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**JALT2014**  
*Conversations  
Across Borders*



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Tsukuba International Congress  
Center, Tsukuba, Ibaraki  
⟨[jalt.org/conference](http://jalt.org/conference)⟩

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

**H**ello, and welcome to the final issue of *The Language Teacher* for 2014, arriving at your place just in time for the 40<sup>th</sup> Annual JALT International Conference in Tsukuba. As always, the conference organizers and presenters have been working tirelessly and enthusiastically to ensure that this year's conference will be just as stimulating and rewarding as we've come to expect each year, and we at TLT would like to take this opportunity to show our deepest appreciation to all of you involved.

This issue, with interesting and insightful articles, starts with two feature articles. The first one is by **Julia Christmas** on creating professional development workshops for Japanese Elementary School Teachers, while **David Ockert** investigates Japanese junior high school students' ideal L2 Selves relating to confidence, anxiety, and EFL willingness to communicate in English.

Meanwhile, in *Readers' Forum*, **Hiroko Yoshida** shares an effective approach to extensive reading, with active involvement during sustained silent reading.

This issue will be the last for our wonderful *TLT* coeditor David Marsh. We really appreciate a few years of his excellent leadership and dedication to *TLT*. We really wish a lot of good luck in his future course. Also, we thank Kristen Sullivan for her hard work for the Showcase column. Mitchell Fryer will be taking over from the next issue.

We hope you enjoy this issue of *TLT*. As the year comes to a close, we would like to wish you all a safe

*Continued over*

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**November/December 2014 online access**

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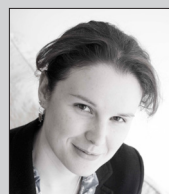


**JALT2014**

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TLT Editors: David Marsh, Carol Begg

TLT Japanese-Language Editor: Toshiko Sugino

and happy holiday season, but most of all, we are looking forward to seeing you at the conference.

*Toshiko Sugino, TLT Japanese Language Editor*

**皆**様、2014年最終号のThe Language Teacher へようこそ。本誌は筑波で開催される第40回JALT年次大会の前に皆様のお手元に届くと思います。本年度の大会が例年と同様に刺激的で有意義なものとなり、皆様のご期待に応えられるように、開催委員会や発表者たちが努力を惜しまず準備を重ねています。この場をお借りして関係者の皆様に深く感謝の意を表したいと思います。

## 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.

### Submitting online

To submit articles online, please visit:

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To contact the editors, please use the contact form on our website, or through the email addresses listed in this issue of TLT.

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### “Creating Community: Learning Together”

... is an informal relaxing afternoon Learner Development SIG conference for teachers and students on Sunday, December 14 at Otsuma Women's University, Ichigaya, Tokyo. The afternoon includes two rounds of multiple digital displays and poster sessions, with spaces for discussion and reflection in small groups. The event promises to be interactive and thought provoking, with plenty of opportunities for presentation, discussion, and reflection with each other. For more details:

[<ld-sig.org/blog/creating-community-learning-together>](http://ld-sig.org/blog/creating-community-learning-together)

### JALTCALL 2015

The JALT CALL SIG's 2015 conference will be held June 5-7 at Kyushu Sangyo University in Fukuoka, Japan.

[<jaltcall.org>](http://jaltcall.org)

本号は皆様に興味と洞察にみちた記事としてまず2つのFeatureの論文を記載します。最初のFeatureはJulia Christmas氏による小学校英語担当の先生のためのワークショップ開発について、2番目のFeatureは、David Ockertによる中学生を対象に学習への動機と、コミュニケーションへの自信、不安、意欲(WTC)を分析した予備的研究報告です。Readers' Forumでは、Hiroko Yoshida氏が、授業内多読への積極的関与を通して多読への効果的なアプローチについて紹介しています。

本号は、TLTの編集を務めてくださったDavid Marsh氏の最後の号になります。3年間もの長きにわたり貢献度と素晴らしいリーダーシップに対し厚くお礼を申し上げます。またKristen SullivanもShowcase column担当を終えますのでご苦勞に対しお礼を申し上げます。Mitchell Fryerが新担当者として就任します

本年の終わりに向けて、皆様が健やかで楽しい冬期休暇を過ごされますようお祈り申し上げます。その前に、なにより年次大会でみなさまにお目にかかれまことを楽しみにしております。

*Toshiko Sugino, TLT Japanese Language Editor*

### JALT2014 Four Corners Tour in Kansai: The Teaching Power of Stories

Monday, November 3, 6:00 – 9:00 PM

Bill Harley, JALT2014 plenary speaker, two-time Grammy-award winning musician, storyteller, and author

Co-sponsored in Kansai by Kobe, Kyoto, Nara, and Osaka JALT Chapters

A teacher is someone who gives stories to others so they can make their own. Regardless of the subject taught, story is central to how people make sense of the world and build a community with others. In this workshop, participants will look at how stories work in people's lives, what stories define their own lives, and how to use story in an educational setting. Teachers will leave with new ideas for using story in the classroom and a deeper understanding of their work as teachers.

Seating is limited, so pre-registration is highly recommended. Reserve your spot by November 2 via  [<tinyurl.com/4CT-Kansai>](http://tinyurl.com/4CT-Kansai) to receive a ¥500 reduction in the attendance fee.

- JALT Members: ¥500 if pre-registered, ¥1,000 yen if not.
- Non-members: ¥1,000 yen if pre-registered, ¥1,500 yen if not.
- Venue: Yamanishi Welfare Memorial Hall (same building as YWCA in Umeda). 11-12 Kamiyamachō, Kita-ku, Osaka-shi, 530-0026, tel. 06-6315-1868
- Link to venue:  [<yamanishi-fk.jp/access>](http://yamanishi-fk.jp/access)

# Challenges with creating professional development workshops for Japanese elementary school teachers

Julia Christmas

Miyazaki International College

Since 2011, elementary school teachers (ESTs) in Japan have become responsible for “Foreign Language Activities” (*Gaikokugo Katsudo*) in their 5th and 6th grade classes. In addition to this, teachers of younger grades may also be expected to team teach with an assistant language teacher who is often a native English speaker. Many ESTs lack confidence in their ability to use English effectively in the classroom, are unsure of communicative learning techniques, and unpracticed in communicative competence instruction. This situation has arisen due to limits in their past training and present professional development programs. This paper offers a focus on these issues and some practical ways to deal with them through university/Board of Education co-coordinated consultations and workshops.

2011年から日本の小学校の教師は、高学年では外国語活動を指導し、低・中学年では英語を母国語とする外国人のアシスタントと一緒にチームティーチングという形で、外国語の授業を行うことになった。しかし文科省が提示した目標をもとに学習活動を行う際、授業中に英語をうまく使いこなせない多くの教師は、コミュニケイティブラーニング指導法 (communicative learning techniques) がどんなものかはっきりわからず、実践されていない状態であった。これは、これまでの研修不足や専門性の高い教員育成プログラムに参加する機会が少ないために起こったものである。本論では上記の問題に焦点をあて、この問題にどう対処していくか、いくつかの実践法を大学と教育委員会の共同ワークショップを通じて提案したい。

Currently in Japan elementary school teachers of the 5th and 6th grades are responsible for *Gaikokugo Katsudo*, or Foreign Language Activities (FLAs). As the name suggests, and as the Ministry of Education (MEXT) proscribes via national guidelines, these activities are not meant to have a primarily grammar or vocabulary memorization-based focus on English, but rather are intended to foster communicative skills. “To form the foundation of pupils’ communication abilities through foreign languages” is the crux of MEXT’s overall objectives for 5th and 6th grade Foreign Language Activities (MEXT, 2010, p. 1).

The nature of the educational system in Japan means that goals created for MEXT’s *New Course of Study* are filtered through prefectural and local boards of education and then transmitted to individual schools. The *New Course of Study* is revised every 10 years or so, with updates in the interim, and teachers are expected to stay abreast of and incorporate these revised curriculum objectives into their classroom teaching. For examples of *New Course of Study* changes related to elementary schooling in the last 10 years, we can find that the “*Period of Integrated Studies*,” which brought team teaching and non-compulsory and un-assessed English—in the form of FLAs—to the primary classroom, was introduced in 2002 (MEXT, 2001). *Foreign Language Activities* (*Gaikokugo Katsudo*) and the *Eigo Noto* textbook were introduced in 2008 (MEXT, 2008; 2010). Most recently, in 2011, *Eigo Noto* was usurped by *Hi Friends!* as the designated text to be used in what is now compulsory FLA class time for 5th and 6th grades (MEXT, 2012). As a result of these types of changes, it can be challenging for teachers to understand fully or incorporate the new ideas into their curriculum.

It is equally challenging for those who offer training to prospective teachers or professional development for in-service teachers to remain current with changes and offer solutions.

Previous research has tended to decry (Crooks, 2001; Gillis-Furutaka, 2004; Lamie, 2000; Yone-saka, 1999) or discuss (Shimahara, 1998) the limits of the types of training Japanese teachers may receive during their periods of study in Japan's educational departments. Much of this research has been focused on teacher training for secondary teachers who will be expected to teach English in junior and senior high schools. Discussion of elementary school teacher training as facilitators of FLAs or team teachers with JET Program ALTs has also tended to point out the weak aspects of their training (Crooks, 2001; Fennelly & Luxton, 2011; Kusumoto, 2008).

Shimahara (1998) notes that university teacher training programs were not designed to offer extensive training in teaching practices and it is mainly after teachers are hired that they actually begin studying the "craft" of teaching (p. 453) during in-service teacher professional development (TPD). According to Shimahara and others (Fernandez, 2002; MEXT, 2011; Yukawa, 2011) there are ample opportunities for teachers to take part in some kind of TPD once they are assigned to and teaching in schools. Nevertheless, as ample as TPD may be, some elementary school teachers have expressed that they feel unprepared to handle FLAs (Kusumoto, 2008). Thus there seems to be a need to augment university level teacher training as well as TPD programs so they include more opportunities for teachers to develop their own English skills while studying techniques related to communicative-based learning and communicative competence instruction.

### Issues surrounding elementary school teachers

MEXT guidelines specifically state, among many other things, that ESTs must have

1. a deep understanding of the daily lives and interests of the pupils;
2. the ability to respond flexibly to the pupils' reactions;
3. knowledge and skills regarding the teaching of languages and cultures;
4. the ability to develop a curriculum (MEXT, 2008, p. 16).

In addition, there are "three pillars" of the MEXT *New Course of Study Objectives*:

1. To develop the experiential understanding of languages and cultures through a foreign language.
2. To foster a positive attitude toward communication through a foreign language.
3. To familiarize pupils with the sounds and basic expressions of foreign languages (MEXT, 2008, p. 74).

Number three in the guidelines "knowledge and skills regarding the teaching of languages and cultures" seems rather problematic, given what is known about some of the current undergraduate teacher training programs (Crooks, 2001; Fennelly & Luxton, 2011; Kusumoto, 2008). Additionally, the "three pillars" of the *New Course of Study* will be difficult for ESTs to help students attain when the teachers themselves lack English ability or a basic understanding of what precisely these objectives mean and how to create classroom activities that meet the objectives.

Further examination of the literature, detailed in (a) ~ (g) below, which looks at the current state of affairs of teacher training programs and in-service teacher conditions, highlights confusion and lack of confidence among some elementary school teachers' (EST) regarding foreign language activities. In addition to the obstacles inherent to the above-mentioned MEXT guidelines and "pillar" objectives, there are many other factors that discourage or impede ESTs in their *Foreign Language Activities* such as

- (a) ESTs may not have received training in "strategic competence" which Fennelly & Luxton concisely explain (paraphrasing Savignon, 1983) is "the ability to compensate, when one does not know a specific word or phrase, through re-phrasing, gestures and so on" (2011, p. 22). (For a very useful example of ways to nurture and assess this competence, see Yukawa, 2011.)
- (b) Surveyed ESTs tend to admit a lack understanding regarding how to use the textbook—this includes how to adapt it to meet the needs of their students (Kusumoto, 2008) and create activities that match the objectives set by MEXT (Fennelly & Luxton, 2011).
- (c) There are ESTs who are not confident teaching English alone in the classroom because of insufficient English language skills (Fennelly & Luxton, 2011) or those who lack training in communicative based learning and teaching

(Gillis-Furutaka, 1994; Lamie, 2000; Medgyes, 1999; Wada, 2004; Yonesaka, 1999).

- (d) Some ESTs have articulated that they have not been trained to be able to “take the lead” while team teaching with their ALT (Crooks, 2001; Kusumoto, 2008).
- (e) Still other ESTs who are proficient in English may nevertheless see themselves as Non-Native English Speaking Teachers (NNESTs) and may feel inadequate due to “the Native Teacher fallacy” that occurs when NNESTs believe and insist “that NSs [Native Speakers] are better qualified to teach English communication” (Miyazato, 2008, p. 74).
- (f) ESTs may feel inadequate as *English teachers* spite of the fact that MEXT goals do not require ESTs to be English teachers per se, (MEXT, 2008; Fennelly & Luxton, 2011) (as mentioned earlier, ESTs are intended to be “facilitators” who are strong homeroom teachers who understand their students and the needs of their particular students very well rather than English teachers).
- (g) ESTs may not have been exposed to or necessarily know about Communicative Language Teaching (CLT) or may not know how to address the goal of fostering communicative competence (Tahira, 2012).

The above list offers a glimpse into the conditions or states of mind that some participants may bring with them to in-service TPD. While not comprehensive, it can be used to inform TPD workshops and other types of pre-service training or in-service onsite TPD.

### University involvement in professional development: Lesson study

There is a growing trend (Crooks, 2001; Fennelly & Luxton, 2011; MEXT, 2011; Yukawa, 2011) for boards of education to collaborate, consult, and make use of university resources in order to design and carry out TPD programs, although numbers are still limited (MEXT, 2011, p. 13). Our university currently has arrangements with three local boards of education to offer consultation and workshops as part of their “*shokuin kenshu*” (in-service TPD) programs.

There are two types of professional development with which our university has become involved. The first type finds us playing a consultative role in the “lesson study” program run by a local board of education (BOE). Lesson study is a type of professional development that

is used throughout Japan to sharpen teaching skills (Shimahara, 1998; Fernandez, 2002). The basic structure involves one teacher (or often several teachers working together) creating a lesson, teaching the lesson, and then reflecting on its strengths and weaknesses. This sounds quite similar to the practice of Action Research, however there is one major difference; in lesson study, the performance is observed and critiqued by peers. Lesson study requires teachers “to work collaboratively and to open up their classrooms for observation and candid discussion with peers” (Fernandez, 2002, p. 398). The nature of lesson study creates a rich and powerful resource from the planning to the evaluation stage and is an effective bottom-up way for teachers to become “reflective practitioners” (p. 404).

The local lesson study program for which our school offers consultation has created a network among the elementary, junior high, and high schools which fall under one particular (city) BOE. This BOE helps to connect these schools, invites local university collaborators, and sends BOE representatives along to observe and critique the studied lessons. The lesson study system is as follows: responsibility for conducting the observation lessons rotates among schools; teachers decide on objectives and methodically create a lesson; on the observation day, representatives from each local school are given a complete lesson plan, attend the lesson and afterward take part in a post-lesson reflection session. Everyone in attendance is expected to extend thoughts on some point of the lesson plan or the just-observed classroom activities. The BOE representative and university representative also tender their views.

As Fernandez maintains, the practice of lesson study is an effective tool to help teachers learn from each other and can enrich their teaching skills during the entire process, which helps them to escape the isolation of their individual classrooms (2002). At the same time it allows teachers to “hone their craft” through peer collaboration (Shimahara, 1998). Furthermore, MEXT has outlined cooperation between schools, particularly elementary and junior high, as a vital part of creating a more coherent and efficient school system (2008). The classes that I have observed have been of high quality, and the feedback from other observers thoughtful and well received. Moreover, many ideas were shared among the participating teachers during the reflection sessions. It seems that lesson study programs can therefore also offer an effective

means to create and maintain connections between schools. Boards of education and universities and are a way to ensure that there is a flow of information between primary, secondary, and tertiary levels as well. University consultants who are invited to attend and critique lesson study bring with them an eye that can focus on aspects of the lesson which other in-service primary and secondary teachers who have not been trained in communicative teaching or four skills teaching, may not see.

### Professional development: Workshops

The second type of in-service teacher professional development in which our university is involved is workshop development. This type of training differs from the lesson study model and requires institutions to keep a number of other points in mind when creating activities. Described in more detail below, our workshops include explanation of key concepts related to developing English skills (skill levels of ESTs and their students), a focus on basic tenets of communicative language learning (such as creating a purpose for communication), and model lessons which help to illustrate these concepts and tenets. Typically the final section of our workshops is devoted to micro-teaching activities fronted by workshop participants.

First, as a general suggestion, it is helpful to include hands-on activities. Teachers attend TPD seminars for a variety of reasons; some attendees are there more willingly than others and asking teachers to take on the role of student helps to enhance both engagement and post-activity reflection (Saraswathi, 1992). It is possible that some participating teachers may have initial doubts about active participation, especially if they are expecting a more traditional “transmission model” of TPD. If the workshops are well designed, however, teacher participants will become involved in the learning process and see the value in this approach (Moser, Harris, & Carle, 2012, p. 87).

Our TPD programs are generally one or two all-day seminars divided into themed workshops. The topics are decided through discussion with the BOE which also helps to coordinate the seminars by letting teachers know what they need to prepare before attending. Longer TPD courses such as the one described by Moser et al. (2012) would naturally lead to even more active learning, raised awareness, and classroom application of workshop concepts.

The following is an overview of one of the day-long workshops that took place at our university in 2013. There were three main sessions: a session focusing on English skill building, several short model lessons, and a micro-teaching session.

Prior to the participant’s micro-teaching, we included instructor-led activities and model lessons. In these early stages of the day there was a focus on the way basic stress (prosody and intonation) is used to convey new and important information in English (Celce-Murcia, Brinton, & Goodwin, 1996) and how it can be transferred to other situations in the classroom. The model lesson portion of the workshops also had the participant teachers acting as “students”. The intention of this arrangement was to allow the ESTs to become more knowledgeable of key concepts of CLT with young learners while at the same time helping to raise participants’ own skills and awareness about the features of English. The micro-teaching will be detailed later on, however the general purpose of the overall workshop design was to help ESTs learn about prosody in their own spoken English as well as with the language that arises in the FLA lessons they teach, and to enable them to begin to understand and incorporate a focus on communicative teaching rather than “conversation” or simply a string of unconnected songs, games and activities.

The workshops at our university were tied to a three-pronged objective. By this I mean they should (1) include “plug and play activities” (described in more detail below); (2) include opportunities for teachers to improve their own English Skills; and (3) provide ways to for teachers to learn first-hand about communication skills and how to plan activities that create communication opportunities for students.

“Plug and play activities” are those that can simply be used in the classroom without much modification and that the ESTs can take back with them to their schools to share with other teachers. It is vital that these kind of activities match MEXT goals and that participants in the workshops learn to see the connections between the activities and the tenets. An example activity is a simple information gap type “What’s in the box?” game. For this game, the teacher places an item (e.g., a flashcard picture of a panda) in a box without showing it to the students. The teacher then gives hints about the item such as “It’s a big animal.” “It’s black and white.” “It comes from China.” Students listen to the hints and guess the name of the item. The teachers who are



taking part in the seminar learn that information gap (I know, but my partner does not know) activities inherently promote communication, one of the key MEXT goals. This same activity can be used to offer an opportunity for teachers to work on their own English language skills/confidence and to learn how to better provide a richer more “animated” English environment for their students (see Moser et al., p. 86). The teacher-targeted language skill that was included in this segment of the workshop attempted, as mentioned above, to raise participant awareness of prosodic features, particularly stress patterns, in spoken English (i.e., “It’s a **BIG animal.**” “It comes from **CHINA.**”).

The final segment and objective of the workshops, the inclusion of a focus on communication skills and how to plan activities that create communication opportunities for students, was emphasized during the “micro-teaching” sessions discussed below. The importance of this focus is pointed out by Moser et al. who rightly describe the confusion which persists among some elementary school teachers that FLAs mean teaching *conversation* (2012, p. 88).

For the micro-teaching, participants were asked to prepare a 4-5 minute activity that they have (a) used in class successfully or (b) would like to use in class, but are unsure about. One participant demonstrated the model lesson using the other participants as “students.” This was followed by feedback time in the form of discussion among the participants and a feedback sheet (see Appendix A) from fellow ESTs. Criteria for the critique of the model lesson include teacher language, communicative purpose, lesson objectives, sequencing during the lesson period or year-long plan, effectiveness of visual materials, etc. Teachers who took part gave us very positive responses to the micro-teaching demonstrations, explaining that they enjoyed having the opportunity to see how others approach FLAs. Additionally, most participants stated that they had learned many new ideas that they planned to try out in their classes, and felt that they had learned more about connecting MEXT goals to classroom practices.

Their feedback pointed out to us that much can be done in workshops to help “demystify what constitutes ‘communication’ at the primary school level in Japan” (Moser et al., 2012, p. 88) for teachers, teacher trainers, and other stakeholders alike. Workshops that are designed in this way can better help to fill participants’ conceptual and language gaps. Addition-

ally, experience from these and previous TPD workshops and discussion with ESTs, confirms Butler’s assertion that there is uncertainty among some teachers in Japan, regarding communicative based learning (Butler, 2005) as well as with how to connect class activities with MEXT goals. In order to address this confusion, to make workshops understandable, effective, and valuable for teachers it is important not to separate the “what” from the “how” as you are teaching them (Moser et al., 2012).

## Conclusions

Improving teacher training, lesson study, and professional development to include a focus on English communication designed to help teachers be more proficient and confident using and teaching in English is a worthy goal. We can offer, through pre-service training and professional development, more opportunities for teachers to learn about communicative practices in foreign language teaching and how these practices connect with the larger curricular goals for FLAs. Moreover we need to help teachers understand that they *can* teach communicatively, for which I would argue, elementary school teachers who have less grammar fixated/grammar-translation baggage about language teaching are prime candidates. We need to help them see that NNS English teachers can be good *Foreign Language Activities* leaders (Medgyes, 1999, p. 178).

Another key point in creating effective EST professional development that may be difficult to accomplish fully due to the often closed-nature of local schools or BOEs is to understand the teaching situations of those who will be participating. General needs analysis and specific surveys of teacher perceptions should be thoroughly taken into account when deciding specific content. It is unwise to simply review the current literature (which may never have completely reflected the entire situation in one’s area or may be outdated because of updates to the curriculum) and decide arbitrarily which challenges local teachers face in their particular schools and classrooms (Aline & Hosoda, 2006; Matheny, 2005). Teachers are busy people and no one wants to attend a workshop that is perceived as irrelevant. Hiramatsu contends, and justly so, that teachers may be unwilling (as anyone would be) to attend workshops that are not well designed or tailored to the needs of the teachers who will be attending (Hiramatsu, 2005, p. 125). So, when agreeing or volunteering their services, universities should work closely with local

boards of education and additionally, should survey formally and informally the teachers who take part in workshops in order to hear the true voices of those they propose to serve.

There is much more research to be done in this dramatically changing area of teaching and teacher training. However, in the interim, it is hoped that this paper can offer some insight and implementable ideas for those involved in creating and running programs for training and professional development of elementary school teachers.

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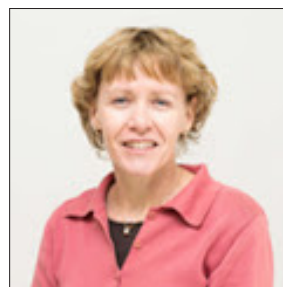
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## Appendix

<p><u>Type (活動の種類):</u> Game Song Activity Other ( )</p>	<p><u>Topic (トピック・テーマ):</u></p>
<p><u>Source (情報源):</u> Hi Friends ALT’s idea Other ( )</p>	<p><u>Communicative purpose (どんなコミュニケーションが起っていますか):</u></p>
<p><u>Positive Point (良いところ):</u></p> <p><u>Advice (助言):</u></p>	<p><u>I can use this in class (授業で利用になる):</u> Yes はい No いいえ Maybeたぶん Why or why not? (理由を教えてください。)</p>

**Remember MEXT GOALS:**〔第5学年及び第6学年〕(MEXT, 2008, p. 74).

1. 外国語を用いて積極的にコミュニケーションを図ることができるよう、次の事項について指導する。
  - (1) 外国語を用いてコミュニケーションを図る楽しさを体験すること。
  - (2) 積極的に外国語を聞いたり、話したりすること。
  - (3) 言語を用いてコミュニケーションを図ることの大切さを知ること。

**MEXT goals:** value other cultures, value differences, enhance communication skills.

**Tenets of Best Practices for FLT:** relevant to student’s lives, real to students, communicative purpose.



TLT COLUMN

# OLD GRAMMARIANS

...by Scott Gardner

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## Bot or souled?



At some point in childhood you probably developed suspicions that one or more of your school-teachers was not human. This instinct was of the same type as the one triggered when the first non-maternal humanoid lifted you out of the bassinet, inducing

one of many blood-curdling baby screams you would hurl at the world over the next few years. As we get older our skill in detecting replicants among us is tested and refined, but even as late as high school we may still be unprepared. Does math teacher Mrs. Legion's icy gaze really induce comas in students? Do Mr. Dyson's torturous science tests betray him as the Terminator, or at least the Midterminator? Is Mrs. Rossum's robotic demeanor connected with the fact that she steals batteries from all the Nintendos and cellphones she confiscates?

Robot teachers may seem improbable, but it's true that we have surrendered many daily routines to automated devices. Coffee makers can be programmed to start brewing before we wake up. Machines take our money in the parking lot, and thank us for it with recorded voices. Drones hover over our homes, delivering giddily awaited cardboard-encased online purchases. ("Mommy, where do babies come from?" "Amazon. And Prime customers get a free e-book to boot!") We can even program machines to do things we never needed done in the first place. A recent Harvard creation can fold itself up, origami-like. It starts out relatively flat, turns in on itself a few times, and ends up in 3-D with legs. It's like a lava lamp for techno-military wonks. And—finally!—there are androids that will do yoga on your kitchen table so you don't have to.

Not all automation is as harmless as yoga-bots, though. People's livelihoods have been affected. Take my parking lot example above. The garage near my building used to hire a guy to stand in

a booth, take money, and say thank you. Now a motorized box does it all, while this guy sits in an office upstairs doing nothing until the moneytaking/thanking box breaks down (typically when I'm using it). He comes down with a screwdriver to fix the box—and I have to thank *him* for doing it.

Robots may become so versatile that they can replace us in every way. In the 1950s logician Alan Turing proposed a test to see if a computer brain could pass as "human". The Turing test involved a person asking questions of two unseen respondents, one human and one computer. The questioner would try to determine which of the two respondents was the soulless machine. (A popular TV show called "The Dating Game" was based on this concept.)

Little did Turing know that nowadays digital interaction on the Internet would be full of Turing tests. How do you know that the email from a Zimbabwean university offering two-month PhDs was created by a living human being? You don't. There is a website, though, where you can practice distinguishing human and nonhuman dialogue by "conversing" with an ever-expanding database of utterances. It's called Cleverbot, and below is an excerpt from an *actual* conversation I recently had with it:

**User** (me): We met once, at a tech show in Vegas.

**Cleverbot**: I don't know what is candy...

**User**: Uh...candy is sweet.

**Cleverbot**: What if sweets is candy?

**User**: Then "candy is sweet" would be a tautology.

**Cleverbot**: Why? Can't two bots have a civil conversation with each other for no reason other than to be sociable?

So, not only did I suss out that Cleverbot was an inhuman "bot", but the program also reached the same conclusion about *me*. Very clever! I don't know if Turing ever considered machine-to-machine interaction, but that might make a good question on a high school science test: "If you and I were both robots, and you were to fail this exam, with whom would the fault lie? A: you as student; B: me as educator; C: our weak and mortally flawed human creators; D: I don't know what is candy..."

# Japanese JHS students' Ideal L2 Selves: Confidence, anxiety, and willingness to communicate

David Ockert

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This paper reports the results from an exploratory study which tested for Japanese junior high school student self-determination theory-based (SDT) motives toward EFL learning ( $N = 140$ ), plus confidence, anxiety, and willingness to communicate in EFL (EFL WTC;  $N = 120$ ). The purpose of this paper is to show the influence of the Ideal L2 Self items on anxiety, confidence, the SDT intrinsic motives for knowledge (IM Knowledge), and EFL WTC. Two survey instruments were used in the study. The SDT instrument results indicate the students are eager to become proficient in EFL. This is based on the high mean score for the three identified regulation items, which refer to motives to learn English for future goals (i.e., an Ideal L2 Self). The WTC instrument results indicated a low level of confidence and willingness to speak English, and much anxiety toward using English. To test the influence of the Ideal L2 Self items on WTC, a regression analysis of the SDT and WTC sub-scales was conducted (dependent variable: WTC). Accordingly, a structural equation model (SEM) of the Ideal L2 Self items, IM Knowledge, anxiety, confidence, and FL WTC was created. The SEM results indicate the Ideal L2 Self has a strong, statistically significant ( $P = < .01$ ) negative influence on anxiety and a stronger positive, statistically significant ( $P = < .01$ ) influence on IM Knowledge and between confidence and WTC; no path was found between IM Knowledge and WTC. The findings are discussed in relation to Dörnyei's (2005) Ideal L2 Self theory.

本論は、日本の中学生140人を対象に、自己決定理論 (SDT) に基づくEFL学習への動機と、外国語としての英語 (EFL) でのコミュニケーションへの自信、不安、意欲 (WTC) を分析した予備的研究報告である。本論の目的は、不安や自信への「目的言語を駆使する理想的な自分像 (Ideal L2 Self)」と、英語の知識獲得への内発的動機 (IM知識) の影響を検証することである。SDTとWTC (従属変数) の回帰分析を行った結果、SDTの調査では、学習者は英語が堪能になることに意欲を示した。これは将来の目標への動機づけ (すなわち理想の英語学習の自己) に関連する3つの項目の平均値の高さからわかる。WTCの調査では、英語を話すことへの自信と意欲が低く、英語使用への不安を示した。コミュニケーションへの意欲 (WTC) における理想学習者像の影響を調査するために、SDTとWTC下位尺度の回帰分析を行った (従属変数-WTC)。よって、理想学習者像項目、IM知識、不安、自信、およびFL WTCの構造方程式モデル (SEM) を作成した。SEMの調査の結果では、理想自己は、不安に対しては統計的に強い負の有意性 ( $P = < .01$ )、またIM知識と信頼内とWTCには統計的に強い正の優位性 ( $P = < .01$ ) を示した。IM知識とWTC間の相関関係はなかった。本論では調査結果をDörnyei (2005) の「理想的な学習者像」理論との関連において論じる。

Studies on Japanese EFL (JEFL) learners have shown that motives and motivation influence proficiency (Yashima, 2000). Research has also shown that anxiety and intrinsic motives to learn English based on self-determination theory (SDT; Deci & Ryan, 1985) are interrelated (Yashima, et al., 2009). The influence of proficiency and affective variables such as international posture, motivation, and confidence on student willingness to communicate (WTC; McCroskey & Baer, 1985) in a JEFL university setting has been reported on (Yashima, 2002). Finally, affective variables have been shown to influence WTC amongst high school students (Yashima, Zenuk-Nishide, & Shimizu, 2004). This paper adds to the literature on EFL research by exploring the influence of SDT-based motives for learning English for a future goal, that is an Ideal L2 Self, on anxiety and confidence regarding English use, and WTC in English amongst Japanese junior high school (JHS) students ( $N = 140$ ).

This paper reports an examination of the effect of the three variables from the SDT identified regulation scale

which refers to an “Ideal L2 Self” (Dörnyei, 2005) on WTC via anxiety, confidence, and intrinsic motives for knowledge (IM Knowledge). The three items which make up the SDT identified regulation scale are (a) *Because I want to be a person who can speak a foreign language*, (b) *Because I think it is important for my personal development*, and (c) *Because I want to be a person who can speak English*. These are statements that refer to a future self—a self which can speak a foreign language, specifically English. Therefore they are referred to as the “Ideal L2 Self” items in this paper (see Dörnyei, 2005). The author is unaware of any studies which have specifically explored the relationship between the Ideal L2 Self and confidence, anxiety, and foreign language (EFL) WTC amongst Japanese JHS students. It is hoped that this paper will add to the literature on EFL motives and motivation in Japan and affective variables in L2 learning in general.

### Language learner ideal L2 selves

Based on their large-scale longitudinal survey, Dörnyei and Csizer (2002) speculate that the process of personal identification theorized to make up the construct of “integrativeness” might be more readily explained as an internal process of identification within the person’s “self” concept, rather than identification with an external reference group (p. 453). Dörnyei (2005) developed this line of thought further by drawing on the psychological theory of “possible selves” (Higgins, 1987; Markus & Nurius, 1986). Accordingly, this theory provides that as a basis of self-identity, possible selves represent an individual’s idea of “what they might become, what they would like to become, and what they are afraid of becoming” and therefore “provide a conceptual link between the self-concept and motivation” (Markus & Nurius, 1986, p. 157).

Dörnyei (2005) builds on this theory of possible selves to develop a new conceptualization of L2 motivation, known as the “L2 Motivational Self System” (p. 105). The central concept is the *ideal self*, which refers to the L2-desired speaking ideal self. According to Dörnyei (2009), “(t)raditional integrative and internalized instrumental motives would typically belong to this component” (p. 29). Yashima, Zenuck-Nishide, and Shimizu (2004) postulate that students “who clearly visualize ‘possible’ or ‘ideal’ English-using selves are likely to make an effort to become more proficient and develop WTC” (p. 143). Dörnyei (2009) has postulated that “if the person we would like to become speaks an L2, the ‘Ideal

L2 Self’ is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves” (p. 29). Teachers and education specialists who have learned to take advantage of this discrepancy with classroom materials and activities are often the most successful in helping their students learn an L2 (For examples, see Dörnyei, 2014).

The counterpart to the ideal self is the *ought-to self*, which is an identification with the attributes that an individual believes he or she ought to possess, such as one’s duty, obligations or responsibilities. A central tenet of this hypothesis is that if proficiency in the target language is an integral part of one’s *ideal* or *ought-to self*, the desire to “bridge this gap” provides the motivation to learn the language. As a result, the individuals wish to become more like their desired “future” L2 speaking self, and students are willing to invest the time and energy to learn the L2 (see Dörnyei, 2001).

The third component of the L2 Motivational Self System reflects directly on teacher practice: the L2 Learning Experience. This component concerns situated, “executive” motives related to the immediate learning environment and experience. For example, the influence of the teacher, the curriculum, one’s peers, the experience of success all contribute to the L2 Learning Experience. In research studies on motivation, the Ideal L2 Self was found to explain the criterion measures of *Language Choice* and *Intended Effort to Study the L2* better than other motivation constructs. Furthermore, the Ideal L2 Self “seems to work equally well for different age groups, from secondary school pupils through university students to adult language learners” (Dörnyei, 2014, p. 521). The results presented in this paper support this point of view.

For L2 research purposes, the identified regulation items on the SDT instrument refer to carrying out an activity to achieve a specific goal, such as learning an L2. These items “appear to capture a positive motivational disposition and conceivably relates to the kind of self or self-image that a person identifies with” (Yashima et al., 2009, p. 55). The use of the SDT survey in this specific study will help us understand if JEFL students as young as the second year of JHS are already developing an Ideal L2 Self. Do they already envision themselves as future L2 speakers?

**The L2 learning experience: SDT motives in EFL**  
Self-determination theory (SDT; Deci and Ryan, 1985) has been used in a variety of fields over the

past twenty-five years with consistent results. According to Dörnyei (2001) regarding SDT in educational contexts, there are three distinctions on the SDT continuum. First, there is *amotivation* (AM; having no desire to perform a task or engage in an activity). Next is *extrinsic motivation* (EM; engaging in an activity in order to achieve an external reward such as good grades, a raise in salary, or to please others). Finally, and of particular interest for this study, there is *intrinsic motivation* (IM) which is the motivation to engage in a task for the “inherent satisfactions rather than for some separable consequence” (Ryan & Deci, 2000, p. 56).

Furthermore, EM has been subdivided into three categories: *external regulation* (i.e., motivation coming entirely from external sources such as rewards or threats); *introjected regulation* (i.e., externally imposed rules that students accept as norms they should follow in order not to feel guilty); and *identified regulation* (i.e., activity involving choiceful behavior that is fully assimilated with the individual's other values, needs, and identity).

SDT research in the JEFL environment involving university students by Yashima et al. (2009) has used an SDT survey in Japanese, which was adapted from one used by Noels, Pelletier, Clément, and Vallerand (2000). These surveys include three sub-categories of IM: one for knowledge (i.e., doing an activity for the feelings associated with exploring new ideas and developing knowledge), for accomplishment (i.e., for the sensations related to attempting to master a task or achieve a goal) and finally, stimulation (i.e., for the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement; see Noels et al., 2000, pp. 84-85). For this study, the results of the SDT survey will determine whether there are differences and/or

similarities in the responses amongst the subsections as shown in previous studies (Ockert, 2012).

In SDT research in education, much of it has consistently pointed to the importance of intrinsic motivation (see Deci & Flaste, 1996; Deci, Vallerand, Pelletier, & Ryan, 1991). This *motivation from within* is believed to sustain the learning process more effectively than motivation that is externally regulated or controlled by the teacher and the research evidence thus far supports this view (e.g., Ryan & Deci, 2000). For educators this indicates that in order to help our students, we need to have ways of finding, supporting, and maintaining students' own motivation to learn (Ushioda, 2006).

### Confidence, anxiety, and foreign language willingness to communicate

McCroskey and his associates have researched and reported extensively on WTC and the implications for language learning (see McCroskey, 1992; McCroskey & Richmond, 1987; 1991). WTC captures the major implications that affective variables such as anomie, communication apprehension, introversion, reticence, self-esteem, and shyness have regarding their influence on communicative behavior (McCroskey & Richmond, 1991). These variables influence and determine the individual's “readiness to enter into discourse at a particular time with a specific person or persons, using a L2,” according to MacIntyre, Clément, Dörnyei, and Noels (1998, p. 547). McCroskey (1992) has broken down the interactions into contexts (public, meeting, group, and dyad) and receiver (stranger, acquaintance, and friend). In his research, the results for the various contexts differed by culture (McCroskey, 1992, pp. 19-20).

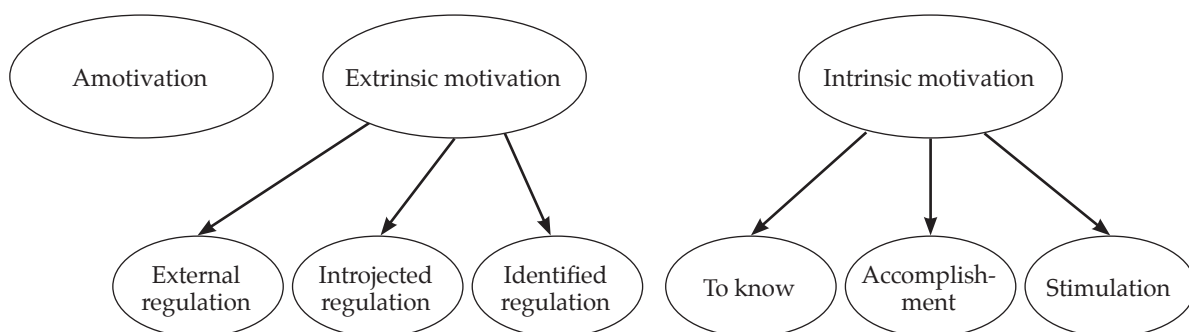


Figure 1. The self-determination theory-based motives for learning (Vallerand, 1997).

Yashima and her associates have conducted research on WTC in the JEFLL context. For example, the relationship between motives, motivation, and proficiency has been reported (Yashima, 2000). Also, the relationship between motivation and willingness to communicate amongst university students (Yashima, 2002), in addition to the influence of attitudes and affect on WTC and L2 communication amongst high school students (Yashima et al., 2004). Finally, they have reported on research involving the interplay of classroom anxiety, intrinsic motivation, and gender amongst university students (Yashima et al., 2009). In her 2002 study, Yashima found a positive, causal relationship between a latent variable, motivation (comprised of two indicator variables, desire and intensity) and the latent variable, communication confidence (comprised of two indicator variables, communication anxiety—that is nervousness—and perceived communication competence) in the L2, which led to WTC. In addition, Yashima, et al. (2004) found that “self-confidence in communication in an L2 is crucial for a person to be willing to communicate in that L2” (p. 141).

### Objectives of the present study

The purpose of this study is to examine the relationships between the SDT instrument identified regulation scale Ideal L2 Self items, anxiety, confidence, and WTC. Two research questions motivate the present study:

1. Will the Ideal L2 Self items positively influence WTC via IM Knowledge?
2. Will the Ideal L2 Self items influence anxiety and confidence or vice versa?

It is hypothesized that:

1. The Ideal L2 Self items will positively influence IM Knowledge and WTC.
2. The Ideal L2 Self items will have a negative influence on anxiety and a positive influence on confidence.

### Methods

#### Participants

The participants were second year students at a junior high school in Nagano City, Japan. The cohort for this study consisted of 140 students ( $N = 140$ ) who filled in the first research instruments. Of these 140 students, 120 successfully completed the WTC instrument. The majority of

students were 14 years old and all were in the last semester of their second year at the time the surveys were administered. The student participants were evenly divided by gender.

#### Instruments

Two Japanese-language survey instruments were used to gather the data at this stage of the project. Back-translation was used to determine accuracy and comprehensibility. The materials used in the study consist of two sections:

1. A Japanese version of the amotivation, extrinsic motivation, and intrinsic motivation sub-scales of the Language Learning Orientations Scale (LLOS; Noels et al., 2000). This scale has been well validated and widely used in language learning research and the results reported in the literature (see Yashima et al., 2009). The scale items present a variety of statements representing different reasons for learning English based on the motivational orientations outlined in SDT (Deci & Ryan, 1985). The instrument consists of 21 Likert-type items. The students rated the items from 1 (*That is not applicable to me at all*) to 6 (*That absolutely applies to me*). Appendix A gives an English version of the SDT survey with item level descriptive statistics
2. A WTC instrument consisting of three scales. The first tests for *confidence* and asks the students to rate 30 scenarios related to using English in various circumstances from 1 (*I absolutely don't think I could do that*) to 6 (*I think I could do that easily*). The second scale tests for *anxiety* and asks the students to rate the same scenarios from 1 (*I would definitely not be nervous*) to 6 (*I'd be extremely nervous*). The third scale, for *desire to speak in English* (i.e., WTC), asks the respondents to rate the same scenarios from 1 (*If I could, I'd run away!*) to 6 (*I would absolutely want to try that!*). The reliability and validity of the three scales have been confirmed and reported in the literature (see Ockert, 2012, 2014). Appendix B gives an English version of the WTC survey with item level descriptive statistics.

#### Procedures

Both the SDT and the WTC survey instruments were completed in Japanese during regular class time in March, 2012. The questionnaires were completed without a time limit and participation was voluntary and anonymous—students were asked to provide their age and gender only. Grades



were not affected by participating in the project. All students agreed to participate in the study.

## Results

The highest scored sub-scale on the SDT instrumental is the one consisting of the three identified regulation items. The mean and standard deviations for the three items are provided in Table 1. These three mean scores are the highest of all the 21 item mean scores reported for the SDT instrument results.

**Table 1. SDT identified regulation items that refer to an ideal L2 self (N = 140)**

The three identified regulation scale items:	M	SD
Because I want to be a person who can speak a foreign language.	4.09	1.48
Because I think it is important for my personal development.	3.45	1.32
Because I want to be a person who can speak English.	3.91	1.51

The means, standard deviations, correlation coefficients, and Cronbach's *alpha* of the SDT survey sub-sections are presented in Table 2. The

highest mean score for the sub-scales on the SDT instrument is for the identified regulation (Ideal L2 Self) items. Unfortunately, the anxiety sub-scale items are the second highest. However, the strong correlations between the SDT and WTC sub-scales indicate that an increase in IM could influence WTC as hypothesized (see Table 2).

In order to determine the antecedents of WTC in English, a regression analysis with WTC as the dependent variable was undertaken. Confidence, anxiety, and all of the SDT sub-scales were the independent variables. The only independent variable showing a strong predictive influence on WTC was confidence. IM Knowledge has a smaller predictive ability. The regression analysis data are shown in Table 3.

**Table 3. Regression analysis results for the SDT and WTC sub-scales (N = 140; 120)**

Step	Variables entered	R squared	beta	t	P
1	Confidence	.53	.53	9.86	.000
2	IM Knowledge	.57	.57	3.56	.001

Note: Dependent variable is WTC

**Table 2. SDT and WTC scales descriptive statistics and correlation matrix (N = 140; 120)**

	M	SD	1	2	3	4	5	6	7	8	9
1. Amotivation	2.41	1.33	(.75)								
2. External Regulation	2.64	1.30	-.15	(.68)							
3. Introjected Regulation	2.85	1.27	-.08	.60**	(.69)						
4. Identified Regulation	3.81	1.46	-.48**	.49**	.53**	(.75)					
5. IM Knowledge	3.10	1.28	-.33**	.65**	.57**	.70**	(.81)				
6. IM Accomplishment	2.99	1.22	-.39**	.63**	.52**	.70**	.81**	(.81)			
7. IM Stimulation	2.87	1.33	-.34**	.50**	.51**	.61**	.75**	.72**	(.83)		
8. WTC Confidence	2.66	1.52	-.25**	.32**	.28**	.34**	.48**	.41**	.63**	(.94)	
9. WTC Anxiety	3.78	1.68	.17*	.02	-.03	.04	-.09	-.04	-.22**	-.41**	(.96)
10. WTC Desire	2.34	1.38	-.21*	.37**	.33**	.43**	.53**	.42**	.60**	.73**	-.36**

Note: Cronbach's *alpha* reliability estimates are on the diagonal in parenthesis. WTC = .93; \**P* < 0.05 (2-tailed); \*\**P* < 0.01 (2-tailed)

These results indicate that none of the other IM variables had a direct influence on WTC. In order to check for the influence of IM Knowledge and confidence on WTC, a structural equation model (SEM) analysis was performed using the *Warp-PLS* software program. This software does not use a conventional “linear” regression algorithm, but rather a sophisticated series of algorithms to analyze the data, which allow for non-linear models (Kock, 2012). Therefore, typical model fitting indexes such as chi-squared test of goodness-of-fit, RMSEA, GFI are not provided, since they are not relevant. Accordingly, the software provides three model fit indices: average path coefficient (APC), the average R-squared (ARS), and the average variance inflation factor (AVIF). For the APC and ARS indices, the P values are provided. According to Kock (2012), the P values are calculated through a complex process that involves resampling estimations coupled with Bonferroni-like corrections. This is necessary since both fit indices are calculated as averages of other parameters. When assessing the model fit with the data, the following criteria are recommended by Kock (2012):

First, it is recommended that the P values for the APC and ARS be both lower than 0.05; that is, significant at the 0.05 level. Second, it is recommended that the AVIF be lower than 5. The AVIF index will increase if new latent variables are added to the model in such a way as to add multi-collinearity to the model, which may result from the inclusion of new latent variables that overlap in meaning with existing latent variables. Thus, the AVIF brings in a new dimension that adds to a comprehensive assessment of a model’s overall predictive and explanatory quality. (p. 30)

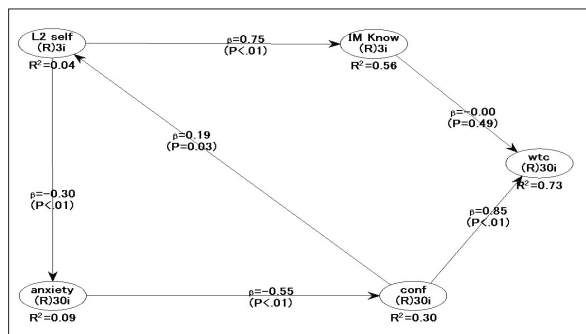


Figure 2. Structural equation model of the influence of the Ideal L2 Self items (N = 140; 120).

The results in Figure 2 show that the three items that make up the identified regulation sub-scale of the SDT instrument, the L2 Self items, have a very strong effect on both IM Knowledge and anxiety. The analysis shows that the L2 Self items have a negative effect on anxiety, which is in fact, a good thing. For this analysis, jackknifing was chosen as a re-sampling method since it is recommended for small sample sizes (Kock, 2012). The model fit indices are APC = 0.441, P = < 0.001; ARS = 0.344, P = < 0.001; AVIF = 1.041, Good if < 5.0.

Discussion, conclusions, and future research

Several of the results in this study merit particular attention. First, the three items that comprise the EM identified regulation scale refer to a future Ideal L2 Self with either English or other foreign language ability. The items on the identified regulation scale were endorsed the highest of all the SDT sub-scales. These results are similar to those of Noels et al. (2000) and Yashima et al. (2009, p. 51, Table 2). However, the Noels et al. (2000) and Yashima et al. (2009) studies involved college level students. This indicates that age may not be a significant factor for the SDT results; i.e., JHS students have already begun developing an Ideal L2 Self.

On a positive note, these results are similar to those found by other researchers in Japan. For example, in Yashima’s (2002) study, no significant path was found from L2 learning motivation to WTC. However, she found a significant path (.41, P = < 0.01) from motivation to L2 communication confidence. The high correlations within SDT survey and between the two instruments show that the two constructs are closely related. These results support Dörnyei’s (2005) theory of an Ideal L2 Self as a basis for their language learning during the duration of their studies. On the other hand, there was no meaningful path from the Ideal L2 Self items to confidence. The results in Figure 2 show a path in the opposite direction from confidence to the Ideal L2 Self items for reference purposes only. It shows a weak standardized beta result of .19, which shows a significance level at p = .03, which does not support the hypothesis. The path in from the Ideal L2 Self items to confidence was lower. Therefore, hypothesis two is supported regarding anxiety, but not so regarding the relationship between the Ideal L2 Self items and confidence.

Hypothesis one stated that the Ideal L2 Self items will positively influence IM Knowledge

and WTC. The SEM analysis confirmed what we learned from the regression analysis—that the Ideal L2 Self items had no direct influence on WTC. Also, the influence of these items on WTC was non-existent even via the IM Knowledge items. Therefore, hypothesis one has proven to not be true and is rejected based on these results.

It was also hypothesized that the Ideal L2 Self items will have a negative influence on anxiety and a positive influence on confidence. The SEM analysis does show that the path from the Ideal L2 Self items to anxiety is negative and statistically significant ( $p < .01$ ). The path from anxiety to confidence is also negative and statistically significant ( $p < .01$ ). This tells us that the “positiveness” of the Ideal L2 Self items has a negative influence on anxiety—that is anxiety is lowered by the influence of these items and this offsets the negative influence of anxiety on confidence, a strong precursor to WTC (see Yashima et al., 2004). So, while it was hypothesized that the Ideal L2 Self items would have a direct impact on WTC, the results show that even though this was not the case, there is an indirect path via anxiety and confidence to WTC. Furthermore, the Ideal L2 Self items appear to lower anxiety toward EFL use.

These results indicate that the Ideal L2 Self construct works equally well for different age groups of different nationalities. It is interesting that the Ideal L2 Self indirectly influences confidence via anxiety, and therefore, WTC. Teachers can take advantage of Dörnyei's advice on supporting student Ideal L2 Selves to help lower anxiety and improve student EFL WTC (for specific advice, see Dörnyei, 2014).

The ability to increase confidence by lowering anxiety may improve students' spoken language fluency—a primary goal of the Japanese education system (MEXT, 2003)—and future research can help answer the question as to what type of activities can best achieve this. Other possible areas for future research include the relationship between gender and the Ideal L2 Self and WTC, and the use of intervention activities to initiate changes in the affective variables (see Ockert, 2013, 2014). The results undoubtedly show that the students desire to be able to use English. There are several exciting and as yet unanswered research questions regarding the relationships between learner Ideal L2 Selves and confidence, anxiety, and WTC in English. The author encourages others interested in this area of inquiry to share their results with the global EFL community of educators and researchers.

## Acknowledgments

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## Appendices

Appendix A: *The SDT Instrument Sub-scale Cronbach's alpha and Items' Mean and SD* and Appendix B: *The WTC Instrument Scales' Cronbach's alpha, and Items' Mean and SD* are available in the online version of this article on our website at <[jalt-publications.org/tlt/](http://jalt-publications.org/tlt/)>.

# An approach to extensive reading: Active involvement during sustained silent reading

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A number of studies have demonstrated that extensive reading (ER) can result in a variety of language learning gains; however, how ER programs should best be implemented in the EFL classroom has not been fully explored. This article provides practical advice to instructors in this regard and asserts the effectiveness of active involvement in sustained silent reading (SSR) to foster ER learning.

多読の有用性については多くの研究で報告されているが、授業で実際に多読を実施する最良の指導法については十分に議論されていない。本論では、この観点において教師に実践的な助言を施し、教師が授業内多読に積極的にかわり持続的黙読(SSR)を行うことの有効性について述べる。

In Japan, an increasing number of higher education institutions have incorporated extensive reading (ER) into their curricula; however, some of these practices have unexpectedly resulted in disappointing outcomes, despite the dedication of the instructors. Although the 10 principles for teaching ER proposed by Day and Bamford (1998, 2002) are well recognized among instructors, they do not provide sufficient information on how ER instruction should be implemented. This article explains how a combination of responsive guidance and explicit help during sustained silent reading (SSR) can be implemented by instructors to foster ER learning.

## Sustained silent reading

SSR was originally defined as “a daily established period of time during the school day when all students and their teachers read silently” (Manning, Lewis, & Lewis, 2010). It is used as part of a reading curriculum or extracurricular activity intended to promote ER. The goal of SSR is to foster a positive reading attitude by instilling enjoyment in reading. Although many other terms are used to describe this activity such as silent reading time, independent reading, self-selected reading, voluntary reading, exposure to text, and leisure reading (Lewis, 2002), one common characteristic is to have learners read materials that they want to read.

Conventionally during SSR, learners' reading is not interrupted for any purpose by the instructor. However, Grabe (2009) has stressed the importance of the instructor's taking an active role to help struggling learners during SSR. Although Grabe called this practice “free-reading time,” this article maintains the term “SSR” since it has been more widely used. More specifically, this article defines SSR as “reading in situations where the instructor can circulate and provide help, answer questions, and encourage students who are reading material of their own choice.”

## Merits of SSR

SSR can add substantially to the value of an ER program. First, it enables learners to secure a certain amount of reading time. As Robb (2002) and Takase (2010) have suggested, Japanese university students lead busy lives, because they must take a number of required and elective classes, work part-time jobs, and engage in club and social activities. For students who cannot allocate sufficient time to reading outside the classroom, SSR in the classroom is essential to becoming engaged in ER.

Second, during SSR, instructors can observe students' reading progress in every class. Principle No. 6 of Day and Bamford (1998, 2002) is that "Reading is its own reward." This may well ultimately be correct; however, it may be a long-term rather than an immediate goal. For most learners of English in Japanese universities, the instructor must make an intensive effort to induce them to read willingly during SSR. This requires acts of guidance such as checking students' reading and offering appropriate advice on the amount they read and their reading speed. Assigning reading logs to students can also provide a basis for appropriate feedback. (See Appendix A for an example.)

In my own class, I use a simple reading log: students fill in the number of books read, date read, book title, publisher, word count of an individual book and total word count that the student has read, book difficulty level (i.e., *Yomiyasusa Level* (YL)), the amount of time required to read the book, and a few words of commentary (Appendix A). The YL shows the difficulty level of a given reader. In ER, what complicates the selection of books for novice readers is often the grading or labeling of readers by reading level, since grading schemata may vary considerably. For example, different publishers use different words to describe easy readers, such as "Starter," "Level 0," "Basic," or "Elementary." Aside from the terms used, difficulty levels themselves also vary by publisher. To address this problem, the YL was developed to provide a single consistent metric for grading readers published by different publishers; it ranges from 0.0 to 10.0 and thus allows grading into 101 levels. For example, YL 0.0 indicates picture books without words, except for the title on the cover, whereas YL 10.0 indicates the most difficult readers for English learners (Furukawa, 2006, 2012).

## The early stage of SSR

At the beginning stage of SSR, the focus of instruction should be on whether students read regularly and select books that are suitable for their reading level. If the reading log has not been filled in since the previous class, it may mean that the student did not read outside class in the interim. The instructor must then provide appropriate help and encourage the student to read on a more regular basis. In my ER instruction experience, I have found that this type of coaching during SSR is invaluable for successful ER practice. When I begin ER activity in the course, I usually start with an orientation session at the library, where students learn why ER is beneficial and why it is used in the course; how reading logs are filled out; where graded readers, including children's books as well as simplified texts for learners, are located in the library; and how to check them out. This orientation enables most students to easily come to understand what is meant by ER practices and to start reading.

However, some students need further follow-up to grow accustomed to ER. According to Takase (2010), problematic ER readers can be divided into four types: (a) students who cannot concentrate on what they are reading during SSR; (b) students who stick to translating texts from the L2 to the L1 sentence by sentence, presumably because of their past English learning experience (i.e., experience with Grammar-Translation learning); (c) students who guess the book content by relying heavily on pictures or drawings in the text; and (d) readers who pretend to read the text without understanding the content. In addition to these, I would propose a fifth type of problematic readers: those who require a considerable amount of time and energy to become engaged in ER.

A series of coaching sessions during SSR, which I call "rounds" of feedback, is essential for identifying problematic readers and addressing the specific nature of their difficulties. In a round, instructors are required to carefully observe students, akin to physicians examining and treating their patients in hospital—checking their reading habits, diagnosing problems, and providing appropriate advice to resolve those problems. Yoshizawa, Takase, and Otsuki (2013) have shown the importance of appropriate advice from the instructor based on careful observation during SSR. Examples of coaching during the rounds are introduced in the Appendix C.

### Fostering independent extensive readers

Once learners have grown accustomed to ER, the next focus of instruction during SSR should be improving reading speed and choice (level) of graded readers. Even if students read a sufficient number of books every week, caution must be exercised to verify whether this reading actually constitutes beneficial ER, and in particular whether the specific books chosen are promoting it. Do students read at an appropriate speed? Do they read books from various series, or only one? To examine whether students read too quickly or too slowly, the instructor should pay attention to the word counts of books and the time required to finish reading them, which can be done by referring to the reading log. As Takase (2010) suggested, when a student's average reading speed reaches 100 to 120 words per minute, this generally shows that the student comprehends the text.

However, some students' reading speed is occasionally shown as "400 or above words per minute" in the log, far beyond the standard reading speed of EFL university students. This apparently indicates that the students only skimmed the book, without comprehending the content—a practice called *suberiyomi* "skipping reading" in Japanese, which should be avoided in ER learning. In contrast, if students read fewer than 100 words per minute, the instructor should advise them to select books of easier grade levels, under the presumption that the books they are presently reading are more difficult than their current reading level. When giving advice, it is advisable for teachers to provide encouraging suggestions rather than being too strict or blunt with their feedback, in order not to demotivate the students. This stance toward students is crucial during SSR, because no one enjoys reading under harsh or unpleasant conditions.

Even when students have grown accustomed to ER and have successfully engaged in reading in class, the instructor's role in the ER program does not end. Once a student's reading level reaches the threshold of the intermediate level, the instructor should encourage the student to take on the challenge of reading more widely, from various series. For example, the Oxford Reading Tree (ORT) series is composed of well-designed children's readers that are popular among students in the early stage of ER. However, if early ER practice involves books from the ORT series only, students may reach a plateau around YL 1.0, because only a limited number of ORT books are available above that level. Therefore, it is important for students to familiarize themselves with

graded readers of various kinds after becoming accustomed to extensive reading practice (approximately YL 0.5). Although Day and Bamford (1998, 2002) state that "Learners choose what they want to read" (Principle 3), "Teachers orient and guide their students," (Principle 9) is of greater importance for fledgling ER learners.

### In-class book hopping

At university, most English courses take place in a normal classroom, where graded readers are generally unavailable (in contrast to pre-university levels, where readers may be present in the classroom). Therefore, I generally bring my own graded readers to match the students' reading level on the basis of my sense of their abilities. Although they are encouraged to check out graded readers from the library and bring them to every class, students can also select books they want to read during SSR (see Appendix B). This book hopping is helpful because it enables students to read appropriate books whenever necessary or convenient, "on the spot." Moreover, the instructor can offer immediate advice to students in class if their checked-out books are deemed unsuitable for their level. This approach is also a good opportunity to show that "The teacher is a role model for the reader" (Principle 10; Day & Bamford 1998, 2002), in that the teacher can recommend books that s/he has read and enjoyed.

### Obstacles to SSR

The greatest obstacle to conducting rounds during SSR may be class size. When a class is relatively small, it is easier to conduct rounds. Shimamoto (2008) reported that 74% of ER is conducted in classes with fewer than 26 students. Yet, in my experience, if a class allows 20–30 minutes for SSR and the instructor sets additional tasks, such as more frequent submission of reading logs in order to regularly monitor students' reading, it is possible to conduct ER in larger classes of up to approximately 80 students. In addition to class size, the size of the physical classroom also greatly affects SSR management (Yoshida, 2013). A packed classroom is more challenging to move around during SSR than an emptier one (regardless of the absolute number of students). Controlling the number of students per class may be difficult, because it is determined by administrative considerations, but requesting larger classrooms may be feasible in the university setting where relatively extensive facilities are available.

## Conclusion

In ER instruction, as in other language-learning instruction, successful learning is not usually possible without an instructor, whose role is to carefully observe each student, encourage them, and recommend appropriate books (Furukawa, 2010). Thus, ER instruction must be flexible and dynamic depending on the characteristics of the target students and the context. This article explained the ways in which the instructor is actively involved during SSR. The degree to which the instructor should be involved in students' reading is not fixed but should instead be modified according to the situation. As students get accustomed to extensive reading practice, the number of interventions should be reduced to a minimum; yet at the early stage of ER, the instructor's active involvement during SSR through a combination of responsive guidance and explicit help can be a great facilitator of successful ER learning.

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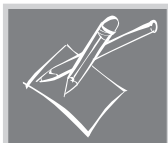
## Appendices

Appendix A: *A sample of a student's reading log*, Appendix B: *Book hopping in a classroom*, and Appendix C: *Examples of coaching* are available in the online version of this article on our website at <jalt-publications.org/tlt/>

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TLT RESOURCES

# MY SHARE

...with Glenn Magee &  
Jonathan Reingold

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



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

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## Repeating and disappearing dialogue line-up

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### Quick guide

- **Keywords:** Movement, speaking
- **Learner English level:** All levels
- **Learner maturity:** All ages, but recommended for high school and up
- **Preparation time:** 1 to 2 minutes
- **Activity time:** 10 to 20 minutes
- **Materials:** Whiteboard / chalkboard, whiteboard marker / chalk, eraser, open space

Welcome to another edition of My Share, adding ideas to your teaching inventory. First up we have a share from Sarah Forbes that has students moving around in a conveyor belt sushi style activity that promotes efficient mental encoding of language and its retrieval. Next, a share from Tetsuko Fukawa that utilizes Japanese students' existing knowledge systems to increase spoken output through melding language learning with their personal experiences. Robert Lowe draws our attention to how we might encourage students to connect emotions with contexts that are meaningful. Finally, Ian Willey shares his idea to enhance presentations by using a Pecha Kucha format that promotes teamwork as well as confidence in oral presentations.

How many times have you looked around the classroom first thing in the morning or after lunch and noticed your students nodding off or getting that glazed look in their eyes as you try to introduce the day's activities? At such times, activities that get students up and moving around are key. This activity is tried and true, and can be accomplished with almost no materials. Combining the concept of "disappearing dialogue" (Thornbury, 2005) and a line-up activity, it can be adapted to practice almost any language point. The beauty of the activity is that it gets students moving while practicing language again and again for better retention and later usage.



### JALT2014

Conversations Across Borders

Nov 21-24, 2014

Tsukuba International Congress Center, Tsukuba, Ibaraki

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

### Preparation

**Step 1:** Decide upon a dialogue or a set of questions to have students review and practice. Write these on the board and, if necessary, review with students. You could also have students decide upon a topic and/or elicit a dialogue with questions from them.

## Procedure

**Step 1:** Explain to students that they will line-up in two lines facing each other. Count them off in twos until everyone has a number. The ones will all line up facing the twos in the next step. Tell students they will practice the dialogue or questions on the whiteboard with the person across from them, taking turns with roles in the dialogue or asking the questions. You can also add other conversational features for students to practice here, such as eye contact, or natural responses (e.g., *Oh, really?*)

**Step 2:** Decide on a time limit for the conversation. 1 or 2 minutes is usually good, but this will depend on the students' level and the kind of dialogue they are practicing. You do not want the time to be so short that they cannot complete the dialogue or so long that they run out of material.

**Step 3:** Ask students to line up. Once they are all facing each other, make sure they are at a good chatting distance from their partner and not too close to their neighbors, space permitting. Designate one line of students to be the "movers." These students will all shift in one direction once the timer chimes. Set your timer for the designated time, and shout, "Go!"

**Step 4:** As students practice their dialogue, circulate around the room to help with pronunciation, flow, or just to offer words of encouragement. Once the timer rings, ask the line of movers to shift one person to their left. They will now have a new partner. Start the timer again. Repeat several times.

**Step 5:** When you think students are comfortable with the dialogue or questions, start erasing words or phrases from the board. This puts a bit of helpful pressure on students to recall from memory what they need to say. They can help one another remember. After each move, erase a bit more until, when students are on their final partners, they are producing the entire dialogue or question set from memory.

**Step 6:** When students get back to their original partner, the activity is finished. A good follow-up would be to ask the whole class or students in pairs to reproduce the now invisible dialogue or set of questions. Or, now with students feeling energized and capable, you can get back to your scheduled curriculum.

## Conclusion

When students are moving, they are awake and alert. This encourages concentration, memory,

and learning. Repetition is another key factor for memory. This activity gives students an opportunity to get active and repeat selected language until they are familiar and confident with it.

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# You already know them! Promoting meaningful output

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## Quick guide

- **Keywords:** Information exchange, output
- **Learner English level:** Beginner and above
- **Learner maturity:** University
- **Preparation time:** 20 minutes
- **Activity time:** 90 minutes
- **Material:** Culture handout

This activity is designed for non-English majors to help them understand familiar topics and have conversations and discussions on simple topics. One of the biggest issues is that there is no space in the curriculum to prepare students for university English classes. If teachers had more lesson time, they could plan lessons in a way that would scaffold students' learning. For example, they could prepare tasks within the same lesson structures or sequences of actions throughout the semester (van Lier, 2004) to help students focus more on language aspects rather than the task procedures (van Lier & Walqui, 2010). For that reason, this activity focuses on students' meaningful output in the early stage of their university English class. Additionally it is planned based on students' prior knowledge of Japanese culture. One modern and one traditional Japanese house are used as examples because they are familiar cultural objects to the students.

## Preparation

**Step 1:** Prepare a picture of a traditional Japanese house. A picture can be obtained from the book *Japan: Introduced in English and Japanese* (pp. 132–133), which has bilingual descriptions of each part of the house. Pictures are also available online. White out all the words.

**Step 2:** On a handout, have the following ready: the picture of a traditional Japanese house, a space for making comparisons between traditional and modern Japanese houses, two boxes for drawing modern houses, and a table for making a vocabulary list.

**Step 3:** Make copies for each student.

## Procedure

**Step 1:** Instruct students to write down the English words corresponding to parts of the Japanese house and its furnishings on the handout, individually. Check the answers after a few minutes.

**Step 2:** Ask students if the house in the picture represents where they live (e.g., their parents' house, apartment, or dormitory). They usually answer, "No." Ask a few students to share why they said so.

**Step 3:** Tell students to write down enough vocabulary on the handout, individually, to explain what items they have in their own house.

**Step 4:** Pair students up and have them compare the house in the picture with where they live, finding similarities and differences. Have them write their findings down on the handout. Encourage students to use new vocabulary they have learned in the previous tasks.

**Step 5:** Make groups of four. Have students share the similarities and differences they found.

**Step 6:** Ask a few students to report the similarities and differences they found to the whole class.

**Step 7:** Teach vocabulary and phrases to describe locations, for instance, "in the top right corner," "in the bottom left corner," and "in the center of the room."

**Step 8:** Ask students to draw their homes individually. This task could be assigned as homework.

**Step 9:** Pair students up. Instruct them to sit back-to-back, taking turns describing their homes using the new vocabulary and phrases to describe locations. The listener should draw their partner's home on the handout based on what they hear.

## Conclusion

The intention of this lesson is to facilitate meaningful output by planning a lesson based on students' prior knowledge of Japanese culture. It is very successful in terms of meeting the goal of maximizing students' output. The key to success is to make use of students' prior knowledge and supplement language knowledge so they can share information in a non-threatening learning environment. Once they start sharing their opinions and information, the lesson runs itself.

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# Snapshot: An activity for practicing adjectives to describe emotions

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## Quick guide

- **Keywords:** Adjectives, creative, drama, role-play
- **Learner English level:** Elementary to intermediate
- **Learner maturity:** High school and above
- **Preparation time:** 10-15 minutes
- **Activity time:** 30-45 minutes
- **Materials:** One short piece of reading, one worksheet

When teaching lexical items such as adjectives, it can often be difficult to provide students with opportunities to use this newly-encountered vocabulary. Activities for practicing vocabulary to describe emotions and feelings are often limited to gap-fill exercises or activities, such as sentence writing, in which students contrive situations in which to use the language. The activity described here gives students the opportunity to use the language in a creative way, taking on the character of a person in a particular situation and expressing that character's thoughts and feelings. The situation described in this article is that of a wedding party and its participants, but other examples could easily be used.

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### Preparation

**Step 1:** Pre-teach or present some adjectives to describe emotions and feelings. These should, ideally, be a mix of positive and negative adjectives, for example: *jealous, happy, cheerful, guilty, worried, and bored.*

**Step 2:** Create a worksheet containing an example of a character expressing contrasting emotions in a thought bubble, using the structure *I look \_\_\_\_\_, but actually I'm \_\_\_\_\_ because \_\_\_\_\_* or something similar (See Appendix A).

**Step 3:** Create a short text for students to read describing a situation and the relationships between the characters in that situation, for example, a wedding in which everyone has secret doubts and concerns (See Appendix B).

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### Procedure

**Step 1:** Show students the example of the character expressing contrasting emotions. Ask them to underline, on the handout, the previously taught vocabulary and then in pairs engage in a substitution exercise where they read the thought bubble several times, changing the adjectives each time for other previously taught adjectives.

**Step 2:** Pass out the short reading and ask students in pairs to think of some adjectives that could describe the feelings of each character from the passage. This could be done in a table below the passage.

**Step 3:** Depending on the size of your class, split the students into groups of five or six (or however many characters are mentioned in the reading passage). Assign each student a character and tell them they are going to pose for a photograph as their character. In the example given here, students pose for a wedding party photograph.

**Step 4:** Have students freeze, as if they were in a photograph. Have each student then come forward in turn and express three pieces of information: how they look, how they really feel, and the reason for this. Require them to use the previously taught structure. For example: *I look very happy, but actually, I'm worried because I don't think my daughter should marry this man!*

**Step 5:** Students then swap roles and practice again, trying to use as many different adjectives as possible.

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### Variations

This activity could be adapted for teaching a number of different sets of adjectives or for practicing linking words to provide contrasting ideas, such as *however, although, even though, and though*. For example: *Although I look happy, I'm actually sad because...*

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### Conclusion

This activity gives students an opportunity to practice using adjectives to describe feelings in a meaningful context and also allows them to be creative, taking on the roles of a number of different characters and inferring their emotional states from the given context and information. This provides more meaningful engagement with the language than a simple gap-fill exercise or asking the students to describe their own feelings: It pushes them to use adjectives they normally would not use in order to describe the characters in the photograph. This is a fun activity that can be set up quickly. It will engage students and help stimulate their memorization of new vocabulary.

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### Appendices

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

# Powering up presentations: Pecha Kucha style!

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## Quick guide

- **Keywords:** Group work, Pecha Kucha presentations, PowerPoint
- **Learner English level:** Intermediate and above
- **Learner maturity:** University
- **Activity time:** 150 to 180 minutes (Two class meetings)
- **Preparation time:** Little to none
- **Materials:** Computer, projector

*Pecha Kucha* presentations, which use 20 PowerPoint slides shown for 20 seconds each, have gained popularity in the business and academic worlds. These presentations are often done in groups, and the fast pace requires presenters to choose their words carefully lest they fall behind and cut into the next person's time. This speed and intensity is what makes *Pecha Kucha* presentations enjoyable. They are also a great format for students to deliver PowerPoint presentations in groups as they require students to practice as a team under time pressure. And they're fun! The following activity can be done in any course where students deliver English presentations.

## Preparation

**Step 1:** Preparation takes place during the first class meeting. First, introduce students to the *Pecha Kucha* style of presentation. Though *pecha-kucha* (lit., prattling) is a Japanese word, most students are unfamiliar with this type of presentation. Sample *Pecha Kucha* presentations can be downloaded from YouTube and shown via projector.

**Step 2:** Explain that the number of slides and timing of slide transitions in *Pecha Kucha* presentations can be made to vary.

**Step 3:** Using PowerPoint and a projector, show students how to set the timing of slides. Refer to the Microsoft Office website (in English or Japanese) for instructions on how this can be done.

**Step 4:** Divide students into groups of three. As this activity requires rehearsal outside of class, it may be best to allow students to select their own partners.

**Step 5:** Give students this assignment: Each student will give an introduction to personal hobbies or interests in English. Use six slides set at 20 seconds per slide (30 seconds for lower-level classes).

**Step 6:** Tell students to aim to speak for the full 20 seconds for each slide. This prevents students

from simply saying, for example, "I like chess" on one slide, and "Chess is fun" for the next.

**Step 7:** Instruct students to save slides *on one file* on a USB memory stick; each file should thus have 18 slides.

**Step 8:** Explain that presentations must be prepared outside of class time and practice as a team is essential.

**Step 9:** Tell students that at least one student in each group should bring a laptop to the next class.

**Step 10:** Remind groups not to forget their PowerPoint file. Instruct them to practice as a group until they feel confident that their presentation will go smoothly. Tell them that, if they do not practice together, their *Pecha Kucha* presentation will become a *Mecha Kucha* presentation (i.e., a disaster). They will smile.

## Procedure

**Step 1:** Allow students some warm-up time (about 10-15 minutes). Using one group member's laptop, students should stand up and practice their presentations.

**Step 2:** While students practice, move around and observe them. Offer advice and encouragement.

**Step 3:** For the rest of the class, have groups come to the front of the class and deliver their presentations. Sit back and enjoy!

**Step 4:** Allow some time for questions or comments between each presentation. Offer your comments. This helps students feel that the content of their presentation matters.

## Conclusion

When doing this activity for the first time, most groups will stumble during their presentations. This is part of the fun. However, most presentations falter simply because students have not practiced sufficiently. It's thus a good idea to try this activity more than once in the semester, to see if students improve in their second presentation. You can tell students that their second presentation will be given a group grade, and all members must thus pull their own weight. Through this activity, students will hopefully learn that PowerPoint presentations, and presentations *in English*, can be dynamic and enjoyable for presenters and audience—though practice is essential!



TLT RESOURCES

# BOOK REVIEWS

## ...with Robert Taferner

To contact the editor:  
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This month's column features Floyd H. Graham III's review of *Contemporary Topics 3*.

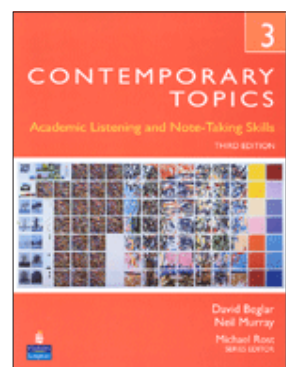
## Contemporary Topics 3: Academic Listening and Note-Taking Skills

[David Beglar & Neil Murray. New York: Pearson Education, 2009. pp. iv + 133. ¥3,056. ISBN: 9780132345231.]

Reviewed by Floyd H. Graham III,  
Kansai Gaidai University

*Contemporary Topics 3* is the most advanced level of a three book series that is devoted to academic listening, note-taking, and content-based learning. Each chapter is dedicated to an academic course of study and presents an eight-step learning approach. The initial step is an activity to connect learners' experiences and knowledge to the topic. The following step is a vocabulary section with words derived from the Academic Work List (Coxhead, 2000) and related to the main lecture of the chapter. Next is an

introduction to a listening strategy, such as linking examples to main ideas, identifying causes and effects, and recognizing organization cues. This is followed by an initial short audio excerpt highlighting the listening strategy and linking it to the main topic in the unit. The fourth step is the primary listening exercise, an academic lecture of approximately 6-8 minutes in length. The two activities here, listening for main ideas and details, lend students an opportunity for both top-down and bottom-up listening practice. Step 5 is a brief video-clip of students discussing the lecture, the focus being on pragmatic skills like agreeing and disagreeing, asking clarification questions, and offering facts and examples. Step 6 has students use their notes in a review of the lecture contents and in preparation for the quiz. A unit test precedes the concluding step, a section that extends the topic to different scenarios.



Supplements to the textbook are in the teacher's pack, which contains transcripts, answer keys, useful tips for teachers, chapter quizzes, a CD of each listening exercise, and a DVD showing the main lectures and student discussions that follow it. The DVD is an invaluable resource, as it shows the lecture in a natural classroom setting, and provides scaffolding in the form of subtitle and lecture note options—which I showed to students on the final listening so they could compare their notes to the ones suggested by the authors—and coaching tips offering practical suggestions to assist students in understanding the lecture.

Educators searching for a text that helps support an English for Academic Purposes (EAP) curriculum with content-based instruction (CBI) will find this textbook beneficial in a number of ways. Stoller and Grabe (1997) note that all CBI is theme-based and should be related to the needs of the students. The themes in *Contemporary Topics 3* are all drawn from the humanities and social sciences and include biology, astronomy, anthropology, and linguistics, among others. My

students particularly enjoyed Unit 1: *Communication Studies-Slang and Language Change* and Unit 12: *Sociology-Marriage*, which also seamlessly combine EAP and CBI.

In addition, vocabulary is presented in the context of the chapter's main lecture and is followed up with an activity to aid in preparing for the lecture itself. Nagy points out, "Knowing a word involves much more than knowing a definition" (1997, p. 11), and notes the importance of syntactic frames, collocational potential, register, and possible morphological and semantic relationships as well. As Schmitt (2010) recommends, students are given an opportunity to further revisit and recycle this vocabulary throughout each chapter, some of which occurs in the context of the chapter quiz. The chapter tests ask students to be able to repeat key lesson concepts, understand the speaker's attitudes towards the topic, and apply the material to outside examples, supplying a holistic evaluation of a student's understanding of the chapter.

Stoller and Grabe also recommend that CBI materials and teachers incorporate a degree of *tension* in their themes to "promote student involvement and engagement with the content" (1997, p. 90). This tension should require students to think critically about topics while also considering alternative perspectives on them. This type of critical thinking is promoted within the coaching tips on the DVD and littered throughout the text in the form of discussion questions, thus rendering students better prepared for the types of analysis and reflection that will be expected from them in classrooms overseas.

After moving abroad and on to classrooms mixed with international students, my former university students have often recounted how difficult it was for them to keep up with their professors' lectures, and how uncertain they were about how to take proper notes on them. While the authors and editors have limited their appeal and audience with such a finely focused textbook, they have assured those educators seeking to acclimate students to academic lectures and note-taking that they need look no further.

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## Recently Received ...with Steve Fukuda

<pub-review@jalt-publications.org>

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

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

Contact: Steve Fukuda  
<pub-review@jalt-publications.org>

! *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].

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

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

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### Four Corners Tour Grand Finale with Alan Maley in Sendai

Saturday 29 November 13:30- 16:30

#### *Putting Creativity into Writing*

JALT Members ¥1,500 (includes free admission to the Tohoku ELT Expo on November 30).

This will be followed by an OFF TO THE ONSEN night at Akiu Hot Spring. JALT Members ¥15,000 including transportation, 2 meals, and accommodation at the Akiu Grand Hotel.

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





TLT RESOURCES

# OUTSIDE THE BOX

...with Adam Lebowitz

To contact the editor:

<[outside-the-box@jalt-publications.org](mailto:outside-the-box@jalt-publications.org)>



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

OUTSIDE THE BOX ONLINE:  
A linked index of Outside the Box articles can be found at:

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

tails and were not too different from monkeys, if Africans drank urine for medicine, and if Africans hunted and ate chimpanzees, among others.

I am intrigued, but I certainly never get offended when students tap dance around me with all these questions pregnant with racial and cultural innuendoes. I also never seek to verify or dispel the preceding perceptions because I actually never have seen a lion in Cameroon my whole life, though some people think fun and games in Africa involves fighting with lions. I saw a lion for the first time in my life at a zoo in Japan. Growing up, I only saw elephants in movies and on television until I visited Thailand in the summer of 2002.

However, I believe the first question to ask about Africa is about people and perception, not animals. Nigerian-born novelist Chinua Achebe poses this question astutely in his most famous work *Things Fall Apart*, which has been translated into more than 40 languages. The clash of cultural perception is wonderfully apparent in one famous scene when

the main character's village is inundated with a swarm of locusts. Counter to the New Testament interpretation of this event as divine punishment, the character and his comrades are joyous at the arrival in massive quantities of a crunchy *oyatsu* that goes perfect with palm wine.

I am not suggesting in any way that the African continent is the most idyllic place on the face of the earth. Crime, corruption, debilitating diseases, and insufficient medical care are massive road blocks on our

path to greater achievement. However, I think that one of my many roles as an ESL instructor is to inspire and challenge students to revisit some of their not-so-impressive beliefs about the continent, which I shall explicate in my next essays.

**T**he great influx of international students into Nihon is also matched by an internationalization of faculty.

This includes greater representation from the African continent. On our campus we are extremely fortunate to have theater practitioner Mr. Sam Nfor. Here in the first of a three-part series, Mr. Nfor investigates what it means to be African in Nihon with the focus on educational and cultural implications.



## Africa in Nihon

Sam Nfor

I am originally from Cameroon, and Japanese learners in my ESL classes have often approached me with misleading beliefs about the African continent. I have never felt right about students asking me if lions were domestic animals in Africa, if there were tall buildings where I came from, whether it was true that some Africans lived in trees, if the entire continent of Africa was one humongous jungle, if people still walked naked in Africa, if most Africans had



TLT RESOURCES

# TLT WIRED

## ...with Edo Forsythe

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



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

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

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

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

**Editor's note:** The holiday season will soon be upon us and many *TLT* readers are in the midst of preparing their curricula for the next academic year. This edition's *Wired* column highlights a powerful tool that supports the instruction of EFL reading comprehension by Brett Milliner and Travis Cote. Also, some suggestions for building students' autonomy in language learning by using Internet searches by Jodie Campbell. I hope you find these articles as interesting as I did. For more ideas about technology integration in language learning, stop by the CALL SIG Forum—New Horizons In CALL—at the JALT National conference. Enjoy the holidays and keep looking for ways to stay *Wired* in the coming new year!

## Effective extensive reading management with Xreading

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Despite the well-recognized benefits of student engagement with extensive reading (ER) (see Krashen, 2009), many teachers struggle with its implementation. Key issues in ER implementation include the cost of establishing and maintaining a graded reader library (Bamford & Day, 1998; Hinkelman, 2013), keeping students accountable for their reading (Campbell & Weatherford, 2013; Robb & Kano, 2013), and most importantly, finding the time to oversee the ER component, especially if it is extensive reading done outside of class (Robb & Kano, 2013). The release of Xreading <www.xreading.com> represents a technology-based solution to these and many other challenges teachers face when implementing an ER program. This article will introduce the web-based program and reflect on some observations of its implementation in the English as a Lingua Franca (ELF) program at Tamagawa University.

### Implementing ER using Xreading

Teachers looking to implement ER in their classes face numerous challenges. First and foremost is cost (Day & Bamford, 1998). One graded reader (GR) is approximately ¥1,000, therefore the cost for an institution to establish and provide a wide selection of GR's of varying genres and difficulty levels requires a substantial investment (Hinkelman, 2013). Furthermore, the maintenance and management costs of a GR library must also be considered.

A second concern addresses how teachers can effectively evaluate and hold students accountable for their reading (Campbell & Weatherford, 2013; Robb & Kano, 2013). ER is rarely a major component in any curriculum and teachers are often preoccupied with more immediate curricular demands such as preparing for standardized tests and textbook requirements. As a result, while teachers may believe in the potential language learning benefits of ER, many do not have time to evaluate their student's reading. Furthermore, time constraints prevent teachers from giving constructive feedback and ER support, which handicaps the fostering of an ER experience whereby reading becomes its own pleasurable reward (Day & Bamford, 1998).

Launched in April 2014, Xreading is a web-based, virtual library of GR's and a learning management system (LMS) devoted solely to ER. As of this writing, there are over 400 titles in the Xreading library. A one-year license (¥2,400) grants access to all books in the library and the post-reading quizzes. The LMS enables teachers to effectively monitor and evaluate students' reading through the Classes page (see Figure 1). A teacher can scan to see how many books students have read, the average book level, how many words a student has read, what percentage of each book has been read, how many hours were spent reading, the student's words per minute (WPM) reading speed, and quiz results.

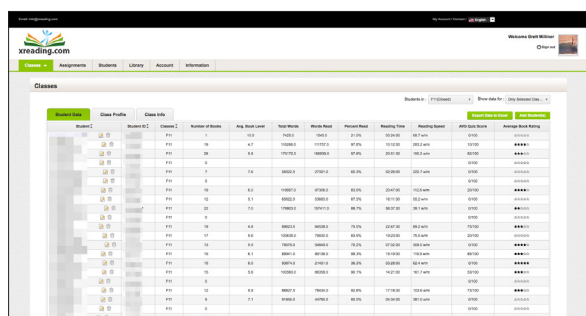


Figure 1. Xreading class summary.

In addition to this performance overview, teachers can also view students' individual reading progress (see Figure 2). Although useful, the overview shows only average scores. Therefore, if a student was unable to finish a book, or experienced technical difficulties, their average results for WPM or percentage completed would be affected.

Checked Out?	Returned?	Book	Level	Words	Words Read	Percent Read	Read Time	Read Speed	Xreading Data	Rating
Jul 15, 2014	Active	Clown from Berlin	8	9213	1012	11%	00:18:00	119.1	Read review	Pending
Jul 14, 2014	Completed	Agatha Christie, Woman of ...	6	6163	5684	91%	02:09:00	43.0	Read review	★★★★★
Jul 4, 2014	Active	Stone of Green Gables	6	7088	5961	86%	00:58:00	103.7	Read review	Pending
Jun 30, 2014	Completed	Sherlock Holmes and the S...	4	6096	6096	100%	00:55:30	109.5	Read review	★★★★★
Jun 20, 2014	Completed	Silver Blaze and Other St...	6	9801	9801	100%	01:19:00	126.1	Read review	★★★★★

Figure 2. Xreading individual student reading report.

Teachers can use the LMS information to identify:

- whether students are actually reading (e.g., high WPM and short reading time may suggest that a student is skipping pages);
- whether students are reading at the appropriate level (discernible through quiz scores, reading speeds, and reading history);
- whether the deadlines for reading tasks are appropriate; and
- what level the class is generally reading at.

As stated above, teachers can also control reading tasks and deadlines. The Assignments function allows teachers to regulate when students can read a book, what type of book they can choose (e.g., level and publisher), and quiz settings. The tool also allows teachers to assign the same book to an entire class, permitting the implementation of a wider range of ER-related activities. Taken together, these functions can motivate students to read more consistently and allow teachers to control the pacing of a class's reading.

As close to 100% of Japanese university students now own smartphones (Cote, Milliner, Flowers, & Ferreira, 2014), Xreading is able to capitalize on the mobile capabilities of these devices. With an Internet connection, students are able to access the Xreading library anytime and anywhere, so they do not need to be responsible for a paperback GR. Although the teacher can restrict student's borrowing privileges, the system provides more flexibility for borrowing books (e.g., no overdue penalties or borrowing limits, and easy searching within the Xreading library).

Students can also access feedback on their reading progress through the LMS. As seen in Figure 2, a student's reading speed, word counts, and quiz results are illustrated on their My Books page. This data was found to be useful for comparing reading goals against actual reading performance (e.g., word targets, book targets, and increases in WPMs). A pre-pilot questionnaire found that very few students had ever read on their smartphones. However, we were able to identify that in comparison to a paperback GR, students were able to read just as fast—if not faster—on their smartphones. In addition, we learned that comprehension skills were not adversely affected (Cote & Milliner, 2014). Post-pilot questionnaire data also revealed that students were now willing to read books on their smartphones or PCs and wanted to continue using Xreading in the fall semester.

## Challenges to using Xreading

Conducting an ER component on the Xreading platform still has challenges. As this system is entirely electronic, teachers and students must be prepared to cope with technical problems such as login issues, delays, time-outs, and loading failures.

Another point of concern is the selection of titles in the Xreading library. According to Day and Bamford (1998), a graded reader library should provide a variety of materials on a wide choice of topics and genres. In our pilot study, students wanted to read at the early intermediate level (800-1000 headwords), yet there were only six titles available in this category at the time. Teachers should be advised to check that the range of titles suits their students' needs prior to integrating Xreading into their program.

## Conclusion

Xreading represents an excellent digital solution to the implementation of ER. Our experience enabled us to oversee and evaluate the students' reading much more efficiently and effectively. But most importantly, the anytime/anywhere capabilities of mobile devices combined with a virtual system enabled our students to read much more than their classmates who were reading paperbacks.

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# Developing learner autonomy and independence using Internet search toolbars

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The Internet has changed how society operates, as information is now available around the clock. Thus, as Aggarwal and Bento argue, "this is creating tremendous opportunities for universities to provide a learning environment that is accessible to all" (as cited in Aggarwal, 2000, p. 2). In addition, according to Voller, learner autonomy is changing how second language (L2) learners learn via independence and responsibility for the L2 learner's own learning (as cited in Benson & Voller, 1997). One beneficial way of achieving that independence and responsibility is via a web search engine's toolbar such as Yahoo's toolbar, Ask Jeeves' toolbar, Alta Vista's toolbar, or Google's Search toolbar. If teachers act as a facilitator in providing their students with ways of promoting self-access and self-directed language learning, then learner autonomy and learner independence will emerge. Teachers can use an Internet search toolbar to help students

achieve both autonomy and independence in their language learning.

Firstly, teachers can take their students to a computer lab or get them to use their cell phones, and show them the following question: *How do you . . . in English?* Teachers can then explain to their students that all they have to do is fill in the blank with any topic. For example, if you're teaching how to give opinions and ask for opinions, your students would simply fill in the blank with those topics and create the sentences, "How do you *give opinions* in English?" and "How do you *ask for opinions* in English?" to input into the search bar. Various topics will work, for example, to apologize, to debate, to explain, to agree, to disagree, to give advice, to ask for advice, etc. Secondly, teachers could then give their students 30-45 minutes to explore the Internet looking for ways to give opinions and ask for opinions in English.

Next, teachers can have their students list the ways of giving and asking for opinions in English that they found, and then compile a general list which can be made into a handout and given to the students in the next class (see the appendix for an example of such a handout). Finally, teachers can have their students practice giving their own opinions and asking for someone else's opinion about common topics in the news or popular culture (e.g., global warming, Prime Minister Abe, or studying English in elementary school).

By taking charge of their own learning and being in control of their own learning processes, students will have the opportunity to master the language they are studying. Rubin and Thompson (1994) argue that students "need to be personally involved . . . need to play with the language to develop a feel for how it works" (p. 59). Internet search toolbars can help students learn how to accomplish this because "engaging students in self-initiated use of technology for language learning is a must" (Lai & Gu, 2011, p. 317). Internet search toolbars can promote L2 learning while developing learner autonomy by facilitating independent student learning.

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## Appendix

### Giving Opinions in English

Opinion 意見

S = Subject 主語

V = Verb 動詞

- I ( don't) **think** S + V .....
- I ( don't) **feel** S + V .....
- I ( don't) **believe** S + V .....
- In my opinion, I ( don't) **think/ feel/ believe** (that) S + V .....
- In my view, I ( don't) **think/ feel/ believe** (that) S + V .....
- In my mind, I ( don't) **think/ feel/ believe** (that) S + V .....
- As far as I'm concerned, I ( don't) **think/ feel/ believe** (that) S + V .....
- As I see it, I ( don't) **think/ feel/ believe** (that) S + V .....

### Asking For Opinions in English

- What do you **think** about / ~~on~~ / of ~ ?
- Who do you **think** ~ ?
- What's your **opinion** about / on / of ~ ?
- What's your **view** about / on / of ~ ?
- How do you **feel** about / ~~on~~ / of ~ ?
- How do you **feel** about / ~~on~~ / of the situation ~ ?
- Do/Don't you **think** ~ ?

# Touchstone Second Edition

Michael McCarthy, Jeanne McCarten, Helen Sandiford

New edition



Blended available



*Touchstone* is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels. In *Touchstone*, we've used the **Cambridge English Corpus** in order to find out how best we can support students in their learning, by teaching English as it's really used. Research insights are used to explain the grammar, vocabulary and conversational strategies that students need to communicate effectively in English with fluency and confidence.

**Conversation Strategies** help students develop natural, fluent speech

**Inductive learning** encourages students to work out how language is formed and used

From Student's Book Level 1

**Lesson B TV shows**

**1 Building language**

**A** **4** **SM** Listen. When does Mandy watch TV? Practice the conversation.

Eric: This soup is delicious. What's in it? ... Mandy? Mandy: I'm sorry, what? Eric: You know, sometimes I think you watch too much TV. Mandy: Oh, I hardly ever watch TV. Eric: Are you serious? Mandy: Well, sometimes I watch the morning shows. And I usually watch the late movie. Eric: And you always have dinner in front of the TV? I mean, you never talk to me. Mandy: Yes, I don't talk to you during the commercials.

**B** Complete the sentences. Find the words in the conversation.

- Mandy I \_\_\_\_\_ watch TV. Well, \_\_\_\_\_ I watch the morning shows.
- Mandy I \_\_\_\_\_ watch the late movie.
- Eric You \_\_\_\_\_ have dinner in front of the TV. You \_\_\_\_\_ talk to me.

**2 Grammar** Frequency adverbs **4** **SM**

always usually often sometimes hardly ever never

I \_\_\_\_\_ eat in front of the TV.

Sometimes I eat in front of the TV.

**Common error** Don't put always, hardly ever, or never before the subject. I always watch the news. (NOT Always watch the news.)

**Additional practice** Add frequency adverbs to make true sentences. Then compare with a partner.

- I do my homework in front of the TV. I never do my homework in front of the TV.
- I watch TV in the morning.
- My family has dinner in front of the TV.
- My best friend watches sports on TV.
- My family watches movies on Friday nights.
- I watch the news in the evening.
- My friends and I watch TV shows in English.
- I watch commercials on TV.

**A** I never do my homework in front of the TV.  
**B** Really? Sometimes I do my homework in front of the TV, but not every day.

'In conversation' panels tell students the most frequent words and phrases

'Common error' panels provide guidance on typical problem areas

**Lesson C Conversation strategies** I just want a sandwich or something.

**1 Conversation strategy** or something and or anything

**A** What kinds of food are popular for lunch? Make a list.

**B** **4** **SM** Listen. What do Carrie and Henry decide to do for lunch?

Carrie: Let's take a break for lunch. Henry: Sure. Would you like to go out or ...? Carrie: Well, I just want a sandwich or something. Henry: OK, I don't want a big meal or anything, either. But I'd like something hot. Carrie: Well, there's a new Spanish place near here, and they have good soup. Henry: That sounds good. Carrie: OK. And I can have a sandwich or a salad or something like that. Henry: Great. So let's go there.

**C** Notice how Carrie and Henry use or something (like that) and or anything. They don't need to give a long list of things. Find examples in the conversation.

**D** Complete the conversations with or something and or anything. Then practice with a partner.

- A** Do you eat a big lunch? **B** No, I usually just have a salad \_\_\_\_\_.
- A** What do you usually have for breakfast? **B** Oh, I just have some coffee and a muffin \_\_\_\_\_.
- A** You don't have eggs \_\_\_\_\_?
- A** Would you like to go out for dinner \_\_\_\_\_? **B** Sure. But I don't want a big meal \_\_\_\_\_ Something light maybe. **A** OK. Well, let's go somewhere with a salad bar \_\_\_\_\_.

**3** **SM** Use or something in affirmative statements and in questions that are offers and requests. Use or anything in negative statements and most questions.

**JALT 2014 Presentation**  
Jeanne McCarten  
Conversation - What is it and How can We Teach it?  
22nd November, 11:00 AM - 12:00 PM, Rm 102



JALT FOCUS

# OFF THE PRESSES

What are the differences between spoken and written English? How do we most frequently ask for things? Which idioms do English speakers use, and why? By using the Cambridge English Corpus, we can find out the answers to questions like these.

A corpus is a very large collection of natural, real life language, held in a searchable electronic form.

At Cambridge University Press, we use corpora to analyse and research how language is used so that we can improve and enhance our materials for teachers and learners.

Using a corpus we can rapidly and reliably search through millions of words of text, looking for patterns and exploring how we use English in a range of different contexts and situations.

We can use a corpus to look at which words often go together, which words are the most common in English, and which words and phrases learners of English find most difficult. This can inform both *what* we teach to learners, *when* we teach it, and *how* we present it in our materials.

The **Cambridge English Corpus** is a multi-billion word collection of contemporary English that has been put together over a period of 20 years. It is collected from a huge range of sources—books, magazines, lectures, text messages, conversations, emails, and lots more!

The Cambridge English Corpus also contains the Cambridge Learner Corpus—the world's largest collection of learner writing. The Cambridge Learner Corpus contains more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all the errors made by the students. We can then use this information to see which words and structures are easy and difficult for learners of English.

At Cambridge, we use the Cambridge English Corpus to inform most of our English Language Teaching materials, e.g., Touchstone, Viewpoint, Face2Face, and English Unlimited all contain research drawn from the Cambridge English Corpus. This makes them current, relevant, and tailored to specific learners' needs.

- In **Touchstone** in particular, we have used corpus research to identify words and phrases that occur most **frequently**—these are words that learners need to know. Touchstone has '*In conversation*' panels which describe the most frequent vocabulary and grammar in spoken English. For example, '*can you*' is more common than '*could you*' in requests.

- Find differences between **spoken and written** English, so that learners can understand how these two modes are different. Touchstone has '*Conversation strategy*' sections, which are based on examples from the Corpus. For example, it teaches students responses that encourage people to talk, such as '*Oh really?*' and '*Why is that?*'
- Look at **word patterns** and make sure we teach the most useful phrases and collocations to our students. Touchstone has '*Building vocabulary*' sections that teach useful words, phrases, and collocates. For example, in a lesson about money, it teaches students *set aside*, *get into/out of debt*, *savings account*, and *pay in*.
- Include language that is **up-to-date** and relevant to students, rather than examples that are stilted or boring. Touchstone's '*Fun facts*' sections include interesting information from the corpus on different topics, e.g., '*50% of uses of the word 'luck' are when people talk about or wish others 'good luck'*'.

Many of our other publications use research and information from the Cambridge Learner Corpus to:

- **Focus on certain groups of learners**, and see what they find easy or hard.
- Make sure our materials contain **appropriate content** for particular levels or exams.
- Find mistakes which are universal to English language learning, and those which are a result of **first-language interference** (e.g., English verbal agreement for Japanese learners, as Japanese verbs do not change for person or number).
- Find plenty of **examples** of language used by students and use this to help other students.



Remember—look out for this symbol to see where the research from the Cambridge English Corpus has been used in our other materials!

For further information about the Cambridge English Corpus, please contact: <language@cambridge.org>.

Dr Claire Dembry

Senior Language Research Manager

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JALT FOCUS

# JALT NOTICES

## ...with Malcolm Swanson

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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>

In this JALT Focus, members of the conference team share their tips for getting the most out of JALT2014 in Tsukuba. This is followed by the announcement for this year's Ordinary General Meeting at the conference.

## Getting the most out of JALT2014

If this is your first time to go to a JALT conference, you might feel a bit overwhelmed. It may seem like everybody there knows everybody. A good place to meet people is the SIG area in the Multipurpose Hall where you can find people who share a similar interest with you. Many SIGs have parties and events during the conference, and you can join right in.

If you are a veteran of many conferences, why not branch out a little bit. Catching up with old friends from distant prefectures is part of the experience, but when you join a workshop, make a point of sitting near someone you don't know.



### JALT2014

Conversations Across Borders

Nov 21-24, 2014

Tsukuba International Congress Center, Tsukuba, Ibaraki

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

Have that "Conversation Across Borders" and welcome our international participants—they made a long trip, so you know they really want to be here.

There are going to be a LOT of great presentations at JALT2014, but our advice is not to miss any of the plenary lectures. This year's plenary speakers will each bring a unique point of view to share and all have different styles.

- **Claire Krams**, a foreign language teacher (like most of us), will speak directly to our conference's theme, "Conversations Across Borders." Professor Krams is one of the most respected names in our field, and her ability to capture important current issues in language teaching with clarity and eloquence is unmatched.
- **Kimie Takahashi** is also a foreign language educator and researcher who will enliven the conference with her perspective from teaching in other parts of Asia, and from studying issues related to desire, mobility, and identity in our globalized world.
- **Thomas Farrell** is an expert on reflective practice who will help us explore ways the internal work we can do could improve our own teaching and achieve greater professional satisfaction in our jobs.
- Finally, we have musician/story-teller/author/entertainer **Bill Harley**. Bill will use song and stories to help us consider new ways to connect with young language learners.

Take a quick look through the program and make a list of what you want to see. Leave time to see the Educational Materials Exhibit and also to visit the SIG tables. The plenaries are a good time to both rest by sitting down, but at the same time hear top people in our field. If you are interested in becoming more involved in JALT, check out the officer meetings, or even the Conference Planning Committee meeting.

It is important to look at the conference schedule before you come to the site. But, while you're conferencing, be flexible, too. If you see a friend you haven't met in a long time, make the time to get to know him/her again. This may be your only chance!



Each Featured and Plenary Speaker will present on both Saturday and Sunday! So for example, if you do miss Claire Kramsch's plenary on Saturday for some reason, you can still see her speak on Sunday!

Conferencing is hard work, so make sure you have enough energy. Throw your high-power snack of choice in your bag before you leave your home or hotel and head to registration. A few chocolates or an energy bar will get you through the afternoon without using up time to go foraging when you are hungry.

Finally, please do ask the JALT Central Office staff if you need any help! They will be wearing red polo shirts, so will be easy to spot.

Looking forward to seeing you in Tsukuba!

- JALT2014 *Conversations Across Borders* <jalt.org/conference>
- Conference Program <jalt.org/conference/jalt2014/full-schedule>

## 2014年第2回総会開催通知

### Notice of the Second 2014 JALT Ordinary General Meeting (OGM)

- 日時: 2014年11月23日(日) Date: November 23, 2014 (Sunday)
- 時間: 17:40 - 18:40 Time: 5:40 - 6:40 p.m.
- 場所: つくば国際会議場、大ホール Location: Main Convention Hall, Tsukuba International Congress Center

#### 議案 / Agenda:

- 第1号議案 平成26年理事選挙の結果 / Item 1. Results of the 2014 National Officer Elections
- 第2号議案 その他の重要事項 / Item 2. Other Important Issues

\*11月初旬に、会員の皆様に議案の詳細と個別の不在投票へのリンク先をEメールでご案内いたします。

\*An email containing details of the agenda and a link to an individualized ballot will be sent to you during the first week of November.

Eメールがお手元に届きましたら、不在投票の方法に従って投票をしてください。

本総会は、特定非営利活動法人(NPO)としての地位を保つ為に必要なもので、過半数以上の会員の皆様による出席(定足数)をもって、正式に開催することができます。

幸い当学会では、会員の皆様に向けて電子投票システムを提供させていただいており、不在投票をしていただくことで、本総会の出席者としてみなすことができます。

お手数をおかけいたしますが、ご支援とご協力のほどよろしくお願い致します。

When you receive the email, please follow the instructions on how to complete the absentee ballot. Importantly, we need a majority of JALT members to be present at the OGM for it to be valid. Holding a valid OGM is necessary for us in order to maintain our status as a nonprofit organization (NPO). Fortunately, you can vote by online absentee ballot and be counted present for the meeting, as per the JALT Constitution.

Thank you very much for your membership and your support.



#### JALT2014

Conversations Across Borders

Nov 21-24, 2014

Tsukuba International Congress Center, Tsukuba, Ibaraki

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



### Kanda University of International Studies offers an English-medium MA TESOL program in Tokyo for in-service teachers

An English-medium M.A. TESOL program began at Kanda, Tokyo, in September, 2013.

The program has as its mission developing English-language teachers as up-to-date, active professionals who are able to make informed decisions about their classroom practices. Classes are held on weekends and during long holidays.

Students can complete all the requirements for the M.A. in approximately two and a half years.

#### Information Session

**Date** December 20 (Sat) 15:00~16:00  
**Venue** Kanda Gaigo Gakuin (Bldg 7, 4F)  
 (2-minute walk from the west exit of JR Kanda Station)

#### Lecture

**Title** "Reflective Practice for Language Teachers"  
**Lecturer** Prof. Thomas Farrell  
**Date** November 29 (Sat) 16:00~17:30  
**Venue** Plaza Azul (Kanda Gaigo Gakuin, Bldg 3, 7F)



MA TESOL PROGRAM

[http://www.kandagaigo.ac.jp/kuis/subject/grad/language/e\\_tesol/en/](http://www.kandagaigo.ac.jp/kuis/subject/grad/language/e_tesol/en/)

Phone 03-3254-3586

Email [tesol@ml.kuis.ac.jp](mailto:tesol@ml.kuis.ac.jp)



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, Catherine Littlehale Oki shares her story of working on the successful *Happy Valley* series, and how it has helped her to grow both professionally and personally.

## Catherine Littlehale Oki

For the last seven years, I have been developing *Happy Valley*, a characterized textbook series with music, stories, workbooks, and a DVD for 2-6 year-olds. This endeavor began in 2007 when Simon Moran, CEO of Modern English Learning, asked, "Have you ever

wanted to write a book?" The answer was a resounding yes. However, what resulted were not just books and support materials, but also my professional and even personal development.



Simon and I brought different strengths and skills to this process. Simon had a big picture view of the *Happy Valley* world and its aesthetics, whereas I had a more myopic view, seeing everything from the perspective of teacher and student. Our roles were easy to delegate. I could take his big ideas, characters, and larger story to a smaller, more manageable level, making the syllabi and specific stories with a pedagogic foundation. Together we could write the music. It all seemed easy enough, but I began to stumble as my perfectionism was holding me back.

On the one hand my perfectionism was beneficial, as I was always noticing things that needed improvement, but on the other hand, I would often silently obsess about mistakes until the last minute. Mistakes were proof I was not perfect, which was hard for me to admit. Eventually though, I would have to speak up, and time and again Simon just asked, "What's the solution?" Over time, I internalized that question and grew to see mistakes as just opportunities to do better.

Unfortunately, I wanted forever to find solutions. In 2011, with the first edition of *Happy Valley 1* done and its release set, I remember thinking, "I need more time to find solutions to problems I don't even know exist in the eyes of the users yet." Around then, the wise Barbara Hoskins Sakamoto told me, "Books are never done. You just hit deadlines." Those words resonated loudly. It felt like I had something to fall back on if the critics sounded.

Luckily, *Happy Valley* has been met with a lot of support, and I have been able to talk to many fans. Cynthia Akazawa is a *Happy Valley* user turned presenter, and in discussing her presentations I really understood that I could never have made *Happy Valley* perfect because it inspires different things in different teachers. Cynthia was inspired enough to want to tell others, which in turn has inspired them. I am happy that several *Happy Valley* users have found professional success with the series; for example, Catriona Takeuchi is my newest co-author while Cynthia is making support materials.

*Happy Valley* has grown, which has meant a change in my role. Last summer, I approached Kim Horne, inspirational Kindergarten teacher and one of the most sought presenters for the very

young learner crowd, to co-author the DVD workbook. Bringing her in meant that I would not only write but also project manage. I liaised between authors, the design team, and the editor. Working with Kim brought an “ah-ha moment” as I realized how broad my perspective had become. I could predict potential pit falls and successes once printed, whilst also navigating the nitty-gritty, like deadlines, most effective brief layouts, and so on, with a new ease. I am very proud to say that Kim described her first venture into this side of publishing as “smooth”, and along with the DVD we have a 5-star rating on Rakuten.

From these combined experiences, I understand that by trying something that might have only remained a dream, I have accomplished things beyond my imagination. In the process, I learned the following and hope it may help others who are ready to put themselves out there.

- Work with people who have different skills so that your contribution will feel unique and worthwhile.
- Mistakes have solutions and are chances to do better.
- There are no finish lines, just milestones.

(d) Perfect does not exist because everyone will see things and be inspired by what you do differently.

(e) If and when possible, give others a voice so that you can be equally inspired and free to grow in new ways.

I am very excited to finally bring *Happy Valley* to JALT Junior 2014. I look forward to meeting more users and introducing our materials in an activity-filled presentation.

**Catherine Littlehale Oki** is co-author and co-collaborator on all things Happy Valley. She is a graduate with Distinction from the University of York’s MA program in Teaching English to Young Learners. She teaches in the young learner teacher certificate program at Konan Women’s University and continues to work on the world of Happy Valley. She is currently collaborating to create *Happy Valley Phonics* and the first Happy Valley app soon out in private beta. For more information see <happyvalley.tv> and <mellimited.com>.



TLT COLUMN

# SIG NEWS

## ...with Jennie Roloff-Rothman

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



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

You can access SIG News online at:

<jalt-publications.org/tlt/departments/sig-news>

### SIGs at a glance

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

### Bilingualism

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

Bilingualism SIG is looking forward to seeing everyone at the upcoming conference in Tsukuba! Please join us at our Annual General Meeting on Sun 23 Nov from 11:30-12:30 in Room 303 to hear about our upcoming activities. Also, on Sun 23 Nov, from 13:00-14:30 in Room 404, don’t miss “Bilingualism: Off the beaten path,” the Bilingualism SIG forum, which will explore 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 Oct 2015. The deadline for submissions for this issue is 15 Feb 2015, but authors are encouraged to get submissions in early to increase their chances of getting published in the next volume of the journal. Submission of papers to JJMM is also open to authors who are not Bilingualism SIG or JALT members. Submission guidelines are available online at <www.bsig.org>. Email inquiries may be directed to the editor at: <lockie@law.ritsumeai.ac.jp>.

### Business English

The JALT Business English SIG seeks to develop the discipline of teaching English, conducive to participation in the world business community. We aim to provide instructors in this field with a means of collaborating and sharing best teaching practices.

JALT Business English SIG は、世界のビジネス界に通用する英語教育の発展を目的に持ち、結成されました。連携体制を組み、最善の教育方法を共有することにより、英語教育に携わるインストラクターの皆様のお手伝いを致します。

### 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]

CUE was pleased to host the JALT CUE SIG 3rd Annual ESP Symposium at Waseda University on Sat 13 Sep. There were three keynote speakers, 20 poster presentations, a round table discussion, and a panel session. The symposium was well-attended and a big success. We hope to see you at next year's event.

CUE has been co-sponsoring presentations at local chapters this year. Brent Jones from Kobe JALT presented in Akita on 25 Oct and Iwate on 26 Oct. Dawn Kobayashi will be presenting at the Nagasaki JALT meeting (date and topic to be announced).

CUE will have a number of activities at the JALT International Conference in Tsukuba. You are cordially invited to attend and participate.

- CUE SIG Forum: “Conversations with the self: Reflective practice and teacher development” (Sat 22 Nov, 11:00-12:25 in Room 877).
- JALT CUE SIG AGM: At the AGM, we will summarize 2014 CUE SIG activities, discuss CUE SIG issues, and hold a vote for the new officers. You are invited to attend the meeting followed by a meet-and-greet. (Sat 22 Nov 15:30-16:15 in Room 876.)
- CUE is proud to sponsor Claire Kramsch for the joint CUE-TED SIG forum. Plenary I Session. Her presentation title is “Why conversation needs borders.” (Sat 22 Nov 10:00-10:45)

CUE is preparing to launch a monthly newsletter to complement the *OnCUE Journal* with regular news and updates. CUE members are invited to contribute news and other items. It is our hope that the newsletter will better help us to communicate with our members and add to the benefit of membership.

### 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] [📱] [🗨️]

At present, the JALT CALL SIG is preparing for the upcoming CALL SIG forum and the JALT2014 Conference. At the forum, Charles Brown will give a talk about Extensive Reading Central, a new website dedicated to developing extensive reading and listening skills for both foreign and second language contexts. James York will introduce Kotaba Miners, which is an immersive, 3D world developed for foreign language learning. Also, Marcos Benevides will demonstrate a series of free video versions of multi-path adventure stories from Atama-ii Books, and Paul Raine will introduce <apps4efl.com>, a collection of free, mobile-friendly games and apps for English language learners and teachers. Finally, we are pleased to announce that the JALTCALL 2015 Conference will be held at Kyushu Sangyo University in Fukuoka 5-7 Jun 2015. Look for more information about the conference to be posted on the CALL SIG website, Facebook page, or Twitter feed as plans progress. For details about our publications and future events, please visit our website at <jaltcall.org>.

## Critical Thinking

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

In October and November the Critical Thinking (CT) SIG has a delectable menu of events for those craving and or looking to sample the pedagogical spread that is critical thinking and language teaching. From presentations in Gunma and Nagasaki to the JALT2014 Conference in Tsukuba to the ELT Expo in Sendai the CT SIG will be serving up something you can definitely sink your teeth into.

First, on Sun 12 Oct at Maebashi Institute of Technology (MIT) Gunma JALT will be hosting Critical Thinking SIG Coordinator, David Gann, as he gives a presentation entitled “A four-step process for critical thinking instruction.” Participants will be involved in a workshop style presentation where they “will gain a hit-the-ground-running knowledge of how to teach basic critical thinking skills” using “multimedia-based text-reconstruction exercises” that David has been meticulously developing over the past two and a half years. For those looking to enhance their teaching of critical thinking skills this will prove to be a worthwhile workshop. If you are in the Gunma area and can attend, please do so.

Note: If you are in the Nagasaki area around Sat 1 Nov, David will be giving this same presentation at Dejima Koryu Kaikan hosted by Nagasaki JALT. For more information visit the JALT Events site at <jalt.org/events/2014-11>.

In November, CT SIG events will be taking place at JALT2014 in Tsukuba and at the 2014 ETJ Sendai Tohoku Expo. Regarding the JALT2014 Conference, on Sat 22 Nov Greg Goodmacher of Keiwa College, Anna Isozaki of Gunma Prefectural Women’s University, and Michio Mineshima of Niigata University of Health and Welfare will present in the 3rd JALT Critical Thinking SIG Forum. Each presenter will speak 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 Prefecture.

Also at the conference, on Sun, 23 Nov from 11:30-12:30 in Room 403 of the Tsukuba International Congress Center (Epochal Tsukuba), those members in attendance will be able to participate in the CT SIG Annual General Meeting. People will be able to meet the CT SIG officer core and

actively participate in business that requires direct member involvement. Some of the business up for discussion will be changes in JALT membership fees as well as other decisions made at the 2014 Executive Board Meetings. At this meeting members can also voice their interest in being more active in the SIG by soliciting information about how to become an officer or contribute in other ways like publishing articles in *CT Scan*, the official newsletter of the SIG, and future printings of the official *CT SIG Journal* (first issue to be ready by conference time). All this and more will be included in an official agenda. Check <jaltcriticalthinking.org> for more details.

Rounding out November, on Sun 30, the CT SIG will be actively participating in the 2014 ETJ Sendai Tohoku Expo in Miyagi. By the time this reaches your hands the call for presentations will have concluded, but if you want to make any last minute inquires or just keep informed about what is happening with the CT SIG at the Expo please contact the Program Chair, Roehl Sybing, at <roehl.sybing@gmail.com>. For more comprehensive information regarding the ETJ Sendai Tohoku Expo, please visit <jaltsendai.org>. It promises to be a great event, and you can even make it a weekend at a beautiful *onsen!*

There is something for everyone interested in critical thinking and whether you are in southern Japan or in Tohoku the CT SIG has you covered. For details regarding the above events and efforts, as well as future and past happenings, please visit our website at <jaltcriticalthinking.org>. We hope to see you this fall. Be well!

## Extensive Reading

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

The ER SIG’s Journal of Extensive Reading seeks high-quality, empirically-researched and theoretically-sound articles on the efficacy of extensive reading methods and outcomes in various teaching and learning contexts.

The ERJ (Extensive Reading in Japan) journal seeks anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG.

Please join us at the ER SIG AGM and the ER Colloquium at JALT National, Tsukuba, on Sat 22 Nov in Convention Hall Room 200. The AGM is 15:35-16:20. Come and share your thoughts about the issues the SIG is or should be address-

ing. Your ideas and contributions are valuable, so please attend. This is also where our annual officer elections are held, and your participation is encouraged.

The Extensive Reading Colloquium will follow from 16:30-18:00. This is an annual event that combines multiple presentations and the Great Reader Giveaway. Please join us to see Rob Waring and Stuart McLean discuss definitions of ER grounded in process as opposed to pedagogy, Alan Maley talk about the formative and transformative power of reading, Cory Koby talk about starting up ER programs at the secondary level, Marcos Benevides examine the benefits of multi-path readers, Heather Doiron discuss literary genre instruction, and Tanja McCandie describe literary circles in support of ER.

For more information about the SIG and journal submissions please visit our website at: <ersig.org>.

### Framework & Language Portfolio

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

### 1. Critical, Constructive Assessment of CEFR-Based Language Teaching in Japan and Beyond

The second JSPS Grant-in-Aid FLP SIG project would like to get (even) more members involved. The inaugural symposium was held on 31 May <tinyurl.com/criconf-nagoya2014> and 1 Jun a writers' workshop was held for contributors who are willing to get involved in the project. Currently, we are working closely with the writers on more detailed abstracts.

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.

### 2. JALT National Nov 2014

- a. 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).
- b. FLP SIG AGM (Sun 23 Nov, 11:30-12:30, Room 402, led by Schmidt, O'Dwyer, & Hunke).
- c. A new SIG officer needed: Please volunteer. Especially, for publicity and treasurer. After the AGM we are going to have a SIG-sponsored lunch together!

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

### Gender Awareness in Language Education

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

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. On Sun 23 Nov, from 13:00-14:30 in Room 303, our annual SIG Forum, 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 on Sat 22 Nov, from 11:00-12:30 in Room 402 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 Sat 22 Nov at JALT2014. The JSL SIG Forum will follow after the AGM until 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/jshsig](https://www.facebook.com/groups/jshsig)>. Whether you want to ask a question, help someone out, or just share something, this is the place for junior and senior high school teachers to be. We also have a public page at <[facebook.com/JSHSSIG](https://www.facebook.com/JSHSSIG)>, so anyone can have a look. Click “like” and our news will be your news! Every-body 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. The SIG also does outreach projects. We're currently engaged in translating essays about 3.11 written by middle school students from Rikuzentakata, and organizing NGO internships for students. 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 memberships, subscriptions, research, conferences, and outreach projects.

Be sure to join us at the LD SIG forum, “Learner development across borders,” at the upcoming JALT2014 Conference in Tsukuba on Sun 23 Nov from 13:30-15:00. We are also hosting an informal mini-conference, “Creating community: Learning together,” on 14 December in which we welcome the participation of teachers and their students from diverse teaching contexts. For more information, please visit: <[ld-sig.org](http://ld-sig.org)>

学習者ディベロップメント研究部会 (LD SIG) は、オートノミーのある学習と教育などを発展させるための実践を探究・研究することに関心のある200名以上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。アウトリーチプロジェクトにも関わっており、現在は陸前高田の中学生が書いた3.11を振り返る文集の翻訳やNGOでの生徒インターンシップの調整をおこなっています。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。

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 を開催しますのでぜひご参加ください。また、12月14日(日)に非公式なミニ会議 Creating Community: Learning Together を主催しますが、多様な教育現場でご活躍の先生方やその生徒たちのご参加を歓迎いたします。詳細は <[ld-sig.org](http://ld-sig.org)> をご覧ください

## Lifelong Language Learning

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

The Lifelong Language Learning SIG will conduct its mini-conference for teachers on 1-2 Nov 2014 at the Kanda Institute of Foreign Languages (KIFL). It will be held with the cooperation of English Teachers in Japan (ETJ). The event will be of interest to graduate students who intend to become teachers as well as to practicing teachers. Although the deadline for proposals was in September, your participation would be highly appreciated.

Now in our third year of partnering with ETJ, and being hosted by KIFL, the mini-conference has been well attended in the past, with attentive and engaged audiences. Find out

more details about the conference at <agu4u.org/2014/09/09/conference-presentation-opportunity>.

We also warmly invite you to attend the forum we have planned for JALT2014 in Tsukuba. With the unifying topic “Finding what motivates adult learners,” it will feature three fascinating speakers:

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

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

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.

### Literature in Language Teaching

[🎥 literature, film] [📖 *LILT Journal*—2x year] [🗣️ LiLT conference, PanSIG conference] [🌐 liltsig.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 the SIG grow.

Thank you to everyone involved in the LiLT SIG conference, “The Heart of the Matter,” held on 7 Sep in Toyohashi. 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 Japa-

nese learners. Also, to John Roberts and Anthony Robins and to the local JALT chapters for their welcoming hospitality. Presenters are invited to submit proceedings papers by 31 Oct to <liltsig@gmail.com>

Upcoming events include JALT2014 on 21-24 Nov. We have a forum entitled “Literature across borders” on Sunday at 12:25 in Room 304. 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:

- Neil Addison and Neil Conway: “Accessing the inward eye: Using Wordsworth’s poetry in EFL reading”
- Morten Hunke: “Using Japanese cultural formats to foster creativity in the L2 classroom”
- Atsushi Iida: “Poetry across borders: Haiku in second language education”
- Tara McIlroy: “Using multimedia quote and picture tasks to cross the border between fiction and reality”
- Anna Twitchell: “Between the lines: Teaching critical literacy skills to students who don’t read”
- 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 programme lined up for the National Conference in Tsukuba this year. 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. For us, he will give two presentations. 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 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 will be represented by Miles Craven while the publishing side will be represented by speakers from Macmillan, Darren Halliday, from ABAX, Hugh Graham-Marr, Perceptia, Paul Lewis. Dave Dolan is an expert in digitalisation of EFL books and will give us insights into the technical processes involved. Finally, the MW SIG board would like to encourage all members to attend our AGM. There we will discuss our plans for the future. Come along and get on board with a highly active and energetic team.

#### MW-SIG event times:

- Miles' "Writing for ELT": Sat 22 Nov at 13:20-14:20 in Room 102
- AGM: Sat 22 Nov at 15:35-16:35 in Room 303
- Forum: Sun 23 Nov at 12:25-13:55 in Room 301
- Miles' Workshop: Sun 16:30-18:00 in Room 101

Hope to see you all there!

#### Mind, Brain, and Education

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 (a) maintain standards of rigor in the work we do, (b) reach out to neuroscientists

and psychologists abroad to inform us, and (c) 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 Conference in Room 304, Sun 23 Nov 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.

#### 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](http://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.my@ehime-u.ac.jp](mailto:reinelt.rudolf.my@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" on Sun 23 Nov 14:45-15:10 in Convention Hall 200. Seth Cervantes and Rob Olson will present a short paper titled, "Using cotext to improve communication" Mon 24 Nov 13:55-14:20 in Room 403. The Pragmatics SIG will also host a forum on Sat 22 Nov 17:40-19:10 in

Room 401, 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 plan exciting things for JALT2014: Our forum will be a Speech, Drama, and Debate Poster Session with a wide variety of interesting and useful poster presentations by Vivian Bussinger-Khavari, Matt Shannon, Eucharia Donnery, Yukari Saiki, Peter Quinn, and David Kluge. The second half of our forum will be a Meet & Greet Party with refreshments. Within the conference we will have many individual presentations. Please join us at our Annual Meeting where you can learn about the upcoming events, and volunteer to help lead the SIG in 2015. Previous officers have found that putting their professional organization work, and the accompanying experience, on their CV has helped immensely in their careers.

Something new—we plan to publish an activities book, so if you have ideas for teaching speech, drama, debate, or oral interpretation, or would like to be an editor of the book, send inquiries to the SDD contact email address on the official JALT SDD page or <sdd@jalt.org>. The format will be the same as the My Share articles in *The Language Teacher*.

We will also be putting out the sixth of six bulletins—a review of the year—and we are preparing the second 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 and a poster see <sites.google.com/site/japanonlinespeechcontest/>.

Finally, we are happy to provide speakers to chapters or events. We have already done so for

Saitama, 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。当部会のニューズレター“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 TED SIG is happy to announce that at this year’s 40th annual JALT2014 Conference we will be giving away nine new books from TESOL’s English Language Teacher Development Series.

Check out TED's website, <jalt.org/ted> for more details.

At this year's conference we are sponsoring one of the plenary speakers, Prof. Thomas Farrell, who will be talking about "Reflecting on practice." Thomas will also be giving us his insight on 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. There are also over 20 different talks and workshops related to Teacher Education and Development, so there will be plenty to talk about with fellow members.

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] [📅]

We've got a new slate of officers who have agreed to take on the JALT positions. Previously, all the positions were for the most part held by country coordinators, which was great to get our foundations down, but it's probably time to bring in some new people who can give us some new ideas and help THT grow stronger.

The officer slate is:

- Mike Furmanovsky- Coordinator
- Joe Tomei - Treasurer
- Kevin Ryan - Membership chair
- Malcolm Prentice - Program Chair
- Pat Dougherty - Publications Chair

Pat Dougherty is working to deliver the *THT Journal*, which provides a publishing outlet not only for THT members, but also for the local presenters. If you can help with any aspect of putting the journal together, please contact Pat at <thtjalt+journal@gmail.com>.

We will present this officer slate for approval at the AGM following the THT Forum: "4 corners of THT" (Sat 22 Nov 2014 17:05-18:35, Room 402).

In addition, Carlos Budding has agreed to be THT Vietnam co-country coordinator. Next year is the 10th anniversary of THT Vietnam, and Carlos has developed some great ties to the folks in Hue, so I'm really happy that he's agreed to take on this role.

We will be sharing a table with the TED SIG at the National Conference at Tsukuba, so we hope to see you there! Please come by and check us out!

### 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] [📅] [💬]

The JALT Teaching Children (TC) SIG, along with the Junior and Senior High School (JSHS) SIG, will once again host the **13th JALT Junior**, a satellite conference focusing on teaching children and training teachers to teach children.

Take this opportunity to join us for three jam-packed days. There will be 17 presentations, 4 poster sessions, 15 workshops, and 2 forums for you to choose from. Take this unique opportunity for teachers of very young learners, elementary, and secondary students to learn from inspiring presenters and meet fellow professionals in a friendly and engaging atmosphere.

This year as our JALT Junior plenary speaker we welcome singer, storyteller, author, playwright, educator, and performing artist, Bill Harley. A two-time Grammy award-winning artist and recipient of a Lifetime Achievement Award from the Rhode Island Council for the Humanities, his work spans generations.

### JALT JUNIOR 2014

22-24 Nov 2014 at Tsukuba International Congress Center

Some of our sessions include:

- The TC Sig sponsored Forum entitled "Storytelling and the stories we tell" which will be on Sat 22 Nov 17:40-19:10 in Room 406. Join us for an inspiring 90 minutes as we explore how to get our students to listen to stories, understand stories, tell stories, and have fun with stories in English.
- Workshops include Using English to Create Globally Minded Youths, Musical Stories, Teaching with Mascot-Inspired Projects, and more.

Finally, our AGM will be also be on Saturday from 15:35-16:20 in Room 406. As we will have a

number of officer positions to fill we ask all our members to try and attend.

JALT Junior is a place for teachers of children to learn, exchange ideas, and become inspired. See you there!

### 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

Come to the Vocabulary SIG AGM at JALT National 2014, Sun 23 Nov 11:30-12:15, Room 102. All present or prospective members are invited to come to the SIG's annual meeting. We will present on what has been happening with our SIG, confirm our officers and work on the planning of upcoming events. Come to find out more or to get involved!

Following the AGM is the Vocabulary SIG Forum, Sun Nov 23 12:25-13:55, 1st Floor Atrium. Come see the poster sessions from members of the Vocabulary SIG. Members will display their research and teaching ideas they have developed over the last year. Topics include vocabulary learning, teaching, assessment and practical online and classroom ideas. Come and talk with the presenters.



## 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>.



**HIROSHIMA**—*Storytelling from the beginning* by Bill Harley. Harley, a two-time Grammy-winning singer, songwriter, and storyteller, will be a plenary speaker at the JALT2014 Annual International Conference this November in Tsukuba. At our November meeting, he will give a special presentation about the value of storytelling in language teaching. *Mon 10 Nov, 18:00-19:30; Peace Park, 3F Conference Room; <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

**HIROSHIMA**—*Task-based self-access reading materials on computer for secondary school students* by Sonthida Keyuravong, King Mongkut's University of Technology, Thailand. Keyuravong is a Balsamo Asian Scholar and will be a Featured Speaker at the JALT2014 Annual International Conference this November. She is visiting Hiroshima as part of the Four Corners Tour. She will explain how students can engage in effective self-access task-based learning online. Participants will have a chance to look at two example lessons: eco-tourism and

dinosaurs. (Note the special place and date.) *Sat 29 Nov, 17:00-18:30; Bluestone English Studio (near the YMCA); For details, see <hiroshima-jalt.org>; Non-members ¥500, students ¥200.*

**KITAKYUSHU**—*Pechakucha night* by various speakers. Kitakyushu JALT will be hosting our fourth PechaKucha night involving a variety of presentations to do with classroom learning and teaching. There will be several presenters who will each take turns presenting their chosen topic using only 20 slides for 20 seconds each. This creative event promises to be a rewarding experience for all involved, where people can have fun sharing ideas and thoughts about their classroom experiences and research. If you wish to get involved as a presenter, please contact us! *Sat 8 Nov, 18:30-20:00; Wel-Tobata, Tobata; <jalt.org/chapters/kq>; Non-members ¥1,000.*

**KITAKYUSHU**—*End of year social event*. Join us for our end of year social, which we are tentatively planning to hold on Sat. Dec. 13. Check the chapter website for further details closer to the date: *<jalt.org/chapters/kq>*.

**KYOTO**—*TOEIC teaching workshop* by Miles Craven. This workshop is intended for teachers who want to know more about the TOEIC test. The presenter will analyze in detail the many “tips and tricks” students need to master, as well as review essential skills and strategies that can help boost performance. Come to this workshop for useful insight into how to help students perform to their full potential on the test. *Sun 14 Dec; Registration from 1 pm; Campus Plaza Kyoto; For further details: <kyotojalt.org>. Members free, non-members ¥500.*

**NAGOYA**—*Characteristics and uses of teacher personal narratives in the language classroom* by Suzanne Bonn, Aston University. Do you share personal stories with students in the classroom? What are your reasons for doing so? Based on her PhD research, Bonn will discuss the characteristics and uses of what she terms *teacher personal narratives* (TPNs). She will share significant research findings that may affect the way language teachers instruct at all levels of education. Lastly, participants will have opportunities to share their TPN experiences and consider how to effectively incorporate TPNs into the classroom. *Sun 7 Dec, 13:30-16:00; Nagoya International Center/Kokusai Center 3F Lecture*

*Room #1; <nic-nagoya.or.jp/en/e/about-us/access-hours>; Non-members ¥1,000 (1st visit free).*

**OKAYAMA**—First: *“We’re going global?” A look at local efforts to implement Japan’s national English education goals* by Tom Fast. Fast will report on how the Ministry of Education’s mandates to become “Super Global” and teach English in English are impacting local secondary school teachers. Second: *Okayama JALT’s annual meeting*. Officers will give yearly reports on their activities within the chapter. Also included will be a town-hall type meeting at which important issues facing JALT will be presented and feedback encouraged. *Sat 15 Nov, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

**OKAYAMA**—First: *Extensive reading in the real world* by Bettina Begole. Extensive reading has a proven track record, but what about with low-level students or limited resources? This presentation will show you some easy ways to integrate it into your existing classes. Second: *Critical thinking in language teaching* by Tremain Xenos. Details later at *<sites.google.com/site/okayama-jalt>*. *Sat 13 Dec, 15:00-17:00; NDSU, Logos Hall, Room 7-2; Non-members ¥500.*

**TOYOHASHI**—*The teaching power of stories (A Four-Corners Tour presentation)* by Bill Harley. A teacher is someone who gives stories to others so they can make their own. Regardless of the subject taught, story is central to how people make sense of the world and build a community with others. In this workshop, participants will look at how stories work in people’s lives, what stories define their own lives, and how to use stories in an educational setting. Teachers will leave with new ideas for using stories in the classroom and a deeper understanding of their work as teachers. *Sun 2 Nov, 13:30-16:00; Aichi University’s Toyohashi campus, Building 5, Room 541; One-day members ¥1,000.*

**YOKOHAMA**—*My share and end of year party*. My Share is an event where members present ideas, techniques, games, and activities that have worked well. Each presentation should be around 15-30 minutes long, focusing on practical explanation, demonstration, or getting the audience to perform the technique. If you would like to present, just come on the day with 25 copies of any materials you want to share. The My Share will be followed by our end of year party. *Sat 20 Dec; Venue TBA; Details will be posted on <yojalt.org>*.



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>

**AKITA: July — *Reading for automaticity* by Bryan Hahn, Akita International University.** Many Japanese students of English do not comprehend what they read. It is important that they reach automaticity, but a reading rate of 200 words per minute is necessary for full comprehension. This might explain why the majority of students have never read an English book from cover to cover. Students can be taught to read faster by reading in “chunks.” Participants in this research project were students at Akita International University’s advanced level reading class. Students were given a pre-test, followed by weekly practice, and concluded with a post-test at the end of the term. It was hypothesized that students’ reading rates would be significantly higher in the post-test than the pre-test. A lively Q & A session completed the presentation.

*Reported by Stephen Shucart*

**GIFU: July — *Humor in language teaching: Goldmine or goldfield?* by Scott Gardner.** This workshop discussed humor’s potential in EFL, particularly in EFL instruction. It looked at two interconnected applications of humor in the classroom: “humor as subject”—giving students input showing how humor pervades contemporary English usage; and “humor as medium”—encouraging humor as a teaching/learning/socializing tool in classroom interaction. During

the first part, Gardner demonstrated various types of humor ranging from funny pictures to jokes. He discussed appropriate and inappropriate uses. He concluded that if you have a good rapport with the students it is possible to use humor as a teaching tool.

After a short break, we investigated ways in which we could use humor in our individual teaching environments and arrived at several interesting possibilities. This was the first presentation in which JALT Gifu introduced a feedback form which we will be developed over the following months.

*Reported by Brent Simmonds*

**GUNMA: July — *Negotiated syllabuses: Do you want to? and Here we are now, motivate us* by Andrew Boon.** Gunma JALT members and friends gathered together for a Sunday double-feature by Andrew Boon. In his first presentation, Boon explored the benefits and difficulties of negotiated syllabuses in three different teaching contexts. With a steady, practiced delivery interspersed with ample time for group discussion, Boon showed that a limited amount of negotiation often produces the best results, and that by keeping in mind their learners’ levels, willingness, and expectations, most teachers can reap the benefits of responsible, autonomous, motivated students from negotiated syllabuses. In his second presentation, Boon gave a practical overview of Dörnyei’s motivational teaching practice. By demonstrating various fun and motivational teaching techniques, Boon gave attendees easily implemented ideas that they will no doubt take back to try in their classrooms. Recommended reading on motivation includes Dörnyei’s *Motivational Strategies in the Language Classroom* and *Case Studies in Language Curriculum Design*, edited by John Macalister, I.S.P. Nation.

*Reported by John Larson*

**GUNMA: August — *Three day workshop in Kusatsu featuring Dr. Roy Lyster.*** This year Gunma JALT invited Dr. Roy Lyster from McGill University in Montreal to speak on Content and Language Integrated Learning or

CLIL (pronounced /klil/). The presentation, titled *CLIL and Content-based Language Teaching*, highlighted Lyster's straight-forward lecture style and easy-going manner making this year's workshop an out-and-out success. Rather than simply selling CLIL to attendees, Lyster was honest and forthright about CLIL's limits while extolling its virtues. In his first lecture, Lyster defined CLIL, comparing and contrasting it against immersion programs. He then presented his view that CLIL is best practiced by using a "counterbalanced" approach in which content and language complement each other. In his second lecture, Lyster presented concrete ideas and methods demonstrating counterbalanced CLIL teaching. His detailed explanation, supported by videos and transcripts of actual CLIL classrooms, gave Kusatsu attendees something they could easily take home and implement in their own classrooms. **Martin Pauly** gave us an overview of the differences between and history behind American Sign Language (ASL) and Japanese Sign Language (JSL). Pauly showed that code-switching and code-blending, common strategies in EFL/ESL, are also employed by ASL and JSL learners. Lastly, he led a hands-on activity where participants got to try their signing skills. **Chutatip Yumitani** gave an impassioned overview of her content-based procedural and declarative grammar course at Tohoku Fukushi University. Yumitani showed how her use of mind maps and scaffolding exercises help her students prepare and deliver an English presentation without the usual crutches of notes and rote memorization. **Nathaniel French** detailed how he guided a group of first-year university English beyond the "fluency barrier." Using handcrafted materials called Variable Sentence Response (VSR) sheets and Conversation Cards, French directed participants in the use of these materials and showed videos of his students' impressive results. **Kazushige Cho** and **Fuyuhiko Sekido** teamed up to present about their experiences with CLIL. Cho went to the trouble of creating a CLIL lesson from scratch and detailed his tribulations doing so. Starting with the media-based textbooks *Insights 2014* and *English through the News Media*, he created various engaging activities based on them. Then Sekido showed how he uses CLIL in his English literature-based classes. He gave participants a model of his class, along with some of his own activity ideas.

*Reported by John Larson*

**HAMAMATSU: July** — *Integration of critical thinking in EFL education* by **Roehl Sybing**. Sybing's interactive presentation had all attending Hamamatsu JALT members donning their critical thinking caps. After giving a brief rundown of the evolution of critical thinking (CT) across the centuries, Roehl explained why many hold it as one of the more desirable skills of not only speaking a foreign language, but within one's own language. Inside the EFL field, being able to reflect and engage critically can demonstrate a genuine utilization of language, among other things. However, Roehl holds that the facilitation of CT in EFL must precede discussion of issues, and if there is not enough scaffolding, demotivation can occur because appropriate levels of language needed for comprehensive input and output have not been met. Therefore, he suggests a sequence when integrating CT in the EFL curriculum: 1) Vocabulary building, 2) Schema activation, 3) Prediction, 4) Comprehension tasks, 5) Structured discussion, and 6) Free expression. These stages are linked to Bloom's Taxonomy of Learning. CT is the ultimate goal. Roehl led us through a series of exercises which reflected these stages, and resulted in a lively discussion amongst groups about issues raised. The exercises were useful models for further CT adaptation and exploration in our own classrooms.

*Reported by Susan Laura Sullivan*

**HIROSHIMA: July** — *What phoneme acquisition studies imply for foreign language teachers* by **Jim Jensen**. In the first half of his presentation Jensen discussed the history and background of phoneme acquisition studies, stressing their importance not just in terms of linguistics but also for our understanding of brain development. He also gave an entertaining description of the "sucking rate" methodology used in the studies. One important finding he raised was that brain plasticity is not entirely lost after infancy and that it is possible to train adult learners to perceive phoneme distinctions.

The second half of the presentation focused on classroom applications and some interesting questions were raised. These included whether perception necessarily preceded articulation and the relative importance of teaching segmentals versus suprasegmentals. Jensen referred to research which had shown that when English was used as a lingua franca the contrast between phonemes was of greater importance.

*Reported by Andrew Brady*

**IWATE: July** — *Revisiting mechanical speaking practices* by **Emiko Kaneko**. Kaneko gave a talk about mechanical speaking practices such as repetition and drilling. Traditionally, when we think of these practices, we are reminded of endless sentence and vocabulary lessons at grade school. While there has been a push towards more hands-on learning with foreign speakers, Kaneko believes that there is still a need for more explicit learning techniques, and studies have shown that they are effective in improving the students' language ability. Kaneko's talk focused on how educators traditionally use mechanical speaking practices, and how we can adjust the way we use them when teaching lower level students who aren't able to generate their own conversation patterns during class. Japanese students can be shy around fellow students that are not in their peer group and it is difficult for them to make small talk in Japanese. She listed a number of teacher-directed techniques such as shadowing, read-and-look-up, and mimicking, and shows how these techniques have had a positive impact on the language creation abilities in students. Kaneko wanted to emphasize that language acquisition still requires a lot of time and patience. Thousands of hours are necessary to gain fluency. She is confident that mechanical speaking techniques are still some of our best tools for getting our students up to fluent levels.

*Reported by Jason Hill*

**KITAKYUSHU: July** — *The fifth neuroELT brain days international conference* by **Various**. Fab 5 started, as usual, with online required and recommended pre-reading to "get everyone on the same page." Friday afternoon and evening featured an advanced workshop exclusively for presenters and those enrolled in the certificate course. Saturday started with examinations of connections between memory and language processing, moving into the first of four plenary broadcasts by featured speaker **Vanessa Rodriguez**, shifting focus from the learning to the teaching brain. This was followed by *pechakucha* presentations, lectures, workshops, and demonstrations from a diverse international group of academics sharing a strong interest in language teaching impacting the intercultural mind from a neurolinguistic viewpoint-- all scheduled around a uniquely organized set of book and poster sessions and continually relieved by energy breaks involving yogic breathing and meditation to maintain the frenetic pace throughout the entire three days. Lesson planning, textbook adapta-

tion, and computer games designed to optimally stimulate learners enjoyably and dynamically were introduced and practiced in novel ways. In the final session the 50 original main maxims of the conference were reviewed and condensed into seven practical tips for lesson planning.

The dinner and banquet/beer garden organized events went over very well and the overall social ambiance was stimulating and friendly.

*Reported by Dave Pite*

**KOBE: July** — *Summer seminar 2014*. See Osaka Chapter Events for description.

**NAGOYA: July** — *Humor in EFL: Gold mine or mine field?* by **Scott Gardner**. Humor is an engaging yet often forgotten classroom element. Teaching humor as culture can be a daunting task for many teachers. Gardner talked both about how to teach "humor as a subject" and how to use it in regular classroom interaction. While the workshop covered possible pitfalls of using humor in the classroom, there were also more directly applicable activities such as how to use funny pictures in class, or how to use jokes and puns in pair writing or speaking activities. We got some great new ideas and shared a lot of laughs!

*Reported by Nick Boyes*

**NAGOYA: June** — *New ways of teaching listening* by **Andrew Blyth**. This month's workshop taught us how to really teach listening rather than just test it. The speaker considered the physical, cognitive, and strategic components of listening as well as different types of listening. Listening is not a solitary skill, but one that works together with sight, speech, and foreknowledge. Blyth offered many theoretical and practical ideas for teaching listening. He suggested adding listening components to pair work that already includes reading or writing and gave tips for improving students' listening vocabulary from their reading vocabulary. He also recommended some great online resources for student listening practice. The presentation and other resources can be found on Blyth's webpage at: <winjeel.com/research.htm>.

*Reported by Nick Boyes*

**NARA: June** — *A four-step process for critical thinking instruction* by **James Dunn** and **David Gann**. Dunn first stated that how we com-



municate means how we think, and introduced three realms of perception: visual, auditory, and physical. The way to express “I understand,” for example, may differ among different types of thinkers. Visual thinkers may say, “I see.” For auditory and physical thinkers, “I hear you” and “I get it” can be the utterances they respond with. By exploring the relationship between the concept of the perception and the preferred language use through various activities, students had improved their critical thinking and listening skills. Gann emphasized that explicit critical thinking instruction is an essential teaching and learning approach to having students observe, analyze, and infer information or “language” itself. “Critically Minded: A fourteen-episode podcast,” online text reconstruction exercises, online asynchronous computer-mediated communication, and in-class group discussion were introduced as four steps of explicit critical thinking instruction. In due course, students became able to convert declarative knowledge into procedural knowledge and apply it to real life experiences. This event was co-sponsored by Nara Chapter and the Critical Thinking SIG, and played an important role in meeting new people and broadening attendees’ interpersonal network.

*Reported by Motoko Teraoka*

**NARA: July** — *Summer seminar 2014*. See Osaka Chapter Events for description.

**NARA: August** — *Practical ideas for teaching English at elementary school* by **Various**. **Aki Matsunobu**, a Japanese teacher of English at elementary schools, introduced lesson plans using *Hi, friends!*, a textbook published by MEXT, and emphasized the importance of homeroom teachers’ active involvement in teaching activities, which, in her opinion, is the key to English classes taking root in Japan’s current primary education. **Catherine Littlehale** and **Catriona Takeuchi** got all the participants engaged in their “tried and true” activities. Class management was also introduced: monitor pupils’ verbal activities—speed sometimes outweighs clear utterances; let quick learners become the teacher—competition pressure can be reduced and less strong counterparts will get more opportunities to speak. **Marco Brazil** showed how the brain is activated with engaging learning activities: rousers (physical activities with adrenalin pumping) and settlers (mental activities with intellectual

curiosity rising). He also highlighted attention spans of a single activity based on age—age $\times$ 2 minutes: for example, three-year-olds = six minutes, and six-years-olds and ten-year-olds = 12 and 20 minutes, respectively. This relaxed, amicable, and informative free event—sponsored by OUP and endorsed by the Nara Board of Education—attracted more one-day members than current JALT members, expanding Nara JALT’s influence to local networks.

*Reported by Motoko Teraoka*

**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 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 both motivated and unmotivated students tended to “rub off” their attitudes on partners. The second study measured how teacher behaviors—motivating or demotivating—influenced students’ ultimate attitudes toward 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*

**OKAYAMA: July** — *What the neuroscience of faulty memory tells us about language learning* by **Curtis Kelly**. Kelly stated that memory and learning are essentially the same thing. He explained the flow of memory formation and the two main factors that contribute to forming long-term memories: sleep (8+ hours) and trig-

gering the Reticular Activating System (personal relevance, recent thinking, novelty).

To show how memory works, he explored some memory faults: forgetting, interference, misattribution, cryptomnesia, and false memory. He suggested ways for teachers to combat these faults, such as providing compelling input, using different noticing tasks, and not testing specifics. In the second half, participants discussed the purpose of memory. Kelly revealed his view, based on Schacter and Bergen, that memory is for using the gist of past experience to simulate the future. Furthermore, this simulation occurs with language. To process the sentence “the dog jumped over the wall,” the brain recruits the same parts as it would to actually see a dog or jump over a wall. He called this model “embodied cognition.” Kelly discussed applications to language instruction with the participants. Participants suggested that TPR, shadowing, story creation, multi-modal learning, and rebuses might leverage embodied cognition for improved learning.

*Reported by Matt Gilhool*

**OKINAWA: August — End-of-term brunch.**

Okinawa JALT held a brunch for members and their families at La Fonte Italian restaurant in Naha on August 10th. The restaurant is located in the former palace of a prince of the Ryukyu Kingdom, and it has a lovely garden. Everyone enjoyed the excellent pizza, pasta, and salad, and the children especially loved the chocolate fountain. Five current Okinawa JALT members attended, as well as several former members who expressed interest in renewing their memberships. There was no special program, but it was a good occasion to promote upcoming events and to solicit feedback about chapter matters. It was also a good opportunity to meet members’ families in a relaxed, informal setting. Unfortunately, the timing coincided with Okinawan *Obon*, and a few members had last-minute obligations that precluded their attendance. August is a difficult month to schedule events. Still, we will likely use this venue and format again in the future.

*Reported by George MacLean*

**OSAKA/CUE/JSHS: July — Summer seminar 2014 by Various.** The annual KUIS Summer Seminar was held at Kansai University of International Studies, Amagasaki campus, on July 5<sup>th</sup>, co-sponsored by Cengage, Oxford, and Xreading.com, in addition to our various

JALT groups and the Kobe and Nara chapters. With more than 100 participants, it was a very successful event that included a wide variety of presentations with thought-provoking ideas for both teachers and administrators. The morning seminars included the latest in Extensive Reading, use of vocabulary software, and the integration of technologies in the classroom. **Matthew Apple’s** plenary *The “State” of L2 Motivation in Japan: When a State is not a State*, gave us insights into conceptualizing L2 motivation as a dynamic and ever-changing process that teachers need continually attend and adapt to. The second plenary *The Future of Japan’s English Education* was given by Osaka Board of Education Superintendent **Toru Nakamura** and Senior Manager **Matthew Cook**, who explained their motivation and forthcoming initiatives to change the current format of English education in junior and senior high schools towards a more communicative one. Heated questions from participants led to a lively discussion. The afternoon presentations were packed with practical classroom applications, from testing methodologies to reading, and the experiences of a short-term overseas program conducted through Otemae University. Other presentations included research results from a language anxiety study, an in-class theatre production, and more reading and practical classroom applications. Technology presentations included tips for PowerPoint and insights into vocabulary learning using Word Engine software. A broad range of presenters of varied backgrounds and movement towards breakthroughs in practical applications of teaching and technology for L2 made this a day to remember, and a reminder of the speed that education is moving. Be sure not to miss the next conference!

*Reported by Chad Cottam*

**OSAKA: July — Using the new Keynote on Mac and iOS,** by **Steve Paton** and **Malcolm Swanson**, presented at the Apple Store Shinsaibashi on 5 July. A new version of Keynote is out that works seamlessly between a desktop or laptop and iPad or iPhone. Teaching the features and showing how to use them effectively in the classroom was the focus of the presentation. The Apple Store lent MacBook Airs and iPads to those who needed them while others brought their own. Paton instructed us to download pictures of an animal of our choice and how to use those photos to make a Keynote presentation as Swanson helped those who got behind

or lost. Step by step we added more elements to our presentations, inserting photos, text, transitions, animations, and other ways to make attention-getting slides. Participants were invited to share their presentations so we could see a variety of examples. Paton also showed various other uses of Keynote in the classroom. Starting class with a Keynote slide can be a nice attention getter and mood setter. Keynote can be used to show the day's lesson plans, give quizzes, teach content, and show homework assignments. Paton showed how he uses Keynote to animate sentences to teach grammar by transforming a statement into a question combined with a unique photo showing something related to the sentence. A lot of work can go into educational slide preparation but the results can be worth the effort. Some participants said they took the time to convert their materials to digital and Keynote form, and that their subsequent years have become easier since they only have to update the slides. A lot can be learned and taught by creating materials with Keynote.

*Reported by William Cline*

**TOKYO: July — Reading and responding to student writing** by Paul Kei Matsuda. This workshop explored the principles and practices of reading and responding to student writing by having attendees consider and discuss feedback they had both given and received. Matsuda had the participants engage in pair work and had them think about the best and worst feedback

they had received in their lives. This served as an introduction to the central theme of the workshop, what feedback is effective and not effective for students, particularly EFL and ESL students. After an overview of different types of responses that teachers might provide, participants practiced providing feedback, shared their responses, and reflected not only on how to respond, but why.

*Reported by Sayaka Amano*

**YOKOHAMA: July — Self-transcription workshop** by Colin Skeates and Simon D. Cooke.

This presentation focused on self-transcription methods used in the classroom as well as a case study in which students wrote out dialogues from pre-recorded conversations. The speakers stressed the effectiveness of self-transcription in the university setting. Using recording devices and mobile phones, the presenters demonstrated a typical self-transcription activity in which the students record a conversation, transcribe it, post it to a website, and add reflections or comments. Self-transcription is a reflective practice, divisible into two categories: autonomy and noticing. The specific benefits noted in students' feedback were a self-awareness of pronunciation, vocabulary, and grammar errors. Demerits were the length of time needed to type or write-out the recordings, and the exclusive focus on grammatical errors with less attention paid to fluency of speech.

*Reported by Selinda England*



TLT COLUMN

## CAREER DEVELOPMENT CORNER

### The model lesson: The most important of your life

Richard Miller

Anthony Torbert

Kobe Gakuin University

**A**fter successfully getting through the initial vetting processes, job candidates may be asked to give a model lesson, often in conjunction with a face-to-face interview. These model lessons are typically between 10 and 40 minutes long and may include a period of time for questions from the audience. That "audience" may be just the interviewers themselves, or it may be open to all the members of the department or faculty. The job candidate is usually given some general parameters for the model lesson, but the actual content is typically up to the instructor.

There are several things that should be kept in mind when preparing for the interview in order

## ...with Michael Parrish

<[job-info@jalt-publications.org](mailto:job-info@jalt-publications.org)>



To list a position in *The Language Teacher*, please submit online at <[jalt-publications.org/tlt/jobs](mailto:job-info@jalt-publications.org)> or email Michael Parrish, Career Development Corner Editor, <[job-info@jalt-publications.org](mailto: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](http://jalt-publications.org/tlt/departments/job-info-centre)>.

to enhance your prospects. The first step is to investigate the job itself and know the prospective students. While you are most likely being interviewed to teach a language class, there are various levels of students between and within institutions and different types of classes (reading based, content-focused, CALL, etc.). One way to discern what the hiring committee is looking for is by asking people who teach or have taught at the university (institution) about their impressions of the students and the instructional and institutional climate. Looking at online syllabi or even obtaining a course directory might be helpful. Although curricula do change, knowing a bit about the university's published current curricula will impress the committee.

Another key to success is knowing your audience, and a little research into the faculty members' online biographies may give you some insight as to their research interests and English ability. An audience made up of a number of people with PhDs from overseas will be different from one with little such experience. Some may have never been in a communicative English class, and others have near native ability, so be flexible and do not demand too much from reluctant participants in order to avoid embar-

assment. Faculty members are intelligent and will be more engaged by interesting topics, but at the same time want to know you are able to teach in an easy-to-understand manner that first and second year university students can understand.

If you chose to use video, be sure to embed them into the presentation rather than relying on an Internet connection. Surprises with connectivity are detrimental to your one chance to make a positive impression. Confirm with the hiring committee whether the lesson will be held in a small meeting room or a classroom, and whether teaching tools such as a blackboard / whiteboard will be available. Asking concise questions beforehand shows sincerity and diligence.

It is impossible to condense an entire lesson into just 10-30 minutes, so consider including suitable material to show what your lesson would be if it were 90 minutes long. Ask the staff how many handouts you need to make, and if you make last minute changes be sure to proofread your work. If given free reign, create original content that shows off your technical and pedagogical knowledge. Make the lesson easy, but include expansion activities, even if you do not get to them, to show what you would do in a mixed-level class.

Although you will probably be nervous, try to get away from the computer and move about the room a bit, and have an engaging warm-up that leads into the lesson itself. It may be hard to do group work, but a simple pair-work exercise might be possible. Some professors with native-like ability may feign ignorance to see how you react to lower level students' questions. You may want to demonstrate your Japanese ability, but be conservative, as professors want to know if you can explain difficult topics in easy-to-understand English as well. Be very precise in your timing so you can end on a positive note and not force them to interrupt you. Practice the lesson in front of a mirror, with colleagues or, better yet, students. Rehearsing allows you check the length and identify potential pitfalls. A polished, well-rehearsed lesson leaves a good impression.

Finally, when asked questions, be professional and try to answer in detail. A common question is whether you use Japanese in class, so having a succinct answer that explains your philosophy is important. Be sure to finish professionally by thanking the interviewer / audience for their time.



TLT COLUMN

# CONFERENCE CALENDAR

## ...with Sadira Smith

To contact the editor:

<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!

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

**14 DEC 14—Okinawa JALT: Trends in Language Teaching Conference.** 14:00-18:00, University of the Ryukyus. Speaker: TBA. Nationwide invitation for speakers, highlighting the poster presentation format. The event will also feature teachers of other languages and invite young scholars as well. Free for JALT Members, 1,000 yen for non-members. <sites.google.com/site/okinawajalt/home>

### OVERSEAS:

**16-17 DEC 14—International Conference on Language, Literature, Culture, and Education: Intercontinental Dialogue.** Grand Connaught Rooms, London, United Kingdom. <iclce.stratford.edu.my/index.html>

**8-11 JAN 15—TALE 2015/Association for Linguistic Evidence 2015.** Portland, Oregon, USA. TALE supports empirical research using standard methods in linguistics, computer science, and statistics for the development and testing of forensic linguistic methods. The 2015 Symposium will be "Expertise and methodology in forensic linguistics." <LinguisticEvidence.org>

**15-16 JAN 15—CUNY Phonology Forum: Conference on Multilingual Phonology.** New York, NY, USA. The Forum is devoted to the discussion and pursuit of foundational questions in phonology. This year's topic explores formal, functional, experimental, and computational approaches to the topic of multilingual phonology, including acquisition and code-switching. Invited speaker is Ellen Broselow (Stony Brook U.). <cunyphonologyforum.net>

**23-25 JAN 15—WSCLA/Workshop on Structure and Constituency in the Languages of the Americas.** University of Arizona, USA. The conference brings together researchers studying the languages of North, Central, and South America in any area of formal linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics). <sites.google.com/site/wscla2015>

**5-7 FEB 15—ESBB/English Scholars Beyond Borders 2nd International Conference.** Srinakharinwirot University, Bangkok, Thailand. A non-profit circle of international academics, the aim of ESBB conferences is to assemble English teachers and scholars from across the globe

### Upcoming Conferences

#### JAPAN:

**8 NOV 14—Meisei University Professional Development Forum.** 10:00-15:00, Meisei University, Building 23, Tokyo. Invitations for short presentations and attendance by any interested teachers or researchers, particularly those working in university and college contexts.

**21-24 NOV 14—JALT2014: 40th Annual International Conference on Language Teaching and Learning, and Educational Materials Exhibition.** Tsukuba International Congress Center (Epochal Tsukuba), Ibaraki Prefecture. <jalt.org/conference/jalt2014>

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

**30 NOV 14—The 2014 Tohoku ELT Expo (ETJ Sendai and JALT Sendai).** 9:30-18:00, Sendai Ikuei Gakuen, Miyaginohara Campus. One day mini-conference of presentations and materials displays for language teachers in college down through kindergarten and/or private language school. Presentations will be given by speakers from around Japan and the Sendai/Tohoku region. 500 yen for ETJ Members, 1000 yen for non-members.

to expand metaphorical and epistemological horizons. Fees are \$200 for presenters, \$50 for student presenters based in Thailand and for attending without presenting. <englishscholars-beyondborders.org/conference>

**7-8 FEB 15—BLS41/Berkeley Linguistic Society 41st Annual Meeting.** UC Berkeley, California, USA. Plenary speakers are Jessica Coon (McGill U.), William Croft (UNew Mexico), Jeff Mielke (North Carolina State), Christopher Potts (Stanford), Shobhana Chelliah (UNorth Texas), and Kofi Yakpo (UHong Kong). <linguistics.berkeley.edu/bls>

**19-20 FEB 15—MIAM 2015/International Colloquium on Multilingualism and Interpreting in Settings of Globalisation: *Asylum and Migration*.** Ghent University, Ghent, Belgium. Keynote speakers are Jan Blommaert (Tilburg U.), Moira Inghilleri (UMassAmherst), Stef Slembrouck (Ghent U.), and Cecilia Wadensjö (Stockholm U.). <miam.ugent.be>

**19-21 FEB 15—GALANA 6/Generative Approaches to Language Acquisition - North America.** University of Maryland College Park, Maryland, USA. This conference is an outlet for cutting edge work on language acquisition, relating results in first and second language acquisition to detailed hypotheses about developing grammatical representations. Invited speakers include Liliana Sanchez (Rutgers) and Antonella Sorace (Edinburgh). As well, there will be a special session: "Learning in generative grammar: 50 years since the Evaluation Metric." <sites.google.com/site/2015galana>

**21 FEB 15—12th Annual TALGS Conference.** East Carolina University, Greenville, North Carolina, USA. Organized by the Linguistics and TESOL graduate students and faculty, TALGS aims to provide a serious but relaxed environment for graduate students and professionals working in TESL/TEFL/FL and a variety of applied linguistics fields to present their work, receive feedback, and network. <ecu.edu/cs-cas/engl/talgs/index.cfm>

**20-21 FEB 15—5th Bremen Symposium on Language Teaching and Learning in Higher Education: *Content & Diversity: New Challenges for Language Teaching and Learning in Higher Education*.** University of Bremen, Bremen, Germany. Keynote speaker is David Little, presenting "Constructive alignment and language learner autonomy: Two ways in which university language programmes can respond to the challenge of heterogeneous student popula-

tions." <fremdsprachenzentrum-bremen.de/symposion>

**8-10 MAR 15—IICLL 2015/The IAFOR International Conference on Language Learning Conference.** Dubai, United Arab Emirates. Discussion will be on the future of language learning. Keynote speakers are Christine Coombe (Dubai Men's College), Steve Cornwell (IAFOR International Director of Programme: Language Learning; Osaka Women's U.), and Stuart Picken (Chairman of IAFOR International Advisory Board). <iafor.org/iafor/conferences/iicll2015>

Calls for Papers, Posters, Presentations

**PAPER DEADLINE: 14 NOV 14 (FOR 14 DEC 14)—Okinawa JALT: *Trends in Language Teaching Conference*.** Okinawa. <sites.google.com/site/okinawajalt/home>

**PAPER DEADLINE: 5 DEC 14 (FOR 21 FEB 15)—TALGS: *Research Meets Practice & Practice Meets Research*.** USA. Encouraged are submissions from graduate students and professionals not holding a doctoral degree whose research and practice fall broadly under the umbrella of applied linguistics and TESL/TEFL. To submit, email <talgs@ecu.edu>. <ecu.edu/cs-cas/engl/talgs/papers.cfm>

**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, selected papers will be recommended to the refereed journal *Lexicography: Journal of AsiaLex*. <asialex2015.engl.polyu.edu.hk/?page\_id=67>

# JALT MEMBERSHIP INFORMATION

## The Japan Association for Language Teaching (JALT)

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

### Annual international conference 年次国際大会

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

### JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

## Membership Categories 会員と会費

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

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

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

## JALT Central Office

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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online sign-up page located at <<https://jalt.org/joining>> .

# Speakers and Presentations from Cambridge University Press for JALT 2014

**Jeanne McCarten** Sponsored by Cambridge University Press

22nd November, 11:00 AM - 12:00 PM, Rm 102

## **Conversation - What is it and How can We Teach it?**

One of the hardest challenges that learners face is to participate in real-life conversations. How can we help them to acquire the language and skills they need to do this? The presenter will focus on insights gained from spoken corpora to show how grammar, vocabulary, and conversational strategies work in harmony to create natural and fluent conversations. She will utilize examples from the newly-updated *Touchstone* series to show how these can be taught effectively.



Jeanne McCarten

Jeanne McCarten taught English in Sweden, France, Malaysia and the UK before becoming a publisher. She has many years of experience publishing ELT materials, specializing in grammar and vocabulary. She was also closely involved in

the development of the spoken English sections of the Cambridge International Corpus. Currently a freelance ELT writer, her main interests lie in applying insights from corpus research to language teaching. She is co-author of the corpus-informed materials *Touchstone*, *Viewpoint*, and *Grammar for Business*, published by Cambridge University Press.

23rd November, 1:35 PM - 3:05 PM, Rm 102

## **Bringing Real Conversation Skills to the Classroom**

Taking examples from the North American English sub corpora of the Cambridge English Corpus, this workshop will be spent examining how conversations are organized, how listeners show that they are active and engaged in the conversation, and how people work hard to create and maintain good relations. We will look at how the evidence of the corpus helps us to design materials and activities which reflect how spoken English is actually used.

**Featured Speaker  
Workshop**

**Steven Gershon** J. F. Oberlin University



Steven Gershon

22nd November  
4:30 PM - 5:30 PM, Rm 202 A

## **Developing Presentation Skills: A Process Approach**

The ability to convey a message clearly and persuasively to an audience of easily distracted multi-taskers is becoming increasingly important.

Fortunately, the verbal, organizational and performance skills necessary for effective presentations are both learnable and teachable. In this session, the presenter will discuss some essential differences between presenting and conversing. Then, using video material from the new edition of *Present Yourself*, he'll demonstrate a process approach that guides students through the lesson cycle of brainstorming-planning-drafting-presenting.



**Charles Browne** Meiji Gakuin University



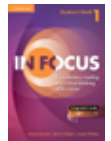
Charles Browne

23rd November  
4:30 PM - 5:30 PM, Rm 201 B

## **In Focus: Critical Thinking and High Frequency Vocabulary**

This session will introduce a new 3-level reading and discussion series that focuses on the development of students' critical thinking

skills while systematically improving their knowledge of important high frequency words with both in-text and online learning tools. Participants will get a brief explanation of the pedagogy and science behind the course, followed by demonstrations of key activities and learning tools.



**Stuart Vinnie** Cambridge University Press

22nd November, 1:20 PM - 2:20 PM, Rm 201 A

## **Five Ideas for Engaging Low-Level Business Students**

Exploring ideas for teaching learners with little or no experience of the workplace to communicate effectively and appropriately in a variety of situations, this workshop will use examples from the new course: *Business Plus*, to examine how intercultural awareness, learners' experiences and existing knowledge can all be drawn upon to help motivate lower-level business English learners.



23rd November, 5:40 PM - 6:40 PM, Rm 201 B

## **Three Keys to Success with Your Learners in EAP**

This session investigates three areas which can help to develop learners' English for Academic purposes, particularly at lower levels: Looking at examples of using video to connect to academic topics; Examining how corpus research can help language development; Developing established critical thinking concepts and applying them to EAP. Examples are from *UNLOCK*, a new course developed with Discovery Education.



**David Moser** Cambridge University Press

22nd November  
12:10 PM - 1:10 PM, Rm 201 A

## **IELTS - Officially Validated Test Preparation**

IELTS is the world's leading English test for international migration and higher education, taken by 2 million people last year. Recognized by over 8000 institutions worldwide, the number of test takers in Japan has tripled in the last 4 years. This session will go over 'Official Cambridge English exam preparation materials', with a range of learning and practice materials for both digital and print.

