

The Language Teacher

⟨jalt-publications.org/tlt⟩

March / April 2011
Volume 35, Number 2

ISSN 0289-7938
¥950

The Japan Association
for Language Teaching



JALT2011 – Teaching
Learning Growing

November 18-21, 2011

National Olympics Memorial
Center, Yoyogi, Tokyo



⟨jalt.org/conference⟩

Feature Article . . .

- 9 *David Ockert investigates student motivation and pedagogical activity preferences*

Readers' Forum . . .

- 19 *Mark Fennelly and Robert Luxton address English in elementary schools*
25 *Joseph Falout provides an interview with Ema Ushioda*

My Share Activities Special Issue . . .

- 29 *Classroom ideas from Catherine Cheetham, Bob Jones, Eoin Jordan, Dawn Kobayashi, Arthur Lauritsen, Mário Leto, Leigh McDowell, Patrick Miller, Robert Shoichi Murphy, Julian Pigott, James W. Porcaro, Mark Gerrard and Jack Ryan, Graham Taylor, and James York*

Book Reviews . . .

- 50 *Kevin M. Maher reviews Impact Conversation 1 & 2 and Jodie Campbell evaluates Tell Me More: Effective Communication Strategies for the Japanese Student*

accent
argot
articulation
brogue
cant
communication
dialect
dictionary
discourse
doublespeak
expression
gibberish
idiom
interchange
jargon
lexicon
lingua franca
palaver
parlance
patois
phraseology
prose
signal
slang
sound
speech
style
talk
terminology
tongue
utterance
verbalization
vulgar
vocalization
voice
word
wording

JALT Publications

JALT Publications Board Chair

Ted O'Neill
pubchair@jalt-publications.org

TLT Editorial Staff

- ▶ **TLT CO-EDITORS**
Damian Rivers
Jennifer Yphantides
tlt-editor@jalt-publications.org
- ▶ **TLT ASSOCIATE EDITOR**
Pending
tlt-editor2@jalt-publications.org
- ▶ **TLT ASSISTANT EDITOR**
Brian McMillan
- ▶ **TLT JAPANESE-LANGUAGE EDITOR**
阿部恵美佳 (Emika Abe)
tlt-editorj@jalt-publications.org
- ▶ **TLT JAPANESE-LANGUAGE ASSOC. EDITOR**
迫和子 (Kazuko Sako)
tlt-editorj2@jalt-publications.org
- ▶ **TLT WEB EDITOR**
Theron Muller
webedit@jalt-publications.org
- ▶ **TLT WEB ADMIN**
Malcolm Swanson (acting)
webadmin@jalt-publications.org

Resources Editors

- ▶ **MY SHARE**
Dax Thomas
my-share@jalt-publications.org
- ▶ **BOOK REVIEWS**
Robert Taferner
reviews@jalt-publications.org
- ▶ **PUBLISHERS' REVIEW COPIES LIAISON**
Greg Rouault
pub-review@jalt-publications.org
Konan University, Nishinomiya Campus,
8-33 Takamatsu-cho, Nishinomiya,
Hyogo 663-8204
- ▶ **TLT WIRED**
Ted O'Neill
tlt-wired@jalt-publications.org

JALT Focus Editors

- ▶ **JALT FOCUS EDITOR**
Malcolm Swanson
jalt-focus@jalt-publications.org
- ▶ **MEMBER'S PROFILE & SHOWCASE**
Jason Peppard
memprofile@jalt-publications.org
- ▶ **GRASSROOTS**
Joyce Cunningham & Mariko Miyao
grassroots@jalt-publications.org
t: 029-228-8455; f: 029-228-8199

- ▶ **OUTREACH**
David McMurray
outreach@jalt-publications.org

Regular Column Editors

- ▶ **SIG NEWS**
James Essex
sig-news@jalt-publications.org
- ▶ **CHAPTER EVENTS**
Michi Saki
chap-events@jalt-publications.org
- ▶ **CHAPTER REPORTS**
Tara McIlroy
chap-reports@jalt-publications.org
- ▶ **JOB INFORMATION CENTER**
James McCrostie
job-info@jalt-publications.org
- ▶ **CONFERENCE CALENDAR**
David Stephan
conferences@jalt-publications.org
- ▶ **OLD GRAMMARIANS**
Scott Gardner
old-grammarians@jalt-publications.org

Production

- ▶ **PROOFREADING TEAM LEADER**
Jerry Talandis Jr.
- ▶ **PROOFREADERS**
Karen Cosgrove-Smith, James Essex,
Myles Grogan, Jonathan Fisher, Harry
Harris, Martin Hawkes, Tom Mahler,
David Marsh, Jason Peppard, Te Mana
Potaka-Dewes, Patrick Rates, Paul
Spijkerbosch, Jerry Talandis, Jennifer
Yphantides, Chris Wharton
- ▶ **和文要旨作協力者 (JAPANESE ABSTRACTS)**
宮尾真理子 (Mariko Miyao)
稲森美穂子 (Mihoko Inamori)
納富淳子 (Junko Noudomi)
- ▶ **DESIGN & LAYOUT**
Pukeko Graphics, Kitakyushu
- ▶ **PRINTING**
Koshinsha Co., Ltd., Osaka
- ▶ **TLT EDITORIAL ADVISORY BOARD**
Eric Bray – Yokkaichi University
Steve Cornwell – Osaka Jogakuin College
Frank Daulton – Ryukoku University
Michael Furmanovsky – Ryukoku University
Scott Gardner – Okayama University
Chiaki Iwai – Hiroshima City University
Masaki Kobayashi – Kanda University of
International Studies
Shirley Leane – Chugoku Junior College
Todd Jay Leonard – Fukuoka University of
Education
Robert Long – Kyushu Institute of Technology
Laura McGregor – Gakushuin University
Bern Mulvey – Iwate University

Tim Murphey – Kanda University of
International Studies
Yoko Nakano – Kwansei Gakuin University
Jonathan Picken – Tsuda College
Martha Robertson – Aichi University
Stephen Ryan – Eichi – Sapientia University
Lorraine Sorrell – Macquarie University
Toshiyuki Takagaki – Onomichi University
Dax Thomas – Meiji Gakuin University
Deryn Verity – Osaka Jogakuin College
York Weatherford – Kyoto Sangyo
University
Fukiko Yoshida – Rikkyo University
Asako Yoshitomi – Tokyo University of
Foreign Studies

- ▶ **ADDITIONAL READERS**
Dale Brown, John Eidswick, Naomi
Fujishima, Fujiro Fukushima, James
Hobbs, Yoko Ichiyama, Masataka Kizuka,
Chieko Miyanaga, Greg Rouault, Tim
Stewart, Alan Stoke, Bernie Susser, Dax
Thomas

JALT Journal

- ▶ **JALT JOURNAL EDITOR**
Darren Lingley
jj-editor@jalt-publications.org
- ▶ **JALT JOURNAL ASSOCIATE EDITOR**
Pending
jj-editor2@jalt-publications.org
- ▶ **JALT JOURNAL JAPANESE EDITOR**
Ken Urano
jj-editorj@jalt-publications.org
- ▶ **JALT JOURNAL REVIEWS EDITOR**
Bill Perry
jj-reviews@jalt-publications.org

Conference Proceedings

- ▶ **PROCEEDINGS EDITOR**
Alison Stewart
proc-edit@jalt-publications.org
- ▶ **VETTING COORDINATOR**
Theron Muller
webedit@jalt-publications.org

Peer Support Group

- ▶ **PSG COORDINATOR**
Wilma Luth
peergroup@jalt-publications.org
- ▶ **PSG MEMBERS**
Paul Beaufait, Loran Edwards, Wilma Luth,
Steve McGuire, Theron Muller

JALT Central Office

Urban Edge Bldg. 5F, 1-37-9 Taito,
Taito-ku, Tokyo 110-0016
t: 03-3837-1630; f: 03-3837-1631
jco@jalt.org

CONTENTS

JALT Publications

- ▶ We've moved! The story behind our new website3
- ▶ The road ahead: An interview with Steve Brown and Ted O'Neill5

Feature Article

- ▶ A multivariate analysis of Japanese university student motivation and pedagogical activity preferences9

Readers' Forum

- ▶ Are they ready? On the verge of compulsory English, elementary school teachers lack confidence19
- ▶ Pedagogical implications of motivation research: An interview with Ema Ushioda25

Resources

- ▶ My Share Activities special issue29
- ▶ Book Reviews50
- ▶ Recently Received53

JALT Focus

- ▶ JALT Notices55
- ▶ Showcase56
- ▶ Grassroots57
- ▶ Outreach62

Columns

- ▶ SIG News66
- ▶ Chapter Events70
- ▶ Chapter Reports72
- ▶ Job Information78
- ▶ Conference Calendar79
- ▶ Old Grammarians81
- ▶ Membership Information82

- ▶ Online Access Info1
- ▶ Submissions Guidelines2

In this month's issue . . .

Welcome to the March / April 2011 issue of *TLT*. This time of year is one of change. We can now start to look forward to the warmer spring months, as well as the start of a new academic year. These changes are also reflected in the ongoing development of JALT and *TLT*, with perhaps the most significant being the unveiling of our new JALT Publications website. Be sure to check out the many improvements on page 3 of this issue. We also have a special interview between our outgoing Publications Board Chair, Steve Brown, and our incoming Publications Board Chair, Ted O'Neill, both of whom are longstanding *TLT* volunteers. All the *TLT* staff would like to offer a sincere *thank you* to Steve for his great work over the years, as well as an equal measure of good luck to Ted in taking up the demanding role.

We begin with one regular Feature article by **David Ockert** who examines Japanese university student motivation and pedagogical activity preferences. We also have two Readers' Forum articles. In the first article, **Mark Fennelly** and **Robert Luxton** discuss the impending introduction of English as a compulsory feature in elementary schools across Japan. The second article, an interview with Ema Ushioda by **Joseph Falout**, provides an interesting

Continued over

JALT PUBLICATIONS ONLINE

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

March/April 2011 online access

Material from all our publications produced in the last 12 months requires a password for access. These passwords change with each issue of *TLT* and are valid for a 3-month period. To access our archives:

[]



TLT Coeditors: Damian Rivers & Jennifer Yphantides
TLT Japanese-Language Editor: Emika Abe

exchange of ideas related to the study of language learner motivation.

In order to help you prepare for the upcoming school year and all the changes it will bring, this issue of *TLL* is a My Share special issue. We have 14 My Share articles offering a wide range of interesting and useful activities. **Catherine Cheetham** brings Norman Rockwell artwork into the classroom, **Bob Jones** takes us inside the actors' studio, and **Eoin Jordan** increases motivation through character creation. **Dawn Kobayashi** explores prepositions using Lego, **Arthur Lauritsen** introduces a vocabulary matching game, and **Mario Leto** has students looking at poetry. Students create name cards in **Leigh McDowell's** lesson plan, **Patrick Miller** bans speaking in a writing composition lesson, and **Robert Shoichi Murphy** asks students to examine and talk about their emotions. **Julian Pigott** builds confidence through creative writing, **James W. Porcaro** sets up interviews with foreign students on campus, and **Mark Gerrard** and **Jack Ryan** get students asking questions about occupations. Finally, **Graham Taylor** introduces a useful tool for attendance taking, and **James York** helps students use quizzes to learn opposites. This issue's collection of fun and creative My Share activities has something

for everyone, and is sure to give you something useful to usher in the new school year.

We hope that this period of change will bring you much success and happiness in your teaching endeavours, and that *TLL* can continue to support your professional growth.

Damian Rivers, TLL Coeditor

Dax Thomas, My Share Editor

TLTの2011年3/4月号へようこそ。この時期は変化の季節です。暖かい春を待ちわび、新年度の始まりに胸を膨らませています。同様の変化が、常に発展し続けるわれわれJALTやTLLにも起こっています。もっとも大きな変化はJALT出版のウェブサイトで新しくなったことです。今月号のP.3で多くの改善点をご覧ください。また、これまで出版委員長を務めていたSteve Brownと、新しく出版委員長となるTed O'Neillのインタビューがあります。2人とも長い間TLLのボランティアを続けています。TLLスタッフ一同、長年のSteveの素晴らしい仕事に心から感謝すると共に、重責を引き受けてくれたTedのこれからの活躍を祈りたいと思います。

多くの新しいことが始まる新学期の準備のお手伝いとして、今月号はMy Share特集号です。興味深く役立つ、さまざまなアクティビティを紹介する14のMy Share記事が掲載されています。Catherine CheethamはNorman Rockwellの芸術作品を教室に持ち込み、Bob Jonesは私たちをアクターズ・スタジオへと誘い、Eoin Jordanはキャラクターを制作することにより動機づけを高めています。Dawn Kobayashiはレゴを使って前置詞を探求し、Arthur Lauritsenは語彙組み合わせゲームを紹介し、Mario Letoは学習者に詩を考察させます。Leigh McDowellは学習者に名刺を作らせる授業を提案し、Patrick Millerはライティングの授業で学習者に話すことを禁止し、Robert Shoichi Murphyは学習者に自分の感情について語らせません。Julian Pigottはクリエイティブ・ライティングを通して自信を構築し、James W. Porcaroはキャンパス内の留学生インタビューを設定し、Mark GerrardとJack Ryanは学習者に職業に関する質問を行わせません。最後に、Graham Taylorは出席を取るために役立つ方法を紹介し、James Yorkは反意語を学ぶためにクイズを用いています。今月号の楽しく独創的なMy Shareアクティビティ特集は、皆様にとって新年度を迎えるのに役立つヒントとなるでしょう。

My Share特集に加えて、FeatureではDavid Ockertが日本の大学生の動機づけと授業のアクティビティ嗜好を調査しています。Readers' Forumでは2つの記事があり、まず、Mark FennellyとRobert Luxtonが目前に迫った日本の公立小学校における英語教育の必修化について議論しています。また、Joseph FaloutはEma Ushiodaにインタビューし、言語学習者動機づけの研究に関して興味深い意見交換をしています。

この変化の季節が皆様の教育の仕事に成功と幸福をもたらし、TLLが皆様の専門家としての成長の一助となれば幸いです。

Damian Rivers, TLL Coeditor

Dax Thomas, My Share Editor

Submitting material to The Language Teacher

Guidelines

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

Submitting online

To submit articles online, please visit:

[<jalt-publications.org/access>](http://jalt-publications.org/access)

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

[<jalt-publications.org/contact>](http://jalt-publications.org/contact)

We've moved!!



Our new website is now open, offering . . .

- ★ *better, clearer access to articles,*
- ★ *a wider range of published material,*
- ★ *faster uploading of news and information,*
- ★ *advanced, integrated search facilities, and*
- ★ *more information on JALT and its publications*

Take a look for yourself!

<jalt-publications.org>

The story behind our new website

In May, 2009, two far-reaching decisions were made. One was to change *TLT* to a bimonthly format, and the other was to strengthen our web presence. Central to this decision was the realisation we needed a new website. Our old one had served us well, but it was definitely showing its age. Our first thought was that we could recruit someone with enough skills to build a site from within JALT. However, while a few prospective candidates were looked at, the biggest problem was time . . . everyone was just too busy. Hiring a company to do it was out of the question—it would just be too expensive and we’d quite likely be locked into a proprietary system.

After discussing the issue at the last editors’ retreat, we decided to investigate hiring a freelance web designer to do the job. We placed a tender on *Scriptlancers*, a freelance finder service. Within minutes we were inundated with dozens of offers, most originating from India. After a week, we began sifting through them, and settled on three likely candidates. Our criteria were simply experience and ability with using the Drupal content management system, and a proven track record of satisfied clients. Our final choice was a coder named *drupaller*—he shone out from the rest with a clear understanding of our needs and the initiative to actually look for us and check out our existing site.

So began our relationship with Jenz—a Swede web designer now residing in France. He began working for us at the beginning of November and had a shell in place by JALT2010. After a long session of tweaking and adjusting, we moved the site to our server for final bug-testing and uploading of content. In early January, we went live, and the site is approximately 50% complete at the time of writing. We still have lots more to transfer and format for the new site. However, once complete, the amount of material available will be impressive, to say the least!

We have nothing but praise for the work Jenz has done, and look forward to his helping us add even more functionality to the site.

Interview with Jenz Ekedahl

It’s a strange experience to work with someone you’ve never met. Through the hundreds of emails we have exchanged, I’ve got to know him quite well. I know he works all hours, enjoys hard rock, and lives in France. However, I only actually learned his full name the other day. Taking on a freelancer sight unseen is a leap of faith but, in this case, it paid off for JALT!

Malcolm Swanson: How long have you been a web programmer?

Jenz Ekedahl: I have been interested in computers since I was very young, and did some BASIC programming on my Commodore 64, but it wasn’t until the mid 90s that I got the chance to create my first website. This was when it all started. I got hooked at once and I have been doing it ever since. In the beginning it was a hobby, I made websites for friends and family just for the fun of it. A couple of years later I was hired as web developer in a local company and this started my professional career.

MS: Is this your full-time job?

JE: Web development has been my full-time job for about ten years now, and I still like it just as much. Each day the web evolves and you always meet new people with new ideas. No project is the same which makes every day fun. It’s a great job with great possibilities, and now working as a freelancer I get the freedom I want and need.

MS: You’re Swedish, but based in France... what took you there?

JE: My beloved and beautiful wife led me to France which is her home country. It’s a beautiful country with friendly people, and much warmer than Sweden I might add.

MS: What type of work does your company usually handle?

JE: My company does everything within the frame of web development, which is a rather wide concept, but to narrow it down I have specialized in the Content Management System named Drupal which is an extremely powerful and flexible CMS for all kind of websites. It works as well for personal blogs as for communities and ecommerce solutions, and it makes it really easy for a single developer/designer to set up an easy to manage and professional website, and also to be competitive with larger firms. With that said, it’s mainly Drupal related work nowadays.

MS: On your days off, do you manage to avoid your computer?

JE: The difference between a regular work day and a day off is most of the times a 2 hour pause with a good movie. ☺ The work takes a lot of time, but I do take some time to enjoy the company of my wife and playing bass guitar.

- Company: deuxcode.com
- Location: Pays de Loire, France
- Web: deuxcode.com
- Author: Jenz Ekedahl

The road ahead: An interview with Steve Brown and Ted O'Neill

Malcolm Swanson

Seinan Jo Gakuin University

Keywords

Publications Board Chair, online publishing, open access, direct-to-neocortex neural downloads

JALTの出版業務を監督する立場にある出版委員長は、伝統的にJALT Journal誌の前の編集長や運営委員会のメンバーが務めている。今年はそのポジションがSteve Brownから前TLT編集長のTed O'Neillに引き継がれている。このインタビューでは、新旧出版委員長がMalcolm Swansonと共にJALT出版物の将来へのビジョンを語る。

Overseeing the operations of JALT's Publications sits the Publications Board Chair (PBC)—a position that is traditionally held by an ex-journal editor or executive board member. This year sees the PBC position changing from Steve Brown to Ted O'Neill, a previous *TLT* editor. In this interview, the outgoing and incoming PBCs talk with Malcolm Swanson about their visions for the future of JALT's publications.



Malcolm Swanson (MS): Steve, during your two years as PBC, there have been some major changes in JALT's publications. Most significant, perhaps, has been the shift from a monthly to a bimonthly format for *TLT*. From these initial changes, what do you see as the future path for JALT's publications?

Steve Brown (SB): Ah, I see you're starting with the easy questions! Well, it's difficult to see completely clearly what the future path could or should be, as I think we're still exploring the possibilities of the new format. I've heard some very positive comments from many different quarters: I've been told articles have a 'meatier' feel to them, and the fact there is a two-month space between issues means that people have the time

to peruse articles at leisure. But I think that's just the start.

In our own discussions within the Publications Board, we've thrown around different ideas that we might try, but personally I'd really like to see greater JALT-wide input. The larger size has created opportunities for greater flexibility and creativity which I'd love to see embraced more by individuals and groups within JALT, to help make *TLL* a more dynamic and collaborative space.

MS: Within all the changes in *TLL* and on our website, *JALT Journal* has maintained its consistency in style and format. Do you see *JJ* continuing in this vein, or will the changes taking place elsewhere creep over to the journal, too?

SB: Any publication worth its while should always be ready to grow and develop. But I don't foresee the same kind of changes with *JJ*. It is important that *JJ* remain a vehicle for longer or larger-scale research—and I think we need to be constantly working to improve quality and encourage more submissions for the journal. The area where we do need to make real progress is distribution: making our contributors' research more easily accessible and getting articles out there. We've spoken about increased online access through external academic engines and I think that's where we need to be moving forward.

MS: There is also a third publication to consider—JALT's Conference Proceedings. In the last decade, the Proceedings has grown in both size and stature. We now routinely receive over 150 submissions, and the editorial process has matured to the extent that every accepted article has undergone a rigorous process of selection and editing. However, a stigma still persists, particularly within Japan, about the rating of these articles in academic terms. Do you think this is really an issue, and if so, how do you see this being resolved?

TO: The development of the Proceedings has been remarkable, especially in the face of the stigma you mention. The fact that so many people contribute their writing and research and put time into editing shows that teachers value this publication. It is unfortunate that some

people or institutions are biased against conference proceedings. One solution that others have tried is not to use the label "proceedings" but to call the publication "selected papers" or another phrase that stresses selectivity. I'm not sure this is enough to counteract the stereotype and it winds up discarding writers who have insights to share with the profession.

We may not be able to change people's minds, but the review process already in place can be emphasized. The papers all go through a blind peer review process and editing. Also, the conference itself has already become more selective—just getting through that vetting process is a high hurdle. We should continue making the Proceedings the best it can be and promoting it as a resource for teachers and researchers. As more scholars cite these papers, the reputation of the publication will tend to improve.

SB: That's absolutely right. In the end, we can't control academic prejudice against "proceedings"; the best thing we can do to challenge the stereotype is to focus on raising and maintaining quality. Changing the label wouldn't help: as one of our editors said a few months back, if it looks like a duck and walks like a duck, then it probably is a duck.

MS: Certainly one of the bigger elements of the decision to change to a bimonthly *TLL* was the desire for more online content. And with our new website about to go online, we'll be in a position to offer more immediate access to JALT-related material. Ted, how do you see this bigger focus on online delivery affecting JALT's publications in the medium and long term?

TO: The web has been hugely disruptive to all publishers, but I think JALT is well-positioned to take advantage of online publishing. In the near term, parts of *TLL* should move online to improve the community feeling of our group. Reports of chapter and SIG events come to mind as perfect for the web. Putting this kind of communication within the JALT community online should make us more responsive, and it will allow much more flexibility in what and how much groups within JALT can share with each other. There is no good way to preview slides from an upcoming presentation in *TLL* as it is currently published, but online reports make that

kind of more dynamic content simple. The newly redesigned publications websites should draw people in and make it easy for them to find and read what they are looking for.

Longer term, JALT is sitting on a tremendous archive of past research articles, commentary on the profession, how-tos, and reports. It's the raw material of the development of language teaching over the past several decades. Putting more of this online in accessible ways will benefit everyone. And, if we are careful it should generate some revenue for JALT through a modest amount of advertising.

MS: Over the last few years we've opened up more and more of our online material to unrestricted public access. Do you think this is a trend that is likely to accelerate? If so, what merits are there for JALT in making our material more publicly available?

TO: I do think this trend can and should continue. I suppose it makes sense to define Open Access (OA) at this point. Peter Suber describes OA as "digital, online, free of charge, and free of most copyright and licensing restrictions." That is pretty close to what we already do with publications that are more than a year old. Making our publications freely and immediately accessible online is a small but important improvement. I see two primary benefits for JALT members from moving to OA publishing: it will improve the quality of our publications and it presents JALT to teachers in a very positive light.

Researchers publish to reach readers. Increasing the number of readers around the world by opening up access spreads the reputation of the author and makes it more likely that their work will be cited by others. If JALT publications are more freely and immediately available online, we should be able to attract more and better quality submissions.

But what about JALT as an organization? Offering our publications openly will show people just how good they are, and that quality reflects on the organization as a whole and on its members. This is similar to the way some university programs publish journals and give them away openly. It is one of the marks of a vibrant and creative professional organization that is worth being part of.

We have been doing this with older articles, but it is worth considering the timing. Which would an author rather announce? "My one-year old article is available online. Please go read it.", or "My latest article is on the web now. Please come and join the discussion online." I think the latter is clearly preferable for authors and for readers.

As a final point, it is worth noting that *JALT Journal* and *TLL* are competing with more and more professional writing which is available online for nothing. We are already competing with freely available material, so we cannot do better on cost. Our strong point is quality, and we should show that off rather than hide it behind a password.

MS: A final question. Looking ahead to say, 2020, how would you like JALT's publications to look?

TO: Academic publications tend to be conservative and slow to change. Technology for producing, distributing, and reading publications will continue to advance—probably much more quickly than we expect. By 2020, if not before, I expect all of our publications to be electronic and that we will no longer be printing and posting thousands of printed pages. That isn't to say that readers won't be able to get JALT publications on paper—they will. But, physical issues will be ordered online and printed on demand. We will continue to write and edit informative articles for teachers, but the teachers will decide how they receive them: webpage, PDF, various ebook formats, with or without audio or video, and more. Direct-to-neocortex neural downloads may take a bit longer.

MS: Steve, our sincere thanks for all you've done for both the organisation and for JALT's publications in particular. We wish you well, and look forward to your next resurrection! To you, too, Ted, we're very excited to be having a former editor as PBC, and wish you all the best in your new role.

Reference

Suber, P. (2010). *Open access overview: focusing on open access to peer-reviewed research articles and their preprints*. Retrieved from <earlham.edu/~peters/fos/overview.htm>

Fall and the JALT2011 conference may seem a long way off. After all it is only March and spring is just around the corner. For some of you, classes have not ended that long ago, and for others of us, well, we are only beginning to plan for the new academic year. November seems so far away!

But in conference time, it's not that far away and so spending a little time now focusing on the **JALT2011 Conference on Teaching • Learning • Growing** will pay off. How you may ask? If the conference is nine months away, why do I have to take time to think about it now?



Well, JALT2011 is your forum as a teaching professional to exchange and engage with colleagues on many different levels—informally with anecdotes and narratives over coffee, semi-formally by exchanging teaching techniques or learning from others in workshops or at poster sessions, and even “formally” by attending sessions or presenting on research conducted or underway. We welcome your proposals and hope you will take advantage of this opportunity to communicate your experience, share your findings, and be part of one of the largest language teacher conferences in Asia. **But in order to present in November, you need to submit a proposal now, by the April 22nd deadline.** [Note: In conference time April 22nd is figuratively minutes away!]

Confucius might have been thinking of **JALT2011 Teaching • Learning • Growing** when he wrote,

Only through education does one come to be dissatisfied with his own knowledge, and only through teaching others does one come to realize the uncomfortable inadequacy of his knowledge. Being dissatisfied with his own knowledge, one then realizes that the trouble lies with himself, and realizing the uncomfortable inadequacy of his knowledge one then feels stimulated to improve himself. Therefore, it is said, “the processes of teaching and learning stimulate one another.”

This is what we are talking about—allowing teaching and learning to stimulate us in a rich professional experience of interaction and growth! Allowing them to help us to grow—personally and professionally! Allowing them to help us improve ourselves!

So take a moment right now to a) jot down the deadline for submitting a proposal (Friday, April 22nd), b) circle the dates of the conference (Nov. 18-22), and c) plan on joining us in Tokyo at JALT2011.

Remember, don't put off working on your proposal. Start today! April 22nd will be here before we know it. Specific guidelines are available at:

<jalt.org/conference/jalt2011/jalt2011-call-presentations>

JALT2011 Teaching • Learning • Growing

37th Annual International Conference on Language Teaching and
Learning & Educational Materials Exhibition

18 – 21 November, 2011

National Olympics Memorial Center, Yoyogi, Tokyo

jalt.org/conference

A multivariate analysis of Japanese university student motivation and pedagogical activity preferences

Keywords

motivation, orientations, task-based activities, traditional activities, socio-collaboration, pedagogy

The results presented from this pilot study testing for Japanese university student motivational orientations and pedagogical preferences are believed to be a first in Japan. The research results indicate distinctions between an intrinsic (IM) and an extrinsic (EM) motivational orientation; between communicative and task-based activities (C/TBAs) and traditional activities (TAs); preference for C/TBAs over TAs; and finally, a preference to actively learn socio-collaboratively. These preliminary results indicate that male students in an English as a foreign language (EFL) environment may be more suited to learning English with tasks involving physical activity rather than traditional teacher fronted lessons. The results and implications of these findings are discussed.

本論は、日本人大学生を対象に、学習の動機づけの志向と教授法の好みを調査した予備的研究である。調査結果は、内発的動機づけ(IM)と外発的動機づけ(EM)の志向の相違や、コミュニカティブ・タスク中心のアクティビティ(C/TBAs)と伝統的アクティビティ(TAs)の相違を示している。学生はTAsよりもC/TBAsを好み、また社会的に協力し合っただけでなく、積極的に学習することを好むことが明らかになった。この予備調査結果によれば、英語を外国語として学ぶ(EFL)環境にいる男子学生には、伝統的な教師指導型の授業よりも、身体的活動を取り入れたアクティビティのほうがより適していると考えられる。さらにこの結果と考察が論議される。

David Ockert

Nagano City Board of Education

The 1990s saw an interest in expanding the traditional dual-faceted definition of motivation into a broader multi-faceted theory. A number of researchers in the field of English as a Second Language (ESL) have followed the initial call of Crookes and Schmidt (1991) to expand upon the integrative (to become a member of the target community) and instrumental (for work or practical purposes) paradigm of motivation. Since then Dörnyei (1994), Gardner and Tremblay (1994), Oxford and Shearin (1994), Tremblay and Gardner (1995), and Schmidt, Boraie and Kassabgy (1996) have done so theoretically and empirically.

In order to bring more understanding of just how motivational preferences can be interpreted for application to a classroom setting, researchers have recently started investigating motivation in relationship to pedagogical activity preferences (Jacques, 2001), and strategy use and pedagogical preferences (Schmidt & Watanabe, 2001). However, little research into relationships between motivation and pedagogical activities (Ockert, 2006; Ockert, 2008; Ockert & Johnson, 2004) has been done thus far in the Japanese EFL environment. Therefore, two survey pilot study results are presented. As such, the data analysis represents a preliminary stage in the development of both surveys since they have yet to be statistically normed (Reid, 1990). However, the re-

sults have revealed relationships within factors on both scales. As Schmidt and Watanabe (2001) have noted, “links between motivation and students’ attitudes towards different aspects of language pedagogy have been left largely unresearched” (p. 316). Hopefully, other researchers will join in this intriguing area of investigation and share their results.

Literature review

Motivational theories: integrative / instrumental and intrinsic / extrinsic

Despite Gardner’s (2001) assertion of the differences between motivation and the integrative and instrumental orientations, some scholars have written that the integrative and instrumental orientations are synonymous with intrinsic and extrinsic motivations respectively (e.g. Dickinson, 1995). However, Schmidt, Boraie and Kassabgy (1996) suggest that both the integrative and instrumental orientations are extrinsic because they indicate that the language is being learned in order to satisfy some goals not simply because of an intrinsic interest in the language itself. Honda (2005) writes, “it might be argued, however, that the integrative orientation is similar to intrinsic motivation in that it refers to positive attitudes toward the activity and the learning process” (p. 42).

Deci and Ryan’s (1985) Self-Determination Theory (SDT) has provided a consistent theoretical framework for motivation research in a wide range of fields. SDT provides a framework of extrinsic and intrinsic motivational orientations, with several subcomponents of each, along with amotivation—the desire not to engage in an activity (Deci & Ryan, 2002). In Japanese EFL related studies, SDT based surveys have been used to explore anxiety, intrinsic motivation and gender (Yashima et al., 2009), changes in motivation (Sakai & Koike, 2008), learner differences (Honda, 2005), intrinsic and extrinsic motivation and learner proficiency (Honda & Sakyu, 2004) and demotivation (Kikuchi & Sakai, 2009).

Relevant motivational factors in ESL research

The motivational items in Schmidt and Watanabe’s (2001) ‘Cooperativeness’ factor consists of

the following statements: *I learn best in a cooperative environment, My teacher’s opinion of me in this class is very important, and My relationship with the other students in this class is important to me.* They found that ‘Challenging’ approaches as a factor group correlated highest with the motivational orientation of all learner groups in their study. In addition, their results found a ‘Cooperativeness’ motivational orientation correlated highly with ‘Challenging’ activities. Also, on their instructional activities scale, there is a ‘Cooperative Learning’ factor consisting of the following three items: *I like language learning activities in which students work together in pairs or small groups, I prefer to work by myself in this language class, not with other students (reverse coded), and I prefer a language class in which the students feel they are a cohesive group.* For reference, the four ‘Challenging’ activity items are: *During this class, I would like to have no English spoken, In a class like this, I prefer activities and material that really challenge me to learn more, I prefer a language class in which there are lots of activities that allow me to participate actively, and I prefer to sit and listen, and don’t like being forced to speak in language class (reverse coded).*

Classroom activities

Willis (1996) describes task-based activities as “activities where the learner uses the target language for a communicative purpose in order to achieve an outcome” (p. 23). The author further defines task-based activities under various categories such as listing, ordering/sorting, comparing, problem solving, sharing personal experiences, and creative tasks.

Using Carreira’s (2005) insightful analysis, the activity factor group items in Jacques’ (2001) and Schmidt and Watanabe’s (2001) papers are compared to those used herein. For example, their results contain the item *Grammar should be an important focus in this class*, which grouped with *Reading and writing should be an important focus in this class*, forms the factor ‘Traditional Approach’ (Jacques, 2001). These two items, plus the item *Vocabulary should be an important focus in this class*, came under the factor ‘Traditional Approach’ in Schmidt and Watanabe (2001). The factor results in both papers contain items related to grammar, reading, and writing. In the case of Schmidt and

Watanabe, vocabulary, was also included.

Furthermore, Jacques (2001) and Schmidt and Watanabe (2001) found a factor that they named 'Challenging Approaches'. This factor consists of the following items: *I prefer a language class in which there are lots of activities that allow me to participate actively, I prefer to sit and listen and don't like being forced to speak in language class* (reverse coded) and *In a class like this, I prefer activities and material that really challenge me to learn more*. Also, their results for pedagogical activities contain a factor which they labeled 'Cooperative Learning', containing the following items: *I prefer to work by myself in this language class, not with other students* (reverse coded), *I like language learning activities in which students work together in pairs or small groups* and *I prefer a language class in which the students feel they are a cohesive group*.

Scale construction

Oppenheim states, "the writing of successful attitude statements demands careful pilot work, experience, intuition and a certain amount of flair" (cited in Dörnyei, 2001, p. 203). In order to develop the motivation scale, the author visited scales used by Dörnyei (2001), and Noels, Clément and Pelletier (1999). To develop the pedagogical activities scale, the author relied on definitions of activities by Nunan (2004) and Willis (1996) (see Appendices A and B).

Gardner and Tremblay state that "... items are developed to be appropriate to the context in which the study is being conducted... People are encouraged not to simply take a set of items and administer them unthinkingly in any context" (cited in Dörnyei, 2001, p. 190). For example, often students in Japan must take standardized exams such as STEP Eiken, the TOEIC or TOEFL tests. Students may take extra courses to learn the skills needed for success on these tests (Hefernan, 2003). The items on the scales used for this research were designed and selected using the expert rating approach (Brown, 2001) with Japanese learners and cultural situation in mind.

Research questions and hypotheses

Research questions

Based on the information above, several research questions were raised: Will the motivation survey response analysis create distinct intrinsic and extrinsic groups? Second, will the pedagogical activities group by what several authors consider TAs and C/TBAs? And, do these students have preferences for certain pedagogical activities? As a whole, do these students prefer one pedagogical approach to the other?

Hypotheses

The above research questions led to the following hypotheses:

- Hypothesis 1: The motivation survey factor analysis results will form groups of intrinsic and extrinsic factors.
- Hypothesis 2: The pedagogical activities survey factor analysis results will form groups of TAs and C/TBAs.
- Hypothesis 3: The participants in this survey will prefer C/TBAs to TAs. The use of factor analysis will distinguish between the two forms of teaching and reveal which methodology students prefer based on factor group size.
- Hypothesis 4: The participants will prefer to work socio-collaboratively.

Methods

Students

The participants were ninety-eight male and six female first year students ($N=104$) at a private university in Japan. Based on their entrance scores, the lowest 15% are lower intermediate (LI); the middle 70% are intermediate (IM); and those in the upper 15% are upper-intermediate (UI) in English ability. The surveyed students were all in the first semester of their first year. This paper presents results for intermediate level students.

Instrumentation

Two survey instruments were created for this study. The motivation survey (see Appendix



A) consists of sixteen statements, the first eight of which are hypothesized to be intrinsically motivated (IM) statements and the latter eight to be extrinsically motivated (EM) statements. The classroom activities survey (see Appendix B) consists of twelve statements, the first six are hypothesized traditional activities (TAs) and the second six are hypothesized communicative and task-based activities (C/TBAs). The motivation survey uses a five-point Likert scale corresponding to (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The classroom activities questionnaire uses a five-point Likert scale, corresponding to (1) strongly dislike, (2) dislike, (3) neutral, (4) like, and (5) strongly like.

Pilot testing

A group of three male and three female students who were not among the students to be surveyed were asked if they understood all of the items.

The meaning of Item 11, *Tasks that are intellectually challenging*, confused one student. Therefore, the author was available to explain the meaning of questionnaire items before administering the survey and to answer any questions students may have while completing the survey.

Procedures

The surveys were administered to students in three of the author's required courses. The survey was administered as a paper version and students were encouraged to ask any questions after the instructions were read aloud. Participation was voluntary.

Analysis

Principal component and Likert scale analyses

As computed by the Statistical Package for the Social Sciences (SPSS), principal component

Table 1. Factor groups of the motivation survey (N=104)

Activities	Groups	EM Work (n=71)	IM Leisure (n=16)	EM Praise (n=10)	IM Fun (n=6)	EM Tests (n=1)
7) I study English because being able to use English is important to me.		.76				
13) In the future, English will be helpful/ useful to me.		.56				
14) English is important to me because I might need it later for my job.		.71				
16) I study English because I must study English.		.44				
2) English is important to me because I want to make friends with foreigners.			.65			
3) English is important to me because I want to study overseas.			.79			
4) English is important to me because I want to read books in English.			.50			
8) English is important to me because I like English movies or songs.			.54			
9) I study English because it will make my teacher proud of me/ praise me.				.83		
10) I study English because it will make my parents proud of me/ praise me.				.86		
15) I study English because all educated people can use English.				.60		
1) I enjoy studying English.					.60	
5) Language learning often makes me happy.					.87	
6) Language learning often gives me a feeling of success.					.72	
11) I study English because I want to do well on the TOEIC test.						.86
12) I study English because I want to do well on the TOEFL test.						.87

Extraction Method: Principal Component Analysis with Varimax rotation and Kaiser normalization.

analysis capitalizes on both the similarities and differences of survey responses between an individual respondent's responses and in relation to all other respondents as a whole. Individuals who respond similarly form a factor group (Brown, 2001; Kachigan, 1991). On the other hand, the Likert scale analysis uses a simple calculation of the means using Microsoft Excel software. This simple procedure involves "adding up whatever numbers are involved and [dividing] them by the total number of numbers" (Brown, 2001, p. 119).

Results

The factor analysis results provide sub-groups within both of the theorized categories, with the exception of Item 7. It appears to be an extrinsic item.

Table 1 shows the results of the factor analysis, resulting in five factor groups. The factor labeled 'IM Fun' has items related to the intrinsic enjoyment of language learning: 1) *I enjoy studying English*; 5) *Language learning often makes me happy*; and, 6) *Language learning often gives me a feeling of success*. The 'IM Leisure' factor contains items related to intrinsic motivation with an integrative orientation: 2) *English is important to me because I want to make friends with foreigners*; 3) *English is important to me because I want to study overseas*; 4) *English is important to me because I want to read books in English*; and, 8) *English is important to me because I like English movies or songs*.

The first extrinsic factor, 'EM Work' contains items related to External Regulation/ Amotivation: 7) *I study English because being able to use English is important to me*; 13) *In the future, English will be helpful / useful to me*; 14) *English is important to me because I might need it later for my job*; and 16) *I study English because I must study English*. The second, 'EM Praise', contains items of an intrinsic 'sense of Self' nature based on how they are perceived by others: 9) *I study English because it will make my teacher proud of me/praise me*; 10) *I study English because it will make my parents proud of me/ praise me*; 15) *I study English because all educated people can use English*. The third extrinsic variable, 'EM Tests', consists of two instrumental orientations: *I study English because I want to do well on the TOEIC test*; and, 12) *I study English because I want to do well on the TOEFL test*.

These five factor groups almost perfectly bear out the hypothesis of the first eight items being intrinsic motivational orientations and the second eight items being extrinsic motivational orientations. The largest group, 'Work' contains three hypothesized extrinsic items, while four hypothesized intrinsic items make up the second largest group, 'Leisure'.

Hypothesis 1: The motivation survey factor analysis results will form groups of intrinsic and extrinsic factors, appears to be rather accurate at this stage of scale development.

The results in Table 2 help answer Hypotheses 2 and 3. First, the single exception to Hypothesis 2: The pedagogical activities survey factor analysis results will form groups of TAs and C/TBAs, is Item 11, *Tasks that are intellectually challenging*. It correlates with traditional activities *Dialogue / reading practice from the text* and *Translation exercises*, arguably activities that the students find more difficult than the others.

The 'TAs Listening' factor contains the two items for listening skills on the survey: 1) *Lecture (listen to the teacher and stay in my seat)*; and, 2)

Table 2. Factor groups of the pedagogical activities survey (N=104)

Groups \ Activities	C/TBAs: Active Pair / team work	TAs: Brains	TAs: Writing / translation	C/TBAs: Info- seek	TAs: Listening
7) Group	0.84				
10) Moving	0.78				
12) Pair work	0.81				
3) Dialogue		0.74			
5) Translation		0.57			
11) Intellect		0.66			
4) Writing			0.67		
6) Grammar			0.81		
8) Info- seek				0.75	
9) Problem				0.75	
1) Lecture					0.68
2) Listening					0.69

Extraction Method: Principal Component Analysis with Varimax rotation and Kaiser normalization.

Listening exercises. The next factor, 'TAs Brains', is composed of tasks that may be considered difficult tasks: 3) *Dialogue/reading practice from the text*; 5) *Translation exercises*; and, 11) *Tasks that are intellectually challenging*. The third traditional factor, 'TAs Writing & Grammar' simply consists of the two exercises involving writing: 4) *Writing exercises*; and, 6) *Grammar drills/practice*.

The first and largest factor group, 'C/TBAs Active Pair and Teamwork', consists of the three items: 7) *Small-group/team activities*; 10) *Activities where I am moving in the room*; and, 12) *Pair-work*. The second C/TBAs factor group is 'Inquisitiveness', which has two problem solving activity types: 8) *Info-seek/finding information activities*; and, 9) *Problem-solving activities*. Therefore, Hypothesis 3: The participants in this survey will prefer C/TBAs to TAs, shows accurate results with Activities 7, 10, 12 in 'Active Pair and Teamwork', the first factor group, which comprises the greatest number of respondents. Therefore, this construct appears to be valid in the minds of the students surveyed. The second largest group, 'Intellectual Stimulation', contains Activities 3, 5, and 11, *Tasks that are intellectually challenging*. So, since the largest factor group contains three C/TBAs, Hypothesis 3 has proven to be accurate, too.

Table 3 shows the mean score for the twelve pedagogical activities. The individual groups of students as organized by the factor groups from Table 2 with the corresponding number of participants in each factor group at the top.

Hypothesis 4 stated the participants would prefer to work socio-collaboratively, and to determine preferences, the mean score for each activity on the scale was calculated. The higher mean score for Item 7) *Small group/team activities* and Item 12) *Pair-work preference* indicates these students prefer socio-collaborative activities. Some may believe that since the results are mostly between three and four, this hypothesis was not strongly supported. However, Reid (1990) noticed a phenomenon whereby native speakers of English "used the entire range of the 5-point Likert scale ... while the Japanese students tended to respond more toward the mean: That is, they responded to the Strongly Agree or Strongly Disagree categories only rarely" (p. 336). Therefore, it might be reasonable to assume

Table 3. Motivation factor groups and pedagogical activity mean scores (N=104)

Activity \ Groups	Groups				
	Work (n = 71)	Leisure (n = 16)	Praise (n = 10)	Fun (n = 6)	Tests (n = 1)
1) Lecture	3.5	3.8	3.8	3.5	3
2) Listening	3.4	3.3	3.6	3.7	4
3) Dialogue	3.1	3.4	2.8	2.8	3
4) Writing	3	3.6	2.8	3	3
5) Translation	3.1	3.3	2.7	3.7	3
6) Grammar	3	3.4	3.5	3.5	2
7) Group	3.7	3.8	4	3.5	2
8) Info-seek	3.2	3.5	3.3	3.5	4
9) Problem	3.3	3.7	3.5	3.5	3
10) Moving	3.3	3.6	4.1	2.5	3
11) Intellect	3.2	3.4	3.3	2.8	4
12) Pair work	3.6	3.7	3.8	3.2	2

that the 'highs' for *Group*, *Moving* and *Pair work* may in fact be too low. Furthermore, the lows for *Writing*, *Translation* and *Grammar* may actually be lower.

Discussion

The majority of students in this study have interest in learning English for utilitarian purposes such as work, which can be considered an extrinsic and instrumental goal. These students prefer to work with others and be active in the classroom. Another smaller group has an intrinsic interest in learning English for travel and leisure purposes. They also enjoy working in groups, but also show a preference for lecture, too. Some students enjoy the praise of others such as parents and teachers, prefer to work in groups and be active in the classroom. A small minority actually enjoys learning English and shows a preference for translation and listening activities. A single student indicated the desire to study for a standardized tests, and likes intellectually challenging approaches such info-seek and listening activities.

The three statements in C/TBAs Factor 1, 'Active pair / Team work', appear to tap into two of the constructs in the results for Jacques'

and Schmidt and Watanabe's instructional activities scale. These JSEs appear to prefer C/TBAs with others while moving for the intrinsic enjoyment of the activities themselves, since the majority intends to use English for instrumental purposes such as work.

Of interest may be the low number of students in the factor group 'Tests'. As mentioned above, some universities in Japan—including the university where this research was conducted—offer special courses for test preparation. Yet, few students appear to want to learn English for this purpose.

Male students may have a preference for being active while learning English

The students who answered these surveys are a sample of convenience; therefore, the results may not be applicable to the general population of Japanese university students (Brown, 2006). However, is the question of the activity of young males in the classroom merely a matter of nature (Gurian, 1998), a matter of socialization, or should it receive more scrutiny? Recent research by Yashima et al. (2009) states, "women were shown to have a higher level of self-regulation in learning English, which confirms that gender is a crucial dimension of learner profiles" (p. 58). If this is the case, the evidence herein indicates that, at least for this group, the male students would prefer to be out of their seats rather than in them while learning English. In the author's opinion, taking advantage of this innate need for activity could greatly empower language professionals by channeling male energy with an organized, outcome-based pedagogy.

Conclusion

This paper reported the findings of a motivational survey and a survey of pedagogical activities in the early stages of development. Data from this pilot study indicates that there are similarities and differences in the classroom activities that students prefer based on their motivational orientations. In the author's opinion, finding that these students prefer to be active while learning deserves further investigation. If that construct can be identified as valid and reliable, it may help educators understand how their

students prefer to learn, enabling curriculum developers and classroom practitioners to create more effective lessons. In addition, the research results herein demonstrate that even with limited knowledge of the research process, educators can gain a better understanding of their students with a bit of fortitude and support from their friends and colleagues.

Acknowledgements: The author would like to thank David Beglar for his assistance with the research project(s); Andrew Johnson for the factor score calculations; Theron Muller for his insightful comments and copyediting the original manuscript; and finally, the friendly staff of *The Language Teacher* for their help bringing this paper to press. All errors are the author's.

References

- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press.
- Brown, J. D. (2006). Generalizability from second language research samples. *Shiken*, 10(2), 24-27.
- Carriera, J. M. (2005). New framework of intrinsic/extrinsic and integrative/instrumental motivation in second language learning. *The Keiai Journal of International Studies*, 16, 39-64.
- Crookes, G., & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469-512.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (Eds.). (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Dickinson, L. (1995). Autonomy and motivation: A literature review. *System*, 23(2), 165-174.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. London: Pearson, ESL.

- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report # 23, pp. 1-19). Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation: Measurement and conceptual considerations. *The Modern Language Journal*, 78(4), 524-527.
- Gurian, M. (1998). *A fine young man: What parents, mentors and educators can do to shape adolescent boys into exceptional men*. New York: Tarcher/Putnam.
- Heffernan, N. (2003). *Building a successful TOEFL program: a case study*. Retrieved from <www.jalt-publications.org/tlt/articles/2003/08/heffernan>
- Honda, K. (2005). Learner differences and diversity in intrinsic/extrinsic motivation among Japanese EFL learners. *Memoirs of Osaka Kyoiku University*, 54(1), 23-46.
- Honda, K., & Sakyu, M. (2004). A study of the relationship between intrinsic/extrinsic motivation and Japanese EFL Learners' proficiency. *Osaka University of Education Journal of Educational Theory*, 3, 37-48.
- Jacques, S. (2001). Preferences for instructional activities and motivation: A comparison of student and teacher perspectives. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 185-211). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Kachigan, S. K. (1991). *Multivariate statistical analysis: A conceptual introduction*. New York: Radius Press.
- Kikuchi, K., & Sakai, H. (2009). Japanese learners' demotivation to study English: A survey study. *JALT Journal*, 31(2), 183-204.
- Noels, K. A., Clément, R., & Pelletier, L. G. (1999). Perceptions of teacher communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal*, 83(1), 3-34.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Ockert, D. (2006). Survey results: Learning about language learners' learning styles. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2005 Conference Proceedings* (pp. 330-339). Tokyo: JALT.
- Ockert, D. (2008, June). *Statistical analysis of an online survey questionnaire of student motivation and classroom activity preferences*. Paper presented at the June 22nd meeting of the Shinshu Chapter of the Japan Association of Language Teaching (JALT), Matsumoto, Japan.
- Ockert, D., & Johnson, A. (2004). Relationships between intrinsically and extrinsically motivated students and classroom activities. In M. Kawate-Mierzejewska (Ed.), *Temple University Japan Applied Linguistics Colloquium Proceedings 2004*, 75-87. Tokyo: Temple University Japan
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Reid, J. (1990). The dirty laundry of ESL survey research. *TESOL Quarterly*, 24(2), 323-338.
- Sakai, H., & Koike, H. (2008). Changes in Japanese university students' motivation to learn English: Effects of volunteering in an international event. *JALT Journal*, 30(1), 51-67.
- Schmidt, R., Boraie D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections in language learning. In R. Oxford (Ed.), *Motivation: Pathways to the New Century* (pp. 9-70). Honolulu: University of Hawaii Press.
- Schmidt, R., & Watanabe, Y. (2001). Motivation, strategy use, and pedagogical preferences in foreign language learning. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 313-359). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- SPSS [computer software]. (2004). Chicago, IL: IBM, Inc.
- Tremblay, P. F., & Gardner, R. C. (1994). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79(4), 505-518.
- Willis, J. (1996). *A framework for task-based learning*. Essex: Pearson Education Limited.
- Yashima, T., Noels, K., Shizuka, T., Takeuchi, O.,

Yamane., Yoshizawa, K. (2009). The interplay of classroom anxiety, intrinsic motivation, and gender in the Japanese EFL Context. *Journal of Foreign Language Education and Research*, 17, 41-64.

David Ockert works at two junior high schools developing multi-media based socio-collaborative projects to increase the intrinsic motivation of young Japanese learners of English in order to promote their willingness to communicate. In the past, he has taught K – 12, university, and graduate level business management prep courses and worked for SHARP Electronics in the Digital Documents Systems Section of the Information and Communication Systems Group on a quad-lingual translation device, working with the team to take the product for demonstration before the President and Board of Trustees. He really enjoys making ideas tangible.

Appendix A. The Motivation Survey

What is your attitude toward learning English? Please circle the number of the answer that best matches your opinion:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

1. I enjoy studying English.
2. English is important to me because I want to make friends with foreigners.
3. English is important to me because I want to study overseas.
4. English is important to me because I want to read books in English.
5. Language learning often makes me happy.
6. Language learning often gives me a feeling of success.
7. I study English because being able to use English is important to me.
8. English is important to me because I like English movies or songs.
9. I study English because it will make my

teacher proud of me/ praise me.

10. I study English because it will make my parents proud of me/ praise me.
11. I study English because I want to do well on the TOEIC test.
12. I study English because I want to do well on the TOEFL test.
13. In the future, English will be helpful/ useful to me.
14. English is important to me because I might need it later for my job.
15. I study English because all educated people can use English.
16. I study English because I must study English.

Appendix B. The Pedagogical Activities Survey

What classroom activities do you enjoy or find motivating? Please circle the number that best matches your opinion:

1 = strongly dislike, 2 = dislike, 3 = neutral, 4 = like, 5 = strongly like

1. Lecture (listen to the teacher and stay in my seat)
2. Listening exercises
3. Dialogue / reading practice from the text
4. Writing exercises
5. Translation exercises
6. Grammar drills/ practice
7. Small-group / team activities
8. Info-seek / finding information activities
9. Problem-solving activities
10. Activities where I am moving around in the room
11. Tasks that are intellectually challenging
12. Pair-work

Advert

Are they ready? On the verge of compulsory English, elementary school teachers lack confidence

Keywords

homeroom teachers, confidence, support, teacher training

All fifth and sixth grade elementary school teachers in Japan will soon be responsible for weekly English lessons in their classrooms. According to a survey conducted in Tokushima, few of these teachers feel confident about their ability to speak or teach English. These teachers will need more time, more training and a well-developed support network if they are going to be able to provide their students with inspiring English classes.

日本の小学校5、6年生を担当するすべての教師はもうすぐ、毎週英語を教えることになる。徳島で行われた調査によれば、英語を話したり教えたりする能力に自信がある教師はわずかしかない。彼らが啓発的な英語の授業を児童に提供するためには、より多くの時間とトレーニング、そして充実した支援ネットワークが必要になるだろう。

Mark Fennelly

Shikoku University

Robert Luxton

Shikoku University

In anticipation of mandatory elementary school English classes beginning in 2011, a survey was given to teachers at a recent English teaching seminar in Tokushima to ascertain, among other things, their confidence regarding teaching English to their young students. The results showed that very few of the teachers involved felt confident enough to begin teaching English. As all fifth and sixth grade teachers will soon be responsible for English lessons, this is a significant problem. It was also found that a large number of teachers were unsure of the Ministry of Education's (MEXT) goals for the program. For these reasons, we feel it is the responsibility of university education departments, who are both educating new teachers and training existing teachers to teach English, to make a greater effort in bridging this confidence gap and in conveying more precisely the goals of the new program.

This paper will provide a brief history of efforts to begin English education at the elementary level, explain why homeroom teachers will be responsible for English classes, and then discuss several problems that our survey brought to light, including some misunderstandings about the course book, *Eigo Note*.

Background

Whether English should be taught at the elementary level or not has been a controversial subject in Japan, with many in the government and schools abjectly against it. (Yukio Otsu, who has written several books—listed in the references—arguing against the implementation of English at the elementary level, is a well-known opponent. He believes once-a-week classes taught by non-specialists are a waste of time.) To avoid undue conflict, the Ministry of Education proceeded with its implementation cautiously and slowly, first setting up pilot schools in Osaka in 1992 and then, over the following four years, in all of the other prefectures. These schools identified numerous problems, among them that homeroom teachers lacked English ability and English teaching skills (Fennelly, 2007, p.93).

The next major step towards broad implementation came in 2002 with the introduction of the period of integrated studies. Integrated studies classes had a fairly loosely defined goal, which was to increase “zest for living” by engaging students in problem solving activities and applying knowledge attained across the curriculum (MEXT, 2001, p.121). It was under the umbrella of international understanding that English activities were first introduced.

As English activities spread throughout Japanese elementary schools, a major problem became evident: English classes among different elementary schools, even those within the same junior high school catchment area, varied greatly, which made teaching English at the junior high level difficult. Clearly, more consistency in content and teaching hours was necessary. MEXT responded to these problems with an outline for a new course of study in 2008, which prescribed uniform, once-a-week Foreign Language (English) Activity classes for fifth and sixth grade students. Teaching materials, including *Eigo Note*, were developed, along with a guide for in-service training. An important part of the new guidelines was that homeroom teachers would be responsible for these new classes.

Homeroom teachers teaching English

Many have wondered why homeroom teachers, few of whom are proficient English speakers,

will be in charge of English, whereas subjects such as music are often taught by specialists. It is possible that a lack of funding may be one reason, as the cost of hiring English-speaking teachers for every school in the country would be extremely expensive. (The annual budget for implementing English nationwide was only around 2 billion yen in 2008.) However, MEXT claims the reason is that homeroom teachers are the best prepared to implement this program because they are the most familiar with their students' needs (Matsukawa & Oshiro, 2008, p.37). The government also believes that having homeroom teachers teach English Activities will help to keep the focus on communication rather than language acquisition. The reasoning for this is that English at the elementary school level is not going to be an official subject, like music, which would require an official textbook, tests, numerical evaluation and a qualified teacher. Instead, it is going to simply be a class, along the lines of moral education. Planners have long lamented that whereas all English education in Japan is intended to be communicative, it has in fact become entrance exam-oriented and highly dependent on rote learning. According to the government, having homeroom teachers in charge of English education instead of specialists may help to avoid this.

Not all teachers will have to teach English by themselves. In many cases, they will be assisted by either foreign native-speakers (ALTs) or by “local experts,” people from the community who will hopefully be good English speakers. However, this has not necessarily quelled the anxiety among teachers for a number of reasons. First, many individual school boards are unsure if they have the financial resources to hire assistants (the board of education for Tokushima City has chosen to ask volunteers to come in from the community to help teach, a strategy that certainly carries a measure of risk), and second, Japanese teachers are transferred frequently between grades and schools, so no one is really sure if they will be teaching English in the near future or not.

The survey

At a recent English teaching seminar in Tokushima, 147 elementary school teachers were

given a survey to assess their general sentiments about teaching English. (Representatives of each elementary school in Tokushima were present at the seminar, although not all participated in the survey.) Survey items were based on initial surveys done in 1997 and 2007. In 1997, a survey was given to all teachers at the pilot school for English education in Tokushima, Shinmachi Elementary School. This, in turn, became the basis of a survey of the 50 pilot schools across Japan. In 2008, similar items were used for a survey of elementary school teachers in Tokushima City. The items on all three surveys concentrated mainly on objective criteria such as the number of classes taught by homeroom teachers, the number of hours given to English teaching and teacher training needs. Each survey also had a section for comments, the answers to which were revealing. The 2008 survey, in particular, showed a lack of confidence among teachers, with many comments mentioning a lack of English ability, a lack of knowledge in how to use the course book, *Eigo Note*, and questions about how to plan forty-five minute English classes.

Comments on the earlier surveys led us to believe that confidence was a serious and continuing problem among elementary school teachers regarding the teaching of English, and with this in mind, we decided to ask teachers more directly about their confidence levels. The first part of the latest survey concerned general objective criteria such as the number of English classes being taught and needs analysis for teacher training. The second part, with twelve items, was subjective and asked teachers about their confidence, problems in classes, use of the new course book and knowledge about teaching a foreign language. (An English translation of this part of the survey can be found in the appendix.)

A lack of confidence related to both English level and the ability to teach English was perhaps the most obvious finding. Of the 147 teachers surveyed, only 9% said they were confident in their English teaching abilities, and 72% of respondents said that their English ability was not sufficient to teach English. Sixty-nine percent of the teachers surveyed said that they did not have enough knowledge of how to teach English.

Another significant finding of our survey was the need for more training. In particular, neither the curriculum nor the guidebook seemed to be well understood. For example, only 20% of the teachers surveyed claimed to have a good understanding of the new course of study. Similarly, only 30% said they had confidence in using *Eigo Note*. A lack of understanding of the curriculum and course book can obviously lead to very serious problems in the future, and both signal the need for further training.

Our survey also showed that over 30% of teachers were concerned that their team-teaching classes are not going well. Although 30% may not seem significant enough to raise concern, comments from teachers lead us to believe that the problem may be greater than this number suggests. In particular, teachers expressed concern about their ability to communicate with ALTs and about a lack of time for preparing and discussing team-taught classes.

Little time for training and not enough time to prepare for team-teaching classes are part of a larger issue: elementary teachers in Japan already feel overworked. We asked the teachers about this specifically. Tellingly, only 2% said that they disagreed with the statement "teaching English in my classroom is too much of a burden." Japanese elementary school teachers are responsible for everything from classes and extra-curricular activities to cleaning and even the students' lives at home. English classes are an unwelcome burden for many.

Overall, our survey results were not encouraging. The teachers clearly lack confidence when it comes to speaking and teaching English, they do not seem to understand the new curriculum very well, and even without English Activity classes added to the schedule, they feel overworked.

Eigo Note

As mentioned above, only about 30 percent of the teachers surveyed said they felt they were using *Eigo Note* effectively. As many teachers had already had as long as two years to become familiar with the book, this low number can probably be attributed to the fact that *Eigo Note* is unlike most other English textbooks. Its goal is not in fact English ability, but the ability to communicate. In the new program, English

becomes a tool to teach students how to communicate in general. As stated by MEXT, the goal of the new program is to “form the foundation of pupils’ communication abilities through foreign languages while developing an understanding of languages and cultures through various experiences, fostering a positive attitude toward communication, and familiarizing pupils with the sounds and basic expressions of foreign languages” (MEXT, 2009, chap. 4). Rather than the concrete goals connected to vocabulary and grammar that most teachers are familiar with, the new goals stress experience, attitude and communication.

In particular, experts involved in designing the course and book stress one facet of communicative competence known as strategic competence (Oshiro & Naoyama, 2008), which is essentially the ability to compensate when one does not know a specific word or phrase through re-phrasing, gestures and so on (Savignon, 1983). This is meant to improve communication in general as well as create the groundwork for the later acquisition of discourse and grammatical competence. A communicative experiential approach and strategic competence are not concepts that many teachers are familiar with, and it is possible that this is what has led to the teachers’ lack of confidence in using *Eigo Note*. It is our opinion that a lack of understanding regarding the main course book for a new program of study clearly implies that additional training is necessary.

Suggestions for the future

Universities that are now training the elementary school teachers of the future need to take into account that English has become part of the curriculum. New courses in education need to be developed that cover these new areas of knowledge and ability, and indeed, many such courses have already been developed around the country. We see two problems at the moment. The first is that, because English Activities is not an official subject at the elementary level, related English teaching classes at universities are often elective, which means that students who are uncomfortable with English can avoid them. It is therefore up to individual universities to encourage their students to take part in English

teaching classes. The second problem involves the training that these students are receiving. Teacher trainers at the university level have a responsibility to understand the new course of study and prepare students accordingly. Many teacher trainers do not seem to understand the MEXT goals adequately and are putting emphasis on the teaching of English rather than developing a communicative experience for students. Those involved have a duty to truly understand the goals.

Perhaps a bigger problem concerns teachers who are already in the field. As mentioned, most teachers are already very busy, which makes additional training difficult to accomplish, and funding for training is decreasing. Many of the teachers concerned have already received 30 hours of English teaching training, but as our survey showed, this was in many cases insufficient. What is necessary, therefore, is a better support network, one that will offer ongoing training and support for teachers who need it. One of the best ideas for this, we believe, is the development of links between local schools, boards of education and universities.

At our own school, Shikoku University, a volunteer support program has been established through links with local universities and boards of education both as a means of training future teachers to teach English Activities according to the new curriculum and also as a means of supporting current homeroom teachers. Both English majors and education majors have been visiting local elementary schools during English Activities classes and working as assistants, and the results have been promising. Other universities in Japan, such as Tokai, Sophia and Waseda, are having success with similar programs.

Where confidence is lacking, experience, practice and training are crucial. Classes observed in Okinawa, where English Activities began seven years ago, are proceeding noticeably better than what was seen in Tokushima. Okinawa schools have a well-developed system for support and training and the teachers seem more confident.

Conclusion

Although our survey showed that most teachers lacked confidence in their English abilities, asked whether their students seemed to be enjoying

the classes or not, most teachers said yes, which is encouraging. Perhaps even more encouraging is that some of the English lessons conducted by homeroom teachers that we have observed over the last two years have been very well done. The teaching was confident, the students were engaged, and the atmosphere was fun. On the other hand, where teachers lacked training and confidence, students seemed to have a much less positive attitude toward English classes.

English will soon be mandatory in all Japanese elementary schools. Many teachers are not confident, they are already overworked, and funding for training is decreasing. Teachers are unsure of the goals and how to use the new course book, and they do not know whether they will have an assistant or not. These are serious obstacles that need to be overcome. However, we believe that additional training and well-organized support networks will make teachers more confident, as was seen in Okinawa, and that confident elementary homeroom teachers are capable of teaching inspiring English lessons to their students and improving student motivation to communicate using English.

References

- Fennelly, M. G. (2007). Elementary school English: Approaching a new era. *Shikoku Daigaku Kiyo dai 27 go* 99-101. [*Shikoku University Bulletin no. 27. 99-101*].
- Matsukawa, R., & Oshiro, K. (2008). *Shogakko gaikokugo katsudo jissen manyual*. Obunsha. [*Manual for elementary school activity practice*. Obun Company].
- MEXT. (2001). *Practical handbook for elementary school English activities*. Kairyudo Shuppan. [Kairyudo Publishing].
- MEXT. (2003). Regarding the establishment of an action plan to 'cultivate Japanese with English abilities.' Retrieved from <mext.go.jp/english/topics/03072801.htm>
- MEXT. (2007). Heisei 18 nendo shogakko eigo katsudo jissai jyokyou chosa shukei kekka. [Results of the 2006 survey of elementary school English activities]. Retrieved from <mext.go.jp/b_menu/houdou/19/03/07030811/004.htm>
- MEXT. (2009). Atarashii gakushu shido yoryo. [New government guidelines for teaching]. Chapter 4. Foreign Language Activities. Retrieved from <mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2009/04/21/1261037_12.pdf>
- Oshiro, K. & Naoyama, Y. (2008). *Shogakko gakushu shido yoryo no kaisetsu to tenkai gaikokugo katsudo hen - q & a to jyugyo kaizen no pointo tenkai rei*. Kyoiku Shuppan. [*Explanation and development of government guidelines for elementary school teaching. Compilation of foreign language activities. Question and answer, class improvement points and development examples*. Kyoiku Publishing].
- Otsu, Y. (2004). *Shogakko eigo wa hitsuyoka*. Keio Gijuku Daigaku Shuppan Kai. [*Is elementary school English necessary?* Keio Gijuku University Publishing].
- Otsu, Y. (2005). *Shogakko eigo wa hitsuyonai*. Keio Gijuku Daigaku Shuppan Kai. [*Elementary School English is not necessary*. Keio Gijuku University Publishing].
- Otsu, Y. (2006). *Shogakko eigo wa hitsuyo na koto*. Keio Gijuku Daigaku Shuppan Kai. [*Elementary school English is necessary*. Keio Gijuku University Publishing].
- Savignon, S. J. (1983). *Communicative competence: theory and classroom practice; texts and contexts in second language learning*. Reading, MA: Addison-Wesley.

Appendix

- Do you think that foreign-language-activity classes are proceeding without problems?
- Do you understand the new English course of study well?
- Do you have confidence in teaching English?
- Are you using Eigo Note effectively?
- Is your school's support of English activities satisfactory?
- Are students reacting well to English classes?
- Do you think English in elementary school will have a positive effect on attitudes towards English?
- Do you have an effective relationship with the ALTs and JTEs in your classroom?

- Is your English ability sufficient to teach English classes?
- Do you have enough knowledge of how to teach a foreign language?
- Are you in favor of introducing foreign language activities to elementary schools?
- Do you think it is too much of a burden on teachers to teach English in elementary schools?

Mark Fennelly taught English at the elementary and junior high school level for over 15 years in Egypt and Japan before joining the faculty of Shikoku University in 2004. For the past seven years he has been responsible for teacher training classes related to elementary and



kindergarten English for English and education majors. He has been involved in teacher training for elementary school teachers for many years and supports prefectural and municipal training workshops locally. His research interests include teacher development, task-based approach and curriculum development.

Robert Luxton has been teaching at Shikoku University for 12 years and at its affiliated kindergarten for six. He has also been a guest teacher at local elementary schools. He has a M.Ed. in elementary education and a Master of Applied Linguistics. His research interests are elementary education, stylistics and literature.



Scattered Leaves

I recently assigned a teaching story to a second year class of education students. It was one of those vexing Zen stories whose meaning keeps slipping through your fingers like a live eel. It was about a young monk who loved to tend his temple garden.

One day he took special care to manicure his garden impeccably for some special guests expected later that day. An old master from the neighboring temple watched him intently. When the young monk was sitting back to admire his finished work, the old priest told him the garden was missing something and offered to set it right for him. The young man, with some hesitation and much curiosity, helped him over the fence. The old man proceeded straight to the great tree at the center of the garden and shook it vigorously, sending leaves raining down over everything. "There, that's better," he said finally. The young monk stood there helplessly, his mouth gaping.

My students drew many lessons from this story. Some thought it was about the difference in the beauty made by man and that created by nature. Others thought it was about the folly of making an effort only for special occasions. Each student projected her own values and experiences onto the story to give it meaning. So did I.

I thought of the times in my teaching career where my garden seemed all clean and tidy. At one time, for example, I was convinced that the best path to oral fluency was oral practice. It seemed to make sense. After all, oral expression is a physical act and, as such, it is subject to the law of specificity. If the best training for a swimmer is swimming then surely the best training for a speaker is speaking. I taught speaking through oral practice and I taught with confidence.

Then I conducted research to assess oral fluency in several elementary school English classes that were taught using my speaking centered approach. Among these classes, one had received an extra session of listening input instead

of speaking practice because I got a lesson plan mixed up. It became an accidental experiment, comparing oral practice to listening input in developing speaking ability. Unexpectedly, the listeners turned out to be better speakers than those who received more oral practice. Leaves everywhere, and the old man disappeared over the fence.

Needless to say I became a disciple of input. Soon, teaching was easy as before and I was so self-assured, until the old man showed up and shook my tree, again. I've gotten used to that old man. I look forward to his visits now—for those times, when I'm standing in a pile of leaves, my mouth gaping, is when I grow.

I still try to keep a neat garden but I think I spend more time watching it and less time working it, knowing the garden changes and I change with it.

Teaching, learning and growing are not processes plural; they are one process, a social process. In our teaching community, we learn from our colleagues and from our experience with students; we teach each other our discoveries and difficulties, and we grow through the feedback and support of our peers.

So, I invite you to join the process of Teaching, Learning, and Growing at JALT2011. Submit your proposal by April 22 and take advantage of this opportunity to communicate your experience, share your findings, and be part of one of the largest language teacher conferences in Asia. Remember we are open to a variety of formats—from poster sessions to workshops to formal presentations.

—Stan Pederson, JALT2011 Conference Chair

<jalt.org/conferences>



Pedagogical implications of motivation research: An interview with Ema Ushioda

Keywords

motivation, autonomy, identity, socio-cultural theory

Ema Ushioda has been leading the incorporation of sociocultural theory (SCT) in second language (L2) motivation research, understanding motivation as something that is not innate and fixed within learners, but situational and dynamic, and influenced through their social context. She is programme director of the Doctorate of Education in Applied Linguistics and English Language Teaching at the University of Warwick, and has recently co-authored *Teaching and Researching Motivation* with Zoltán Dörnyei (2011). She will be visiting Japan as a plenary speaker at both the JALT CUE Conference in July 2011 and the JACET Summer Seminar in August 2012.

Ema Ushiodaは学習者の動機づけを先天的で固定されたものではなく、社会的文脈の中で状況に応じて動的に変化するものとしてとらえ、第2言語教育の動機づけ研究分野に社会文化理論(SCT)を先駆的に取り入れている。UshiodaはUniversity of Warwick応用言語学・英語教育学博士課程のプログラム・ディレクターであり、先ごろ、Zoltán Dörnyeiとの共著 *Teaching and Researching Motivation* を出版した。2011年7月JALT CUE 年次大会と2012年8月JACET夏季セミナーで基調講演を行うために来日する予定である。

Joseph Falout

Nihon University

Joseph Falout (JF): How did you get started on incorporating the concept of sociocultural theory (SCT) with your research on L2 motivation?

Ema Ushioda (EU): SCT has been used quite a lot to inform discussions of autonomy in language learning (e.g. in the writings of David Little, with whom I worked for nine years at Trinity College, Dublin), and so it was through my engagement with the autonomy literature that I became interested in SCT and began to see its value in informing analyses of motivation too. I felt that SCT offered a useful perspective on the internal/external dichotomy in motivational theorizing (i.e., motivation as internally or externally regulated) and an explanation for how the social environment can mediate the development of internally regulated motivation. In other words, SCT seemed helpful in informing pedagogical principles for how to develop students' motivation from within, and I have always been interested in the pedagogical dimensions/implications of L2 motivation research, which have been rather under-developed to date.

JF: Can there be problems in autonomy?

EU: There can be in the sense that it is not necessarily easy to promote autonomy. If, for example, students come into the classroom with the expectation that the teacher is going to tell them what to do, and the teacher tries to get them to take responsibility, then in some cultural contexts students may think, "But it's your job as the teacher to tell us what to do."

JF: How do your M.A. students adjust to the notion of autonomy?

EU: Some of them research that area, looking at adjustment of international students as they enter the culture of British higher education. The majority of our M.A. students are from China, Taiwan, Korea, Japan, Thailand, and other parts of Southeast Asia. On the whole they don't find it too difficult to adjust because we give them support and we also explicitly discuss with them principles of autonomy as it's actually part of the content of the courses they study. So they engage with those issues openly.

Peter Brown, Richard Smith, and I (2007) reported that we encountered resistance in an anonymous letter from an M.A. student who expected us to provide massive amounts of input, whereas we wanted the students to follow their own directions and discover things for themselves, with our support. Our response was not simply to provide massive amounts of input—that would be defeating our pedagogical principles—but to provide much more in the way of support, and try to be explicit about why we were doing things in this way.

My colleague, Annamaria Pinter, and I have another strategy. We introduce motivational concepts in the abstract, and then we give the students a questionnaire. It has questions such as why they decided to enroll in this M.A., and why they read applied linguistics literature—with various possible reasons that they can either tick or add. They compare their responses with one another to find similarities and differences. Then they map their responses onto those abstract motivational concepts. It's a way of helping them to engage with those concepts from the perspective of their own motivation, their own experience.

JF: How can a task-based approach relate to autonomy and motivation?

EU: In terms of pedagogies to promote autonomy, something like a task-based approach—in other words, the kind of approach that autonomy expert Leni Dam works with in her classes and promotes—would be very effective in developing the students' autonomy. Because once the task is set up, then much more responsibility is handed over to the students in terms of how they engage the task. And then because autonomy and motivation are very much intertwined, it can also help to promote motivation.

Back to responding to student resistance, ever since that anonymous letter, I've become much more aware of the importance for the teacher to be constantly open and explicit with her students in terms of why they are doing these things and what it means. So if you're going to use a task-based approach, then ensure that the students understand the principles.

Leni Dam starts a new project or task with these questions, "What are we going to do? Why are we doing it? How are we doing it?" And then as they proceed with the task, "How did things go? What were the results? What have we learned from it? What can or should we do next?" Talking about these things amongst themselves is a way to externalize their thinking, and thereby internalize their understandings and their awareness of how learning happens.

JF: Recently you've been speaking about the *Dogme approach*.

EU: The original Dogme was a cinematic Danish movement in 1995 with a group who felt that filmmaking should be stripped down to the human story and focus on dialogue. Forget about special effects and all that.

Then Scott Thornbury (2000) wrote a provocative article that the same principle should apply to language teaching. Forget about technology and fancy materials. What's important is enabling students to express themselves. Language teaching should focus on dialogue between students and between students and teacher. If you need materials or technology it's only in the service of whatever the student really wants to say.

Keith Richards (2006) provides empirical evidence to show that when you try to engage students' *transportable identities*, when you talk to them as people, when you connect with them that way, that actually it can help to motivate them in terms of effort and engagement in interaction.

Transportable identities are always in the plural because we have so many different aspects of identity or identities that we carry in our lives. For example, all of us have identities as being a son or daughter, husband or wife, father or mother. We have identities in terms of our profession, culture, the languages that we speak, interests that we have; some of us might

be a keen photographer, amateur footballer, and so on.

In the language class we can bring in these aspects of our transportable identities that are relevant to us or that we are happy to express. But then there might be other aspects of self or identity that are much more private, that we don't wish to expose in the language class, which is perfectly legitimate. It would be unethical to force students to express things that they didn't want to say. And teachers also have private aspects they wouldn't wish to expose.

So the notion of transportable identities in the plural is very rich. It contrasts very much with treating students as language learners, getting them to repeat things or practice things or give the right answer. That's not really engaging any aspect of their identity.

JF: How can teachers be aware of these things?

EU: I think effective teachers have always been aware of these things, and actually do engage their students' identities, and do know how to motivate their students. If anything, those of us who are away from the classroom who theorize about motivation perhaps have been a few steps behind.

A lot of motivation research tends to be on these abstract models rather than on learners as unique human beings. If you're working in the kind of paradigm that builds toward—"If you have this kind of motivation, and as a teacher you do this sort of thing, then it's likely that students will behave in this sort of way"—that's just talking in very general, abstract terms. While that might work in theory, if you look at individual students, who are all uniquely different people in your classroom, then that may not work. The story of Sean is a case in point (Ushioda, 2009).

Sean was a student of French in Dublin. When I interviewed him first time around he told me about his relationship with his French girlfriend. And when I interviewed him second time around he'd had a very bitter breakup. I was expecting him therefore to tell me he'd lost interest in learning French, as might be predicted by an integrative motivation model. So I was amazed when he said this had motivated him even more, to really study French hard, out of spite, he said.

He wanted to prove to himself and also to his ex-girlfriend that he could be as proficient as she or anyone else. And then I met him a few years later and he'd just come back from finishing a Ph.D. in French studies. This illustrates what a theoretical model might predict about a student's behavior may not necessarily apply to whoever is in your class.

JF: One of the findings from that study was the learners were able to remotivate by taking a break from schoolwork and doing something fun in the L2 outside of class.

EU: The important thing here is to ensure that students do not constantly associate language learning with schoolwork (i.e., just another school subject that has to be studied) or with monotonous tasks and exercises, but that they see how this language can connect with their life outside the classroom and experience this connection in ways that are personally enjoyable or fulfilling. Then, when motivation (in class) is at a low point, they can try to reconnect with what they enjoy about learning or using the language, as a strategy for remotivating themselves.

JF: When you were teaching at the secondary level in Japan, what do you think was the biggest demotivator in English education?

EU: I'm not sure I'm in a good position to comment on this. I was a naive and inexperienced English teacher in my early 20s, so I don't think I was particularly aware of or had the professional knowledge to understand issues of student motivation or demotivation in English education in Japan. In retrospect, I guess the biggest demotivator was probably the hurdle of entrance exams. I can remember feeling appalled at the way my cousin (I was living with my aunt and her family in Tokyo) simply tried to memorize pages and pages of English word lists for his university entrance exams and asked me to test him on them.

JF: In what ways do you think tests can motivate or demotivate?

EU: I think formative tests can be a good way of motivating students if their aim is to evaluate learning and identify strengths and areas for improvement, if they are pitched at a moderately

challenging level, and if students understand the purpose and value of these tests. Similarly, self-administered or self-assessment tests that serve these evaluative functions can also be motivationally effective, and developing good self-assessment skills and practices is of course important to developing autonomy and self-motivation. Appropriately pitched formative tests and self-assessment tests may also help to remotivate students by making learning gains transparent and visible.

Clearly, summative tests and high-stakes tests can demotivate students in the sense that they may interfere with intrinsic learning enjoyment in the stages leading up to the test, and bad test results (or tests that are too difficult) are also likely to impact negatively on post-test motivation. But I think we should remember that students are unique individuals and will react to tests and test results in different ways. Some may actually thrive under pressure and quickly bounce back after failure, while others may find the stress of high stakes tests very demotivating.

JF: How can one research with complex dynamics systems theory?

EU: If it's a complex system, to my mind it's got to be focused on a particular case—whether that case is an individual, class, teacher and student, or group. You need to have a fairly sharp focus if you're going to try to capture the complex system or systems around that focus, and so you try to define what your core unit of analysis is going to be. Then for that research to have significance beyond that case, you've got to engage in multiple case studies. Not necessarily you yourself, but in a way that's perhaps replicable. So I can see a potentially quite interesting program of research, if one was able to get the research funding and someone to do that.

JF: From your own experiences, do you have any suggestions to young researchers who are struggling to stay motivated?

EU: I would emphasize two things. Firstly, talk to like-minded research colleagues and share ideas and problems. I think this social dimension is motivationally so important to our development as researchers, and so much more productive than plowing our own lonely furrow.

Secondly, if what you research is also relevant to what you teach, use your research to inform your teaching and engage your students in discussion about your research ideas. My experience in teaching an M.A. module on the psychology of language classroom practices which adopts an SCT framework and engages with issues of motivation and autonomy, collaborating with my colleague who co-teaches it with me, and engaging students (many of whom are practicing teachers from different parts of the world) in discussion of the issues I research and their relevance to classroom practice—all of this has been so valuable in helping me to develop my ideas further, stay focused, and stay motivated.

References

- Brown, P., Smith, R., & Ushioda, E. (2007). Responding to resistance. In A. Barfield & S. H. Brown (Eds.), *Reconstructing autonomy in language education: Inquiry and innovation* (pp. 71-83). Basingstoke: Palgrave Macmillan.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.
- Richards, K. (2006). 'Being the teacher': Identity and classroom conversation. *Applied Linguistics*, 27(1), 51-77.
- Thornbury, S. (2000). A dogma for EFL. *IATEFL Issues*, 153, 2.
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 215-228). Bristol: Multilingual Matters.

Joseph Falout

researches developmental motivational variables of teachers and students in L2 sociocultural contexts.

He is an associate editor of the *OnCUE Journal*, published by the JALT College and University Educators Special Interest Group (CUE SIG).





TLT RESOURCES

MY SHARE

MY SHARE SPECIAL • ACTIVITIES

Norman Rockwell: A picture tells a story

Catherine Cheetham—Tokai University, <catherine_cheetham@yahoo.ca>

Quick guide

Key words: Group work, vocabulary, questions, writing, cross-culture, discussion

Learner English level: Intermediate and above

Learner maturity: High school and above

Preparation time: 20 minutes

Activity time: 20 to 30 minutes for each activity

Materials: A collection of Norman Rockwell paintings, a worksheet listing each letter of the alphabet from A to Z, an example question sheet handout, and a writing template

Introduction

Norman Rockwell, a 20th century American painter and illustrator, offers a unique insight into American culture through his sentimental and idealistic portrayal of everyday life scenarios. Like any picture, a Rockwell painting can tell many different stories. With this lesson plan students have an opportunity to observe and express their own interpretations of Rockwell's work. Each pre-writing activity is designed to build towards the final writing task of telling a story.

Preparation

Step 1: Select and prepare at least eight different Norman Rockwell paintings. Norman Rockwell paintings may be obtained from various websites, although please note that paintings taken from online sources may contain watermarks. When selecting paintings, it is recommended that there be a lot of background details and imagery. The following are some recommended Norman Rockwell paintings: *Doctor and Doll* (1929), *Freedom from Want* (1943), *Dugout* (1948), *The Shiner* (1953), *Surprise* (1956), and *Before the Shot* (1958). Print or copy a set of paintings for each group of four students in the class (Appendix A). Note: In order to complete Activity 3 of this lesson, it is important not to reveal the original title of the paintings; therefore, it is advised to omit the title if possible from the print.

Step 2: Prepare a worksheet (Appendix B) with the alphabet listed from A to Z and a blank line after each letter. Copy enough worksheets to give one to each student.



JALT2011 Teaching • Learning • Growing

Nov 18–21, 2011

National Olympics Memorial Center, Yoyogi, Tokyo

<jalt.org/conference>

...with Dax Thomas



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

We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*).

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

MY SHARE ONLINE: A linked index of My Share articles can be found at:

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

Procedure

Activity 1

Step 1: Have students form groups of four. Give each group a set of the Rockwell paintings and each student a copy of the prepared worksheet.

Step 2: Ask the students to select one of the paintings for their group. The painting should then be placed in the center of the group for all members to see.

Step 3: Encourage students to think of different words that can be used to express one object. For example, the word “blackboard” could also be referred to as “board” or “chalkboard.” Inform the students that they will have about two minutes to write as many words as they can that describe things in the painting, using each letter of the alphabet. Points are awarded for each original noun; therefore, if students within the group brainstorm identical words, that word would then be disqualified. Students should not share their words with other group members. Furthermore, it is necessary to remind students that adjectives such as “red,” describing “apple,” are not accepted in this activity.

Step 4: After two minutes, students should stop writing and compare their worksheet with those of other group members.

Example:

Student 1			Student 2		
A		✗	A	apple	✗
B	belt	✗	B	belt	✗
C	coat	○	C	chair	○
D	desk	✗	D	desk	✗
E		✗	E	eraser	○
F	fruit	○	F		✗

Student 3			Student 4		
A	apple	✗	A	apple	✗
B	blackboard	○	B	boy	○
C	chalkboard	○	C	children	○
D	desk	✗	D	desk	✗
E		✗	E		✗
F		✗	F		✗

Activity 2

Step 1: Remaining in groups, students select one of the paintings. Three of the students look at the painting and memorize as many details as possible. The fourth member of the group, the questioner, must think of three specific questions about the painting. The following are typical sample questions that might be used for Rockwell’s *Happy Birthday Miss Jones* (see Appendix C): *How many students are in the classroom? What is written on the blackboard? What were the students studying?*

Step 2: After about two minutes, the questioner takes the picture away from the group. The questioner then asks the group his/her three prepared questions. Group members answer the questions by recalling various details about the painting.

Activity 3

Step 1: In groups again, students discuss their interpretation of the paintings. After the discussion, groups need to give the paintings a title.

Step 2: Groups then share their selected titles with the class. A class discussion may be warranted as to why the group selected that title.

Variation: Have groups try to guess the real titles of the paintings. Those groups that correctly identify the titles of the paintings win points.

Activity 4

Individually or in groups, students write a narrative story or descriptive paragraph based on one of Rockwell’s paintings (Appendix D).

Conclusion

The above collection of activities brings elements of cross-cultural studies to the classroom and draws upon various language skills useful in pre-writing. Engaging in activities prior to a writing assignment not only familiarizes students with the subject matter, but also greatly assists with creativity. For language learners to effectively express themselves it is important to write frequently and on a broad range of topics. Activities 1 to 3 could be effectively applied separately in any lesson and modified with different materials.

Resources

If you are interested in similar activities using art in the classroom, I recommend Rucinski-Hatch's article "Grandma Moses Meets ESL: Art for Speaking and Writing Activities" in the *Journal of the Imagination in Language Learning and Teaching* <www.njcu.edu/cill/vol3/rucinski-hatch.html>.

Appendices

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

MY SHARE SPECIAL • ACTIVITIES

Inside the Actors Studio: A classroom application

Bob Jones—REJ English House, <aribob@enat.org>

Quick guide

Key words: Listening, question and answer, personal information

Learner English level: Pre-intermediate and above

Learner maturity: University and adult

Preparation time: 10 minutes to type up the worksheet (after selecting the program)

Activity time: 40 to 50 minutes

Materials: Computer with Internet access or video/DVD, worksheets

Introduction

This activity is based on Bravo cable TV's *Inside the Actors Studio*, in which well-known actors and directors are interviewed about their life and work. Towards the end of each program James Lipton, the host, submits his guest to a 10-point questionnaire which includes such questions as:

- *What's your favorite word?*
- *What's your least favorite word?*
- *What sound or noise do you love?* (See Appendix A for the complete list.)

In my experience, students usually enjoy listening to their favorite stars answering the questions. I have also found that the questionnaire provides a stimulating way of enabling students to talk about their own likes and dislikes.

Preparation

View several examples of guests responding to Lipton's questions, many of which are available on YouTube, and choose one that seems appropriate for the level of your students. For lower level students, my personal recommendation would be Stephen Spielberg or Johnny Depp, both of whom give short, concise answers.

Procedure

Step 1: Give the students some background information about the program. Distribute the TV interview worksheet (see Appendix B), go through the questions, and explain any items which may be unclear.

Step 2: Show the video extract. Have the students fill in the guest's replies in the middle column of the worksheet.

Step 3: Have students check their answers with each other in pairs.

Step 4: Show the video extract once more. Have the students re-check their answers and write up any further details the guest gives in the third column of the worksheet.

Step 5: Check the answers with the class.

Step 6: Invite the students to ask you the same questions. Some advantages of this step are that (a) they are getting extra input and further examples of the type of answers that can be given; (b) you as teacher can adjust your answers to a level that will be appropriate for your students;

and (c) as it is desirable that in Step 8 (see below) students go beyond simple one-word answers and explain their choices, you as teacher can provide models of how this may be done.

Step 7: Give the students a few minutes to prepare their own answers to the questions.

Step 8: Give out copies of the student questionnaire (see Appendix C). Have the students ask each other the questions and note down their partner's answers.

Step 9: Hold a general feedback session and invite students to share particularly interesting replies with other class members.

Some considerations

Many teachers may be uncomfortable with Lip-ton's seventh question: *What's your favorite curse word?* How to deal with this should be a matter of individual discretion but, speaking for myself, I tend to skip over it with minimal comment and do not include it in the student questionnaire. Some teachers may also feel uncomfortable with Question 10: *If Heaven exists, what would you like to hear God say when you reach the Pearly Gates?* This could be replaced by another question of

the teacher's choice (e.g., *How would you like to be remembered in years to come?*).

When choosing clips, be aware that some guests give short simple answers while others give longer, more complex answers. Appendix D provides one list of guests who may be suitable for lower-level students, and another for students at higher levels. URLs for YouTube links are also provided.

Conclusion

Generally, I have found that students enjoy asking each other the questions and often come up with interesting replies. One of my personal favorites was the student who answered "Being busy" to *What turns you on?* and "Not being busy" to *What turns you off?* As her teacher, I heartily welcomed her sentiments.

Appendices

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

MY SHARE SPECIAL • ACTIVITIES

More motivating lesson materials: Student-centred character construction

Eoin Jordan—Xian Jiaotong-Liverpool University, <eoinpatrickjordan@gmail.com>

Quick guide

Key words: Motivation, creativity, adaptation

Learner English level: Beginner to advanced

Learner maturity: Elementary school to adult

Preparation time: 15 minutes

Activity time: 50 minutes

Materials: Photographs or caricatures in digital format or on paper, and a bit of imagination

Introduction

The following is an outline of a simple, yet versatile technique I have used with classes of all

ages and ability levels to increase interest in textbooks or fixed lesson materials. The only things really necessary to make this work are that your students have the ability to answer basic questions in English and a little imagination. I have provided instructions here for a class centred on a spoken dialogue. Other possible adaptations are highlighted in the Variations section below.

Procedure

Step 1: Check the Internet for pictures of interesting looking people. Searching Google Images with terms such as *moustache* or *couple* has

worked very well for me (make sure to set the advanced options so that you only get images that are available for reuse). See the Appendix for examples I have previously used. The pictures can be either photographs or caricatures, though it is generally best to avoid famous people as this eliminates the fun of character creation. I also recommend selecting images that link in with your lesson material; for example, if your lesson focuses on a business context, then choosing pictures of people wearing suits would be advisable.

Step 2: Before moving on to the main activity of your lesson, show one of the pictures to the class and ask students what the person's name is. If any of them offer a suggestion, then make a note of it on the board and confirm that this is indeed the character's name. If there are no suggestions, then choose a name yourself (such as *William*). You can get students' attention at this point by choosing an obviously male name for a female character, or vice versa, and checking with them to see if it is an acceptable choice.

Step 3: Once a name has been decided, ask the class other questions about the character. This part of the activity should be adjusted according to age and ability. Enquiring after the person's age, job, or marital status are usually good places to start. If no one answers initially, then suggesting inappropriate ages or jobs is often an effective way to elicit responses. Students can also be encouraged to go on and describe the imaginary character's life, personality, and interests in more detail. This allows for the revision of specific areas of vocabulary.

Step 4: Start to tell a story that places your newly-created character in a context where students can use the language that the lesson is focused on (for instance, *William was attending a meeting with his boss...*). Pictures should again be utilized to illustrate and elicit information about both the setting and the other characters that appear in the story. Following this, students can be encouraged to create dialogs with the characters and compare their work to the set materials for the class. Possible extension activities here include students practicing, writing down, and acting out their own dialogs.

Variations

The character construction process described here could equally be applied to literature-focused reading and writing exercises. For reading exercises, students could be encouraged to guess details about characters before reading a passage, and then analyze their assumptions afterwards. There is also great scope for writing practice; either writing about the character in a certain context or writing as the character with a set purpose (such as drafting a business letter to a customer as *William*).

Conclusion

Using this technique in class really attracted my students' attention. Many of them took the opportunity to reference friends or popular cultural icons when describing the pictures, and I found they were very enthusiastic about engaging in role-play activities using their new characters. Giving your students opportunities for creative output such as this should allow you to discover more about their interests, which will likely be reflected in the personalities they give the characters. It will also help make classes more engaging and stimulating for them.

Appendices

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

JALT Apple Store



Don't forget, JALT membership brings added bonuses, such as discounted Apple products through the JALT Apple Store.

[<jalt.org/apple>](http://jalt.org/apple)

The Lego challenge: Exploring prepositions

Dawn Kobayashi — Dawn English School, <dawn_english_school@solid.ocn.ne.jp>

Quick guide

Key words: Prepositions, giving instructions, problem solving, negotiating meaning

Learner English level: Intermediate to advanced

Learner maturity level: High school and above

Preparation time: 30 minutes

Activity time: 50 minutes

Materials: One set of five interlocking blocks (Lego or similar) for each student, A3-size stiff cardboard screens (one for each pair).

Introduction

The following article describes a lesson plan to help students think about communicative techniques. The activity may seem simple, but it is suitable for even the most advanced students as higher-level students will be able to describe more complex structures. The key to success for this activity lies not in knowing the right vocabulary, but in successful teamwork, that is, being able to give precise instructions on the one hand and being able to clarify information on the other. It is adapted from part of a British game show from the 1980s called *The Krypton Factor*.

Preparation

Before class you will need to procure some building blocks (Lego blocks or the like work well). Each student will need one set of blocks. Each set should include 5 blocks of various sizes and colors and for each pair of students both sets should be identical. You should be able to find something suitable in 100 yen shops.

Procedure

Step 1: Introduce the topic of prepositions by asking students to place some stationery on their desks. Explain that they must do exactly as you

say. Give commands such as “Put your eraser in your dictionary”, or “Put your bag on the floor”.

Step 2: Put students in pairs. Ask students to give their partners similar instructions, the more challenging the better.

Step 3: Ask the class to tell you some of the prepositions they used. Write them up on the board (see Appendix A for suggestions).

Step 4: Explain to students that there are many prepositions in English and that they are going to explore some of them.

Step 5: Place a screen between each pair. Students should not be able to see their partner’s desk (an A3 card sandwiched between 2 tables makes a good screen). Give each student a Lego set.

Step 6: Model the activity with a volunteer:

1. Get your volunteer to make a simple structure with the blocks. Any shape is okay but something easy will be best (see Appendix B).
2. Ask your volunteer to give you instructions so that you can recreate the structure; you must not look at your partner’s structure.
3. Ask questions to clarify meaning.

Step 7: Once the class understands the activity, stop the demonstration and instruct the class to start the activity. Walk around and help students who are slipping back into Japanese, but do not stop the activity. It is important that students try their own ways of negotiating meaning.

Since the point of this activity is communication, the use of dictionaries may slow the activity down. To assist lower-level students you might want to provide them with vocabulary flashcards (see Appendix A). There will be opportunities to focus on form in Step 9.

Step 8: When students have finished making the structures, get the pairs to check how successful they were, and to consider how they might

improve. Instruct students to change roles and repeat the activity.

Step 9: When finished, ask the students to check their dictionaries for any prepositions they wanted to say but didn't know the English for. Write them up on the board for students to copy (see Appendix A for preposition list).

Step 10: In pairs, get the students to discuss what factors made it easy and difficult to complete the task. Use this to start a class discussion on how to give information precisely and clearly. Issues raised can be used to create a point list which can be displayed in the classroom and which will come in useful when students are working on other tasks.

Conclusion

The objective of this lesson is not for the students to recreate their partners' structures; it is to encourage them to become better communicators and to develop teamwork within the class. The targets are to review (or introduce) prepositions, to develop communication strategies, and to practice giving clear instructions. These are skills which are essential to becoming an effective speaker of English.

Appendices

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

MY SHARE SPECIAL • ACTIVITIES

The squirrel and nut game

Arthur Lauritsen — Kobe University, <arthurl@gmail.com>

Quick guide

Key words: Vocabulary, word association, generative use

Learner English level: Low intermediate

Learner maturity: University (or motivated HS students) to adult

Preparation time: 1 hour

Activity time: 45 minutes

Materials: Three sets of game cards per group of students (picture cards, question cards, prize cards)

Introduction

As EFL educators, it behooves us to reflect on the role of vocabulary in our lessons and to look for new ways to help students build a high-level working vocabulary. Nation (2001) breaks the learning of vocabulary into three areas: noticing, retrieving, and generating. Loosely defined, noticing involves the identification of new vocabulary, while retrieving refers to memory strategies, and generating refers to the use and

reuse of learned vocabulary. How can we teach vocabulary in a way that touches on this last aspect of Nation's vocabulary learning, calling on students to use learned vocabulary repetitively, communicatively, and autonomously? Beglar and Hunt (2005), in their article *Six principles for teaching a foreign language vocabulary: A commentary on Laufer, Meara, and Nation's "Ten Best Ideas,"* suggest output activities that allow students to "develop a personal voice" through games and activities. It is in the spirit of this suggestion that the following activity is offered.

Preparation

Prepare three different sets of cards. The first set of cards will consist of 30 picture cards loosely based on vocabulary that is being reviewed. Use Microsoft Clip Art or Google Images to readily access a library of images. The second set of cards will be a group of 30 question cards. In preparing the question cards, think up funny, curious, or provocative questions and limit the questions to "person, place, or thing" questions.

Examples:

- Who is a good person to take on a date?
- Where is a good place to see the cherry blossoms?
- What is a good thing to have if your ship sinks?

The last set of cards will be roughly 50 or so small postage stamp-sized prize cards. The prize cards are fun to make. I used a lot of different images and gave them poetic labels like *tasty*, *double cave man*, *earthly pleasure*, and so on.

Procedure

Step 1: Organize the students into groups of three or four. Have them spread out the picture cards face up on the table and evenly distribute the prize cards to each of the players. Place the question cards face down in a stack.

Step 2: Explain that this is a matching game. The best way to demonstrate this is to point to the name of the game: Squirrel and Nut.

Step 3: Model the game by leading the students through one example. Have one student pick a question card and read aloud (e.g., "Where is a good place to hide from the police?"). Next, have the student choose a picture (match) and make a sentence (e.g., "The beach is a good place to hide from the police..."). Finally, have the student add a "because" to make the answer complete (e.g., "...because there are many people at the beach and the police can't find you.").

Step 4: The prize cards are just a cute appendage to the game and are given by the other players

to the answerer. The prize cards were inspired by the "score" that one receives after finishing a karaoke song.

Notes:

You can choose pictures that match perfectly (squirrel and nut) or you can choose pictures that take creative processing (squirrel and hat). I found that perfectly matched questions/pictures turn the game into an exercise. One reason I designed perfectly matched questions/pictures was that I didn't think my students would be creative enough but in fact they proved to be quite adept, so don't be afraid to challenge your students and make question cards that only vaguely relate to the picture cards.

Conclusion

Vocabulary plays a central role in the learning of a second language. By using a generative activity students will have a chance to be creative and have fun, and at the same time review vocabulary.

References

- Beglar, D., & Hunt, A. (2005). Six principles for teaching a foreign language vocabulary: A commentary on Laufer, Meara, and Nation's "Ten Best Ideas". *The Language Teacher*, 29(7), 7-10.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

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

「すばらしい授業!、これを他の人にも試してもらいたい!」



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

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

MY SHARE SPECIAL • ACTIVITIES

Poetry in the Classroom

Mario Leto — TES College, Tokyo, Japan, <marioalfonsoletoi@gmail.com>

Quick guide

Keywords: Listening, writing, poetry, poems, personal narrative

Learner English level: Beginner through advanced

Learner maturity: High school and above

Preparation time: 30 minutes

Activity time: 90 minutes

Materials: Audio, photocopy of poem, writing paper, three pictures of poets

Introduction

Teaching poetry in the classroom can be a rewarding experience for both students and teachers. Along with teaching the rudiments of the language, it allows students a creative outlet and the opportunity to express themselves without the limitations imposed by grammar and more formal styles of writing. This lesson uses Robert Frost's *The Road Not Taken* and covers the four basic language skills. I have chosen a grammatical focus on the past tense and a functional focus on personal narrative, but teachers can choose how exactly they want to fit this lesson into the language education of their students. It works best with mature students, but was fairly successful with beginners.

Preparation

Prepare an audio copy of Robert Frost's *The Road Not Taken* and a hardcopy of the poem with selected words removed—I chose verbs, infinitives and gerunds. This will serve as the listening gap-fill exercise. Audio copies can be downloaded from the Internet. The following Academy of American Poets website contains a short biography, a print copy of the poem, and an audio version: <www.poets.org/poet.php/prmPID/192>. Also print out a picture of Robert Frost and a couple of famous Japanese poets. I

used pictures of Mitsuo Aida and Matsuo Basho, found through a simple image search on the Internet.

Procedure

Step 1: Show the students the picture of Robert Frost and have them speculate about his occupation. Students won't know him and will give answers like writer, politician, teacher, etc. Then show them the picture of Mitsuo Aida and tell them that he has the same occupation. While the students will know his name, they probably won't recognize his picture. Then show them the picture of Matsuo Basho and tell them that he too has the same occupation. A couple students should be able to identify him, at which time you can return to the Mitsuo Aida picture and the Robert Frost picture to reveal their identities. Elicit opinions from the students about their thoughts on poetry and writing in general. Then give them a little background information about Frost before doing the listening exercise in Step 2.

Step 2: Hand out *The Road Not Taken* and play the poem while students do the gap-fill exercise. Play it as many times as necessary (it's only about a minute long). When finished, have the students read along with the audio and then discuss the theme of the poem, a simplified version being about making choices in life.

Step 3: In pairs or groups, have the students discuss choices they've made in their own lives (see Appendix A). High-level students can also discuss past and present hypothetical situations (i.e., how different choices would have resulted in different outcomes).

Step 4: Hand out writing paper and have students write a poem about their own lives. Begin with a short example on the board first. This works best in Japanese to avoid copying and to get a tension-breaking laugh. Emphasize that grammar and punctuation are not a concern (see

Appendix B for the rationale behind this). Collect the poems at the end of the class for correction, and then return them the following lesson (with comments!), reading them aloud if students give permission to do so.

Conclusion

The most rewarding part of this lesson is watching the students go from moaning and groaning about a lesson on poetry to sheer pleasure at being able to write and express themselves with no limitations. The poems I received were stunning in their originality; they were humorous, heartbreaking, and sometimes simply tragic. The biggest benefit—aside from addressing all four basic language skills in one seamless lesson—is getting to know more about your students on a personal level and using that to address their individual educational needs. And finally, remember that *your* enthusiasm will set the tone and make a big difference in the success, or lack thereof, of the lesson. I actually told my students that they would thank me years down the road for introducing the poem to them. They laughed at me. I'm waiting.

Appendix A

For younger students, some examples of choices made can include schools, majors, hobbies, clubs, part-time jobs, friends, and partners. Discussing choices made for the future is also possible, e.g., choosing career tracks. For more mature students, there are of course many more possibilities: marriage, children, moving, buying a house or car, choosing or changing occupations, etc.

Appendix B

Especially in the Japanese classroom, exceeding concern for grammatical accuracy often stunts the communication process. Removing some of those grammatical limitations can enhance communication and increase language output. Poetry is, after all, one of the best formats for this: It has a long tradition of flaunting the rules of grammar and punctuation. The most impressive result of removing grammar limitations is that grammar does not disappear: The students will use it anyway without even realizing it.

MY SHARE SPECIAL • ACTIVITIES

Create a name card

Leigh McDowell — Nara University High School, <leghmcdowell@hotmail.com>

Quick guide

Key words: Names, name card, first lesson, classroom management

Learner English level: Beginners

Learner maturity: Teenagers, junior/senior high school

Preparation time: 25 minutes

Activity time: 25 minutes

Materials: Name-card template, blackboard

Introduction

I use this activity with students in their very first lesson of their first year in a new high school, when they are all shy and nervous, many taking

a lesson with a native English speaker for the first time. Focusing students' attention on creating an object, in this case a name card, seems to help them relax. It has everyone starting quite literally on the same page and ensures that all meet with success from the very first step.

Preparation

Step 1: Print out the name-card template in Appendix A and make enough copies for each student, plus spares for students who make a mistake and want to start again.

Step 2: Using the name-card template, pre-make an example name card to look like the one in Appendix B.

Procedure

Step 1: In front of the class, hold up your pre-made name card and tell students they are all going to make one just like it.

Step 2: Hand out the copies of the template and demonstrate how to fold it in half.

Step 3: On the blackboard, draw an extra large version of the front of the template.

Step 4: In the center of the template drawn on the board, write a first name and tell students to write their own first names in English on theirs. Instead of your own name, it helps to use a typical Japanese first name as an example so that students are clear that their second name is actually their first in English. Encourage them to write in large, colorful letters. You could have some color pens or pencils in the classroom ready for students that might need them.

Step 5: Under the first name on the template on the board, write a typical Japanese family name and instruct students to write their own on theirs. Go about the room and offer help to any students having difficulties. At this point, it is worthwhile checking that students know to use capital letters to start names in English (it's surprising how many don't).

Step 6: On the left side of the name card, have students write their class and student numbers. Give an example on the template on the board.

Step 7: Underneath that, in the bottom left-hand corner, have students write their birthday month. Here is a good opportunity to review (or even start learning!) the months of the year. I find that students appreciate hearing me pronounce the months and write them on the board so that they can check their spelling. It is also a good opportunity to point out that English spelling can be complicated and even native speakers have trouble with it.

Step 8: In the top right-hand corner of the template on the board, write your favorite food and instruct students to do the same. Go around the room and help out with translation or spelling queries and take up any opportunities to chat about food—a perennial favorite topic in Japan.

Step 9: Finally, in the box provided in the top left-hand corner of the template, tell students to add one picture. I have a *purikura* (print-club photo) of my family as an example because I feel

it is a good chance to share a little something personal, but I tell students that any kind of picture is okay, even a hand-drawn one. The point is to personalize it and add value, not make anyone feel embarrassed.

Conclusion

The framework of this activity is simple and visual enough for all students to follow, creating the impression that they *can* understand your English. At the same time, it offers opportunity for personalization and a little creativity. The outcome is a name card that stands up on the students' desks, giving teachers a chance to use the names of potentially hundreds of students, even though they are only meeting for the first time. I find that this sets a personable atmosphere for the class from the very beginning and helps with classroom management down the line.

Appendices

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

Gender Awareness in Language Education Conference 2011: Exploring Gender and its Implications



May 28, 2011

Kyoto University, Kyoto

Closing date for submissions
Mar 31, 2011

For more information, email
<galesubmissions@yahoo.com>
or visit <www.gale-sig.org>

MY SHARE SPECIAL • ACTIVITIES

No Speaking, Please

Patrick Miller — Chubu University, <patrick@lc.chubu.ac.jp>

Quick guide

Key words: Guided writing, questions/answers, first-day activity, introductions

Learner English level: Intermediate and above

Learner Maturity level: High school/university

Preparation time: 15 minutes

Activity time: 1.5 hrs

Materials: Activity instructions, model composition

Introduction

Looking for an activity that guarantees 90 minutes of continuous language production? Here’s a novel activity that accomplishes this without requiring students to speak; in fact, it actually forbids students from speaking! I have used it principally as a first-day activity at any level, but it can be designed for a variety of purposes: for brainstorming, reviewing or assessing knowledge of class material, providing guided pattern practice, or writing under a time constraint. It gets students involved quickly in a memorable class activity, and provides a sheltered forum for students less inclined to “open up” in class.

Preparation

Prepare one copy of the instructions for each student. Optional: teachers may include a model composition (see Appendix A). The instructions below are designed for first-day introductions. You can fashion the topics to meet your particular needs, as in Appendix B.

Procedure

Step 1: Distribute the activity instructions. Allow time for students to read and understand them. Make sure each student has lined paper for writing.

Student Instructions: No Speaking, Please

1. Do not talk during this activity. Take out a piece of paper and a pencil or pen.
2. Look around the room for a classmate you do not already know, and move so that you are sitting next to that person.
3. You will have 30 minutes to find out as much as possible about each other **by writing questions and answers to each other**. For example, you ask your partner a question by writing it on your paper. Your partner does the same thing. Then exchange papers, and write answers to your questions. Use the topics below and your own ideas.

Name	Hometown	Major
Education	Work	School
Food	Movies	Music
Holidays	Sports	TV
Birthday	Family	Shopping
English study	Fashion	Travel
Friends	<i>Your ideas</i>	

4. After 30 minutes, you should be ready to **write a composition** about your partner, using the information you have just learned.
5. When both partners finish writing, **exchange compositions** and read what your partner wrote about you. Change any information that is not correct. Be prepared to introduce your partner to the class.

Step 2: Model the Q-A activity (student instructions, Step 3). Based on the topics, write a question on your paper, pass it to a student “partner,” and gesture for the student to write a response. The “partner” does the same on his sheet, writing his question and passing it to the teacher for response.

Step 3: Students begin the activity by sitting next to a classmate they do not already know for the Q-A exchanges. The teacher should circulate to ensure students are on task. Caution: some students may be tempted to create a list of questions and pass them to their partner; make sure students exchange papers after each question. If some students are tempted to talk during the activity, emphasize the “No Speaking” rule.

Step 4: At the end of the Q-A period, students can begin writing a paragraph or composition based on the responses from their partner (student instructions, Step 4). I like to make a model composition available for lower level classes (see Appendix A).

Step 5: Students exchange paragraphs, read, and react (student instructions, Step 5). Teachers could introduce a peer writing feedback form at this point.

Step 6: Time permitting, students are finally allowed to speak! Have students do oral introductions of their partner to the class. To prevent students from reading their paragraphs and to save time, have students present the name and two or three interesting facts about their partner.

Expansion

In the next class meeting, students work in pairs or groups to correct a worksheet containing the most frequent or glaring errors gathered from the “No Speaking, Please” activity (see Appendix C).

If not addressed in Step 5 above, you could introduce editing symbols and a feedback form. Students can provide feedback on a classmate’s writing.

Conclusion

This fun activity is guaranteed to result in a steady stream of focused, uninterrupted language production, even from students of lesser competency. Who would have thought silence could be so productive!

Appendices

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

MY SHARE SPECIAL • ACTIVITIES

Learner training: Emotions and EFL!

Robert Shoichi Murphy — Murphy School of Education, m@murphyschool.com

Quick guide

Key words: Motivation, emotion, learner training, fluency, speaking

Learner English level: Intermediate to advanced

Learner maturity level: Junior high school to adult

Preparation time: None

Activity time: 20 to 90 minutes

Materials: Pencil and paper/notebook

Introduction

Emotion is essential for learning. I have used this lesson numerous times to study the effects of emotion and learner speaking motivation while

simultaneously conducting learner training. This lesson graphically calls to attention what kinds of topics are easy to discuss and which are nearly impossible. It is an easy way to get students to seriously think about how they can enhance their acquisition rate and fluency. Because this lesson requires zero prep time, it can be used any time a teacher needs an instant lesson plan that powerfully activates student talk and introspection.

Procedure

Step 1: Draw a 4x3 grid on the board. The column headings from left to right are: (blank), Positive feeling [+], Indifferent [+/-], and Negative feeling [-]. The row headings are: (blank), Nouns, and Verbs.

	Positive feeling [+]	Indifferent [+/-]	Negative feeling [-]
Nouns	1	1	1
	2	2	2
	3	3	3
Verbs	1	1	1
	2	2	2
	3	3	3

Figure 1. 4x3 grid categories

Step 2: Have students copy the 4x3 grid into their notebooks. Then have them write three words per open grid space. For example, the grid space corresponding to *positive feeling x nouns* might be *chocolate, boyfriend, and merry-go-round*. Students should be encouraged to think and write honestly but briskly. Encourage students to work fast and remind them that there are no right or wrong answers. Provide examples if necessary.

Step 3: Students get into groups of two or three and exchange notebooks. Do a *Rock, Scissors, Paper* session.

Step 4: The *Rock, Scissors, Paper* winner chooses one word from their partner’s grid and simply says to their partner, “Tell me about (*chosen word*).” The partner proceeds to talk about the chosen word, discussing anything that comes to mind regarding the word. High-level students should be expected to ask follow-up questions, but otherwise the partners quickly change roles.

Note: Some students may assume that they are supposed to *justify* the word’s grid location. For example, students may begin sentences with, “(*Chocolate*) is *positive* because...”. Discourage students from justifying the grid location in this way. Tell students to forget about the grid locations and simply talk about the specified word.

Step 5: After about 10 minutes of pair work, it will quickly become apparent that it is more difficult to talk about the words in the *indifferent* column (students often find this amusing), but amazingly easier and more fun to talk about their words in the *positive* and *negative* columns. Ask students if they had noticed this. Ask them why this may be the case.

Step 6: Begin a discussion and write answers on the board: What are the implications of the exercise? Why were words in the middle column difficult to discuss? Why were the other two columns so much easier? What are the implications for your own study habits? What should you change about your own study habits?

Step 7: Student pairs prepare a study plan by creating a list of ways of incorporating their own passions into their study time.

Step 8: Students assess each other’s plans. Encourage pursuing the plans in real life.

Conclusion

Invariably, students are more excited and fluent when asked to discuss words in the *positive* and *negative* columns. When students realize this, it helps them see that *emotion* is essential for learning. Teachers should encourage students to remember this experience and always try to find ways to incorporate passion into their studies. With the incorporation of student-designed study plans, students will be able to personalize their learning. This helps cement their understanding of the importance of student-centered learning and the role of emotion in the learning process, making this activity not only a potent learner training session but also a truly inspiring English lesson.

Back to School 2011 – Call for presentations

JALT’s Osaka Chapter, in collaboration with the Framework and Language Portfolio SIG and Task Based Learning SIG, invite submissions for this year’s *Back to School* event, to be held April 24 at Osaka Gakuin University.

Our goal is to exchange a wide range of ideas of practical application on a wide range of topics. Submissions for poster presentations and 25-minute presentations are invited on any topic related to the theory and/or practice related to Task-Based Learning, the Common European Framework (CEFR) and related pedagogical practices, or any topic of interest or practical application to classroom language teachers. Some double time-slots will likely be possible, space permitting.

Submissions should be emailed to back2school2011@gmail.com by March 20, and should include a title of 12 words or less, a summary of 60 words or less, a brief bio blurb including background and place of employment of presenter of 30 words or less, and the type and time of presentation preferred (i.e., poster presentation, or 25- or 50-minute presentation time-slot).

For updated details, please see
<jalt.org/events/osaka-chapter/11-04-24>

MY SHARE SPECIAL • ACTIVITIES

A confidence-building creative writing activity for lower levels

Julian Pigott — Osaka Shoin Women's University, <julianpigott@gmail.com>

Quick guide

Key words: Creative writing, group work, storytelling, holidays

Learner English level: Beginner to intermediate

Learner maturity level: Junior high school to adult

Preparation time: 10 minutes

Activity time: 20 to 40 minutes

Materials: Worksheet (see below)

Introduction

Japanese junior high school students do a lot of writing at school, but such writing tends to be mechanical rather than creative. Copying out vocabulary and grammatical forms for the purpose of rote memorisation may lead to the type of proficiency required to pass exams, but is unlikely in itself to spark an intrinsic interest in using English creatively. I tried the following activity—based on an old party game—with my junior high school classes at Halloween time, and it proved a runaway success. As well as being fun, I sensed that the students enjoyed it because it was a breath of fresh air for those who associated English writing with drudgery. I see no reason why more motivated and mature students might not also enjoy and benefit from this activity.

The writing in this activity takes place at the sentence level, and can be simple or complex, depending on the individual student. Because every student relies on every other student in class for its successful implementation, this activity is also good for class dynamics and participation.

Preparation

Prepare a handout for the students with a story title at the top, for example “Halloween”,

“Christmas”, or “Love story”. The title can be based on national holidays or a theme that you have covered recently in class. Under this title draw 10-15 blank lines. Prepare one sheet for each student.

Procedure

Step 1: Tell students that they will be doing a fun, creative writing activity. Introduce the title, and brainstorm some ideas about how you may start a story. A funny example is the best way to start. For example: “Once upon a time there was an ugly monster who lived in our school.” Depending on the level of the students, you may want to “elicit” a second line (e.g., “The monster’s name was [*insert student/teacher’s name here for comic effect!*]”), or ask the students to suggest what the monster’s hobby is, or what he/she looks like. However, take care to emphasise that these are just ideas—the direction in which the students wish to take their own stories is entirely up to them. More confident students may take this advice. Less confident students may borrow from your examples.

Step 2: Give out a sheet to each student and encourage students to write their first line.

Step 3: Students pass the paper to the classmate next to them. So that there is a continuous flow of papers around the class, the teacher may have to courier paper from the last student in the line to the first.

Step 4: The students read the opening line and then pen another line that continues the narrative. They now fold the paper so *only the line they have just written* is visible, and then pass the paper again. Repeat until the stories are finished. The idea is that the stories will have some cohesion from line to line, but very little overall, resulting in an unpredictable, comic, finished product.

Story time

Read the stories out dramatically for the students to enjoy (when I did this activity at Halloween I wore a headlamp and related the stories in the dark). If concentration begins to lapse, consider extending the activity by continuing to read out the stories in Japanese. Doing so enables many more stories to be covered in a short amount of time. In addition, students find it amusing to hear how silly their stories sound when translated into Japanese. In fact, the more nonsensical the stories are and the more errors they contain, the more students seem to enjoy them!

If you run out of time, you can save some of the stories for a later lesson, or leave them at the

front of the classroom for the students to peruse at their leisure.

Conclusion

This activity is fun, and gets students writing enthusiastically and creatively. From a practical point of view, it is an enjoyable way to spend a post-test lesson or some other time when everyone needs to wind down and there are no immediate curriculum deadlines. However, I think that such activities could quite conceivably be incorporated into a curriculum, for example as part of an extensive writing program.

MY SHARE SPECIAL • ACTIVITIES

Foreign students on university campuses

James W. Porcaro — Toyama University of International Studies, <porcaro@tuins.ac.jp>

Quick guide

Key words: University campuses, foreign students, oral communication

Learner English level: Low intermediate and above

Learner maturity: University

Preparation time: A few hours

Activity time: Two 90-minute lessons

Materials: Handouts, PowerPoint or overhead projector transparencies

Introduction

The university campus is as much a part of the real world as every other venue in society. Life on campus can and should be incorporated into English lesson content. Over the past decade there has been a dramatic rise in the number of foreign students at many universities in Japan, and they are a prominent presence on these campuses. Presently there are about 141,000 foreign students in Japan, and the Ministry of Education has set a goal of tripling that number

in future. Oral communication courses can take up this topic to generate interesting and meaningful discussion.

Preparation

Step 1: Gather graphic data on the subject of foreign students at Japanese universities (see JASSO, "International Students in Japan" <www.jasso.go.jp/statistics/intl_student/data10_e.html>) and prepare one or more handouts for students with selected items of information. Also, put selected graphics on PowerPoint or overhead projector transparencies (depending on class size, logistics, and teacher preference) in preparation for student oral presentations.

Step 2: Prepare a handout with points for students to discuss in pairs which will encourage them to draw from their experiences, provoke their critical thinking, and engage their imagination. I include the following:

1. What are some of the many reasons that foreign students come to study in Japanese universities?

2. For foreign students, what are some of the advantages of studying at a Japanese university?
3. For Japanese universities and their students, what are some of the advantages of having foreign students enrolled at the institution?
4. What are the advantages for Japan itself?
5. What are the disadvantages for the foreign students, the Japanese institutions and students, and Japan itself?
6. What kind of personal contact or association have you had with foreign students on this campus?
7. How could this university recruit more foreign students?
8. Would you want this university to have many more foreign students?

Step 3: Arrange for some foreign students on the campus to attend the second class meeting on this topic, ideally one for each pair of Japanese students or at least one for each group of four. The greater the variety of nationalities, the more stimulating the lesson will be. It is important that the invited foreign students have a level of English proficiency within the range of the Japanese students. Moreover, they must be briefed beforehand so that they understand in particular that all communication will be in English and that they are expected to engage in a discussion with all members of the pair or group on the given points, not to give a lecture.

Procedure

Step 1. Give students the graphic data and discussion question handouts in the class prior to

the lesson. Ask them to study the graphic information and prepare to make an oral presentation of it, and to prepare to discuss the questions.

Step 2. Select a few students to make a presentation of the data from the front of the classroom with PowerPoint or overhead projector. They are expected to describe briefly the data shown. More advanced students might add some analysis. This form of public speaking actually is not so difficult because a limited vocabulary is employed and most of the terms are present in the graphics themselves. However, it is important that the data are described with precision. Then, students in pairs discuss the questions in the handout. This activity is suitable for a class that is already well-trained, practiced, and proficient in this form of student-centered, interactive oral discourse conducted entirely in English.

Step 3: After all the topics have been discussed by the Japanese students, the invited foreign students join the pairs in the following class meeting, adding their input and perspective as the discussion points are reprised and extended with questions and answers within each group. If time allows, a representative from each group could briefly summarize the most cogent points made.

Conclusion

Students appreciate the opportunity to discuss such a tangible campus issue and one that has academic merit in and of itself. Many other aspects of campus life likewise can be taken up in English classes.



First Annual Brain Day (FAB1) Kitakyushu
“Neuroscience for your EFL Classrooms!”

July 9, 2011

- Plenary Speakers: Marc Helgesen, Curtis Kelly, Tim Murphey, Robert S. Murphy
- Vetted presentations and posters too!
- Contact Kitakyushu JALT for details



First Annual Brain Day (FAB1) Kansai
“Neuroscience for your EFL Classrooms!”

July 10, 2011

- Plenary Speakers: Marc Helgesen, Curtis Kelly, Tim Murphey, Robert S. Murphy
- Vetted presentations and posters too!
- Contact Osaka JALT for details

Learning occupation names in English

Mark Gerrard & Jack Ryan – Aichi University, <markgerrard13@yahoo.co.uk>, <ryanjjrjp@gmail.com>

Quick guide

Key words: Jobs, occupations

Learner English level: Beginner to intermediate

Learner Maturity level: First-year university, high school

Preparation time: 30 to 60 minutes

Activity time: 60 to 90 minutes

Materials: Whiteboard, handouts

Introduction

This activity, which is designed for classes of about 25 students, is a variation of 20 Questions in which students will become familiar with names of occupations as they practice asking and answering questions about various jobs.

Preparation

Step 1: Prepare by laminating two sets of Occupation Cards (Appendix A).

Procedure

Step 1: First, break students into five groups and give each group a number, from 1 through 5.

Step 2: Pass out the Occupations handout (Appendix B). Students may work individually, in pairs, or in groups to match the English name of the job on the left with the corresponding job in Japanese on the right by placing the correct number in the space on the right.

Step 3: Confirm the answers by calling out the Japanese name and having students raise their hands and answer with the English translation. With our students we make a game of it by giving each group a point when they answer correctly.

Step 4: Pass out the handout titled Question Options (Appendix C).

Step 5: Explain that the stack of laminated Oc-

cupation Cards you are holding have the names of the 51 occupations listed on the Occupations handout. For a less challenging activity, you could limit yourself to using the first half of the jobs on the Occupations handout, which lists 28 jobs.

Step 6: Make a show of selecting one card from the stack and explain that you would like each group to take turns asking you a question as they try to guess which card you are holding. To make it more competitive, give the group that successfully guesses your occupation bonus points.

Step 7: Give each group two or three minutes to come up with at least three original questions that they must write on the Question Options handout.

Step 8: Pass out the handout titled Jobs (Appendix D) as well as one job card to one student in each group. Then have each of the five students holding a job card rotate clockwise to another group. The student holding the job card must hide the card and answer questions about that job. The other group members take turns asking their guest questions, trying to narrow down and then guess what the job is within the allotted five minutes.

Step 9: Refer to the Question Options handout and explain that when a group member asks a question (e.g., *Do you work outside?*) a scorekeeper should mark an X through the number 10 under the *Points* column. When the next group member asks the second question, the scorekeeper should mark an X through the number 9 in the points column, and so on. When they correctly guess the job, the number below the last number with an X through it is the number of points they have earned for that round. The scorekeeper should then write, for example, a 5 in the Round 1 Points column and the name of the job in the Job Name (answer) column of the Jobs handout.

Step 10: After the five minutes are up (or before, if all jobs have successfully been guessed) the

students with the job cards return to their groups and return their job cards to the teacher. The teacher then hands out five new job cards to the next student in each group. Repeat this procedure until each member of all five groups has had a chance to both ask and answer questions.

Step 11: Upon completion, each group tallies up their total points through five rounds and writes the results on the board.

Conclusion

This activity allows for communicative practice

in asking and answering questions about a variety of different occupations. It is also a good way to help build confidence by allowing students to interact and develop a rapport with many different classmates.

Appendices

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

MY SHARE SPECIAL • ACTIVITIES

Building better classroom communities by checking attendance

Graham Taylor — Nanzan University, <gtaylor@alumni.sfu.ca>

Quick guide

Key words: Attendance, university, community building, classroom management

Learner English level: All

Learner maturity: All

Preparation time: 5 to 10 minutes before the start of every class

Materials: 7.5cm x 12.5cm cue cards

Introduction

In any Japanese university, English language teachers are responsible for the regular recording of attendance. Unfortunately, the mundane act of calling the class roll not only wastes precious teaching time, but can also drain the energy and enthusiasm from a classroom of otherwise eager students. The use of an attendance card system can not only rectify these two problems, but can play an influential role in both community building and effective classroom management. While attendance card systems are certainly not my brainchild, and are already in use in many Japanese classrooms, there still seem to be many teachers who are unaware of the aforementioned benefits.

Preparation

Look up all class dates for the semester. Make a set of example attendance cards showing these dates (Appendix).

Procedure

Step 1: On the first day of class, give every student in your class an example attendance card and a blank cue card.

Step 2: Following the example cards, on one side, have each student write his or her first name in large letters (in *Romaji*), and on the other, his or her full name, student number, and the dates of all classes in the semester. (Other teachers using this system with slightly larger cards also have students fill in personal information such as hobbies or club activities.)

Step 3: Each student leaves their card on their desk with their name facing up so that you can use the cards to help you remember names, until you collect them afterwards, at a convenient time during the class.

Step 4: Before the start of the second class, shuffle the cards and place them randomly on desks, informing the students that they should

find their own card and sit in that position, next to their new partner.

Step 5: When class starts, remind the students who are in attendance that day to circle that day's date on their own card, and then begin with your lesson. With a brief glance, you can quickly calculate the number and identity of absent students, as an empty desk with a card can be easily spotted. Collect the absent students' cards, putting a line through the date on those cards.

Step 6: Repeat this process every class, but in the first few weeks, be sure to allow a few minutes for students to introduce themselves with a speaking activity, otherwise the tension of sitting next to someone new without a chance to properly say hello could have an adverse effect.

Step 7: For security reasons, I transfer absentee information to an attendance list after each class. I also have students bring in photos of themselves to glue onto their attendance card. This not only allows the teacher to verify who the students are, but enables the teacher to study their names and faces outside class.

Conclusion

As students have a new partner every week, they break out of their cliques and quickly become more comfortable expressing opinions with all classmates. Overwhelmingly positive responses to this system are consistently observed, with usually only one or two students in a class showing dislike. Surveyed students' comments included:

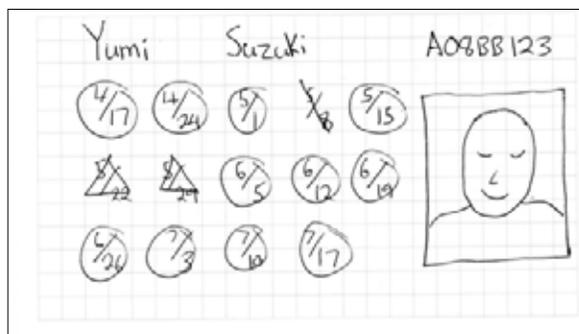
- "I looked forward to [sitting] in this class. I enjoyed talking with my different partner every time."
- "Assigned seating makes us more friendly."
- "I could hear various ideas [from other students]. My English improved."
- "I hope this seat [system] will be adopted next year."

Furthermore, through this system, numerous aspects of classroom management are simplified. Firstly, I never have to ask students to sit closer to the front, as I can decide the seating layout with the placement of cards. Secondly, I avoid wasting class time ensuring that students are

sitting in groups of two, three or four for speaking activities, as this is also something that I can pre-arrange before class even starts. Thirdly, as I get to know students better, I can become selective with card placements, avoiding partnerships that lead to unnecessary chatter, partnering weaker students with stronger students, or ensuring male and female students sit together. The fact that attendance is collected every class, without ever calling a roll, becomes secondary to the received benefits in student interactions and ease of classroom management. If this system is not already in place at your school, I encourage you to try it and share it with others.

Appendix

Example student attendance card (back side)



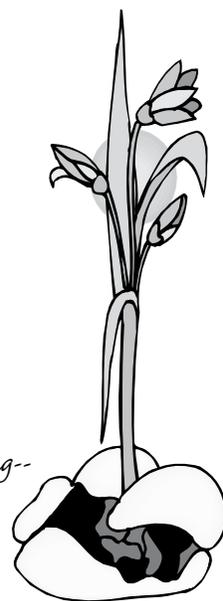
*Teaching kids
names of rainbow colours
first school day*

*Magnolia
buds ready to burst
English class*

*Summer sea
rushing into the last class
Nihongo*

*There's one word
for Teaching and Learning--
it's Growing*

*David McMurray
JALT2011 Poet in Residence*



MY SHARE SPECIAL • ACTIVITIES

Teaching opposites through quiz making

James York — Tokyo Denki University, <yorkii1@gmail.com>

Quick guide

Key words: Young learners, task-based learning, opposites, quiz making

Learner English level: Beginner

Learner maturity level: Elementary school

Preparation time: 30 minutes to one hour

Activity time: One 45- or 50-minute class period

Materials: Animal and adjective worksheets and flashcards

Introduction

This lesson allows students to practice using opposites via an information gap activity before allowing them to take English into their own hands and create questions for the rest of the class in a “focus on form” activity. Students ask questions to other groups about animals on their worksheet, using the structure:

Is the monkey adjective or opposite adjective (e.g., Is the monkey short or tall?)

Preparation

Create information gap worksheets which feature animals that the students are familiar with and adjectives that you want them to learn (Figure 1).



Figure 1. An example worksheet

Each worksheet has one main animal (on the left) and six other animals, each with two corresponding adjectives. The adjective for the main animal is circled, and represents a teacher-defined characteristic for that animal (Figure 1). Adjectives can be used freely and even in a humorous or unexpected way. A worksheet similar to that shown in Figure 1 needs to be created for each of the animals. The appendix contains all seven worksheets that I used, enough for a class of seven groups.

Flashcards for both animals and adjectives used on the worksheet should also be made so that a worksheet can be reproduced on the blackboard, and used to check vocabulary.

Procedure

Step 1: Introduce the adjectives using the flashcards. The blackboard could be *dirty*, and a desk, *hard*, etc. For things that are not immediately available, ask questions to get the students to think of examples (e.g., “What’s cold?”).

Step 2: Ask students questions such as, “Is the blackboard dirty or clean?”, introducing the target grammar. It is important not to make questions too original at this point, as the students will make these types of questions later.

Step 3: Get students into groups based on how many different worksheets you have. At this point hand out one worksheet to each group. Tell the groups that their worksheet has secret information on it. Emphasise that they are not to show the “main animal” information to other groups. Finally, make sure students are familiar with the animals on their worksheets using the animal flashcards. So that students know which group has which animal, write group numbers underneath each of the animal flashcards on the blackboard.

Step 4: Have one student from each group stand up, move to another group, and ask about the

characteristics of that group's animal. These students go back to their groups and circle the correct adjective under that animal on their group worksheet (see Figure 2). Once finished, the next group member can go to another group and ask about that group's animal.

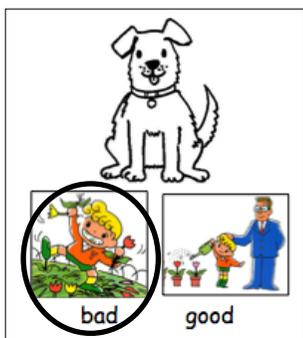


Figure 2. An example of how students circle the correct answer

Step 5: Check that all groups have completed their worksheets correctly by asking the relevant questions (e.g., “Is the dog good or bad?”) and elicit answers from students.

Step 6: Finally, give students a chance to make their own questions based on the target structure, where their questions do not need to be based on animals alone. Giving a few examples such as “Is Tokyo big or small?” is a good way to get the students thinking of their own questions.

Other students in the class answer these questions.

Conclusion

Putting the students in groups for the first part of the lesson is an excellent way of promoting peer-based support and a focus on fluency. In the final “quiz-making” part of the lesson (Step 6) students’ linguistic ability improves, as they not only try to express themselves, but are given direct feedback from the teacher regarding accuracy. I have observed students produce inspired questions using English that was not covered in the lesson. Examples include:

- Is white chocolate bitter or sweet?
- Is *Kasei* (Mars) hot or cold?
- Is Mt. Everest big or small?
- *Is dinosaur good or bad?

Although the students’ questions are not all grammatically perfect, and may contain instances of Japanese, this lesson is an extraordinary example of how students will try to express themselves in English and challenge their peers.

Appendices

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



TLT RESOURCES

BOOK REVIEWS

This month’s column features Kevin M. Maher’s evaluation of *Impact Conversation 1 & 2* and Jodie Campbell’s review of *Tell Me More: Effective Communication Strategies for the Japanese Student*.

(includes CD). ISBN Book 1: 978-962-01-9933-2; Book 2: 978-962-01-9934.]

Reviewed by Kevin M. Maher, Keiwa College

Impact Conversation 1 & 2

[Kristen Sullivan & Todd Beuckens. Hong Kong: Pearson Longman, 2009. pp. 96. ¥2,630

Impact Conversation 1 and *2* are a two-book set, ideal for using one textbook for the first semester, and the second book the second semester of a one-year course. The series has a strong emphasis on speaking and listening activities (with little support for reading and

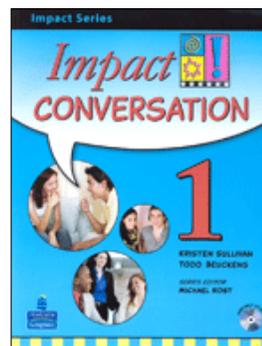
writing), with the goal of making an impact on a student's conversational ability. Both textbooks offer a variety of communication skills needed to increase fluency and build the confidence of students. The intended audience is for the young adult learner, particularly college-age students. I used the books for my sophomore speaking and listening classes of about twenty students.

Each book consists of 16 units, and each unit features five subsections, initially focusing on a listening activity, and then expanding considerably with conversation-based activities. The activities include Conversation Starters, Building Fluency, Conversation Model, Let's Talk about It, and Language Awareness.

As the textbooks are conversation-based, they can keep a teacher from formulated *lockstep* teaching (Harmer, 2001). In this way, fewer activities are teacher-focused, and there is more focus on students using the target language and practicing conversational skills. As discussed by Nation (2009), the ability to use language smoothly is a skill which can be developed only through practice.

Impact Conversation 1 and *2* focus on idiomatic chunks of colloquial language, building on the elementary English found in most textbooks. This allows for *comprehensible input* to take place. According to Krashen, "a necessary condition to move from stage *i* to stage *i + 1* is that the acquirer understands input that contains *i + 1*, where 'understand' means that the acquirer is focused on the meaning and not the form of the utterance" (1980, p. 170). For instance, students will already be familiar with how to say *I like* and *I don't like* to express themselves, however *Impact Conversation* goes further by using more colloquial language to say the same thing, but in a more natural way, with phrases commonly used by native speakers. For example, Unit 5 in Book 1 is entitled *Scaredy Cat*, and uses phrases

such as "spiders freak me out", "I don't mind sharks", and "snakes don't bother me" (p. 25). Using these types of sentences as opposed to the general "I like snakes/I don't like snakes," is one of *Impact Conversation's* greatest strengths, showing the usage of colloquial language and making a student's speech sound more natural to a native speaker. The usage of these types of colloquial chunks and idiomatic expressions is found throughout every chapter.



The most difficult aspect of using these texts is the listening found in the initial Conversation Starters section. I believe they are pitched at too high a level for your typical English students in Japan. I have had to create my own vocabulary sheets and phrases to pre-teach the words and phrases they will encounter before the listening task; however, the accompanying scripts in the Language Awareness section in the back of the book were very helpful in this regard. Nonetheless, many pre-teaching activities are required prior to the listening activities for my classes, as the English used for the listening is much more advanced than the subsequent target language used throughout the rest of the unit.

Despite the extensive pre-teaching required prior to the initial listening section, the colloquial phrases and vocabulary used in the conversation-based activities are enjoyable to teach, and fun for the students to learn. I do notice a difference in my students' choice of words and their ability to express themselves in more interesting ways by the end of the year through using *Impact Conversation 1* and *2*. Students do become better at using language more smoothly, and increase



...with Robert Taerner

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

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

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

<jalt-publications.org/tlt/departments/book-reviews>

their conversational skills considerably through the practice activities offered in this textbook series.

References

- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Krashen, S. (1980). The input hypothesis. In James E. Alatis (Ed.), *Georgetown round-table on language and linguistics* (pp. 168-180). Washington, DC: Georgetown University Press.
- Nation, I. S. P. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Tell Me More: Effective Communication Strategies for the Japanese Student

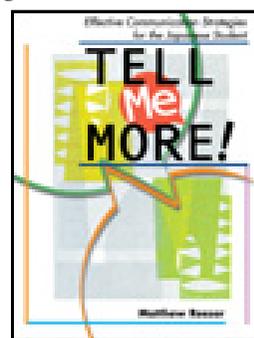
[Matthew Reesor. Tokyo: MacMillan LanguageHouse, 2004. pp. iv + 89. ¥1,800. ISBN: 978-4-89585-510-5.]

Reviewed by Jodie Campbell, Kyoto
Notre Dame University

Unlike the vast number of speaking and conversation textbooks available today where the primary goal is to use the target language in a given situation to perform a specific task, *Tell Me More: Effective Communication Strategies for the Japanese Student* provides students, in addition to target language, with opportunities for learning and using *conversation strategies*, a type of language learning strategy, in order to overcome breakdowns in communication in everyday, real-life situations. *Tell Me More* is a skills-based speaking and listening textbook which aims at using students existing knowledge, vocabulary, and overall English communicative competence (including grammatical, sociolinguistic, strategic, and discourse competence) while promoting both confidence and skills in natural, authentic situations. The textbook is written for an EFL

audience, specifically for Japanese university and adult learners who have studied English in the past but lack the necessary conversational strategies and communicative abilities to communicate effectively and efficiently. *Tell Me More* provides students with the chance to communicate in freer, less structured, more learner-centered communicative situations. Written for false beginners or pre-intermediate learners with TOEIC scores between 350 and 600, it could also be used in any English as a Second or Foreign Language setting. Ten of the 12 units (two units are review) provide learners with 10 key *conversation strategies*, such as using rejoinders, asking follow-up questions, approximation, word coinage, circumlocution, and rephrasing, which guide the learners to produce more natural and authentic language.

The textbook is student-friendly as the exercises in each unit follow the same pattern: Warm-Up; Strategies Practice; Listening Exercises; Pair Work; Wrap-Up (usually in groups of 4); and Extra Activities. This gives the learners a sense of comfort and support before using the material as they advance to freer, fluency-driven exercises. Although *Tell Me More* is only 89 pages long, it could easily stand alone as a core text, or be used as a supplementary resource. Also included is a Teacher's Manual, available for free from the publisher's website, which provides step-by-step suggestions for each exercise in each unit, making it an excellent resource for the beginner teacher or for the veteran teacher who wants to learn some new tricks. The accompanying CD works well with the Listening Exercises as the textbook listening exercises provide a *visual*, such as charts and graphs, for the learners to follow while listening to the CD. According to Ur (1984), "[s]ome kind of visual clue is essential in any language-learning activity" (p. 29). *Tell Me More* also includes *free-fluency activities* (with conversation cards) which are designed to "[g]ive students the opportunity to practice the strategies learned in the book in a free and natural way" (Reesor, 2004, p. 54). Free, natural, spontaneous, and unrehearsed conversation is vital in the second language (L2) classroom because it



forces the learners to use *conversation strategies* in a natural, authentic way when communication breaks down, in order for successful communication to occur. Lessard-Clouston (1997) argues that a paradigm shift in the field of education has occurred, which favors “[l]ess emphasis on teachers and teaching and greater stress on learners and learning” (Introduction, para. 1). These free-fluency activities accomplish this aim.

Tell Me More does have room for improvement. For example, at the back of the textbook is a *Word List* with English to Japanese translations, and although teachers should explain that this is only to provide possible unknown vocabulary support, the word list *could* be used as a springboard for teaching dictionary skills. However, *Tell Me More* certainly has been an extremely useful *conversation strategies* textbook in the writer’s classrooms. The exercises are designed to help learners develop strategic conversation skills that coincide with sociolinguistic and linguistic skills,

including vocabulary, grammar, and usage. What these strategic conversation skills do is to guide and help the learners, both speaker and listener, keep their conversation going in a free, natural, unrehearsed way until it reaches its natural or desired conclusion, which is the ultimate goal in our conversation classes.

References

- Lessard-Clouston, M. (1997). Language learning strategies: An overview for L2 teachers. *The Internet TESL Journal*, 3(12). Retrieved from <iteslj.org/Articles/Lessard-Clouston-Strategy.html>
- Reesor, M. (2004). *Tell me more: Effective communication strategies for the Japanese student (Teacher’s Book)*. Tokyo: MacMillan LanguageHouse. Retrieved from <www.mlh.co.jp/teacher>
- Ur, P. (1984). *Teaching listening comprehension*. Cambridge: Cambridge University Press.

Recently Received

...with Greg Rouault

<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 Publishers’ Review Copies Liaison address listed on the Staff page inside the front cover of any *TLT*. [Please note the new address for the Publishers’ Review Copies Liaison]

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

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

* = new listing; ! = final notice. Final notice items will be removed 30 Apr. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault
pub-review@jalt-publications.org

**Fabulous Japan*. Tsuda, A., Pennington, W., & MacDonald, K. Tokyo: Cengage Learning, 2011. [20-unit coursebook for reading about the prefectures in Japan with Lonely Planet content incl. CD and vocabulary translation questions].

Fiction in Action: Whodunit? Gray, A., & Benevides, M. Tokyo: ABAX, 2010. [12-unit reading class coursebook or bridge to extensive reading w/ two six-chapter detective stories and tasks incl. CD and notebook].

Helbling Young Readers. (*Lost on the Coast, A Christmas Present for Barney Bunny, Can I Play?*) Various authors. Crawley, UK: Helbling Languages, 2010. [5-level fictional story series for young learners incl. CD-ROM/Audio CD w/ games, chants, dictation, interactive listening activities, and full story recording].

- * *Market Leader (Accounting and Finance, Business Law, Human Resources, Logistics Management, Marketing, Working Across Cultures)*. Various authors. Harlow, UK: Pearson Education, 2010. [6 individual titles with 18 units each focused on reading and vocabulary in specialized areas of business incl. authentic readings from the *Financial Times*, glossary, and tests].
- Media English*. Knight, T. Nagoya: Perceptia Press, 2010. [13-unit coursebook for upper beginner to intermediate level learners in media studies or oral communication and discussion classes incl. photocopiable worksheets].
- * *Mega Goal*. Dos Santos, M. New York: McGraw-Hill ELT, 2010. [7-level integrated skills coursebook for teens to young adults incl. student book, workbook, interleaved teacher's guide, audio, *EZ Test* CD-ROM w/ test generator, and online support].
- openMind*. Rogers, M., Taylore-Knowles, S., & Taylore-Knowles, J. Del Alvaro Obregon, Mexico: Macmillan Languagehouse, 2010. [2-level, 12-unit coursebook covering 4 skills for false beginner to low intermediate level in a functional syllabus with added life skills topics incl. CD, workbook, teacher's guide, and test generator w/ online resources videos, reading activities, wordlists, and games for students; presentation tools, planner, and resources for teachers].
- Read This!* Mackey, D., & Savage, A. New York: Cambridge University Press, 2010. [3-level reading series designed for adult and young adults at high beginner to intermediate levels incl. teacher's manual, unit tests, and student website *WebQuests*].
- * *Real Reading*. Bonesteel, L., Wiese, D., & Savage, A. White Plains, NY: Pearson Education, 2010. [4-level theme-based reading series with authentic and adapted content from various genres incl. fluency practice units, MP3 CD-ROM, and online teacher's manual and tests].
- Scraps*. Cullen, B., & Mulvey, S. Nagoya: Perceptia Press, 2010. [8-unit, two-lesson cycle coursebook or supplementary resource for oral communication and presentation courses w/ topics closely related to students' daily lives incl. scripts, worksheets, and downloadable teacher's guide and resources].
- ! *Thinking in English*. Hunter, L. Tokyo: Cengage Learning, 2009. [Coursebook for logical thinking and entry-level technical writing].
- True to Life*. Merenda, L., Fuller, D., & Fuller, C. Tokyo: Macmillan Languagehouse, 2011. [12-unit conversation coursebook w/ video of live interviews incl. DVD and free downloadable teacher's manual].

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

Contact: Bill Perry

<jj-reviews@jalt-publications.org>

- * *Learning languages through technology*. Hanson-Smith, E., & Rilling, S. Alexandria, VA: TESOL, 2007.

**The 27th Annual Hokkaido
Fall Conference**

A one day event with over 25 presentations on a wide variety of topics related to the teaching of English.

- CALL presentations or presentations for teachers of children welcomed
- Two plenary speakers: University education & teachers of children

**September 25, 2011
Sapporo, Hokkaido**

Call for papers has now begun. Deadline is July 15

<jalthokkaido.org>

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

What next?

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

See the Submissions Page at the back of this issue for more information!



JALT FOCUS

JALT FOCUS

JALT Calendar

Listings of major upcoming events in the organisation. For more information, visit JALT's website <jalt.org>, the JALT events website <jalt.org/events>, or see the SIG and chapter event columns later in this issue.

- ▶ 22 Apr – Deadline for submissions to present at JALT2011 in Tokyo. See <jalt.org/conference> for more information.
- ▶ 21 - 22 May – 10th Annual JALT Pan-SIG Conference: *Discovering paths to fluency* at Shinshu University, Matsumoto, in Nagano Prefecture. See <jalt.org/pansig/2011> for more information.
- ▶ 3 - 5 Jun – JALTCALL 2011 "Building Learning Environments" at Kurume University, Mii Campus, in Fukuoka.
- ▶ 18 - 21 Nov – JALT2011 "Teaching, Learning, Growing" will be held at National Olympics Memorial Center, Yoyogi, Tokyo. See <jalt.org/conference> for more information.

things have been going since we took office and some of our plans for the coming two years.

First of all, I am very glad to report that the outgoing and incoming Directors had a very productive transition meeting the weekend following JALT2010. It was a great sign that everyone was willing to meet up so soon after the conference, which is in many ways the pinnacle of JALT activity. Since almost all of us are either new to the Board or are serving JALT in a new position, there was much to discuss with our predecessors and many agenda items that merited our attention. The weekend flew by and it appears that we have already coalesced into a team, one that has diverse perspectives but also a unifying sense of purpose. Our ongoing discussions—in person, by email, and via teleconferencing—have helped us define and set new goals for each of us individually and as a board. A few examples: (1) Have the conference chairs, theme, and site decided three years in advance (our Director of Program has already almost achieved this goal!); (2) Hold workshops for officers before Executive Board Meetings; (3) Set up formalized training, including videoconference sessions, for treasurers and examiners. I urge you to help us identify and define goals too. Please use <feedback@jalt.org> as a virtual suggestion box. We look forward to hearing your ideas, observations, suggestions, and concerns.

Towards JALT 2020

The Board is also considering how to identify, define, and move toward long-term goals for

From JALT National

From the President's desk

Speaking on behalf of my colleagues on the Board of Directors, I can assure you that we are all very grateful for your support in the 2010 election, mindful of our responsibilities, and greatly looking forward to serving you. In this column I would like to let you know a bit about how



...with Malcolm Swanson

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

JALT Focus contributors are requested by the column editor to submit articles of up to 750 words written in paragraph format and not in abbreviated or outline form. Announcements for JALT Notices should not exceed 150 words. All submissions should be made by the 15th of the month, one and a half months prior to publication.

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

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

JALT, a process that we have named *JALT 2020*. As the name suggests, we want to have a clear vision of where we are now and also concrete goals for what JALT will look like in the year 2020. Again, your input will be greatly appreciated. Please send your *JALT 2020* ideas to <2020@jalt.org>. Although my BoD colleagues and I have many ideas for our areas of responsibility and for JALT as a whole, we want to foster a bottom-up approach to the very important process of making a set of long-term goals that reflect the needs and desires of the membership, that are in accord with each other, and which move us toward a future that is, as much as possible, one of our own making. With your support, *JALT 2020* will help us fulfill these aspirations.

Volunteering for JALT

Finally, let me ask you to consider volunteering for JALT if you are not already doing so. Before becoming a JALT volunteer, a reasonable person might wonder, "What is so wonderful about working for JALT?" Furthermore, it seems that everyone is getting busier year after year. Another question could be, "Why should I invest my time in JALT?" However, after working with a great team and completing a project, the answer to these questions becomes very clear: volunteering makes a difference. Yes, creating publications, organizing conferences, planning or holding events, and managing chapter or SIG business takes a lot of time and energy. However,

the rewards of working with other dedicated volunteers make it all worthwhile. Besides the priceless opportunities for collaboration, professional development, and skill building provided by participation in JALT, we have found that working together in this great organization leads to lasting friendships and personal development as we get to know each other and help each other reach our individual potentials.

Again, we on the Board greatly appreciate your support, and look forward to working diligently for you and future members of JALT. We hope that you too will find that volunteering for JALT affords job satisfaction, opportunities for development, and friendships that stand the tests of time and distance. Thank you again, and best wishes for the upcoming school year!

Kevin Cleary

NPO JALT President

Positions available

JALT Publications is seeking people for the following positions:

- *TLT* Associate Editor
- *JALT Journal* Book Reviews Editor
- JALT Publications Website Administrator
- *TLT* Proofreaders and Copyeditors

For more information on applying for these positions, please go to our website <jalt-publications.org/recruiting>.



JALT FOCUS

SHOWCASE

In this edition of Showcase, John Gunning reflects on his career path and the important contributions that good friends and volunteer work have made along the way.

SHOWCASE

John Gunning

Back in 2005, the Gifu JALT chapter had flatlined somewhat and although I had never been a



member of JALT, my friend suggested that we get the chapter up and running. The Yahoo group still existed so we contacted the members and reached out to some new Gifu teaching professionals. Today the chapter is very active and many members have moved on to JALT National positions and have

volunteered at various levels within the JALT organization.

I became president of the Gifu chapter and attended my first Executive Board Member meeting in February. I was amazed, to say the least. I could not believe that everyone's time was given all based on the spirit of volunteerism. At this EBM, I was fortunate enough to have met the College and University Educators SIG Coordinators and they asked if I would volunteer some time and help organize the CUE conference as Publicity Chair. I accepted and have since volunteered time editing journals and organizing conferences for the CUE SIG.

From the first conversation with my friend to this day, I have grown both professionally and personally. I continued on with professional development and finished the SIT Mentor Teacher

Trainer Certificate, and soon thereafter, my MA in TESL/TEFL. The most important result of this adventure has been the securing of a very stable position at a pharmaceutical university in Japan. At the end of the day our jobs are certainly important, but what I have gained the most from the start, back in 2005, has been the incredible number of friends I have met which has led to so many opportunities.

John Gunning is currently an Associate Professor at Gifu Pharmaceutical University in Gifu City. The past year he worked at the National JALT conference as site chair and continues to volunteer his time with JALT as the Conference Manager for JALT2011. He is also currently the CUE SIG Publications Chair.



...with Jason Peppard

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

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

Showcase is a column where members have 250 words to introduce something of specific interest to the readership. This may be an event, website, personal experience or publication. Please address inquiries to the editor.



JALT FOCUS

GRASSROOTS

In this edition of Grassroots, Jake Arnold talks about the recent successes and future aspirations of the Junior/Senior High SIG, including perhaps a new conference to put on the JALT calendar; Anna Motohashi shares the highlights of the annual JALT conference in Nagoya, reminding you of what you missed if you couldn't make it last year and extolling the virtues of making the conference a permanent date for your diary; Paul Doyon, in contrasting the two paradigms of *Willful Ignorance and Mindful Intelligence*, questions whether our students are truly learning what they really need to learn; and Terry Yearley discusses different aspects of the annual Tokyo Expo.

Striving towards our full potential: The Junior/Senior High SIG

by Jake Arnold, Treasurer
<jakearnold@yahoo.com>

2011 started off well for the Junior/Senior High SIG with membership regaining its three-figure level for the first time in several years. It's great to know that all the hard work by the members

of the group has paid off with an increasing membership, though admittedly still at only 0.001% of its possible size!! Long may the SIG continue to work to meet the needs of its 80,000 potential members!

A measure of that increased size was the full house at last November's National Conference Forum. At least 40 people packed in to hear presentations by five junior and senior high school teachers on subjects ranging from the role of Native English Teachers (NETs) in the Aichi area to triangle debates, to teaching grammar in a communicative way, to a teacher development program in Nagoya, to the use of juggling balls for maintaining conversation! It was great to learn about such a variety of different projects and new ideas being tried out in the world of junior and senior high school teaching.



The SIG Forum



The "Think outside the box" box

Our National Conference table also saw its fair share of visitors, who dropped by to have a chat about our group, ask questions, or to have a look at our newsletter. Our table centerpiece, the "Think outside the box" box, was the recipient of many a comment. It was not only a brightly-

coloured 3D work of educational art, but also provided an insight into the beliefs and opinions of those connected to secondary education.

The SIG is planning to be active at conferences and workshops throughout the year. Last year every member of the executive presented somewhere, so we have a lot to live up to this year! So far, the SIG has had an event on February 13 at Omiya JALT where Marcos Benevides and I presented on task-based learning. We will also be represented at the PAN SIG conference in Matsumoto on May 21-22, so come over and say hello at our table there.

Our biggest project for the year will be our first JSH SIG Workshop which we plan to hold on a (as yet undecided) Sunday in June at Hosei Daini High School, between Yokohama and Tokyo. Primarily it is the kick-off workshop for a sustainable junior/senior high school teacher development group, which we hope to set up in the Kanto region. The group will meet at regular intervals and provide a means for junior/senior high school teachers to grow as teachers and thereby improve English education as a whole. Both these regular meetings and the June workshop will be a combination of lectures on basic teaching theory and presentations from teachers who are trying new things in the classroom and who can give, or who need, help. At the same time we hope to provide opportunities for teachers to meet others in the same field who are interested in development.

We are now preparing the first 2011 issue of the SIG publication, *The School House*, and are always happy to receive any submissions and then work with writers to provide feedback and help them improve their articles. So if you are out there with something you want to say, in Japanese or in English, then please write it down and send it to the new editor, Robert Morel, at <rcmorel@gmail.com>.

For our SIG, it's looking like another big year of presenting, organizing events, and publishing, with the goal of informing junior and senior high school teachers that we are here and working to help them. It's looking like another year of striving towards our full potential. Please, join us.

皆さま、はじめまして。JALT中高SIGのプログラムチェア-ア-をしております小河と申します。中高の先生方は日本人が多く、また、ALTとの連携のご経験も豊富です。皆様が、普段考えていらっしゃることを率直に交流できる場としてSIGをご活用下さい。会誌への投稿は、日本語でも受け付けております。どうぞよろしくお願いいいたします。(小河園子 Jr./Sr. High SIGプログラムチェア- <sonocomoco@hotmail.com>)



JALT2011 Teaching • Learning • Growing
 Nov 18-21, 2011
 National Olympics Memorial Center, Yoyogi, Tokyo
 <jalt.org/conference>

* Deadline for submissions to present
 22 Apr, 2011

JALT2010: Sharing the best of “Creativity: Think outside the box”

by Anna Motohashi, Kawamura Gakuen Women’s University

From the welcoming, cheerful smiles and greetings of the student volunteers to the plethora of events and presentations, the JALT annual conference, held in Nagoya last November, certainly delivered on its promise to inspire and promote creativity. The organizers had obviously worked hard to meet the various needs of participants, right down to the sake bar offering a selection of produce from local sake breweries. For some the annual conference is a social event, for others a professional necessity, but for most it’s a mixture of both networking and catching up with new ideas and trends in language teaching. I attended the national conference for the first time in 2010. As a part-timer it has always been financially daunting to commit to the expense of attending the national event and so I had limited myself to regional one-day conferences and events. Retrospectively I now see the JALT conference as a great investment, largely because of the scale and scope of the presentations, which open up whole new areas of potential teaching resources and tools and add to that the invaluable face-to-face contact with other educators. For anyone who feels isolated, geographically or personally, the national conference is an excellent source of peer interaction, advice, and support, especially considering that this year saw a total of 1,856 participants attend the four-day conference.



wizards alike, there was a selection of hands-on workshops covering areas such as iPhone/iPad, video, Moodle, and Excel; and with the free Wi-Fi hotspot in place, participants were able to use laptops and mobile devices to skill-up there and then. The workshops offered a surprisingly jargon-free atmosphere of collaboration; they were a great way to find out more about what the latest tech offerings for educators are, what works, and, more importantly, what doesn’t. The presenters were very honest about the limitations of technology and about the fact that while it may offer enormous potential as a teaching and learning tool, TnT only works when it is accessible to all students. Presenters also suggested a lot of great ideas for low-tech classrooms that even the most novice of teachers could implement, and many also provided contact information for those who needed follow-up advice and support.

Plenary speakers

Tim Murphey’s address to the conference both entertained and engaged, with his juggling and singing complementing and demonstrating his thought-provoking message. He provided lots of interesting research findings to support his “out of the box” ideas that we should be nurturing a more questioning mind-set in our students, keeping them challenged and helping them learn by experience. That is exactly what he gave us in presenting his students’ work, “The Real Voice of Japanese Students,” also proving that academic research and the debate of major educational issues in Japan need not be mutually exclusive.

Nicky Hockly has been a popular speaker at many international language teaching conferences and it was easy to see why, as the self-proclaimed ex-technophobe turned technophile suggested five ways to integrate technology into language teaching. She demonstrated the teaching potential of using YouTube videos <teflclips.com>, word clouds <wordle.net>, podcasts <podomatic.com>, and animated cartoon movies and slideshows <voicethread.com>. All the while she reassured us that technology neither rivals nor replaces our core methodologies, rather it supplements our regular classroom activities. She gave a very practical presentation with lots of ideas on stimulating and maintaining student interest in lesson content.

Technology in Language Teaching (TnT) Workshops

This half-day, pre-conference event was excellent value at just ¥3,000. Aimed at tech novices and

Alan Maley literally jumped out of the box at the beginning of his plenary address, which certainly got everyone's attention. He encouraged us to get in touch with our creative side and to move away from the Culture of Measurement that has come to define education. As an alternative he suggested a more aesthetic view encompassing music, storytelling, and poetry.

And so much more

The large size of the conference handbook revealed the vast array of presentations to choose from, and it was too hard to pick a favorite from the many excellent presenters. The JALT Junior conference catered to teachers of young learners with many bilingual presentations. The Educational Materials Exhibition was a great chance to see lots of new teaching materials and to compare what's on offer from the big names in publishing and the up-and-coming companies. Best of all I came back buzzing with new ideas, a renewed enthusiasm for teaching, and a long list of new "contacts," many of whom I hope to see again in Tokyo this November.

Willful ignorance or mindful intelligence?

by Paul Raymond Doyon, Utsunomiya University

In order for students to develop critical thinking skills, they first and foremost seriously need to learn how to THINK, period. A few years ago I tried a little experiment with approximately 400 students at one of Japan's top ten universities. I told the students a true story about a comment a former prime minister of New Zealand made about Australia. I had the story translated into Japanese to make sure there were no misunderstandings and explained cultural differences related to the humor of these two countries.

The story goes like this: New Zealand and Australia have an agreement where the citizens of both countries can go and live in each other's countries and receive all benefits that the citizens

of each respective country would receive. The problem was that more New Zealanders would go to Australia than the other way around and many ended up living on welfare. When a reporter asked the then prime minister of NZ what he thought about this problem he replied that every time a New Zealander goes to Australia the average IQ of both countries goes up. Now, out of approximately 400 students only one student could figure out why. Furthermore, this was one of the so-called "stupid" students at this university—because he did not have to take the entrance examination for admission. He said naturally this was because New Zealanders are smarter than Australians but that any New Zealander who would want to go to Australia must be less intelligent than your average New Zealander. In order to understand this joke, one must be able to make logical inferences—and we might assume that despite all the abilities to memorize and regurgitate these students were lacking this basic skill.

When I first came to Japan I had a student to whom I was trying to teach the difference between *It is* and *They are*. When I asked him what color my eyes were, he replied, "It is blue." And despite his inability to grasp the grammar that I was trying to teach him, I was perplexed by his answer because my eyes are actually brown. I even had him look into my eyes and asked him in Japanese what color they were. He replied again that they were blue. Obviously, he had developed a misconception that foreigners all had blue eyes and this was overriding his ability to actually *perceive* reality. The map is not the territory—and his cognitive map seemed to be a creative, yet gross misrepresentation, of reality.

Recently, the idea of *noticing* has become quite popular in ELT literature. It is just as important that students are able to notice—and then correct—their mistakes as it is for teachers to notice problems (e.g., Takayuki sleeping at the back of the class, etc.) in the classroom and to then do something about them. Many of us have experienced second-language learners who continuously fail to notice their mistakes and teachers who over the years keep on ignoring sleeping Takayuki. In both cases problems are ignored—either willfully or not—and hence remained unsolved. Thus, we might very well be able to say that ignoring (無視すること) is the opposite

of noticing (気付くこと). Furthermore, when we notice that the word *ignore* is the root of the word *ignorance* (無知), we might also be able to posit that *mindful intelligence* is rooted in *noticing*.

If we were to place the notion of *noticing* on the Experiential Learning Cycle, which is described and developed by David A. Kolb (1984), it would certainly be placed in the vicinity of the *Concrete Experience* and *Reflective Observation* nodes (in the Divergent Quadrant) of the cycle which also includes *Abstract Conceptualization*, and *Active Experimentation* as modalities of learning (See Figure 1). Hence, Kolb places perception (contrasted with conception) and what he calls apprehension (contrasted with comprehension) at the experiential node of the experiential learning cycle.

Students who spend too much time and brain power via rote memorization and regurgitation of disconnected facts and figures may not be developing their abilities to connect the dots and put the pieces of the puzzle together so to speak.

Furthermore, an overemphasis on concepts may be blinding the students to the original percepts needed to cultivate an intelligence gained via experience.

References

Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

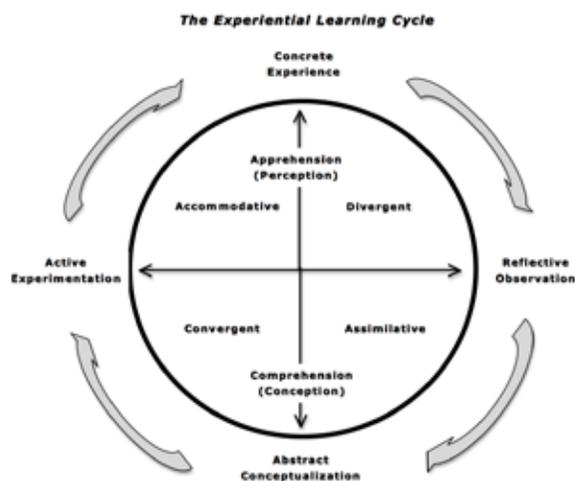


Figure 1. Kolb's Experimental Learning Cycle, adapted from Kolb (1984), p. 42.

The Tokyo Expo and ETJ's role in building up the language teaching community

by Terry Yearley, ETJ

The 2010 Tokyo English Language (TEL) Book Fair and Expo was held at Toyo Gakuen University's Hongo Campus on November 6th and 7th. A range of textbooks, products, and services were on display, and we hosted more than 80 presentations, about half of which were given by local teachers. Sponsored presenters included Paul Nation, whom we were very pleased to welcome back for a second year. Paul gave two presentations on the Sunday, one on vocabulary and one on fluency. Also, teachers who use a particular textbook may well have found that there was a presentation showing them how to get the best from that textbook. However, it was the increase in the number of presentations by local teachers that was particularly impressive this year.

For the organizing committee, our first job was to find local presenters who were willing to give up their time on a weekend. I am always amazed at how unselfish my colleagues can be. Those who submitted proposals included university lecturers, high school teachers, and PhD/MA candidates and researchers who reported on their findings. Also, it is not unusual for presenters to use the Expo as a rehearsal for an upcoming "gig" at the JALT National Conference. However, some of the most popular presentations this year were given by "ordinary" (sorry) teachers who simply shared some teaching ideas.

Our vetting team played a crucial role. They read each proposal, and gave their ideas on how it could be improved. In fact, very few proposals were accepted in their original form, and many had to be redrafted several times. Of course, this is part of the process, and we work willingly with the prospective presenter to produce an

appropriate description of what they plan to do. Once the list of presenters was finalised, two ladies worked long into the night to make badges for them and for the volunteers.

On the weekend of the Expo, our team of volunteers came from two main sources: the local ETJ (English Teachers in Japan) groups in Chiba, Saitama, and Tokyo, and students from Toyo Gakuen University. They performed tasks such as registering the attendees, giving directions, and preparing the audio/visual equipment prior to each presentation. The audio/visual facilities at Toyo Gakuen are a presenter's dream, but we depend on a small tech support team to make the preparations and ensure that everything runs smoothly. The student volunteers are always terrific. They give a full day's work for just a curry lunch and the chance (maybe) to speak English with some native speakers. At the end of the 2010 Tokyo Expo, when we volunteers got together in the local "pub," we found that we all agreed that we got a whole lot more out of the experience of volunteering than we had put in.

Our Expo is one of the Expos held nationwide each year by ETJ. The first Expos were held in 2003, and the Tokyo English Language (TEL) Book Fair was merged into the Tokyo Expo in 2005. TEL had been the main annual event for English language teachers in Tokyo for over 20 years. The presentations at TEL were all commercial, and it was only a core group of

publishers that were able to have displays. Since the two events were merged, the percentage of non-commercial presentations by local teachers has steadily increased, and more and more small publishers or individual teachers with self-developed materials have been having displays.

It is very encouraging to see ETJ and JALT working more closely together and supporting each other on both a national and a local level. It is becoming increasingly clear that the two associations complement each other. ETJ seems to be particularly effective in reaching out to the classroom teacher who may not even realise the value of getting involved in an association or the importance of professional development. One of the reasons ETJ has no membership fee is to make it as easy as possible for these teachers to cross the threshold. Once they join, they may discover a world where teachers share ideas, get additional training, and help each other reach their full potential as teachers. In time, some of these teachers become more involved in ELT in Japan, join JALT, go to an ETJ Expo or JALT conference, and may even become very active members of JALT.

We very much hope that ETJ and JALT will find more ways to cooperate with each other to support the professional development of language teachers in Japan.



JALT FOCUS

OUTREACH

In contrast to the overall drop in the number of students entering universities in Japan each year, the number of international students is on the rise. There were 141,774 foreign students at Japanese universities as of May 1, 2010, an increase of 6.8% from the year before. The majority of these foreign students (106,375) came from China and Korea, and most applied to study in the fields of Social Science, Humanities, and Engineering (JASSO, 2010).

According to Cealia Wang, a graduate student of English Education, incoming students from China tend to specialize in degree programs

offering courses in Japanese language, Japanese Culture, Economics, Social Welfare, Business, or Technology. They generally opt to supplement these majors with classes of English. In a survey she conducted with Chinese students she found that they want to retain the levels of English they achieved at high schools or universities in China. She also discovered that many of the students who majored in a Japanese language program in China want to learn English as a second foreign language. For these students and their instructors, EFL can be considered as an L3 in Japan. In this article for Outreach, Wang asks, "Do the

teachers of international students need to change the way they are currently teaching English as a Foreign Language to Japanese students?"

EFL as an L3 in Japan

There were 86,173 Chinese students studying in Japan when a census was taken on May 1, 2010 (JASSO, 2010). Many of these Chinese students have come to study not only the Japanese language, but also EFL. English is their L3, their third language in Japan. Chinese international students are interested in learning or maintaining their English skills because of its usefulness in China and other countries where they might have an opportunity to travel or find employment.

In May, 2010, I conducted a survey with 25 non-English majors at a university in Jiang Su Province in China. I wanted to collect data on how they acquire English reading skills in China and follow it up with observations on how similar Chinese students acquire English reading skills in Japan. The students in China are majoring in biology and take English as a compulsory subject. I spoke with students in China who were non-English majors because my sample of Chinese students in Japan were majoring in Japanese or Economics.

The 25 college sophomores I surveyed take four English classes for 15 weeks during two semesters, each class being 1.5 hours. Reading lessons are taught in an intensive way, with teachers using the grammar-translation method. They don't have extensive reading classes. The respondents reported that the textbook is difficult for them to read in English, but it contains

Chinese translations. Most students admitted that they read the translated version first before reading the English text. There are only Chinese students in the class. Teachers use Chinese as the language of instruction to explain the textbook in class.

In October, 2010, I conducted a similar survey in Japan with 25 Chinese EFL university students and 43 Japanese students who study English. Of the 4,000 students at the Japanese university where the survey was conducted, 153 are from China. The Chinese students major in Japanese, Economics, and Intercultural Studies, and they consider English to be a foreign language. They do not need to study English; the subject is an elective. Those who choose to study an English course have one 90-minute class per week for a 15-week semester. There are Japanese and Chinese students in the class. In class, teachers speak in Japanese to teach students and use the grammar-translation teaching method to analyze sentences. The textbook is similar to the one used by the students in China. It also has translations, not between Chinese and English, but from English to Japanese. The Chinese students in Japan reported that they usually speak Japanese in their English classes; in fact, the students reported that even when they attempt to speak in English they often say some words in Japanese. Without thinking, Japanese is spoken instead of English. There are few opportunities to speak in English on the university campus.

The motivations for reading in English were not the same for the two groups of students. The main reason reported by the 25 students in China was: "I want to pass English tests." The second most common reason was "I want to learn English by reading," followed by, "I like reading in English," and finally, "I want to get a job using English." In follow-up interviews, a few students



...with David McMurray

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

Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

added that they also studied English because of social and family influence, for example, “My father recommended I study English because more Chinese people are traveling around the world.”

In order of importance, the reasons given by the Chinese international students studying English in Japan were: “I want to learn English through reading,” followed by, “I want to get a job using English,” and finally “I like reading in English.” In a follow-up interview a graduate student reasoned, “I studied English for five years at university in Dalian, China, so I don’t want to lose those skills while I study Japanese in Japan.”



Cealia Wang waits for an answer from an ESS club member

The Chinese international students reported that they wanted to learn practical English: vocabulary and grammar that they could immediately use, as well as writing skills. In the class, these students reported that teachers usually control the syllabus and use lesson plans following set goals that usually do not match with the students’ reported goals. In some English classes, Japanese professors conduct the lessons in Japanese.

As an EFL major at a university in China, I attended English classes for 20 hours per week. At that time I also studied Japanese as an additional foreign language for three hours per week. In China, before EFL students can graduate from university, they have to pass the College English Test (CET), which is administered at the national level. When the students look for a job, the CET certificate is necessary to get a good job, even

for positions that don’t seem to require English. Therefore, the number one motivation of students in China is to do well on their CETs.



Cealia Wang’s ESS club receives a prize

Now I am studying English Education as a graduate student in Japan. In my spare time I coach students in how to read and speak English at the university English Speaking Society. Our ESS club has 12 members, including some Chinese students. I believe that it is not very effective to use Japanese as the language of instruction with these Chinese students who are learning English. Student feedback concerning the use of Japanese in the English classroom contradicts my hypothesis, however, as one student reported, “The reason I came to Japan was because I want to study Japanese as my third language. When the instructor uses Japanese, or asks the class to translate English passages into Japanese, I feel that it will help me to learn two languages in one class. I want to be a translator. If I can translate between three languages I will have a better chance at landing a job.”

Most university students in China do not have part-time jobs, so they have sufficient time to study English. University tuition is paid by their parents. This contrasts with the situation of most Chinese students studying in Japan. To pay for the expensive tuition and living expenses, the Chinese international students I interviewed work at part-time jobs. There also seems to be fewer social reasons and less family pressure to study English in Japan. For example, Chinese students seeking jobs in Japan need to have a command of the Japanese language. When I asked a store manager, “Won’t you take into

consideration high English scores and certificates when recruiting new staff?" the answer was, "We do not care about your English or your academic study results. What we care about is whether you are energetic and likely to do well on the job." During working hours, the Chinese students must speak in Japanese and they are trained in Japanese. With fewer opportunities to speak English, the students lose their English fluency and the transfer of Japanese words into their conversations increases at the ESS club and in the EFL classroom. Because Japanese companies do not require English, the prime motivation the Chinese students once had—"I want to get a job in English"—becomes moot.

The debate on whether teachers of international students need to change the way they are currently teaching EFL to Japanese students is a new issue. Under the current conditions it is not surprising to find that when Chinese EFL students attempt to speak English as an L3 in Japan, there is much interference from their L2.

[Photo 1. Cealia Wang waits for an answer from an ESS club member.]

[Photo 2. Cealia Wang's ESS club receives a prize.]

References:

Japan Student Services Organization, JASSO. (2010). *Statistics on International Students in Japan 2010*. Retrieved from <jasso.go.jp/statistics/intl_student/data10_e.html>

ERRATA:

The first reference listed on page 59 of the January/February 2011 issue of the Outreach column should have identified *The Language Teacher* rather than *JALT Journal* as follows:

Birch, G. (2010). Behind the scenes: An examination of student L1 use. *The Language Teacher*, 34(3), 19-24.

UPDATE: GiggleIT Project Embraces Haiku

The May, 2009 issue of the Outreach column announced the launch of GiggleIT, an online book written by children and hosted by the

International Association of School Librarianship (Manck, 2009). Katy Manck, a librarian based in Texas who assists the GiggleIT project, contacted Outreach to report that "student writing is going strong, with schools from many regions registered and contributing their creative works to the online book. Haiku is among the 2011 GiggleIT competitions, thanks to your suggestion in 2009."

The lesson plans, registration, web hosting of student works, and competition entry are all free. Students of English in Japan are invited to contribute their impressions of the theme "Through Our Window—The Colours of Our World" for an international audience to read. The competitions run until November, 2011. For more information refer to: <iasl-online.org/sla/giggleIT/2011-project-01.htm>.

Reference

Manck, K. (2009). Sharing humorous stories and giggles with children around the world. In Outreach (ed. D. McMurray). *The Language Teacher*, 33(5), 29-30.

EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET
US KNOW...

<MEMBERSHIP-OFFICE@JALT.ORG>



TLT COLUMN

SIG NEWS

SIGs at a glance

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

Computer Assisted Language Learning

[🔍] technology, computer-assisted, wireless, online learning, self-access [📖] *JALT CALL Journal Newsletter*—3x year [🗣️] Annual SIG conference, regional events and workshops [📧] [💬]

Pan-SIG 2011

Pan-SIG 2011 conference on the theme *Discovering Paths to Fluency* will be held at Shinshu University, Matsumoto, in Nagano Prefecture, 21-22 May 2011. For more information, please contact Mark Brierley <mark2@shinshu-u.ac.jp> or the website <jalt.org/pansig/2011>.

Further information is also available on the inside back cover of this issue of *TLT*.

The annual JALTCALL conference will be held 3-5 June 2011 at Kurume University (Mii Campus) in Kurume City, Fukuoka-ken. The conference theme is *Building Learning Environments*. The Keynote Speaker will be Carla Meskill of the State University of New York. Please visit <jaltcall.org> for more information.

Bilingualism

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

Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website <bsig.org> for more information.

当研究会は複数言語で生活する家族および日本におけるバイリンガリズム研究の支援を目的としています。どうぞホームページの<bsig.org>をご覧ください。

College and University Educators

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

CUE 2011 Conference on Foreign Language Motivation in Japan, 2-3 July 2011, at Toyo Gakuen University, Hongo Campus, Tokyo. Plenary speakers Ema Ushioda and Kimberly Noels. Registration 1 April-1 June 2011. Visit <jaltcue-sig.org> or <cue2011conference.org> for more information.

Business English

[🔍] business English [📖] ??—3x year [🗣️] coming]

Extensive Reading

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

The ER SIG exists to help teachers in Japan start and improve Extensive Reading and Extensive Listening programmes. Our newsletter, *Extensive Reading in Japan* (ERJ) is full of ideas for those



...with James Essex

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

JALT currently has 21 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication. SIG NEWS ONLINE: You can access SIG News online at:

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

new to ER as well as experienced ER practitioners. It keeps members up-to-date on ER research and new graded reader releases. Check out our website at <jaltersig.org>.

Framework & Language Portfolio

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

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools; the bilingual Language Portfolio for Japanese University is now available online. The SIG holds periodical seminars focusing on classroom use and is present at many conferences. Please refer to <sites.google.com/site/flpsig/home> and <flpsig@gmail.com> for more information.

Gender Awareness in Language Education

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

Gender Awareness in Language Education Conference 2011: *Exploring Gender and its Implications* to be held 28 May 2011 at Kyoto University, Kyoto. Closing date for submissions is 31 March 2011. For more information, email <galesubmissions@yahoo.com> or visit <gale-sig.org>.

Global Issues in Language Education

[🔗] global issues, global education, content-based language teaching, international understanding, world citizenship [📖] *Global Issues in Language Education Newsletter*—4x year [🗣️] Sponsor of Peace as a Global Language (PGL) conference [🗣️]

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators

for Social Responsibility. Join us in teaching for a better world! Our website is <gilesig.org>. For further information, contact Kip Cates <kates@rstu.jp>.

Japanese as a Second Language

[🔗] Japanese as a second language [📖] 日本語教育ニューズレター *Japanese as a Second Language Newsletter*—4x year [🗣️] AGM at the JALT conference [🗣️]

Junior and Senior High School

[🔗] curriculum, native speaker, JET programme, JTE, ALT, internationalization [📖] *The School House*—3-4x year [🗣️] teacher development workshops & seminars, networking, open mics [🗣️]

The JSHS SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

[🔗] autonomy, learning, reflections, collaboration, development [📖] *Learning Learning*, 2x year; *LD-Wired*, quarterly electronic newsletter [🗣️] Forum at the JALT national conference, annual mini-conference/retreat, anthology of Japan-based action research projects [🗣️]

The Learner Development SIG is a lively and welcoming group of teachers interested in improving our practice by exploring the connections between learning and teaching. We also meet to share ideas and research in small-scale events such as mini-conferences, poster-sessions, and local group meetings. For more information, check out our homepage <ld-sig.org>.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of

people eager to study English as part of their life-long learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <jalt.org/lifelong>). For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

生涯語学学習研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<jalt.org/lifelong>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

[🗨️ materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🌐 JALT national conference events] [📧] [👥]

The MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. On certain conditions we also provide free ISBNs. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mailing list <groups.yahoo.com/group/jaltmwsig>. Our website is <uk.geocities.com/materialwritersig>. To contact us, email <mw@jalt.org>.

Other Language Educators

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

Pragmatics

[🗨️ appropriate communication, co-construction of meaning, interaction, pragmatic strategies, social context] [📖 *Pragmatic Matters* (語用論事情)—3x year] [🌐 Pan-SIG and JALT conferences, Temple University Applied Linguistics Colloquium, seminars on pragmatics-related topics, other publications] [📧]

Pragmatics is the study of how people use language. As teachers we help students learn to communicate appropriately, and as researchers we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out more about the SIG at <groups.yahoo.com/group/jaltpragsig> or contact Donna Fujimoto <fujimoto@wilmina.ac.jp>. For newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

Professionalism, Administration, and Leadership in Education

[🗨️ professional development, ethics, legal issues, leadership dynamics, comparative education, societal demands on educators] [📖 *PALE Newsletter*]

The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <debito.org/PALE>. Also, anyone may join our listserv <groups.yahoo.com/group/PALE_Group>. For information on events, visit <jalt.org/groups/PALE>.

Study Abroad

[🗨️ study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [🌐 national and Pan-SIG conferences] [📧]

The Study Abroad SIG is a new and upcoming group interested in all that is Study Abroad. We aim to provide a supportive place for discussion of areas of interest, and we hope that our members will collaborate to improve the somewhat sparse research into Study Abroad. We welcome submissions for our newsletter, *Ryugaku*, and we are still in need of officers. Contact Andrew Atkins or Todd Thorpe <studyabroadsig@gmail.com> for further information.

Teacher Education

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

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. Contact <ted@jalt.org> or visit our website <tinyurl.com/jalt-teachered>.

Teachers Helping Teachers

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

Teaching Children

[🔍: children, elementary school, kindergarten, early childhood, play] [📖 *Teachers Learning with Children*, bilingual—4x year] [📍 JALT Junior at national conference, regional bilingual 1-day conferences] [📧] [🗣️]

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in

our field. There is also a mailing list for teachers of children who want to share teaching ideas or questions <groups.yahoo.com/group/tcsig>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <tcsig.jalt.org>.

児童語学教育研究部会は、子どもに英語(外国語)を教える先生方を対象にした部会です。当部会は、年4回会報を発行しています。会報は英語と日本語で提供しており、この分野で活躍している教師が担当するコラムもあります。また、指導上のアイデアや質問を交換する場として、メーリングリスト<groups.yahoo.com/group/tcsig>を運営しています。活発な部会を維持していくために常に新会員を募集しています。特に日本人の先生方の参加を歓迎します。部会で開催するイベントには是非ご参加ください。詳細については<tcsig.jalt.org>をご覧ください。

Testing & Evaluation

[🔍: research, information, database on testing] [📖 *Shiken*—3x year] [📍 Pan-SIG, JALT National conference] [📧] [🗣️]

The TEVAL SIG is concerned with language testing and assessment, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our newsletter, published three times a year, contains a variety of testing-related articles, including discussions of the ethical implications of testing, interviews with prominent authors and researchers, book reviews, and reader-friendly explanations of some of the statistical techniques used in test analysis. Visit <jalt.org/test>.

The outlook for language teachers

- ◆ University and school closures, corporate bankruptcies
- ◆ Outsourcing leading to falling pay and worsening conditions
- ◆ Contract limits and unstable employment



University Teachers' Union
Eastern Japan
utujapan@yahoo.com

National Union of General Workers

Bringing teachers together throughout Japan

Join Now!



General Union
Western Japan
union@generalunion.org



TLT COLUMN

CHAPTER EVENTS

C'mon and get inspired already! Now is the time to recharge for the start of the upcoming school year by attending your local chapter events. Connect with fellow educators, hear some great new ideas, and share your wisdom! Remember to check the chapter events website <jalt.org/events> if your chapter is not listed below. Other events may appear on the website at any time during the month.

GIFU—*Testing and evaluation: Alternative means and methods* by **Mike Guest**. Most Japanese school administrations expect their students to be tested. But what administrations regard as “testing” are Center Shiken-like exams in which students answer discrete-point questions and receive a pass/fail grade. Teachers should not blindly accept this approach to assessment when L2 testing allows for much more. In this workshop, participants will learn about and further discuss the theory/practice of matching tests to course content and cognitive skills, as well as alternate assessment models. *Sat 16 Apr 19:00-21:00; Heartful Square at Gifu JR Station, 2F East Wing; One-day members ¥1,000.*

HOKKAIDO—*Swap meet for teachers of kids* by **Mary Virgil-Uchida**. Teachers of children are invited to share a classroom-tested activity or game. Join us and get some great ideas for your classes! *Sun 27 Mar 14:00-16:00; ABC House, 2F, Athene Bldg., North 2 West 27, Chuo-ku, Sapporo; One-day members ¥500.*

HOKKAIDO—*Kerpoof and other web-based resources for the classroom* by **Geordie McGarty** (Sapporo Gakuin U.). *Sun 24 Apr 14:00-16:00; Hokkai Gakuen University <www.hokkai-s-u.ac.jp/english/access.html>; One-day members ¥500.*

KITAKYUSHU—*Behavior management* by **Matthew Jenkins**. Undoubtedly the best way to engage students is to get them to enjoy themselves. However, there are times when students act up, use cell phones, or sleep in class. How should we deal with such situations? Jenkins will discuss current theories to help teachers deal with inappropriate behavior. He will then elaborate on his own techniques, used at a university and a high school, leading into a discussion of how others deal with behavior in their own contexts. *Sat 12 Mar 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.*

KITAKYUSHU—*Dogme ELT: A demonstration* by **Barbara Hoskins Sakamoto**. Dogme ELT is a philosophy that says our dependence on materials and technology can actually slow down the learning process. It is also an approach to teaching that is materials-light, conversation-driven, and focuses on emergent language. What does Dogme ELT have to offer teachers in Japan? The workshop will focus on answering this question. Using a Dogme approach, we'll uncover the principles characterizing Dogme ELT, and how these principles might work in “unplugging” our own teaching. *Sat 9 Apr 18:30-20:00; International*



...with Michi Saki

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

Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget to add your event to the JALT calendar or send the details to the editor by email or t/f: 048-787-3342. SIG NEWS ONLINE: You can access all of JALT's events online at <jalt.org/events>.



Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1,000.

KYOTO—My Share. Join us for an afternoon of discussion and idea exchange about practical aspects of EFL teaching and learning. On this day, we welcome all of you to contribute your stories—so bring your wisdom and experiences to share! Sat 26 Mar 11:30-13:45; Campus Plaza Kyoto, 5F, Dai 2 Enshushitsu; One-day members ¥1,000.

KYOTO—“My Inspiration” hanami. Everyone has been there: that day when the EFL experience seems monotonous and dry for both ourselves and our students. However, just when drudgery of day after day of textbook work threatens to consume, we come across something that stirs our passion for teaching again. Do you have a book, website, article, podcast, teaching tip or the like that revolutionized your teaching? What has inspired you recently? At this first event of the new school year, come and join us for an informal hanami on the banks of the Kamogawa River (weather permitting) and share your inspiration. Sat 16 Apr 13:00; Visit <kyotojalt.org> to check location details and time.

MATSUYAMA—A multimedia approach to poetry by Linda K. Kadota (Matsuyama Shinonome College). Multimedia elements (text, sound, video, animation, and graphics) can be combined in ways that can potentially hold students’ attention more effectively by stimulating multiple senses simultaneously. Introducing multimedia tools into the learning environment can be a rewarding, but challenging task. This presentation will look at ways multimedia can be used to enhance the teaching of poetry. Sun 13 Mar 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000.

MATSUYAMA—English for busy people: Designing a private SNS-centered English program for remote learners by Jim Hudgens (Hyogo U. of Health Science). Two of the primary challenges facing would-be students of English are time and money constraints. I will present the results of a 10-week experiment in which we used a

private social network in combination with various video and audio hardware and software to facilitate effective learning in a low cost and convenient manner at each learner’s own pace. Sun 10 April 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000.

OKAYAMA—Connecting the brain to teaching by Jason Lowes (Kurashiki Board of Education). Have you ever looked at your students and wondered, “What’s going on in there?” If you have, this presentation may help you answer that question, for it will explore some recent findings in neuroscience and consider how this contemporary knowledge can be brought to the classroom to facilitate learning. Following a quick overview of brain anatomy, we will examine the mechanisms of memory and the learning theory of connectionism. In addition to the technical and theoretical aspects of the subject matter, we will also spend time investigating the practical implications of brain-related research through group discussions and experimentation. Sat 16 Apr 15:00-17:00; Kibi International University Ekimae Campus, Room B, 4F; <tenplaza.info/introduction/access.html>; One-day members ¥500.

NAGOYA—Group work in EFL Classrooms by Toru Tatsumi (Gifu U.). Group work is one of the most effective ways of teaching languages. When teachers design activities combining multiple skills, group work can become an especially dynamic tool in language classrooms. In this workshop, the presenter will demonstrate an activity called “Group Work Reporting” which combines all four skills. The presenter will also show ways to adjust the activities for all levels of learners, from junior high to university. Sun 13 Mar 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/aboutus/access.htm>; One-day members ¥1,000.

NAGOYA—Testing and evaluation: Alternative means and methods by Mike Guest. Most Japanese school administrations expect their students to be tested. But what administrations regard as “testing” are Center Shiken-like exams in which students answer discrete-point questions and receive a pass/fail grade. Teachers should not blindly accept this approach to assessment when

L2 testing allows for much more. In this workshop, participants will learn about and further discuss the theory/practice of matching tests to course content and cognitive skills, as well as alternate assessment models. *Sun 17 Apr 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/aboutus/access.htm>; One-day members ¥1,000.*

OKINAWA—Japan in English by Robert “Rip” Healey (ALT and Language School Principal). Healey is repeating the presentation he gave during our big Okinawa JALT 30th Anniversary conference this past October because so many participants raved about it! His presentation involves innovative ways to help learners improve their aural/oral communication skills in English. He uses many eye-catching visuals and stimulating interactive techniques which can be adapted for different levels. *Sun 27 Mar 14:00-16:00; Okinawa Christian Jr. College/University. For additional information please contact <kamadutoo@yahoo.com> or <d-w-in@okinawa.email.ne.jp>.*

OKINAWA—Motivation techniques for large classes by Robert Habbick (Cambridge University Press). Habbick’s proposed presentation will be a first for Okinawa JALT. It will be presented online via Skype, utilizing a main screen, external speakers, and microphone for the audience. Participants will look at web pages, software, and LL tools, and sample them on their own computers while Habbick presents. *Sat 16 Apr 14:00-16:00; Meio University Research Center and Sun 17 Apr 14:00-16:00 Okinawa Christian Jr. College/University AV Center; For additional information please contact <kamadutoo@yahoo.com> or <d-w-in@okinawa.email.ne.jp>.*

OMIYA—My Share by Ivan Botev, Tyson Rode, John Finucane, Carl Bloomfield and more. *Sun 13 Mar 14:00-17:00; Sakuragi Kominkan 5F, Shiino Omiya Center Plaza, 1-10-18 Sakuragicho, Omiya, Saitama; <jalt.org/chapters/omiya>; One-day members ¥1,000.*

OMIYA—Putting Truman on trial: An academic speaking workshop by Jason White. This workshop provides teachers with the opportunity to

get a firsthand look at how an eight-week long academic speaking project urged a group of 21 students to step beyond their normal ideas of English speaking and challenge themselves to produce a collaborative final presentation that exceeded everyone’s expectations. The workshop will put the attendees in the roles of the students, allowing them to discuss and participate in the preliminary activities of the project that led to the final presentation. Second presenter and topic TBA at a later date. *Sun 10 Apr 14:00-17:00; Sakuragi Kominkan 5F, Shiino Omiya Center Plaza, 1-10-18 Sakuragicho, Omiya, Saitama <jalt.org/chapters/omiya>; One-day members ¥1,000.*

SENDAI—Performances, skits and drama: Getting students to play with language. In this workshop, we will look at the value of giving students the chance to creatively explore, or ‘play’, with the language, with the idea that this will develop into more meaningful output, and an overall more effective language learning experience. These ideas will be discussed and supplemented with examples of student work. Participants will also be able to offer their opinions and examples on the topic. *Sun 27 Mar 14:00-17:00 followed by dinner/drinks (optional); Sendai Shimin Katsudo Support Center (Room 5); <jaltsendai.terapad.com>; One-day members ¥1000.*

SENDAI—My Share: Extensive Reading. Extensive reading (多読) or (楽読) is increasingly popular. And there are many, many interesting things you can do with it. In this “My Share” meeting, Sendai JALT chapter members will share a series of activities they use in the own extensive reading programs. Activities will include SSR (Sustained Silent Reading), variations on oral reports, the use of guided imagery and more. Want to present an ER idea? Contact marchelgesen@gmail.com by April 15. *Sun 24 Apr 14:00-17:00 followed by dinner/drinks (optional); Venue TBA; <jaltsendai.terapad.com>; One-day members ¥1000.*



JALT2011 Teaching • Learning • Growing
Nov 18–21, 2011
National Olympics Memorial Center, Yoyogi, Tokyo
<jalt.org/conference>



TLT COLUMN

CHAPTER REPORTS

AKITA: November—2010 Balsamo Asian Scholar Four Corners Tour presentation: *Teaching and learning English in Cambodian high schools: Challenges and prospects* by **Soryong Om.** People ranging from Akita citizens to AIU students and professors, and Akita-JALT members attended this special event presentation, which was held at Akita International University (AIU), and coordinated by Akita-JALT. The presenter was a featured speaker at the 2010 JALT National Conference in Nagoya. For this particular presentation he talked about the challenges within the Cambodian education system, specifically targeting high schools. Not only did he discuss challenges, but he also gave reasons for optimism. Om believes things will get better because they have gotten better. The education situation is better now than it was during various brutal dictatorships. Also, the government of Cambodia is trying to put as many resources as it can into improving the current education system. Om believes these are signs pointing toward a bright future. His depiction of Cambodian education history as well as general history was insightful and riveting. The entire presentation stimulated thoughtful discussion in a healthy and extensive question and answer session.

Reported by Wayne Malcolm

AKITA: December—*Theatre training for teachers: Actors' techniques keep language teachers in shape and ready for class* by **Claudine Bennet.** Bennet is a JET teacher from Sendai, a South African who graduated from the University of Capetown with a degree focused on the training of voice actors. This was a workshop designed

to introduce participants to voice techniques and exercises used to train actors, but that have been adapted to the lifestyle and needs of teachers. We learned how to improve projection and articulation, develop a voice that students want to listen to, as well as protect our voices from long-term damage. This was a very physical workshop that included lying on the floor, humming, shouting, pushing the walls, and facial self-massage among its varied activities. Since a teacher's voice is one of his or her primary tools, this workshop was quite useful, and a pleasant departure from the more academic presentations which are the norm.

Reported by Stephen Shucart

GIFU: October—*Creating a culture of character in the classroom* by **Kim Horne.** The presenter outlined the rationale of teaching virtues in the classroom to young learners. Horne used a wide range of virtues including patience, honesty, respect, courage, punctuality, solidarity, and kindness (a full list is available at <www.virtues.com>) to enhance learning and to build character. Horne stated: "I believe that my classroom is not only about teaching English but also teaching values." The forum explored how to improve and inspire student discipline, motivation, and independence. Over a year, Horne helped guide students to take responsibility for their learning and behavior through picture books, extension activities, songs, chants, and drama. Horne used the Dottie book series, and was able to incorporate a different virtue into each lesson, culminating in an exchange of toys with an Australian school.

Reported by Brent Simmonds



...with **Tara McIlroy**

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

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

GUNMA: November—*From EFL teacher to peace activist* by Anna Baltzer. A chance meeting with two young women in Lebanon desiring to practise their French proved pivotal in this EFL teacher's life. As her network expanded, she learned of a different Palestinian story than what she had heard before. Disbelieving, she traveled to Palestine to discover a disturbing system of segregation essentially choking the mobility of the Palestinian people. Even Palestinian ambulances can be detained or refused passage at check points, sometimes resulting in needless death. Baltzer explained how Israel's illegal colonization is continuing by handsomely paying its citizens to move into the West Bank Jewish-only settlements and how the Palestinians are being forced out. Contrary to the notion that Jews and Muslims will never get along, the people living in this area before the creation of Israel were all Palestinian people and were a very diverse group of Jews, Christians, and Muslims. Many courageous Israelis are participating in co-operative endeavors and peaceful protests with Palestinians, and refusing to join the military, risking prison or disownment. According to Baltzer, silence is complicity and if we do only one thing, it should be to join the Boycott, Divestment, and Sanctions movement (<BDSmovement.net>).

Reported by Lori Ann Desrosiers

HIMEJI: November—*Blended learning: Using computers and the internet to learn English* by Andrew Philpott. Although most of us would admit that computers make our life much easier, many teachers have not explored the true potential of blended learning. This presentation started with a quick outline of interesting facts and the definition of blending learning before introducing the audience to a range of sites that Philpott has used in his internet English course and communicative classes at Himeji Dokkyo University. It was the type of presentation that had something for everyone. He demonstrated how to use software linked to a textbook like Izone, start a blog, chat online using Chatzy, and practice for the TOEIC test using smart.fm. By the end of the presentation, we had a much better idea about how the internet can be added to our classes.

Reported by Wendy Tada

KYOTO: November—*Evaluating a vocabulary programme* by Paul Nation. The presentation's central theme was how teachers can help our students *learn* vocabulary, not how teachers should *teach* vocabulary. Nation argues for teacher awareness in four areas: planning, training, testing, and teaching. Within teacher planning, effective vocabulary programs involve a balance of four distinct strands: an equal treatment of meaning-focused input, meaning-focused output, deliberate study, and fluency activities. Nation discussed practical activities and techniques teachers can utilize for practice within these four strands. In addition to a focus on planning, teachers should also help learners become familiar with vocabulary learning strategies. Testing is essential to shed light on each individual learner's stage in vocabulary learning and to plan for future learning. Finally, while it is essential to concentrate on high frequency words, those not within this group should be tackled appropriately. Nation advised teachers to evaluate their language programs in order to identify areas that may be lacking and to make adjustments to their teaching plan.

Reported by Gretchen Clark

KITAKYUSHU: January—*Memory and learning* by Robert S. Murphy. Many of the ideas in this "Crash Course in the Brain" were credited to Brian Hudson at Harvard University, where Murphy does neurolinguistic research. His aim is to improve language teaching by helping students retain and use English more effectively. Contrary to popular metaphors portraying it as book or computer-like, memory in fact exists in gist form as neural links in a hierarchically organized brain. One hundred billion neurons making a quadrillion connections offer potential dynamic skills development, if properly tweaked by the teacher. It's all about exciting neurons and building networks to bring students from their merely functional level upon entering the classroom to an optimal level and then continuing to generate interest and attention through emotional connections with personal, attractive topics. His PowerPoint slides offered clear illustrations, including how grammar-translation methodology does a

great disservice to authentic English, rendering it simply a manifestation of Japanese. This is the kind of thinking behind Murphy's EFL textbooks. He concluded by fielding some ideas for applying these principles to classroom practice, which included helping students to discover grammatical connections, set goals, and negotiate syllabuses.

Reported by Dave Pite

KOBE, KYOTO, OSAKA, AND NARA: December—*Pecha kucha night* by Mayumi Asaba, Ted Bonnah, John Campbell-Larsen, Steve Cornwell, James Crocker, Brent Jones, David Kolf, Mike Riffle, Greg Rouault, and Matthew Walsh. Chapters from all over Kansai enjoyed a very lively and interesting *Pecha kucha*-style year-end event at Konan University's Nishinomiya campus in Hyogo on the evening of December 18. *Pecha kucha* is a simple presentation format where each presenter shows 20 images, for 20 seconds each. The images forward automatically and the presenter talks along to the images. During the two hour event, there were 10 very interesting presentations on a wide range of topics: *The publishing process* by Mayumi Asaba; *JALT2010 Overview* by Ted Bonnah; *Reflections on language learning & teaching* by John Campbell-Larsen; *'Tis the season* by Steve Cornwell; *Critical thinking* by James Crocker; *Experience economy* by Brent Jones; *Presentation strategies* by David Kolf; *What I took away from Nagoya* by Mike Riffle; *Speed data-ing* by Greg Rouault; and *Hato: Hands across the ocean* by Matthew Walsh. The concise and efficient presentations were all stimulating and gave us plenty to think about and discuss at the bonenkai afterwards. All in all it was a very interesting and enjoyable evening and a great way to wind down the year.

Reported by Junko Omotedani

NAGASAKI: November—*Maintaining young learners' motivation* by Marianne Nikolov. In November, Nagasaki welcomed Nikolov, the Four Corners Tour speaker. Her presentation began with an overview of types of motivation and factors affecting it, especially aptitude, attitude, and anxiety, and the changing roles of teachers, peers, and parents as motivators. Nikolov then turned to the nature of tasks, stressing the

necessity of balancing the new and the familiar, with meaning-focused activities coming first and form-focused tasks being used as a follow-up in response to learner weaknesses. The presenter then tackled the crucial issue of assessment, arguing that feedback and evaluation must be immediate if it is to be effective, but that overt error correction is demotivating. She stressed that reading and writing should be introduced as soon as learners show an interest in it. Finally, she outlined approaches to using negotiation in class, and showed how young learners can be involved in decision-making about the extent of participation, sequencing, and evaluation. Nikolov ended with the message that motivated learners need motivated teachers, and discussion then focused on tasks for fast-finishing learners, the place of praise in the classroom, and the role of coursebooks and tests.

Reported by Richard Hodson

NAGOYA: December—*It's Christmas!* by Linda Donan. Donan gave suggestions and demonstrations of games, songs, stories, and other exercises for classes of all ages on the theme of Christmas and for Christmas parties with her interactive presentation. She asked participants to confirm the vocabulary of Christmas articles, telling how those articles have been used traditionally at Christmastime. Some Christmas books are good for senior high students to read, and they can also explain the pictures in them. Little kids enjoy books with flaps they can turn, which cover some special pictures under them. Donan tells three-year-olds the names of Christmas articles, asking them to find them hidden separately here and there all over the room. Sometimes, Donan says, "At Christmas, the last wins", teaching the concept of Christmas. In college, students stage a Christmas drama, sometimes humorously, involving singing for fun, learning grammatical points, and translating the words that interest them. When the number of kids is large, she divides them into four groups with their parents and gives each group a different game. When one game finishes, Donan switches the groups. Santa comes in the room to give them presents. A festive mood with drinking and eating makes good memories for everyone.

Reported by Kayoko Kato

NIIGATA: October—*Vygotskian socio-cultural theory (SCT): Some useful concepts and applications for us as language teachers and researchers* by Mohammed K. Ahmed. Without a doubt, Lev Semyonovich Vygotsky (1896-1934) is a much-touted figure in the field of language acquisition. Ahmed presented on key topics of Vygotsky's life, his influence, and his research. A widely influential theory of Vygotsky was that of socio-cultural theory (SCT), based on cognitive development. Ahmed discussed how far-reaching SCT was throughout many diverse fields, particularly in relation to its time era within Soviet Russia and to the western world. Several core concepts which Ahmed expanded upon were in regards to inner speech, zone of proximal development (ZPD), and dialectics. Through Ahmed's presentation, we were more enlightened to Vygotsky and what he means to us as teachers and researchers.

Reported by Kevin Maher

NIIGATA: December—*The best of JALT2010* by Howard Brown, Carmen Hannah, and Mohammed Ahmed. Following the JALT National Conference, it has become a local Niigata tradition to present on the best of what we saw at the conference. Howard Brown shared a presentation he viewed, entitled *Integrating thinking skills into the EFL classroom* by Amos Paran. This was about topics of substance, local context, and intertextualization, the latter of which involved using an outside text to contrast the author's written text on the topic in question. Carmen Hannah found *Challenges in teaching English as a foreign language to young learners* by Marianne Nikolov to be the most interesting of the conference. Her presentation involved the Critical Period Hypothesis, as well as discussing the advantages and disadvantages of children learning a foreign language early in life. It presented both sides of the argument, and was informative in regards to this topic. Carmen Hannah also spoke about the presentation by Om Soryong entitled *Using humor: The spice of effective teaching*—mostly because he also presented at JALT Niigata on a weekday, and it was a way to share with all what we might have missed. Lastly, Mohammed Ahmed shared a presentation that he viewed, entitled *Five ways*

to integrate technology into language teaching by Nicky Hockly. This included such technology as YouTube videos, word clouds, podcasts, animated cartoon movies, and slideshows. Overall, it was an informative meeting, and a great way to show and share our support for the national JALT Conference to all members who might not have been able to attend themselves.

Reported by Kevin M. Maher

OITA: November—*Teaching and learning English humor, in principle and practice* by Richard Hodson. Oita hosted English lecturer Hodson, who invited attendees to explore how to introduce humor into the classroom. In the presentation he told numerous jokes, which kept us laughing for two hours. Together we discussed the key pedagogical and cultural issues that need to be considered when introducing humorous materials in the EFL classroom. Hodson provided insights from humor theory, and from recent ELT research. In the second half of the presentation, he described the results from two recent research projects. In one of the research projects, students rated a series of thematically-linked newspaper cartoons, and wrote their own original captions. Many of the participants could not figure out which caption the students had written and which one was the original because the students had done such a great job. The presentation ended with a discussion on recommendations for Hodson to pursue in his future research on humor in the classroom.

Reported by Lindsay Mack

OKAYAMA: November—*University accreditation: How it impacts you* by Bern Mulvey. Drawing on his extensive experience with the external evaluation and accreditation procedures in America and Japan, Mulvey began by providing a historical perspective of accreditation of Japanese universities from 1947 to the present. Demographics, including the number of participating schools, students, funding, and economic conditions were discussed as the speaker entertained questions and comments throughout the presentation. Mandatory third-party assessments by one of four accrediting agencies began in 2004 after a three-year trial period. This process is to be repeated every seven years with three pos-

sible results: pass, probation, and fail. All results must be publicized. To date no school has failed.

Reported by Mutsumi Kawasaki

OKAYAMA: December—*Discourse analysis for language teachers* by **Ian Nakamura**. This presentation applied conversation analysis (CA) to classroom practice. Typically, study of teacher talk in classrooms focuses on *quantity*, but this presentation focused on *quality* of teacher talk, particularly in one-to-one dialogues with students. Several brief exchanges from lessons and interviews were analyzed. The presenter started by identifying components of the dialogues according to CA definitions, and then pointing out why certain aspects of the dialogues are important in the interaction. Third turns were especially highlighted as important points in a dialogue. In the examples provided, third turns were typically made by teachers, following initial teacher questions and student responses to those questions. What teachers do with the conversation at the point of the third turn makes a big difference in the conversation's development. The presenter emphasized that his deepening understanding of CA influences his interactions with students in his language classes, and he encouraged other teachers to pay more attention to how they interact with students, perhaps by occasionally recording classroom dialogue, and even by analyzing it in study groups. This way teachers can learn more about how they co-manage topic and meaning in conversation with language learners, and how teachers might better facilitate student expression.

Reported by Scott Gardner

OMIYA: January—*Interdependence and language input and output* by **Alastair Graham-Marr** and ***Multiple Intelligence Theory*** by **Masa Tsuneyasu**. Omiya JALT started the year with two excellent presentations, the first of which covered a wide range of topics but focused mainly on the interdependence and importance of input and output in the language classroom. The presentation felt very interpersonal. Alastair was able to engage the audience despite the significant number of attendees. The presentation covered a lot of groundbreaking concepts that are second nature to the academia-oriented crowd; however,

his presentation of these ideas remained accessible to all audience members. In the second half of our session, Tsuneyasu spoke on *Multiple Intelligence Theory* and led the group in several examples of activities founded on it. For many in the audience, this was their first exposure to the concept. Tsuneyasu skillfully introduced the theory to the audience and presented solid reasoning for using this heavily student-centered teaching technique.

Reported by Brad Semans

SHIZUOKA: December—*Adapting under stress: Surviving and succeeding in learning English* by **Joseph Falout**. Falout did his three-time *A taste of JALT* moniker proud as he spoke about his current research in motivation, demotivation, and remotivation. Focusing mostly on remotivation, he talked about how to give praise: don't praise personality traits, praise efforts and strategies; make praise specific for best effect; don't be disingenuous, students can easily sniff that out; and finally, praise what you want to see more of. He also discussed Dweck's (2000, 2006) framework of "fixed" mindsets, in which people believe intelligence is innate, and "growth" mindsets, in which people believe intelligence can be developed. He encouraged us to surround ourselves with growth mindset thinkers, to discover how they think, live, work, and teach. In talking about how to help students survive and succeed in learning English, he mentioned that it might be helpful for teachers to keep a journal of constructive praise. Finally, he told us to help struggling students with efficacy training and "attribution re-training", where failure is linked to a solvable cause, and to help more capable students set even higher goals. He stressed that we should not forget that every action, every word from a teacher sends a message to students, and with practice, those words and actions can help remotivate our students.

Reported by Jennifer Hansen



JALT2011 Teaching • Learning • Growing

Nov 18–21, 2011

National Olympics Memorial Center, Yoyogi, Tokyo

<jalt.org/conference>



TLT COLUMN

JOB INFORMATION

Gaba Gaba Hey: Employment relations at Gaba Corp. nothing to sing about

James McCrostie

Instructors teaching at Gaba Corporation continue to win battles in their fight to be recognized as employees, even as the conversation school does everything it can to prolong the war.

Gaba currently classifies its 850 instructors as *itaku*, or independent contractors, rather than as employees. This means they fall outside the protection of Japanese labor standards law and allows Gaba to avoid paying benefits such as paid vacation or sick days. Plus, there's no overtime pay and no limit on the number of unpaid overtime hours instructors can work.

Gaba also dodges the requirements (and costs) to enrol instructors in unemployment insurance, workers' compensation, national health insurance, and pension plans. Instructors, employed on six-month contracts, also lack job security. Gaba can dismiss any teacher, even without cause, simply by not renewing their contract. Moreover, the company can easily cut an instructor's wages, which range from 1,500 to 2,200 yen a lesson, by demoting them to a lower pay scale.

Instructors first formed a union under the General Union umbrella in September 2007, but Gaba management declined to enter into meaningful contract talks, arguing that the instructors were not employees and therefore not covered by Japanese labor law.

In July 2008 the Osaka Labor Commission began hearing arguments into the union's suit that claimed Gaba had refused to bargain with

the union in good faith. On December 22, 2009 the Labor Commission ruled in favor of the company by recognizing some previously held talks as collective bargaining between the employer and union.

But, to the company's horror, the Labor Commission went on to cite the details of class scheduling, training, and payment and indicated Gaba instructors had the right to organize as employees under labor law.

Despite having won the union's suit, Gaba appealed the Osaka Labor Commission's ruling to the Central Labor Commission in Tokyo.

The company maintained that because it doesn't set working time or location and doesn't give specific requirements for lesson content, its instructors were independent contractors and not employees.

The union argued that while the company allows teachers the flexibility to state their

...with James McCrostie

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, two months before publication, and should contain the following

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

Job Information Center Online

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

monthly availability, it controls the working time indirectly by setting lesson start and finish times. The company also sets the workplace, because all lessons must be taught at a Gaba learning center. The union also claimed Gaba controls lesson content by providing teacher training and having instructors ask their students at the start of each lesson if they want to use the Gaba textbook.

On October 6, 2010 the Central Labor Commission dismissed Gaba's appeal because the company was appealing the wording contained in the ruling rather than the ruling itself.

Refusing to abandon hope in a final victory, Gaba is currently suing the Central Labor Commission at the Tokyo District Court for rejecting their appeal. On January 19, 2011 the first of what will probably be many court hearings was held.

Regardless of which way the Tokyo District Court rules, its decision will have an impact beyond the English teaching classroom. Japanese

companies, eager to cut costs, have increasingly classified workers as independent contractors instead of employees. The government doesn't keep official statistics but some estimates calculate the number of independent contractors at two million workers. The eventual outcome of Gaba's struggle with its instructors may help shape the future employment landscape for many workers in Japan.

Further Reading

McCrostie, J. (2010, Oct. 19). Gaba teachers challenge 'contractor' status. *The Japan Times*. Retrieved from: <search.japantimes.co.jp/cgi-bin/fl20101019zg.html>

Job Openings

Please visit <jalt-publications.org/tlt/departments/job-info-centre/jobs> to view the most up-to-date list of job postings.



TLT COLUMN

CONFERENCE CALENDAR

Upcoming Conferences

10-12 MAR 11—2011 International Conference and Workshop on TEFL and Applied Linguistics, Taoyuan, Taiwan. Plenary speakers will include: Jack Richards, (RELC), Leo Van Lier (Monterey Inst. of Int'l Studies) and Claire Kramsch (U. of CA, Berkeley). **Contact:** <ae.mcu.edu.tw/modules/tinyd2>

11-12 MAR 11—2nd International Conference on Foreign Language Learning and Teaching: Strengthening Ties between Research and Foreign Language Classroom Practices, Language Inst., Thammasat U., Bangkok. Plenary speakers

will be Rod Ellis (U. of Auckland) and Brenda Cherednichenko (Edith Cowan U., Aus). **Contact:** <fl2011.org>

16-19 MAR 11—Teachers of English to Speakers of Other Languages (TESOL), New Orleans, USA. **Contact:** <tesol.org/s_tesol/convention2011>

13-15 APR 11—Penang English Language Learning & Teaching Assoc. (PELLTA): *Going Global - Teaching & Learning English in the 21st Century*, Bayview Hotel, Georgetown, Penang, Malaysia. **Contact:** <eltcon.webs.com>



...with David Stephan

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

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least three months before a conference in Japan, or four months before an overseas conference. Thus, 15 March is the deadline for an June 2011 conference in Japan or a July 2011 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

15-19 APR 11—45th Annual IATEFL Conference and Exhibition, Brighton Centre, Brighton, UK. Plenary speakers will be Thomas Farrell, Peter Grundy, Brian Patten, Sue Palmer, and Catherine Walter. **Contact:** <iatefl.org/brighton-2011/45th-annual-conference-and-exhibition-2011>

18-20 APR 11—46th RELC International Seminar: *Teaching Language to Learners of Different Age Groups*, SEAMEO Regional Language Centre, Singapore. **Contact:** <relc.org.sg>

22-24 APR 11—International Language Conference (ILC) 2011: *Developing Soft Skills in Language Learners*, Federal Territory, Kuala Lumpur, Malaysia. **Contact:** <iiu.edu.my/ilc>

28-30 APR 11—TESL Canada: *Standing Corrected - Fluency, Accuracy and Reality*, Halifax World Trade Convention Centre, Halifax, Nova Scotia, Canada. **Contact:** <tesl.ca/Secondary_Navigation/TESL_Canada_Conferences.htm>

14 MAY 11—The 2011 KOTESOL National Conference: *Ten Years In - Advancing Korean TESOL in the 21st Century*, Woosong U., (SolBridge), Daejeon. **Contact:** <kotesol.org/?q=Conferences>

21-22 MAY 11—Tenth Annual JALT Pan-SIG Conference 2011: *Discovering Paths to Fluency*, Shinshu U., Matsumoto. **Contact:** <pansig.org>

28 MAY 11—2011 International Conference on EFL Education: *Tradition and Innovation*, Changhua, Taiwan. Keynote speakers will be Ovid J. L. Tzeng (Academia Sinica), and Anna Chamot (George Washington U.). **Contact:** <icefle.blogspot.com>

28 MAY 11—Third Annual North-East Asian Regional Conference (NEAR), Int'l U. of Japan, Niigata. **Contact:** <iuj.ac.jp/near>

3-5 JUN 11—The 2011 JALT CALL SIG Conference: *Building Learning Environments*, Kurume U., Mii campus, Fukuoka. The featured keynote speaker will be Carla Meskill (SUNY). **Contact:** <jaltcall.org/news/index.php>

10-11 JUN 11—Thammasat ELT Conference: *Voices in ELT*, Bangkok, Thailand. **Contact:** <tuenglish.org/ELTconference>

24-25 JUN 11—BESIG Summer Symposium 2011: *Teaching Business English with Digital Technologies*, U. of Central Lancashire, UK. **Contact:** <besig.org/events/Lancaster2011/index.htm>

2-3 JUL 11—JALT CUE 2011 Conference: *Foreign Language Motivation in Japan*, Toyo Gakuen U., Hongo Campus, Tokyo. **Contact:** <cue2011conference.org/index.php/cue2011/cue2011/schedConf/cfp>

27-29 JUL 11—The 9th Asia TEFL International Conference: *Teaching English in a Changing Asia - Challenges and Directions*, Hotel Seoul KyoYuk MunHwa HoeKwan, Seoul. **Contact:** <asiatefl.org/2011conference/conference2.html>

23-28 AUG 11—16th World Congress of Applied Linguistics (AILA2011): *Harmony in Diversity: Language, Culture, Society*, Beijing. Plenary speakers will be: Allan Bell (Auckland U. of Technology, NZ), Malcolm Coulthard (U. of Aston, UK), Gu Yueguo (Beijing Foreign Studies U.), Diane Larsen-Freeman (U. of Michigan), and Barbara Seidlhofer (U. of Vienna, Austria). **Contact:** <aila2011.org/en/newsdetails.asp?icntno=92662>

30 AUG-2 SEP 11—JACET Convention 2011: *The 50th Commemorative International Convention*, Seinan Gakuin U., Fukuoka. Plenary speakers will be Rod Ellis (U. of Auckland), Ernesto Macaro (U. of Oxford), Ikuo Koike (Keio U.), and Peter Skehan (Chinese U. of Hong Kong). **Contact:** <jacet.org/jacet50/modules/tinyd0>

3-6 SEP 11—First Extensive Reading World Congress: *Extensive Reading - The Magic Carpet to Language Learning*, Kyoto Sangyo U., Kyoto. **Contact:** <erfoundation.org/erwc1>

18-20 NOV 11—4th Biennial International Conference on Task-Based Language Teaching: *Crossing Boundaries*, Auckland, NZ. Plenary speakers will be Rod Ellis (U. of Auckland, NZ), Kim McDonough (Concordia U., Canada), and Scott Thornbury (The New School, NY). **Contact:** <confer.co.nz/tblt2011>

Calls for Papers or Posters

DEADLINE: 22 APR 11—(for 18-21 NOV 11)—JALT 2011: 37th Annual International Conference on Language Teaching: *Teaching, Learning, Growing*, National Olympics Memorial Center, Yoyogi, Tokyo. **Contact:** <jalt.org/conference>

DEADLINE: 1 MAR 12—(for 3-5 JUL 12)—ACTA International TESOL Conference: *TESOL as a Global Trade - Ethics, Equity and Ecology*, Cairns, Convention Centre, Far N. Queensland, Aus. **Contact:** <astmanagement.com.au/ACTA12/index.html>



TLT COLUMN

OLD GRAMMARIANS

...by Scott Gardner

<old-grammarians@jalt-publications.org>

End-of-semester evaluation form

The instructor

1. At the end of class, the instructor had chalk on his/her clothes _____

never 2 3 4 always

2. The instructor drew smiley faces on my paper _____

never 2 3 4 always

3. The instructor remembered my name _____

never 2 3 4 once

4. The instructor knew what he/she was talking about _____

never 2 3 4 not sure, but there was a lot of writing on the board

5. The instructor was available _____

by appointment through the embassy 2 3 4 most weekends at the pub

6. The instructor was _____

hot 2 3 4 not

The class

1. I was able to find my classroom _____

never 2 3 4 always

2. The classroom environment was like _____

a wellspring of wisdom 2 3 4 a septic tank of stupidity

3. The classroom was equipped with _____

four walls and a ceiling 2 3 4 Guitar Hero and a plasma screen

4. Classroom disturbances consisted mostly of _____

page-turning, note-writing, etc. 2 3 4 birds nesting in rafters, earthquakes, etc.

The Language Teacher needs you!



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

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

<tl-editor@jalt-publications.org>

5. The desks and chairs in the classroom were _____

<i>neglected and vandalized</i>	2	3	4	<i>well maintained and comfortable for sleeping</i>
---------------------------------	---	---	---	---

6. The number of questions on the final exam required _____

<i>the palm of one hand for cheating</i>	2	3	4	<i>two rolls of toilet paper for cheating</i>
--	---	---	---	---

The school

1. The school is located _____

<i>on a snowy peak at the end of a 10-minute ropeway ride</i>	2	3	4	<i>on the 34th, 35th, and 36th floors of a downtown high-rise</i>
---	---	---	---	---

2. The amount of time allotted for lunch was _____

<i>too short</i>	2	3	4	<i>so short that it came before breakfast</i>
------------------	---	---	---	---

3. Between classes, the “scramble” intersection in front of the school resembled _____

<i>a cemetery</i>	2	3	4	<i>a koi pond at feeding time</i>
-------------------	---	---	---	-----------------------------------

4. The recruiting tactics of the school’s teams and clubs were _____

<i>criminally oppressive</i>	2	3	4	<i>appealing in a sadistic sort of way</i>
------------------------------	---	---	---	--

5. The school’s mascot was _____

<i>embarrassing like “The Fighting Blister Pads”</i>	2	3	4	<i>cute like “The Honey Faced Monk Seals”</i>
--	---	---	---	---

6. I am honest in school evaluations _____

<i>never</i>	2	3	4	<i>as needed</i>
--------------	---	---	---	------------------



JALT2011 Teaching • Learning • Growing
 Nov 18–21, 2011
 National Olympics Memorial Center, Yoyogi, Tokyo
[<jalt.org/conference>](http://jalt.org/conference)

JALT College and University Educators (CUE-SIG) 2011 Conference

Foreign Language Motivation in Japan

July 1-3, 2011 at Toyo Gakuen University, Hongo Campus (Tokyo)



Your CUE for motivation!



EMA USHIODA
University of Warwick

KIMBERLY NOELS
University of Alberta

Featured Presenters:

Tomohito Hiromori, Keita Kikuchi, Yoshiyuki Nakata, & Tomoko Yashima

Abstract Submission Deadline: January 31, 2011

Co-sponsored by CUE SIG and JALT West Tokyo

www.cue2011conference.org / twitter.com/jaltcue

BESTSELLER!

Topic Talk



- *engaging fluency-based units*
- *flexible design easily adaptable to any teaching situation*
- *suitable for teenagers or young adults*
- *high beginner/low-intermediate level*

- ★ **This unique course combines interactive, topic-based speaking activities with authentic English listenings.**
- ★ **Like all our courses, designed exclusively for Japanese students!**

————— **EFL Press** —————

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

Membership Categories 会員と会費

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

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

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

JALT Central Office

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

JALT事務局: 〒110-0016 東京都台東区台東1-37-9

アーバンエッジビル 5F

t: 03-3837-1630; f: 03-3837-1631; <jco@jalt.org>

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

The 10th Pan-SIG Conference



Featuring

Sakai Hideki
(Shinshu University)

John Read
(University of Auckland)

Rob Waring
(Notre Dame Seishin University)

Greg Goodmacher
(Keiwa College)

... and much much more

21–22 May 2011
Shinshu University,
Matsumoto, Nagano

<pansig.org/2011>

Co-sponsored by

Shinshu University Faculty of Arts
Matsumoto City

JALT Special Interest Groups (SIGs)

Business English (BE)
Bilingualism (BL)
Computer-Assisted Language Learning (CALL)
Critical Thinking (CT)
College and University Educators (CUE)
Extensive Reading (ER)
Framework and Language Portfolio (FLP)
Global Issues in Language Education (GILE)
Japanese as a Second Language (JSL)
Junior and Senior High School (JSHS)
Learner Development (LD)
Life Long Learning (LLL)
Material Writers (MW)
Other Language Educators (OLE)
Professionalism, Administration
and Leadership in Education (PALE)
Pragmatics (PRAG)
Study Abroad (SA)
Task Based Learning (TBL)
Teaching Children (TC)
Teacher Education (TED)
Testing and Evaluation (TEVAL)
Teachers Helping Teachers (THT)

Hosted by

JALT Shinshu Chapter

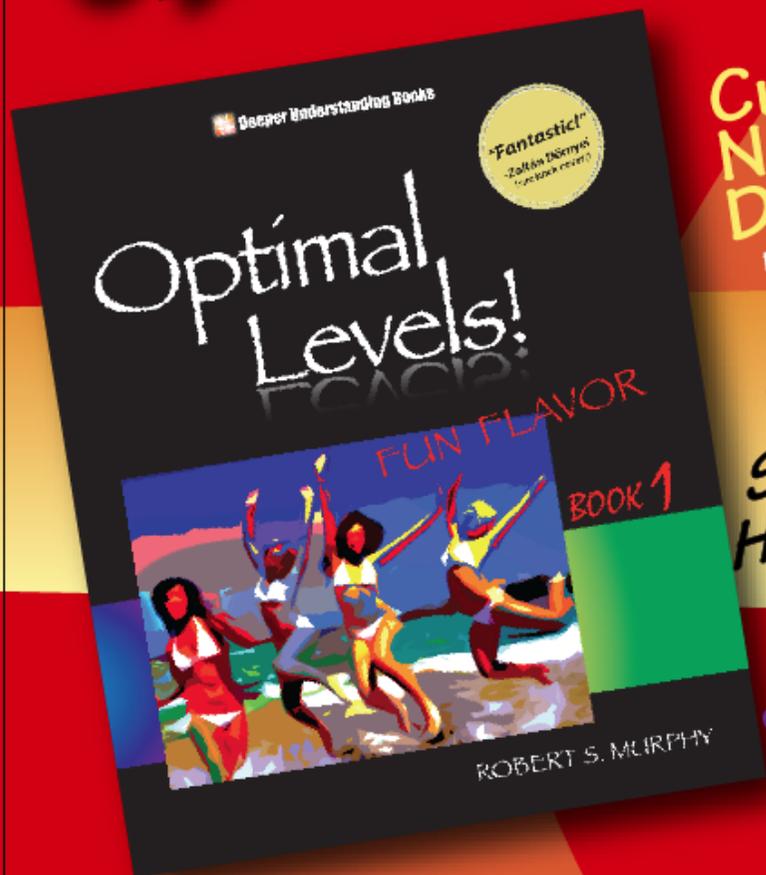


Free online training videos! Visit deeperunderstandingbooks.com

Take your student to their

Optimal Levels!

The "non-textbook" textbook series



**Cutting-edge
Neuroscientific
Design!**

Researched at Harvard University

**Zero prep time!
Task-based!
Student-centered!
Highly motivational!**

Free Online Training!

**Series Author:
Robert S. Murphy**



**"I must admit, I really like the design. Fantastic job!
This is a beautifully presented coursebook.
Rarely have I seen so much creativity in the design
of any teaching material. I am impressed!"**

-Zoltan Dornyei

Business and Medical Flavors available too!

Buy from ELTbooks.com (Japan) or Amazon.com (Worldwide).