classroom and essay writing was assigned as homework.

### Procedure

Before students started peer feedback, they were briefly taught how to give feedback, such as indicating strengths or locating and correcting errors. The teacher also showed a model of giving feedback. The time allotted for peer feedback was about 20-30 minutes in class. Because students had had no such experience previously, they were not familiar with either writing in English or reading English writing. Therefore the peer feedback sessions in the first term (three months) were meant to be feedback training. Students were directed to first write corrections on the peer's writing sheet in red pen, and then give comments orally. The focus of this activity was for students to understand the content of each other's writing. In the second and third terms, students were encouraged to ask peers more about content, as noted in Berg's peer feedback sheet (1999; Appendix D). The peer feedback was given in Japanese so that students could communicate with each other easily (Kamimura, 2006; Yang, et al., 2006).

On the basis of a process model of writing instruction (Hyland, 2003), the students began to write their first drafts once their subthemes were decided. They gave peer feedback to each other in small groups before submitting their drafts first to a native English-speaking teacher and next to a Japanese teacher. Students wrote three drafts and went through the abovementioned feedback and revision process each time.

Students first received written comments and error corrections on their drafts by the native English-speaking Assistant Language Teachers (ALT)—one American and one British, and had conferences with them in groups. The feedback was given in English. Following this, student groups met with a Japanese teacher of English (JTE; the researcher), who gave oral and written feedback in Japanese. Thus, if students had any difficulty understanding the ALT feedback, the JTE could help them. The conference feedback was mandatory in the first and second terms; however, it was made optional in the third term in order to examine student attitudes.

### Results

Two native English speaking teachers scored the pre- and posttests after the project was over. The

inter-rater reliability was 0.86. Table 1 shows the means and standard deviations of the pretest and posttest classified by the experimental and control groups.

**Table 1. ANOVA results (means and standard deviations on the pretest and posttest)**

Test	Treatment	Number of subjects	Mean	SD
Pretest	Treatment group	37	2.54	1.15
	Control group	37	2.07	0.94
Post-test	Treatment group	37	3.39	0.75
	Control group	37	2.35	1.13

Because there was a difference in the means of pretests between two groups, multiple comparisons were conducted. The result indicates that there were significant differences in both the treatment section and the essay score section (See Table 2).

**Table 2. ANOVA on treatment and two tests**

SV	SS	df	MS	F
Treatment (A)	21.19	1	21.19	14.24 **
Subject (S)	107.17	72	1.49	
Test (B)	11.92	1	11.92	18.61 **
AxB	2.98	1	2.98	4.65 *
SxB	46.10	72	0.64	
Total	189.36	147		

+p < .10 \*p < .05 \*\*p < .01

Note. SV=source of variation; SS=sum of squares; df=degree of freedom; MS=mean square; F=F value.

It also indicates that the interaction effect between the treatment and essay score shows a significant difference. Because the interaction effect is present between the treatment section and test section (AxB), the simple effect on each level of the two sections were analyzed. The posttest indicated a significant difference between the experimental group and control group, while

there was no significant difference between the two groups in the pretest (see Table 3).

**Table 3. ANOVA on interaction effects between the treatment (The experimental group: A1, The control group: A2) and test scores (pretest: B1, posttest: B2)**

S.V	SS	df	MS	F
Treatment (A) at B1	4.14	1	4.14	3.67 +
Subject (S) at B1	81.27	72	1.13	
Treatment (A) at B2	20.03	1	20.03	20.03 **
Subject (S) at B2	72.00	72	1.00	
B at A1	13.41	1	13.41	20.94 **
B at A2	1.49	1	1.49	2.33 ns
SxB	46.10	72	0.64	

+p < .10 \*p < .05 \*\*p < .01

**Table 4. ANOVA on interaction effect between the treatment (Experimental group: A1, Control group: A2) and word count (pretest: B1, posttest: B2)**

S.V	SS	df	MS	F
Treatment (A) at B1	395.15	1	395.15	0.51 ns
Subject (S) at B1	55364.49	72	768.95	
Treatment (A) at B2	19621.96	1	19621.96	20.39 **
Subject (S) at B2	69279.08	72	962.21	
B at A1	30001.35	1	30001.35	98.06 **
B at A2	175.62	1	175.62	0.57 ns
SxB	22029.03	72	305.96	

+p < .10 \*p < .05 \*\*p < .01

The experimental group showed a significant difference between the pretest and the posttest, while the control group showed no significant difference. Regarding the number of words written by students in the pretests and posttests, the

mean scores of both groups increased. However, ANOVA analysis indicated that there was a significant difference between the two tests in the experimental group ( $p < .01$ ), although there was no significant difference between the two groups at the pretest and between the two tests in the control group (Table 4).

The results showed that the process approach led to an improvement in students' writing, both in quality and quantity.

### Teacher feedback

The questionnaire data in the second term indicated students' strong influence from both the ALT and JTE feedback (Appendix E). The impact of teacher feedback exceeded peer feedback overall. The conference feedback by ALTs seemed to have a strong impact on students' learning especially at the beginning of the project. Most interviewees reported their excitement at the conference with ALTs. Although ALT feedback was not always easy to understand, JTE feedback seemed to complement it. Shota explained this:

When I got ALT feedback, I understood that I needed to correct my errors but couldn't understand how to deal with them. Then JTE explained what was wrong and how to correct the errors. I somehow understood what to do.

Thus students depended heavily on teacher feedback during the first and second terms.

### Peer Feedback

When the writing project began, peer feedback seemed to have only a slight influence on students' writing. All the interviewees confessed that in the first and second terms, they did not trust peer feedback, because they knew that their peers' achievement level was no different from their own. They also stated that at first they found it uncomfortable to point out mistakes or errors in peers' writings, and that their lack of vocabulary in general prevented them from understanding the content of their peers' writing, making it difficult to provide feedback. However, in the second term, their attitudes toward peer feedback gradually changed. For example, Yui, who had complained earlier about the difficulty of peer feedback, stated that her attitude had changed from negative criticism to constructive criticism during the term. She explains this in the following manner:

I had only tried to find mistakes or errors at peer feedback sessions before, but in the third term I started to read peers' writings with much more ease and depth. I liked the topic so much. . . . Also, getting feedback from my peers told me how much they understood my writing. It helped me to write again.

Peer comments thus seemed to encourage students to improve their writing. Below are the excerpts of students' comments in the third term:

- I found it easy to read your writing because you wrote about club activities. I understand how you felt. I enjoyed reading this a lot.
- I can tell you spent a lot of time writing this passage because you use so many difficult words. I like the explanation of your feelings toward your friend.
- I understand the incident that took place between you and your mother. I think the passage will be better by adding the account of your feelings.
- Your writing has become better because you write more about your opinion than before.

Over the months, students began to focus on content and raised their audience awareness. Not only receiving, but also giving feedback enhanced students' writing. Akiko and Tomo, whose trust in peers had been almost zero throughout the project, admitted that reading their peers' writing sometimes gave them ideas about how to better organize a passage. Their peers' writing had a different flow and tone, which they sometimes adopted in their own writing. Yui also said that for her, giving feedback was more meaningful than receiving it, in that it gave her confidence as a reader. Her peers' works were written using easy English words, and understanding their writing led her to realize how easily she could communicate in the language she was learning. Thus, students raised their awareness not only as writers but also as readers. Students gradually became more able to communicate their ideas and thoughts through giving and receiving feedback.

### *Interdependence*

Students' attitudes toward feedback changed dramatically in the third term. In the first and second terms when the conference feedback by teachers was mandatory, students knew teachers would give them detailed feedback. Therefore, they wrote their first drafts without even attempting to avoid errors. However, in the third

term when they chose not to receive conference feedback, their attitude toward avoiding errors became more serious. The questionnaires noted that about 80% of the students stated that they had become more careful in peer feedback. The remaining students mentioned their efforts to carefully read and understand their peers' writing tasks. In the interview, Yuka stated, "Without teacher oral feedback, we had to conduct draft writing and peer feedback carefully. We knew we needed to work harder by ourselves, and the whole group became more active in peer feedback." Because of the increased reliance on peer feedback, students became more responsible for their own writing and their interdependence deepened. (Appendix F shows an example of students' drafts.)

### **Conclusion**

The results of this study indicate that the process-oriented approach contributed to students' improvement in writing skills. Students displayed significant improvement in both writing quality and quantity. The process approach fostered this improvement in two different ways. First, teacher feedback facilitated students' English usage as well as grammar/structure and organization in their writing. In this approach students relied on the JTE feedback for grammar instruction and the impact of the ALT feedback made students aware of the difference between use and usage of the English language. Second, peer feedback fostered a sense of writer responsibility through raising audience awareness. Given the freedom of choice, students chose to be reviewed by peers rather than by teachers. They started to try harder to communicate their own ideas correctly, and became more active in peer feedback sessions. In a teacher-controlled classroom, students seemed to have developed the passive attitudes of following instructions and trying to complete given tasks. However, the incorporation of peer feedback made students aware that they could cooperate with each other to communicate their ideas and thoughts through giving and receiving feedback. While teacher feedback mainly functioned as part of classroom instruction concerning grammar and structure, peer feedback provided more independent and self-reliant learning opportunities through mutual scaffolding. Thus, students became more responsible for their own learning. In this sense, peer feedback might be a good way for Japanese students to learn to become autonomous learners in the high school context.

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## Appendices

The appendices for this paper are available on the TLT website <jalt-publications.org/tlt>.

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# Correcting formatting flaws in EFL academic writing: a case study

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While many university students show aptitude with regard to content and structure in academic writing in EFL classes, they often do not have a good grasp of basic formatting conventions for academic English. An introductory course in academic-level process writing for second-year medical students at the University of Miyazaki presented a clear example of this problem. Students displayed an ability to organize their thoughts and form a coherent thesis, but their physical products were so poorly formatted that they often posed a challenge to the reader. Subsequent research conducted by the teachers revealed that most students had never received any sort of instruction regarding the formatting of academic papers in English. It was also revealed that most students had no experience using common word-processing software (e.g., MS Word) for any sort of writing in English. In this short essay, we will discuss the problem in more detail, how the situation was resolved, and offer samples of the teaching materials that were used to address and resolve the problem.

日本の大学の英語教育におけるアカデミック・ライティングでは、多くの学生が内容と構造を理解しているようだが、実際には基本的な形式さえよく分かっていないことが多い。本論では、宮崎大学医学部2年生の初級レベルを例にとり、同様の問題を検証する。多くの学生は自分の考えを論理的にまとめる能力はあるが、全体的な構成があまりにも未熟なために読み手が困惑することが多々ある。その後のアクション・リサーチで、アカデミック・ライティングの形式に関して何の指導も受けていない学生が多いことが明らかになった。さらに、ほとんどの学生がワープロ機能ソフト（MicrosoftのWordなど）を使用して英文ライティングに臨んだ経験が皆無であることも判明した。本論では、上記の問題解決について議論を深め、改善策として授業で実際に使用した指導教材サンプルを提示する。

The authors of this paper both teach medical students at the University of Miyazaki. Among the courses taught are some that introduce academic writing. The authors had been teaching these, or similar courses, for four years before the problem described herein was identified and addressed.

Over the four years prior, the authors had focused primarily upon content and structure in these classes, with students making marked progress in these areas during the course. A more visceral problem that had been left unaddressed however was the cosmetic factor—the fact that despite whatever progress was being made in terms of expressing content, mastering structure, or utilizing cohesion and other rhetorical devices, student essays often did not look appealing simply due to sloppy, haphazard formatting. Although the authors had previously made mention of formatting issues when providing feedback to their students between written drafts, no comprehensive addressing of this problem had previously been carried out and thus the problem had persisted.

Interestingly, little or no EFL-related research appears to have been published in regards to the treatment of formatting problems in academic writing, the closest comprehensive study being Dyson's (2004) inquiry into optimal computer screen reading layouts. Perhaps this is because teachers may see formatting as a peripheral issue, being almost wholly cosmetic in nature. As an example, one of the leading textbooks on academic writing for EFL students, Bailey's *Academic Writing: A Handbook For International Students* (2005) devotes a mere three of nearly 200 pages to punctuation and almost none to aspects of formatting.

There is no shortage of research regarding organizational, rhetorical, and stylistic features in EFL academic-writing literature but formatting seems to be omitted from consideration, which we feel is an oversight since the initial impression generated by any written document can affect the reader's perception of the value of the document as well as the veracity of the writer; at the very least, it is liable to leave the reader frustrated and dissatisfied (Chapparo, Shaikh, & Baker, 2005). From the EFL writer's perspective, Pennington (2003) talks of EFL writers having their "...enthusiasm dampened if they experience technical problems, early on, (or) have difficulty typing or mastering computer commands..." (p. 288), underscoring the sense of achievement that EFL writers are likely to feel upon mastering these skills.

The problem with EFL students not addressing these issues is that the reader is inconvenienced, as poor formatting obscures the intended argument or narrative by making the document visibly difficult to process, ultimately minimizing the rhetorical impact of the paper or essay. Further, first appearances lend to the notion that due care had not been used in creating the documents, since they often appear childlike or amateurish. Therefore, such texts most certainly would not be found acceptable by formal standards of written English in the business or academic worlds. Initially this was surprising, given that Japanese society, and Japanese aesthetics in particular, tends to place a premium upon visual verisimilitude and balance, but it became apparent over time that the problem of correct formatting needed to be addressed explicitly, particularly since medical students would almost certainly be writing English research papers in the future.

### Noted formatting problems

Over the four years prior to conducting this research the most common formatting problems noted by the authors included the following seven types, each illustrated with an authentic example

1. Spacing: Often two spaces, or no space at all, left between words, between punctuation marks and the first letter of the following word, or no space entered pre and post-parentheses (Fig. 1).
2. Punctuation (often related to spacing): Periods doubled or omitted. Commas inserted randomly (Fig. 1).

We researched some of organ transplant, such as cardiac transplant, marrow transplant, hepatic transplant, and kidney transplant.

Obesity, however, is becoming a social problem, and is said to be a life style-related disease.

**Figure 1. Spacing and punctuation problems**

3. Indentation: Often omitted altogether or inserted in a rather random form (Fig.2).

Another problem is the loss of personal freedom for a patient staying in a hospital. They can't eat their favorite foods, watch their favorite TV shows, or use a computer while staying in a hospital. If a patient were able to do these things he/she might feel a lot less stress.

**Figure 2. Indentation problems**

4. Improper line breaks or line spacing: Either extremely dense spacing or two lines separating paragraphs, often when a paragraph break is completely uncalled for. Random hyphenation. Separate paragraphs having different justifications. Academic compositions often written in *poetic* form with each new sentence beginning from the left margin (Fig. 3).

Some of the symptoms include.

- 
- Problems sleeping
- 
- Getting enough sleep, but still feeling exhausted.

**Figure 3. Improper line breaks and spacing**

5. Margins/headers/footers: Often no inclusion or otherwise evidence of awareness of these features.
6. Font consistency (type and size): A variance in the type of font used within the same text body and a change in font size completely unrelated to titles or headings (Fig. 4).

In an intramuscular injection, the nurse shouldn't inject infant under 18 months, because their deltoid muscle are not well-developed.

**Figure 4. Font problems**

7. Remnants of L1 typography: The use of Japanese fonts to write in English precipitated many spacing issues. Occasionally a hiragana or katakana symbol appeared in English text (Fig. 5).

When a patient is matched with a donor...

1. 「The statement of international health conference」New York, in 1946.

There are twice as many obese young people as there were thirty years ago。

**Figure 5. L1 typography problems**

The seven formatting issues noted above are quite basic; they are not technical, and are not concerned with the degree of minutiae that, for example, the APA format requires. The formatting problems the authors had encountered and wanted to address were basic visceral infelicities that would be noted by any regular user or reader of alphabetic languages.

#### Addressing the problem: Formatting experience survey

In order to establish the cause of these formatting problems a simple survey (see Appendix 1) was drafted and conducted. The content of the survey was extremely simple and to the point asking about students' experience in using word processing software. These surveys were distributed to students as follows:

- Second year medical students (31 students)
- First year medical students (85 students)
- First year engineering students (32 students)
- Total students surveyed: 148

Although the target class was the second year medical class, first year medical students also completed the survey. This was done in order to uncover any possibility that second year medical students were learning formatting procedures in other courses. The survey was also distributed to students in a separate faculty (engineering) in order to note if the problem was in any way con-

nected to course content or other faculty-specific factors.

#### Interpreting the survey results

The results (see Appendix 2) of the background survey indicate clearly that the vast majority of students had some ability/experience using word processing software in their own language, Japanese. Most students, however, appeared to have little or no experience using word processing software to write in English. This seems to be a result of not having any formal instruction regarding the basic rules of a properly formatted English document.

The most salient difference between the three sample groups surveyed can be noted in the responses to Question 2, "How much experience do you have using word processing software to write in English?" The number of second year medical students who said that they used the software "sometimes" to write in English exceeded the number who "never did" by only a slight margin (16 to 15). This stands in contrast to the two first year sample groups, in which "never" outranked "sometimes" by a total of 85 to 25. This indicates that the perceived necessity of using word processing software to write in English had increased by the second year. This would further imply that the first year of university is an opportune time to introduce correct English formatting.

#### Addressing the problem: The one-lesson two-handout solution

We believe that it's not necessary to start from scratch with teaching these students word processing skills. That is, it is not necessary to develop an entire course devoted to teaching students how to format a document written in English. Instead, what we propose is a *one-lesson two-handout solution*, meaning that the issue can be adequately addressed and corrected in a single lesson using two prepared handouts (see Appendices 3 and 4).

Before introducing and distributing these handouts the teachers conducted a brief classroom refresher session on the names and functions of the most basic and common English punctuation marks before distributing the first handout (Appendix 3). Appendix 3 is a teacher-created sample of a written draft that includes 18 formatting errors, including the specific errors mentioned earlier. Students were placed in groups and

required to find the flaws and, to the best of their ability, fix them. They were also told that none of the errors were lexical or grammatical. Typically, students indicated a receptive, passive awareness of some formatting problems but, not knowing what the accepted standard was, were often unable to fix them. These provided opportunities for the instructors to explicitly state the standard or rule (e.g., "You must leave a space before and after parentheses but not immediately inside them"), aided by whiteboard examples.

The second handout given to students (Appendix 4) is a screenshot of a Microsoft Word document, overwritten by hand to indicate clearly the Microsoft Word functions that students should prioritize when composing in English. Both handouts were to be retained by the students and became a standard part of the self-checking process before each subsequent draft of any composition submitted to the teachers. Students also carried out peer checks on these formatting issues before allowing their peers to submit drafts. Correct formatting was also explicitly mentioned to the students as a significant factor in grading papers, helping to highlight awareness.

### Follow-up and Extension

Results following the *one-lesson two-handout solution* lesson were loosely monitored in four separate classes. One of these was the target class, the 2nd year medical students. For this class, the authors reported that post instruction, approximately 90-95% of the previous formatting problems had been removed. Properly formatted papers and revisions allowed both the teachers and students to now focus upon the expression of content.

Two classes in which follow-up was carried out were smaller seminar classes for 4th and 5th year students who had high proficiency in English. These classes had not been included in the initial survey due to timing and scheduling issues, but since both classes included an academic writing component, the same materials and lesson were provided after students' first drafts had been submitted. It is noteworthy that although students in these classes had a higher degree of English proficiency, they were still prone to the same formatting errors described earlier. However, approximately 95% of these errors no longer appeared in subsequent drafts or papers post instruction. This suggests that the problem of incorrect formatting and the need to explicitly

address the issue has little or no correlation with the students' actual English proficiency.

However, our follow-up research indicates that formatting standards might not be internalized if students do not immediately begin the formal writing process soon after the problem has been explicitly addressed. This was noted when the same instructional lesson was given to a group of 2nd year nursing students whose English courses did not include any academic writing component, nor formal compositions immediately after instruction. One year later however, when the same students were asked to submit a more formalized essay, it was apparent that little or none of this instruction had been retained, as almost every error that had previously been addressed reappeared. This would seem to indicate that instruction must be immediately followed by regular and consistent application for the rules to be internalized.

### Conclusions

In the target class (2nd year medical students) there was almost instant and universal improvement in the students' written product after explicitly addressing formatting issues using the *one-lesson, two-handout* solution. In particular, spacing and punctuation problems ceased almost immediately, allowing the instructors to focus their feedback upon rhetoric and content in the revisions. The same has since held true for all subsequent classes that include an academic writing component.

While the focus of this action research was on Japanese students having difficulties using word processing software in an English setting, it might also be relevant to other English learning environments in which students have to deal with multiple keyboard layouts. The course of action described above might also be of use in any English learning environment where students are unfamiliar with proper English formatting conventions as they relate to word processing software.

We therefore recommend that teachers faced with academic writing classes in environments, such as Japan, where alphabetic word processing may not be the norm, and the cosmetic standards of formal English word processing have never been explicitly addressed, spend one lesson addressing and fixing the issue in the manner that we have described.

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### 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.

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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 proof-reader training. Applicants should be prepared to make a 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> by September 30th, 2014. This position will remain open until filled.



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# The use of peer-assisted learning for review presentations in heterogeneous classes

Julyan Nutt

Tokai Gakuen University

All too often the focal point of learning in the ESL classroom is confined to that of the class teacher, which on the basis of student numbers alone can be inefficient, leaving an untapped resource: the learners' peers. Educational theorists have long been aware of the value of peer-assisted learning (PAL): One of the earliest exponents was the renowned Russian learning theorist Lev S. Vygotsky. It is in his seminal work, *Thought and Language* (2000), first published in 1962, that he first introduces the concept of the Zone of Proximal Development: the area between what someone can achieve on their own and what they can achieve together with a more capable person, defined by Vygotsky as the More Knowledgeable Other (MKO). The MKO is not necessarily a teacher or an adult, but could equally be a more proficient classmate—by definition this could be applied to a large portion of a heterogeneous ESL class. The key here is that the MKO has a complete understanding of the concept being taught. If this is not the case, then there is a possibility of regression taking place, with the less capable learner bringing the MKO down to their level (Tudge, 1992). Both teachers and students have expressed reservations about the merits of PAL in the past, especially when it comes to peer feedback in writing classes. Jacobs (1989) thought that more “miscorrections” (a term he used) “would occur with writing than with speaking because the fact that the words are permanently on the page, rather than vanishing instantly into the air as in spoken discourse, makes errors—real or supposed—easier to find and point out” (p. 69). However, he noted this was not the case when he studied a group of third-year writing students: *miscorrections* were in a minority. To prevent miscorrections or regression from taking place, care must be taken when selecting pairs of students to work together and when

Peer Assisted Learning benefits both higher and lower level students, either from the act of teaching, or by learning from more capable classmates. With this in mind the author devised a presentation task, for a heterogeneous (mixed ability) ESL class in Japan, to review units from the course textbook. Students were placed in groups consisting of two pairs, each pair with a high and low level student, and were asked to prepare presentations within a limited time-frame. The objective was to see whether students could cooperate, learn from each other, and complete the task while under time constraints. Aided by the use of L1 in the planning stages, one pair explained in English, key speaking/listening strategies from the textbook, the other illustrated them using dialog. In anonymous questionnaires, the class agreed that they had either helped or been helped by their peers and that the task had been beneficial to them.

ピアアシスト（生徒相互補助）学習は、教えるという行為や、より能力の高い仲間から学ぶことによって、高いレベルの学生にも低いレベルの学生にも有益である。これを踏まえて筆者は、能力の異なる学生からなる日本のESLクラスのために、テキストの単元を復習するためにプレゼンテーションを行うという課題を考案した。高いレベルの学生と低いレベルの学生で1組になり、2組で1グループを構成した。学生たちは限られた時間内にプレゼンテーションを準備することになった。目的は、学生たちが協力しあえるか、互いから学べるか、時間的に制約された中で作業をやり遂げられるかを見ることであった。立案段階ではL1（日本語）の使用に助けられ、グループ内の1組は、教科書の重要なスピーキング/リスニングのストラテジーを英語で説明し、もう1組は対話により説明した。無記名アンケートで学生たちは、お互いに助けたり助けられたりして、この課題は自分にとって有益だったと回答した。

devising the task. Students should also be closely monitored throughout.

However, do advanced students benefit from PAL? Studies indicate that they do. Through the act of teaching, students get to consolidate what they have learned, which leads to a deeper understanding of the ideas to be taught. Webb (1989) and King (2002), both educational researchers in the field of PAL, have studied extensively the benefits to the student teacher. They conclude that the act of teaching helps the student teacher to improve his or her comprehension of the subject by encouraging them to think about it in new ways through clarifying or simplifying, generating different examples, and relating the subject to the learner's prior knowledge.

This study therefore adopts the principles of PAL by pairing lower level students with higher ones in order to make review presentations. The primary objective was that the lower-level students would overcome a teacher-perceived lack of understanding of some of the concepts taught in previous classes and better prepare themselves for the forth coming mid-term tests. The secondary objective was for the higher-level students to consolidate what they have learned. While the presentations were being prepared the teacher was to observe and offer assistance when needed. After completion of the exercise, all the students would then evaluate, by way of a questionnaire, whether they thought they had gained a more comprehensive understanding of the concepts.

### Participants

The study involved 35 second-year English majors at an all women's junior college in the Tokai area, taking an elective conversation- discussion-focused course. The textbook used was *Step Up 1: Listening, Speaking and Critical Thinking* (Teske & Marcy, 2007). Each theme-based unit contains three chapters: The first chapter introduces the content of the unit with a mini lecture, the second contains more conversations based on that content, and this leads to the third chapter where the listening passages introduce problems for the students to discuss and solve. Each chapter introduces the listening and speaking strategies needed to discuss the issues illustrated, and some also have a section dedicated to the cultural points raised. There is no great disparity in the level of difficulty across the three chapters of a single unit, but the units become progressively more difficult.

To give an insight into a typical chapter, the first chapter, *Making New Friends on Campus*, can be broken down as follows: the listening strategy focuses on how to listen for the main ideas in a mini-lecture; the speaking strategies on how to keep a conversation going and how to add agreements; and the cultural point deals with asking questions to strangers. For this study I focused on the opening unit, *Small Talk: Sociology* and its three corresponding chapters, *Making New Friends on Campus*, *Troubling Conversations*, and *Say the Right Thing*.

The students' levels in the study group ranged from low intermediate to advanced. I had worked with the same group of students for 18 months and was very familiar with their individual abilities. The class was almost entirely conducted in English. The only time L1 was used by the teacher was when monitoring the class and when a student needed additional assistance on a one-to-one basis.

### Difficulties encountered when offering support in a heterogeneous class

In classes taught during the previous year, I noted that less able students showed a reluctance to ask for support when they were having difficulty understanding. When support was offered unsolicited, I felt that some of the students were reticent about receiving assistance even when it was clearly needed. Some students indicated through body language and other nonverbal signals that they felt uncomfortable being assisted by the teacher in front of their more capable peers. One student attempted to usher away the teacher, when it was clear she had not understood. In the absence of teacher assistance, while some students were happy to ask their classmates, others seemed content to let the situation slide. The reasons for this behavior were not clear, but may be attributed to cultural tendencies, shyness, embarrassment, or fear of losing face in front of other students. Some of the more proficient students, on the other hand, actively engaged with the teacher when they felt they needed further explanation. This overt display of confidence may have adversely influenced some of the less proficient students in the class, further discouraging them from speaking out.

### Task objectives

With mid-term exams approaching, I devised a goal-oriented task in which more proficient

students would work together with their less capable peers (from hereon referred to as LCPs) to produce a presentation within a limited time-frame. Each group of students were to identify the key listening or speaking strategies in a designated chapter which they were expected to be familiar with, then explain those strategies or clearly demonstrate them by way of roleplays to the other groups. It was hoped that both the MKOs and the LCPs would then be able to better understand the strategies of that chapter.

It should be noted that students had been told in the previous class that they would be giving a group presentation on one of the chapters in the textbook (the precise one was not mentioned) and were strongly advised to review all the chapters before coming to class. In the questionnaire given at the end of the class, the vast majority of the students claimed that they had reviewed the chapters as advised.

### Procedure

Students were placed in groups of four according to their abilities. While the students naturally tend to sit with their social peers, they are not averse to working with other students: The department at this particular college is small and everyone is, at the very least, cordial with each other. The groups were chosen based on the overall scores from the previous year's class. Two students from the top half of the class were placed with two from the bottom half. The class was not specifically told why they were being placed in different groups, only that it would be good to try something different. At no point were the students told that their ability to work in mixed ability groups was being observed lest it influence their behavior. They were, however, instructed that there were time constraints and that they should work together effectively to complete the task in time.

The class was then told that they had to prepare a presentation within forty minutes on one of the three chapters that had been covered in the textbook so far that semester. Eight groups of four students and one group of three students (headed up by the strongest student in the class) were each assigned to a chapter that was allocated randomly to them. The groups were told that they had to identify the key speaking and listening strategies of their assigned chapter. Once this was done, I separated each group into two pairs (each with one student of a higher level than the other) as I walked around the class, without

mentioning why the particular pairs were being chosen. One of the pairs was given the task of explaining in their own words the speaking or listening strategies of the chapter in English, while the other was told to write original English roleplays illustrating those strategies. Exactly how they were to do this was left to the students to decide. The only other instructions they were given were that in the planning stages using L1 was permitted, but all notes were to be written in English. This was so that I would be better able to monitor progress. The pairs were told to reconvene after 30 minutes and were then given an extra 10 minutes to practice their presentations before giving them in front of the rest of the class. After all the presentations had been given, the class was asked to choose the best (excluding their own) from the other groups.

### Observations

For the most part, the MKO and LCP pairings proved effective. The MKOs took on the teaching role and most groups were able to carry out the task with minimal assistance. In one particular group, MKO and LCP had decided to write their own parts for the role-play on separate pieces of paper. They were creating a roleplay between two students meeting for the first time on campus and discussing their new teacher. In response to the statement, "I heard the teacher doesn't give a lot of homework," LCP had written, "I'm afraid you're right." MKO pointed out that it should be, "I hope you're right." This was followed by a discussion of the differences between the two phrases and the rewriting of notes in LCP's textbook.

Although not in a majority, in some other groups LCP was given the role of writing out the roleplay, while MKO told her what to write. On several occasions I observed students either asking for or giving assistance to each other with regards to meaning and language usage—essentially working effectively as a pair to achieve the task.

### Feedback

After completing the presentations, the students were given a questionnaire in English in which they were asked to anonymously evaluate the effectiveness of working in new groups to produce a review-based presentation under the pressure of a time constraint. The questionnaire covered a range of aspects of the presentation: preview, preparation, evaluation, and additional comments.

The questionnaire was designed to eliminate fence-sitters. It contained nine statements to which students could respond as follows: strongly agree, agree, disagree, or strongly disagree. There was no “neither agree or disagree” box, as is commonly found in student feedback questionnaires.

The students responded overwhelmingly in favor of this exercise. To the statement, “Working in a group meant that I was able to help or be helped by other group members,” 51% strongly agreed and 46% agreed. Only one of the 35 students disagreed and no one strongly disagreed. Of equal importance, when responding to the statement, “After preparing the presentation, I felt I understood the chapter better than before,” all of the students felt that they had: 57% strongly agreed, 43% agreed, and no one disagreed or strongly disagreed.

To the statement, “I felt this was an effective method of reviewing the first half of the semester’s work,” 86% of the students either strongly agreed or agreed, 6% disagreed, and the remaining (3) students left this part of the questionnaire blank. Similarly, when responding to the statement, “I would be happy to do this kind of presentation again,” 83% of the class either strongly agreed or agreed that they would be happy to repeat this format again. Again, no one strongly disagreed, 14% disagreed, and only one student did not complete this section of the questionnaire.

### Conclusions

The whole class, MKOs and LCPs alike, agreed that the exercise in making review presentations had improved their understanding of the concepts they had studied. This was reflected in the quality of the presentations. They were to the point and conveyed the key strategies well, with appropriate roleplays. Without a control group, there is no way of knowing whether this translated to the mid-term exam, but students’ exam results were better than I had expected. Additionally, with the pressure of having to create and give a presentation within a limited timeframe, the students were put into a situation where they had to cooperate with each other. This situation was alleviated by allowing them to use L1. This approach further benefited the LCPs who were able to discuss the task with their MKOs, and therefore develop a more thorough understanding of the concepts. The use of L1

in the ESL classroom is a contentious issue, but its legitimacy has been gaining recognition in recent years. One of the occasions when using L1 is most valid is when it comes to explaining difficult concepts (Cianflone, 2009). Clearly, when two students with different English abilities are discussing such a concept, using their mother tongue is more efficient and was undoubtedly a key factor in the success of this task. Higher-level students also benefited from gaining a more in-depth understanding of the topic through explaining it, something educators have long been aware of: “While we teach, we learn” (attributed to the Roman philosopher Seneca). Although often underutilized, when implemented properly PAL can be an effective tool in any classroom, freeing up the teacher to play more of a monitoring role.

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# Britain's new language testing powerhouse: An interview with Professor Anthony Green, University of Bedfordshire

**Daniel Dunkley**

Aichi Gakuin University

In this interview Professor Green explains the work of CRELLA (the Centre for Research in English Language Learning and Assessment at the University of Bedfordshire), and its role in the improvement of language testing. The institute contributes to this effort in many ways. For example, in the field of language education they are partners in English Profile (EP: [www.englishprofile.org](http://www.englishprofile.org)), a collaborative research programme directed towards a graded guide to learner language at different CEFR (Common European Framework of Reference) levels, based on the 50 million word Cambridge Learner Corpus. Among other things, the EP has helped to inform the development of the CEFR-J in Japan. In this interview, Professor Green also outlines his own work, especially in the areas of washback and assessment literacy.



**DANIEL DUNKLEY (DD):** Professor Green, what is CRELLA and what does it do?

**ANTHONY GREEN (AG):** CRELLA is the Center for Research into English Language Learning and Assessment. We have expertise in all areas of language testing; in addition to myself, we have Professor Cyril Weir who specializes in reading, Lynda Taylor and Fumiya Nakatsuhara in speaking, John Field in listening, Steven Bax in computer-assisted language learning and assessment, and Liz Hamp-Lyons who takes particular interest in writing skills. So we cover a broad range of areas in language assessment and relate them to language learning. In addition we have about 30 PhD students.

**DD:** What kind of research do you do?

**AG:** We work on a wide variety of research projects. We routinely produce reports for ministries of education or for examination boards on specific projects. We also help to develop tests. So, for example, I've been involved in developing a test called *Password Knowledge*, which is used mostly for students who are aiming to study at universities, in the UK or the US or Australia, and need to improve their English language skills to get up to a level where they can take a test like IELTS or TOEFL.

**DD:** What is CRELLA doing for the Japanese STEP (Eiken) tests?

**AG:** A number of people at CRELLA are working on different aspects. My part focuses particularly on the effect that tests have on the people who are preparing to take them. This is referred to as

*washback* and is something I have written about in my book *IELTS Washback in Context*. One of the lessons that has come out of the research into washback is that you can't assume that, because a test looks a certain way, you can know what teachers and students are going to do when they prepare for that test. We used to believe that if you design a better test, then teachers and students are all going to learn how to do the things that are tested on that test, and so the teaching will also improve. In fact, teachers often don't really understand what the thinking behind the new test is, and carry on doing what they've always done! So, as part of the strategy that we're developing with colleagues at STEP, we're devising ways of educating teachers about what the thinking is behind the test. We want the teachers to have a better sense of what it is the testers are trying to do and how this connects with longer-term language learning goals. Equally, we want to give the test writers a better sense of what the teachers understand about the test.

**DD:** What will be the concrete results of your research?

**AG:** It could be a handbook for teachers about the test, or it could be more educational events for teachers, or more interaction between testers and teachers, to make the system as a whole work in a coherent way.

**DD:** You're involved in *assessment literacy*; what is it?

**AG:** It ties in with what I was saying about STEP and trying to help teachers have a better understanding of assessment. I think there's been a realization that in the old days we used to think that teaching and testing should be really separate worlds. The experts would cope with the test and the teachers would get on with the teaching, and the two didn't necessarily have to talk to each other. I think we're seeing a realization that teachers can actually benefit a lot from understanding how assessment works, and they can get a better understanding of what tools they can use every day in the classroom to really find what their students are able or aren't able to do. This knowledge would inform reflection on how they might be able to improve their teaching and the process of learning. So that's one side of it. The other one is that, in spite of what I've said about the limits of washback, tests do have a huge impact on what happens in classrooms; teachers very often work towards a test. The test

is the objective that the students all think about. So we need to consider how to make large scale testing a more effective tool for learning. How can we harness the power of the test in ways that help people to get something really useful out of that process, rather than just trying to "trick the test"? So my feeling is that if we can both educate people about some of the principles of assessment, and also if we can get the people involved in assessment to understand the process of learning better, then the whole system will work more effectively, to the benefit of the people who want to learn the language. Another part of the idea of assessment literacy is trying to educate the broader public, trying to educate policy makers, politicians and administrators, to make them more aware of key testing and assessment concepts like validity and reliability.

**DD:** Could you describe a specific assessment literacy project?

**AG:** I'm involved in a very large project at the moment in Russia. We're working with the Russian Ministry of Education and the National Association of Teachers of English and other partners on a project called *Promoting sustainable excellence in testing and assessment of English* (proset-tempus.net). Our objective is to train every secondary school teacher of languages—English to start with—in language testing and assessment principles, and to make that part of their teacher training program. We're developing modules for their preservice teacher training courses, which we'll also use for in-service teachers, informing them about the basics of assessment.

**DD:** Finally, a general question about testing research. Has language-testing research, like science research, achieved any major breakthroughs? Are we coming close to discovering the perfect test?

**AG:** Sadly, I'd have to say the answer is no! There are still a lot of problems we have to deal with in terms of getting an accurate picture of how good someone is at using a language. On the other hand, there have been great improvements. For example, we've moved towards a much better understanding of the nature of communicative competence. This has helped us to find ways to test people's ability to use language to accomplish things in the real world, rather than testing the ability to master a system of grammar or learn huge lists of vocabulary. However, there are still some tremendous problems in the level

of accuracy with which we're able to predict how well somebody will use language when they get into a real-world situation. We can't yet make tools that are as precise as we'd like them to be, but a great more can and should be done to improve the tools we do use now. I have brought together a range of suggestions for improving assessment in my book *Exploring Language Assessment and Testing*. The difficulties we have are partly because we don't have as good an understanding of language ability as we'd like to have. We are dealing with something that is very complex and challenging to define.

**DD:** Professor Green, thank you for your information. We look forward to hearing more of CRELLA's activities.

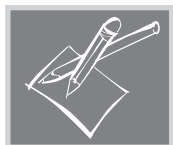
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## TLT RESOURCES

# MY SHARE

### ...with Glenn Magee & Jonathan Reingold

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

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**G**reetings, and welcome to another edition of *My Share*. Autumn is finally upon us, and that means it's time to get back to work (hopefully after a long and restful break). For many English teachers hailing from abroad, early autumn once marked the start of a new school year; a time for buying fresh school supplies, taking on exciting challenges, and making new friends. We at *My Share* hope that you too will recall the spirit of new beginnings and take a moment to think about using some of the innovative classroom activities we've collected for you in this month's publication.

First up, Stephen Asbridge helps students come to a more explicit understanding of countable and uncountable nouns, with a simple rule of thumb explanation aimed at helping them differentiate the two types. Next, Pratheeba Nagendran introduces a method for remembering challenging phrasal verbs through collaborative story telling. Then, Mike Sullivan shows us how to create a lively discussion in the classroom by prompting students to respond to and debate quotes on current cultural and social phenomena. Finally, Jin Ha Woo pro-

poses a way to help students embrace the value of English in modern modes of interaction by taking a different approach to bringing smartphones into the classroom.

So in this time of changing seasons, leaf through our selection and dare to explore new avenues of teaching and learning, whether they stem from those presented here or are products entirely of your own ingenuity. And when you do stumble upon something great out there in untested waters, don't forget to send it our way.

All the best,

Glenn & Jonathan

# Towards an explicit understanding of countable and uncountable nouns

Stephen Asbridge

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## Quick guide

- **Keywords:** Defining / identifying countable and uncountable nouns, learner-centered activity, collaborative group work
- **Learner English level:** Pre-intermediate and above
- **Learner maturity:** High school and above
- **Preparation time:** 30 minutes
- **Activity time:** Variable, but at least two 45-minute classes
- **Materials:** One double-sided worksheet (see appendix) with explanations in Japanese and examples in English

The goal of this activity is to give students a role in discovering grammatical rules for themselves whilst ensuring that they fully understand what makes a noun countable or uncountable. The lesson consists of a worksheet divided into two parts, which the students work on in groups.

When asked, many Japanese learners are unable to accurately define what makes a noun in English countable or uncountable. A typical response is to say that they pay little or no atten-

tion to this area and when pressed for an answer, even more able learners, through no fault of their own, can only offer an incomplete explanation.

In contrast to Japanese, whether or not a noun can be counted has a wide range of grammatical consequences in English. I have observed that a poor understanding of count and non-count nouns is at the root of so many basic errors, so I wanted to help my students develop a clearer understanding of how nouns are defined as countable or uncountable.

If learners have an explicit understanding in their own language of why a noun in English is countable or uncountable it can form a sound foundation for further work in related grammatical areas such as how to use the English quantifiers; "some", "any", "much", "many". This can also work on subject-verb agreement, pronouns and definite and indefinite articles.

## Preparation

The only preparation necessary is to copy the worksheets for your class.

## Procedure

**Step 1:** Divide the class into small groups of four to six. Encourage the students to work through part 1 of the worksheet. There are three tasks: completion of a Japanese explanation of count and non-count nouns, a list of nouns in English to be divided into countable and uncountable groups, and a gap fill using the nouns provided to offer some context. Let the students collaborate and share their knowledge as they tackle the exercises.

**Step 2:** When finished, they will often have completed about half of the explanation correctly. Check the answers by reading out the correct version. An explanation of countable nouns is usually the hardest part for them. Draw the silhouette of an apple on the board and ask how they know it is an apple. They cannot smell it, it has no colour or taste but it is clearly an apple because of its shape. This, together with the text on the worksheet and the discussions they have had in their groups, helps those students who are still unsure.

**Step 3:** For part 2 of the worksheet, repeat steps 1 and 2 above. In part 2, the Japanese explanation concentrates on some basic grammatical rules related to countability / uncountability and it is followed by an exercise in English designed to check understanding of these specific points.

### Variation

For higher level learners, an English version of the explanation (see appendix) could be used to make the activity more challenging or given as a follow-up activity in a later class for revision purposes. Making the activity available online as homework is also a good way to “prime” this activity before teaching it in class.

### Conclusion

When encouraged to make the rules, high school learners will happily look again at basic but important areas of grammar which need review. Collaborative work builds a good group dynamic and students are more likely to ask questions. This lesson can function as a cornerstone for work on a wide range of grammatical points.

The materials offered here are only offered as examples. There are plenty of ways of explaining the difference between count and non-count nouns in Japanese. I hope that other teachers may use the material given as a starting point and find ways of improving the explanations given.

### Appendices

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

# Teaching phrasal verbs by narrative chaining using spidergrams

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### Quick guide

- **Key words:** Phrasal verbs, collocational competence, spidergrams, narrative skills
- **Learner English level:** Intermediate and advanced

- **Learner maturity:** High school and college
- **Preparation time:** 45 minutes
- **Activity time:** 60 minutes
- **Materials:** Spidergram charts, timer, two lots boxes/envelopes (one for story starter prompts and one for detective character names)

Rote memorization of phrasal verbs is a tedious task for any ESL learner. Most often, learners try to memorize the meanings of phrasal verbs from a list without any specific aid. Narrative chaining using spidergrams is an active rehearsal strategy for learning commonly used phrasal verbs. Students practice the art of narration as well as the proper usage of phrasal verbs easily with the help of spidergrams. It is an excellent strategy that helps learners to achieve automaticity in collocation of phrasal verbs. The story linkage also helps in the development of their narration skills.

Spidergrams are diagrams in the shape of a spider (see appendix A) the center square of the spidergram is meant for the verb part of the particular target phrasal verb. The first tier of the spider’s leg is meant for the preposition that completes the given phrasal verb. The second tier of the spider’s leg is meant for the words that are often used with that particular phrasal verb, i.e., collocations.

### Preparation

**Step 1:** Select a series of phrasal verbs that you think will be useful in day-to-day life but may be new to students.

**Step 2:** Prepare spidergrams (charts) for the chosen phrasal verbs along with the substitute words. See appendix A for an example.

**Step 3:** Prepare a means of displaying these spidergrams to the entire class.

**Step 4:** Prepare a box or envelope containing the story starter prompts given in appendix B.

**Step 5:** Prepare a box or envelope containing the names of various famous detective characters like Hercule Poirot, Perry Mason, Thomas Linley, Sam Spade, Peter Wimsey, Sherlock Holmes, etc.

### Procedure

**Step 1:** Divide the entire class to form groups of four.

**Step 2:** Number the participants in each group from 1 to 4.

# Having your say on quotes of the day

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## Quick guide

- **Keywords:** *Vox populi*, language of control, clarifying, confirming, rephrasing, interrupting
- **Learner English level:** Intermediate
- **Learner maturity:** University
- **Preparation time:** 1 hour
- **Activity time:** 1 hour
- **Materials:** Cards with recent quotes from people on various topics, worksheet

Language instructors struggle with this question: “How do you make an activity meaningful?” Part of the answer, at least, may lie in exposing the student to culturally relevant, real life situations or issues (Vosniadou, 2001). In this lesson, students practice exchanging and expressing opinions on real, recent quotes from people of various cultures, backgrounds and professions. The purpose of this activity is to give the students the opportunity to practice discussion skills with authentic material, but the activity also gives them practice in using language of control (e.g., interrupting, clarifying, confirming, spelling, asking for meaning, rephrasing, asking for repetition).

## Preparation

**Step 1:** Prepare a simple worksheet on which students can take notes for each of the quotes they hear from another student.

**Step 2:** Select quotes and put them on cards. Make sure the teacher-designated topic (e.g., Cool Biz) and/or the question related to the topic (e.g., What is your opinion of Cool Biz?) is written at the top of the card, and that the topic and language on the quote cards suits the student’s level. There are websites that offer daily/weekly/monthly quotes in a *vox populi* or have-your-say section from mainly well-known people on a variety of topics (e.g., timesofindia.indiatimes.

**Step 3:** Ask the groups to nominate a “script recorder”, a “stage narrator” and a “lot picker” for their group.

**Step 4:** Ask the lot picker of each group to select a lot each from the prompts box and the detective box.

**Step 5:** Set the timer for 20 minutes.

**Step 6:** Ask participant No.1 of each group to start a detective story using their chosen character and prompt. Instruct the students to use as many phrasal verbs as possible along with their collocation as displayed in the spidergrams in their narrative, so as to win the “Galaxy of Phrasal Verbs” award. A maximum of two sentences can be spoken by any participant at a single stretch.

**Step 7:** Ask participant No.2 to continue the story. An example of a story using the prompt “He was not able to decipher the message.” might be:

- Participant No.1: Sherlock Holmes wanted to get to the bottom of the mystery. But little did he know that he was soon to go on an exciting adventure.
- Participant No.2: He was feeling tired. He wanted to sit back and chill out for a bit.
- Participant No.3: Suddenly he heard a thundering sound. When he peered out of the screen in his living room, he saw a white car.
- Participant No.4: The car was moving up the avenue. It was very stormy outside.

**Step 10:** Ask the script recorder of each group to write down the story as it is told.

**Step 11:** Stop the activity after twenty minutes.

**Step 12:** Ask the narrator of each group to come to the stage and narrate their created story using proper intonation to create an eerie atmosphere.

**Step 13:** Award the “Galaxy of Phrasal Verbs” award to the group that has recorded the maximum number of phrasal verbs in their story.

## Conclusion

This activity enables the students to learn collocations easily and it hones their collocational competence. In addition, the story woven around the activities of their chosen detective characters helps to enrich their narrative skills.

## Appendices

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

com/topic/NHK-World/quotes). However, it is recommended that quotes found on English websites in Japan, such as [quotejapan.wordpress.com](http://quotejapan.wordpress.com), be used, as they offer quotes from well-known Japanese newsmakers who Japanese students may be more likely to relate to.

**Step 3:** Prepare four to five cards per student.

**Step 4:** Give each student the cards during the class before the day of the activity. For homework, have the students read over the cards and check the meaning of any unknown vocabulary.

### Procedure

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**Step 1:** Review the language of control and opinion language before starting the activity.

**Step 2:** Get students in pairs. Have students put their topic cards on the table. Student A picks up a card and reads the topic of the quote and the quote itself to Student B.

**Step 3:** Student B listens to the quote read by Student A at regular speed. Student B takes notes on the worksheet.

**Step 4:** While Student A is reading the quote aloud, Student B may interrupt at any time using language of control to make sure what is read is well understood. The instructor walks around to various student pairs to check that the students are using the appropriate language of control.

**Step 5:** Student B reads back what Student A has said from the worksheet.

**Step 6:** Student A confirms or corrects Student B.

**Step 7:** Have both students give their opinions on the given quote. The instructor listens to various pairs of students in turn to check that they are using the opinion language.

**Step 8:** Switch roles (Student B picks up one of his/her cards and reads the quote to Student A).

### Conclusion

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The use of authentic material in the language classroom can be problematic, partly because the material is not simplified and sometimes demands that the learner has a large vocabulary. However, this activity can use real quotes that are brief and somewhat familiar to the student, and the instructor can select quotes that either limit the number of unknown words or use mainly pre-taught vocabulary. Still, it could be modified for higher-level students by asking the learners to paraphrase the quote. In any case, this activity has some important features:

it introduces a topic, encourages students to practice key language skills (listening, reading and fluency) and useful language (language of control, opinion expressions) and, perhaps more importantly, it lets learners share and convey their opinion on recent and real information.

### Reference

Vosniadou, S. (2001). *How Children Learn*. Educational Practices Series, 7. International Academy of Education (IAE) and the International Bureau of Education (UNESCO).

# Communicating with students through LINE

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### Quick guide

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- **Keywords:** Communication, SMS, educational technology
- **Learner English level:** Any
- **Learner maturity:** University
- **Preparation time:** Less than 5 minutes
- **Activity time:** 10 minutes
- **Materials:** Smartphones, white board / chalk board or PowerPoint

Students frequently use LINE to communicate with their peers on a daily basis. Teachers can use this application to create a platform where students are encouraged to give feedback and ask questions. Using LINE will allow teachers to motivate students by providing individualized attention even with a large number of students.

### Preparation

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**Step 1:** Download the LINE Desktop Version and register for a user ID <line.naver.jp.en>.

**Step 2:** Experiment with the LINE functions if you are a first time user.

**Step 3:** Create an alternative communication method for students without smartphones. Students may send a cell-phone email or fill-out a feedback worksheet.

**Step 4:** Brainstorm 2-3 questions that you want the students to answer in their LINE messages. Possible questions include:

- What is one thing you learned in class this week?
- What was your favorite activity? Why?
- What is one thing you could improve on for future group discussions?
- What grade do you think you deserve for the presentation? Why?
- Please ask me a question or tell me about any difficulties you are having in class.
- Please send me a sticker to show me how you feel right now.

### Procedure

**Step 1:** Write your questions on the white board / chalkboard (or PowerPoint).

**Step 2:** Ask students to search for your ID and add you to their friend list.

**Step 3:** Have students send you LINE messages responding to the questions. Allow students 10 minutes to send the messages, preferably at the end of class.

**Step 4:** Read through the student messages. Answer any questions and give advice on their difficulties.

**Step 5:** Repeat every 1-2 weeks or after major assignments.

### Conclusion

Many students have difficulty asking questions and sharing their difficulties with their teachers. In response, LINE is a tool that has the potential to increase student-teacher communication and create an enjoyable classroom atmosphere.



TLT RESOURCES

# BOOK REVIEWS

...with Robert Taferner

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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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## En Scene I (Nouvelle Edition)

[Nicolas Jégonday and Momoyo Takahashi. Tokyo: Sanshusha, 2013. (Included: Audio CD) pp. 132. ¥2,940. ISBN: 978-4-384-22050-6.]

Reviewed by David Taquet, Hakodate National College of Technology

Japanese learners often perceive France's language as they do its cuisine: exotic, sophisticated and inaccessible. In order to overcome students' apprehensions, a good textbook should provide basic communicative tools, ample opportunities for oral practice, and disprove the stereotype of a grammatically and phonetically hermetic language. This latest edition of *En Scène I*'s attempt to present and teach French in a friendly, approachable manner is commendable, thanks notably to appropriate pacing and clear com-

This month's column features David Taquet's review of *En Scène I*.



municative activities. It does, however, fall short in several ways. As such, it is a functional yet incomplete fit for absolute beginners who are curious about French.

The introduction, in Japanese, offers a quick and concise overview of the book's activities and practical exercises (which are in a detachable workbook included at the end of the textbook). A short booklet is provided in place of a teacher guide, which shows the answers to the activities.

Culture is one aspect where the book disappoints as only a few topics are introduced. For example, while the Arc de Triomphe and paid holidays in France are mentioned, the textbook barely touches on other important cultural items such as the education system or the French speaking world (i.e., *francophonie*). Just as the textbook has few pictures, the omission of important cultural items may stem from the very same reason: to keep the publishing costs down and the book compact. In other words, the teacher will need to add supplementary materials to complete the learning experience.

The textbook was clearly designed with oral communication and syntax in mind, rather than traditional grammar and conjugation. It also offers many short conversations, pair activities, and role-playing situations. As students get familiar with more vocabulary and sentences, the textbook encourages them to recycle what they have acquired, and create new dialogues in various situations (e.g., shopping at the mall, making plans according to the weather). On the other hand, the workbook gives some balance to oral activities by offering basic writing and quick grammar fill-in-the-blanks activities, which never feel obtrusive.

Indeed, it stays away from complex tenses such as *imparfait* or *futur*, choosing to teach past and future notions through the jack-of-all-trades *passé composé* and *future proche*. I was also thankful for the early introduction and implementation of the informal *tu* in conversation where most textbooks first put the emphasis on the polite *vous*, whose conjugation may confuse beginners.

What is more, unlike many introductory French methods published in Japan, *En Scène I* should be praised for the absence of systematic translations and *furigana* to translate French words. Instead, a compact phonetic diagram and CD guide students to the right pronunciation. While rather imposing at first for beginners, it stimulates students' learning process and the

use of correct French sounds rather than their Japanese approximation. However, since using L1 to guide students through delicate points is one essential way to ensure they will become successful language users (Bonnah, 2011); the judiciously placed commentaries in Japanese will alleviate some of the stress and difficulties. Indeed, during my classroom experience using the textbook, students had immediate and clear access to grammatical explanations and quick reviews giving them some relief and confidence in a class where I try to use L2 when possible.

The CD offers many short dialogues and task-based listening activities divided into 97 tracks. They are slowly and clearly read by several speakers of standard French. Each conversation is only read once, a minor annoyance for listening comprehension. It is, however, more regrettable that the CD lacks the stylistic and geographical diversity of regional and international French. Whereas most comprehensive EFL textbooks now includes diatopic variations (from Ireland and Australia among others), conventional French textbooks seem to shy away from regional French varieties. As a consequence, the instructor should add such audio and video materials to familiarize students with the linguistic richness of *Francophonie*, thus optimizing oral and written comprehension (Merlo, 2011).

Overall, with its clear communicative method and effective approach to French phonetics, this textbook is a valuable tool for the French teacher of motivated beginners willing to overlook the unattractive textbook design. Students will acquire solid communicative bases and be well prepared for the lower levels of the French language test in Japan. However, lacking general culture of French speaking countries, authentic material and short cultural introductions will be required to offer a more comprehensive, interesting, and enjoyable class to Japanese learners.

## References

- Bonnah, T. (2011). My dream: Towards a methodology for using Japanese in the ESL classroom. *The Language Teacher*, 35(1), 57-59.
- Merlo, J. O. (2011). Vers une didactique du FLE français international en Italie: Quelques réflexions à partir du cas québécois. *SILTA, Studi Italiani di Linguistica Teorica e Applicata*, 40, 64-82.

# Recently Received

...with Steve Fukuda

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



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

## RECENTLY RECEIVED ONLINE

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

Contact: Steve Fukuda

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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].

\* *Business Sense*. Bennett, A. E. Tokyo: Nan'un-do, 2014. [15-unit intermediate level course organized around articles on business-related topics incl. audio CD and teacher's manual].

\* *Close-up (2<sup>nd</sup> Ed.)*. Healan, A., Gormley, K., Shotton, S., & Ludlow, K. Hampshire, U.K.: Heinle Cengage Learning, 2015. [4-level series incl. teacher and student Online Zone access with downloadable audio and video and interactive whiteboard material w/ tests and quizzes].

! *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].

\* *Collins English for IELTS series*. Various Authors. London: HarperCollins Publishers, 2011. [4-series IELTS course divided into 12 units for

each of the 4 skills incl. answer key, exam tips, and audio scripts].

! *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].

\* *Everyday English: Discover Yourself through English*. McLellan, G. Nagoya, Japan: MGS Publications, 2014. [15-unit course covering basic grammar for English communication].

! *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 Writing: Practical Writing Skills for the Digital Age*. LeBeau, C. Tokyo: Macmillan Languagehouse, 2014. [12-unit beginner to low-intermediate writing for communication tasks course incl. online teacher's manual].

*Jazz English: Freestyle Conversations Using Real-World English*. Breau, 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].

\* *Study It: Conversation Series*. Rice, J. Toronto, Canada: Connect School of Languages Inc., 2014. [8-level eBook ESL conversation course available on iTunes designed for students, teachers, and language programs incl. video and audio exercises req. eBooks 3.0 or iOS 5.1 or later].

### Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault

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*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.



TLT RESOURCES

# OUTSIDE THE BOX

## ...with Adam Lebowitz

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

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This year marks, more or less, a mid-point in my life: I have spent as many years in *Nihon* as I have in my birth country (the U.S.). Personal experience has come to the fore as my main guidance in the L2 classroom. This means that I not only reflect on my path as an L2 learner of *nihongo*, but also look to others in the education trade. PTA-related activities in the primary and junior high school level have given me tremendous insight into the *gakusei* brain. Therefore, whenever I face a challenge, I am now more inclined to imagine what a teacher at that level would do, as opposed to delving into the research literature for the secrets of our eminent gurus. This is the spirit of this issue's column.

## Promote *Nichikaiwa* (日会話)!

Thanks to observing my children's primary school teachers observed during *sankanbi*, I have concluded our goal of communicative competence in L2 education is being undercut by a contradiction present in the rest of the undergraduate curriculum.

I have observed that at least in my children's schools, the teachers are especially skilled

at focusing *shōnen* energy into productive classwork. This is mainly through group-work techniques, and it is pedagogically inspiring. In the public schools, the emphasis on cooperation and interaction between classmates is the engine that drives the curriculum, and the pupils appear to enjoy it immensely. They are active, noisy, cooperative without being obsequious, ready to answer without being self-conscious, and accepting of criticism without being self-flagellating. Most of all, they lack the two primary curses of late adolescence: possessed by *keitai*, and obsessed by "cool". Watching the students push their desks into 2x2 configurations is enough to make anyone curse the development of the fixed-desk CALL classroom.

Somewhere between leaving the sixth grade of primary school and entering the first year of university this wonderful base of communicative competence gets short shrift. There is probably not one specific reason: a systematic emphasis on individual achievement through high-stakes testing, a transition to lecture-based teaching, and emotional development all possibly play a role. And here is the contradiction: While undergraduate-level L2 teachers are being tasked with improving communication in L2, it continues to be overlooked in L1. This is especially the case in freshmen and sophomore classes, which again are lecture-focused. In fact, for these students the *only* classroom discussion (or essay writing) they experience is in L2 classes.

If the ability to develop and express ideas is not developed in their other compulsory curriculum, it should not be surprising they are facing difficulties trying to do it in a second language. Therefore, what our students need is not only *eikaiwa* but *nichikaiwa* in their undergraduate classes to rekindle that *shōgakusei* energy. If we were able, then class-based discussions would certainly become more interesting for the students and teachers.



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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>

## iPad whiteboards and the EFL classroom

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Instructors' writing slates have been used as pedagogical tools for about a thousand years now, yet they are only recently starting to show their age. Cheap, efficient, and easy to use, blackboards and whiteboards can help an instructor to communicate clearly with an entire room of students at once. Traditional whiteboards alone, however, are insufficient for contemporary classrooms as they are unable to take advantage of the range of audio-visual and digital information that is now available. This has caused most educators to divide time between a computer with PowerPoint slides and audio-visual materials, and a manual whiteboard. Studies have shown that PowerPoint lectures have the potential to provide focus, but

that the rigid nature of the software can also lead to boredom and lower test scores if the educator does not make a conscious effort to react to the queries and non-verbal feedback of their students (Bartsch & Cobern, 2003; Bell, 2009; Clark, 2010). Teachers can use laser or virtual pointers in order to focus students' attention during PowerPoint-based lectures, but for more involved or spontaneous elucidation, we tend to walk away from the computer and pick up a dry-erase marker.

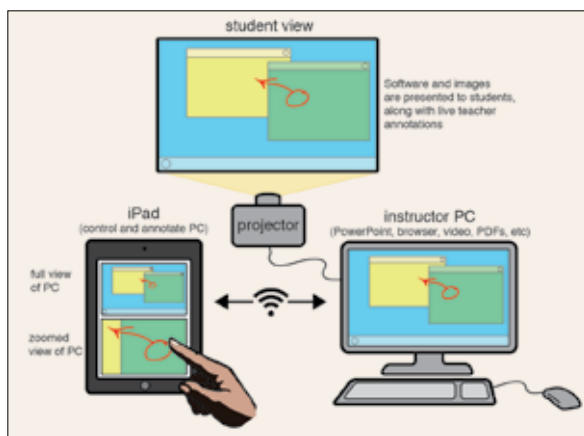
Recent years have seen a number of iPad-based applications attempting to bring the spontaneous flexibility of a whiteboard to digital educational materials. A quick search under the term "whiteboard" in Apple's App store will reveal a large number of applications that have been designed to replace your traditional whiteboard. Many of these applications are free of charge and most of them will do exactly what they claim. Anything written on the iPad screen can be projected for students to see. While these are handy programs for those who prefer a stylus to a marker, they don't really merge multimedia presentations with the flexibility of a whiteboard; they simply replace dry-erase markers and boards with iPad screens and projectors. PDF files, PowerPoint, audio, or video presentations still require the instructor to switch apps, if not machines.

For the language instructor who wants a serious application that can handle the breadth of multimedia materials being used in contemporary classrooms, there are two excellent options from which to choose: Doceri and Splashtop Whiteboard are the two most robust and versatile whiteboard replacement apps currently available. Both of these apps free the instructor to move through the classroom to monitor and interact with students as they wirelessly annotate content on the class PC. They also provide an efficient way to facilitate peer review and corrections, create screencasts, and organize flipped classroom materials.

### Annotation

Doceri and Splashtop Whiteboard both operate in essentially the same manner. A host program resides on the instructor's computer and communicates with an application on the iPad over

a Wi-Fi network or Bluetooth connection. Any programs or content on the computer can be viewed, controlled, and projected from the iPad to the class display screen. The instructor can also make freehand notes, draw, highlight, or type overtop of whatever appears on the screen. This means that instructors are not limited to software that runs on iOS. Anything that can run or appear on the computer can be annotated using the iPad. The instructor also has the option of choosing a blank background on which to write. Annotation menus and controls appear on the iPad, but not in the student view.



**Figure 1. How Doceri and Splashtop Whiteboard work.**

### Checking work/peer review

Since all current iPads have built-in cameras, teachers can take quick snapshots of student writing as it is completed. These photographs can then be imported into either Doceri or Splashtop Whiteboard and projected in front of the class in order to provide good examples of peer work, or to provide opportunities for students to correct their peers' work as a group.

Student presentations are another area in which whiteboard applications can be very useful. Student PowerPoint presentations are now common in both language instruction and content-based EFL classes. These presentations are good opportunities for students to learn from their peers, but there is a danger that poor grammar, spelling, or other errors on the slides might reinforce those errors in the student audience. As instructors we need to decide when those errors are serious enough to warrant interrupting the presentation and possibly rattling the already nervous student. Doceri and Splashtop White-

board open up another option to the instructor in situations such as this. Regardless of whether the content on the classroom computer is teacher- or student-generated, the iPad is still capable of making annotations over the screen. Instead of interrupting a student's speech to point out errors on a slide, the instructor can take out a virtual red pen and correct the errors without having to stop the flow of the presentation.

### Screencasts

Video presentations, or screencasts, can be produced using Doceri or Splashtop Whiteboard by simply pressing the "record" button while presenting a lesson. All of the images and annotations will appear in the video, along with the instructor's voice. These videos can be useful tools for students who have missed lessons, those who want to review the material, or teachers who want to watch and revise their own teaching practices.

These videos are also useful for instructors who are interested in having a "flipped classroom." For those who are unfamiliar with the concept, a flipped classroom is a course in which the instructor provides the core educational material online for students to access at home, usually in the form of lecture videos or screencasts. Classroom time is then devoted to helping the students to complete and correct assignments related to the lectures, thus flipping the traditional homework/lecture relationship. There is growing evidence that this structure increases one-to-one student-teacher interaction time and helps to generate higher test scores (Ash, 2012). In order to implement such a course, though, instructors generally need to spend a lot of time outside of class creating and editing videos to post online. The use of either Doceri or Splashtop Whiteboard to record a lecturer's voice and notations during a lecture can serve as a quick shortcut to exporting one's class to the online world, and creating a flipped classroom. By pressing the record button during a lecture, an instructor can quickly and easily create a screen-cast that can then be used as the core material for a future flipped classroom.

### Choosing a whiteboard application

The functionality of Doceri and Splashtop Whiteboard is nearly identical, so in many ways a decision over which one to purchase will come down to preference regarding screen layout and annotation controls. Splashtop has a slight

functional advantage when presenting videos because it allows annotations over moving images. Doceri is limited to making annotations on still frames. Splashtop is also the cheaper of the two applications. It is currently 1000 yen in Apple's Japan App store. Doceri is free to download from the App Store and play with on your iPad, but it requires a \$25 license fee to use with the desktop host program.

Doceri, however, has two major advantages over Splashtop that make it worth consideration. The host program for Doceri can be run from a USB stick, thus removing the need to plead with your institution's system administrator for permission to install an application on a school computer. This is not an official function of the software, but it works nicely on a USB when installed using the Portable Apps installer and launched using *jPortable*, both available for free at [PortableApps.com](http://PortableApps.com). Doceri also provides a more stable connection to the host computer, maintaining an active link throughout an entire day of classes. Splashtop, on the other hand, tends to cut out occasionally, forcing a pause in the lesson while the connection gets reestablished. This issue may well be improved in future releases, but at the time of this writing, it remains a problem.

If you are considering moving towards an iPad whiteboard in your classroom, then download Doceri for free from Apple's Apps store in order to play with the controls and see if you like it. Once you are sure that you will be comfortable using an iPad and stylus as your main whiteboard, then take a look at the videos on the websites for both Doceri and Splashtop in order to determine which option will best suit your teaching style. Only the most basic functions of these applications have been covered here. As you experiment with the software, you'll be sure to uncover other tools that will aid you both in and out of class. As an added incentive, once you've made the switch to a whiteboard app, you will be able to leave all of your textbooks and papers at home. They will all be on your iPad and USB stick.

#### Links

- Doceri <[doceri.com](http://doceri.com)>
- Splashtop Whiteboard <[splashtop.com/whiteboard](http://splashtop.com/whiteboard)>

#### References

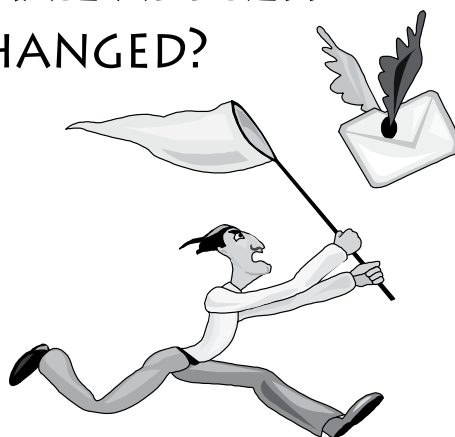
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#### Editor's Note

As tablets grow in number, more of them will be integrated into our classrooms. Learning how to effectively employ them to improve instruction is the next step on the horizon of CALL practices. For more information about New Horizons in CALL, attend the CALL SIG Forum at JALT2014 and hear from our panel of experts (CALL Forum will be held on Sun. Nov. 23 from 12:25 - 13:55 in Convention Hall 200).

Technology allows us to be much more flexible in the classroom and recent Wired columns have highlighted some of the possibilities. If you have an idea to share with the readers of *The Language Teacher* and would like to submit an article for publication, please contact me at <[tlt-wired@jalt-publications.org](mailto:tlt-wired@jalt-publications.org)>. Thank you for reading and stay Wired!

## EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET  
US KNOW...

<[MEMBERSHIP-OFFICE@JALT.ORG](mailto:MEMBERSHIP-OFFICE@JALT.ORG)>



JALT FOCUS

# JALT NOTICES

## ...with Malcolm Swanson

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



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

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

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

## JALT National Officers, 2014

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

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

# 2014 BoD Elections Notice

NPO JALT National Board of Directors election time has rolled around once again and so we ask that you take a moment to support the candidates who you would like to see directing the course JALT will take during the next two years. If you have not yet done so, please look over the candidates' statements included in the July TLT, or accessible at:

**[jalt.org/general/npj-board-directors-elections](http://jalt.org/general/npj-board-directors-elections)**

This year marks a new era for JALT elections as voting will be done online. Voting has never been easier, and we are hoping for participation in record numbers from our members.

### How to vote:

If your membership is current, you will be receiving an email containing a link to an individualized ballot. Click on the link to directly access the ballot. This email will be sent on **19 September 2014**. If you have any questions or do not receive an email with the link, please contact membership-office@jalt.org. Alternatively, you can access the online ballot at: [jalt.org/general/2014-bod-elections](http://jalt.org/general/2014-bod-elections)

### Deadline

The voting period will end on 3 November 2014 at 12:00 a.m. (midnight).

Thank you for your continued involvement and support.

*David Gann, NEC Chair  
nec@jalt.org*

## 2014年理事選挙のお知らせ

NPO JALTの理事選挙の時期となりました。次期の2年間JALTを導いて欲しい立候補者をご支持いただきしたいと思います。まだお決まりでない方は、立候補者の所信表明を下記のリンクからご覧ください。

**[jalt.org/general/npj-board-directors-elections](http://jalt.org/general/npj-board-directors-elections)**

今年から、JALTの選挙は、オンラインによる投票になりました。郵送による投票は、簡単なことではありませんでしたが、オンライン化されることで、会員の皆様からの投票が過去最高になるものと期待しております。

### 投票方法:

現在会員である方々に、個別の投票用紙にアクセスいただけるリンクを含んだEメールをお送りいたします。そのリンクをクリックすると投票用紙に直接アクセスいただけます。このEメールは、2014年9月19日までに送付され

ます。それまでに個別のご案内がお手元に届かなかった場合や、ご質問がございましたら、membership-office@jalt.org へ問い合わせください。別の方法として、jalt.org/general/2014-bod-electionsからもオンライン投票用紙にアクセスいただけます。

#### 投票締切り:

投票は、2014年11月3日午後12時を持ちまして終了いたします。

JALTの活動をご支援いただきありがとうございます。

ガン・デイヴィッド、選挙管理委員長

nec@jalt.org

# Supporting JALT through membership dues

## A message from the Board of Directors

As a membership-based professional organization, everything that JALT is and does comes from our members. You create publications, put on events, create communities for professional and personal development, support research, and help to improve language education. You also provide much of the revenue that makes everything happen. Much has changed in the education industry and in JALT over the years, but one thing has not changed since 1997—membership dues. While our peer organizations have all raised membership fees since then, JALT has not.

At the last two Executive Board Meetings in February and June, the chapter and SIG representatives struggled to balance JALT's budget with help from the Board of Directors and the Financial Steering Committee. Estimates for expenses were reduced as much as possible and some items were cut entirely. Many ideas to increase revenues and to diversify sources of funding were also proposed. As a group, JALT will work to make many of those ideas happen. However, the JALT Executive Board recognized that JALT membership fees will need to be raised in order for us to continue to provide the same level of services.

Please read through the background information below and consider all of the value JALT provides you as a member. Though the Executive

Board would prefer not to ask members to pay more, it is time to do so. Please discuss this with your friends in JALT, ask your chapter or SIG officers for their experience trying to improve JALT's finances, and let them know your own views on a membership dues increase.

#### Reasons for the fees increase

- The rise in the consumption tax from 5% to 10% over 2 years will result in a projected increase in expenses of 2.5 million yen.
- Advertising, which used to be a significant source of revenue, looks to become insignificant in the future.
- JALT now over-dependes on the conference for more than 50% of its revenue. In 2013, the conference came very close to being canceled because of two typhoons, which would have resulted in a very significant loss of revenue for JALT.
- All JALT expenses have been streamlined, and it is not possible to reduce them further without JALT operations being affected.

#### What can be accomplished with a fees increase

- JALT can promote itself and its mission, and raise the profile of JALT, which will benefit members with increased recognition from potential employers.
- JALT can improve services provided by the JALT Central Office, which will facilitate the work of Chapter and SIG officers.
- JALT can fulfill its responsibilities with its international partners and thus promote our organization in Asia.
- JALT can ensure the continued quality of its publications by supporting the Publications Board.
- JALT can work to build its reserves (the rainy day fund), which would be used to cover vital expenses such as staff salaries and office rent in case the conference cannot be held in a particular year.



#### JALT2014

Conversations Across Borders

Nov 21-24, 2014

Tsukuba International Congress Center, Tsukuba, Ibaraki

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



JALT FOCUS

# SHOWCASE

## ...with Kristen Sullivan

To contact the editor:  
<[showcase@jalt-publications.org](mailto: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](http://jalt-publications.org/tlt/departments/showcase-members-profile)>

In this edition of Showcase, James Crocker introduces *The Font – A Literary Journal for Language Teachers* and the process that led to its creation.

## The Font

In mid-2011, I was leafing through a copy of the *New Yorker* when I came across an interesting article about the *Bellevue Literary Review (BLR)*. Started by Dr. Martin Blaser at the NYU School of Medicine, the *BLR* began as a journal of creative writing for those in the medical profession with the aim of “examining human existence through the prism of health and healing, illness and disease.” Blaser soon discovered that this theme is not only of interest to those working in the field. It seems we all have a story about health, illness and healing, and because of this the journal has become immensely popular.

I read some stories on the *BLR* website and was delighted and moved by them. It occurred to me that I also thoroughly enjoy hearing and reading stories about our own profession, teaching languages, from colleagues and friends. Many of us have attempted to learn a language – some of us even teach them. Why not start a journal of creative writing on the theme of teach-

ing and learning languages and being a language teacher in a foreign country?

Soon after, I pitched the idea in a presentation at a Pecha Kucha event held by our local JALT. I wanted to know what others thought of the idea and whether they wanted to get involved. The response was very positive and a lot of interested people came forward. Some, to my immense gratitude, volunteered to help.

Many of the supporters were writing and literature enthusiasts, so there was a common appreciation of how creative writing can allow us to examine the deepest and most profound aspects of our craft or profession; how it can reach us in a way that academic writing doesn't and leave a more lasting impression.

The original idea was to form a JALT SIG and publish a literary journal utilizing the support and publicity reach of this organisation. However, in the end we decided to set the journal up independently online and call it *The Font – A Literary Journal for Language Teachers*.

The first issue, in the Fall of 2013, was a stunning success. The high quality of submissions showed the amazing depth of writing talent there is in the language teaching profession. The stories were inspirational, thought-provoking and very entertaining. Some were written by published and prize-winning authors who also happened to be language teachers.

There were so many outstanding pieces; here is a small taste. Suzanne Kamata's well-crafted *Toilet Slippers and other Disasters* gave a returnee high school student's view of the arrival of a new foreign language teacher. Kelly Quinn recreated a hilarious interview with some worried parents and their clueless daughter at a women's university in *Counselling Mind*. Tracy Slater's deeply touching *Native Language* described her and her Japanese husband's language and cultural struggles in each other's countries, and Richard Harrold recounted a perspective-changing visit to a poor student's house in China in *Just Like in the West*.

As word of *The Font* has spread, the range of countries from which submissions have been received has also grown. The Spring 2014 issue has works from language teachers in Canada, New Zealand, Hong Kong, Cyprus, the United

States, Korea and, of course, Japan. Each gives us something to reflect on about teaching and learning languages or being a foreign teacher abroad.

As well as sections for fiction, creative non-fiction, essays and interviews, *The Font* includes a poetry section, a page called *Chalk Stubs* where readers contribute their short, amusing language teaching and learning anecdotes, a page with information about events and groups for ex-pat writers to join, and even a page for cartoons.

Of course, a publication like *The Font* is more than just an entertaining read. As Brown, Cook and Adamson (2013) pointed out in the *TLT*:

*"...throughout academic publishing there is a growing respect for alternative voices and alternative means of expression including...prose... This is giving more and more freedom to scholars to publish their work in their own voice... Our field, and in fact all of academia, is in a state of flux as cracks develop in the old guard system and new, possibly more vibrant, ways of sharing knowledge evolve."*

Those interested in learning more about Arts-Based Research should keep an eye out for upcoming presentations by Gareth Jones, who is

also a *The Font* editor.

*The Font* has qualified for an International Standards Serial Number (ISSN) 2203 4412, and more information about its submissions procedure, not to mention some excellent reading, can be found at <thefontjournal.com>.

## Reference

Brown, H., Cook, M., & Adamson, J., (2013). In response to Robert O'Mochain: A follow up to "Unscrupulous journal solicitations". *The Language Teacher*, 37(6), 49-50.

**James Crocker** started his career in education nearly 30 years ago as a primary teacher and then taught English in China, Brunei, the US, the Czech Republic, Australia, Korea and now Japan, where he works at Kobe Women's University.



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>

**W**hen Ambassador Caroline Kennedy walked into a classroom at the International University of Kagoshima (IUK) to judge a haiku contest, she encouraged students by lecturing, "Words and ideas can change the world." Frustratingly, a few months following her visit, the students learned that haiku with anti-war themes can be easily censored. Editors of a community newsletter in Saitama refused to publish a winning entry about a woman holding a placard in the rain voicing dissent for the reinterpretation of the Japanese constitution. But do actions speak louder than words? In June 1963, when Caroline's father, U.S. President John F. Kennedy, saw a photo of a Buddhist monk who burned himself to death at a busy Saigon road intersection, he remarked, "no news picture in history has generated so much emotion around the world as that one." In June 2014, after giving an hour-long speech in Shinjuku, a man set himself on fire in protest against plans to reform the Japanese constitution in order to expand the scope of the military.

*Anti-war poem  
on a busy street in Tokyo  
self immolation*

In this essay for Grassroots Outreach, Greg Rouault reflects on having seen a poster in Cambodia at a museum displaying the horrors of genocide. The artist penned a pivotal question on the poster asking how the worst moral crime a government could ever commit was allowed to happen during our lifetime. Reflecting on the horror that mass killings based on nationality, race, or religion do continue to happen in many areas of our world, Rouault shares what he learned from his haunting tours to a former school that now houses the Tuol Sleng Museum of Genocide and to a former orchard known as the Killing Fields of Choeng Ek. His essay argues for the core function of education to be ensuring a better informed population.



Ambassador Kennedy at IUK

Conference delegates in any research field who visit Phnom Penh, and particularly those in education, are recommended to make time to visit two memorial sites that caused me more than a moment's reflection.

## Reflections from Cambodia

Greg Rouault

Doshisha Women's College of Liberal Arts

I traveled to Phnom Penh to attend a conference on English for Regional and International Integration hosted by CamTESOL on 22-23 February, 2014. As I trudged up the concrete steps of a dusty staircase to a linoleum-covered landing with chips of white plaster from the walls collected in the corners, I steeled myself for what I was to encounter. Fortunately, the many smiling faces of teachers and students awaiting my presentation on English reading and listening skills soon put me at ease. The day before that presentation however I had had a much more gut-wrenching experience. I had made my way up steps in identical condition, but they led me to the site where an attempted genocide had occurred.

### The Security Office

In a central area of the city lies the former Security Office 21 (code named S-21). Housed on the grounds of a previous primary and high school, the four main structures were used for jailing, interrogating, and torturing prisoners of the Khmer Rouge regime on the orders of Pol Pot for almost four years, beginning in 1975. These atrocities are well-evidenced with photos and preserved artifacts on display in former classrooms. A wall poster put up during the inaugural opening of this site as the Tuol Sleng Genocide Museum asks the pivotal question of how this genocide could have happened (and is still happening in many areas of our world) after the "never again" mantra following the Holocaust of World War II? A gallows stands next to the three staggered heights of chin-up bars in the playground and I witnessed the stark, bleak reality of a metal bed frame, shackles, and a munitions box used as a bedpan in the classrooms. Even worse than these horrors are the ID photos on display of those measured, cataloged, and imprisoned. These very authentically presented reminders (also captured in photo books available in the small museum gift shop) are made more sobering by the 14 white graves in the courtyard of decomposed corpses found by the liberating forces.

## The Killing Fields

A well-travelled, 14 kilometer route leads out of Phnom Penh to where many of the prisoners of S-21 were herded in trucks and exterminated in the Killing Fields of Choeung Ek. At times, in foreign travel we might encounter interesting images or unnatural twists of phrases that make us smirk. The frank reality of the tragic happenings preserved here are no cause for mirth or euphemism. The chilling stories from both guards and survivors and the remorseful admission of guilt made by S-21 prison chief, Duch, during his UN-backed war crimes tribunal can be listened to in multiple languages as an audio tour. At the end of the route, hundreds of skulls, unearthed from the shallow mass graves, and their empty eyes stare back at you from the Memorial stupa.

## Reflections

Some presentations at conferences, especially in developing countries, typically discuss the challenge of overcoming limited resources and physical limitations in the classroom. After having walked through the grounds of these horrific sites, this irony was not lost while I pondered the resolve of the new generation of teachers based in Cambodia whom I met at the conference. A colleague who accompanied me on these pre-conference tours astutely made the philosophical observation that the core function of education is to ensure an informed population so that zealots may not rise and conquer. Furthermore, the visits summed up very well my belief that the role teachers play each day is to accept the challenge of, and take responsibility for, shaping the minds of youth for the future.

## The Future

The somber visits before the academic conference were brightened by the sense of hope I felt from the people and the positive growth I saw at the CamTESOL event. I was pleased to participate in the activities of this professional organization for a second time and will again return someday. The current goals of the ASEAN community for regional economic integration include recognizing English as the official language. This matches



Memorial stupa on the Killing Fields

well with the aims of the CamTESOL conference which include providing a forum for the exchange of ideas and research on good practices within English Language Teaching, and with the support of its domestic and international partners strengthening the network of teachers and those involved in language education in Cambodia and the Southeast Asian region.

## Next CamTESOL conference

The 11<sup>th</sup> Annual CamTESOL conference will be held 28 February to 1 March, 2015. Updates at <[www.camtesol.org/2015-conference/key-dates](http://www.camtesol.org/2015-conference/key-dates)>.

jalt journal

全国語学教育学会

## JALT Journal

is a refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

For more information and submission guidelines see <[jalt-publications.org/jj](http://jalt-publications.org/jj)>



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>

## SPOTLIGHT ON A SIG

SIG News would like to extend a warm welcome to our newest SIG, the BRAIN SIG! *TLT* would like to wish you the best of luck in all your future activities and events.

The Mind, Brain, and Education (BRAIN) SIG is a forum for language educators and researchers to share insights in neuroscience. We hope to be a driving force in bringing relevant new discoveries in psychology, cognitive neuroscience, and neurolinguistics to language teaching in Japan.

Neuroscience is changing many parts of the world, but not ours. It is disturbing how slowly new findings are coming into the language classroom. We feel that if we wait for findings in neuroscience to percolate through linguistics and the other academic fields not directly related to our profession, we will miss too many opportunities to improve our practices. Therefore, we plan to learn as much as we can and teach each other. Since only a few of us are neuroscientists, we will have to 1. maintain standards of rigor in the work we do, 2. reach out to neuroscientists and psychologists abroad to inform us, and 3. remain appropriately humble about our own work. At this point, our primary goal is not to conduct our own research, but rather to study what others have discovered and consider the implications for our classroom practices.

Come to our forum at the JALT2014 National Conference in Room 304, Sun 23, 9:15-10:15. We will launch our new SIG at this venue. Four teachers will talk about how things they learned from neuroscience changed the ways they think and teach.

### 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>.

### Bilingualism

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

The Bilingualism SIG is looking forward to seeing everyone at the upcoming conference in Tsukuba! Please join us at our Annual General Meeting on Sunday from 11:30-12:30. Also, on Sunday from 13:00-14:30, don't miss the Bilingualism SIG forum "Bilingualism: Off the beaten path," which explores ways to support bilingualism in places where it is difficult to find community in the minority language. This forum and discussion will give ideas and inspiration to all parents raising children in two or more languages.

**Call for Papers:** *Japan Journal of Multilingualism and Multiculturalism* (Deadline: 15 Feb 2015)

Submissions are now being accepted for Volume 21 of *The Japan Journal of Multilingualism and Multiculturalism*, which will be released in October, 2015. Authors are encouraged to submit earlier than the deadline to increase their chances of being 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 <www.bsigsig.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 ] [ 📖 OnCUE Journal —2-3x year ] [ 🗓 Annual SIG conference, regional events and workshops ]

At the PanSIG2014 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 how “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 how to “Make teaching last outside the classroom: The language portfolio.” Tara Mellory (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 17-18 May, as well as the Summer Seminar 2014 at Kansai University of International Studies on 5 July. Also look out for the upcoming JALT CUE ESP Symposium at Waseda University, on 13 September.

### 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 ] [ 📧 ] [ 🗨 ]

JALT CALL has just finished hosting its 2014 conference, which was held at Sugiyama Jogakuen University in Nagoya from 6-8 June. The conference featured 32 paper presentations, 40 show and tell presentations and 13 poster sessions on a variety of topics related to CALL and educational technology. Over 200 people attended the conference and, in keeping with

tradition, the networking reception was a conference highlight. Preliminary discussion about the 2015 conference is already underway, with details to be announced on our website. Beyond this, *The JALT CALL Journal* celebrates its 10<sup>th</sup> year of publication this year, and our newer publication, *Digital Mobile Language Learning (DMLL)*, has been growing in popularity online. These publications are a rich resource for those interested in incorporating technology, at any level, into their language teaching. For details about our publications and future events, please visit our website at <jaltcall.org>.

### Critical Thinking

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

The CT SIG has a full schedule at JALT2014 coming up from 21-24 November 2014. Our SIG Forum and Annual General Meeting (AGM) will prove to be informative sessions that will demonstrate the full breadth of the Critical Thinking SIG operations to those in attendance.

On Saturday 22 November is the 3rd JALT Critical Thinking SIG Forum. Our presenters will be Greg Goodmacher of Keiwa College, Anna Isozaki of Gunma Prefectural Women’s University, and Michio Mineshima of Niigata University of Health and Welfare. Each presenter will engage the attending audience for 30 minutes about varying perspectives related to critical thinking in language teaching and education. The forum will take place from 16:30-18:00 in room 304 of the Tsukuba International Congress Center (Epochal Tsukuba) in Ibaraki, Japan.

While the CT SIG Forum is a great way to see what the Critical Thinking SIG has to offer regarding member contributions and content, the AGM is a great way to see, hear, and discuss the business of the CT SIG. It is on Sunday 23 Nov 11:30-12:30 in room 403 of the Tsukuba International Congress Center (Epochal Tsukuba) in Ibaraki, Japan. Those members in attendance will be able to meet the CT SIG officer core and actively participate in any business that requires direct member involvement. While the officers are always open to communications with members and non-members alike, attending the AGM is a great opportunity to meet people face to face and gain a deeper understanding of the organization. Hope to see you there!

In other news, within the next month we will be announcing a call for presentations for the ETJ Expo Tohoku, which will take place at the end of November.

Finally, the CT SIG officer core is working on producing an academic journal with the goal of releasing it by the end of the year. If preparations go well, for those who attend the CT SIG Forum and/or the AGM at the national conference there may be a little surprise!

For details regarding the above events and efforts, as well as past happenings, please visit our website at <jaltcriticalthinking.org>. If not before, we are looking forward to seeing you at the national conference in Tsukuba!

<b>Extensive Reading</b>
[🔍] extensive reading, extensive listening ] [📖 ERJ—3x year ] [🗓️ Annual ER Seminar ]

**Upcoming Conference:** Extensive Reading Seminar held at Keisen U., Tokyo, on 28 Sep. 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, please visit our website.

**ERJ 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!

<b>Framework &amp; Language Portfolio</b>
[🔍] curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP) ] [📖 newsletter ] [🗓️ conference, workshops, materials development ] [🌐 ]

1. PanSIG Miyazaki: The FLP SIG took part at PanSIG2014 in Miyazaki in May and engaged in a joint forum, “Creating a lasting impact on students’ learning: Connections inside and outside the classroom.”

2. Critical, constructive assessment of CEFR-based language teaching in Japan and beyond: The second JSPS grant-in-aid FLP SIG project. We’d like to get more members involved. The inaugural symposium was held on May 31<sup>st</sup> <sites.google.com/site/flpsig/critical-constructive-assessment-of-cefr/may31details>, while a writer’s workshop was held on June 1 for contributors to get involved in the project.
3. Survey: Help needed. For the new *kaken* project we will start a survey on where, who, and how the CEFR is used in Japan for language teaching. Please be prepared to spread the news.

JALT National Nov 2014

- FLP SIG Forum: “CEFR-based language teaching: Critical assessment” (Sat 22 Nov, 12:45-14:15 in Room 304, led by O’Dwyer, Schmidt, & Hunke).
- FLP SIG AGM (Sun 23 Nov, 11:30-12:30, Room 402, led by Schmidt, O’Dwyer, & Hunke).
- New SIG officer needed: Please volunteer. Sign up and have a SIG-sponsored lunch together! We will contact you about this by October.

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

<b>Gender Awareness in Language Education</b>
[🔍] gender awareness, gender roles, interaction/discourse analysis, critical thought, gender related/biased teaching aims ] [📖 newsletter/online journal ] [🗓️ Gender conference, workshops ] [🌐 ] [🗣️ ]

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] [🗳️] [🗳️]

Our Global Issues SIG is planning a dynamic program of events for this fall's JALT2014 conference in Tsukuba. Our annual SIG Forum will be an "idea sharing" session featuring mini-reports from classroom teachers on innovative activities, materials, and curricula linked to global themes. We'll also hold a GILE Colloquium which will look at initiatives such as *Global 30* universities and *Super Global High Schools*, and discuss how language teachers can promote the knowledge and skills of global citizenship that these programs aim at. Make sure to catch our GILE business meeting and stop by our GILE SIG display table as well! GILE promotes global awareness and international understanding aimed at "teaching for a better world." Contact us for a sample newsletter, or for more information about the SIG's work. Visit <gilesig.org>, our Facebook page, or contact Kip Cates <kcates@rstu.jp>.

## Japanese as a Second Language

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

The JSL SIG AGM will be held between 15:35-16:30 on Saturday 22nd at JALT2014. The JSL SIG Forum will follow after the AGM till 18:00. The forum is entitled "Kanji learning across borders," and the presenters are Nozomi Takano, Kaori Asami, and Yan Yu. The abstract is "漢字学習への取り組み方や学習方法は、日本語学習者の背景やレベルによって様々である。このフォーラムでは、①非漢字圏からの入門レベルの学習者を対象とした視覚的な漢字指導法について、②漢字圏からの学習者にとっての日本語漢字習得の難易点について、③日本語能力試験での漢字の位置づけについて紹介する。" The forum will be conducted in Japanese and English.

## 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/jsh-

sig>. Whether you want to ask a question, help someone out, or just share something, this is the place for junior and senior high school teachers to be. We also have a public page at <www.facebook.com/JSHSSIG>, so anyone can have a look. Click "like" and our news will be your news! Everybody is welcome!

## 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, and university settings; as well as teachers teaching languages other than English.

The LD SIG organizes forums at all national conferences. Please join the forum, "Learner development across borders", at the upcoming JALT2014 in Tsukuba on Sunday, November 23rd from 13:30-15:00. On the publication front, we have a semi-annual 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 also offer grants for membership, subscription, research, conferences, and outreach projects. For more information, please visit <ld-sig.org>.

学習者ディベロップメント研究部会 (LD SIG) は、教室の内外的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索・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。

LD SIGはさまざまな全国大会でフォーラムを催しています。つくばで開催される全国語学教育学会年次国際大会では、11月23日(日)1時30分から3時にフォーラム Learner development across bordersを開催します。是非ご

参加下さい。出版関連では、年二回発行のニュースレター Learning Learningに加え、二冊の本(Learner development working papers: Different cases, different interests と 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 contest, national & mini-conferences ] [📅] [🗨️]

With the unifying topic “Finding what motivates adult learners,” JALT2014’s LLL SIG Forum in Tsukuba will feature three fascinating speakers:

1. Deborah Bollinger speaking about “Factors that motivate older adult learners to improve their written & spoken English”
2. Kathleen Yamane presenting a talk on “Writing as a stepping stone to speaking & listening for adult learners”
3. Deborah Bollinger & Joseph Dias explaining how to “Motivate and cultivate adult learners to avoid plagiarism”

Details: Sunday, 23 Nov 2014, 13:00-14:30. Room: 402

**Forum abstract:** Deborah Bollinger will explore factors that have motivated older adult learners to improve their written and spoken English for more than 20 years. Drawing from her teaching of students enrolled in a program on Cultural Properties, Kathleen Yamane will speak about writing as a lead-in to speaking and listening activities. Finally, Joseph Dias and Deborah Bollinger will describe attitudes toward plagiarism among adult learners and ways to nurture respect for the intellectual property of others.

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, and at the JALT2014 International Conference. 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 not only be able to find out about our SIG’s events, but you can also get tips about lifelong language learning and teaching, and learn about opportunities and events in the community that stretch your capabilities and broaden your horizons, including volunteering possibilities.

We are now accepting proposals for individual or forum presentations at our Mini Conference

that will be held at the Kanda Institute of Foreign Languages in Tokyo on the first weekend in November, 2014. Anyone interested in presenting should contact the program chair, Joseph Dias, at <jodias@cl.aoyama.ac.jp>.

### Literature in Language Teaching

[🔍] literature, film ] [📖] *LiLT Journal*—2x year ] [🗳️] LiLT conference, PanSIG conference ] [🗨️] liitsig.org]

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 with 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 planning events, reading and proofing for our journal, and helping the SIG grow. If you are thinking about getting involved we welcome you to contact us!

Thank you to everyone involved in the LiLT SIG conference, *The Heart of the Matter*, on September 7th. First, to Marcos Benevides for his plenary talk, “A lexical approach to developing western cultural fluency,” which invited us all to consider ways of integrating cultural content at appropriate levels for Japanese learners. Also, to John Roberts for his work as conference chair, and to the local JALT chapters for their welcoming hospitality. We look forward to the next LiLT event.

Upcoming events include the JALT2014 National Conference on November 21-24, 2014. We 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.

Presentations at the upcoming JALT2014 National Conference:

1. Neil Addison and Neil Conway: “Accessing the inward eye: Using Wordsworth’s poetry in EFL reading”
2. Morten Hunke: “Using Japanese cultural formats to foster creativity in the L2 classroom”
3. Atsushi Iida: “Poetry across borders: Haiku in second language education”
4. Tara McIlroy: “Using multimedia quote and picture tasks to cross the border between fiction and reality”
5. Anna Twitchell: “Between the lines: Teaching critical literacy skills to students who don’t read”

6. Li-Hsin Tu: "Learning from the masters: Using literature as models during the revision process"

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

### Materials Writers

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

The MW SIG has a wonderful program lined up for JALT2014 in Tsukuba. We are delighted to be sponsoring a featured speaker in conjunction with Macmillan and IPI. Miles Craven is a world-renowned speaker and author of many international textbooks. He will give two presentations for us. The first, "Writing for ELT: Nuts and bolts," describes the process of turning an idea into a finished product. Many writers have great ideas, but when they put their thoughts onto the page, the final result can be less than satisfactory. The workshop will look at the process of ELT textbook writing, overviewing all the stages involved in taking an initial concept all the way through to a handover manuscript. Miles' second event, "Skills and strategies in ELT materials" argues for a stronger emphasis on skills and strategies in our writing. Besides these, we will also present our regular forum. This year, on the topic of "Digital technologies' impact on materials writers," five speakers from various segments of the industry will discuss key points in a field that is already changing the way writers approach their work and will undoubtedly give rise to many more controversies and disputes. Writers are represented by Miles Craven. For publishing we have a speaker from Macmillan, Darren Halliday; from ABAX, Hugh Graham-Marr; and from Perceptia, Paul Lewis. Dave Dolan is an expert in digitalization of EFL books and will provide insights into the technical processes involved. Finally, the MW SIG board would like to encourage all members to attend our AGM, where we will discuss our plans for the future. Come along and get on board with a highly active and energetic team. For more information, visit <materialswriters.org>.

### Other Language Educators

[🗣️] FLL beyond mother tongue, L3, multilingualism, second foreign language ] [📖] *OLE Newsletter*—4-5x year ] [🗳️] Network with other FL groups, presence at conventions, provide information to companies, support job searches and research ]

OLE has put all materials made available by authors of OLE-related presentations in the last few years on the coordinator's page at Ehime University for everyone to use. Visit <web.iess.ehime-u.ac.jp/katudouhoukoku.html> for more.

**OLE at JALT2014:** OLE will have two days full of OLE-related events. The program schedule, as well as the long and short abstracts are all in OLE NL 70 available from the coordinator at <reinelt.rudolf.miy@ehime-u.ac.jp>.

### Pragmatics

[🗣️] appropriate communication, co-construction of meaning, interaction, pragmatic strategies, social context ] [📖] *Pragmatic Matters (語用論事情)*—3x year ] [🗳️] 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 will be active at the JALT2014 conference. Nobuko Trent will present a short paper titled, "Politeness: Speaker's territory model." Seth Cervantes and Rob Olson will present a short paper titled, "Using cotext to improve communication." The Pragmatic SIG will also host a forum titled "Assessing L2 pragmatic development." The panel will include Yusuke Okada, Aki Siegel, and Joe Siegel. Check out our website <pragsig.org> to see what's happening or stop by our booth at the JALT2014 conference in Tsukuba!

### 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 are planning exciting things for JALT2014: our first-ever poster session/meet & greet party with refreshments, many individual presentations, and our annual meeting.

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

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

### Task-Based Learning

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. The JALT2014 conference is just around the corner and as always TED SIG will be there. This year we are sponsoring one the plenary speakers, Prof. Thomas Farrell, who will be talking about “Reflecting on practice”. Thomas will also be giving us his insight in our joint forum with CUE SIG entitled “Conversations with the self: Reflective practice and teacher development.” Don’t forget to say hello at the TED SIG desk, which promises to be a good place to hang out between presentations. Updates will be posted as they happen on the website at <jalt.org/ted>.

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

### Teachers Helping Teachers

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

The THT SIG will be sharing space with the TED SIG at the National Conference. We have overseas events planned for Vietnam (early August), Kyrgyzstan, and Bangladesh (September) so please come by and visit if you are interested in

participating next year. In addition, the THT Laos program is being planned now. For more information, contact us at <chrisruddenklaus@yahoo.com> or visit the Lao Program website: <sites.google.com/site/teachershelpingteacherslaos>.

### 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] [📅] [👥]

Please keep an eye out for TC SIG events at JALT2014 by checking our Facebook page or the conference booklet.

The TC SIG 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 TC SIG 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, as well as instructional columns on statistical analysis, Rasch measurement, and assessment literacy.

### Vocabulary

The VOCAB SIG just held its Third Annual Vocabulary Symposium on June 14<sup>th</sup> at Kyushu Sangyo University in Fukuoka City. With over 60 attendees the symposium was a success and many of these attendees had the opportunity to discuss vocabulary learning, testing, and instruction with fellow attendees. This year's symposium featured discussants Batia Laufer from the University of Hafia and Akiyo Hirai from the University of Tsukuba, both of whom were well received. 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, Tadimitsu Kamimoto, Dawn Lucovich, and Aaron Gibson.

The VOCAB SIG will also co-sponsor The Seventh Annual Extensive Reading Seminar along with the ER SIG on September 28<sup>th</sup>, 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 attend this event.

We are also currently accepting submissions for the VOCAB SIG Forum to be held at JALT National in November. Please send your submissions to <JALTVOCAB@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 <jaltvocab.weebly.com> for more information regarding previous symposiums, upcoming events, and previous publications. Additional VOCAB SIG news and dialogue can also be found on our Facebook page at <facebook.com/groups/236623256372419>. Please look forward to our upcoming *Vocabulary Journal* and *Verb*, which will be published online later this summer.

**Visited TLT's website recently?**  
**<jalt-publications.org/tlt>**



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—Mind and body: Active learning and teaching strategies** by Marco Brazil, Beans English School. Research shows the brain is more activated when the body is moving than when sitting still. In this workshop, the presenter will show why young children find active learning engaging and fun and will also share some classroom-tested games you can use right away. Be ready to play games and have some fun. *Sat 27 Sep, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000; 1st visit free.*

**GIFU—Dictation & internet media: Activities integrating old and new** by Mark Rebeck, Meijo University. This workshop will introduce several variations on "standard dictation," focusing in particular on combining dictation with talk-radio audio clips and YouTube videos. The presenter will introduce examples of such dictation-authentic media activities from both general English and EMP (English for Medical Purposes) classes. Participants should gain a deeper appreciation of the versatility of dictation and concrete ideas for their own teaching contexts. *Sat 18 Oct, 19:00-21:00; JR Gifu Station, Heartful Square - 2F (East Wing); One-day members ¥1,000; 1st visit free.*

**HIROSHIMA—University entrance exams** by Melodie Cook, University of Niigata Prefecture. This meeting focuses on research about expatriate ELT faculty participation in college entrance examination creation. Four themes will be highlighted: assumptions that we bring to exam creation; the multi-functional nature of the exams; how these tests stand up to recommendations for "good" language test creation practices; and recommendations for changing them. *Sun 28 Sep, 15:00-17:00; Peace Park, 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

**HIROSHIMA—National conference sneak preview** by various local speakers. To whet your appetite for the JALT2014 Conference in Tsukuba, Nov. 21-24, various Hiroshima area speakers will give special previews of their JALT2014 presentations. The discussions will surely be high quality, so don't miss them. For details, see the Hiroshima JALT homepage. *Sun 19 Oct, 15:00-17:00; Peace Park, 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

**HOKKAIDO—2014 JALT Hokkaido Language Teaching Conference: Elements of good teaching.** Keynote speaker will be Eric Kane presenting *10 things that great teachers do* followed by a workshop on borderless publishing. There will also be presentations by local teachers on teaching children, junior high school students, high school students, college students, and students of all ages at conversation schools. *Sun 21 Sep, 9:30-17:30; Hokusei Gakuen University <www.hokusei.ac.jp/en/access.html>; Non-members ¥2,000.*

**IBARAKI—Our featured presentation will be *Issues in EFL in Japan: Importance of form-meaning-function mapping*** by Shinichi Izumi, Sophia University. We will also have one presentation by Robert Betts, Tokiwa University, *Popular songs in the language learning classroom*, whose topic will also be addressed in this meeting. *Sun 28 Sep, 13:30-17:00; Tsukuba Gakuin University; <ibarakijalt.blogspot.jp>.*

**KITAKYUSHU**—*What can younger learners teach us?* by Zack Robertson. This presentation will explore the differences between the language learning/acquisition processes of children and adults through the examination of physiological/neurological, psychological/cognitive, and sociolinguistic patterns. The latter half will shift to identifying respective advantages children are thought to possess in the language learning process that may potentially benefit adults when learning a language, along with practical suggestions for incorporating these concepts into one's teaching practice. Time will be allocated throughout the presentation for others to ask questions or add to the discussion. *Sat 13 Sep, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

**KITAKYUSHU**—*Making money online* by Todd Beuckens. In this presentation, attendees will learn how to create digital products and online educational material for private and public use. The presenter will go over various types of tools and resources for teachers, and show how to get started online, monetize products or services, and develop an online presence. *Sat 11 Oct, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

**KYOTO**—*Graduate research showcase*. This event will feature current and recent graduate students presenting research in language teaching, linguistics, education, and related fields. This will be a great event for attendees to learn what their peers are researching, and to share ideas on theory and methods in our field. Please see our website for the list of speakers and other information. *Sat 27 Sep, 13:00-17:00; Campus Plaza Kyoto; For further details: <kyotojalt.org>; Members free, non-members ¥500.*

**MATSUYAMA**—*Remarks on the function of discourse intonation in English—from the viewpoint of pragmatics*, by Yoshio Ido, Ehime University. Based on the principle established by Brazil (1985), the function of discourse intonation shall be elaborated upon, not as a well ruled form of utterance, but as a speaker's intention, which conveys information involved in an ever-changing context of interaction. Accordingly, Ido's talk will touch upon the phonological tone units and their theoretical implications in reference to illocutionary force. *Sun 12 Oct, 14:15-16:20; M33, Aidai Muse, Ehime University; <www.*

*ehime-u.ac.jp/english/access/johoku/cge.html>; One-day members ¥1,000.*

**NAGOYA**—*Mind and body: Active learning and teaching strategies* by Marco Brazil, Beans English School. Research shows the brain is more activated by body movement than by sitting still. In this workshop, the presenter will show why young children find active learning engaging and fun and will also share some classroom-tested games you can use right away. Be ready to play games and have some fun. *Sun 28 Sep, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 1; <nic-nagoya.or.jp/en/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

**NAGOYA**—*What place for ALTs in Japanese English education?* by Kumiko Ishida, Nicholas Hallsworth, Hiroto Yamamura, Michael Rector, and Jason Walters. Team-teaching with ALTs has played a vital role in Japan for decades. This panel discussion, including both JTEs and ALTs, will focus on clarifying the place of ALTs in English education. The education structure will be discussed by the ALTs and JTEs to better understand the reality of EFL classrooms in Japan. *Sun 26 Oct, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/about-us/access-hours>; One-day members ¥1,000, 1st visit free.*

**OKAYAMA**—*Expatriate ELT faculty members and university entrance examinations: Beliefs, assumptions, and recommendations for change* by Melodie Cook. This presentation focuses on several years' research on expatriate ELT faculty participation in English entrance examination creation. Four themes will be highlighted: assumptions that expatriate ELT faculty bring to the examination creation process; the multi-functional nature of entrance examinations; how these tests stand up to recommendations for "good" language test creation practices; and recommendations for changing entrance examinations. It is hoped that this presentation will stimulate discussion about these life-changing tests. *Sat 27 Sep, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

**OKAYAMA**—*First: Focus on Canada* by David Townsend. This presentation will detail a course designed to tap into students' collective knowledge of their own country while at the same time

presenting the parallel information of a common travel destination, Canada. Second: *Cognitive load and the competent teacher: Considerations and strategies* by Jason Lowes. Following an explication of cognitive load, we will examine natural changes in cognitive load which influence teaching practice. We will conclude with some concrete practices that teachers can carry into their next class. *Sat 18 Oct, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

**OSAKA**—*Tech-Day Plus mini-conference*. The themes of Tech Day Plus are simplicity and practicality—ideas that language teachers and learners can use either in or out of the classroom. In addition to our “Tech” presentations that will take place in fully-equipped computer labs, we’ll also have a wide range of presentations on non-tech topics in the “Plus” rooms. *Please check our chapter website <OsakaJALT.org> for the latest info; Details: TBA.*

**SENDAI**—*Discover how cooperative learning can help make communicative classes happen. It’s as easy as 1-2-3-4!* by Joël Laurier. Cooperative Learning (CL) provides an effective teaching approach that works well in language learning. Through interactive, task-based activities, students learn to take control of their own learning. By making students the center of learning, the role of the teacher becomes that of a facilitator. The classroom then becomes a place where students and teachers work together to create meaningful and fulfilling learning experiences. This hands-on workshop will show attendees how they can use CL to increase active participation between students, build confidence for teachers, and deliver more student-centered English lessons. *Sun 28 Sep; Venue: TBA; <jaltsendai.org>; 1-day membership ¥1,000.*

**SENDAI**—*3/11 - Devastation, change, renewal: Stories from Tohoku teachers and students, both in the classroom and volunteer activities* by Tohoku members. Our community was devastated by the earthquake of 2011, so come and listen to some of the stories by the teachers and students who have been involved and are still involved in the gradual recovery process here in Tohoku. We will also be holding a raffle/prize draw at this event with the proceeds going to an educational support program in the area. *Sun 26 Oct; Venue: TBA; <jaltsendai.org>; 1-day membership ¥1,000.*

**TOKYO**—*Pragmatics for language teachers* by Jerry Talandis Jr., Kimiko Koseki, and Donna Fujimoto. This is a three-part workshop covering both practice and research in the area of pragmatics. In part 1, the presenter will discuss the general introduction to pragmatics, mentioning a useful and usable definition. In part 2, the presenter will discuss how teaching pragmatics is also important at the high school level. In part 3, ways to conduct research will be suggested, and the how-to of a methodological framework for conversation analysis will be presented. *Sun 14 Sep, 13:00-16:00; Sophia University; <tokyojalt.org>; Non-members ¥1,000.*

**YOKOHAMA**—*Technology in language teaching event* by Dan Ferreira, Simeon Flowers, Travis Cote, Brett Milliner, and Paul Raine. Close to 100% of tertiary students in Japan now have a mobile device and most schools have wireless Internet capabilities, so how can language teachers capitalize on these conditions? This workshop-style event will feature presentations from members of JALT CALL SIG and contributors to *Digital Mobile Language Learning*, a collection of online publications for teaching and learning languages using technology. *Sat 20 Sep; Venue: Tamagawa University, Building 5, Room 424.*

**YOKOHAMA**—*Conversation activities* by Sean Anderson and Nathaniel French. Anderson will present on “Question Quest,” a card-based conversation activity he has published. Question Quest was built on the rules of conversation and effectively encourages students to use target structures and English skills in order to win the game. French will outline activities which will allow a lower level university class to go from guided conversations that last less than one minute to 10-minute free conversations by the end of the semester. *Sat 18 Oct; Venue: TBA.*

Peer Support Writing Group

**New! PSG Writing Conferences  
at JALT2014!**

Bring a paper or an idea to the conference in Tsukuba this November and get one-on-one help from a peer reader. Just look for us at the JALT Publications table.



TLT COLUMN

# CHAPTER REPORTS

## ...with Tom Mahler

To contact the editor:

<chap-reports@jalt-publications.org>



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

You can access Chapter Reports online at:

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

of three language learners. Although each is different, all three stories featured high levels of learner autonomy. Using Grounded Theory methodology, the data was analyzed through four inter-related theoretical “lenses”: learner autonomy, motivation, identity, and sociocultural context. The interplay between these four factors was examined, leading to the conclusion that they are all agents in complex adaptive systems. The defining characteristics of complex adaptive systems are: dynamic, emergent, fractal, sensitive to initial conditions, and non-linear. A lively Q & A session completed the presentation.

*Reported by Stephen Shucart*

**GIFU: May — Cooperative learning: It's not about teaching, it's about learning** by Joel Laurier. The presenter began by giving a brief explanation of his own teaching background. After working in a full immersion school (K-12) for many years, he was shocked when he transitioned to a university career to discover the severe lack of social skills of many of the students. Laurier argued that the principles of Cooperative Learning (CL) not only motivate students and promote learning, but also foster the social communication skills that students will need in the workforce. Those four principles are: positive interdependence, individual accountability, equal participation, and simultaneous interaction. As Laurier continued to hammer the point home, “it's not a game” and “it's not group work” (as most people understand the term); the structured nature of CL and the allocation of clear responsibility give a focus and impetus to learning which may otherwise be absent from unstructured group work. The participants were given a handful of ideas for implementing CL in their own classes.

*Reported by Paul Wicking*

**AKITA: May — Creativity in the EFL classroom: Creating and adapting original material to the needs and interests of different students** by Chris Sato, Windsor English School. This presentation was divided in two parts: an introduction and then a workshop. The first part explained the challenges of running a one-teacher school with all types of students, from young children to adults. Several examples from the US TV show “Mad Men” were used to illustrate the advantages and pitfalls of creativity, then an example utilizing original material was presented. The second part drew on recent experiences of creating original materials, and adapting them to various classes. The audience was divided into groups and given a range of authentic stories taken from the Internet. Each group had to use their imagination to adapt the material to a learning experience for a specific class. The presentation ended with a lively Q & A session.

*Reported by Stephen Shucart*

**AKITA: June — The complex stories behind autonomous learners** by Joe Sykes, Akita International University. Recent research in the field of learner autonomy has shifted from the psychological view, which treats the learner in isolation, to the sociocultural view, in which the learner is an integral part of the sociocultural context. This presentation examined the stories

**GIFU: June — Using Japanese cultural techniques in the foreign language classroom** by Morten Hunke. Teachers of foreign languages can spend a lot of time trying to get their students to break out of their Japanese cultural comfort zone and expose them to the foreign culture. Hunke, however, presented a number

of ideas for using Japanese cultural practices in effective ways to aid foreign language learning. In particular, *haiku* and *tanka* (poetry forms) and *kamishibai* (storytelling through pictures). Hunke, who teaches German, demonstrated that writing these poems in German and ‘playing’ with the language in this way has a number of benefits, including making use of vocabulary lists in textbooks, and introducing learners to syllable properties.

Kamishibai is a technique where the storyteller uses a series of pictures when telling a story. An effective way of doing this in the classroom is to have one person in the group create the story (draw the pictures and write the script), and then have other group members telling the story and supporting it with gestures, interjection, sound effects, etc.

Participants left Hunke’s presentation with an understanding of how foreign languages can be experienced, learned, and appreciated through Japanese poetry and storytelling techniques.

*Reported by Paul Wicking*

**GUNMA: May — *The socio-cultural benefits of low-level graded reader versions of non-western classic literature* by Alastair Lamond.** The first part of Lamond’s presentation focused on the mechanics of writing a graded reader. Lamond shared his approach to writing a graded reader version of Natsume Soseki’s *Botchan*. His goals in this project were to ensure historical accuracy, imagination, and connection with a modern audience. He took attendees through his experience step by step, from the text, to the fact pages, to the artwork, explaining his errors through inexperience and the tools that saved his project. Lamond then laid out the socio-cultural benefits of low-level graded reader versions of non-Western classic literature. In the currently-available graded reader versions of non-Western classic literature, the vast majority are 1,700 headwords or more, which is beyond most readers in Japan. He explained that he wrote his version of *Botchan* at the 600-headword level to illustrate how low-level versions of non-Western classics can have not only language benefits but also socio-cultural benefits for students. Lamond finished by offering guidance and help to any attendees who want to take on the difficult, but worthwhile, challenge of writing their own graded reader version of a non-Western classic.

*Reported by John Larson*

**GUNMA: June — *Enhancing EFL and content-based instruction through art in the classrooms* by Stacey Vye.** During this workshop-style presentation, participants explored the expression of art in their EFL and content-based classrooms with students of various ages and language levels. During the first part of the presentation, Vye discussed how art can be applied to teach concepts such as learner strategies and the L2 self-system theory, both concepts she uses with her university students. In her classes, Vye’s students made a map of their own learning system using the metaphor of a tree. The roots represent underpinnings such as their L1 language and culture, and branches represent their current L2 skills. Rain and sun can symbolize supporting mechanisms such as friends and cognitive strategies. Vye showed that using this artistic metaphor can give students insight into their own learning strategies. In the second half of the presentation, participants used provided art materials to explore how easily art can enhance what they are teaching. Vye’s presentation was bookended with a helpful list of questions educators should ask themselves before introducing art into their language classrooms.

*Reported by John Larson*

**HAMAMATSU: May — *How to build a mobile-friendly interactive website* by Renaud Davies,** Hiroshima Bunkyo Women’s University. Davies feels that the more engrossed students are in a task and content, the more likely second or foreign language acquisition is to occur. There are many tools available online to enhance the interaction of language learners with other learners, their teachers, their own community, and the global community. Having all these tools in one place where both students and educators can access them can expand the experience of learning and using another language. Davies led an interactive workshop whereby he guided members in creating their own website through the free Wix webpage. Wix has a series of features which teachers and students can access, implement, and adapt to create non-static homepages. The ensuing engagement with both the content and technology selected can result in increased learner autonomy, linguistic authenticity, and an intrinsic motivation to use their language of instruction.

*Reported by Susan Laura Sullivan*

**HAMAMATSU: June** — *English activities for intercultural awareness* by **Jon Dujmovich**, Aichi University, Imagination Ink. Dujmovich has a long history of designing and implementing English activities and courses focusing on intercultural communications. On June 14 he introduced members to basic intercultural developmental concepts, especially focusing on Bennett's *Developmental Model of Intercultural Sensitivity*. We then participated in a series of activities created to encourage students to question their role within three spheres of culture: inherited (universal and human nature), learned (specific to a group or category), and inherited and learned (specific to the individual, personality). At a lower level, Dujmovich demonstrated exercises that could be used with younger students to nurture curiosity and awareness of cultural diversity, such as taking note of the wide range of English that exists in their daily life. The interactive exercises members took part in were aimed at older students, and included listening exercises focusing on specific language which could then be used as a scaffold for more holistic activities, interviewing exercises to raise students' awareness of the diversity in their everyday life, and empathy raising exercises. All activities were designed to broaden students' cultural and intercultural awareness, and to complement various ages and stages of development. It was a lively, thoroughly engaging, and informative session, providing participants with practical and appealing resources for classroom use.

*Reported by Susan Laura Sullivan*

**HIROSHIMA: May** — *Integrating SRL practices in foreign language classroom* by **Paul Collett** and **Kristen Sullivan**. Collett and Sullivan gave an overview of what self-regulated learning is, how it helps students, and how SRL is being used at Shimonoseki City University. They gave examples of how SRL practices can be integrated into lessons, such as rewriting essays and re-doing tests after getting feedback from the teacher or peers, as well as having students decide their own homework based on their needs and goals. They also discussed in detail some of the issues they have faced trying to integrate SRL into classes. These issues were mainly related to both the students' and teachers' lack of experience of this type of learning. They emphasized, however, that it is a learning process and that teachers wanting to use SRL should not expect students to understand it immediately, even with

Japanese explanations, and that a lot of patience, support, and scaffolding is necessary.

*Reported by Carla Wilson*

**HIROSHIMA: June** — *Content-based instruction for learners of Japanese as a foreign language* by **Akiko Kobayashi** and *Revisiting content-based instruction* by **Akemi Morioka**. Kobayashi and Morioka both discussed CBI in the context of Japanese as a foreign language. Kobayashi gave an overview of two courses at the University of Shimane where international students had teamed up with Japanese students to compare Korean and Japanese manufacturing. These courses included lectures from a marketing professor for the intermediate level Korean students of Japanese, and comparisons of the education systems in Japan, Russia, and Korea for the beginner level Korean and Russian students of Japanese, including presentations at a local elementary school. Improving academic skills, recognizing cultural differences, overcoming difficulties due to lack of subject knowledge, and providing opportunities to use a lot of Japanese were some of the comments from students. Morioka discussed some of the theories underpinning CBI then went on to outline her study in 2006 at an American university which found that second year students taking a Japanese course rated a CBI course less highly than a hybrid (CBI/regular) course. It seemed that the courses differed from students' expectations possibly due to their first year class being more structured and grammar-centered. They were also conscious of the fact that the content learning, some of which took place in English, would not be reflected in their grades. Assuming that CBI is found to bring more benefits than grammar-based instruction, possible remedies to students' attitudes towards it are more L2 support, less use of L1 in class, and an earlier introduction to CBI.

*Reported by Carla Wilson*

**HOKKAIDO: May** — *Strong communicative language teaching: Using English to learn it* by **Martin Murphy**, Otaru University of Commerce and **Joel Rian**, Hokkaido Information University. Murphy and Rian engaged a large crowd of participants using a combination of research analysis and case-study vignettes, eliciting audience experience and stimulating discussion along the way. According to Murphy and Rian, Strong Communicative Language Teaching provides insight into developing

classroom speaking and listening activities that encourage free conversation and the genuine exchange of opinions. Classroom transcripts shared during the presentation showed an amazing level of creativity, even in the utterances of lower proficiency students. With surprisingly little instruction, English language learners of a wide range of proficiency levels were able to engage in extended, unscripted, and meaningful communication. Activities were designed to limit students' use of the first language, encourage best use of the second language, force students to choose and defend an opinion, and keep the conversation going (no non-sequiturs). The presenters did also stress the importance of teacher discretion and materials development; topics must be chosen carefully, especially when adapting commercially available texts, so as to avoid locally inappropriate or non-effective prompts. Despite these limitations, the message was clear: Strong Communicative Language Teaching sheds light on the value of authentic communication and exchange of opinions in the Japanese EFL classroom. The presentation ended on a high note, anticipating research that would empirically validate the wealth of anecdotal findings Murphy and Rian shared with the audience.

*Reported by Joseph Tomasine*

**HOKKAIDO: June** — *An introduction to Conversation Analysis: Making sense of talk* by **Tim Greer**, Kobe University. Conversation Analysis refers to a major body of micro-sociological research that investigates interaction and language in use. Greer organized the event in three parts, beginning with historical and theoretical underpinnings, key terminology, and core concepts. This was followed by a shorter lecture on the implications of the approach and major findings of Conversation Analysis for the field of Second Language Acquisition. Finally, Greer led the participants in a data session, where attendees became researchers and tried their hand at "doing" Conversation Analysis. One discovery was that although Conversation Analysis utilizes a specialized vocabulary, the phenomena under the microscope are often "grossly apparent facts," to quote Greer. This narrow focus combines with a radically emic orientation, allowing researchers to reappraise the relevance of expertise and the native/non-native speaker dichotomy in second language use. Furthermore, Conversation Analysis enables us to rediscover household Second Language Acquisition, concepts such as fluency, in ways that may empower

second language users. During the data session, Greer emphasized the importance of community, shared respect, and the explicit resolve to patiently hear all voices present. Greer finished the event by urging interested participants to form working groups and do Conversation Analysis. Several in attendance expressed interest and there was talk of JALT Hokkaido being the starting point for such a group.

*Reported by Joseph Tomasine*

**IBARAKI: May** — *Vocabulary and textbooks: What textbooks do, what they don't, and what you can do* by **Dale Brown**. When it comes to teaching vocabulary, our practice is often narrowly confined to introducing new words and their meanings. Brown's previous research has shown that this is the case with most general English textbooks, too—they provide a disproportionate number of "form and meaning" exercises, disregarding the depth and variety that constitute our vocabulary knowledge. In addition, Brown noted that they tend to do a poor job at recycling newly learned words, perhaps due to our nature to be drawn to the new. He argued against such a tendency, as it is like planting new seeds one after another, while forgetting to water and nurture them to ensure their proper growth. Thus, Brown called for the expansion and enhancement of textbook materials as well as our classroom practices. Referring to Nation's framework of word knowledge as well as the common activity types of "recall," "analysis," and "creation," he introduced specific activities that could enrich our vocabulary teaching. Brown's presentation gave us an opportunity to reflect on our own classroom practice and engage in an active discussion of the subject matter.

*Reported by Naomi Takagi*

**KITAKYUSHU: May** — *Principles of vocabulary acquisition - How well do textbooks do?* by **Rob Waring**. Foreign teacher frustration in junior and senior high schools at forced student memorization of outdated unused vocabulary (and syntax)—usually administered by colleagues entirely in Japanese, right from 'sit down' and 'open your books'—was exemplified by Waring's comment, "It's insane." This was a summary and response to questions regarding his presentation of extensive research done by himself and others into required and actual frequency of word meetings to effectively and enjoyably lodge them into students' permanent

memory. Publications supporting this welcome catharsis are available at <robwaring.org/presentations/>, essential reading for EFL curriculum developers.

Illustrating that Japanese high school textbooks provide only one fiftieth of the words students need to enter a good university and debunking false pedagogical notions throughout, Waring walked us through the rationale for, and stages of a balanced curriculum of, vocabulary teaching and learning (as distinct concepts), pointing out how the (non-linear) cycle needs to acknowledge the forgetting curve and teach students how to deal with new words independently. Without criticizing course books for their limitations, he pointed out how they need to work with extensive additional (graded) reading to cover the otherwise impossible number of word meetings essential for adequate English exposure.

*Reported by Dave Pite*

**KITAKYUSHU: June — *English circles and the ELF class* by Michael Philips.** Philips reviewed his pechakucha presentation, *English Circles* (November 2013) to continue a discussion which includes World English in teaching English as a Foreign Language (EFL).

English Circles are the different conceptual layers—or varieties—of English as a Lingua-Franca (ELF), with non-native English speaking countries represented by outer circles and native English-speaking countries at the core. The split between teaching for native-speaker proficiency and the reality of non-native speaker experiences was clarified by a TED clip, which pointed out that, while there are two billion people in the world presently fervently studying English, actual perfection in the language is unattainable. There is an expanding circle of non-native speakers escaping allegiance to the core and regional variants are getting increased identity. These English as an International Language (EIL) learners need intelligibility more than native speaker similitude and, as Widdowson (1994) says, English is the property of those who speak it.

Globish is the name applied to the emerging language code evolving into a simplified lingua franca; whether it is a descriptive or prescriptive term seems to depend upon the success of those enterprises trying to market it. All this begs the question of which Standard English should define Globish, and opened a very lively discussion to finish the presentation.

*Reported by Dave Pite*

**NAGASAKI: April — *Extensive reading and task-based learning* by Brendan Van Deusen,** Nagasaki International University. Van Deusen covered the three types of ER commonly identified in the field: pure reading for enjoyment, integrated reading with variable choice, and class reading. He then reviewed aspects of task-based learning within an ER context and covered the results of his in-class activities using both techniques. He planned a series of 5 tasks for *The Mysterious Island* by Jules Verne: discussion circles, island life challenges, letter writing from an island, a scenic picture from the book, and an expansion on the story including making a tourist brochure for the island. Van Deusen reported on the level of success he had with each task in the series.

*Reported by Thom W Rawson*

**NAGASAKI: May — *Teaching phonics to English language learners* by Cecilia “Sash” Salzer,** Darby Elementary School. After extensively covering the background rationale for phoneme based language learning, including a look at cognitive learning and development, Salzer moved through comparisons of child and adult learning styles. We were given a comparison of the Japanese Mora-based monotonic language containing five vowel sounds vs. English, which is time-stressed, has 19 unique vowel sounds, and is non-tonal. Salzer then covered the order in which English phonemes can be taught and also touched on advanced phonics including graphemes.

*Reported by Thom W Rawson*

**NAGASAKI: June — *Using picture books and storytelling to teach all age groups* by Patricia Daly Oe.** Oe delivered an excellent workshop on using picture books in the classroom. With 27+ years of experience as a teacher and storyteller in Japan, she covered storytelling for students from children to adult. She also showcased some of the many supporting activity ideas surrounding story time in the classroom. Due to a somewhat limited set of English storybooks for children in her early days as a teacher, Oe was motivated to develop her own materials, some of which have since been published including one of the shared gems, *Lily and the Moon* (ELF Publishing). Some of the activities included paper crafts, painting, drawing, and singing, all connected around the theme of one story showing that literature in the form of storytelling can be the basis for deeper learning and motivation.

*Reported by Thom W Rawson*

**OKAYAMA: June** — *Fostering collaboration among teachers, administrators, and institutions* by Eri Fukuda and *Effectiveness of cooperative learning in the reading classroom / Learner attitudes to teacher behavior* by Kyoko Sunami-Burden. Fukuda described a university Global Citizenship Program that integrated students, faculty, and administrators from seven different faculties. After eliciting ideas from participants about what “collaboration” is in a university setting, she outlined what this particular program achieved, pointing out that short- and long-term strategies needed to be considered all along the way. From these results she generalized on how patience and compromise from individual teachers as well as from administrations can create collaborative programs that benefit students best.

Sunami-Burden gave two short papers. First, university students in a cooperative reading course were surveyed at the end of every class to measure satisfaction with their progress, especially how well they cooperated with partners to understand. Results showed that in cooperative learning the attitudes of both motivated and unmotivated students tended to “rub off” on partners. The second study measured how teacher behaviors—motivating or demotivating—influenced students’ ultimate attitudes toward a class and subject (EFL). Results indicated that teachers motivate best when they act as “socializing agents,” creating atmospheres of enjoyment and accomplishment.

*Reported by Scott Gardner*

**OKINAWA: June** — *Pronunciation basics* by Tim Kelly. Kelly presented a workshop to about 12 attendees covering the basics of teaching pronunciation to Japanese students. In addition, Tokuyu Uza presented *A focus on functional language*, in which he discussed how to direct students toward functional language use that meets their particular needs. Finally, Rika Kojima, a representative from Cengage publishing, hosted a “book look” to help teachers plan which books are the best fit for their classes. Okinawa JALT also held officer elections at the meeting. The new officers are as follows: President: George MacLean; Membership Chair: Tim Kelly; Program Chair: Norman Fewell; Publicity Chair: Fernando Kohatsu; Treasurer: Tokuyu Uza.

*Reported by Meghan Kuckelman*

**OSAKA: April** — *Creating interactive e-books using iBooks Author* by Tamara Swenson, Eiko Kato, Brian Teaman, and David Bramley, at the Apple Store, Shinsaibashi. The presenters gave a bilingual overview of how and why teachers at Osaka Jogakuin University have created thirteen (and counting) eBooks for their students using iBooks Author software. The investment of time and effort in creating these eBooks is considerable (roughly 150 hours per eBook, if well-organized ahead of time), but the potential payoffs include being able to tailor the texts to the university’s liking, students being able to carry multiple textbooks on their iPads (which all OJU students have been issued since 2012), students being able to easily create their own personalized electronic study materials, and being able to use the materials more interactively and creatively than with regular textbooks. Advice to would-be creators of eBooks included preparing well and organizing all content ahead of time, starting simple (such as by trying a student magazine project), and looking at examples at the iBook Store.

*Reported by Bob Sanderson*

**OSAKA: June** — *Encompassing the fear of English via Emotivation* by Dr. Liliana Landolfi, University of Naples ‘L’Orientale’, Italy. Dr. Landolfi gave us an inspirational talk on how fears of English can block language acquisition, and how visualizations can help learning blocks to be unblocked. The computational analysis, run on the bilingual data that the EFL P.Æ.C.E. Corpus (Landolfi, 2012a) contains, identifies the word FEAR, as the second most frequent word used in the whole corpus by EFL learners to describe their language learning reality. The data also show many learners feel EFL learning is far from being feasibly approachable. She proposed the use of visualizations: mind products which may be used as cognitive tools, to overcome blocks, empower learners, and reshape reality healthily. Students report on the efficacy of visualizations describing a clear change in their Emotivational state. Her presentation showed us the importance of an internal motivational force: Emotivation (Landolfi, 2012b) in EFL learning, and the effectiveness of visualizations to lead students to successful learning paths.

*Reported by Junko Omotedani*

**SENDAI: May** — *Creating a culture of character in the classroom* by Kim Horne. Horne returned to Sendai with her energy, passion, and spirit to

expand on her very popular session last May. In the first session of the day Horne presented a list of virtues <[virtuesproject.com/virtuesdef.html](http://virtuesproject.com/virtuesdef.html)>. She explained how virtues are key players in character education. We started by selecting three virtues that we thought described ourselves: two in which we felt strong and one which we still wanted to work on. These three virtues were to inform our interactions for the day. Horne showed how through story books we could wind virtues into our classrooms, having us playing games that involved helping one another rather than trying to win. She provided an environment of empathy and understanding, just right for a good old-fashioned square dance, which started off the afternoon session with a bang. As the afternoon session progressed we worked in groups, problem solving on different aspects of our jobs as teachers. The topics were diverse, reflecting the community of teachers here. They ranged from classroom management issues to issues of authority in the institution, from fun classroom games to our secret bag of tricks, from learner motivation to teacher burn-out. Keeping our three virtues in mind Horne encouraged to take these discussions beyond the day and take them back into our teaching lives. Horne had promised, "Sunday May 25<sup>th</sup> will be a day full of creativity, enthusiasm, friendliness, helpfulness, kindness, joyfulness, purposefulness, thankfulness, understanding, and fun." It certainly was and I am sure I am not the only one still busy working on improving in my not-so-strong virtue. Thank you, Kim!

*Reported by Joanne Sato*

**YOKOHAMA: May** — *Raising gender awareness in the EFL community in Japan: A closer examination of gender in the classroom and in the workplace* by **Diane Nagatomo, Reiko Yoshihara, and Kristie Collins**. With the aim to correct the misguided perception that gender issues belong exclusively within the realm of "women," the panel of GALE members presented gender-based topics about teaching professionals' lives, beliefs, methodologies, and practices. Nagatomo presented the results of her recent research on racialized and gendered identities of foreign female university EFL teachers in Japan with an insight into current issues and previous studies on teacher identities. Yoshihara followed with the results of her study on feminist EFL teachers' teaching beliefs and practices in Japanese university classrooms, introducing their pedagogical attempts to raise

gender awareness among students. Collins then shared her experiences about teaching "Media & Gender" and "Introduction to Gender Studies" courses to university students, including a number of informative activities and music/video clips from various media resources. Her presentation concluded with each member of the audience writing their own gender "haiku" and sharing it with other participants.

*Reported by Sanae Oda-Sheehan*

**YOKOHAMA: June** — *We have to learn before we can help: Examining the best (and worst) practices in volunteer travel* by **Daniela Papi**, cofounder of PEPY. Volunteer travel is becoming increasingly more popular amongst students. Their reasons for wanting to go vary from gaining overseas experience to wanting to help others. Papi's presentation focused on the possible problems that often occur during volunteer travel and ways to prevent disaster. The key is education—preparing students before they leave by researching the volunteer organizations, the country and culture they will be travelling to, and the problems that are often created by ill-planned volunteer excursions. Shifting the students' perspective from "helping" people to "learning from" people was emphasized. Using her extensive experience while living in Cambodia, Papi presented different points of view that we as educators should bring to the attention of our students who are interested in volunteer tourism.

*Reported by Tanya Erdelyi*

## The Language Teacher needs you!



If you are interested in writing and editing, have experience in language education in an Asian context, and are a JALT member, we need your help. TLT is currently recruiting proofreading and editorial staff.

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

<[tlt-editor@jalt-publications.org](mailto:tlt-editor@jalt-publications.org)>



## TLT COLUMN CAREER DEVELOPMENT CORNER

### ...with Michael Parrish

<job-info@jalt-publications.org>



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

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

#### Career Development Corner Online

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

## Saving and investing for retirement and peace of mind

Ben Shearon

sendaiben@gmail.com

Most of us find ourselves thinking about saving for retirement at some point. We are unsure about the future and do not quite trust the government to take care of us, but at the same time do not know what we should be doing to prepare ourselves financially. Often this results in people putting the matter off. Other times it spurs them to take action, but without a basic level of investing knowledge, action can result in losing money.

This can be compounded by living in Japan. Local frameworks and tax regimes are slightly

different, and it is further complicated by the language barrier (even native speakers of Japanese can wilt when confronted with financial terminology). So in this article I hope to set out a very simple investment plan that anyone can follow.

### Step 1: Financial snapshot

If you do not know where you are, even the best map is not going to help you. Perhaps you already know the answers to the following questions, but if not, I suggest taking an hour or two to write them down:

- How much do you own? (savings and investments, don't include your home or vehicles, etc.)
- Do you have any debts (including mortgages)?
- How much do you spend per month/per year?
- What do you spend your money on?
- How long do you expect to work for?

The best book I know of to help with this step is *Your Money or Your Life* by Vicki Robin and Joe Dominguez (2008). It opened my eyes to the possibilities offered by understanding money.

### Step 2: Action

Regardless of how old or young you are, thinking about your financial habits and trying to reduce expenses is always lucrative. Do you have any unnecessary expenses? Take a particularly hard look at recurring expenses like subscriptions. Are they really making your life better? Then figure out how much you can save per month. Lower the number slightly and then take it out of your bank account the day you get paid and put it somewhere else. If you plan to save at the end of the month you will probably find that all the money has mysteriously disappeared.

The best resource for this step is the writings of Mr. Money Mustache, which can be found at the blog of the same name. It has a unique writing style, but it is rare to find this much valuable information in one place for free.

### Step 3: Investing

Steps one and two will probably solve most of your financial problems. Step three will make it easier for you to meet your future financial goals.

In investing, the most important things are having a good plan and sticking to it, regardless of what happens in the news or the markets. So what is a good plan? Basically it is the one with the lowest possible costs and taxes, so you get to keep as much of the profit as possible. In Japan, cheap online brokers such as SBI or Rakuten Securities offer a wide range of shares, bonds, exchange-traded funds, and mutual funds at low cost. Japanese Nippon Individual Savings Accounts (NISA) currently provide 5 years of tax-free investing. The relatively unknown J401k account also provides a fantastic option to investors who are here for the long-term.

The best thing to read for this section is *The Millionaire Teacher* by Andrew Hallam (2011). It explains pretty much everything you need to know, and is written by a teacher at an international school in Singapore. Practical advice on setting up accounts and designing a portfolio is beyond the scope of this article, but can be found online at [retirejapan.info](http://retirejapan.info) or the Bogleheads forum.

#### Step 4: Further learning

Completing any of the steps above will provide huge benefits to your economic outlook, but if you manage to do all three you will probably

want to continue learning. The reading list below is a great place to start.

#### References and further reading (in recommended order)

- Hallam, A. (2011). *Millionaire teacher: The nine rules of wealth you should have learned in school*. Hoboken, NJ: John Wiley and Sons.
- Robin, V., & Dominguez, J. (2008). *Your money or your life*. New York: Penguin.
- Larimore, T., Lindauer, M., LeBoeuf, M. (2007). *The Bogleheads' guide to investing*. Hoboken, NJ: John Wiley & Sons.
- Malkiel, B. (2007). *A random walk down Wall Street*. New York, W. W. Norton.
- Housel, M. (2011). *Everyone believes it, most will be wrong*. Kindle edition. Motley Fool, LLC.

**Ben Shearon** is an English teacher in Sendai, Japan. He started thinking about money, investing, and the future a few years ago after the 2011 earthquake in Sendai. He now runs a website at [retirejapan.info](http://retirejapan.info) to share information about saving and investing for residents of Japan. The small but growing community there is happy to answer questions and share experiences.



TLT COLUMN

# CONFERENCE CALENDAR

## ...with Sadira Smith

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



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](http://jalt-publications.org/tlt/departments/conference-calendar)>

#### Upcoming Conferences

##### JAPAN:

**21 SEP 14—2014 JALT Hokkaido Language Teaching Conference: *Elements of good teaching***. Hokusei Gakuen University, Sapporo, Hokkaido. Speaker: Eric Kane. JALT Members – Free. Non-members - 2,000 yen. <[jalthokkaido.net](http://jalthokkaido.net)>

**27 SEP 14—Osaka JALT Tech-Day +Plus mini-conference**. Osaka. Various presenters. The themes are simplicity and practicality—ideas that language teachers and learners can use either in or out of the classroom. “Tech” presentations will take place in fully-equipped computer labs as well as presentations on non-tech topics in the “Plus” rooms. Check chapter website for the latest info. <[OsakaJALT.org](http://OsakaJALT.org)>

**27 SEP 14—Third Annual Oita Language Teaching Symposium**. Holt Hall, Oita. Organized by Oita JALT. <[jalt.org/groups/541](http://jalt.org/groups/541)>

**28 SEP 14**—7th Annual Extensive Reading Seminar: *Covering the Text: Vocabulary and Reading Comprehension*. Keisen University, West Tokyo. Hosted by JALT's ER and Vocabulary SIGs and JERA. 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 U.), Mary Stuart (ULincoln), and 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**—JALT2014: 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>

**29-30 NOV 14**—The 17th Annual Conference of Pragmatics Society of Japan. Kyoto Notre Dome University, Kyoto. <pragmatics.gr.jp/conference\_e.html>

#### OVERSEAS:

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

**13-14 NOV 14**—Symposium on Second Language Writing: *Professionalizing Second Language Writing*. Tempe, Arizona, USA. Speakers are Dwight Atkinson (Purdue), Deborah Crusan (Wright State), Susan Miller-Cochran (North Carolina State), Tony Silva (Purdue), Christine Tardy (UArizona), and Lawrence Zhang (UAuckland). <sslw.asu.edu/2014>

**14-15 NOV 14**—2014 NYS TESOL Conference: *Empowering ELLs: Equity, Engagement, Enrichment*. Albany, New York, USA. <nystesol.org/annualconference.html>

**28-30 NOV 14**—11th Asian EFL Journal International TESOL Conference: *Trends in TESOL*. Clark, Philippines. Plenary speakers are Roger Nunn, John Adamson, and Z. N. Patil. <asianefl.com/11thconference>

**16-17 DEC 2014**—International Conference on Language, Literature, Culture, and Education: *Intercontinental Dialogue*. Grand Connaught Rooms, London, United Kingdom. <icllce.stratford.edu.my/index.html>

#### Calls for Papers, Posters, Presentations

**ABSTRACT DEADLINE: 15 SEP 14 (FOR 26-31 JUL 15)**—Dynamics of Self-Expression Across Languages. Belgium. This is a session of the 14th International Pragmatics Conference. Maximum 500 words, not including references and data. IPrA membership is required both for the web-based submission and, later on, for presentation at the conference. Contact Minyao Huang: <mh538@cam.ac.uk>

**ABSTRACT DEADLINE: 30 SEP 14 (FOR 28-30 NOV 14)**—11th Asian EFL Journal International TESOL Conference: *Trends in TESOL*. Philippines. 250 words and Bio. <asianefl.com/11th-conference-call-for-papers>

**ABSTRACT DEADLINE: 1 NOV 14 (FOR 7-9 MAY 15)**—Linguistic Landscape 7: *Questioning Boundaries, Opening Spaces*. USA. Abstracts for Individual Research Papers up to 300 words; abstracts for Reflections on Practice up to 200 words. <linguisticlandscape7.berkeley.edu>

**ABSTRACT DEADLINE: 15 DEC 14 (FOR 14-16 MAY 15)**—2015 TESOL International Conference: *TESOL in the Global Age: New Theories and Methodologies*. China. <shf.shu.edu.cn/Default.aspx>

**ABSTRACT DEADLINE: 31 DEC 14 (FOR 21-23 MAY 15)**—4th International Conference on English Pronunciation: *Issues and Practices*. Czech Republic. 400-500 words excluding references. <fu.ff.cuni.cz/epip4/call-for-papers.php>

**ABSTRACT DEADLINE: 1 JAN 15 (FOR 30 APR-3 MAY 15)**—2015 Asian Conference on Language Learning: *Integrated Practices: Creating Experiences to Enhance Learning*. Osaka. Individual, Poster, Virtual, Workshop, or Panel presentations accepted for review. <iafor.org/iafor/acll2015-call-for-papers>

**ABSTRACT DEADLINE: 15 FEB 15 (FOR 25-27 JUN 15)**—ASIALEX2015. China. Maximum 300 words. Papers presented will be published in the Proceedings, and selected papers will be recommended to the refereed journal *Lexicography: Journal of AsiaLex*. <asialex2015.engl.polyu.edu.hk/?page\_id=67>



TLT COLUMN

# OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

## One wag's tale of puppy love



She was called Rose. Rose Pityriasis. Just as in Juliet's balcony soliloquy, there were times I wished Rose had a different name. Maybe mine. Or maybe one I could pronounce.

I remember when I first truly noticed her in primary school. My friends and I

were taking turns falling out of the walnut tree in the park. I was sitting out a few rounds, removing gravel from my knees, when she walked by. In my short life she must have passed by me a hundred times, but this time something was different. The imperial way she held her books, the way she rolled her eyes at me squatting in the dirt. I realized then that she was the most beautiful thing I'd ever seen. (Until then the most beautiful thing I'd ever seen was moldy bread.) From that moment I was smitten.

In class it was difficult to concentrate. I spent my time stealing looks across the room at Rose. There weren't many opportunities: our teacher was very strict and only fell asleep at his desk two or three times a day. Still, I would risk discovery and ridicule from my friends just to study her face for a second or two. And there were those rare times when I caught her actually looking back at me! Sometimes she grimaced, other times she protruded her tongue or silently mouthed, "What is your problem?"

Rose's cheeks were like silk sheets—or so I'd guess; my family slept in second-hand horse blankets. Her shoulders sloped gracefully off her neck at an angle that made her an ideal left tackle for our football team. She walked like a dancer, light on her feet. (Unfortunately, she danced

like a bricklayer.) And her laugh could soothe a crying baby—from two blocks away.

Mother insisted I couldn't see her because she lived on the other side of the tracks. "What tracks?" I asked. Rose lived next door. So Mother crept out one night with my Thomas & Friends train set and assembled the plastic tracks in a straight line between our driveways. For my birthday she bought more track, to make sure it reached all the way to the backyard.

I was hurt, but love drove me on. I'd lie, telling Mother I was going out to "run the pigs on the exercise wheel," which worked fine until Dad reminded her that we had no pigs, and that the exercise wheel was in the hamster cage upstairs. So I developed a daily routine of greeting Mother at breakfast, engaging her in friendly chit-chat, then suddenly pointing out the window and saying, "Hey, what's that?!" to distract her before darting out the back door.

But fate conspired against Rose and me. Before every planned rendezvous she would suddenly cancel due to some new development: her dog had a cyst in its armpit; the weather forecast called for three days of darkness; her family were hosting exchange students from the Ottoman Empire. And then she broke the worst news of all: her parents had forced her into an arranged marriage with Barney, a big purple dinosaur on a TV show. I nearly collapsed with despair, but somehow Rose kept her wits about her, even summoning a tender Mona Lisa-like smirk for me, to help us both bear the pain.

Days later, as I sulked in my desk, eyes closed, trying to erase the image of Rose that was seared into my eyelids, a pencil dropped near my feet. Instinctively I picked it up, thinking it was mine. But then I heard the voice of Flora Candida, the girl who sat in front of me, saying, "Give it here." I looked at her and something was different: the way she snatched her pencil back as if I had defiled it, the way her ponytail swatted me as she turned away. I realized then that she was the most beautiful thing I had ever seen. From that moment I was smitten.

In class it was difficult to concentrate, etc.

# 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

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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
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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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# 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 Kramsch—*Why conversation needs borders* (Sponsored by the College & University Educators SIG)
- Kimie Takahashi—*Gendering intercultural communication: Asian women on the move* (Sponsored by the Gender & Language Education SIG)

### Featured Speakers

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

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

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- › find out about the latest teaching technologies, theories, and practices?
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- › attend a conference that brings together language teaching professionals from around the world?
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