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JALT2016

42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition
November 25–28, 2016
WINC Aichi, Nagoya, Aichi Prefecture, Japan

TRANSFORMATION IN LANGUAGE EDUCATION

In this month's issue . . .

Welcome to the September/October 2016 issue of *TLT*. We here at *TLT* hope that the summer break was filled with great relaxation and quality time with friends and family. As we gear up and kick off the new semester, we bring you a new issue bursting with new ideas and topics to help you get back into the swing of things.

This month's Feature Article brings us *Do Japanese Medical Students Benefit from English Etymological Instruction?* by **William MacDonald**, in which he shares his results in problematizing the effectiveness of etymological instruction for Japanese medical students. In our Readers' Forum, **Hatsuko Itaya** discusses her research and experience in maximizing English exposure and interest to Japanese high school students in *Turning the Japanese High School Homeroom Period into an Opportunity to Communicate in English*.

Last, but certainly not least, our Praxis section is a wealth of classroom-oriented ideas, tips, and advice. We at *TLT* endeavor to bring you the best content, in quality and variety, which is reflective of the range, diversity, and exploratory nature of our readership.

NPO JALT Board of Directors Elections

Also in the back of this issue in JALT Notices are the the candidate statements for the upcoming NPO JALT Board of Directors elections. This year, all voting will be done online and JALT members will receive an email in late September detailing how to do this. Please show your support for the candidates for these important positions by voting for them.

As always, we appreciate the hard work and dedication of all our volunteers at *TLT*. Currently, *TLT* is looking for more volunteers to work on the production team as copyeditors and proofreaders. Training is provided, and opportunities often arise for editor positions. If you are interested, please contact us at tlt-editor@jalt-publications.org. We look forward to hearing from you. In the meantime, Happy Reading!

John Roberts
TLT *Editor*

TLT Editors: John Roberts, Philip Head
TLT Japanese-Language Editor: Toshiko Sugino

TLT 2016年9月／10月号にようこそ。私共TLTスタッフは、皆様が夏休みの間大いにリラックスし、ご友人やご家族と質の高いひとときをもたれたことと確信しております。新学期の準備を整え走り出す為に、新しいアイデアやトピック満載の今月号をお届けします。

Feature Articleでは、William MacDonaldが、Do Japanese Medical Students Benefit from English Etymological Instruction?の中で、EI (Etymological Instruction: 語源教育)の効果を問い、その結果を共有しています。Readers' ForumではHatsuko Itayaが、Turning the Japanese High School Homeroom Period into an Opportunity to Communicate in Englishの中で、日本の高等学校の生徒の関心や英語に触れる機会を最大にする研究と経験について述べます。

最後に、Praxisは授業用のアイデア、ヒントやアドバイスで一杯ですのでご活用ください。私たちTLTスタッフは、読者の皆様の経験や知識の範囲や多様性にも気を配り、質的にも種類の多さからも最良の内容とするべく、努力を続けています。

NPO JALT 理事選挙

また、本号巻末のJALT Noticesに、NPO JALT 理事選挙候補者の所信表明を載せております。今年度はすべての投票がオンラインになりますので、JALT会員の皆様には9月末にオンライン投票の仕方をご連絡致します。皆様が一票を投じることで、重要な役職を担う候補者の支援になりますのでどうぞ宜しくお願い致します。

いつもながら、TLTのボランティア皆様の多大なるご協力に感謝いたします。現在、TLTではコピー・エディターや校正のボランティアを募集しております。編集作業のトレーニングも準備されており、編集長になる機会もあります。もしご興味がおありでしたら、tlt-editor@jalt-publications.orgまでご連絡下さい。お待ちして居ります。TLT今月号をお楽しみ下さい。

John Roberts
TLT *Editor*

Our Mission

JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.

使命 (ミッション・ステートメント)全国語学教育学会は言語教育関係者が交流・共有・協働する機会を提供し、言語学習、教育、及び調査研究の発展に寄与します。

JALT
THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
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WINC Aichi, Nagoya, Aichi Prefecture, Japan

Japan Association for Language Teaching (JALT)

A nonprofit organization

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

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Do Japanese Medical Students Benefit from English Etymological Instruction?

William Tait MacDonald
University of Nagasaki (Siebold)

Etymological instruction (EI) possesses high face validity for both students and teachers. Research on the benefits of EI has produced mixed results, and very little of it has been done in validating this form of instruction in Japan. This study of 147 students at Fukui University's Faculty of Medical Sciences investigated two of the perceived benefits of EI. The experimental group received approximately 330 minutes of EI. The test performance of the control and experimental groups was analyzed using regression analysis and Pearson's product moment correlation across a range of medical terminology questions. There was no statistically significant difference between the control and experimental group. There was no indication that Japanese students were manifesting two of the benefits traditionally associated with EI. Further research is required in order to identify the reasons why EI is not producing the expected benefits.

語源を使った教授法には一定の妥当性があり、これまで学生と教師の両者にとって妥当であるように思われてきた。しかし、先行研究ではその妥当性についての評価は分かれており、日本においてこの解説の妥当性を検証した研究は非常に少ない。本研究では福井大学医学部の147名の学生を対象に、語源を解説する2つの利点を分析した。実験において処理群は約330分の医療用語の語源に関する解説を聞く。そのあと医療用語に関する試験を行い、語源の解説を聞いた処理群とそうでない対照群とのパフォーマンスの違いを回帰分析とピアソンの積率相関係数を使って分析した。分析の結果、処理群と対照群では試験の点数について統計的な有意差は生じなかった。日本人学生を対象とした本研究では、これまで伝統的に言われてきた語源解説の2つの利点を支持する結果は得られなかった。語源解説の利点について、期待される結果が得られなかった原因を特定するためにはさらなる研究が必要である。

The efficacy of explicit etymological instruction (EI) for instructing students in medical and scientific terminology has remained unchallenged for centuries; however, recent studies have raised questions about whether this teaching approach delivers the promised benefits (Carlo, et al., 2004). Little research can be found concerning the effectiveness of EI in Japan. Yamazaki and Yamazaki's (2006) research found it ineffective, but concluded that this was primarily the result of insufficient Greek and Latin cognates and a lack of relevance to that field of study. This study was conducted in a medical school English class in Japan where the relevance of EI was clearer as there were more Greek and Latin cognates.

Literature Review

MacDonald (2015, p. 27) defines EI as follows: "EI is distinguished from other instructional methods in that it promotes an awareness of the underlying structure and form of English words, and through this awareness produces most of the benefits associated with this teaching approach." The literature proposes that benefits arising from this enhanced awareness are:

a) Enhanced recall and memorization for both words and word parts (Namdar & Bagheri, 2011; Pierson, 1989; Zolfagharkhani & Moghadam, 2011);

b) An improved ability to guess the meanings of unfamiliar words (Hutcheon, Campbell, & Stewart, 2012);

c) Better pronunciation (Koda, 2005);

d) A deeper understanding of words' meanings (Hutcheon, Campbell, & Stewart, 2012);

e) An improved understanding of irregular spellings of English words (Koda, 2005).

Research Method

This study focused on two areas where EI was expected to be most clearly beneficial in learning medical terminology, namely enhanced recall and guessing the meaning of words. Other benefits were not explored as they involved subjective judgements, such as inter-rater differences in judging pronunciation. For those interested in replicating this study additional information on the procedures, course content, and assessments are included in the appendices.

Participants

This study took place with 147 students from the Medical English courses in Fukui University's Faculty of Medical Sciences, during 2013 and 2014. The Medical English course was taught by three different instructors: two English L1 instructors and

one Japanese L1 instructor. The study only involved the students taught by the English L1 instructors, as there were concerns that students taught by a Japanese L1 instructor might perform differently (Ford, 2009; Yamashita & Jiang, 2010). Students were randomly divided into two groups, an experimental group of 75 students, and a control group of 72 students.

Procedure

Each course consisted of fifteen 90-minute classes. The experimental group received 20 to 35 minutes of EI each lecture, for a total of approximately 330 minutes of EI across the course. The normal experimental group lesson pattern can be seen in Table 1.

Table 1. Normal Experimental Group Lesson Pattern

Activity	Total Time	EI Time
Vocabulary Quiz and Review	15 minutes	5 to 10 minutes
Listening Homework Cloze	30 minutes	Negligible
Student Presentations	30 to 35 minutes	10 to 15 minutes
Vocabulary Introduction	10 to 15 minutes	5 to 10 minutes
Grand Total	90 minutes	20 to 35 minutes

The control group followed a similar pattern, but received no EI. The normal experimental group lesson pattern is detailed in Table 2.

Table 2. Normal Control Group Lesson Pattern

Activity	Total Time	EI Time
Vocabulary Quiz and Review	15 minutes	0 minutes
Listening Homework and Cloze	30 minutes	0 minutes
Student Presentations	40 minutes	0 minutes
Vocabulary Introduction	5 minutes	Negligible
Grand Total	90 minutes	0 minutes

The vocabulary lists contained word parts as separate items, and both the control and experimental groups received identical materials in order to prevent any possible bias. Therefore, in introducing the vocabulary materials to the class it was occasionally necessary for the control group teacher to introduce word parts. In the control group no great emphasis was placed on these and no attempt was made to explain how compound words could be formed from these word parts. Therefore, the EI time for Vocabulary Introduction were listed as "Negligible."

Assessments

Both the experimental and control groups received identical assessments.

Variable Control

Raw scores were not adjusted for differences in initial ability, satisfaction, or motivation, but rather the variables are discussed in the results section to account for expected variances between the two groups. Variables controlled for included:

Initial Differences in the English Levels of the Groups

The first vocabulary quiz at the start of the second lecture was used to control for initial English ability prior to EI. All students had one week to study the vocabulary list and prepare. The control group averaged 77% on the vocabulary quiz, while the experimental group averaged 83% on the vocabulary quiz. The control group's initial English ability was, on average, 5.59% lower than the experimental group.

Student Satisfaction and Motivation

The anonymous end-of-course survey conducted by the administration department revealed minor differences in satisfaction and motivation levels between the two classes. The difference was less than 0.1 on a 5 point scale across all measures, with the control group scoring slightly higher than the experimental group. It was felt that, given the subjective nature of the ratings and the small effect size (<2%), this did not influence the research results.

Limitations
EI Exposure Quantity

The EI quantity was approximately 330 minutes over 12 weeks, however there is no research to provide a benchmark for EI quantity in Japanese medical school classes. It was also unknown if the

benefits of EI would manifest incrementally, or as a *gestalt* phenomenon showing no benefits until some EI threshold was reached.

Instructor Quality

The experimental and control groups were taught by the same instructors during both years. This is a possible source of experimental bias if one instructor was a significantly more effective teacher. The student satisfaction survey was used to control for this factor. Students evaluated the instructors very similarly, with a 2% difference in student satisfaction between the experimental and control groups. However, students are not expert evaluators and this could be a potential source of experimental bias.

Research Hypothesis

Research Purpose Statement

The purpose of this research is to establish whether, after approximately 330 minutes of EI, the experimental group showed no statistically significant improvement in either their ability to recall vocabulary or their ability to guess the meaning of unknown words with taught word parts, as compared with the control group. This would show that EI did not produce the expected benefits when teaching English to Japanese medical school students.

The following hypotheses were advanced:

- **Hypothesis 1**: If the experimental group and control group show a strong statistically significant positive correlation ($r \geq 0.06$, $p \leq 0.05$) in their results on vocabulary questions (i.e., there is no difference between the group that received EI and the group that did not), then there is strong statistical support for the research purpose statement.
- **Hypothesis 2**: If the experimental and control group are negatively correlated ($r < 0$, $p \leq 0.05$) on their performance on vocabulary questions (i.e., the experimental group did better on items that the control group did worse on) then there is statistical support for EI producing a statistically significant difference between the two groups and the research purpose statement is disproved.

- **Null Hypothesis**: If the experimental and control group showed no statistically significant correlation ($p = \geq 0.06$) between their performance on vocabulary questions, then there is insufficient statistical evidence to be certain of the reason for the variation between the groups. This may be the result of an insufficiently large sample size, confounding variables that were not accounted for in the research design, or other errors in experimental method.

Results

The mid-term and final examination results on taught and untaught vocabulary will be presented in this section. Taught vocabulary questions were words selected from the list of 193 vocabulary items taught in the course. These questions were presented in two formats:

- **List format**: Twenty taught words (different on the mid-term and final examinations) and students had to match the correct word to the meaning.
- **Paragraph format**: A previously unseen passage was presented with blanks. Students had to choose the correct taught word to fill in the blanks.

The taught vocabulary items were used to test students' recall. If 330 minutes of EI produced a memory-enhancing effect, then it was expected that the experimental group would achieve higher results on these questions than the control group. Untaught vocabulary questions were compound words containing one or more of the word parts taught in the course. The students were presented with a paraphrased meaning and had to choose the most correct answer. The untaught vocabulary questions were used to test the students' ability to guess the meaning of unfamiliar words based on word parts. If 330 minutes of EI produced an enhanced ability to guess the meaning of words, then it was expected that the experimental group would achieve higher results than the control group.

Table 3. Mid-Term Taught Vocabulary Descriptive Statistics

	N	M	SEM	SD	Variance	SE Skewness	Min.	Max.
Control: Untaught	72	.81	.01	.12	.02	.28	.50	1.00
Experimental: Untaught	75	.86	.01	.11	.01	.28	.48	1.00

Mid-Term Examination

Taught Vocabulary

The control and experimental groups performed almost identically on the taught vocabulary section of the mid-term examination.

Table 3 shows that the control group averaged 81%, 5% less than the experimental group's average of 86%. Adjusting for the expected 5.59% difference in the initial abilities of the groups the scores are functionally identical.

Figure 1. Mid-term taught vocabulary.

The control and experimental groups showed an extremely strong positive statistical significant correlation on the Pearson's product-moment correlation (r=0.97, p<0.01), indicating that the two groups co-varied extremely strongly, and the p value of <0.01 indicates that there is little or no chance that this is random. The positive correlation is illustrated in Figure 1, where the two groups are plotted against one another. This constitutes very strong statistical evidence that 330 minutes of EI had no statistically significant effect on students' recollection of taught vocabulary.

Untaught Vocabulary

The control and experimental groups performed very similarly on the untaught vocabulary section of the mid-term examination.

Table 4 shows that the control group averaged 91% and the experimental group averaged 95%. After adjusting for the 5.59% difference between the control and experimental groups the control group out-performed the experimental group by 1% on average.
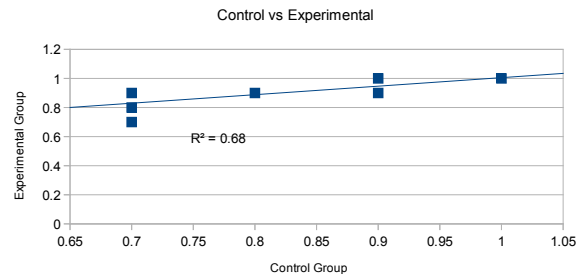
Figure 2. Mid-term untaught vocabulary.

As can be seen in Figure 2, the experimental group and control group showed a strong positive statistically significant correlation on the Pearson's product-moment correlation (r=0.83, p<0.01), indicating that the two groups co-varied very strongly. There is more variation in the untaught questions, but this is expected as students may have guessed where they were unsure. The positive correlation constitutes strong evidence that 330 minutes of EI had no statistically significant effect on students' ability to guess the meanings of unfamiliar words.

Final Examination

Taught Vocabulary

The control and experimental groups performed similarly on the taught words section in the final examination.

Table 5 shows that the control group averaged 90% and the experimental group averaged 92%. After adjusting for the 5.59% difference between the control and experimental groups the control group out-performed the experimental group by 3%, and

Table 4. Mid-Term Untaught Vocabulary Descriptive Statistics

	N	M	SEM	SD	Variance	SE Skewness	Min.	Max.
Control: Untaught	72	.91	.01	.09	.01	.28	.70	1.00
Experimental: Untaught	75	.95	.01	.06	.00	.28	.70	1.00

Table 5. Final Taught Vocabulary Descriptive Statistics

	N	M	SEM	SD	Variance	SE Skewness	Min.	Max.
Control: Untaught	72	.90	.02	.12	.01	.39	.52	1.00
Experimental: Untaught	75	.92	.02	.10	.01	.38	.64	1.00

may be a result of the additional time spent by the control group's lecturer on teaching vocabulary, while the experimental group focused on EI.
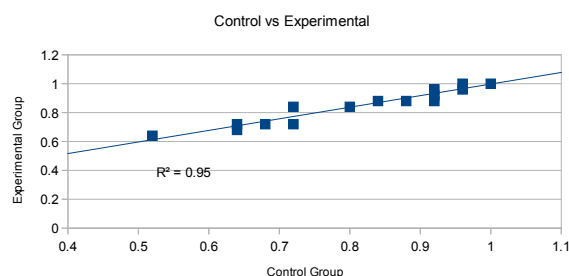
Figure 3. Final taught vocabulary.

The control and experimental groups showed an extremely strong positive statistical significant correlation on the Pearson's product-moment correlation (r=0.97, p<0.01), indicating that the two groups co-varied extremely strongly, and the p value of <0.01 indicates that there is little or no chance that this is random, as displayed in Figure 3. The positive correlation constitutes very strong statistical evidence that etymological instruction had no statistically significant effect on students' ability to recall taught vocabulary.

Untaught Vocabulary

The control and experimental groups performed almost identically on the taught vocabulary section of the mid-term examination.

Table 6's mean values show that the control group averaged 83% and the experimental group averaged 88%. This 5% difference was predicted by the initial difference in ability between the two groups.
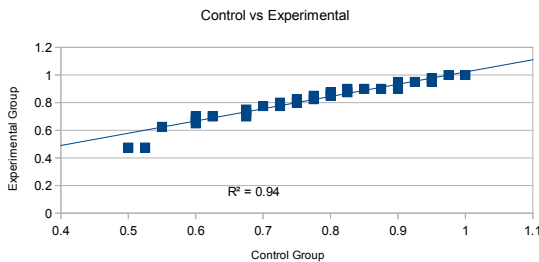

Figure 4. Final untaught vocabulary

The control and experimental groups showed an extremely strong positive statistical significant correlation on the Pearson's product-moment correlation (r=0.95, p<0.01), indicating that the two groups co-varied extremely strongly, and the p value of 0.00 indicates that there is little or no chance that this is random. This can be seen in Figure 4, where the two groups are plotted against one another. The positive correlation constitutes very strong statistical evidence that 330 minutes of EI had no statistically significant effect on students' ability to guess the meanings of untaught vocabulary.

Discussion and Conclusions

This study examined the effectiveness of EI in an environment where it had a high relevance and using items that the literature proposed that EI would show the strongest benefits. Had EI resulted in mnemonic benefits above and beyond standard vocabulary instruction methods, there should have been some difference between the taught vocabulary scores of the control and experimental group. If EI enhanced students' ability to guess the meaning of untaught vocabulary, there should have been a difference between the experimental and control groups' ability to guess the meaning of unfamiliar words. The statistics show that there was no statistically significant difference, and there is strong statistical evidence that the experimental and control group performed almost identically on the vocabulary items tested.

However, quantitative analysis is not the whole story. The course satisfaction survey at the end of 2013 produced very little in the way of qualitative data. An additional bilingual English-Japanese survey was administered in the last class in 2014. The students were informed that this study was examining the effects of EI, with the Japanese (英語の語源 *eigo no gogen*) provided to assist students in the control group in understanding what was meant by English etymology. The experimental group was already familiar with the term. Students were asked, "What did you think of this course?" The question was deliberately left as open as possible to avoid prompting specific answers. A total of 22 comments were received, 6 from the control group and 16 from the experimental group.

Table 6. Final Untaught Vocabulary Descriptive Statistics

	N	M	SEM	SD	Variance	SE Skewness	Min.	Max.
Control: Untaught	72	.83	.03	.16	.02	.39	.40	1.00
Experimental: Untaught	75	.88	.02	.13	.02	.38	.50	1.00

The control group showed some confusion about the meaning of EI, however even in the control group one student commented on the perceived value and utility of EI. Across both the control and experimental groups 8 of 22 comments mentioned English etymology, and 7 of the 8 comments were positive, mentioning benefits such as improving their English and vocabulary retention.

This research should not be seen as a rejection of EI. The experimental group, which received EI, did no worse than the control group, which suggests that EI is no worse than other vocabulary instruction techniques for EFL students studying scientific or medical terminology. Instructors are not disadvantaging students by using this method. What is worrying is that EI is not manifesting the benefits traditionally associated with EI. If the barriers to accessing the full benefits of EI can be identified and addressed then it would be of considerable benefit to students and instructors. The students' belief in the face validity of etymological instruction, and lack of any disadvantage in using EI, is arguably sufficient reason to continue teaching using EI, and it may have other long-term benefits that fell outside of the scope of this research.

Further research is required into this area, such as which factors are preventing EFL students from unlocking the same benefits that English L1 students receive from EI.

Endnotes

1. The New York Times. Patient Voices [internet]. Available from: http://www.nytimes.com/interactive/2009/09/10/health/Patient_Voices.html?_r=0

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William Tait MacDonald works at the University of Nagasaki (Siebold), and has diverse research interests, but is particularly interested in drawing on his background as a professional psychologist to bring a multi-disciplinary perspective to issues in English teaching.

Appendices

The two appendices for this article, *Appendix A: Course Content* and *Appendix B: Course Assessments*, can be found with the online version of this article at http://jalt-publications.org/tlt.

EXTENSIVE READING SIG

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October 1 & 2, 2016

Nanzan University, Nagoya

Turning the Japanese High School Homeroom Period Into an Opportunity to Communicate in English

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This paper reports on an attempt to increase students' exposure to communicative English in a senior high school environment. Despite common awareness of the importance of exposure "to develop students' communication abilities" (MEXT, 2011, p.1), research shows that activity-based all-English classes are not always conducted. Other research has also revealed that even with classes taught entirely in English, the total hours are not enough for the acquisition of basic skills of English. Therefore, in order to increase exposure to communicative English, I conducted morning and afternoon homeroom periods in English for two years [EHR]. In addition, one student per lesson gave a one-minute speech in English during the morning HR every day. Most of the students reported that EHR was instrumental in developing their comprehension and speaking skills, and at the end of each school year, they chose to continue EHR in the following school year.

　本稿では、高校の授業外で生徒が英語でコミュニケーションをする時間を設けた実践例を紹介する。コミュニケーション能力を育成するためには、実際に英語でコミュニケーションをする機会が必要である。しかし現場では必ずしも英語で授業が行われているわけではないとの報告がある。また、仮に全授業をオールイングリッシュで行ったとしても、基本的なコミュニケーション能力を養成するのに十分ではないという研究もある。そこで、実際に英語を使う時間を増やす目的で、朝と帰りのホームルームを2年間英語で行った。また朝のホームルームで1日一人の生徒が「英語1分スピーチ」を行った。年度末のアンケートでは、生徒が英語ホームルームの成果を実感し、次年度も継続したいと望んでいることがわかった。

I n 2003, MEXT launched the Action Plan to Cultivate Japanese with English Abilities. Its aim was to enhance students' motivation to communicate in English by providing them with more opportunities to speak English, such as English speech contests at schools. The stated goal was for high school graduates to be able to have daily conversation in English, and the average practical English proficiency should be the equivalent of pre-second or the second grade of the EIKEN Test. This objective has not been attained yet as shown in the results of the English proficiency test conducted on 70,000 third-year Japanese high school students (MEXT, 2014). In this test,

the percentage of students who were categorized into the lowest A1 level in CEFR [Common European Framework of Reference] in reading, listening, writing and speaking was 72.7%, 75.9%, 86.5% and 87.2% respectively. A1 level is equivalent to the third to fifth grade of the EIKEN Test.

MEXT's current guideline to increase the amount of exposure to communicative English states, "classes, in principle, should be conducted in English" (MEXT, 2011, p. 3). This new course of study, with language activities at the center of the lessons, has provoked a controversial debate among teachers. Although there seems to be legitimate theoretical rationale in all-English communicative language teaching [CLT] (Richards & Schmidt, 2010; Richards & Rodgers, 2001), some have raised concerns that this teaching method has more detrimental effects on students than positive ones. Some of the reasons advanced by teachers and researchers are: university entrance examinations (Brown & Yamashita, 1995; Kikuchi, 2006; Kikuchi & Brown, 2009; Nishino, 2011; Terashima, 2009; Yamada & Hristoskova, 2011), lack of students' understanding resulting in a wider gap among students (Erikawa, 2009, Terashima, 2009), lack of teachers' English abilities (Koby, 2015; Narita, 2013), lack of teacher training (Browne & Wada, 1998; Tahira, 2012), increasing burden on busy teachers (Erikawa, 2009, 2014; Terashima, 2009), insufficient resources (Underwood, 2012), etc. As a former lecturer at a cram school, former full-time teacher at three different senior high schools and a junior high school, I personally experienced every single one of the above claims. Nonetheless, I could not dismiss the importance of increased exposure to spoken English (Krashen, 1982; Suzuki & Roger, 2014) and attempted to teach in English as much as possible with selective use of Japanese. Still, according to research (Yamada & Hristoskova, 2011), even the total amount of hours of all English lessons are not enough for the acquisition of basic skills of English and "input beyond simple classroom English is a precondition

for learning the language from the point of view of SLA" (Sato, 2015, p.16).

In this paper, I describe one of the ways to increase exposure to communicative English. I conducted an English homeroom [EHR] with one-minute English speeches by students every day for two years. It was revealed that EHR was favorably accepted by students as they felt it had a positive effect on their English abilities.

English Homeroom with English Speech

At Japanese high schools, there are morning and afternoon homeroom [HR] periods for 5 to 10 minutes every day. During these periods, HR teachers give students information about day-to-day events at school. I decided to utilize this period to communicate in English as follows:

1. During HR, I speak only in English, and all the interactions during HR are in English.

2. Each day, during morning HR, one student gives a one-minute speech.

After gaining approval from the school, I decided to put EHR into practice, in my first-year senior high school HR class. In April, students did not think that they could manage, as one student confessed later in the questionnaire "I thought Ms. Itaya had gone out of her mind". Therefore, until students built up confidence, I spoke slowly, repeated important information, used gestures, and asked questions to find out if they really understood. Typical interactions would be as follows:

Teacher: There will be a committee meeting for the school festival today at lunch-time in the audio-visual room on the third floor. Those students in-charge, please, raise your hands.

(One student understands the teacher's announcement and raises his or her hand).

Teacher: Only one? I think there are two students representing this class for the school festival.

(Seeing the first student raising his or her hand and receiving whispered hints from classmates, the other student grasps the situation and raises his or her hand.)

Teacher: Okay, so it's you (the first student) and you (the second student), right? Today at lunch-time, please go to the audio-visual room for the meeting. Which floor is the audio-visual room on?

(This question confirms students' comprehension without translating it into Japanese.)

Students: I don't know.

(Since every student should know where the audio-visual room is, this response could mean that the students concerned are not familiar with the word "audio-visual".)

Teacher: The meeting is held in the audio-visual room, on the third floor.

(This time, when saying "audio", I point at my ears, when saying "visual", I point at my eyes, and when saying "third", I show three fingers and then show the direction of the room with my palm. Most students know the phrase "the third floor", and they have a good idea of the room on the third floor that is often used for meetings.)

Students: Ah, okay.

Teacher: What time does the meeting start?

(This question again confirms students' cognition. Most students do not have considerable difficulty saying time in English.)

Students: 12:45.

Teacher: Good.

This kind of English interaction to facilitate students' learning without using Japanese is also possible in English classes. Teachers, however, are always pressed with textbooks to cover for the term examinations, and hence sometimes have no choice but to resort to Japanese.

Day by day, I spoke faster and faster. Especially when I talk on topics not directly related to students' school life (e.g., a math teacher had a baby late last night.), I deliberately spoke very fast for them to get used to natural speed. Interestingly, though, students paid particular attention to those private stories.

At the end of the morning EHR, one student was asked to come to the front of the class to make a one-minute speech in English. Students were not allowed to read from notes and did not have to worry about making grammatical mistakes nor construct perfect sentences. I told them that using gestures, eye contact and a big smile would do. The sole purpose of the speech was to convey messages. As Japanese students have enough of form-based instruction, I employed a meaning-based approach during EHR. I show later in the results of the questionnaires that many students enjoyed the speeches.

Questionnaire Results and Discussion

At the end of the first year, second year, and when they graduated from high school, students (and parents at the time of graduation) were asked to fill out questionnaires on the EHR. At the end of the first year, questionnaires were filled out anonymously by 27 students, and at the end of the second year, anonymously by 28 students. Twenty-nine students and 26 families filled out the questionnaires at the time of graduation, this time with names (see Appendices A, B, C and D).

Tables 1 and 2 shows the number of students who answered the first question, "How much do you think you understood of what the teacher was saying?"

When Table 1 and Table 2 are compared, it is apparent that students felt a solid sense of progress in their comprehension. By March in the first year and beyond, the lowest comprehension rate was 70%. In April of the second year, 20 students understood more than 90% and this increased to 25 students by the end of the second year. It merits attention that in the second year, 9 to 10 students answered that they understood 100% of what the teacher said. Considering the reserved nature of students, who tend to avoid expressing strong opinions, this is a very encouraging result.

In question 2 (Appendix A & B), 5 students in the first year and 2 students in the second year reported missing deadlines or meetings because they did not understand the information in English. I judged this negligible as students often make mistakes even with information in their mother tongue.

With regard to question 3, "What did you think of the English HR? Write your opinions freely," all students except one, both in the first year and second year, wrote positive comments. Popular opinions were "I feel my listening ability has improved," and "My fear toward communicative English lessened." Other students wrote "I learned some of the daily phrases without struggle and actually used them in talking to Australian hosts during the school trip." (For more comments, please refer to Appendices A and B).

In answering question 4, "What did you think of the one-minute English speech?", 21 students in the first year and 24 students in the second year found others' speeches interesting. Listening to classmates' speeches gave them a chance to hear friends' experiences and opinions that they would not have known otherwise. I myself truly enjoyed the students' speeches and my understanding of the students' personality deepened. Therefore the experience was valuable as a HR teacher, too. In the kind of school speech contests that MEXT (2003) proposed, only a small number of students speak in the contests, and others suffer from listening to lengthy speeches on high-level topics. In the one-minute English speech in EHR, in contrast, every student has a chance to talk about everyday matters in a friendly environment without being judged. A mutual sense of support was created in the classroom, which encouraged even weaker students to participate.

The fact that all 27 students expressed a willingness to continue the EHR is an indication that the students felt the effects of the EHR on their English study. At the end of the second year, 3 students were opposed to the continuation of the EHR for the third year. They cited preparing one-minute English speeches as a potential distraction from studying for entrance examinations. Still, the ma-

Table 1. The Degree of Understanding of Teacher's Spoken English in First Year

	100%	90%	80%	70%	60%	50%	40%	30%
In April	0	0	4	9	8	3	2	1
In September	0	7	12	5	3	0	0	0
In March	5	15	5	2	0	0	0	0

Note. Numbers in the Table show the number of students. *N=27*

Table 2. The Degree of Understanding of Teacher's Spoken English in Second Year

	100%	90%	80%	70%	60%	50%	40%	30%
In April	9	11	4	4	0	0	0	0
In September	10	11	5	2	0	0	0	0
In March	10	15	2	1	0	0	0	0

Note. Numbers in the Table show the number of students. *N=28*

jority of the 25 students were in favor of continuing the EHR even as a *Jukensei* [exam takers]. Some students even commented that "a phrase I repeatedly heard in the EHR appeared in mock examinations and I felt happy to feel the effect of the EHR during examinations."

Upon leaving my position at the end of the second year, the EHR ended. A year later at graduation, the final questionnaires were given both to students and their parents. As many as 23 students considered it regrettable not having EHR in the third year. Many felt either a decline in their English ability or a disadvantage on entrance examinations due to the termination of EHR, while 6 students manifested relief to see EHR end. They looked upon preparing speeches as taking time from preparation for entrance examinations.

Questionnaires were also sent out to parents at graduation. All except one mother supported the EHR. This mother commented that she did not have the heart to watch her son suffer from preparing a one-minute speech the night before. Her son, on the other hand, wrote at the time of the graduation that he was sad to see the termination of EHR. It deserves attention that 24 mothers out of 25 wrote that they would have felt it unfair if EHR had been conducted in another class but not in their children's class. This response, together with some encouraging comments such as "EHR for my daughter was a dream come true," demonstrates how much EHR was appreciated by parents. This feeling of unfairness, however, could be a major obstacle for the implementation of EHR. Jealous feelings from regular HR classes could disturb the harmony of the whole school. This is where active involvement of native English-speaking teachers [NESTs] should be sought after. Both from my observation and from research (Koby, 2015), NESTs are often underused. NESTs are at school to facilitate natural acquisition of English, and yet they often do not have homerooms to visit but stay in staff rooms during HR period. If they visit homerooms of non-English teachers in turn to conduct EHR, then more students can benefit from authentic interactions with native speakers.

Conclusion

This essay illustrated my journey of increasing students' exposure to communicative English. Although students expressed some anxiety at the start, as we proceeded, comprehension improved and apprehensions lessened. In English classes, language activities are carried out for the sake of learning. In EHR, language activities are authentic school activities. In other words, it is a task itself, not a task-based

approach. In EHR, no one is evaluated and so the gap of scores does not exist. EHR, however, is far from flawless. It could invite feelings of envy from other classes, creating dissonance among students. Further collaboration of JTEs and NESTs is required, which means more work for both parties. JTEs should be fluent enough to conduct EHR, which could potentially be demanding. Above all, establishing rapport with students is a prerequisite before trying any unconventional methods. It was hard work continuing EHR every day for two years, but it was a challenge worth carrying out, on my journey with students toward better communicative proficiency.

Acknowledgement

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Appendices

The four appendices containing the questionnaires referred to in the text can be found with the online version of this article at <http://jalt-publications.org/tlt>.

[JALT PRAXIS] MY SHARE

Philip Head and Gerry McLellan

We welcome submissions for the My Share column. Submissions should be up to 600 words describing a successful technique or lesson plan you have used that can be replicated by readers, and should conform to the My Share format (see the guidelines on our website below).

Email: my-share@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/myshare

Hello one and all, and welcome to My Share. This fall issue contains a bumper crop of activities ready to be harvested and incorporated into your teaching practice. First up, we have Emily Mindog, with a suggestion for changing smartphones in the classroom from a distraction into a valuable tool for self-awareness of pronunciation issues. Next, Shun Morimoto presents a consciousness-raising activity (using the word break*) that allows learners to see a diversity in meaning beyond a one-to-one equivalent between words in the L2 and their L1 translation. Following the topic of consciousness-raising, Brent Amburgey demonstrates a* way for students to gain an appreciation for what makes a good essay in an English proficiency test, and how their current expectations compare with those of an exam marker. Finally, we have Nathaniel Reed and Eliot Carson, who show how a typically solitary activity such as reading can be turned into a communicative group task. And of course, don't forget to check out <http://jalt-publications.org/tlt/departments/myshare> for appendices containing useful worksheets, as well as excellent online-only content. This online issue contains articles by Carl Vollmer, who shows how using dice can make spelling activities both cooperative and com-*

petitive, as well as Kevin Tang, who adapts the classic MASH game as a fun way to get learners talking about their future.

Using BYODs for Self- and Peer-Assessment of Oral Production to Reduce Katakana Pronunciation

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Quick Guide

» Keywords: *Speech, pronunciation, assessment*
» Learner English level: *Lower intermediate and above*
» Learner maturity: *High school and above*
» Preparation time: *Varies*
» Activity time: *Speech writing (varies) plus three 30-minute assessments*
» Materials: *Mobile devices and three copies of students' speeches*

Katakana pronunciation is deeply entrenched in most Japanese students' interlanguage, and eliminating or even reducing it is a challenge. The aim of this activity is to improve students' speech presentation by reducing katakana pronunciation. Self-assessment and peer-assessment of oral production can be used to encourage students to be more engaged in improving their pronunciation. This can be a less threatening way of making them focus on and repair their mistakes.

Preparation

Enlarged copy of a section (one to three paragraphs) of the teacher's speech

Procedure

Part 1: Speech Writing

Step 1: The students write their speech. Teacher corrects the speeches, makes three copies, and returns the originals to the students.

Step 2: As homework, students practice and record their speeches on their mobile devices.

Part 2: Assessment

Step 1: Present your speech to the class and record it. The presentation should have katakana-sounding pronunciations (e.g., which-*whichi*, and-*ando*, at-*atto*, is-*izu*). Exaggerate some pronunciation to make it easier for the students to distinguish the non-katakana pronunciation from the katakana-sounding pronunciation.

Step 2: Post a copy of your speech on the board. Replay the recording of your speech sentence by sentence and elicit from the students the location of mispronounced words and underline them. Then the whole class practices the non-katakana pronunciation.

Assessment 1: Self-Assessment

Step 1: Students listen to their recorded speeches at least twice and underline the words pronounced with katakana sounds (Copy 1).

Step 2: As homework, students record their speech, giving particular attention to avoiding katakana pronunciation.

Assessment 2: Peer-Assessment

Step 1: Divide the students into pairs. Have the students exchange speech copies (Copy 2) and speech recordings (via email, Line, etc.) with their partner.

Step 2: Students listen to their partner's speech at least twice and underline the words with katakana sounds.

Step 3: Students return speech copies to their partner. The students listen to their speech and check it against the peer-assessment copy.

Step 4: Students talk about the peer-assessment exercise. They can agree or disagree with the assessment and give additional feedback (i.e., intonation, grammar, etc.). Finally, pairs practice pronouncing the underlined words.

Step 5: As homework, students practice for the final presentation.

Assessment 3: Final Self-Assessment

Step 1: The students record their final presentation in front of the whole class or in groups.

Step 2: Students assess their pronunciation on their final presentation (Copy 3).

Step 3: Students compare their final self-assessment to the peer-assessment and the first self-assessment. Ask the students to rate themselves in terms of reducing or eliminating inappropriate katakana sounds (A: reduced katakana pronunciation, B: No change, C: more katakana pronunciation).

Conclusion

The iterative nature of this activity is very important in reinforcing katakana reduction. The students become more aware of their pronunciation and thus self-correct more. You can remove steps or add iterations depending on the needs of your class. This activity can be used for any type of oral production such as poem recitations, jazz chants, and dialogs. At first, the students tend to be very hesitant in pointing out mispronunciations. I have found that it helps when I tell them that they are not criticizing their partners but actually helping them in improving their English and getting better grades.

A *Breakability* Judgment Task

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Quick Guide

- » Keywords: *Vocabulary, basic words, core meaning*
- » Learner English level: *Beginner to advanced*
- » Learner maturity: *Junior high school to adult*
- » Preparation time: *30 minutes*
- » Activity time: *45 minutes*

In learning L2 vocabulary, learners often seek for one-to-one correspondence between a given L2 word and its L1 translation-equivalent, as in "*break = kowasu*." This strategy can be effective as long as the semantic ranges of the two words overlap. In the case of basic verbs such as *put*, *take,* and *break*, however, the use of this strategy leads to their under-generalization since all of them are polysemous, and their meanings cannot be fully captured by a single translation-equivalent. The aim of the task is to raise learners' awareness of the limitation of the "L1 = L2" strategy and turn their attention to the core meanings of the L2 words.

The task deals with the basic verb *break*, which is often associated with *kowasu* in Japanese. While there are some objects for which *kowasu* can be used, such as *computer*, there are other objects such as *window*, *one's arm,* and *bread* for which *kowasu* cannot be used. In addition, *break* can be used in the 'discontinuation sense' as in *break one's promise*, *break the silence*, *break the world record*, and *break*

one's habit of drinking, all of which cannot be understood in terms of *kowasu*. In order to make full use of the verb *break*, learners need to understand its core meanings, which can be described as "to impair the shape or the function of an object; or to put an on-going process to an end." The image-schema of the core meanings is found in Appendix B.

Preparation

Print out the worksheets found in the appendices.

Procedures

Step 1: Ask students the meaning of the verb *break* in Japanese. The typical response would be *kowasu* or *kowareru*.

Step 2: Distribute the handout (Appendix A) and ask the students to judge whether or not one can break each noun. Ask them to circle the word if it can be broken, and cross it out if it can't.

Step 3: Put the students into pairs and ask them to compare their answers.

Step 4: Check the answers together. Ask the students whether or not each noun can be broken. As there would be a multiple number of nouns judged to be unbreakable at this point, tell the students that there is only one noun which cannot be broken (*my stomach*).

Step 5: Have the students discuss their answers again.

Step 6: Check the answers together, and tell the students that *my stomach* is the one which cannot be broken, though one can say *onaka-wo kowasu* (break my stomach) in Japanese.

Step 7: Explain to the students that the meaning of *break* cannot be fully captured by a single translation-equivalent, *kowasu*, but has to be understood in light of its core meanings.

Step 8: Explain the various usages of *break* to the students, referring to its core meanings and the image-schema (Appendix B).

Conclusion

The format of the present task can be used for teaching other basic verbs as well as prepositions. The procedures are easy to follow, and learners can actively participate in the discussion. I have found this activity to be effective not only for beginner-level learners, but also for advanced-level learners. I hope this task can serve as an eye-opener for learners and help them make full use of the basic words at their disposal.

Appendices

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

Better Understanding English Proficiency Exam Essay Expectations

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Quick Guide

- » Keywords: *TOEFL, IELTS, writing, consciousness raising*
- » Learner English level: *Lower intermediate to advanced*
- » Learner maturity: *High school to university*
- » Preparation time: *20 minutes*
- » Activity time: *45-60 minutes*
- » Materials: *Sample scored essays from an English proficiency test (e.g., TOEFL, IELTS), essay-rating sheet*

Students struggle with achieving high scores on tests of English proficiency for a variety of reasons: lack of preparation or motivation, the grueling nature of the exams, years of ineffective English instruction, and so forth. One additional factor, which this lesson seeks to address, is comprehending what is expected on the exams. The first step in reaching a goal should always be understanding what is necessary to achieve it; however, this step is often missed. This lesson is a consciousness raising activity for both teacher and student, specifically with regard to essay writing for English proficiency exams.

Preparation

Step 1: Print scored example essays from a relevant English proficiency exam (enough sets for students to examine them in groups of three to five). One essay per page makes sharing between group members easier.

Step 2: Hide the scores of each essay, and instead label them with letters (e.g., A – E). Randomize the order so the letters do not correlate with the score.

Step 3: Create and print out a rating sheet. It should have space for students to order the essays from best to worst, and to also provide written justification for their choices. An example is available as an appendix to this article.

Procedure

Step 1: Organize students in small groups of three to five and provide each group with a set of essays.

Step 2: Instruct students to read each essay and discuss as a group which they felt were best and worst, and why they felt that way.

Step 3: Students may be quiet at first, as they focus on reading. After some time has passed, encourage them to discuss the merits of the essays together.

Step 4: Once there has been some healthy discussion, hand out the rating sheets. Encourage students to not only order the essays from best to worst, but also give their reasoning. If time is short, have students focus specifically on explaining their choice of best and worst essays.

Step 5: Discuss, as a class, how each group chose to order the essays. Contrast these results with the official scoring and reveal the criteria on which essays are rated. Use any disparities as a jumping off point for further discussion of essay writing skills.

Conclusion

This activity should raise awareness for both student and teacher. The students will leave with a better understanding of what is expected on English proficiency exams, while the teacher will gain a better understanding of how their students think about writing, and what aspects might be worth devoting more time to in class. In my experience with this exercise, students favored essays that were (1) simple, easy to read, (2) relied on transitional words to explicitly organize points, and (3) provided many (often weakly supported) main points. In contrast, the scoring criteria and example essays from exams often favor essays that are (1) complex, with room to demonstrate advanced grammar and vocabulary, (2) organized by logic, with transitional words being used but not relied on, and (3) focused on strong development and support of reasoning, even though there may be only one or two main points. This exercise could also be adapted for writing for other purposes than proficiency exams.

Appendix

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

Learning Cooperatively

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Quick Guide

» **Keywords:** *Cooperative learning, information gap*
» **Learner English level:** *Beginner to advanced*
» **Learner maturity:** *Junior high to adults*
» **Preparation time:** *30 minutes or more*
» **Activity time:** *40-60 minutes*
» **Materials:** *Handouts (see Appendix)*

Originally tried and tested in junior high schools, this activity can be adapted for any learner age or level. Learners work cooperatively in groups to solve language tasks. Group sizes of four to six work well. This activity is a review/scaffolding activity that helps to develop numerous skills, such as using a dictionary, independent learning, use of meta-language, cooperation, supportive/interpersonal communication, and so forth.

My Share: Available Online

Spelling Dice Game
Carl Vollmer

This game encourages students to write on the whiteboard. The main focus is to address the important skill of spelling, but it also necessitates communication between students to address multiple skills in a short amount of time.

Conversation Builder: MASH
Kevin Tang

Mansion Apartment Shack House, aka MASH, is an activity used to predict'future events, such as who someone will marry, what car they are going to drive, where they will live, and in what kind of structure.

These activities are available at <http://jalt-publications.org/tlt/departments/myshare>.

Preparation

Step 1: Pre-write a text using the grammar and/or vocabulary that you would like to review.

Step 2: Cut the full text into sections, one for each learner in each group. Importantly, make sure that each section links with the previous section in a clear way. These text strips may only be a couple of sentences long (depending on learner level and class time).

Step 3: Copy one (clipart) picture for each section of the text.

Step 4: Write questions, at least one for each section of the text.

Step 5: (Optional). Write the full story as a gap fill, with gaps from each section of the story, targeting the grammar/vocabulary being reviewed.

Procedure

Step 1: Put students into groups according to how many sections the full story was cut into (groups of mixed genders work well and help to develop further interpersonal skills). Give each student their section of text to read silently. Comprehension of their individual texts is vital to complete the following activities, so teachers need to be mindful of this and offer support as needed. Dictionaries may be used.

Step 2: Learners collect their individual texts together and bring them to the front of the class, or the teacher collects them. Give the group(s) one set of pictures. Learners must talk together and arrange the pictures in the order of the full story. After the group(s) have finished, the answers may be checked as a class.

Step 3: Again, collect the pictures (see Step 2). Give each group a question sheet. Learners work together and answer the questions (short answers or full sentences are acceptable, depending on class time, level of learners, and teacher requirements). Answers may be checked as a class.

Conclusion

This activity is versatile in that any teaching point may be used, and, in addition to language learning, it works to promote and encourage a number of interpersonal and social skills transferable to social and professional contexts. With practice, teachers can use a single sentence to explain each step of the activity (even to first grade junior high school learners), thereby creating an independent group-learn-

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ing atmosphere. Pairing stronger students with weaker ones helps not only to ensure successful completion of the activity, but also to develop meta-linguistic and interpersonal skills.

The task itself is fully adaptable and can be targeted for specific learner needs, interests, or teaching point. If learners are struggling, the gap fill activity may be done after students have read their individual sections. The gap fill provides a concrete understanding of the full text, which makes the

steps more achievable. The task may be prepared a variety of ways: the text may be longer and/or more complicated, the pictures may be ambiguous, and there may be more questions.

Appendix

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

[RESOURCES] OUTSIDE THE BOX

Adam Lebowitz

"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.
Email: outside-the-box@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/outside-the-box

Effect Size vs. Regression: Some Discourse Issues

Adam Lebowitz

In *TLT* 39/2, I suggested *JALT Journal* follow American Psychological Association recommendations and report effect size confidence intervals (CI) in research results. Compared in replication studies and meta-analyses, they can provide the closest approximation of a population's "true" scores. Outside of a system promoting empirical collaborations across regions, this is probably the easiest way to get the "bird's-eye view" of a target population and fulfill JALT's mandate as a national organization.

This suggestion, however, presupposes a more basic issue: How to measure results, through effect size indices or regression coefficients? I am firmly in the effect size camp, and prefer to control co-variants rather than do multiple regression. I believe results are much easier to understand, but another reason is more "discursive": While (to me at least) effect size shows what *is* happening, regression coefficients, and models in general, encourage predictions: i.e., what *should be* happening. This is very seductive for PhD students and other young researchers trying to make a mark with high R^2. Indeed, model fit is extremely useful when examining construct validity.

Unfortunately, where desire for good-fitting models is too strong (e.g., insisting on .95+ GFI), the flipside is the undesirability of bad-fitting models.

Therefore, we should remember what Bentler and Bonnett *really* said about indices such as Tucker-Lewis and NFI: <.90 is not bad per-se, but just requires improvement. More importantly, researchers are "unnecessarily dejected by their inability to account for every bit of sample variation" (Bentler & Bonnett, 1980, p. 604). Since acceptable assessment methods and cut-offs are still under discussion (Lance, Butts, & Michels, 2006), we should remember life does not always cooperate with models, nor in general with statistics.

Therefore, putting too much stock in modeling may encourage prediction rather than observation and discovery. At worst, a "wrong model" carries the risk of overlooking something else going on (the Type II error). Naturally, good research methods do everything to avoid this through power analysis and less stringent probability alpha.

Overall, we should acknowledge when creating models that their overuse in education and the behavioral sciences (where ESL resides) could create a mindset that is anti-empirical. Nothing dulls the good sense of a teacher more.

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Edo Forsythe

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.

Email: tlt-wired@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/tlt-wired

RazKids for mLearning in Japanese English Language Learning

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This review aims to provide insight into mLearning for EFL Extensive Reading and Extensive Listening using the Razkids interactive e-books from <http://LearningA-Z.com>. Senri International School had 350 students registered in 10 licenses for 20 EFL classes. EFL teachers were mentored on the use of the software by I.T. instructors, extending in-class eLearning into at-home mLearning. This article will cover issues discovered from the initial installation to the beginning of the second year of implementation. This large scale installation exposed numerous points of interest to anyone considering mLearning for EFL in Japan.

In distributed learning, the interaction of instructor, material, and learner must be squeezed through what can amount to a bottleneck in the form of a digital device. Effectively managing how different materials respond when filtered through different digital formats is the main challenge of distributed learning. The outcomes of the RazKids system of interactive e-books applied in Japan are discussed using Bozkurt and Bozkaya's (2015) Interactive e-Book Evaluation Criteria. The most recent distributed learning definition of mLearning no longer recognizes tablets or laptop PCs as mobile devices for mLearning, since very few people carry large devices everywhere. Effective solutions must work on devices of all sizes to truly be considered anytime, anywhere mLearning (Quinn, 2014). This was a major factor in the selection of RazKids for our mLearning program: Its mobile app is fully functional on many platforms.

Interactive e-Book Evaluation Criteria

There are four themes, 15 dimensions, and 37 criteria outlined by the Interactive e-Book Evaluation Criteria (Bozkurt & Bozkaya, 2015, pp. 72-73). Only pertinent criteria are included here; others are combined as applicable to this case study in an evaluation of RazKids.

Criteria Theme 1: Content

Content Presentation is clear, fluent, and effective as RazKids employs voice recordings of native English speakers reading at appropriate speeds and levels. Content is also prepared with a theoretical framework of focused and diffuse learning modes to support learning objectives. The Extensive Reading (ER) objectives of reading lots and reading for fun (Susser & Robb, 1990) most accurately fit the diffuse learning goals in the app's *Book Room* area; however, RazKids also provides focused learning in the *Reading Assignment* area (see Figure 1). This provides the teacher the opportunity to compel students to do chunked assignments—dividing lessons into small manageable units for mLearning (McGreal, D'Antoni, Mackintosh, & Green, 2013). This was found to be essential, as outlined below, in getting kids to read via distributed learning.

Figure 1. **Screen capture of student login.**

Assessment quizzes are minimal, non-threatening, and do not take away from the attractiveness of the content. However, the RazKids content is designed for native English speakers learning to read, not EFL students. The weakest students struggled with some of the questions. So this part of the content design was not so appropriate for the characteristics of the target audience. The integrity and coherence of the content are excellent: There is a clear hierarchy of content listed A-Z in the *Book Room* (Figure 2).

Due to the non-compulsory nature of our initial assignments, a gap grew between students who logged in at home regularly and those who did not. When the teacher added a new assignment the gap widened even further.
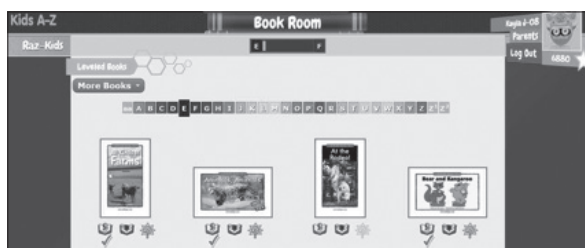

Figure 2. **Screen capture of the Book Room area showing levels.** This shows the levels of books available in RazKids A-Z with two new levels recently added, Z1 and Z2. The student is free to roam through the levels in the Book Room, consistent with diffuse learning.

Contrary to what Bozkurt & Bozkaya (2015) recommended, the content of RazKids may be somewhat limited since the number of books available is only about 500. When the theme of the class was animals, teachers had no trouble finding related books to create a reading assignment, but this was not the case with all themes. Teachers will need to thoroughly familiarize themselves with how RazKids's content aligns with their curriculum if they wish to integrate RazKids digital ER with classroom content.

Criteria Theme 2: Interface

Ease of use, customization, User Interface (UI) design, layout, and support are all elements of interface evaluation (Bozkurt & Bozkaya, 2015). It is in the teacher interface that there are customization and support issues. The RazKids Learning Management System (LMS) only allows for managing 36 students at a time (Figure 3).
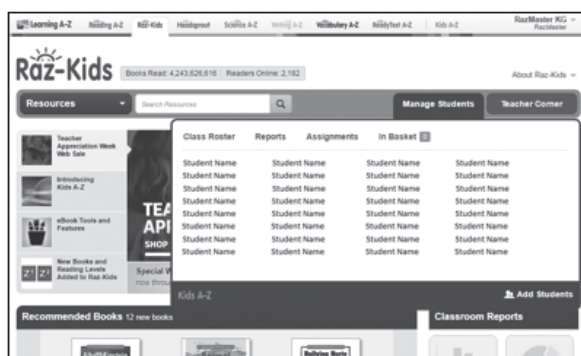

Figure 3. **Teacher interface.**

RazKids is intended for sale to individual teachers rather than to an entire school. To the company's credit, they have created a simple interface almost anyone can use. Enrollment and assignment creation is self-evident and takes little time to master. However, simplification means that advanced options are lost. A typical LMS allows hierarchical management to support teachers who are less familiar with online learning. Unfortunately, there is no overall administrator account to access all students. The administrator must log out of the master account and log into another to enroll, delete, or edit student information. This becomes problematic when changing from one year to the next, or if teachers change student information without telling the administrator. We soon found that it would be easier to create group names and leave the kids in those groups while in the program rather than move them year to year (Figure 4). It is understandable that a simpler interface will help many teachers/users, but having the option of a simple or advanced mode would have allowed us to modify user layout to better reflect the organization of our program.
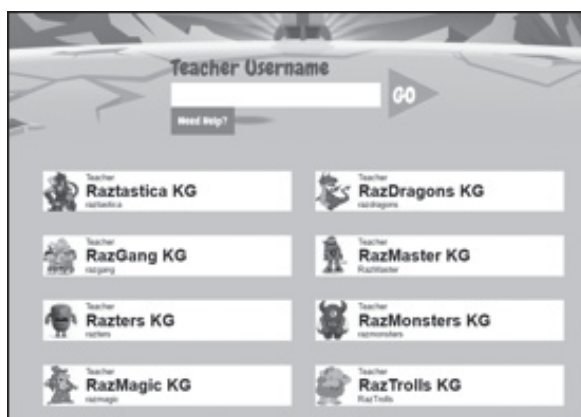

Figure 4. **Login Screen with eight groups.**

Criteria Theme 3: Interactivity

Bozkurt and Bozkaya (2015), stated that interactivity includes elements that provide higher interaction level to the environment, the user, data feedback, and social networking. RazKids is somewhat limited in this aspect, but it does provide suitable interactivity for basic distributed ER at this level. In fact, the existing features were underutilized by students. In our program, few parents joined to see the progress of their children—less than 10 overall. It is interesting to note that this was also the case in previous deployments of eLearning programs at the school.

RazKids offers interactivity that allows a student to record their voice and send it to the teacher, but this was not attempted by our teachers because it may have been difficult to find time to listen to numerous audio files. To establish a baseline for the level of student interest in the first months, no active promotion or homework reading assignments were given to students beyond the basic informative release letter and the exposure provided in eLearning classes. Only two or three of the 15 to 20 students in each class accessed RazKids on their own at home. This may seem low, but again, it was not unexpected considering past levels of interest in home-based eLearning among the students.

To gain a deeper understanding of the effect of teacher intervention, an initial case study was completed with one class. Step one was to create a reading assignment based on a theme parallel to readings done in class. Students were explicitly requested to access RazKids at home, and results were observed. Instead of the usual two or three students accessing RazKids, about six of the students logged in for varying lengths of time. The second step was to recognize and praise those students for doing the readings at home in front of their peers the following week to see what effect that would have on the rest of the students. Interestingly, only the students who had previously logged in at home, logged in again within one week of being praised. This suggests that not only must the application be a compelling activity, but that students need to be compelled to do the online exercises through some sort of required activity attached to the reading assignment. Without that, even a fun and attractive mLearning app will fail to fulfill its potential. After adding a specific reading assignment as a class-based activity, the number of students participating increased to nine students.

What we learned from implementing RazKids is that distributed learning is not unlike traditional learning: in the instructor-material-learner pathway, digital media can assist the instructor to communicate lesson content. However, for most students, the instructor is still the primary motivator to learning, not a digital app. With RazKids' distributed learning, parents need to participate as surrogate instructors to compel or motivate the child to utilize the application fully. In line with a common Japanese school practice, it is recommended that a homework log be used to encourage parents to participate. In our program, initial steps are being taken to incorporate a homework log for RazKids assignments for the future. The results are as of yet inconclusive.

Conclusion

RazKids does fit Quinn's (2014) definition of mobile learning, being truly capable of anytime and anywhere learning that would allow parents to take advantage of small chunks of time to support English reading. The Interactive e-Book Evaluation Criteria (Bozkurt & Bozkaya, 2015) elucidated well how the RazKids system fulfills critical aspects of effective instructional design. RazKids provides a quality academic experience, and the student interface is attractive, coherent, and there is a solid hierarchy of tasks with appropriate interactivity. The LMS is simple and effective for single classroom use. However, the LMS does not provide advanced features for the smooth deployment of a large number of classes with administrative oversight. The authors learned that the following questions must be considered when selecting an mLearning tool for a school environment: How many teachers will use it? Who will support the teachers? Will the school require advanced LMS capabilities?

Our experiences also showed that the assignments using an mLearning tool, no matter how compelling, must also be required by the teachers. It is not enough to be fun and engaging; without some way of enforcing compliance, busy students and parents are unlikely to take advantage of mLearning opportunities. The RazKids student interface is excellent with only minor confusion for very young users when sharing computers. With young EFL learners using RazKids, it may be best to do quizzes on mobile devices in the classroom initially before moving to extracurricular mLearning after students become confident with the system. One limitation that must be recognized is that this deployment was in a one-day-a-week program, so reading assignments and homework logs may work more effectively in encouraging regular use of the RazKids program.

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Editor's Note: As demonstrated above, educational technology can be appropriately used for teaching all ages. Consider how you can implement CALL methods in your classrooms as you return to school for the fall and make your colorful language lessons Wired!

[JALT PRAXIS] YOUNG LEARNERS

Mari Nakamura

The Young Learners column provides language teachers of children and teenagers with advice and guidance for making the most of their classes. Teachers with an interest in this field are also encouraged to submit articles and ideas to the editor at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.

Email: young-learners@jalt-publications.org

In this column, let me welcome Lesley Ito, an award-winning author and one of the most well-known teacher trainers based in Japan, as a contributor. She explains her reading programs at her English school, BIG BOW, that aim to foster her students' reading skills while developing their love of reading.

BIG BOW English Lab is an English school in Nagoya, mostly for children, that has a CLIL curriculum and a strong literacy program. The two goals of my school's literacy program are (1) for students to become strong readers who enjoy reading, and (2) for students to read books, not because it is required of them, but because they want to know how the story ends.

There are three kinds of students at my school: returnees, returnees who attended international school in a non-English speaking country or international pre-school graduates, and typical Japanese EFL students. Returnees usually have good reading skills, a love for reading stories, and are in the habit of reading for pleasure. These students only need to have high quality literature at the appropriate level introduced to them and assistance in selecting books they might enjoy.

On the other hand, returnees who attended international school in a non-English speaking country or international pre-school graduates usually have strong reading skills, but are often used to reading strictly for academic purposes. Many of them are reluctant readers and prefer non-fiction to fiction. In the past, teachers have always chosen their reading materials for them and they often do not see reading as an enjoyable activity.

Then, there are the more common EFL students who come to my school not knowing how to read. They need to be taught using phonics and sight word instruction. While these students may never develop comparable reading skills to their returnee peers, after a few years of effort they can learn enough to enjoy reading books of their own choosing without audio support.

Success with reading starts in the classroom. Ten minutes of every 90-minute class are devoted to phonics instruction for students who have not yet learned to read. Students take turns reading aloud from a graded reader or a novel as a class. Beginners can read basic graded readers after less than a year of phonics and sight word instruction. Reading aloud with guidance and feedback helps students build confidence, gives them a chance to practice their skills, and can be a way to introduce more advanced students to high quality children's literature. It can also lead to *narrow reading*. Narrow reading is when students read books in the same series or genre; once students have read one book in a series or genre as a class with support, it's easy for them to read more due to their familiarity with it. After finishing a book as a class, students are encouraged to check out another book in the same series or genre to read at home if they wish.

Many beginning readers need to work on reading fluency. We do what we can in class, but students need time to work on this at home at their own pace, so the "Reading Mission" was created. As soon as students have basic reading skills, they get a pack of six books with an audio CD at their own level and are assigned a few pages to read aloud every other week. They have to practice at home and read it in front of their parents before reading it in front of the teacher. Students who have developed reading fluency graduate to a book of humorous poems (with online audio support). They recite a poem of their choice to the teacher every other week, after practicing at home and in front of their parents. Even students who can read fluently can benefit from reading a poem aloud.

For extensive reading (ER) at home, students are required to check books out from the school library. The books are divided into five sections: graded readers with audio, easy graded readers and authentic materials for young children, graded readers (including chapter books and adaptions of classic literature), easy authentic chapter books, and authentic chapter books for children and young adults. There are many books in the same series or genre, so if students really enjoy a book, there are more in the series or genre available for them. Students know what section of the library holds books that are appropriate for their level and they can choose whichever book they want. Sometimes the teacher's input is necessary to offer suggestions as to what books they might be interested in, but the final decision is left to the student. Most students choose the book from the cover, but older students with more advanced reading skills are taught to flip the book over and read the summary on the back. Recently, a check out system using a bar code scanner has been implemented, to allow young students to easily check out more than one book at a time.

Once students are in the second grade, they write very short book reports about one of the books

they checked out or a chapter or two of that book. There are many different report styles to choose from. The easiest reports require them to write the title, fill in this sentence with an adjective, "This was a _____ story," and circle either, "I liked it," or "I didn't like it." There is a book review style report where students write a review and give it from one to five stars. The standard book reports ask for a short summary and student opinion opinion. The book reports are used for accountability and to check comprehension with the chance to express their own opinion as an added benefit. It is more child friendly than asking students to record word counts in a reading log, especially since many authentic materials do not have word counts listed.

Over the years, I've heard from other teachers who have an, "If you build it, they will come," attitude about extensive reading. That might have worked for the ghosts of baseball past in the movie *Field of Dreams*, but it won't work for a school library. The teacher must lead the students, suggesting new books, helping students choose the right book for them, and making sure students finish books in a timely fashion.

Lesley Ito *is a well-known teacher, teacher trainer, school owner, and award-winning materials writer based in Nagoya. She has taught in Japan for over twenty years, and has presented professionally at teaching conferences throughout Japan, and at the ER World Congress in Dubai, UAE. Winner of the 2015 LLL Award in the Young Learner Category for Backstage Pass, her ELT writing credits include teacher's guides, workbooks, and graded readers.*

Robert Taferner

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

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This month's column features Darlene Yamauchi's review of Healthtalk: Health Awareness & English Conversation (3rd Edition) *and Wei-Ni (Michelle) Chen's evaluation of* Top Notch Level 3 (3rd Edition).
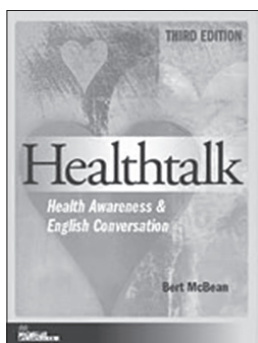
Healthtalk: Health Awareness & English Conversation (3rd Edition)

[Bert McBean. Tokyo: Macmillian Language-House, 2014. pp. iii + 166. ¥2,000. ISBN: 978-4-7773-6486-2.]

Reviewed by Darlene Yamauchi, Toyo University

Healthtalk is marketed as a four skills content-based textbook for Japanese young adults at the lower-intermediate level of TOIEC 400-600, CEFR (A1-A2) or pre-2 level of the Japanese Eiken test. It includes a downloadable teacher's manual and audio file. It is designed to teach good health habits through English with relevant authentic content, making this textbook ideal for university students studying health professions such as nursing, nutrition or health education, and general university English classes.

Healthtalk includes 12 health themes: Longevity, Cancer Prevention, Smoking, Environment and Health, Exercise, Nutrition, Alcohol, Stress, Obesity, Dental Care, AIDS, and Depression. It follows White's (1988) *notional-functional* syllabus with a *notion* defined as the specific context in which communication occurs and the *function* as the reasoning for the communication. Each unit in *Healthtalk* contains easily explained learner-centered activities repeated throughout the textbook, allowing the students to concentrate more on content. Grammar structures in *Healthtalk* are likely those previously encountered, placing a less extraneous cognitive load on students in the form of understanding instructions and learning new information. This allows for more processing of previously learned grammatical rules and vocabulary, as well as oral production of the language. Included is an English-Japanese glossary of over 700 words that gives students immediate access to all health-related words in the book, allowing for smooth cross-referencing from chapters.

The pedagogical style taken in *Healthtalk* is clearly suited to a Content and Language Integrated Learning (CLIL) approach as it promotes a "dual focus" with the use of an additional language, English, to learn both content and language (Coyle, Hood, & Marsh, 2010). This creates a situation in which substance takes precedence over form to facilitate learning (Mehisto, Marsh, & Frigols, 2008). In *Healthtalk*, topics and content are approached authentically, lending itself to a natural introduction of the use of perhaps difficult specialized vocabulary as is often the case with CLIL context classes. This issue is remedied by the inclusion of a supportive English-Japanese glossary as an essential lexical tool to support and scaffold the needs of multi-level classes. This makes the textbook effective with lower level classes. For field specific study such as that intended in *Healthtalk*, the use of the glossary gives the course a potential authenticity of purpose, as vocabulary is essential for student needs (Coyle et al., 2010). In this sense, *Healthtalk* strikes a balance between content relevance by utilizing students' prior knowledge and the linguistic necessity to acquire content-related vocabulary in English. In addition to the useful glossary, chapter reading is also supported by exercises, which activate vocabulary and encourage practical language use. Of note in the structuring of the textbook is the potential for greater expansion if student proficiency and need call for this flexibility. This resonates with Ikeda's (2012) discussion of the intentional organic, in which CLIL materials are frequently malleable in nature to fit multi-level proficiencies and needs. As a caveat to this, however, *Healthtalk* may be better

suited to teachers who possess a wider repertoire of teaching skills. Instructors desiring detailed lesson guides may be disappointed because the downloadable teacher's manual does not prescribe methodological procedures but is simply, yet usefully, a set of answers to chapter exercises and listening scripts for audio-related activities.

Reflecting upon the themes in the textbook and the sometimes controversial nature of the content, *Healthtalk* presents the topics in an accessible, unthreatening, and sensitive manner. This enables students to engage comfortably with issues such as sexually-transmitted diseases like AIDS, mental illness, and cancer, all of which young students may be reticent to discuss. This is achieved through tasteful and humorous information gap activities, relevant reading exercises utilizing recent statistical data (updated for this third edition), and questionnaires on personal health habits, increasing language awareness and instilling authentic content.

Finally, the content and the authentic manner in which it is presented make *Healthtalk* a highly recommended textbook for Japanese university students, particularly those majoring in health professions. Its flexibility and thematic format permits this textbook to be utilized in half-year courses, but in my experience the volume of information and activities makes this textbook ideal for a full year course (thirty 90-minute classes). Its engaging as well as relevant subject content will hold the interest of learners, as I have found in the five years and more than 900 students with which I have used this textbook.

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TRANSFORMATION IN LANGUAGE EDUCATION

Top Notch Level 3 (3rd Edition)

Reviewed by Wei-Ni (Michelle) Chen, Tokai University, JALT Chapter: Tokyo

Top Notch is a series that focuses on communication skills for young-adult or older learners. It aims to develop speaking and listening skills for various contexts useful for travelling, working, or living abroad. There are four levels to this series: Fundamentals (A1), Level 1 (A1-A2), Level 2 (A2+-B1), and Level 3 (B1+).
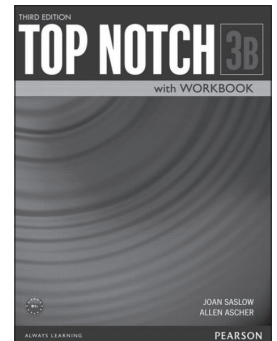
This series is supplemented with many components: workbook, teacher's book, *ActiveTeach*, *MyEnglishLab*, and class CD. The Teacher's Edition includes lesson plans, answers, transcripts, and extra notes interleaved with the Student's Book content. ActiveTeach is a DVD-ROM that has extra printable resources such as speaking activities and editable unit tests. Audio tracks from the lessons and tests are also provided. The Student's Book is available with or without an online component called MyEnglishLab. Inside the front cover of the Student's Book is a link that leads to interactive practices for each lesson, as well as all of the audio tracks in mp3 format.

I chose *Top Notch Level 3* for English majors in a third-year university speaking and listening class. Most of these students were keen on studying abroad, so I felt the themes in this book were relevant and useful. For example, Unit 2 covers health matters and introduces language for describing symptoms. The book further builds students' cultural literacy via topics such as customs (Unit 1), and holidays and traditions (Unit 7).

Top Notch Level 3 is designed to be completed within 60 to 90 hours. Each unit begins with a preview lesson, followed by four main lessons and ends with a review lesson. Although each lesson is two pages long and aimed at 45 to 60-minute classes, most lessons provide enough content for 90-minute classes. My class met three hours a week

for 15 weeks, so I selected eight units that met my students' needs.

Every lesson has a clear goal presented at the beginning. By drawing attention to these goals, students become aware of the learning objectives and can prepare themselves for the lesson. The lessons usually start by introducing the target vocabulary or grammar, followed by listening or written practice. According to the Involvement Load Hypothesis (Hulstijn & Laufer, 2001), activities that require more involvement or manipulation are effective for vocabulary retention, and this textbook provides excellent listening activities that cater for this. In Unit 3 Lesson 2, for instance, verbs are presented in phrases in the active form. Students then need to complete sentences that summarise different conversations by rewriting the target vocabulary in the passive voice. In another unit, students need to answer questions that include the target vocabulary while listening to a radio broadcast. In addition, students also have to recycle target grammar from a previous lesson and write their answers in that form. In both activities, students are not simply listening for the target words in the exact form and dictating them, they need to manipulate the target words in order to produce grammatically correct answers. Hence, both activities induce a good level of involvement.

Almost all lessons include a short conversation model for students to listen to and repeat. Some may not find reading aloud and memorising dialogues the most stimulating activity; however, it is a quick method for learning and retaining target vocabulary, expressions, and grammar (Nation, 2007). The model is then followed by a *Conversation Activator*, which is similar to the model conversation but with missing parts that students have to

substitute. These conversations are open-ended, and therefore allow room to be extended into role-plays.

This book is written in American English, but the audio tracks feature native and non-native English speakers of various accents talking at natural speed. When students study at language centres abroad, they have more interaction with English-learners from other language backgrounds than with native-English speakers. Therefore, it is important that they are accustomed to listening to different accents beforehand as English is now often used as a lingua franca (Seidlhofer, 2005).

I have one minor reservation regarding this textbook. Students nowadays enjoy, and seem to expect, *fun* communicative activities. However, the majority of the pair or group activities in the book are discussions, so it does not lend itself to a great deal of variety. This puts responsibility on the teacher to search for and prepare extra activities in order to keep students engaged.

In summary, *Top Notch Level 3* is a content-rich book for students who want to become competent English speakers. It makes references to different cultures throughout, making it relatable for students who are interested in going abroad.

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Recently Received
Steve Fukuda & Julie Kimura
pub-review@jalt-publications.org

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the column editors at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

Starting this month, TLT introduces a new co-editor for Recently Received, Julia Kimura is an adjunct at various universities in the Kansai region. She is originally from Toronto, Canada but now calls Osaka home. She earned her MSEd at Temple University's Osaka campus and she has returned to Temple to work on her PhD in Applied Linguistics, where she is researching female foreign language teachers and Communities of Practice.

Recently Received Online

An up-to-date index of books available for review can be found at <http://jalt-publications.org/tlt/departments/recently-received>.

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

Books for Students (reviewed in *TLT*)

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

! Arts and Society — Wakeling, E. Tokyo: Nan'un-do, 2015. [14-unit reading and writing based course with a focus on contemporary society and culture].

* *English for Life* — Various Authors. London, UK: HarperCollins Publishing, 2013. [Three-level skills-based series with each title working on a different skill incl. student book, workbook, and online resources and audio].

* *Get Ready for IELTS* — Various Authors. London, UK: HarperCollins Publishing, 2016. [12-unit test prep course for pre-intermediate to intermediate students using a flipped learning approach incl. student book w/ audio CD, workbook, online resources, and teacher's guide w/ audio CD].

Global Connections — Morikawa, S., & Harrington, L. Boston, MA: Cengage Learning, 2015. [14-unit listening and speaking skills course incl. student book w/ DVD, teacher's manual, and classroom audio].

! *Interactive Writing: Practical Writing Skills for the Digital Age* — LeBeau, C. Tokyo: Macmillan LanguageHouse, 2014. [12-unit beginner to low-intermediate practical writing course incl. downloadable teacher's manual].

Issues Now in the News (third edition) — Worcester, A., & Williams, B. M. Seoul, Korea: Compass Publishing, 2014. [20-unit reading course using selected material from VOA incl. student book w/ downloadable audio, answer key, and teacher's manual].

Life — Dummet, P., Hughes, J., & Stephenson, H. Boston, MA: Cengage Learning, 2015. [Six-level integrated-skills series using content from National Geographic to promote curiosity, and develop 21st century and critical thinking skills incl. student book, e-book, online workbook, audio CD, classroom presentation tool, and teacher's guide].

! *On Board for More World Adventures* — Berlin, S., & Kobayashi, M. Tokyo: Kinseido, 2015. [15-unit reading and listening course focused on the topic of world Englishes incl. teacher's manual, classroom DVD, and classroom audio CD].

* *Mindfulness* — Onjohji, Y., Nagita, R., Kashihara, Y., & Inoue, M. Tokyo: Nan'un-do, 2016. [15-unit reading and listening course centered on developing personal and environmental awareness incl. student book, audio CD, and teacher's manual].

! *Raise Your Score 150 Plus on the TOEIC® Test* — Matsuoka, N., & Sobajima, K. Tokyo: Shohakusha, 2016. [20-unit test preparation course with 10 listening, 10 reading, 20 grammar review sections incl. teacher's manual and classroom audio CD].

Read to Write (second edition) — Moore, D., & Barker, D. Nagoya: BTB Press, 2014. [Writing course for Japanese students on basic topics such as self-introductions and school life incl. student book w/ downloadable checklists, translations, and teacher's guide].

Speaking of Speech Level 2 — LeBeau, C. Tokyo: Macmillan LanguageHouse, 2015. [12-unit presentation skills course incl. student book w/ DVD and teacher's manual].

! *Stretch* — Stempleski, S. Oxford, UK: Oxford University Press, 2014. [Four-level series focused on four skills plus viewing and presentation skills w/ videos provided by BBC Worldwide Learning incl. student book w/ online practice, workbook, DVD, classroom audio CDs, and teacher's resource pack].

! *The Thinking Train* — Puchta, H., & Gerngross, G. Crawley, UK: Helbling Languages, 2015. [5 interactive picture books for young learners incl. online teacher's manual w/ resources and worksheets, and online mp3 audio].

* *Writing in English is Easy* — Gallagher, C. USA: Createspace, 2016. [Six-unit writing course for beginner to intermediate students centered on task-based and communicative language techniques incl. online teacher's guide].

Books for Teachers (reviewed in *JALT Journal*)

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

* *Complexity in Classroom Foreign Language Learning Motivation* — Sampson, R. J. Bristol, UK: Multilingual Matters, 2016.

* *Peer Interaction and Second Language Learning: Pedagogical Potential and Research Agenda* — Sato. M., & Ballinger, S. (Eds.). Amsterdam/Philadelphia: John Benjamins, 2016.

* *Positive Psychology in SLA* — MacIntyre, P. D., Gregersen, T., & Mercer, S. (Eds.). Bristol, UK: Multilingual Matters, 2016.

[JALT PRAXIS] TEACHING ASSISTANCE

David McMurray

Graduate students and teaching assistants are invited to submit compositions in the form of a speech, appeal, memoir, essay, conference review, or interview on the policy and practice of language education. Master's and doctoral thesis supervisors are also welcome to contribute or encourage their students to join this vibrant debate. Grounded in the author's reading, practicum, or empirical research, contributions are expected to share an impassioned presentation of opinions in 1,000 words or less. Teaching Assistance is not a peer-reviewed column.

Email: teach-assist@jalt-publications.org

In this issue of Teaching Assistance, a graduate student describes how she teaches English to undergraduate students outside the regular program offered at a private university. Facing a falling population in Japan, private universities are trying to shore up declining enrollment by easing up on entrance examinations, attracting students from overseas, and increasing class sizes. In addition, they are rationalizing expenditures by reducing the cost of teaching faculty salaries. Larger classes are more profitable, but students with marginal entry level qualifications can quickly fall through the cracks if burdened professors cannot attend to their specific needs on a one-to-one basis or during shortened office hours. One way to pave over these cracks is to offer remedial education to students identified as likely to drop out because of difficulties keeping up with peers in larger classes.

In this case study, offering extra assistance in basic subjects such as English, Japanese and mathematics also proved popular with parents who asked for support in guiding their offspring towards a more promising career. Teaching opportunities were offered to English education majors at the Master's level such as to Nozomi Iwazume, who wants to improve her chances at passing Ministry of Education qualification exams set for Junior High School English teachers. Teaching these sheltered-learning classes allows her to practice teaching and learn firsthand the problems of students who have troubles learning in a regular environment. She found that the low-achieving students in her class tended to confide their concerns to her first rather than to classmates or teachers in the faster moving "gateway courses" of the regular curriculum. Her colleague, Yuta Kawamura, observed her classes and took photographs for this article.

Extracurricular English Instructors on Campus

Nozomi Iwazume

The International University of Kagoshima Graduate School

Most undergraduates study in college-level courses that are integral to their academic pathways. When they face challenges in mastering a gateway college-level course, they can usually receive academic support from student assistants, teaching assistants, or during office hours. Some university students find that they have not been sufficiently prepared during their high school years to succeed in gateway courses. However, this case study describes how graduate students can help them in a sheltered-learning class environment outside the mainstream curriculum. Remedial education can assist students who are underprepared for college-level classes but nonetheless don't want to drop-out.

From 2016, at the university where I study English Education at the graduate level, a remedial education program was constructed for first-year students as a single semester pathway into mathematics, English, and Japanese language courses. These three subjects were identified by career development administrators as essential skills required in most careers in Japan. These three kinds of remedial subjects are taught by retired teachers, part-time teachers, and graduates students.

The goal of these extra-curricular classes is to help undergraduates take and pass college-level courses as the first step toward college success. The

classes help encourage students who might otherwise drop out of school. First-year students are free to continue to take the classes during all four years of university study. The ultimate goal is for students to feel comfortable during their school years, graduate, and find fulfilling jobs.

The maximum number of students in each class was set to 25, and 20 students voluntarily registered for my English classes. The class is equally divided between males and females and 19 of them are first-year students and one third-year student also decided to take these classes. The students major in Intercultural Studies, Economics, and Social Welfare and Child Studies. Therefore, my remedial support is delivered through a community language learning approach in which I try to get to know each student. For example, one female student who volunteered to take my class had refused to attend English classes during her junior high school years. When she entered senior high school she couldn't keep up with the other students and feared English lessons. She was, however, able to pass the entrance exam at my private university. I also instruct a third-year student who decided to register because he was neither able to understand nor pass the regular English Oral Communication credits required for his university diploma. A student who registered from the Faculty of Economics said, "We are economics majors, so our regular English classes are incomprehensible and paced too quickly. We are not English majors and cannot keep up."

Figures 1, 2, and 3 depict the regular sequencing of my lesson plans.

Figure 1. The author instructs grammar.

In Figure 1, I am explaining English grammar at the front of the classroom. I am using Japanese and translating sentences into English. This is very similar to a normal class instructed by a regular teacher, except for the size of the class. Regular classes can exceed 35 students in oral communication classes and approach 80 students for reading. It is important to note that at this stage, I'm writing in Japanese on the

board similar to how English is taught in junior high school. I'm simply teaching how to use the phrase "can you ~." This course covers only the junior high school levels of English. Learners are only expected to understand the basics of English grammar.
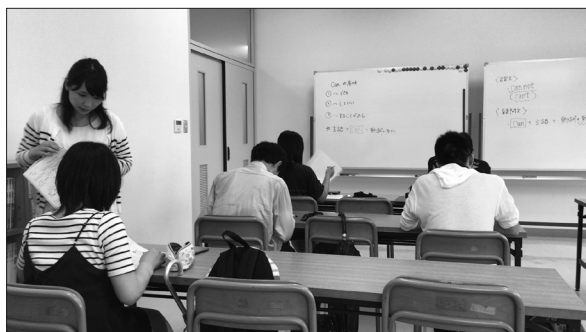

Figure 2. Taking time to speak to each student.

In Figure 2, I am asking a student simple questions such as, "How are you today?," "How did you come to university today?" and "Do you understand the grammar in today's class?," I approach each student quietly and speak softly. The key point of this face to face approach is to help the students feel more relaxed. I try to communicate one to one with students because they rarely communicate with each other during classroom activities such as pair work. The class is equally divided between males and females and 19 of them are first-year students and one third-year student also decided to take these classes. My goal is to help these students feel more comfortable by interacting with them in English and by teaching them a junior high school level grammar lesson for 60 minutes. A regular class is 90 minutes while 60 minutes is usually allotted for a lecture, and 30 minutes for a pairwork activity. Therefore, during the 30 minutes after my easy grammar class, I give the students time to chat with me, read books, eat, and rest. I should probably play soft music and share a coffee with students at this time, but I haven't yet.
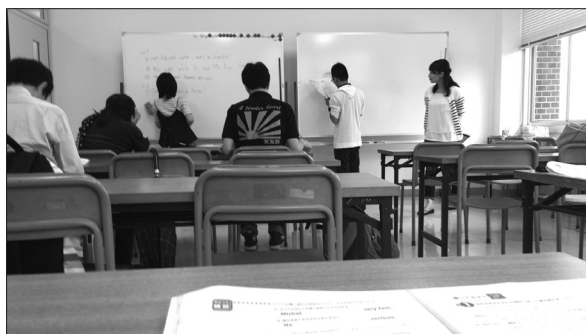

Figure 3. Simulation of a regular classroom.

In Figure 3, students are writing sentences in English on the whiteboard using the grammar learnt that day. I will give the students hints so that they can correct their own mistakes. This is similar to the demands of a teacher in a regular classroom. I realize they will make many grammatical errors on the whiteboard, but they don't feel embarrassed because of the small class size. There are usually 20 students in this classroom but only seven students on this day because of heavy rain and the scheduling of make-up classes by the regular teachers.

The ultimate goal is to keep students attending classes in a regular class environment rather than scare them away. Some students seem eager to speak in my classes because they had traveled abroad. I encourage them to speak up when they attend regular classes. Some students seem reluctant to even move a pencil, though. I quickly found that students do not normally want to participate in pair work exercises. Only if they are seated beside friends can they be encouraged to speak to one another. The building of confidence and trust is important to elicit communication between students in the remedial education program. I try to lower the hurdle created in normal classes and help get students over the bar easily and comfortably. Students receive this easier remedial instruction as a kind of scaffold or sheltered learning environment while enrolled in a regular gateway college-level course that I hope they will succeed in. There are diverse levels of language skills in my classroom, but it was decided to not assess students by testing them. No final examination is given in the remedial class, nor are students asked to take TOEIC or other measures that assess student skills. I am not pushing students to study faster and faster, I am trying to pull them along gently in tandem with their mainstream professors.

Academic Reference Management

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Overview

The nature of academic reference managers has changed over the years. Early on, a reference database would typically consist of a few tens of entries (bibliographic data only), entered manually. Academic researchers nowadays need to be able to assemble and have easy access to a wide range of resources, including journal articles, books, book chapters, websites, and more. They need to categorize these data with tags or keywords, arrange them in lists by project, and output them in reference lists. Many need access to their data on multiple computers, as well as phones and tablets, and some share data with co-researchers. This article describes currently available software to give you an idea of various options.

Options fall into two general categories: desktop-based and cloud-based tools. Those two categories overlap to a large extent with the following categories: paid and freemium. Most desktop-based software packages have evolved into their own mini-ecosystems that include syncing services and mobile apps. Similarly, cloud-based systems that originally operated wholly in browsers have recently spawned companion apps. A common advantage of desktop-based systems is a user-friendly interface following the conventions of host operating systems, while cloud-based systems tend to be more platform-neutral. An advantage of a cloud-based system is there is generally no initial financial outlay, and indeed users with modest storage needs may never need to pay. Conversely, once storage needs exceed free quotas, regular payments may be necessary to maintain access to your work.

The Main Choices

The authors have combined practical experience with all of the following desktop and cloud-based apps, except Docear and Citavi. We will mention institutional favorites EndNote and RefWorks here only in passing, since universities with subscriptions to these paid services generally offer ample information and training for faculty and students.

Desktop-based Applications

Bookends and Sente

These packages are proprietary, desktop-based applications available for Mac, with iOS companion apps. Bookends (http://sonnysoftware.com), a single-developer application renowned for its frequent updates and excellent support, has been in more-or-less continuous development since 1983, when it was released for the Apple II+. Close ties with Mac developments allow for good usability and an extensive feature set. Sente (http://thirdstreetsoftware.com) is notable for having convenient note-taking features. Both have cloud services that enable easy sharing of databases among multiple computers. In the case of Sente, seamless syncing with iOS devices also is available. The flip side is that these apps are not available on the more popular Windows platform.

Papers

Papers (http://papersapp.com) is another proprietary desktop-based application. At first, it was exclusively for Mac, but the Mac version was followed by an iOS companion app, and it is now available for Windows. Papers pioneered convenient and interesting features, such as the ability to look up references for citing in a text document without having to launch the application. It has a clean and modern look that makes it a joy to use.

Online and Beyond

CiteULike

CiteULike (http://citeulike.org) was one of the first online reference managers, and may be a good choice for those just getting started. One difference from other products is that CiteULike works online only—through a browser. Since the general public can access users' public lists without registering, CiteULike is an option for one-way sharing of tagged lists of references for example:

- http://citeulike.org/user/PaulB/
- http://citeulike.org/user/rickl/

CiteULike also has a handy 'groups' function allowing teams of researchers or students writing theses on related topics to share information privately or publicly.

Mendeley and Zotero

Mendeley (http://mendeley.com) and Zotero (http://zotero.org) are major players in the cloud-based world of reference management. Beginning as browser-only software, Mendeley has released desktop versions for both Mac and Windows, and for mobile platforms, which allows users to sync online data among various devices. Mendeley groups can be private public (editable by invitation), or open. Zotero has standalone software for desktops and is served on mobile platforms by the third-party software PaperShip (http://papershipapp.com). A standard usage pattern with these packages is that users will find articles for citation while browsing the web. Bookmarklets or browser extensions then allow users to capture relevant metadata, as well as associated PDFs—if they have access to the publications. Zotero is another option for one-way sharing of reference lists, with or without notes for example:

- https://zotero.org/pab/items
- https://zotero.org/rickdude/items

With Zotero, users also can create private or public groups where members can share metadata and, optionally, PDFs.

ReadCube

ReadCube (http://readcube.com), while being cloud-centric, feels radically different from Mendeley and Zotero. ReadCube is akin to Papers in look and feel, and more focused on individual users than collaboration. Through partnerships with publishing platforms, ReadCube offers enhanced PDFs in which it is possible to see full references associated with in-text citations without scrolling back and forth. One place to see ReadCube in action is in the Wiley Online Library (http://onlinelibrary.wiley.com), if you have subscriptions to journals such as: *Language Learning* (Online ISSN: 1467-9922), *The Modern Language Journal* (Online ISSN: 1540-4781), or *TESOL Quarterly* (Online ISSN: 1545-7249).

Citavi and Docear

Citavi (http://citavi.com) is a proprietary, Windows-only, desktop-based application that combines reference management with outlining and manuscript development as well as project management functions. The free version accommodates both individual users and teams working on up to 100 references, and payment activates built-in premium functions. Docear (http://docear.org) is a free, platform-neutral, desktop-based application available for Linux, Mac OS X, and Windows. Though

not a major player, it has key differences from the software mentioned so far. Rather than compartmentalising reference management in general, and isolating each reference as individual items, it gives equal prominence to bibliographic entries, annotations of those entries, and freestanding memos while also providing visual representations of the inter-relationships between all items. Like Citavi, Docear provides manuscript creation functions within the software, yet is the only open-source option among tools mentioned in this article.

Working with Reference Management Software

Collecting, organizing, and annotating references are core functions which ideally meld seamlessly into the composition of academic papers.

Collecting References

If you are just starting your research, your focus may be on collecting new items from the web. With cloud-centric systems, you will usually do this in a web browser. Browser bookmarklets or extensions will attempt to extract metadata from websites, and optionally download relevant PDFs where access is available. Desktop-based systems use a variety of mechanisms. For example, Sente has its own internal browser with targeted browsing which marks what it recognizes as reference items with red dots; clicking on those dots imports the metadata. Our impressions are that Zotero, Papers, and Mendeley have the most comprehensive metadata detection functions.

If you have been doing research for some time but until recently have not felt a need for purpose-built software, you probably have numerous PDFs on your computer that you would like a software to file for you. Many recent journal articles have digital object identifiers (DOI) somewhere on their first pages which make it easier for software to extract metadata (including titles, authors, journal names and volumes, dates of publication, page numbers, and abstracts). For PDFs without DOIs, software can scan for recognizable strings like titles and authors that it can use as search terms. Each reference management system has its own strengths and weaknesses, often connected to the academic fields of the developers or founders of the system. Therefore, it may be best to start with a small number of papers, representative of those you are likely to work with and experiment with a few systems. In general, though, you are likely to find again that Zotero, Papers, or Mendeley offers the best metadata extraction from PDFs. With book chapters or

presentations, however, you may not get consistently good results, regardless of the software you use.

Organizing and Annotating

For us, this is the most important part of working with reference management software. We recommend that you look for software that matches your preferred workflow, and, if possible, one whose interface is a pleasure to use. It should be easy to store quotations, and add both freestanding notes and notes on quotations. Ideally, it should also be possible to capture diagrams, figures, and tables in the same way as quoting text passages. Though most reference management software now offers tagging features, you should consider whether you prefer a hierarchical tagging system. Look at the searching, sorting, browsing, or filtering features to see whether they offer the options that you might need. For example: Can you search for items written by Carol Chapelle that have both "assessment" and "CALL" tags? Do you think that functionality will be useful?

Word-processing

Nearly all reference managers now offer some sort of cite-while-you-write features. Typically, these come in the form of plug-ins or other connections to word-processing software (e.g., EndNote to Microsoft Word, 2011+) so that when you reach a point in a manuscript where you wish to cite a specific reference item, you can invoke specific commands to insert in-text citations. Citations appear initially with a special markup that identifies them unambiguously to the software. When you have finished writing the manuscript, the software can scan the manuscript for that markup, reformat the in-text citations to match the reference style you have chosen (such as the APA, 6th edition), and list references at the end of the paper corresponding to the cited items.

Those features may seem magical, but we would advise you to consider whether you really need them. Depending on details of feature implementation, switching between two applications may disrupt your focus, and you may find that a more hands-on approach suits you better. This can be done by inserting citations manually while writing, as you refer to a list of references in another column or window. Then you can generate formatted reference lists in the reference management software from items marked with manuscript-specific tags, and paste them into your manuscripts.

Closing Remarks

The conventional reference management paradigm has focused primarily on individual users working alone with single reference items, combined with quotations, notations, and associated files. Cloud-centric collaboration and cross-platform synchronization are now becoming *de facto* norms. Yet, while Bookends and Mendeley have made moves towards linking reference items to each other, at present it appears that only Docear and Citavi have made inter-linkage among references a central feature. That means that, for some users, they may replace outliners, mind-mappers, or other note-organizing applications.

Wikipedia (n.d.), as you might expect, has tables of products, releases, and features—including supported import/export file formats and citation-style options for dozens of reference managers. Macademic (http://macademic.org) has extensive coverage of reference management for the Mac. ThesisMonkey has produced a table comparing seven tools for thesis writing (2016a), and listed other informative sites (2016b). Albert (2015a, b) provided details on Docear. One consideration he emphasized was sustainability: If development ceases on your preferred software, what options will you have for exporting your data—not only PDFs, but annotations, too?

The Bottom Line

Consider your budget, current workflow, and projected needs; try out a few of these reference managers (with colleagues or friends); and decide which works best for you.

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[JALT PRAXIS] DEAR TLT

Tiernan L. Tensai

Got a teaching problem you can't solve? Need some advice about classroom practice? Stressed out from living in a different country? Then Dear TLT is the column for you. Be it serious or comical, our panel of experts will endeavour to answer all your queries. Send your questions to the email address below.

Email: dear-tlt@jalt-publications.org

Teaching Oral Communication to Large Classes

Dear TLT,

I'm currently struggling with an oral communication class at my university in that there are 53 students! They are from the Engineering Faculty, and most are there because they have to take English, not because they want to. I have never taught such a large group before, and I'm really struggling with it. It's overwhelming. I can get some of the students to talk, but since there are so many of them, I just can't keep tabs on everyone. This means that many are not really practicing very well. The ones that really hate English just sort of hide at the back and chat in Japanese during class, and I feel powerless to do anything about it. I've gotten mad at them a few times, but this hasn't really helped. I'm really at a loss; please help!

At wits end in Wakayama

Dear Wits,

Thanks a lot for your message. You bring up a very common problem that a lot of us face when teaching our Japanese students how to speak English. It's hard enough when classes are small, but when they get really, really big–wow, that is one tough challenge. How best to teach oral communication in large classes is quite a big topic, and while we cannot offer up a comprehensive solution, we hope some of our ideas can help get you started on the right track.

Size Is Relative

First, before we get into some specific suggestions, it's worth reflecting on what exactly a large class is. You mention 53 students, which is big for sure, but we know some teachers who regularly teach groups of 80 or so. Perhaps to them 53 would feel like a bit of a break! On the other hand, some of our friends teaching classes of two or three might feel overwhelmed with 15 students, a number many would consider small or of reasonable size. So when we talk about "large classes," it's important to realize that size is relative and a matter of perception that varies from teacher to teacher (Shamin et al., 2007). In addition, other factors may contribute to the feeling of largeness such as room size, how it is furnished, and if there are any windows or not.

Speaking Classes Are Skill-Building Time

Another thing to keep in mind is that speaking classes are all about building skills where students have to practice a lot in order to DO something. It's not a matter of simply attending a lecture and memorizing information for a test. Like art or P.E., students are learning a new skill they can hopefully use to make their lives better. As a result, it's very important to make sure everyone is active and engaged. When groups are small and manageable, it's not that hard to stay on top of things and ensure that everyone is getting a good workout. When numbers get too big, however, it spreads you thin, and you can no longer keep tabs on everyone. This

ARTICLES

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lack of control is a common source of much stress. Add to that low student motivation, and you have a recipe for an unappetising meal!

Make Groups!

One of the best ways we know of to ensure that all of your students are productive is to make liberal use of group work activities. We swear by them, and as a result, we have come to actually enjoy teaching large classes, if you can believe it! Once you get the hang of it there is so much more that you can do. You can get a lot of satisfaction from big groups because if you do a good job, you will be impacting that many more people.

Pay Attention to Classroom Layout

Group activities begin by giving some attention to managing your physical classroom space. How you arrange the desks or tables can make a big difference in how your students interact and learn. It is therefore not a waste of valuable class time to use some of it at the start for rearranging the furniture. You can experiment with various configurations such as groups of four, six, eight, horseshoes, and V-shapes. If the desks are stuck to the floor, then it will be tricker, but you can still have rows of students rotate between activities in that case. Once you settle on a configuration that works well, have your students set up the room before class starts. You'll find that working in groups will make your class cognitively easier to manage. Instead of 53 individuals, you now are dealing with 9 groups (or so). Yeah, you still have the same number of students, but somehow 9 feels a lot easier than 53, doesn't it?

Don't Let Students Sit Wherever They Want

Next, it's worthwhile considering how and where your students sit within their groups. There are different ways to go about this. One idea is to have each student make a name card, which you spread out randomly prior to the start of each class. If you use one color card for the men and another for the women, you can ensure a male-female balance within each group. The cards also double as an attendance check—just collect the cards of students who don't show up. Another idea is to make sure that each group has a mix of higher and lower level learners. Each team can have one of the top students as well as one of the students who struggles. This way the lower students have an extra helper.

Naturally, to arrange students in this manner, you'll need to have a good idea of their ability levels. If you're new to a class, one way to suss this out is to administer a simple test, such as a TOEIC-style one that you can get from nearly any TOEIC preparation book. While this type of test doesn't deal with speaking skills, it can give you a useful place to start for arranging students from the 2nd class. You can also sort by personality by putting confident students with shy, quiet ones. In the end, whatever method you choose, consciously grouping your students will be more effective than just letting them sit wherever and with whomever they want.

Hold Students Accountable Via Tasks

Now that you have your ideal classroom arrangement, the next thing to consider is what your students will do within their groups. Since you can't monitor everyone, a great way to go about it is to engage in task-based activities or project work. In other words, you need a way of holding each student accountable for the effort they put into the class. If they want to slope off, that is up to them, but then their lack of effort will come back to haunt them when their group has to make a presentation or perform their dialogs. Naturally, the list of possible activities is more than we can cover in this short column, but here are a few ideas to get you started.

Stand to Complete Basic Tasks

This first idea is not really an activity but rather a way of managing typical tasks. Most books have dialogs or exercises that students need to complete together, but in a large class it is very difficult for you to monitor progress. In this case, simply have everyone stand up when doing a task, then sit down when they are done. In our experience, something about standing seems to help students focus, and when they all sit, you have a clear signal of when to move on to the next activity. This technique will enable you to avoid cutting students off who need more time.

Move the Students Around

Doing several rounds of timed-conversations is another good way to get students to stay involved in your lesson. The "5-4-3" approach is one common way to go, where students attempt the same conversation three times within successively shorter amounts of time. Obviously, you can adjust the number of minutes per round based on student level and time available. After each round, students can rotate within their group so that they can practice talking with different classmates. This movement technique is commonly known as "speed dating" and proven quite effective for many teachers. After

a while, you can mix up the groups which often has a way of refreshing the energy in the room.

Do Presentation or Performance-Based Activities

Another performance-based idea is to do mini-debates, with groups competing against each other. Debates help build research and language skills as well as encouraging them to take responsibility for managing their roles.

If you're not into debate, then another idea is to have students prepare short speeches on allocated topics. The website itselj.org is a great resource for coming up with things to talk about. Short skits are another group-based activity we've had success with, as they can be fun ways to build confidence and creative use of language.

Record Classroom Interaction

Making use of video or audio recordings can also help. Since many students now have smartphones, it is very easy for them to record their group conversations or monologs and save them to a shared class folder, such as one you set up using a free, cross-platform service such as Dropbox. Another option is to create a private account on YouTube, to which students can upload their videos. The peer-pressure aspect of others watching their videos can push the students to do a good job and care more about their final product.

Conduct Regular Speaking Tests

Finally, another idea for getting students to produce language is to conduct speaking tests. While this can be challenging to manage in a large class, there are test formats that could be used for large groups as long as the output is not too long. For example, if you interview students in pairs or threes, you can get through a fairly large group within a reasonable amount of time. If students record their tests, you can mark them on your own time. In our experience, Japanese students respond well to being tested, as it gives them a clear and immediate purpose to practice. Regular speaking tests, if well constructed can increase the amount of positive washback by encouraging students to work on the skills they'll need to get a good score.

Accept the Challenge of Large Classes

So there you go, Wits–a bunch of ideas on how to make the most of teaching speaking skills in large classes. As you can see, we're big on group work

and various cooperative learning strategies. We're not promising silver bullets here, but the ideas, techniques, and activities we've covered have been very successful for us, so we hope they will be for you, too. We encourage you to try some of them out and see what works for you. Eventually you'll come upon something that works, and your mood and attitude towards your large classes will change for the better.

As you try things out, you should also start reading up on the subject. Just Google "cooperative learning strategies" and you'll surely find something useful. One big name in this field is Spencer Kagan, who has written many books on the subject. Another good book is "Maximizing Learning in Large Classes," which was put out by the British Council in 2007. This resource contains a lot of great advice and classroom activities that work well with large groups. We'll end with a poem from that book, which points at the challenges and potential opportunities of working with big classes. Good luck!

Large class
Complex, challenging, enjoyable
It is like a puzzle
Handle
Seriously, daringly, carefully
I feel like climbing a mountain
A work of art

(Anonymous)

Reference

Shamin, F., Negash, N., Chuku, C., & Demewoz, N. (2007). *Maximizing learning in large classes: Issues and options*. Addis Abbaba: British Council.

Joël Laurier & Robert Morel

JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit http://jalt.org main/groups.

Email: sig-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/sig-news

The Business Communication SIG

The aim of the Business Communication Special Interest Group (SIG) is to create opportunities for teachers and researchers to discuss, publish, and present their ideas about Business Communication. Business Communication as a term evolved from Business English to reflect the usage of English in business contexts such as meetings and presentations. Business Communication also signifies the content of what is being discussed as well as the professional, social, and contextual skills that are developed with experience. These three areas combine into Business Communication, a subset of English for Specific Purposes (ESP).

Over the last year, we produced a newsletter in January featuring articles on *Business English as a Lingua Franca*, *the learning process*, and *different cross-cultural pragmatic norms*. We also set up a website to give members up-to-date information, and we have a Facebook page to share news, activities and events. We were also happy to have some Business Communication related presentations at the PanSIG conference in Okinawa in May.

In June, we ran *The Evolution of Business Language Training*, a two-day conference in Fukuoka where presenters from a range of different backgrounds came together to share their ideas. Some common trends included analyzing English uses and identifying needs. These uses reflect the dynamic nature of language use where people switch from informal to formal, passive to assertive, and indirect to direct behavior, to get tasks done while maintaining relationships, and maneuvering between national, organizational, and occupational cultures. There were also several presentations, which highlighted the importance of evaluation methods to show a return on investment. The emphasis was not only on student satisfaction and learning, but also on creating new behaviors to improve business results.

Our July newsletter featured highlights of the above conference as well as an article on a multinational corporation's needs, and a Q&A interview about how to adapt real world problem solving needs for pedagogical practices. Please visit our website if you would like a sample copy.

Looking toward the future of the Business Communication SIG, we would like to produce activities and events which are inclusive of different groups and interests and provide research ideas which can stimulate our members and create a platform for synergy and development. To this end, at our AGM, we will propose changing our name to the ESP SIG because it includes researchers and teachers, in the English for Specific Purposes and English for Academic Purposes fields who are not business focused. This will not detract from the Business Communication SIG momentum we have been creating this year, and we have plans to bring in more business related content to our seminars in the future. However, we also feel that if we could combine our energies with ESP activities, it will draw together more like-minded people and create a wider and more sustainable community, to support transferable needs, knowledge and skill development.

So if you have any feedback on this proposal, or would like to get involved with shaping the future of this dynamic group, then please email us at bizcom@jalt.org or come along to our Annual General Meeting at the JALT conference in Nagoya, in November.

Business Communication SIG Publications & Contact Information

- Biannual newsletter: *Business Communication Special Interest Group News*
- Website: http://jalt.org/bizcom/index.html
- Facebook: https://www.facebook.com/groups/bizcomsig/

Business Communication SIG, Pragmatics SIG, & JALT Tokyo Chapter present:

Discourse Strategies in ELF: Project-Based Learning in Transylvania

Professor Hiromasa Tanaka (Meisei Uni.) will describe how Japanese and Romanian Business Communication students used project-based learning to help them acquire discourse strategies.

Friday, October 14th, 18:30-20:30, New York University in Japan, Shinagawa Campus

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Malcolm Swanson

This column serves to provide our membership with important information and notices regarding the organisation. It also offers our national directors a means to communicate with all JALT members. Contributors are requested to submit notices and announcements for JALT Notices by the 15th of the month, one and a half months prior to publication.

Email: jalt-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/jalt-focus

2016 BoD Elections Notice

NPO JALT National Board of Directors election time has rolled around once again and so we ask that you take a moment to support the candidates who you would like to see directing the course JALT will take during the next two years. Please take a few minutes look over the candidates' statements in this issue. [Note that at the time of this writing, there is no candidate for Director of Records.] The statements of any subsequent candidates nominated for Director of Records will be accessible at <http://jalt.org/general/2016-bod-nominations>.

Since voting in JALT elections is now done online, voting has never been easier, and we are hoping for participation in record numbers from our members.

How to vote:

If your membership is current, you will be receiving an email containing a link to an individualized ballot. Click on the link to directly access the ballot. This email will be sent on **22 September 2016**. If you have any questions or do not receive an email with the link, please contact membership-office@jalt.org. Alternatively, you can access the online ballot at <http://jalt.org/general/2016-bod-elections>

Deadline

The voting period will end on 6 November 2016 at 12:00 a.m. (midnight).

Thank you for your continued involvement and support.

David Gann, NEC Chair nec@jalt.org
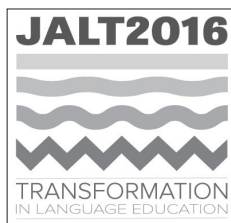
JALT2016
TRANSFORMATION IN LANGUAGE EDUCATION

42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition
November 25–28, 2016
WINC Aichi, Nagoya, Aichi Prefecture, Japan

Candidate for NPO JALT President

Richmond Stroupe

- **Education**: PhD, University of Southern California, Los Angeles, California, USA
- **Employment**: Professor, Soka University, Tokyo, Japan

JALT Related Experience:

- NPO JALT Vice President 2014 – Present
- Strategic Planning Committee Member, 2014, 2015
- Business Manager 2013 - 2014
- Chair of the International Affairs Committee 2008 - 2013

Statement of Purpose:

During the past few years, JALT has overcome some challenges. Now the association is looking ahead, ready to take advantage of opportunities for further collaboration with publishers, universities and other partners throughout Japan and internationally. Our Chapter and SIG Officers are exploring more ways to work together to bring added value to all of our membership. And JALT is actively working with other teaching associations domestically and internationally to develop unique opportunities for our members. With a renewed emphasis on regional programs and teachers of young learners, JALT is looking forward to providing more opportunities for quality professional development to our members. I would be honored by your support to contribute to these efforts through the office of President.

ここ数年、全国語学教育学会(JALT)は、いくつかの課題を克服してまいりました。そして今、各出版社、大学等そして国内外の教育団体と共同して前進を始めています。JALTの各地区支部(Chapter)と分野別研究部会(SIG)は、会員の皆様の役に立つさらなる活動をめざしています。そして、JALTは国内外の教育団体と積極的に共同して、会員の皆様に特色豊かな学びの機会を提供することをめざしています。 JALTは地域毎のプログラム及び早期

学習者（幼・小・中・高）指導分野により力をいれ、会員の皆様の専門家としての成長の手助けができる事を楽しみにしております。これから、皆様のご協力を頂き、理事長として働ける事をとても光栄に思っております。

Candidate for NPO JALT Vice-President

Naomi Fujishima

- **Education**: Master of Arts, TESOL (Teaching English to Speakers of Other Languages), Monterey Institute of International Studies, Monterey, California, USA
- **Employment**: Okayama University (Professor, Center for Liberal Arts and Language Education)

JALT Related Experience:

- Conference Manager JALT2013-JALT2016
- EME (Educational Materials Exhibition) Coordinator JALT2006-JALT2012
- Conference Chair PanSIG 2012
- Hiroshima Chapter Member-at-Large 2009-2016

Statement of Purpose:

As vice president of JALT, I will do my utmost to support the president as well as the JALT Central Office in their work to ensure that the organization continues to meet the needs of its members. I know, from my experience as JALT International Conference Manager and EME Coordinator for the past 10 years, that the key to a smoothly run conference is a team that works well together. I hope that the new blood coming into the Board of Directors from 2016 will bring in an abundance of creativity, experience, and innovative ideas. I look forward to collaborating with my fellow board members to continue to make JALT not only the leading language teaching organization in Japan but one of the foremost in the world.

フジシマ ナオミ

- 最終学歴：Monterey Institute of International Studies（アメリカ、カリフォルニア州）TESOL修士
- 現職：岡山大学基幹教育センター 教授

JALT関連:

- 2013-2016: JALT年次国際大会 実行委員長

- 2006-2012: JALT年次国際大会 教育教材展コーディネーター
- 2012: JALT PanSIG大会 企画委員長
- 2009-現在： JALT広島支部無任所会員（Member-at-Large）

抱負:

　JALTの副会長として、JALTがこれまで以上に会員の要望に応えていけるよう、会長を補佐し、事務局の運営・活動を全力で支えていきたいと思います。

　この１０年間、年次国際大会の実行委員長や教材展示コーディネーターとしてJALTの活動に関わってきました。その経験を通して強く感じることは、円滑な大会運営のために、皆が「チーム一丸」となって取り組むことが大切だということです。２０１６年から執行部を任される新しいメンバーが、JALTに豊かな創造、経験、刷新的アイデアを吹き込んでいけると思います。

　JALTが日本で（そして世界で）トップの語学教育者・研究者の組織であり続けるために、他の役員と一緒に仕事をするのを楽しみにしています。

Candidate for NPO JALT Director of Membership

Frederick Jay Carruth

- **Education:** Master of Arts, Linguistics (TESOL), University of Surrey
- **Employment:** Shinshu University

JALT Experience

- 2014 to present – Director of Membership
- 2009 to 2014 – Membership Chair, Shinshu Chapter
- 2012 to 2014 – Domestic Affairs Committee (DAC) Chair
- 2008 to 2012 – Chapter Representative Liaison (CRL)
- 2004 to 2009 – Shinshu Chapter President

Statement of Purpose

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

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Statement of Purpose

As a long-time Fukuoka JALT member, I have benefitted greatly from attending and presenting at local chapter meetings, CALL SIG conferences, PanSIG conferences, and national JALT conferences from Hokkaido to Okinawa. I enjoyed meeting people from the JALT community and working with them in different capacities. As a candidate for the Director of Treasury position, I would like to follow in the footsteps of Kevin Ryan who has been a mentor to me as the Treasurer at the CALL SIG and JALT-CALL Conferences. I look forward to keeping the accounting books at JALT in fiscal health and hope to see it grow in the future for the future generations of JALT members.

シャテラン　ロバート

- 学位：博士（情報工学）九州工業大学　福岡県飯塚市
- 職歴:久留米大学　福岡県久留米市; 外国語教育研究所　准教授

活動履歴（JALT関連）2011年－2016年

- CALL研究会: コーディネーター, 会計担当, 学会運営委員長, サイト編集長, 学会会計担当, プロシーディングズ編集担当
- PanSIG学会運営チームメンバー: プロシーディングズ編集担当（2011年）, プロシーディングズ編集長（2012年、2013年）, PayPalシステムの支払いシステムへの導入（2013年）, ConfTool学会マネジメントシステムの導入（2013年）

立候補の目的

　JALT福岡支部に長年所属する者として、私は地元における例会、CALL研究会の大会、PanSIGの大会、そして北海道から沖縄まで全国で開かれる毎年の全国大会と、JALTからとても大きな恩恵を受けてきました。また、私は、多種多様な才能を持つJALTの皆さんと懇親し、働くことにとても喜びを感じてきました。会計担当理事への候補者として、CALL SIGそしてJALTCALL大会でのメンターであるKevin Ryan先生が作ってくださった方針に従いながら、私は、JALTの会計が適正に処理され、将来の会員のために役立つような内容になることを目指して取り組みたいと思っております。

Candidate for NPO JALT Director of Public Relations

Thomas E. Bieri

- **Education:** Master of Applied Linguistics (Teaching Second Language), University of Southern Queensland; Master of Educational Technology, Michigan State University (expected completion December 2016)

- **Employment:** Assistant Professor, Nanzan University

JALT experience:

- Coordinator, Extensive Reading SIG
- Membership Chair, Extensive Reading SIG
- Member, Membership Committee, Administrative Committee, & Chapter/SIG Grants Working Group
- SIG Associate Member Liaison, Computer Assisted Language Learning SIG
- Several positions on ER Seminar Committee, including Chair 2012 & 2016
- Several positions on the PanSIG Committee, 2013~2017

Statement of Purpose:

Becoming an officer in JALT has helped immensely my professional development as a classroom teacher, researcher, and leader. I have been pleased to be able to contribute to this community of practice in various roles over the past few years. Now I would like to contribute as Director of Public Relations. I believe that I can continue the work of the current director towards effective leveraging of 21st century media and partnering with other organizations to promote JALT and, more importantly, JALT's mission. I also believe that I will be able to work with the other members of the board to support varied programs, groups, and members of JALT in their ongoing professional development and teaching. I hope that you will give me your support.

ビーリ・トーマス・エドワード

- 最終学歴:応用言語学（外国語教育）修士号、南 クイーンズランド大学; 教育的 テクノロジー 修士号、ミシガン州立大学 （2016年12月終了予定）
- 職業:南山大学 講師

JALT 経験:

- コーディネーター:多読分野別研究部会
- 会員部議長:多読分野別研究部会
- 会員: メンバーシップ 委員会、行政の委員会、と助成金 ワーキンググループ
- 分野別研究部会準会員連絡将校:コンピューター利用語学学習研究部会
- いろんな 位置:多読セミナー 委員会（ 議長:2012年 & 2016年）
- いろんな 位置:汎分野別研究部会会議委員会, 2013年~2017年

目的説明書:

　簡単に言うと、ＪＡＬＴの会員や役員になってから知識が増え、いろんな技量をレベルアップできました。そして、そのお返しをするつもりで、ＪＡＬＴ委員の皆さんをサポートしてＪＡＬＴの国内や国際評判を改善をしていこうと思っています。

Candidate for NPO JALT Auditor

Joseph Tomei

- **Education**: MA Linguistics University of Oregon
- **Employment**: Professor, Kumamoto Gakuen University

JALT experience

- Chapter president (Kumamoto Chapter)
- National Director of Membership
- *TLT* column editor
- Coordinator (THT SIG)
- Member of the SCOEP committee (Standing Committee on Employment Practices)
- Member of the Audit committee
- Membership chair (Kagoshima Chapter)
- Currently Treasurer (THT SIG, NanKyu Chapter)

Statement of Purpose

The auditor position arose when JALT became an NPO in 1999 and in those years, dealt with questions of NPO status, procedures, etc. However, while the auditor's task is to make sure that JALT follows Japanese NPO regulations, questions that arise are now taken to people with expertise in Japanese law. So while the auditor still certifies JALT operates within Japanese NPO rules, the position is more a minister without portfolio, with no specific responsibilities, who organizes information, examines questions, and provides help. I hope to continue Aleda's work and help people, especially newcomers, understand JALT's challenging aspects. JALT is, like the rest of Japan, facing demographic challenges and I hope that I can help JALT face these challenges.

トウメイ・ジョセフ

- 最終学歴: 言語学修士号 オレゴン大学
- 職業: 熊本学園大学（教授 ）

JALT 経験:

- 支部会長（熊本支部）
- JALT 理事（会員 ）
- コーディネーター 　（教師による教師のための研究部会 ）
- TLT コラム編集者
- JALT雇用慣行に関する常任委員会
- 組織内監査委員会（ １年）
- 支部理事（鹿児島支部、会員）
- 企画担当 （教師による教師のための研究部会, 南九州支部)（現在）

抱負:

　監査人の職はJALTが1999年にNPOとなった時点から存在し、当初はNPOとしての資格や手続き等の質問に対処することが主要な役割でした。しかし、JALTが日本の法規やNPO関連規則を遵守するよう監視することが仕事ですが、法的な問題に関しては現在はより日本の法律に詳しい専門家に依頼するようになっています。そのため監査人の仕事はJALTが日本国内の規定に従って運営されていることを監視及び保証する役割を担うと同時に、様々な情報整理に時間を割き、質問の対応をし、広い範囲にわたって助言を行う、いわば特定の責務やポートフォリオを持たない大臣のような立場となっていると言えるかもしれません。 私はクラウス氏の仕事を引き継ぎ、また会員の活動の支援、とりわけ新規加入者が直面する問題 、よりスムーズに参加できるようお手伝いしたいと考えています。現在JALTは日本国内が押し並べてそうであるように、少子高齢化とその影響による様々な問題に直面しており、私自身、それらの問題を解決する一助となれることを願っています。

Scott Gardner *old-grammarians@jalt-publications.org*

Far Left Etymologism

It's been a while since I lived in the USA, long enough that sometimes when I'm feeling inundated with curious questions about my national origins I will spit out the phonetically similar but wildly inaccurate "USJ" (Universal Studios Japan). And in fact, there are times, especially when I'm reading about American politics online, that I feel such a response isn't far off the mark. I realize that our conditioned Internet "ten seconds and click" behavior has forced news sites to be sensationalist, but then hey, it was politicians who claimed to have invented the Internet anyway, right? So it's kind of a chicken-and-egg thing. Which hyperbolized first: the politicians, or the news about them?

The Internet has changed the news reporting landscape in other ways as well. Media words for describing American political institutions have all been abbreviated, for one thing. I remember seeing the word "POTUS" for the first time online, thinking it was a new brand of freeze-dried French fries. But with a little context, I was able to figure out that it was an acronym for "President of the United States." Not long afterward I was confronted with "FLOTUS"—not a line of colorful children's life preservers as I had thought, but rather the President's wife, the First Lady.

Then came "SCOTUS" (Supreme Court of the US). This discovery came as a blow because for a while in the 90s, I'd had this exact word in mind as a name for the stadium-blasting alt-metal band I was hoping to form someday. It had a sinister, poisonous bug sound to it, with a Latinate suffix that seemed ancient and undead. The only thing stopping me using the name was the small matter of not having a band yet. Good thing, too, I guess, since by now the band would have been the subject of endless online confusion with the ancient, Latinate, undead Supreme Court.

I had thought these acronyms were invented by the Internet, but an article in the *New York Times* told me that the terms POTUS and FLOTUS were being bandied about by political operatives as early as the 1960s. The article said such acronyms were first used by the Secret Service for transmitting coded location updates: "Where's the POTUS?" "He's on the TOTUS." "Roger that!" Whether this is true or not, there's no doubt that speed-texted Internet communication has helped popularize these terms. Never mind that "Bush" takes fewer keystrokes (and caps locks) than "POTUS"; sometimes it's preferable not to mention certain commanders-in-chief by name.

Missing from this collection of acronyms is one for the most powerful political body in the United States, perhaps in the world: The huge collection of senators and representatives called Congress. There doesn't seem to be a COTUS. Actually, there is, if you Google it. One prominent offering is "Center of the Universe Syndrome," and a more apt term for the American Congress could not possibly exist. Another is the "Constitution of the United States," the nation-building document that inspires awe in all Congress members, even as they spend most of their time trying to make changes to it.

But no one has found an acronym for the American Congress that sticks. Maybe the word "Congress" itself is quick, plain, and explanatory enough. (Perhaps you've heard the old joke, "'Pro' is to 'con' as 'progress' is to....") I imagine that the main reason Congress prefers not to use its most obvious, Secret-Service-inspired acronym is that every time it shuts down the government, critics would claim "COTUS Interruptus!" That doesn't look good on your voting record.

One last point I'd like to make is that, contrary to appearances, this column has not devolved into a place for political screeds harping on the United States government's sense of its own self-importance, or its general boorishness and ineptitude in domestic and foreign affairs. I have simply presented a thoughtful piece on modern American political acronyms that may be of interest to teachers of young, socially responsible university students (TOYSRUS) or anyone else who sees the obvious pedagogical merits English political lingo enjoys as scholastic entertainment (STOPMEPLEASE).
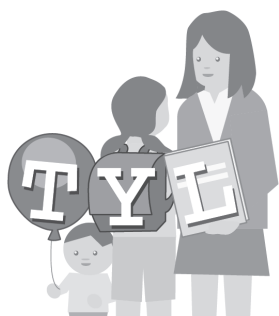
NPO Japan Association for Language Teaching's
Teaching Younger Learners Special Interest Group
& Young Learners Subcommittee

Who are we?

The JALT Teaching Younger Learners Special Interest Group (TYL SIG), with the support of the JALT Young Learners Subcommittee (YLS), is for teachers of young learners from infants through high school. SIG and committee members collaborate to fill the needs teachers in Japan face. We recognize that teachers of young learners often lack opportunities, time and funds to attend teacher development workshops.

By joining together we can make teaching and learning languages a more positive experience for all!

Goals

Our aim is to create easily accessible programs and resources for teachers to use. In addition, we facilitate communication among teachers by using technology and meeting in person.

The field of young learner language education is constantly changing. Our goal is to provide up-to-date global information about teacher training opportunities, as well as teaching materials and practices.

Activities

- **Online**
  - Website: *http://www.jalt-tyl.org*
  - Facebook page: *https://www.facebook.com/groups/jshsig*
  - Conference calls and webinars
- **Face-to-Face**
  - JALT Junior Conference at the JALT International Conference
  - PanSIG Conference
  - Regional events
- **Coaching**
  - Presenting
  - Writing
  - Research

Information

For inquiries or further information, please contact:

Coordinator—JALT Teaching Young Learners Special Interest Group

- tylsig.coordinator@gmail.com

Chair—JALT Younger Learners Subcommittee

- yls@jalt.org

What is JALT?

The Japan Association for Language Teaching (JALT) is a nonprofit organization dedicated to the improvement of language teaching and learning. JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate. We have nearly 3,000 members in chapters and affiliates across Japan, as well as members abroad. Over 1,200 JALT members belong to one or more of JALTs 27 Special Interest Groups (SIGs).
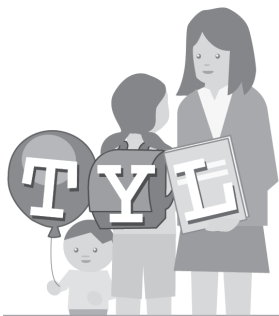
Contact

JALT Central Office

Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016

Tel: 03-3837-1630; Fax: 03-3837-1631

- jco@jalt.org
- http://jalt.org

NPO 全国語学教育学会
若い人たちに教える研究部会
& 早期英語教育分科会

ご案内

子供を専門に教える先生は時間や資金、そして機会の欠如により、セミナーやワークショップなどにほとんど参加できない状態です。これを憂慮し、全国語学教育学会早期英語教育研究部会（児童英語教育研究部会）は早期英語教育分科会と共に、児童英語の先生から高校の先生までという広い範囲で、先生達のニーズにお応えし、サポートさせていただきます。

目標

私たちの目標は、最新のテクノロジーを用い、先生方が容易に参加できるプログラムや、使いやすい教材を作成し、又先生同士の円滑なコミュニケーションを促進する事でございます。また、１日々激しく変化する早期英語教育に対応して、時代に合った教員研修や教材、実践方法などについてのグローバルな情報を提供することも目標としています。

Activities

- **Online**
  - ホームページ : http://www.jalt-tyl.org
  - Facebook page: https://www.facebook.com/groups/jshsig
  - 電話やオンラインを使ってのセミナーの開催　などのオンラインサポート
- **Face-to-Face**
  - 全国語学教育学会全国研究大会
  - 早期英語教育研究部会研究大会
  - 地域ごとの研修など、場の提供
- **Coaching**
  - 学会発表
  - 学会誌への寄稿
  - リサーチ研究などへの専門的なアドバイス

先生同士のネットワークを作る事でティーチングや学びがお互いにより良いものとなると確信しております。この機会にどうぞご入会をご検討くださいませ。

ご質問等がおありでしたら、下記までお問い合わせくださいますよう、お願い申し上げます。

Information

コーディネーター，早期英語教育部会長

- tylsig.coordinator@gmail.com

早期英語教育分科会長

- yls@jalt.org

What is JALT?

全国語学教育学会（The Japan Association for Language Teaching=JALT: ジャルト）は日本における語学教育の向上を目指す専門家からなる学術団体である。これら専門家に対して語学教育の専門知識や教授法に関する情報を交換しあう場所を提供するとともに、語学教育の新しい発展に貢献する事を目的としている。本学会は１９７５年８月に設立され、１９９９年９月に特定非営利活動法人（NPO）として認定された。現在では海外も含め約３，０００名の会員を擁するアジア最大規模の語学教育学会組織になっている。

Contact

NPO 全国語学教育学会事務局

JALT 事務局

〒110-0016 東京都台東区台東 1-37-9 アーバンエッジ 5 階

Tel: 03-3837-1630; Fax: 03-3837-1631

- jco@jalt.org
- http://jalt.org

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
- Almost 3,000 members in Japan and overseas
  - 国内外で約 3,000名の会員がいます

http://jalt.org

Annual International Conference

- 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

http://jalt.org/conference

JALT Publications

- *The Language Teacher*—our bimonthly publication
  - 隔月発行します
- *JALT Journal*—biannual research journal
  - 年2回発行します
- JALT Postconference Publication
  - 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

http://jalt-publications.org

JALT Community

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、試験と評価、教材開発 等。

http://jalt.org/main/groups

JALT Partners

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):

- AJET—The Association for Japan Exchange and Teaching
- 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

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. *The Language Teacher*や*JALT Journal* 等の出版物が1年間送付されます。また例会や大会に割引価格で参加できます。

- Regular 一般会員:¥13,000
- Student rate (FULL-TIME students of undergraduate/graduate universities and colleges in Japan) 学生会員(国内の全日制の大学または大学院の学生):¥7,000
- 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):¥21,000
- Senior rate (people aged 65 and over) シニア会員(65歳以上の方):¥7,000
- Group (5 or more) ¥8,500/person—one set of publications for each five members グループ会員(5名以上を対象とし、JALT出版物は5名ごとに1部): 1名 ¥8,500

http://jalt.org/main/membership

Information

For more information please consult our website <http://jalt.org>, ask an officer at any JALT event, or contact JALT's main office.

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

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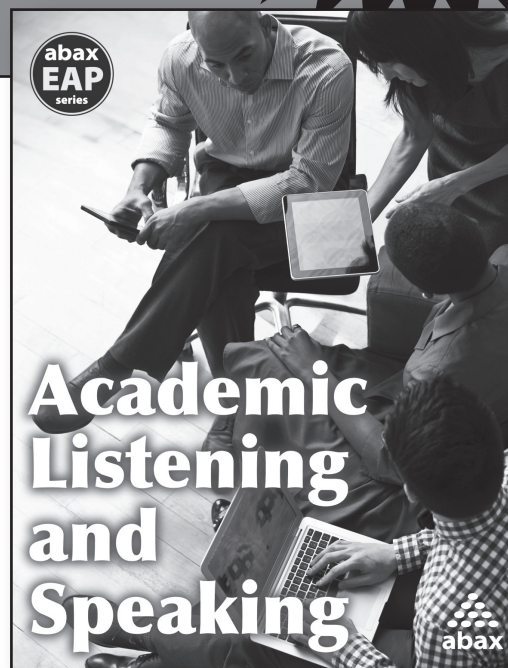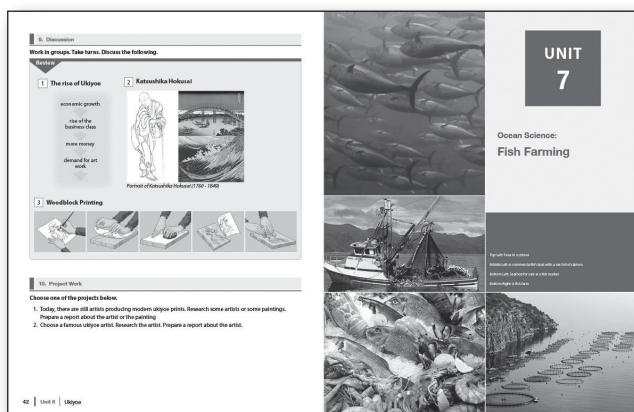
Joining JALT

Use the 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 signup page located at https://jalt.org/joining.

Academic Listening & Speaking 1 / 2 / 3

by Alastair Graham-Marr and Ben Tutcher

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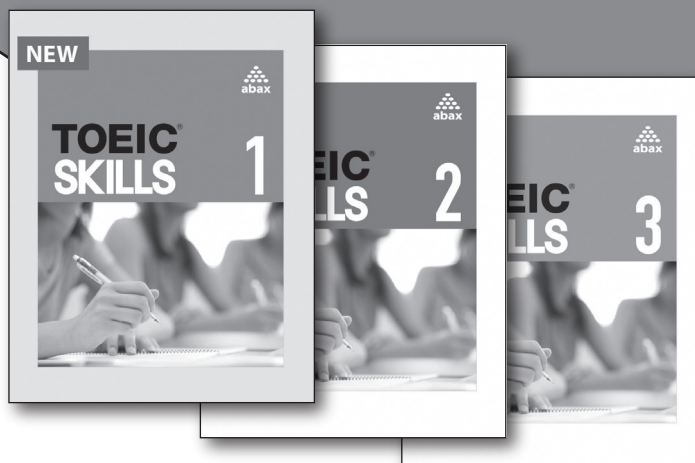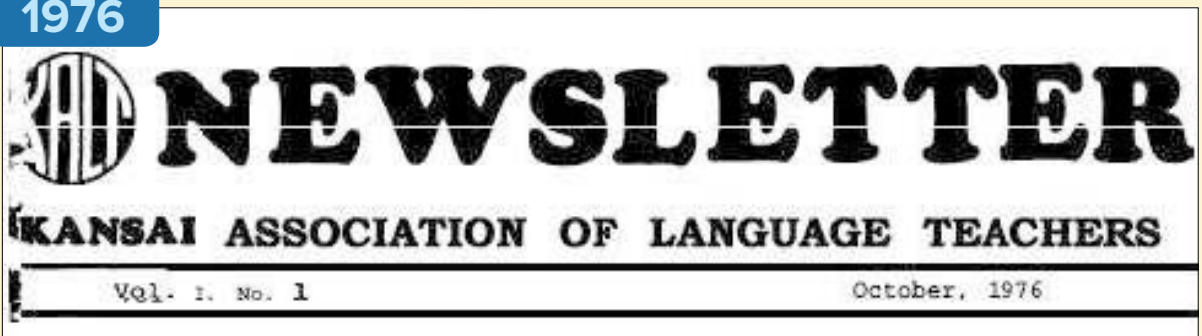
abax **www.abax.co.jp**

We're 40!

The Language Teacher (TLT) started life in 1976 as the *KALT Newsletter*, a typewritten newsletter assembled by a small group of volunteers using paper, scissors, and a glue pot. Forty years on, *TLT* has evolved into a state-of-the-art publication created by a staff of around 50 volunteers and a large team of readers and advisors.

During those 40 years, a huge number of articles and columns have been published in *TLT*, most of which can be found on our website at http://jalt-publications.org/tlt.

For more on the history of TLT, please read Larry Cisar's article "*Looking Back: The History of TLT*," published in April 2000 (available on our website).
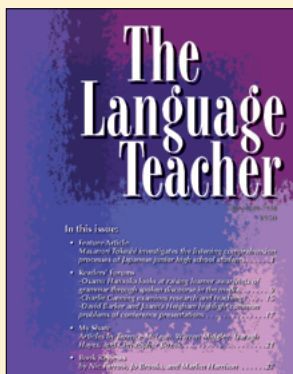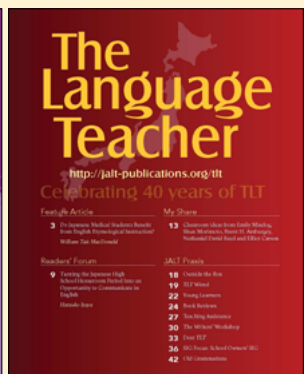
1976

1986 **1996** **2006** **2016**