

The Language Teacher

⟨jalt-publications.org/tlt⟩

May / June 2011
Volume 35, Number 3

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 . . .

- 5 *Christopher Mulligan and Russell Garofalo examine their collaborative writing program*
- 11 *John Eidswick, Greg Rouault, and Max Praver explore students' interest in graded readers*

Readers' Forum . . .

- 21 *Christpher Glick explains TeachNet, a website for Rikkyo University English teachers*
- 25 *Ronald Schmidt-Fajlik helps students develop interpersonal competence*
- 31 *Susan Karen Burton looks at speech and behavioral patterns of bilingual Japanese women*
- 37 *Shigeru Ozaki introduces a method of teaching collocations with the aid of students' L1*

My Share . . .

- 41 *Classroom ideas from Yuko Matsumoto, Jennifer Altman, Chris M. Murphy, and Elizabeth J. Lange*

Book Reviews . . .

- 46 *Steven Brooks evaluates Out Front, and William Rozycki reviews 『科学技術系の現場で役立つ英文の書き方』 [How to write useful English for the field of science]*

accent
argot
articulation
brogue
cant
communication
dialect
idiom
interchange
jargon
lexicon
lingua franca
palaver
parlance
patois
prose
signal
slang
sound
speech
style
talk
terminology
tongue
utterance
verbalization
vernacular
vocabulary
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**
Jason Peppard
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**
Richard Miller
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, Myles Grogan,
Jonathan Fisher, Steve Fukuda, Harry
Harris, Martin Hawkes, Tom Mahler,
David Marsh, Jason Peppard, Paul
Spijkerbosch, Jerry Talandis, Jennifer
Yphantides, Chris Wharton
- ▶ **和文要旨作成協力者 (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 MacGregor – 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

Feature Articles

- ▶ A collaborative writing approach:
Methodology and student assessment5
- ▶ Judging books by their covers and more:
Components of interest in graded readers . . 11

Readers' Forum

- ▶ TeachNet: A website created for teachers . . 21
- ▶ Improving interpersonal competence in the
communicative classroom25
- ▶ "English makes me act in a different way":
To what extent can a change of language
affect speech and behaviour?31
- ▶ Teaching collocations effectively with
the aid of LI37

Resources

- ▶ My Share41
- ▶ Book Reviews46
- ▶ Recently Received49
- ▶ TLT Wired50

JALT Focus

- ▶ JALT Notices53
- ▶ Member's Profile54
- ▶ Grassroots55
- ▶ Outreach59

Columns

- ▶ SIG News61
- ▶ Chapter Events65
- ▶ Chapter Reports68
- ▶ Job Information74
- ▶ Conference Calendar75
- ▶ Membership Information78

- ▶ Online Access Info1
- ▶ Submissions Guidelines2

In this month's issue . . .

Welcome to the May/June 2011 issue of *TLT*. At this time of the year, teachers and students get accustomed to a new academic year and enjoy Golden Week to get short relief from school. Many people enjoy going to see cherry blossoms. Although the cherry blossoms are still in full bloom this year, the landscape in the north-east of Japan has totally changed. All the people living in and outside Japan pray for the victims of the devastating earthquake and subsequent tsunami, and hope that evacuees will be able to start their new lives smoothly. What can JALT members do to support these people? JALT and other organizations are involved in a number of fundraising projects. Detailed information can be found at the JALT website. Please take action to show your support.

In the two Feature articles, **Christopher Mulligan** and **Russell Garofalo** describe their collaborative writing program in which students work in pairs to produce co-authored paragraphs and essays. Also, **John Eidswick**, **Greg Rouault**, and **Max Prayer** examine students' interest in several graded readers in their reading class. We have four articles in Readers' Forum; **Christopher Glick** first explains TeachNet, a website for his university English teachers, and **Ronald Schmidt-Fajlik** develops

Continued over

JALT PUBLICATIONS ONLINE

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

May/June 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:

[login: may2011 / password: ovjc6Xu7]



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

interpersonal competence in his classroom. Next, **Susan Karen Burton** explores how bilingual Japanese women's speech and behavioral patterns differ depending on the language spoken, and finally, **Shigeru Ozaki** discusses how to teach collocations by using students' L1. In My Share, **Yuko Matsumoto** introduces a reading activity by using prediction. **Jennifer Altman** shows a new vocabulary activity. **Chris M. Murphy** demonstrates how critical thinking is employed in the classroom, and **Elizabeth J. Lange** suggests a task for writing letters.

We are grateful to the many contributors and production staff members who have helped complete this issue. We hope that you find the contents helpful and practical.

TLT Japanese-Language Editor
Emika Abe

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. As well as for feature articles, readers' forum articles, interviews, and conference reports, we also need material for our many columns.

Submitting online

To submit articles online, please visit:

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

From there, you can register an account, then submit your articles through our production site. After creating your account, please be sure to check the *About* page for further submission guidelines.

Information about submitting to our regular columns is available through the *Section Policies* and *Online Submissions* links, as well as within the columns in this issue of *TLT*.

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

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

TLTの2011年5/6月号へようこそ。日本では、毎年この時期、教師や学生も4月に始まった新年度の生活によりやく慣れ、ゴールデンウィークでひと時の休息を楽しんでいます。東北に遅い桜の開花を見に行く人もいます。しかし、今年はいつものように桜の花は満開ですが、東日本大地震により東北の景色は大きく変わりました。日本はもちろん世界の人々が今回の地震により亡くなられた方々のご冥福をお祈りしています。また、被災された皆様、そのご家族の方々に對して心よりのお見舞いと被災地の一日も早い復旧復興を願っています。私たちはJALT会員として何ができるでしょうか。現在、JALTでは募金活動を行なっています。詳細については、JALTのホームページをご覧ください。ご協力いただけると幸いです。

本号では、2つのFeatureのうち、まずChristopher MulliganとRussell Garofaloが一緒にエッセイを作成するペアワークの協働ライティングプロジェクトを説明しています。次に、John EidswickとGreg RouaultとMax Praverはリーディングの授業で使用する小説に対する学生の興味・関心を調査しています。4つのReaders' Forumでは、Christopher Glickは大学の英語教員のためのウェブサイトであるTeachNetについて紹介しています。Ronald Schmidt-Fajlikは授業での対人関係力の育成方法を紹介しています。Susan Karen Burtonは、話しかけられる言語によるバイリンガル日本人女性の話や態度の変化を調査しています。最後に、Shigeru Ozakiは学習者の母語を使ってコロケーションを教える方法を提示しています。My Shareでは、Yuko Matsumotoが予想力を使うリーディングアクティビティを、Jennifer Altmanは新しい語彙アクティビティを紹介しています。さらに、Chris M. Murphyは授業に論理的思考を取り入れる方法を、Elizabeth J. Langeは手紙の書き方を解説しています。

本号を作成するに当たり、ご協力いただいた多くの著者やスタッフの皆さんに感謝の意を表します。本号が読者の皆様にとって有益で実践的でありますように。

日本語版編集長
阿部 恵美佳

Japan Association for Language Teaching (JALT)

A nonprofit organization

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

Contact

To contact any officer, chapter, or Special Interest Group (SIG), please use the contact page on our website: [<jalt.org>](http://jalt.org)

— A letter to the membership —

24 March 2011

Dear JALT members,

People all over the world are saddened by the disastrous effects of the Tohoku Kanto earthquake and the resulting tsunami of March 11, 2011. The consequent problems at the nuclear power plant site in Fukushima are, at the time of writing, still very unclear and the possible long-term effects of radiation exposure loom in the minds of those of us in Japan and our friends and family members worldwide. Our hearts and prayers go out to all those affected by these terrible events.

Amidst all the bad news, the disasters have shown the world that patience, civility, and perseverance are three fundamental traits of Japanese people, and that these character traits survive even when being tested under unthinkable conditions. I have just returned from the TESOL Convention in New Orleans, and I can't count how many people there expressed their deep sympathy for victims of the disasters in Japan, and then showed me faces glowing with admiration for the way the Japanese people have acted in the face of this mounting tragedy.

I am very proud of how JALT members and the JALT Central Office have responded to this crisis. The Board of Directors first gathered as much information and ideas for action as we could from each other and from officers and members of JALT. We then contacted as many of the 254 current or recent members in Aomori, Ibaraki, Iwate, Miyagi, and Fukushima prefectures as possible. So far, the response has been incredibly uplifting. Not only have we received good news of the safety of the members of our JALT family, but our members have also displayed their own incredible courage, empathy, and good humor despite the circumstances that surround them. Some of the replies to our inquiries include:

"Thank you for the email and your concern. My family and I are doing well. In return, if you need any help from me, just say the word."

"I'm safe, in an evacuation centre in Yagi-yama, helping out."

"I am from Ibaraki chapter. I am OK although my apartment is not."

"Thank you for the concern. I am one of the fortunate ones."

"Now we are scared of big aftershocks and leaking radiation, but we are really thankful that we are alive."

I'm also glad to report that, as per JALT's nature as a decentralized, grassroots-oriented organization, many discrete parts of JALT are responding to the crisis with empathy and ingenuity. For example, the Shinshu Chapter has offered to organize offers of shelter for evacuees, and from their example I am sure many other Chapters will do so as well. The Pan-SIG organizers have decided to implement a number of fundraising plans in connection with their conference. The JALT Chapters in the most affected areas are also contacting their members to find out their status and what can be done for them.

In the months and years ahead we will continue to do our best to help those in north-eastern Japan recover from this disaster. After we learn of their needs we will respond in a way that uses our resources as an association of language teachers in the most effective manner. Teacher training, materials provision, and volunteer teaching are a few ways that we may deploy our resources. With your help we will find many more ways to employ our most precious asset: our members.

At this time I would urge you to please check our primary information page on the crisis, jalt.org/emergency_response, and send a message to us at emergency_response@jalt.org if you have any information or suggestions on how we can respond to this crisis.

All of us on the Board really appreciate everyone taking heart and doing their best to help JALT members do whatever they can to alleviate suffering and assist in the recovery efforts. Thank you very much for your generosity and continued support.

With gratitude and best wishes,

Kevin Cleary
President, NPO JALT

A taste of who will be at JALT2011

Plenary Speakers

Phil Benson

- The Hong Kong Institute of Education
- Co-sponsored by Learning Development SIG

Laurel Kamada

- Tohoku University
- Co-sponsored by Bilingualism SIG

Jack C. Richards

- Regional Language Centre, Singapore; University of Sydney
- Co-Sponsored by Cambridge University Press and Oxford University Press

Ken Wilson

- Author, teacher and teacher trainer
- Sponsored by Oxford University Press

Featured Speakers

Andy Boon

- Toyo Gakuen University
- Sponsored by englishbooks.jp
- *The reflective teacher: Towards self-actualization*

Kip A. Cates

- Tottori University
- Sponsored by Cengage Learning
- *Education for world citizenship: Language, culture and global issues*

Philip Chappell

- Linguistics, Macquarie University
- Sponsored by Macquarie University
- *Using genre pedagogy to support the development of oral skills*

Fiona Copland

- Languages & Social Sciences, Aston University
- Sponsored by Aston University
- *Teaching, learning and growing in a global context: sharing experiences in teaching young learners*

Keith Johnson

- Emeritus Professor of Linguistics and Language Education,
- Co-sponsored by Teacher Education & Development SIG and the College and University Educators SIG
- *What makes a good teacher? Studying expertise in teaching skills*



Kathy Kampa

- Author, teacher, and teacher trainer
- Sponsored by Oxford University Press
- *The M 'n' M's of teaching English to young learners: Using music, movement, and multiple Intelligences*

Chris Kennedy

- Center for English Language Studies, University of Birmingham
- Sponsored by University of Birmingham
- *Encouraging learner creativity*

Tom Kenny

- Nagoya University of Foreign Studies
- Sponsored by Cambridge University Press Japan
- *Learning what learners need*

Theron Muller

- Noah Learning Center
- Sponsored by Shinshu JALT
- *Entering the conversation, joining the community: Legitimate participation in academic publishing*

Gregory Sholdt

- Kobe University
- Co-sponsored by Osaka JALT, Nara JALT and MASH Collaboration
- *Getting started with quantitative research: A first study*

JALT2011 Teaching • Learning • Growing

18 – 21 November, 2011

<jalt.org/conference>

A collaborative writing approach: Methodology and student assessment

Keywords

collaborative writing, peer editing, student feedback, university writing program

This paper will review a collaborative writing methodology designed for the authors' EFL university classes in which students work in pairs to produce co-authored paragraphs and essays. Throughout the step-by-step procedure, students use the target language to plan, negotiate, draft, and revise their writing assignments, and thus make meaningful, task-oriented use of multiple skills at all stages of the process. At the end of the year-long course, the authors asked their students to submit written feedback about their experience in order to assess the efficacy of the collaborative approach. This paper provides background information on collaborative writing, outlines the actual program put into place, analyzes student feedback and concludes with suggestions for improvements that could be made to the program.

本論では、著者らが大学のEFLクラスのために考案した協働的ライティング手法について概説する。この手法では、学生が2人1組でパラグラフとエッセイを作成する。学生は段階的な手順に従い、目標言語を使ってライティング課題の計画、交渉、草案、修正を行うことで、プロセスの各段階において複数のスキルを有意義かつタスク指向型の方法で用いる。1年間のコースの終わりに、この協働的ライティング手法の効果の評価するため、学生達自身の体験について書面によるフィードバックを求めた。本論では、協働的ライティングの背景と実際に導入されたプログラムの概要について述べ、学生からのフィードバックを精査し、最後にプログラムを改善するための提言を行う。

Christopher Mulligan

Ritsumeikan University

Russell Garofalo

Ritsumeikan University

Overview of collaborative writing

Research has shown that collaborative writing assignments and peer editing, as done in pairs or small groups, can have numerous affective benefits for the learner. Such tasks can enhance student interaction in the EFL classroom, lower the anxiety associated with completing tasks alone and raise students' self-confidence (Johnson & Johnson, 1998; Raimes, 1998; Reid & Powers, 1993; Rollinson, 2005). Collaborative writing tasks require that students utilize a range of social skills that can help foster a sense of accountability, cooperation and community (Murray, 1992; Savova & Donato, 1991; Villamil & De Guerrero, 1996). In addition, Reid (1993) suggests that collaborative writing efforts can increase motivation, risk-taking and tolerance among learners, and Foster (1998) notes that these tasks can maximize student interaction in the target language.

As for improvements in writing, the process of peer writing and editing can be effective in raising students' awareness of important organizational and syntactical elements that they otherwise might not notice on their own. As noted in Hansen and Lui (2005), and substantiated by others (Storch, 2005; Swain & Lapkin, 1998), peer editing leads to more meaningful revision, as these revisions are superior in vocabulary, organization and content. Studies by Gousseva-Goodwin (2000) and Storch (2005) further found that advanced ESL learners' collaborative essay grades were higher than those done independently and tended to have greater grammatical accuracy. One reason for

the higher grades may be that the collaborative process can lead to more productive feedback sessions (Murphy & Jacobs, 2000). Perhaps most importantly, the entire collaborative process can have the end result of producing writers who are more independent, “as they have attained the skills necessary to self-edit and revise their own writing” (Rollinson, 2005, p. 29). It can be inferred from the above that through collaborative writing, students can learn multiple language skills more effectively than by working alone.

Depending on the culture, however, some students may view peer editing skeptically (Nelson & Carson, 1998). They may have doubts about the reliability of non-native learners’ editing comments, preferring those of the instructor instead (Gousseva-Goodwin, 2000; Zhang, 1995), and thus wishing to finish their compositions individually. Therefore, collaborative writing tasks that are devised without careful planning can end up having poor, even ruinous consequences. Because English language learners “lack the language competence of native speakers” (Kroll, 2001, p. 228), peer editing needs to be “modeled, explicitly taught and controlled” (Reid, 1993, p. 157) throughout the whole process. Cote (2006) further points out that for students to benefit from collaborative writing tasks, the teacher must first establish an environment of mutual trust and respect among the members of the class. He advises teachers to ease students slowly into the process by revising a number of sample essays together as a class first, making extensive use of modeling, and holding class discussions on how to approach the collaborative writing and revision process. The collaborative writing process, then, needs to be closely monitored and supported by well-defined guidelines and clear editing checklists.

Keeping these points in mind, we designed a comprehensive step-by-step collaborative writing program for our university EFL writing classes. To attain a thorough assessment of the method, we felt it would be important to rely not only on our own observations about student progress but also the opinions of the students themselves, how they felt about the process, and how much they felt they learned from it. This paper presents our approach, as well as our evaluation of the program and its results; finally, we examine student feedback about the individual tasks they completed and their reaction to the process as a whole.

Participants

All classes were held at a private university in Kyoto. Of the four classes which participated in the program, the first two were year-long required advanced-level writing classes for freshmen, with about 35 students in each class. The first semester focused on paragraph writing, and the second semester focused on essay writing. The TOEFL scores for both these groups were high, with Group 1 ranging from 475 to 525 and Group 2 ranging from 520 to 620. Group 3 was a first-year low-intermediate required writing class focusing solely on paragraph writing; this class met for the second semester only. Their TOEFL scores were between 377 and 425. There were also 35 students in this class. Group 4 was a two-semester course composed of second-year students in an elective advanced English language course, part of which focused on essay writing and research. Their TOEFL scores were 550 and above. There were 20 students in this class.

Procedure

Choosing partners

The first major consideration in applying this collaborative writing method was whether to have students choose their own partners or be assigned one at random. According to Zhu (2001), the instructor could facilitate learning by preventing homogenous pairing. However, since our classes were composed solely of Japanese students, that was not a consideration for us. Though the instructor may have a better idea of which student would complement or be more compatible with another (Cote, 2006), allowing students to choose for themselves would foster the kind of cooperative learning that is one of the approach’s fundamental goals. Wanting to reflect student preferences as much as possible, we took a poll in class. The majority opted to choose their own partners and to change partners for each subsequent essay-writing cycle.

Steps of the procedure

To minimize any confusion, we provided students with an outline of the entire process beforehand. The steps of the procedure were as follows: (1) students chose their partners

themselves, and exchanged contact information to facilitate meeting outside of class; (2) in class, pairs brainstormed ideas about the target topic and organized the information into coherent groupings; (3) pairs arranged to meet outside of class to do research and information-gathering to support their paper; (4) in class, pairs did outlining, planning, and crafting of the first draft. Students were required to hand in a detailed outline before submitting the first draft; (5) the instructor handed back the outlines with pertinent comments; (6) work on the first draft commenced. Student A typed the first draft and completed a detailed checklist provided by the instructor. After that, the draft was sent as an email attachment to Student B, who was then responsible for editing the draft. The editing had to be done with different colored ink to highlight the revisions. After finishing this, Student B completed another checklist to make sure the work was proofread carefully. The detailed checklists were provided to help students in the writing and proofreading process. They helped students to eliminate simple grammar mistakes, spelling and typographical errors, as well as to ensure correct format, organization of ideas within each paragraph, and sound essay structure. The first draft was then submitted in class along with both checklists; (7) the instructor checked the drafts, pointing out structural and organization errors, and providing comments and suggestions; (8) work on the second draft commenced. Student A and B switched roles for this part. That is, this time Student B had to type the revision and Student A had to edit it. The second draft was then submitted; (9) students received a single grade based on their overall effort and the quality of their essay; (10) for the next writing assignment, if a student had been assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.

Writing tasks

In the first two groups, first semester, students were required to write paragraphs that focused on process, classification, cause and contrast. Group three, which was a lower level, worked on these types of paragraphs for the whole of one semester. For the second semester, the first two groups were then exposed to the essay

format, including the conventions of writing an introduction and a conclusion, and they were required to write classification, comparison/contrast and argumentative essays. The fourth group, composed of second-year students, were expected to write process, classification, cause/effect, comparison/contrast essays, as well as a problem-solution paper, which was a ten-page research effort.

Evaluation of the approach

Teacher evaluation

We found that students, having a goal-oriented focus and purpose for their oral interaction, were able to speak at length in the target language and stay engaged in their deliberations. The purposefulness of their interaction combined with personal control over the direction of their work seemed to provide motivation to continue speaking. For the higher level classes, not surprisingly, students needed few reminders to remain in the target language. The low-intermediate group needed more monitoring at first, but gradually got accustomed to the English-only rule, at least during class time. We noticed, particularly in the case of the low-intermediate students, that they were much more engaged and focused on the task when in pairs, as opposed to when instruction was given in a lock-step fashion.

As for the writing itself, the quality of the papers exceeded our expectations, and more than 70% of the first drafts submitted required no rewrites. These findings were also substantiated by Rollinson (2005) and Hansen and Lui (2005), who found that the quality of papers was higher when edited by or jointly written with a peer. We can attribute the proliferation of well-organized papers in part to the extensive collaborative outlining and planning that was done in class and checked before students could go on to the final product. Also, the step-by-step approach ensured that students had a sufficient number of chances to reconsider the organization of their ideas, and then suggest and reach agreement on needed revisions. The dual checklist approach likely contributed to the production of papers that had few formatting, typographical, spelling, and simple grammatical errors. If one student did not catch an error, the other student still had a chance to do so. These factors all combined to

make the approach, seen purely in terms of writing skills development, a resounding success.

Student feedback

At the end of the semester, students were given a questionnaire asking the following questions: (1) Do you think this was an effective way to write a paper? (2) What advantages did this process have? (3) What were some of the disadvantages?

The results from the first question indicate that the vast majority of students found the approach to be beneficial to their learning. Table 1 breaks down the general assessment provided by students.

Considering the advantages

In examining the positive comments provided by students, we noticed that they could be placed clearly into five discrete categories. The categories we identified from their comments were: (1) social skills development; (2) stress reduction and time-saving benefits; (3) motivational effects; (4) improvement in the content of their writing; and (5) gains in grammatical and structural proficiency.

As for social skills development, student remarks indicated that they developed a greater sense of responsibility through the collaborative effort and that it helped them to get along with others and gave them an opportunity to get to know their classmates better. In terms of stress reduction and time-saving benefits, students wrote that the pair-work approach gave them less pressure to do a good job, eased their burden as they could share the work load, and allowed them to save time because of the shared effort. The motivational benefits included the fact that because they were being given a single grade, it made them try harder, thus reflecting the role social responsibility played in their output. One

student even remarked that this process helped him stay awake in class.

Concerning actual improvements in the content of their writing, it was clear that the collaborative approach enabled some of them to create a richer body of content. One student noted that through the initial brainstorming tasks, their arguments became deeper and stronger because one student challenged the other to think more carefully about the topic at hand. Another student noted that the collaborative approach allowed them to develop the topic from different points of view, thus strengthening the quality of the content. By sharing ideas, another student remarked, their topic had more depth. Lastly, one student reported she was able to write more than usual.

Finally, it was clear gains had been made in structural and grammatical proficiency thanks to this approach. Among the comments was the remark that they could find mistakes more efficiently. Another wrote that it improved the accuracy of their paper. The approach helped another to organize and edit papers well. Lastly, through the process of revising each other’s drafts, they could learn words and phrases that they did not know beforehand.

Considering the disadvantages

In contrast, there were not as many negative comments made, but we were also able to place them into five distinct categories. The categories were: (1) increased stress; (2) logistical problems; (3) target language usage; (4) a conflict with personal learning style; and (5) issues of fairness.

The one comment about stress had a social component to it. One student commented that he felt pressure because he did not want to *hurt* his partner. As for logistics, one student felt it was hard arranging time outside of class, and another remarked that he did not have a computer at

Table 1. Students’ general assessment of the collaborative writing approach

N=105	Group 1	Group 2	Group 3	Group 4
Benefited	79%	92%	85%	76%
Didn’t benefit	9%	4%	15%	12%
Mixed reaction	12%	4%	0%	12%

home. In terms of target language usage, one student noted that they spoke too much Japanese while working in pairs. They were instructed to speak English only, but this rule obviously could not be enforced outside of class; this is perhaps an unavoidable pitfall of a homogenous class. In terms of personal learning styles, one student remarked that being a “solo player” was more enjoyable for him.

By far the largest number of the relatively few negative comments centered on the issue of fairness. Five separate comments all focused on this issue, which suggests that this would be an important consideration when designing collaborative tasks in the future. One student wrote he tended to do more work than his partner. Another felt it was unfair if one’s partner was just plain lazy. The difficulty of sharing tasks equally, and the responsibility for the first draft being greater than the second, were two more issues along the line of equity and fairness. Finally, at least one student did not approve of the fact that both students received the same grade even if one did more of the work.

Final considerations

It became clear to us from the student surveys that one aspect that needs to be considered anew is the issue of how students should be paired to ensure fairness in the amount of work done for each task. Though we at first reasoned that having students choose their own partners would be the best method of achieving equity and compatibility, it turns out that this method was flawed. Of all the points raised in the student feedback surveys, this was the one negative point that stood out with any consistency. From this, it can be assumed that it is important to keep changing partners with each new essay-writing cycle. Assessment surveys can be handed out and completed after each cycle, through which students have a chance to make confidential remarks about the process and whether they felt they worked harder than, less hard than, or about equally as hard as their partner on the assignment. Students can choose their own partners for the first task, but for each subsequent task, the teacher should use the assessment surveys in reshuffling partners. These post-writing surveys will work, then, to inform the next pairing.

From our own and our students’ evaluation of the entire procedure, we are able to conclude that the approach, if executed properly, can indeed have a positive impact on students’ writing, as well as oral interaction in the target language. Student feedback informed us that the logistics of arranging to work on tasks together outside of class, which we feared would be perceived as troublesome, was for the most part not an issue. As it turned out, students had mostly a positive attitude to this approach and seemed to think working with a partner was beneficial in the writing process. Their responses seem to contradict the notion that students would be reluctant to offer constructive criticism to their peers in the editing process or would reject criticism by their peers. Their agreeable responses, in fact, are predicted by Villamil and De Guerrero (1996), who claim “it is in the exchange of ideas during interaction, where both peers extend and receive help, that they are able to advance their knowledge” (as cited in Cote, 2006, pp. 7-8). Finally, Ellis (1997) asserts that noticing, comparing and integrating are key elements in facilitating second language development. The peer writing approach clearly provided these elements for students as seen in their essays, which had richer content, were more carefully organized, and contained fewer simple and careless errors.

In conclusion, collaborative writing is a non-threatening approach for students that results in purposeful usage of the target language across skills and demonstrable improvements in writing. By providing methodical guidelines and lending support, the teacher can execute this approach without major logistical drawbacks. It is important to give students a chance to assess the method, as through careful analysis of student feedback, the instructor can ascertain those features of the process that were not beneficial and make necessary modifications in the program’s design.

References

- Cote, R. (2006). *Peer collaboration in the ESL writing classroom: A literature synthesis*. Retrieved from <www.u.arizona.edu/~rcote/SLAT596O/Term%20Paper.pdf>.

- Ellis, R. (1997). *SLA research and language teaching*. New York: Oxford University Press.
- Foster, P. (1998). A classroom perspective on the negotiation of meaning. *Applied Linguistics* 19(1), 1-23.
- Gousseva-Goodwin, J. V. (2000). *Collaborative writing assignments and on-line discussions in an advanced ESL composition class*. Unpublished doctoral dissertation, The University of Arizona, USA.
- Hansen, J., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59(1), 31- 38.
- Johnson, D. W., & Johnson, R.T. (1998). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th ed.). Boston, MA: Allyn and Bacon.
- Kroll, B. (2001). Considerations for teaching an ESL/EFL Writing Course. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 219-233). USA: Thomson Learning.
- Murray, D. E. (1992). Collaborative learning as literacy event: Implications for ESL instruction. In D. Nunan (Ed.), *Collaborative language learning and teaching* (pp. 100-117). Cambridge: Cambridge University Press.
- Murphy, T., & Jacobs, G. M. (2000). Encouraging critical collaborative autonomy. *JALT Journal*, 22, 228-244.
- Nelson, G., & Carson, J. G. (1998). ESL students' perceptions of effectiveness in peer response groups. *Journal of Second Language Writing*, 7(2), 113-131.
- Raimes, A. (1998). Teaching writing. *Annual Review of Applied Linguistics*, 18, 142-167.
- Reid, J. M. (1993). *Teaching ESL writing*. NJ: Prentice Hall Regents.
- Reid, J., & Powers, J. (1993). Extending the benefits of small-group collaboration to the ESL writer. *TESOL Journal*, 2(4), 25-32.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, 59(1), 23-30.
- Savova, L., & Donato, R. (1991). Group activities in the language classroom. *English Teaching Forum*, 29(2), 12-15, 26.
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14(3), 153-173.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *Modern Language Journal*, 82(3), 320-337.
- Villamil, O. S., & De Guerrero, M. C. M. (1996). Peer revision in the L2 classroom: Social-cognitive activities, mediating strategies, and aspects of social behavior. *Journal of Second Language Writing*, 5(1), 51-75.
- Zhang, S. (1995). Reexamining the affective advantage of peer feedback in the ESL writing class. *Journal of Second Language Writing*, 4(3), 209-22.
- Zhu, W. (2001). Interaction and feedback in mixed peer response groups. *Journal of Second Language Writing*, 10(4), 251-276.

Christopher Mulligan has been an ESL/EFL teacher and administrator for nearly thirty years. For the past twenty years, he has taught mostly in university academic English language programs. Chris was the assistant director and academic coordinator of a university language program in Oregon for seven years. There he developed an expertise in curriculum development, material selection and design. He was also responsible for teacher training and mentoring. In Japan, he has taught full time at several universities including: Temple University, Kansai Gaidai, and Ritsumeikan University. He has a keen interest in issues relating to English education in Japan.

Russell Garofalo teaches EFL at Ritsumeikan University. He holds an MA in Teaching from the School for International Training in Vermont. His research interests include comparing and evaluating academic writing approaches and developing methods for student self-assessment. He has also done research on enacted curricula and content-based learning.



JALT2011 Teaching • Learning • Growing

Nov 18–21, 2011

National Olympics Memorial Center, Yoyogi, Tokyo

<jalt.org/conference>

Judging books by their covers and more: Components of interest in graded readers

Keywords

extensive reading, graded readers, interest, prior knowledge, reading circles

The present study explored pre- and post-reading perceptions of the motivational variable interest in simplified novels (graded readers) of intermediate-level students (N = 89) in an intensive English program at a private university in Japan. The study examined participants' reported overall interest, and lack thereof, in an assigned set of six graded readers. Results confirmed that the selected books represented a wide variety of interest and boredom components, a finding that underscores the importance of assessing student interests in relation to ESL/EFL classroom activities. The study also found that the pre- and post-reading interest differed significantly for some books, and that prior knowledge likely was a contributing factor in some perceptions of interest.

教育心理学では、興味・関心 (interest) がもたらすモチベーションの強さが学習に大きな影響を与えることは広く認められている。しかし、興味・関心と第2言語習得との相関関係についての研究が全くと言ってよいほど行われていないのは、驚くべきことである。本論では、日本の私立大学の英語インテンシブ・プログラムにおいて、中級レベルのクラスで学ぶ学生 (89名) を対象に、平易に書き直された小説 (いわゆる「グレイデッド・リーダー」) を6冊使用し、読む前と後で、それらに対して持った興味・関心の変化について調査を行った。その結果、小説には、興味を呼び起こす要素、およびつまらないと感じさせる要素が幅広く含まれており、ESL/EFLクラスの活動に際し、学生の興味・関心を見極めることが重要であることが確認できた。また、読前、読後で興味・関心の高さが大きく変化する小説があること、さらに、読む前に内容についての知識を持っていることは、いくつかの点で興味・関心の持ち方に影響を与える可能性があることも明らかになった。

John Eidswick

Konan University

Greg Rouault

Konan University, Hirao School of Management

Max Prayer

Tsukuba University

Reading lengthy texts over an extended period of time, without cumbersome pauses or frequent use of dictionaries, is regarded as an efficacious way to improve second language (L2) reading skills (Day & Bamford, 1998; Grabe, 2009). Researchers have suggested Extensive Reading (ER) promotes improvements in motivation (Day & Bamford, 1998), reading comprehension (Elley, 1991; Robb & Susser, 1989) and vocabulary growth (Nation, 2001). A way to support L2 students in fluency-reading is the use of *graded readers* (see Waring & Takahashi, 2000), whose grammar and vocabulary have been modified for ease of comprehension.

While the importance of using interesting reading materials is stressed by reading researchers (e.g., Day & Bamford, 1998), to date little if any research has been conducted regarding the assessment of student interest in graded readers. If more were known about the qualities that L2 readers find interesting, teachers who use ER might be better able to appraise specific interests and assign more appropriate materials for their students.

This study examined participant reports of initial overall interest and perceptions of components of interest, and lack thereof, found in a specific set of graded readers.

Interest and learning

Research in educational psychology has established that *interest* has a powerful influence on learning; therefore, the lack of interest research in L2 learning is somewhat surprising. Individuals who are interested in a domain, activity, topic, or thing (henceforth “object”) are more persistent, engaged, and attentive when interacting with the object of interest (Ainley, Hidi, & Berndorff, 2002; Hidi, 1990, 2000; Renninger, 2000). Additionally, empirical findings reviewed in Hidi (2001) showed consistently that interest facilitates reading comprehension and recall.

Interest is commonly divided into *individual interest* and *situational interest*. Individual interest is considered to be a long-lasting inclination to reengage with specific objects (Hidi, 1990; Schiefele, 1999). Situational interest is usually an ephemeral state aroused by the qualities of interesting objects or the context in which they are encountered; emotions accompanying situational interest are usually positive but can sometimes, as in the case of interest in a roadside accident, be negative. Text characteristics that evoke situational interest include text concreteness (see Sadoski, 2001); novelty and personal relevance (see Hidi & Baird, 1986); and engagement, emotiveness, and vividness (see Schraw, Bruning, & Svoboda, 1995). While the characteristics of interesting texts have been the focus of several studies, those of texts perceived as lacking interest, to the knowledge of the present researchers, have not yet been investigated in either L1 or L2 domains.

Hidi and Renninger’s (2006) four-phase Model of Interest Development describes a continuum wherein a spark of situational interest, when supported to develop through social and environmental interactions and the availability of felicitous resources, can lead to repeated and increasingly committed contact with an interesting object. Interest develops in four phases: (a) *triggered situational interest*, (b) *maintained situational interest*, (c) *emerging individual interest*, and (d) *well-developed individual interest*, with each

phase characterized by usually positive feelings, stored value, and stored knowledge (see Renninger, 2009, for a thorough discussion of interest development).

In a pioneering study, Brantmeier (2006) investigated qualities evoking situational interest, the interactions of individual interest and situational interest, and the influence of interest on reading comprehension among advanced students of Spanish as a second language. Brantmeier found five components contributed to perceptions of a text being interesting: (a) cohesion, (b) prior knowledge, (c) engagement, (d) ease of recollection, and (e) emotiveness. Brantmeier, however, did not attempt to explore specific emotions or their potential emotional antecedents. The idea that L2 learners do not have identical emotional responses to texts, nor designate all emotional categories as identically interesting, has intuitive appeal, but has not been confirmed by interest research to date.

Since little is known about which characteristics of graded readers might influence student interest, a better understanding of what these characteristics, or their broader manifestations as components, are could aid teachers wanting to use interest to improve classroom practice and materials writers desiring to produce texts that are more conducive to the promotion of learning. Moreover, because teachers using Extensive Reading encourage students to choose books that are *interesting*, exploring student evaluations of books before and after reading holds merit. Are books really as interesting (or uninteresting) as their covers (and more) initially suggest they would be?

Based on this background, it was conjectured by the authors that qualities evoking emotiveness might provide a suitable foreground for the study of situational interest in graded readers. A list of eight components (exciting, unpredictable, romantic, heartwarming, mysterious, strange, humorous, and scary) believed to relate to emotiveness was compiled by examining a sample of graded texts. A ninth component, ease of understanding, was included under the assumption that it might be especially compelling for learners reading in their second language.

Pre- and post-reading perceptions of overall interest have been shown to be at times dissimilar

with expository texts (Eidswick, 2009). The purpose of this study was to examine perceptions of overall interest and perceptions of interest components, and lack thereof, in specific graded readers, under pre- and post-reading conditions. The following questions were explored:

1. Do students' overall ratings of interest differ before and after reading?
2. What components of interest do students associate with specific graded readers before and after reading them? And do they differ?
3. What components of lack of interest do students associate with specific graded readers before and after reading them? And do they differ?

Method

Materials

In order to elicit a diverse range in levels of interest, the researchers pre-selected a set of graded readers by taking into account the speculated reading preferences for students of both genders in the participant age group of 18-20 years old. A variety of texts including popular and lesser-known titles were chosen. Considering the workload within one semester in the integrated skills courses at this Japanese university (14 weeks), six graded readers with headword counts ranging from 600 to 1200 were chosen. Drawing from Rouault (2009), an earlier study with students in the same program, the difficulty level represented by these headword counts was deemed appropriate on the assumption that the majority of the participants would have at least 95% coverage of the vocabulary (see Nation, 2001, for findings on coverage in reading comprehension). The books chosen were: *Anne of Green Gables* (Oxford – 700 headwords), *The Children of the New Forest* (Oxford – 700 headwords), *The Murders in the Rue Morgue* (Oxford – 700 headwords), *Notting Hill* (Penguin – 1200 headwords), *Pirates of the Caribbean: The Curse of the Black Pearl* (Penguin – 600 headwords), and *The Year of Sharing* (Oxford – 700 headwords).

Participants

The participants in this study (N = 89) were four intact classes of 2nd-year students (male = 35 and female = 54) enrolled in intermedi-

ate courses (TOEFL ITP scores 430-525) of an intensive English language program at a private university in western Japan.

Survey Design

Pre-reading and post-reading surveys were each designed in English (Appendices A and C respectively) and were then professionally translated into Japanese (Appendices B and D respectively). Following personal data for identification purposes, the body of the pre-reading survey consisted of three sections: (a) a 6-point Likert scale item on overall anticipated interest in the reader, (b) a list of nine components of interest for students to check the component or components that they thought the stories might contain (students could also choose none if appropriate or identify other components they found that were not listed), and (c) a space for written comments on anticipated lack of interest. The post-reading survey was similar in design to the pre-reading survey, although in Section B a space was added for students to write examples, paraphrases, or quotations from the text that elicited particular components of interest (Appendices C and D).

Procedure

The pre-reading surveys for all of the books were administered at the beginning of the semester. Students spent approximately 10 minutes examining each book before completing a pre-reading survey for each book. Graded readers were distributed randomly to all participants during the second week of classes. Every 2 weeks, after the books were read as homework, students spent 10 minutes in class completing the post-reading survey on the book. In order to bring the reading done outside of class into the classroom, for pedagogical purposes, students then participated in a Reading Circle discussion (see Eidswick, Prayer, & Rouault, 2010b; Furr, 2004). The graded readers were then redistributed for the next round of reading homework. This process was repeated every 2 weeks until participants had read and reported on all six books.

Following the pre-reading survey, the raw counts on the 6-point Likert scale for the overall interest item in Section A were tabulated for each

book. Although non-normally distributed, as measured by the Kolmogorov-Smirnov test for normality, the histograms showing ranges of 5 (min 1 to max 6) for five titles and a range of 4 (min 2 to max 6) in the other (see Appendices E-J) confirmed that the books evoked the desired breadth of interest levels (Eidswick, Praver, & Rouault, 2010a). This preliminary step suggested this sample of readers chosen would be appropriate for further investigation into the topic of interest before and after reading.

Overall interest was measured by tabulating the responses on the 6-point Likert scale in section A of the pre- and post-reading surveys. A Kolmogorov-Smirnov test was used to examine distributive normality in the pre- and post-reading overall interest data for each book. The test was significant ($p < .05$), indicating that the data had a non-normal distribution. Based on this, pre- and post-reading responses were compared statistically in a within-subjects design by conducting a non-parametric equivalent of the t -test, the Wilcoxon signed-ranks test, using a 2-tailed test under the asymptotic method (see Field, 2005). Interest component frequency was measured by tabulating the number of endorsements for each component by students in Section B of the pre- and post-reading surveys. Finally, lack of interest, noted in the written answers in Section C of the pre- and post-reading surveys, was first coded by one researcher, clustered into common themes and labeled as components by a second researcher, and discussed before being tabulated.

Results

To examine possible differences in overall ratings of interest before and after reading (Research Question 1), same subject responses under the pre- and post-reading conditions in Section A of the surveys were compared using the non-parametric Wilcoxon signed-ranks test. In Table 1, results indicated that two of the six books, *The*

Children of the New Forest and *The Year of Sharing*, showed a significant difference, $z = -3.72$, $p < .01$ and $z = -2.78$, $p < .01$ respectively. The mean of the ranks in favor of pre-reading interest for *The Children of the New Forest* was 29.11, while the mean of the ranks in favor of post-reading interest was 28.62. The mean of the ranks in favor of pre-reading interest for *The Year of Sharing* was 32.74, while the mean of the ranks in favor of post-reading interest was 25.05. The effect size for *The Children of the New Forest* was $r = .43$ suggesting a moderate to large effect and the effect size for *The Year of Sharing* was $r = .30$ suggesting a moderate effect.

To address Research Question 2, raw counts of interest components elicited from all 89 participants in Section B for the pre- and post-reading surveys were examined. Table 2 shows that the sum of responses for pre-reading was 1041 and the post-reading total was 1124. These response rates, with averages of around two responses per book, per student, were considered to support felicity over threats to internal validity and posttest differences not related directly to the treatment in a social research context (Trochim & Donnelly, 2008). This is particularly relevant since the survey tasks were conducted initially for all six books at the same time prior to reading and then individually for each book every two weeks after reading. Seventy-seven percent of the components showed relatively stable pre- and post-response numbers. Notable differences in the results from Section B of the pre- and post-reading surveys (set for convenience as +/- 10) can be seen in 13/60 of the components by book as well as the Other category for *Pirates of the Caribbean: The Curse of the Black Pearl*. In seven cases, endorsement frequency of the interest component is higher pre-reading versus post-reading and in seven cases lower. The greatest number of differences in pre/post interest components was for *The Children of the New Forest*, with seven components varying by more than 10 responses. Other notable differences were found

Table 1. Wilcoxon signed-ranks test statistics

	Anne Post - Anne Pre	Children Post - Children Pre	Murder Post - Murder Pre	Notting Post - Notting Pre	Pirates Post - Pirates Pre	Year Post - Year Pre
z	-0.41	-3.72	-0.94	-1.78	-1.06	-2.78
Asymp. Sig. (2-tailed)	.686	.000	.350	.075	.289	.006

for unpredictable, heartwarming, and easy to understand for *Anne of Green Gables*; mysterious and scary for *The Murders in the Rue Morgue*; and heartwarming for *The Year of Sharing*.

To explore Research Question 3, comments written in the open-ended Section C of the pre- and post-reading surveys were clustered into common themes. Raw counts of frequency were compiled under these themes interpreted as components of lack of interest. As shown in Figure 1, participants identified six components in the pre-reading condition: genre, pictures or

imagery, mood, general interest, predictability (including both expected predictability of the outcome and past experience awareness), and difficulty. Figure 1 also shows the frequency of components identified in the post-reading survey. While raw counts for most of the initial surface components fell, participants identified the following new textual components for lack of interest: a lack of realism, prior knowledge of the story, lack of clarity, and most numerous, a lack of complex development in the story.

Table 2. Components of interest (pre and post)

Components	Grader reader titles											
	Anne		Children		Murders		Notting Hill		Pirates		Sharing	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Exciting	3	1	28	**17	24	21	8	13	66	66	26	21
Unpredictable	25	**9	52	**25	64	69	21	20	33	30	47	43
Romantic	8	13	-	*15	-	-	72	74	15	16	1	2
Heartwarming	49	*70	20	*50	-	-	41	45	4	11	17	*32
Mysterious	9	2	13	**2	57	**44	3	2	14	8	24	28
Strange	9	8	-	1	-	2	9	6	14	10	1	3
Humorous	13	16	-	1	-	1	20	23	22	24	-	2
Easy to understand	23	*44	13	*22	2	10	21	19	28	32	11	14
Scary	1	2	17	**6	40	*84	-	1	3	8	11	18
Other	7	1	5	8	4	-	6	1	13	**2	4	6
Total ^{ab}	147	166	148	147	191	231	201	204	212	207	142	169

Note. a Pre-reading raw count total = 1041, b Post-reading raw count total = 1124

* plus 10 or more responses post versus pre

** minus 10 or more responses post versus pre

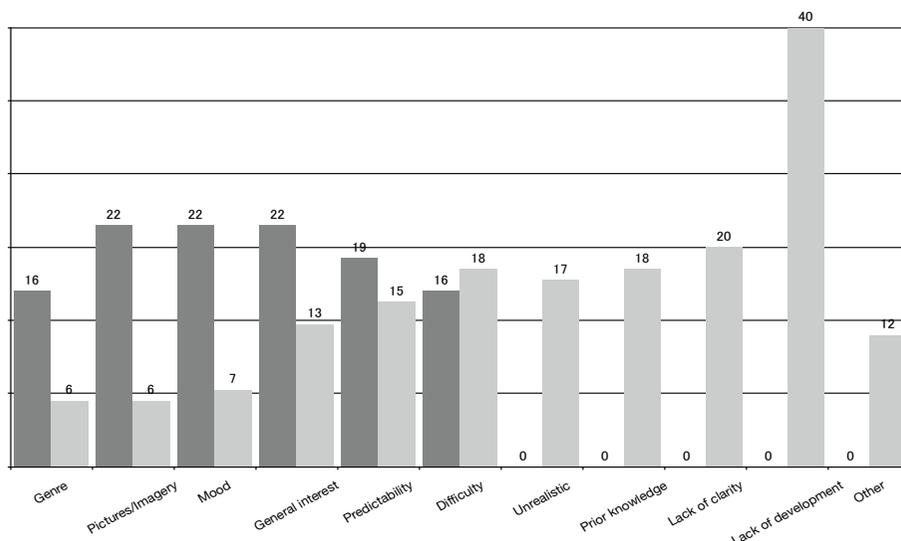


Figure 1. Components of pre- and post-reading lack of interest

Table 3 outlines the frequency count for the components of lack of interest cited by title in Section C of the post-reading survey. Lack of interest is the highest in *Pirates of the Caribbean* for prior knowledge, unrealistic for *The Murders in the Rue Morgue*, and for both lack of clarity and lack of development in *The Year of Sharing*.

Table 3. Post-reading components of lack of interest by book

Components of lack of interest (post-reading)	Grader reader titles					
	Anne	Children	Murders	Notting Hill	Pirates	Sharing
Genre	1	4	1	-	-	-
Difficulty	-	5	3	5	4	1
Mood	2	-	3	-	-	2
Pictures or imagery	-	1	1	2	-	2
General interest	4	3	1	1	-	2
Predictable outcome	-	5	3	6	1	2
Prior knowledge	4	-	-	-	14	-
Unrealistic	-	2	11	2	-	2
Lack of Clarity	-	3	1	1	-	15
Lack of Development	9	6	5	2	5	13
Other	-	-	10	-	-	2
Total = 172	20	29	39	19	24	41

The following sample of original written comments retrieved from section C of the post reading survey identifies the range of lack of interest perceptions and reflects the coding arrived at for Research Question 3 and the components shown in Figure 1 and Table 3.

Anne of Green Gables

“not so thrilling” (general interest)

“Not that much happening there I’d like to read. For example, Anne’s fanny [sic] scene.” (lack of development)

The Children of the New Forest

“I couldn’t understand this story well. All of this was not interesting.” (lack of clarity)

“I’m not interested in old story and fighting story.” (genre)

The Murders in the Rue Morgue

“It wasn’t what I was expecting” (negative connotation) (other)

“difficult to imagine” (unrealistic)

Notting Hill

“I could know what’s gonna be the ending.” (predictable outcome)

“too many conversation” (difficulty)

Pirates of the Caribbean

“The book is too easy. And detail is not written down. So I feel the book is little bit boring.” (lack of development)

“I watched that movie once before, so, I could predict the line of the story.” (prior knowledge)

The Year of Sharing

“Basically the story was so dark” (mood)

“This story was monotonous and there aren’t ups and downs.” (lack of development)

Discussion

Consistency between the pre- and post-interest overall in four of the books and over three quarters of the component ratings before and after reading suggested that the criteria students used to determine how interesting a book would be were generally steady. However, the results also showed that books and the story development they weave (or fail to) are not always easily judged by their covers or surface level features.

The first research question of this study focused on whether overall interest changed before and after reading specific graded readers. Overall interest in *The Year of Sharing* and *The Children of the New Forest* declined significantly post-reading. Although the components of interest for *The Year of Sharing* shown in Table

2 remained steady, the decline in post-reading interest would appear to be reflected in statements on lack of clarity and lack of development provided by the readers (Table 3). After reading *The Children of the New Forest*, the number of students who thought the story was unpredictable was half the number that anticipated it would be before reading it (Table 2). It could be that the lower overall interest ratings for these books reflect dissatisfaction in literary development or a disappointment in expectations related to signifiers of interest components (e.g., cover art, blurbs, titles, and images), which were observed as the actions students took in the initial hour they had to analyze the six books prior to any reading. Furthermore, these unmet expectations could not be overcome for overall interest with the substantial climb in post-reading responses for romantic, heartwarming, and easy to understand. Additionally, for *The Children of the New Forest*, pre-reading written comments communicated a lack of interest in the book's genre (historical fiction) and a perceived difficulty in understanding the book. Post-reading, a quarter of the respondents found the story easy to read and comments on lack of interest due to genre declined suggesting possibly that it was the readers' engagement with the graded text that allowed them to identify and focus on deeper textual features in qualifying the significant downward change in overall interest.

The remaining research questions explored pre- and post-reading emotive components of interest and lack of interest. From the results, some preliminary observations can be made regarding interest components and graded readers. First, while information presented on the covers (and more) of graded readers might be fairly reliable for informing potential readers about the presence or absence of certain interest components, this is not always so. While students did not nominate many additional components of interest post-reading, they did identify several textual features beyond the surface elements as components of lack of interest. Of note, while "murders" is explicit in the title of one of the stories, fewer than half of the students nominated scary in the pre-reading components while 84/89 did choose scary post-reading. This may highlight a limitation in controlling

responses specifically to components of interest as instructed to do so and the nomination of features recalled from the story. Second, in cases where students' expectations of the presence or absence of components, or of patterns anticipated in certain genres, are not met, reduction of overall interest might occur. Third, semantic overlap can occur between interest components. For example, responses to romantic, in the case of *The Children of the New Forest*, may have represented a phenomenon similar to heartwarming. This is a point for consideration for researchers in nominating components of interest in the L2 and the operationalization of subjective terms. Fourth, prior knowledge could contribute to participants' ease of understanding of graded texts. *Anne of Green Gables* and *Pirates of the Caribbean* received the highest pre- and post-reading ratings for the component easy to understand and are also the stories most likely familiar to Japanese university students. Fifth, the relationship between interest components and overall interest is not straightforward and may relate to learning styles and reader preferences in different ways. For example, in the case of *The Murders in the Rue Morgue*, unpredictable was endorsed as an interest component by a relatively high number of students, yet 25% of the written comments in Section C as quoted above identified the "surprise" ending as a lack of interest source. Another example is seen in the written responses to *Pirates of the Caribbean*. While familiarity with this story might have aided ease of understanding, it also prompted lack of interest because it rendered the story predictable. This is relevant to authors and creators of graded or simplified texts as more common readers of unabridged stories may find the books offer more than movies. More research is needed to understand how interest components interact with factors such as prior knowledge (see Eidswick, 2010), predictability, expectation, text genre, and difficulty and some learners' desire for challenge in an L2 reading experience. Such limitations prevent strong claims from being made about the results of the study. Future second/foreign language learning research into interest could include interviews of participants to better understand the processes by which they form perceptions of interest in relation to reading material.

Conclusion

This study explored Japanese 2nd-year university EFL students' perceptions of overall interest and interest components in selected graded readers, and whether these perceptions differed before and after reading. Overall interest differed significantly for two of the six graded readers, possibly in part because of disappointment or unmet expectations relative to the interest components observed in qualities such as genre, difficulty, mood, and pictures or imagery. Responses for some components of interest and lack thereof also changed substantially, possibly owing to difficulty in initially discerning textual development and story contents from the book covers and introductory blurbs. Prior knowledge, possibly contributing to ease of understanding, related with interest such that more-well known books were given higher interest ratings than less-well known books. Yet well-known books that lacked development or remained predictable evoked a lack of interest. Both familiarity and unpredictability might support interest, but the relationship between the two in graded readers appears complicated, perhaps mitigated by ease of understanding and other, as-yet undefined mediating variables, including learner preferences. In addition to implications for authors of graded materials and teachers using interest to improve motivation in their classrooms, these preliminary findings regarding situational interest and L2 reading suggest other areas for research exploration in terms of assigned readers versus choice and the contribution of collaborative learning and communicative output activities.

References

- Ainley, M. D., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94*(3), 1-17.
- Brantmeier, C. (2006). Toward a multicomponent model of interest and L2 reading: Sources of interest, perceived situational interest, and comprehension. *Reading in a Foreign Language, 18*(2), 89-115. Retrieved from <nflrc.hawaii.edu/rfl/October2006/brantmeier/brantmeier.pdf>.
- Day, R., & Bamford, J. (1998). *Extensive reading in the second language*. New York: Cambridge University Press.
- Eidswick, J. (2009). The influence of interest on reading comprehension in EFL students. *Annual Research Report of the Language Center, 12*, 25-38. Kwansei Gakuin University.
- Eidswick, J. (2010). Interest and prior knowledge in second language reading comprehension. *JALT Journal, 32*(2), 149-168.
- Eidswick, J., Prayer, M., & Rouault, G. (2010a). Anticipated interest and graded readers. *Extensive Reading in Japan, 3*(3), 4-7.
- Eidswick, J., Prayer, M., & Rouault, G. (2010b). Extensive reading and reading circles for EFL students. *PeerSpectives, 5*, 11-14.
- Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning, 41*(3), 375-411.
- Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). London: Sage Publications.
- Furr, M. (2004). Literature circles for the EFL classroom. *Proceedings of the 2003 TESOL Arabia Conference*. Retrieved from <www.eflliteraturecircles.com/litcirclesforEFL.pdf>.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.
- Hidi, S. (1990). Interest and its contribution as a mental resource for learning. *Review of Educational Research, 60*(4), 549-571.
- Hidi, S. (2000). An interest researcher's perspective on the effects of extrinsic and intrinsic factors on motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimum motivation and performance* (pp. 309-339). San Diego, CA: Academic Press.
- Hidi, S. (2001). Interest, reading, and learning: Theoretical and practical considerations. *Educational Psychology Review, 13*(3), 191-209.
- Hidi, S., & Baird, W. (1986). Interestingness—A neglected variable in discourse processing. *Cognitive Science, 10*, 179-194.
- Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist, 41*(2), 111-127.

- Nation, I. S. P. (2001). *Learning vocabulary in another language*. New York: Cambridge University Press.
- Renninger, K. A. (2000). Individual interest and its implications for understanding intrinsic motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimum motivation and performance* (pp. 373-404). San Diego, CA: Academic Press.
- Renninger, K.A.(2009). Interest and identity development in instruction: An inductive model. *Educational Psychologist*, 44(2), 105-118.
- Robb, T., & Susser, B. (1989). Extensive reading vs. skills building in an EFL context. *Reading in a Foreign Language*, 5(2), 239-251.
- Rouault, G. (2009). Introduction of graded reading into an integrated skills course. *Kwansei Gakuin University Language Center Annual Research Report*, 12, 53-89.
- Sadoski, M. (2001). Resolving the effects of concreteness on interest, comprehension, and learning important ideas from text. *Educational Psychology Review*, 13(3), 263-281.
- Schiefele, U. (1996). Topic interest, text representation, and quality of experience. *Contemporary Educational Psychology*, 21, 3-18.
- Schiefele, U. (1999). Interest and learning from text. *Scientific Studies of Reading*, 3, 257-279.
- Schraw, G., Bruning, R., & Svoboda, C. (1995). Sources of situational interest. *Journal of Reading Behavior*, 27, 1-17.
- Trochim, W. M. K., & Donnelly, J. P. (2008). *The research methods knowledge base* (3rd ed.). Mason, OH: Atomic Dog.
- Waring, R., & Takahashi, S. (2000). *The 'why' and 'how' of using graded readers*. Tokyo: Oxford University Press.

John Eidswick, Greg Rouault, and Max Prayer are instructors and co-researchers who worked together at the Intensive English Program of Kwansei Gakuin University from 2008 to 2010. They are interested in promoting extensive reading for second language acquisition. Research projects and forthcoming papers focus on peer evaluations in Reading Circle discussions, learner self-efficacy with graded reading, a study of learner attitudes toward Reading Circles, and the influence of choice on interest in extensive reading. Inquiries should be directed to John Eidswick <johneidswick@hotmail.com>.

Appendices

The appendices are available from the online version of this article at <jalt-publications.org/tlt/issues/2011-05_35.3>.

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)



EMA USHIODA
University of Warwick

Your **CUE** for motivation!



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

第10回全国語学教育学会 分野別研究部会 2011 年年次大会



"Fluency" を目指して

5月21日

基調講演

ジョン リード

オークランド大学、ニュージーランド

試験と評価研究部会 (TEVAL) 協賛

ロバート ウェアリング

ノートルダム清心女子大学

センゲージラーニング協賛



後援:

長野県教育委員会
松本市教育委員会
信州大学人文学部後援

協賛:

全国語学教育学会の研究部会、信州支部

5月22日

小学校英語活動@PanSIG

基調講演

酒井英樹 信州大学教育学部
児童語学教育研究部会 (TC) 協賛

山中純子 愛知学院大学

清野明子 ブライト、松本

カレイラ松崎順子 東京未来大学

西澤一 豊田工業高等専門学校

田上達人 安曇野市立穂高北小学校

横山桂子 塩尻市立広陵中学校



長野県松本市
信州大学人文学部

参加登録

<http://pansig.org/2011>



TeachNet: A website created for teachers

Keywords

internal, website, preparation, ELP, considerations

This paper explains TeachNet, a website for Rikkyo University English teachers. It covers the website's goals and development from the start to my term of supervision. Problems and suggestions for such sites are provided along with a brief analysis of actual website usage, as measured with a commercial online web statistics firm.

本論では、立教大学の英語教員向け情報・教材データベースTeachNetについて概説する。このウェブサイトの目標や、開設以降の発展状況も示す。さらに、このようなサイトの問題点を指摘し、提案を行い、オンライン統計会社による利用者のデータ分析結果も提示する。

Christopher Glick

Rikkyo University

Welcome to TeachNet!

When I arrived at Rikkyo University in 2006, the English language program had already set up a password-protected website for English teachers that met many of the points found in Kelly (2000), whose article is intended for a different audience. Access to the website is not necessary to explain its purpose, development, and documented use. A similar but separate complementary site, which will not be discussed, exists for students in the English program to provide them with information about and for their English courses. This paper will attempt to outline TeachNet's evolution into a *supportive* website (Serdyukov & Stvan, 2001) so others contemplating setting up their own websites for teachers might benefit from what I have learned. TeachNet is a useful resource, but it is important to note that "extensive planning and a considerable investment of time is required to produce an effective site" (Peterson, 1998, p. 349).

The English teachers' website now known as TeachNet apparently began as a repository of materials for teachers of the English for Cultural Understanding (ECU) course in Rikkyo's large English program, which employs over 100 teachers: tenured, contractual, and part-time. Accordingly, it was decided that TeachNet access would not be restricted to on-campus computers or university IP addresses, which might limit its use. Given the size of the English language program, there are many required courses that demand a high degree of uniform content, such as ECU. Other courses' master syllabi were later added online to guide individual course teachers who have

some leeway in designing their individual course syllabi for such courses as Writing, Media English, and ECU. Since ECU is the only required course to span two terms, it often requires supplementary materials. Accordingly, ECU was the first course with its own directory housing an Excel spreadsheet with two sheets of lists of hyperlinked contributions: original activities and articles. Much time had been spent on compiling contributions and making the spreadsheet as convenient a database as possible by having columns of keywords, courses, student levels, activity types, and contributors' names for each entry. Management of the website was split: a rotating faculty member with one or two contractual teachers as assistants oversaw database contributions; another managed the website itself with an assistant or two.

A year after my arrival, TeachNet became my responsibility, with the former two faculty members' positions rolled into one. As the dedicated website manager, I received a new email address solely for TeachNet purposes. My first decision was to give each required course its own directory for storing files; the various elective courses were given a collective folder of their own. The existing pages used individual CSS formatting files, with the result that all pages related to the Writing course, for example, looked similar but different from the other courses' pages. To streamline design, I created a master CSS file from the old one then worked with my assistant to edit existing files to use the CSS file and meet HTML standards; we also created new HTML files as needed. A key point was to make sure the master course syllabus for each course was put online so it could be read at any time. Finally, I gave the new website a name, TeachNet, to promote it. The existence and use of the remodeled and expanded TeachNet was subsequently announced at the English program's quarterly faculty development sessions and by direct email to all English teachers.

TeachNet began to receive a new round of submissions. One prominent link for each course's top page is for submissions; the mailto link opens a standardized requirement list, which was not followed by all who submitted. The process for vetting submissions was pieced together in a committee:

1. TeachNet head reads prospective submission then directs it to the respective course head.
2. If the course head approves of the submission, it will be submitted for approval at the regular English faculty meetings.
3. Following faculty approval, the TeachNet head adds the submission to the course's directory and provides a means for accessing it.

In practice, most submissions were processed by my assistant and me. I made monthly notices at the English faculty meetings of what changes and additions had been made to TeachNet. Notice of each submission added to TeachNet was emailed to all teachers.

Out of concern for privacy, I could not share teachers' contact information with my assistant. Thus, I was the only one who could email notifications and address responses, which increased my workload. It was at this point that I decided to create a TeachNet RSS feed. It uses the same universal TeachNet login and password, but once a teacher subscribes to the feed in a RSS reader application, the RSS reader will show the TeachNet feed updates automatically. The benefits of RSS are that those who want the latest TeachNet information can get it as they wish, no personal information is compromised, and the updating of content is reduced to just one message per item of interest. The main problem with RSS is that some people are unfamiliar with it and thus might be reluctant to make use of it, although this will likely change over time as the technology proliferates.

Problems

Once TeachNet's web pages were unified in appearance and cleaned of "junk" code, other problems could be addressed. The first was the issue of copyright, a complex topic beyond the scope of this article. However, I suggested at a faculty meeting that all non-original materials on TeachNet (i.e., mainly scanned articles to be used as reading materials) be discarded. My then-assistants and I had read through everything on TeachNet and realized that almost all articles submitted were really for teachers; the requisite reading ability was usually far above that of most students. My suggestion was accepted and most

articles were removed. Those my assistants and I felt were useful needed permission from the copyright holder. A form letter was drafted and mailed to authors and publishers. About half the requests went unanswered, so those articles were deleted. Of those that were answered, roughly half requested money that TeachNet did not have, so those articles were deleted as well. Based on this experience, article submissions were given the requirement that the article be cleared in advance for addition to TeachNet by the copyright holder. A form letter for requesting article use has been linked to on all submission pages. In practice, article submission has dwindled to practically zero from sources other than *Hiragana Times*. I have rejected most articles as too difficult or too time-specific, not useful beyond a year or two. This is a particular concern with online articles at Yahoo!, for example, that disappear within a matter of weeks. It is simply easier to refuse such articles than periodically purge those that have become out-of-date or disappeared.

The second problem was simple updating of content. This could be correcting misspellings or adding a new page at someone's request. As Peterson (1998, p. 358) notes, regarding confirming and updating site links, "This process can be time-consuming." If one's assistants are uncomfortable with website administration, this work cannot be easily delegated.

The third problem was with activity submissions. Only original materials are accepted. Beyond the normal process of sieving submissions is the matter of activities that seem to be textbook prototypes. TeachNet and the university's English language program are not meant to be a test-pilot facility for someone's proposed textbook, so such submissions are given faculty hearings. When the activity submission is so extensive that it threatens to supplant the required course textbook, the submission is rejected. A related problem is document format. Most submissions and English program documentation come in Microsoft Word's .doc format with many fonts I might not have. Some teachers might not even use Word and have document translators that do an imperfect job. I request all submissions come in both .doc and .pdf, the latter preserving all formatting and being platform-independent. For Macintosh users, saving a file as .pdf is easy, since it is built into the OS. However, this

is apparently not the case for Windows users. Accordingly, my assistant and I have spent much time reformatting Word documents to put them online as .pdf files that anyone can use.

A fourth problem is the use of Excel as the database and search tool. Not everyone uses Excel or spreadsheets. However, I have not yet found a substitute that was easy to implement at little or no cost. I have thought about a series of JavaScript pop-up menus that could provide multiple parameters for seeking activities and displaying results (e.g., ECU class, level A, pair activity, and topic involves sports).

Use of TeachNet

In 2008, I purchased a year's worth of website tracking with StatCounter.com. This company provides a snippet of JavaScript that is put on each web page on a site. Whenever a page with that code snippet is loaded into a user's browser, StatCounter collects certain data that is compiled as a spreadsheet in the StatCounter user's account. While StatCounter offers a free service, if your site has many potential users, and activity you wish to track, you will need one of their paid options. A brief discussion of that year's worth of data follows as well as some views of a random week's worth of activity during a semester.

From June 16, 2008, to June 14, 2009, TeachNet had 1,142 page loads, or an average of three per day. The number of unique, first-time, and returning visitors over that same period was 361, 263, and 98, respectively. A unique visitor is either a first-time or returning visitor. Since the first-time visitor number exceeds the number of teaching staff employed, it is possible that others are also accessing the site or deleting the StatCounter cookie(s), the latter a reason for a repeat visitor being counted as a first-time visitor. This data sample is small because it only covers two semesters. However, a few trends can be seen. TeachNet usage is naturally quite low during university breaks. A week before classes begin, activity picks up and remains particularly active for the first four weeks, after which it drops off. Activity tends to pick up again toward the end of term. Perhaps due to scheduling, Wednesdays seem to have the most hits: 286 over the period; Thursdays come close: 96. Otherwise, no other trends stand out.

Taking a random week, the website access pages drew a total of 687 visitors; one must visit those pages to access the others, thus driving up the numbers. After that comes the ECU course top page with 283 visitors, the English Through Video course top page with 174, and the main page with 166 visitors. The only other course to draw a large number was Reading and Listening (R&L); the Writing course's top page drew 34 visitors. Of all the materials on the website, only four were downloaded by more than one person: three documents by two people each for the R&L course and one by three people for the Writing course. Only seven exit links were tracked, three of which went to other pages in the university's system, while the rest seemed to be related to teaching, such as CNN transcripts or a certain performer's lyrics page. Given the approximate 120 teachers, it seems TeachNet has demonstrable value that differs by course and purpose.

A final datum set is "visit length," for which StatCounter provides a warning: "If you only install the StatCounter code on one page of your website and your visitors never reload that one page, then your visit length will always be less than 5 seconds!" Bearing that in mind, the last couple of visits break down as follows: 38, less than 5 seconds; 28, from 5 to 30 seconds; 48, from 30 seconds to 5 minutes; 26, from 5 minutes to 20 minutes; 6, from 20 minutes to an hour; 82, longer than an hour. My interpretation is that most people login, go to what they want, then go elsewhere. The 82 long-term users are an interesting case that I assume, given StatCounter's warning, login and look at pages while looking at other things simultaneously. By multitasking, their login time ends up looking longer than their actual viewing time. Analyzing all the data at my disposal would, however, be beyond the scope of this paper.

Conclusion

TeachNet has come a long way and is currently managed by someone else. It has a clean, unified format. Each course's top page provides links to its own activities, documentation, and submission requirements. Notification of additions and updates can be provided through RSS to those who want the information. A one-for-all login and password policy simplifies things,

although a large amount of website management email will be for the easily-forgotten login and password data. As a centralized resource, TeachNet potentially keeps teachers focused on and contributing to Rikkyo University's English language program. Teachers continue to make use of the site.

Creating a teacher-specific website like TeachNet is a good idea. Especially in a large program, it helps ensure new English program announcements reach everyone and that everyone can work from the same template. By providing a repository of activities, course content is possibly channeled with a greater degree of conformity. Once set up, such a site is not difficult to maintain, but it will require a surprising amount of work in direct relation to additions and updates. Moreover, basic web administration skills (i.e., FTP, HTML, and CSS) are necessary.

References

- Kelly, C. (2000). Guidelines for designing a good web site for ESL students. *The Internet TESL Journal*, VI.3. Retrieved from <iteslj.org/Articles/Kelly-Guidelines.html>.
- Peterson, M. (1998). The virtual learning environment: The design of a website for language learning. *Computer Assisted Language Learning*, 11(4), 349–361.
- Serdyukov, P. & Stvan, L. S. (2001). ESL/EFL websites: What do users need and what can they expect to find there? *Education Resources Information Center*. Retrieved from <eric.ed.gov/PDFS/ED456818.pdf>.

Christopher Glick was an associate professor in Rikkyo University's College of Intercultural Communication before returning to the US. He has been teaching ESL and EFL for nearly 20 years. While his main interest is materials design (he has most recently helped design a medical ESP course), he has also written TOEIC® test items, proofread dictionaries, judged English speech contests, and performed sundry other activities.



Improving interpersonal competence in the communicative classroom

Keywords

interpersonal competence, intercultural competence, communicative language teaching

Current practice in language teaching based on the communicative approach emphasizes the development of language skills. Opportunities are given for students to develop their language skills through interaction based on pair and group work. Such social interaction requires the use of interpersonal skills. If students do not feel confident about their interpersonal skills, they may be reluctant to take part in communicative activities that require social interaction. Interpersonal skills are also important if students are to effectively and confidently use the language skills they have been studying in real life situations. This article describes the importance of introducing interpersonal skills in the language classroom and gives practical suggestions on how to develop such skills.

コミュニケーション・アプローチに基づく現行の言語教育では、コミュニケーション能力を重要視している。そのため、学生はペアおよびグループワークを行い、対人関係を築きながら言語能力を育成している。対人関係はすべてのコミュニケーションの基礎となるからである。学習中の言語能力を実生活の中で、学生が自信を持って活用するためには、対人関係のスキルを学ぶ必要がある。本論では、語学の授業に対人関係のスキルを導入することの重要性を述べ、スキル向上の実際的な提案を行う。

Ronald Schmidt-Fajlik

Ibaraki University

Current foreign language teaching methodology based on communicative methods stresses the importance of developing language skills as a way to communicate effectively, as may be found in the statement “The aim of language teaching worldwide is to enable learners to use the language they have learned in school or college to communicate confidently and effectively with other users of English in the world outside” (Willis & Willis, 2009, p. 3). Although it is obvious that communicating effectively in a foreign language depends on developing one's language skills, developing effective communication skills resides not only in one's language abilities, but also in one's confident use of interpersonal skills. A survey of 197 Japanese university students found that 73.1% of them come away with negative feelings after speaking with someone, 60.4% feel nervous when speaking with someone for the first time, and less than half (45.2%) are satisfied with their interpersonal skills (Schmidt-Fajlik, 2010). Foreign language teaching methodology should not only concentrate on developing language skills for effective communication, but should also include the development of interpersonal skills, as communication takes place in a social context. If students lack interpersonal skills or lack confidence in using such skills, they will not be able to effectively use the language skills they have been studying. In other words, to become a competent communicator requires both language and interpersonal skills.

Communicative language learning (CLL) involves the use of activities that require interaction with others. These activities include the use of role plays, interviews, information gap, pair work, and group work. Although CLL activities involve real or meaningful communication as a way to develop language skills (Widdowson, 1978; Littlewood, 1981; Nunan, 1991), such activi-

ties may not be sufficient for developing communicative competence if interpersonal skills are not addressed as well. If a student does not have appropriate social or interpersonal skills, or does not feel confident in using such skills, he or she may not feel successful in interacting with others. Developing interpersonal skills is therefore an important factor in determining the communicative competence of students learning a foreign language.

The following sections give practical examples of how to develop interpersonal competence in the language classroom. The first section discusses how one's self-image may impact how one views interacting with others. A diary assignment with a visualization exercise is described to address this area. Developing rapport is subsequently described in terms of improving listening, speaking (including asking questions and responding verbally), and nonverbal communication skills. The influence of cultural expectations regarding interpersonal communication is also touched upon as "cultural awareness helps us understand that interpersonal competence is specific to a given culture" (Devito, 2008, p.33).

Self-image and interpersonal communication

Taking part in a social exchange is not only an interpersonal process, but an intrapersonal one as well. Social exchanges can be satisfying, unsatisfying, or neutral on many levels. For those who feel that they have inadequate social skills, taking part in an interpersonal exchange may be colored by a sense of dissatisfaction with interpersonal skills after taking part in a social exchange. This may lead to a cycle of self-fulfilling prophesy where a speaker comes to believe or expect that a social exchange will be an uncomfortable experience, which further adds to creating a self-image as someone with poor interpersonal skills. The following suggestions may aid to develop students' self-image in terms of interpersonal competence.

Diaries

The use of a diary may be an opportunity to encourage seeing social exchanges as a positive

learning experience that may increase a student's desire to engage socially. Students may record the knowledge they gained in terms of the content discussed as well as make notes about what they appreciated about the exchange. If misunderstanding took place during the exchange, they could view that in a positive sense as knowledge to be used in a future exchange, such as asking more clarifying questions, reacting more to the other speaker to build rapport, using more eye contact, smiling more, and asking more in-depth questions. This may serve to develop confidence by allowing students to become better aware of their increasingly effective use of such skills.

Diary activity example

The use of a diary in order to improve confidence in one's interpersonal skills involves writing and reflecting about a recent interpersonal experience. Students may keep a diary for a decided amount of time. Some of the following questions may be used as a guide: What did you discuss? What was positive about the experience? What did you learn? How did you keep the conversation going? What nonverbal behavior did you use? What did you learn about your interpersonal skills? What would have made the exchange better? What could I have done better? What interpersonal skills did the other person use? What could the other person have done better?

Visualization

Some people who feel that they lack social skills and therefore avoid taking part in social exchanges may tend to visualize future social events negatively. They may visualize a future social event and 'catastrophize' it, telling themselves that things may not go as they "want them to (a rational belief), and adding that if they don't, it will be 'terrible,' 'awful,' or 'horrible,' and that you 'won't be able to stand it'" (Garner, 1997, p. 161). Often, people who are afraid of socializing imagine a worst-case scenario—saying or doing something embarrassing, being ignored, not knowing what to say, or not knowing how to act.

Visualization may serve as a way to rehearse future social encounters in much the same way

as athletes mentally rehearse before an event, which has proven to increase the chances of success (Janssen & Sheikh, 1994). This type of rehearsal not only helps to anticipate possible social encounters and the type of interpersonal skills which may be required, but may also help prepare for such encounters emotionally by replacing any negative images of such encounters with positive ones. Such mental picturing may aid in creating a new image of oneself as a successful communicator by building “new ‘memories’ or stored data into your mid-brain and central nervous system” (Maltz, 1960, p. 46). Visualization may also serve as a way to reduce anxiety in future social encounters through a process called ‘imagery desensitization,’ where one visualizes a successful outcome in steps, which has shown to benefit those with social phobias (Bourne, 2005). Rehearsing future social encounters may also serve as a way to mentally practice language skills in conjunction with interpersonal skills.

Visualization assignment example

Visualize yourself taking part in a successful social exchange. Visualize the place, setting, and time of day. See the person you are socializing with (the way they look, their age, gender, etc.). Try to be as detailed as possible in your visualization to make it seem as real as possible. What are you discussing? Visualize the types of conversation you may have. Include in your visualization the reactions, as well as gestures and other nonverbal behavior you and the person or people are using. What sort of things did you visualize which made you feel good about the exchange? Write down your visualization from beginning to end. In your written visualization write down the dialogue you are having. After you have written your visualization down, play it back in your mind. Record your visualized successful social exchange and play it back if you prefer to learn by listening (for auditory learners). For kinesthetic learners, act out your visualization using gestures. You can also practice the dialogues you visualized with another student in class using what you have written. Not only may this type of visualization help develop confidence in social skills, but it is an excellent way to study English independently by anticipating conversational topics.

Developing Rapport

Being able to create rapport with someone is important in having a successful interpersonal exchange. If rapport is not established, it is unlikely that a conversation will carry on for very long. Rapport is considered as “paying another person or group of people the compliment of meeting them where they are, physically and mentally, at a given time” (Walker, 2000, p. 41).

Listening Skills

When engaging in a conversation, listening skills will play a large part in developing rapport. Listening skills will determine whether the person you are speaking with sees you as having good interpersonal skills. Showing interest in what the other person is saying will give the impression that you have excellent communication skills.

There are a number of ways students can develop rapport through listening skills. This includes both verbal and nonverbal behavior. Verbal behavior may include paralinguistics consisting of the use of vocalizations and reaction words while listening. Paralinguistics may involve the use of sounds which take the place of words such as “*uh, uh huh, shh,* and other clicks, snorts, and sniffs” (Caputo, Hazel & McMahon, 1997, p. 162). Such paralinguistics is often not discussed in textbooks, and although students may be aware of their use in their own language, such as the Japanese use of reaction words such as *so desu ka, naruhodo,* and *he* to show surprise, they may not be aware of their English equivalents. The following are some reaction words and sounds that students may use to show that they are actively listening to build rapport:

- Wow, that's great!
- Is that so?
- I see...
- Hmmm
- Oh really!

Students should be encouraged to use such reaction words and sounds during conversation activities, which may be integrated with the current textbook in use, or during fluency practice. Encouraging the use of such responses may eventually lead students to become better aware of the importance of their use in active

listening as a way to build rapport. Eventually students may come to use such reaction words and sounds spontaneously as they do in their native language.

Asking questions and responding verbally

Listening actively to what someone else is saying builds rapport by showing that you are interested in the other person and what they are saying. Listening actively and building rapport also involves asking questions about what the other person is saying. Questions may involve asking for further explication about the topic under discussion. Responding verbally may involve self-disclosure by contributing your own ideas, opinions, and experiences in support of the topic under discussion, or initiating a new topic in order to keep the conversation going.

Self-disclosure may take place on many levels, from simply describing your experiences, talking about your job, or what you enjoy doing during your free time when initially speaking with someone, to more intimate personal information usually shared only with close acquaintances. When meeting someone for the first time, self-disclosure may involve describing simple experiences, discussing what you enjoy doing in your free time, or sharing simple factual information about yourself. As you get to know someone, self-disclosure may involve disclosing information on a more personal level.

Although describing experiences or discussing what you enjoy doing in your free time is a com-

mon way for people to achieve rapport based on self-disclosure, you should avoid disclosing too many personal details too soon as this may make the other person uncomfortable, and have the opposite effect of distancing themselves (Caputo et al., 1997). Another reason to avoid disclosing personal thoughts and feelings too soon is that such disclosure may be uncomfortable to some people based on different cultural norms as,

The notion of self-disclosure as a necessary ingredient for developing strong, healthy interpersonal relationships is not accepted in many cultures. The Japanese believe it is better to put on a 'good face' rather than displease their listener or guest by being honest and open. (Caputo, et al. 1997, p. 114).

In terms of self-disclosure, you should match levels of self-disclosure to that of your speaking partner to establish a comfortable level of rapport.

Nonverbal behavior

Showing that you are listening and interested in what someone is saying not only involves verbal behavior, but nonverbal behavior as well. This may be in the form of nodding your head to show agreement or empathy, maintaining the appropriate amount of eye contact, paying attention to how close you stand to or away from someone, and the use of touch, all of which may be based on cultural norms (Ratliffe & Hudson, 1988). When taking part in an interpersonal exchange involving

The Language Teacher needs you!



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

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

<tlt-editor@jalt-publications.org>

someone with a different cultural background, rapport may be achieved by sensitively adjusting and positioning yourself if signs of anxiety or discomfort are noticed. Such sensitivity will not only assist in developing interpersonal skills during intercultural social situations, but will also assist in building interpersonal skills in general in that “the reading of body language, therefore, is one of the most significant skills of good listening” (Bolton, 1986, p. 78). This may be achieved by being aware of how the other person is using nonverbal communication such as gestures, eye contact, touch (if any), proximity, and posture. Try to match it or ‘synchronize’ yourself with how the other person is using nonverbal communication without ‘parroting’ them. By matching or synchronizing with the nonverbal behavior of the person with whom you are speaking, you will create an unconscious response in the other person that might help them feel that they are understood.

Initiating a conversation assignment

Teachers may provide practice for initiating conversations by having one student (or a pair of students) sit or stand somewhere in the classroom with another student coming up to them to initiate a conversation. Before doing so, they may prepare to tell about an experience or comment about a recent event. If trying to take part in a conversation already taking place (which the other students may prepare beforehand), they may ‘hover’ and listen in to initiate an opening with a comment. The comment may be in the form of adding extra information to the topic under discussion. The comment may create an opening for further conversation. Comments may also begin with the words *That’s interesting, I know how you feel, I think....* Students should be encouraged to also use a means of an entry such as smiling, making eye contact, giving a compliment, or saying *hello*.

Conversation style

As with nonverbal communication and self-disclosure, the way you handle conversations may also be influenced by cultural norms. Sakamoto (1982) compares the differences between Western and Japanese conversation style to tennis and bowling, Western style conversation being like tennis where you serve the ball in the form of

the conversational topic and one’s partner hits it back by adding their own spin on the topic. The object of the tennis match is to keep the ball going with the ball being hit back and forth quickly. On the other hand, Japanese conversation style is more like bowling. The speaker is given time to roll their topic ‘bowling ball’ while their conversation partner or partners listen carefully as it rolls down the lane. The other speaker or speakers do not quickly respond or interrupt as this is happening. You only respond after being certain that the ‘bowling ball’ has made its run. Once this is ascertained, then it is the other person’s turn to bowl. Such an exchange does not require a quick succession of exchanges as in the Western ‘tennis’ style conversation.

If unaware of these cultural differences, unfair conclusions could be drawn about the interpersonal skills of your partner. A Japanese person may think that the Westerner is impolite for not allowing their partner to complete what they are saying. A Westerner may think that the conversation style of a Japanese person is unexciting in that the Japanese person does not quickly ‘serve back the ball.’

In developing interpersonal skills for differing conversation styles, students may watch films or television dramas to observe how the characters interact during a conversation. Students may take notes regarding how topics develop and change during the conversation.

Conclusion

Developing interpersonal competence as part of the language learning process will actively engage students in communicative language learning activities as well as give them confidence to use their language skills outside the classroom. This requires a balance between developing such skills within the current cultural background as well as anticipating future social situations that may be intercultural in nature.

It is simply not enough to develop the language skills of students without also developing their interpersonal skills. This must be done in a way that will make them competent, confident, and effective communicators who are willing and able to interact with others in a positive manner, both inside and outside the classroom. Developing both language skills as well as interpersonal skills should be the basis of any

communicative language teaching approach.

References

- Bolton, R. (1986). *People skills*. New York: Simon & Schuster.
- Bourne, E. (2005). *The anxiety & phobia workbook*. Oakland: New Harbinger Publications.
- Caputo, J. S., Hazel, H. C., & McMahon C. (1997). *Interpersonal communication*. Dubuque, Iowa: Kendall/Hunt.
- Devito, J. (2008). *Interpersonal messages*. Boston: Pearson/ Allyn and Bacon.
- Garner, A. (1997). *Con conversationally speaking*. New York: McGraw-Hill.
- Janssen, J., & Sheikh, A. (1994). Enhancing athletic performance through imagery: An overview. In A. Sheikh, & E. Korn (Eds.), *Imagery in sports and physical performance* (pp. 1-22). Farmingdale, N.Y.: Baywood Pub. Co.
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Maltz, M. (1960). *Psycho-cybernetics*. New York: Pocket Books.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25(2), 279-95.
- Ratliffe, S., & Hudson, D. (1988). *Skill building for interpersonal competence*. New York: Holt, Rinehart, and Winston.
- Sakamoto, N. (1982). *Polite fictions*. Tokyo: Kinseido.
- Schmidt-Fajlik, R. (2010). Interpersonal competence and the communicative approach. *Studies*

in Humanities and Communication, 9, 131-136.

Walker, C. (2000). *Socializing for success*. Wales: Crown House.

- Widdowson, H.G. (1978). *Teaching language as communication*. London: Oxford University Press.
- Willis, D., & Willis J. (2009). Task-based language teaching: Some questions and answers. *The Language Teacher*, 33(3), 3-8.

Ronald Schmidt-Fajlik has been teaching in Japan for over 10 years. He has an M.Ed. ELT from the University of Manchester. His research interests include educational psychology, pedagogy, intercultural communication, and visual culture. He is currently an associate professor at Ibaraki University in Japan.



JALT Apple Store



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

<jalt.org/apple>



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

“English makes me act in a different way”: To what extent can a change of language affect speech and behaviour?

Keywords

oral history, gender, code-switching, migration, identity

Previous studies have shown that bilingual Japanese give different responses to questions depending on the language spoken. Whilst carrying out a qualitative research project studying the lives and experiences of Japanese women in England, I noticed how a change of language prompted modifications in the speech and behavioural patterns of my interviewees. This paper investigates how this affected the data I collected for my research.

バイリンガルの日本人は、使用する言語が異なると、同じ質問に対しても異なる応答をすることが、先行研究で明らかになっている。イギリス在住の日本人女性の生活や経験に関する質的な調査研究の際、インタビューに応えた女性たちの話し方及び行動パターンは使用言語によって変化していた。本論では、使用言語の違いが、インタビューで収集したデータにどのような影響を与えたかを検証する。

Susan Karen Burton

Bunkyo Gakuin University

In a 1960s study, Ervin-Tripp (1964) asked bilingual Japanese women the same question on alternate days in Japanese and English. Receiving different answers, Ervin-Tripp went on to surmise that in code-switching the women were utilizing different “mental channels.” Gudykunst and Nishida (1994, p. 55) noted that this, “clearly indicates that different approaches to the world emerge when Japanese bilinguals think in Japanese and English.” Subsequent studies by Ervin-Tripp and others on second language acquisition and bilingualism and their effects on emotional expression and identities (see for example, Grosjean, 1982; Wierzbicka, 1985; Pavlenko and Blackledge, 2004; Pavlenko, 2006) including language and identity in Japan (Henser, 2000; Gottlieb, 2005) consider to what extent language and culture are inseparable. For my doctorate in oral history and migration, I spent three years carrying out a qualitative research project examining the lives of Japanese women who live long-term in England (Burton, 2003; 2006). I interviewed in English, in Japanese and often a mixture of the two (whichever the women preferred). I had prepared no specific questions about linguistic issues but the subject came up naturally when the women discussed their cultural experiences, and I became increasingly aware that the women often switched languages mid-interview or when the topic of con-

versation changed. I am a social historian not a sociolinguist and, in order to trust my data, I had to consider whether the use of these different “mental channels” and “approaches” affected their answers to my questions.

Oral history as academic research relies on the interviewing of a representative sample of participants in order to understand the experiences of those whom written history may otherwise neglect. History, it is said, is written by the winners, but utilising oral history as a modern research tool is proving important in such cases where a written account may be unreliable or lacking, such as in cases of discrimination, social exclusion or in times of social upheaval such as mass migration or war. What separates oral history research from journalistic interviewing is the fundamental necessity to consider and understand all the possible factors that could affect the methodology of an oral history interview. Sociolinguistic attributes of the participants can affect their behaviour and the answers they may give. These may include issues of: gender, age, and race of the interlocutors and their roles relative to one another; historiographical issues such as the time and place of the interview; whether an interpreter or family members (a hidden audience) are present; how many years have passed since a recalled event took place; and who was involved in the event. For my study of Japanese women's lives in England, I had to consider a further factor, the language or languages used as well as occurrences of code-switching between the two. I had to understand whether and to what extent the women's choice of language prompted changes in their behaviour and in their answers, and if so, how this affected the quality and significance of the data I collected.

Language and Behavioural Changes

Since the years of the bubble economy, the word *kokusaiika* or internationalization has been a key component of the Japanese Ministry of Education's curriculum for studying English (Habu, 2000; Kobayashi, 2007). Yet, running concurrently with this government policy is the socio-political discourse that Japan is a monolingual nation, that it is perfectly acceptable after six years of compulsory English-language education to say, “I'm sorry I don't speak English”. A common

criticism of the failure of most Japanese to reach a competent level of English is the mind-set or attitude towards a foreign tongue, particularly in terms of a threat to national identity, for example, in a Daily Yomiuri article that reassures its readers “Learning correct English no threat to identity” (Benson, 1998). However studies have suggested (Grosjean, 1982; Wierzbicka, 1985, 1992) that bilinguals do indeed feel like different people when speaking different languages or as Wierzbicka notes, they may experience a “double life” through language. What did my interviewees have to say on this issue?

Many stated that immediate changes in attitude and behaviour were triggered simply by their arrival in England. For example, when Mitsuko Sato (all interviewees' names are pseudonyms) came to England she said, “I felt much freer.” Naomi Yamamoto noted that after quitting her job in Japan, she got on a plane to Europe and “then I felt kind of liberated.” This suggests that the new cultural environment encouraged changes in behaviour before they had even opened their mouths.

I think I felt like I was liberated because finally I made this decision and then I didn't have to behave in a certain way so to speak. Because there's a social norm, well maybe I feel this too strong than other people, but I feel like I cannot breathe deeply in Japan and I feel like I have to behave in a very certain way especially because I am female or then I have to behave in a certain limit and don't go derailing ... (Naomi Yamamoto)

Central to this freedom is the utilisation of English.

I think partly the language, English, makes me act in a different way, yeah, act more freely and say what I like to say because English itself is much more direct than Japanese language so it's difficult to kind of hide my opinion with English while in Japanese it's much easier to be vague and ambivalent about things [laughing]. Yeah, so partly because language affects how you behave and what you say. (Naomi Yamamoto)

Changes in behaviour and speech relating to gender, and social pressure to conform to

gendered behavioural norms were particularly often cited, as below.

In Japan, especially when I was [in my] first marriage, I should not speak my opinion, just follow my [Japanese] ex-husband's parents and my ex-husband. And I should not say my opinion and I should not allow to give me pleasure. It's never thought about those things. But here people think about people's happiness and pleasure. That's a big difference and also I can speak free. (Sachiko Adams)

In Japan, if I talk with an elderly man, if the elderly man is a very traditional Japanese man, I have to be careful because if he says, "This is black" [pointing to something white] I have to say, "Maybe." (Sachiko Adams)

When I asked Sachiko Adams if she would have agreed to an interview if I had been Japanese she replied:

Yes, but we have to speak Japanese. If I have to talk to a Japanese woman in Japanese, different, because some kinds of things at the back of my brain like have to be modest all the time and have to be polite, so those things are part of my education So English speaking is good for me to express my real, natural thinking. (Sachiko Adams)

So she freely admitted that she would certainly have phrased her answers differently in Japanese and English. In English she could express her "real natural thinking". But what did she mean and why did she need English to do this? Joy Hendry notes:

[English is] evidently associated with an informal level of communication, perhaps influenced by the idea that Westerners, typically Americans, are supposed to be frank with each other. (Hendry, 1993, p. 143)

The women's changes in behaviour and speech were triggered not solely, or necessarily, by changes in thought but also by conformity to the socio-cultural practices of each language. In Japanese they were bound particularly by rules of gender and hierarchy and were compelled to behave and speak accordingly. When choosing the English language, they could discard such

rules but they then took on the cultural and linguistic practices of their host country, or what they as Japanese perceived those practices to be, speaking more informally with "real natural thinking." In fact, in time they came to realise that English people do not speak so freely and do utilise *honne* and *tatemae*. Even simple greetings needed to be reassessed.

I don't know if it's more to do with culture or with language, they are anyway inseparable, but one thing that struck me was the way you [English people] say "how are you?" and when someone asks me "how are you?" I would stop and try to answer the question but people sometimes walk away without waiting for my answer. And people here generally don't say negative things, don't give negative answers to "how are you" whereas in Japan people would say "oh, I'm tired, I'm knackered, I'm depressed". That's probably one of the common replies. (Atsumi Mori)

In England, "How are you?" is a greeting, not necessarily a genuine enquiry. We do not want to hear details of others' misfortunes, which may be embarrassing. Except amongst family or close friends our replies will always be upbeat. The interviewees had to learn this English cultural rule. Whereas in Japan:

In Japanese society I don't think they are so protective about themselves. They can say they are weak but here [in England] I think people don't really want to say they are weak either because they don't think they are weak or because they just don't want people to know unless they are very close to them. And also in Japanese society it's probably a good thing if you show somebody that you have some weak points, like you can sympathise. If you think somebody's perfect you can't really speak to them. Like, for example, if you drink alcohol in Japan they make a fool of themselves and that's a way of communication in a way, by showing that you aren't perfect. (Atsumi Mori)

Speaking English, I was told by several interviewees, is like wearing a mask at a masked ball, not for the purpose of concealing your identity but to give you the freedom to be *more* yourself, to express sides of your personality that must

generally remain hidden within your native culture. Kelsky (2001) and Bailey (2006) discuss the *atarashii jibun*, the “new self” that can be accessed through the English language.

“So which one’s my true self?”

However, not all behavioural and linguistic changes were so positively or freely adopted. Henser’s study of Japanese/English bilinguals demonstrated that his subjects were aware of behavioural changes accompanying a switch between languages including “greater consciousness of relative social positions when using Japanese and a feeling of lack of reserve when using English—expressed either in increased friendliness or increased aggressiveness” (Henser, 2000, p. 18). Certainly there was a great awareness amongst my interviewees that a change of language and country triggered behavioural changes, with many feeling pressure to adopt such changes simply in order to ensure social survival. Especially for those Japanese women who began living in England as children or young women, competent utilisation of the English language accompanied by the appropriate behaviour meant the difference between social acceptance or remaining alienated from the host society.

It was a big worry whether I fitted in or not, or whether I was saying the right thing or what people thought of me I remember being really tense as a child and I wouldn’t go to the toilet at school. Sounds silly but I didn’t want to go to the toilet in case I lost my friends and I couldn’t find them in the playground. I was *that* tense. (Sayuri Kawakami)

I had to make friends because I didn’t want to be left alone in that [English] school. And for a [teenage] girl, not having friends is devastating to your social status, I mean, it’s unthinkable that you’re not included in the circle so I’d do anything, I’d do anything to attract people or even to sometimes flirt with men. I didn’t care less. (Rie Inoue)

For some, the response to this was to actively manipulate the British stereotypical view of Japanese women to their advantage.

I didn’t know that English people would have this kind of image of Japanese but I could kind of sense it that it was being accepted; me being sweet, me being cheerful was instantly associated with one of their favourite ideal that they have of Japanese girls and I suppose I kind of sensed it, without thinking consciously, and taking it on as a part of my identity and since then I haven’t really divested it. It probably stuck as a part of my identity Well, you can easily be critical of it as a feminist, “You shouldn’t be sweet” but no, I think that’s one way of manoeuvring through life, isn’t it. (Rie Inoue)

Wardhaugh notes, “Your language choices are part of the social identity you claim for yourself” (2002, p. 95). The negotiation between cultural and linguistic rules of language which encourage greater linguistic freedom while at the same time compelling behavioural changes to gain social acceptance have a great impact on one’s ever-changing sense of identity. In some cases this led to a certain amount of identity confusion, a confusion which manifested itself through the use of language.

You start thinking, “So which one’s my true self? A Japanese self that speaks in Japanese language or the one that speaks in English?” (Rie Inoue)

I always think that I should be finding my true self but it’s difficult because we’re always conditioned by what we have around us so it’s always difficult to do that but especially in England. (Rie Inoue)

The discourse of bilingualism and identity is ongoing and active, dealing as it does with notions of self-perception versus identity and the “performance of language”. For the purpose of my research the above quotations alerted me to the fact that interviewees may have been framing their answers according to the language they were using and the culture they were living in. Like Ervin-Tripp’s study, I realized that I may have been getting one answer in English in England as an English woman which I would not have got in Japanese in Japan as a Japanese woman or man. But far from perpetuating a deception, using language to lie or to express

schizophrenic behaviour as critics would have it, the women were simply utilizing language in order to "manoeuvre through life".

Conclusion

Ervin-Tripp's study raised the linguistic question of whether bilinguals think in language-specific mind-sets. When I asked the interviewees about this, they answered that they were not consciously thinking in a different way but were adapting to the cultural and linguistic rules of what is acceptable or unacceptable to say in the home and host cultures. One may therefore give a "cultural response" in one language which may differ from one's response in another. And both responses would be true but only in the language in which they were spoken. It therefore has to be acknowledged that what the women said to me in English might indeed have been different from what they would have said to a Japanese interviewer in Japanese.

Through my oral history study I came to understand how the cultural and linguistic practices unique to every language affect what you say and how you behave. An acceptable response in one language may be confusing or downright rude in another. The skilful speaker must adapt their cultural response together with their choice of language to the host culture. It is the interlocutor therefore who will affect the response.

Gudykunst and Nishida (1994, p. 39) note that, "our culture influences how we use language and our language usage influences how we view our culture. Our language also influences how we look at the world and at the people in our culture". When Japanese women live long-term in England they encounter and must adapt to a new language and culture. The strength of cross-cultural interviewing is that it can help to represent this Third Culture experience. In other words, the linguistic and cultural medium in which the interviews took place was itself a clue to their migration experiences.

Now I come to think of it, it's really interesting the way language plays the part of conditioning your performance in life. (Rie Inoue)

References

- Bailey, K. (2006). Marketing the *eikaiwa* wonderland: Ideology, *akogare*, and gender alterity in English conversation school advertising in Japan. *Society and Space*, 24(1), 105-130.
- Benson, J. (1998, November 16). Learning correct English no threat to identity. *The Daily Yomiuri*, (English Language Edition).
- Burton, S. K. (2003). *Japanese women residents in England: A methodological and cultural study*. DPhil thesis dissertation no: DX225943. University of Sussex, United Kingdom.
- Burton, S. K. (2006). *Issues in Cross-Cultural Interviewing: Japanese Women in England*. In R. Perks & A. Thomson (Eds.), *The Oral History Reader* (2nd ed., pp. 166-176). London: Routledge.
- Ervin-Tripp, S. (1964). An analysis of the interaction of language, topic, and listener. *American Anthropologist*, 6(2), 86-102.
- Gottlieb, N. (2005). *Language and society in Japan*. Cambridge: Cambridge University Press.
- Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge: Harvard University Press.
- Gudykunst, W., & Nishida, T. (1994). *Bridging Japanese/North American differences*. Thousand Oaks, California: Sage Publications.
- Habu, T. (2000). The irony of globalization: The experience of Japanese women in British higher education. *Higher Education*, 39(1), 43-66.
- Hendry, J. (1993). *Wrapping culture: Politeness, presentation and power in Japan and other societies*. Oxford: Clarendon Press.
- Henser, S. (2000). Thinking in Japanese? What have we learned about language-specific thought since Ervin-Tripp's 1964 psychological tests of Japanese-English bilinguals? *Nissan Occasional Paper Series*, 32.
- Kelsky, K. (2001). *Women on the verge: Japanese women, western dreams*. Durham, NC: Duke University Press.
- Kobayashi, Y. (2007). Japanese working women and English study abroad. *World Englishes*, 6(1), 62-71.
- Pavlenko, A., & Blackledge, A. (2004). *Negotiation of identities in multilingual contexts*. Clevedon: Multilingual Matters Ltd.

Pavlenko, A. (2006). *Bilingual minds: Emotional experience, expression, and representation*. Clevedon: Multilingual Matters Ltd.

Wardhaugh, R. (2002). *An introduction to sociolinguistics*, (4th ed.). Oxford: Blackwell Publishing.

Wierzbicka, A. (1985). The double life of a bilingual. In R. Sussex & J. Zubrucki (Eds.), *Polish people and culture in Australia* (pp. 187-223). Canberra, Australia: Australian National University Press.

Wierzbicka, A. (1992). *Semantics, culture and cognition: Universal human concepts in culture-specific configurations*. USA: Oxford University Press.

Susan Karen Burton is an associate professor at Bunkyo Gakuin University in Tokyo. Her research interests include oral history, migration and third culture studies. She is currently recording interviews with expatriate British women in Japan. If you are female, have lived in Japan for two or more years and are agreeable to being interviewed for academic research, please contact her at <drskb@tiscali.co.uk>.



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



Teaching collocations effectively with the aid of L1

Keywords

collocations, native-speaker competence, L1 interference, language acquisition, effective teaching methods

The acquisition of collocations is an essential part of native-like competency in English usage yet is not so easy for learners. The use of collocations by non-native English speakers tends to be negatively influenced by their L1. Interference from the learners' L1 could be mitigated by showing them the differences between the collocations in the target language and the equivalents in their own language. This article discusses concrete methods of teaching collocations effectively with the aid of learners' L1 after briefly reviewing literature on collocations, collocations and language acquisition, and the use of learners' L1 in language teaching.

学習者にとって、コロケーションは母語話者のような言語能力を習得するのに不可欠だが、それほど容易ではない。非母語話者は、コロケーションの使用に第1言語のマイナスの影響を受けやすい。しかし、このような母語干渉は、学習者に目標言語のコロケーションと第1言語における同等のコロケーションとの違いを示すことによって、緩和することができる。本論では、コロケーション、コロケーションと言語習得、言語教育における学習者の第1言語使用に関する先行研究を概説し、さらに、第1言語を補助的に使ってコロケーションを効果的に教える具体的な方法を議論する。

Shigeru Ozaki

Takushoku University

Combining words appropriately in a target language is one of the most difficult tasks for foreign/second language learners. By contrast, native speakers have extensive knowledge about which words should be used together, and they can accurately form the combinations of diverse words. Such knowledge is one of the vital competencies of native speakers (Jeon, 2009). These combinations of words are referred to as “collocations” (Jeon, 2009, p. 39).

The proper use of collocations is crucial to sound like a native speaker (Ellis, 1996), yet it is not so easy for non-native speakers of a target language (Vasiljevic, 2008). Therefore, they should be taught systematically. However, “it is largely unclear how and which collocations should be taught” (Jeon, 2009, p. 40). Errors in vocabulary use can be caused by the differences between learners' L1 and target language (Bennui, 2008). For example, native Japanese speakers tend to use the most direct and the most frequently used translations of Japanese equivalents when they collocate English words, although different combinations of words may be preferred in English usage. It is therefore helpful for learners to be aware of the causes of possible errors while learning collocations.

This article discusses efficient methods through systematic L1 aids for teaching problematic collocations, which are likely to cause learners to make errors due to the differences between their L1 and target language.

Definition of collocations

Jeon (2009, p. 41) classifies word combinations into two categories: “free combination” and “collocation”. Although both retain their literal meaning, they differ. An example of a free combination is *like an apple*. In this combination, there is no semantic restriction between *like* and *apple* (Jeon, 2009). In contrast, an example of a collocation is *strong tea*: There is some

arbitrary semantic restriction between strong and tea. Native speakers of English do not say *powerful tea*, although *strong* and *powerful* are synonymous (Jeon, 2009). In most other situations, these words can be used interchangeably, but not to describe tea. Idioms are also groups of words that function as single units, but their meanings are not clear from their separate parts unlike collocations and free combinations: An example of an idiom is *hit the roof*. Although collocations have been defined in diverse ways, these definitions are beyond the scope of this paper and will not be discussed in detail, as the objective of this article is to demonstrate how collocations can be effectively taught in the classroom.

Collocations and language acquisition

It is essential to use collocations accurately in order to produce language with native-like accuracy (Ellis, 1996) or near-native competency (McCarthy, 1990). Even advanced ESL/EFL learners tend to have trouble with collocations (Gitsaki, 1996). Learners in EFL settings typically lack exposure to the target language and consequently, they “are often not aware of the differences in collocational restrictions between the L1 and the L2” (Vasiljevic, 2008, p. 3). The gap between L1 and L2 interferes with learners’ acquisition of collocations in the target language and might “even lead to lexical fossilization” (Vasiljevic, 2008, p. 3). Another difficulty in learning collocations is that “learners’ knowledge of collocations does not expand in parallel with their knowledge of general vocabulary” (Gitsaki, 1996, p. 6).

Because of their relative transparency in meaning, collocations offer L2 learners little difficulty in terms of comprehension. However, collocations are more problematic when they are used in productive skills, such as speaking and writing, than in receptive skills, such as listening and reading. Even if learners can manage to guess the meanings of collocations in receptive processes, they might not be able to use them properly in reproducing the language. Thus, producing collocations requires pedagogical treatment.

Use of L1 in L2 teaching

The use of students’ L1 in language teaching has been controversial. Views against using L1 can

be classified into the following three categories (Miles, 2004). First, the learning of an L2 should model the learning of an L1 (through maximum exposure to the L2). Second, successful learning involves the separation and distinction of L1 and L2. Third, “Students should be shown the importance of the L2 through its continual use” (Cook, 2001, p. 412).

In contrast, views supporting the use of L1 to teach L2 posit that it helps learners understand the meaning of new words, saves time, and avoids ambiguity in explanations (Allen, 1948); helps learners pay attention to the differences between the L1 and L2 (Politzer, 1958); assists learners with low-level language competency to feel secure; and contributes to the enhancement of accuracy and clarity of students’ understanding (Duff, 1989; Sheen, 1993). Finally, Prodromou (2002) claims that it is important to contrast L1 with L2 because it helps students understand how their L1 might be negatively interfering with their acquisition, especially when learning collocations.

In conclusion, it can be argued that the use of an L1 is helpful as long as sufficient exposure to the target language is provided and the importance of its use is confirmed. It is especially helpful when students face language difficulties caused by the differences between their L1 and L2, when accuracy is a primary focus, and when the time for learning the target language is limited. The use of an L1 can clarify problems, avoid ambiguity, save time, and consequently reduce students’ frustration.

Teaching Collocations

This section discusses an efficient method to teach collocations with the aid of L1 using examples of English collocations and their Japanese equivalents. For further discussion and teaching ideas, I selected some problematic collocations from Verb + Noun combinations as examples.

In the following five examples, the English phrases require one of the verbs: *do*, *take*, *make*, or *play*.

- *take/have* a walk
- *do* one’s homework
- *take* a trip
- *make* a telephone call
- *play* baseball

By contrast, their Japanese equivalents require only one verb: *suru*. This difference confuses Japanese learners of English. It should also be noted that the word order of the English language and that of the Japanese language differ and that, in Japanese, a particle *o* is required to combine a noun with a verb. To resolve these differences, I suggest that the teacher should have the learners make a list of Japanese collocations that contain the verb *suru*, have them find their English equivalents in a Japanese-English dictionary, and have them make a list for comparison between the two as follows:

Japanese	English
<u>shukudai</u> o suru	do one's <u>homework</u>
<u>ryokou</u> o suru	take a <u>trip</u>
<u>denwa</u> o suru	make a <u>telephone call</u>
<u>sampo</u> o suru	take/have a <u>walk</u>
<u>supotsu</u> o suru	play <u>sports</u>

English speakers are also likely to make errors while using the above collocations in Japanese because of similar language interference since the most frequently used translation of *take* is not *suru* but *toru*, of *make* is *tsukuru*, of *have* is *motsu*, and of *play* is *asobu*. However, they may have an advantage over Japanese learners of English because they only need to remember one Japanese verb for the four different English verbs, whereas Japanese learners must remember as many as three or four English verbs for only one Japanese equivalent.

Exercises

To establish these collocations more firmly in learners' memories and to equip them to use them accurately, the following exercises could be given to them. The order of the exercises could be changed whenever appropriate. It would be preferable to relate the sentences in the exercises to students' lives so that they would take more interest in them and retain them more vividly in their memory.

Translate the following English sentences into Japanese.

- How much homework do you have to do for Ms. Kagawa's class?
- I love playing baseball. I'm a big fan of the Yomiuri Giants.

- I took a walk along the Kawasaki River.
- I could not answer the call from my mother because I was busy with homework for Ms. Kaneda's class.
- I was doing my homework when Tomoko visited me.

The objective of the above translation exercise is to familiarize students with collocations in sentences with the aid of L1. The reason for having students translate English sentences into Japanese not vice versa is that the former is easier than the latter, and, therefore, more appropriate as the first exercise. As a matter of course, what is appropriate depends on the language level of students. Following this exercise, the teacher could provide some Japanese-English translation exercises or exercises without the use of L1 to maximize students' exposure to L2. If the teacher believes that the students have acquired sufficient understanding regarding the differences between the L1 and L2, he or she could skip this exercise and move on to other exercises that do not involve the use of students' L1, because the ultimate goal is to enable students to use collocations without any L1 intervention while they are communicating in L2.

The next exercise is designed to help students memorize the collocations.

Fill in the blanks with appropriate verbs from those you have just learned.

- I () a walk in Ritsurin Park yesterday.
- Mr. Sogo is going to () a trip to Canada this summer.
- I need to () a telephone call to get a job interview appointment.
- I could not () my homework because I had to work last night.
- I used to () soccer but now I never () it.

The objectives of the next exercise are to have the students recognize errors in collocation use and to enable them to be sensitive to the accurate use of collocations.

(3) Correct the grammatically incorrect part(s), if any.

- I really wanted to play a trip to Australia with my classmates last March, but I couldn't because I didn't have enough money.

- I hate Mr. Ozaki because he always gives us a lot of homework to make.
- Excuse me a second. I have to do a telephone call.
- Today we won't have a formal lecture. We are going to make a walk to Kokubunji Temple.
- Wow! It's very warm. Let's do soccer in Fujimori Park.

Once the students memorize the collocations correctly, the teacher should allow them to use the collocations on their own in sentence construction. He or she could simply ask the students to produce their own sentences with the collocations they have learned in the class.

Conclusion

Differences between L1 and L2 often cause confusion and difficulty for learners; differences in collocations, which are an essential component of native-like competency in language production, are no exception. To overcome this confusion and difficulty, teachers should explicitly present and explain the differences between the L1 collocations and their L2 counterparts to learners through their L1. This method enables those with low-level language competency to feel secure. Furthermore, it saves time, contributes to the enhancement of accuracy, and clarifies students' understanding.

I have tried out these exercises in my classes; some students commented that they were interesting and useful because they could clearly see the differences between Japanese and English collocations, which enabled them to use English ones correctly. However, these comments are merely anecdotal, and therefore, it is necessary to investigate more fully how students perceive the exercises by survey research such as questionnaires and interviews. It is also necessary to compare the teaching of collocations with and without the aid of students' L1 by pre- and post-tests in order to prove the effectiveness of the method suggested in this paper.

This article has presented only some of the examples of Verb + Noun combinations. The teaching method discussed and demonstrated in this article can also be adopted for other types of collocations: Noun + Verb, Adjective + Noun, Adverb + Verb, and so forth.

References

- Allen, W. S. (1948). In defence of the use of the vernacular and translating in class. *ELT Journal*, 3(2), 33-39.
- Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. *Malaysian Journal of ELT Research*, 4, 72-102.
- Cook, V. J. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402-423.
- Duff, A. (1989). *Translation*. Oxford: Oxford University Press.
- Ellis, N. (1996). Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition*, 18, 91-126.
- Gitsaki, C. (1996). *The development of ESL collocation knowledge*. Unpublished doctoral dissertation, University of Queensland, St. Lucia, Queensland, Australia.
- Jeon, J. (2009). The selection of collocations in media for KFL learners. *KLing*, 3, 39-50. Retrieved from <www.kling.or.kr/pds/kling200902/39-50.pdf>
- McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
- Miles, R. (2004). *Evaluating the use of L1 in the English language classroom*. Unpublished master's thesis, University of Birmingham, Edgbaston, Birmingham, United Kingdom.
- Politzer, R. L. (1958). Some reflections on the use of the native language in elementary language teaching. *Language Learning*, 8(3/4), 49-56.
- Prodromou, L. (2002). From mother tongue to other tongue. *Teaching English* (n.d.), Retrieved from <www.teachingenglish.org.uk/think/articles/mother-tongue-other-tongue>
- Sheen, R. (1993). An EGTM: What is it? *The Language Teacher*, 17(6), 13-16.
- Vasiljevic, Z. (2008). Teaching vocabulary to advanced Japanese students: A word association approach. *The East Asian Learner*, 4(1), 1-19.

Shigeru Ozaki is an associate professor at Takushoku University in Tokyo, Japan. His current research interests are international understanding through foreign language education, educational language policy, and language testing. He has taught courses on these fields at various universities.





TLT RESOURCES

MY SHARE

Welcome to another edition of My Share. In this issue, we have four great articles for you. Yuko Matsumoto works on prediction skills in a reading class, Jennifer Altman has students teaching vocabulary to each other, Chris M. Murphy brings critical thinking into the classroom with audio/visual media, and Elizabeth J. Lange gets students to improve their English for special occasions through letter-writing activities. I hope you and your students will enjoy these activities as much as I did.

Keep your students awake: Using prediction in a reading class

Yuko Matsumoto

Waseda University

<ykmatsumoto3@gmail.com>

Quick guide

Key words: Prediction, reading, excitement, transitions, hints

Learner English level: Low-intermediate to advanced

Learner maturity: University

Preparation time: 10 minutes

Activity time: 20-30 minutes

Materials: Prepared copies of a reading (cut into three or four pieces)

Introduction

Why are so many students bored out of their minds in a reading class? It might be because they consider reading to be a completely passive activity that offers no excitement. When students are reading their favorite comic books or novels, they cannot wait to flip the page, since they are eager to find out what happens next. While reading, they are unconsciously making and checking predictions, which generates excitement. Is it possible for students to become more actively involved in English reading so that they can experience the same type of excitement in the classroom as they do when reading at home for pleasure? Here is one suggestion to enliven the reading classroom.

Preparation

Step 1: Choose an appropriate text in terms of length and level of the students. For instance, a three- or four-paragraph story (approximately one page) would be a perfect length for low-intermediate students. It works better if the story has several clear transitions in its flow, so that you can find proper cut-off points where the students can make a prediction about the upcoming scene.

Step 2: Make enough copies for each student, and cut the copies into three or four pieces at the

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

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>

points in the text where you want the students to make predictions.

Procedure

Step 1: Distribute the first part of the copy (Scene 1) to each student, and have them read it within the time limit allotted. Two or three minutes should be sufficient, but it depends on the length of the part and the students' level.

Step 2: Divide the students into groups of three or four. Have them share their predictions regarding what will happen in the next scene. After the group sharing, ask each group to report their opinion to the class. At this point, the teacher should encourage the students to provide convincing explanations to support their predictions so that they can be more conscious of a logical approach to reading. Other groups are also invited to ask questions, which will create a natural opportunity to exchange feedback with each other.

Step 3: Distribute the second part of the copy (Scene 2), and ask the students to check whether their prediction was correct or not. If their prediction was incorrect, let them discuss what they were missing.

Step 4: Based on the second part of the reading, have the students make a prediction for the next scene.

Step 5: Repeat until the end of the story.

Variation

The reading text for this activity does not have to be a story. It could be part of a news article or even an essay, as long as it has clear transitions and potential room for (or hints to help) the students to make predictions. It is also fun to count the number of correct predictions of each group to turn the activity into a sort of competition between the groups.

Conclusion

It is rather difficult for the students to maintain their level of concentration and interest with regard to a reading text unless they are skilled readers or there are urgent reasons for them to study the text. In this activity, however, the students can enjoy making predictions and verifying them during the process of reading.

A multi-pronged approach to vocabulary

Jennifer Altman

University of Washington

<sensei@u.washington.edu>

Quick guide

Key words: Vocabulary, testing

Learner English level: All

Learner maturity: All

Preparation time: 60 minutes

Activity time: 60 minutes

Introduction

This multi-pronged approach to vocabulary testing has students teach each other words and then use them in a paragraph, which increases students' exposure to vocabulary and their ability to retain it.

Preparation

Step 1: Prepare models of vocabulary entries and a quiz.

Step 2: Post two enlarged model vocabulary entries. I ask students to include the word, the sentence in the text where you found the word, a guess of what the word means (it is okay if the guesses are incorrect because the purpose is to practice the skill of guessing meaning from context), an appropriate dictionary definition, a sample sentence from the dictionary, their own sentence (encourage creativity; mistakes are okay), and note space (see the appendix for a sample).

Step 3: If you have Internet access in the classroom, go to an online English-English dictionary so you can show students how to choose a definition appropriate to the context and how to identify collocations. Emphasize that learning language in chunks improves accuracy.

Step 4: Have students copy your model entries onto notebook paper (or distribute copies).

Procedure

Step 1: Set aside approximately 30 minutes to model vocabulary entries.

Choose one word from a current textbook unit and demonstrate how to create an entry. Have students choose a word from the unit and create entries (while referring to their textbook and dictionaries) in groups or pairs. Walk around and assist the students. Encourage students to include anything (pictures, word maps or trees, collocations, and translations) that will help them remember the words in the note space.

Once students understand, have them add 1 or 2 words to their papers every day (about 8 to 10 words per paper).

Step 2: After students successfully complete each paper, administer the quiz (50+ minutes).

Choose a discussion question from the textbook unit for students to write about using words from their vocabulary lists so students can use their vocabulary in a natural situation.

On quiz day, put students in groups of 3 or 4.

Model how to teach vocabulary words. (“Tell your classmates the word and read the sentence from the book. If they cannot guess what the word means, read the sample sentence from the dictionary. If they still cannot guess what it means, draw a picture or describe situations in which the word might be used. Finally, tell them the meaning.”) Let them in on the secret we teachers know: you learn by teaching! Have them teach each other one word for the first quiz and two for subsequent quizzes. Give them 5+ minutes for this step.

Step 3: Have students take out one piece of paper per group and write their names and words at the top. Have them read the discussion question and brainstorm an answer. Students then plan how to use as many of their vocabulary words as possible. Give them 5+ minutes for this step.

Step 4: Students begin writing. Give them a time limit to write (30+ minutes) and another to edit (10+ minutes). Students can write related sentences or paragraphs, per their language skills. (I usually mark the quizzes for answering the question appropriately, accuracy (meaning and usage), and teamwork.) If there is time, have students count how many times they used each word.

Conclusion

This multi-pronged interactive approach to vocabulary study and testing increases students’ exposure to the vocabulary in textbooks. When you hear your students use their vocabulary naturally in class, you know it works!

Appendices

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

What a wonderful world: Critical thinking in the classroom

Chris M. Murphy

International University of Japan

<cmmurphy@iuj.ac.jp>

Quick guide

Key words: Critical thinking, cloze exercise activity, video in the classroom, music in the classroom

Learner English level: Pre-intermediate and above

Learner maturity level: High school and above

Preparation time: 60 minutes

Activity time: 45-60 minutes

Materials: TV, DVD/Video player (Optional: CD player), copy of the film *Good Morning Vietnam* or *Bowling for Columbine* (Optional: CD with copy of Louis Armstrong’s song *What a Wonderful World*), cloze exercise sheet

Introduction

Having worked in Japanese junior and senior high schools, I am familiar with the difficulty many teachers face eliciting Japanese student opinions about current issues such as global

climate change, the war in Iraq, or immigration in Japan. The following activity is meant to get students thinking critically about the world and about their feelings. Using either the 1987 film *Good Morning Vietnam* or the 2002 documentary *Bowling for Columbine*, students can be challenged to think about the unlikely juxtaposition of the optimistic, uplifting Louis Armstrong song, *What a Wonderful World*, playing in the background of the film while scenes of war and violence fill the screen.

Preparation

Prepare DVD/Video (either *Good Morning Vietnam* or *Bowling for Columbine*) before starting the lesson. Prepare a cloze activity sheet using the lyrics of the Louis Armstrong song, *What a Wonderful World* (see appendix).

Procedure

Step 1: Write, "The World is..." on the blackboard. Students complete the sentence. Review student responses. Write responses on the blackboard.

Step 2: Provide students with the cloze exercise sheet for the Louis Armstrong song, *What a Wonderful World*. Review key vocabulary (e.g. focus on adjectives such as red, blue, wonderful, etc.).

Step 3: Play the song 1-2 times using a CD player or from a video clip of *Good Morning Vietnam* or *Bowling for Columbine* (with the TV turned away from the students' view). Students fill in the cloze exercise sheet. Review answers with students.

Step 4: Discuss the song with the students. Ask students, "How do you feel?" Write the student responses on the blackboard.

Step 5: Play the video clip from the film, *Good Morning Vietnam* or *Bowling for Columbine*, in which the director uses Louis Armstrong's song while displaying images of war and violence.

Step 6: Ask students, "How do you feel now?" Write their responses on the blackboard.

Step 7: Have the students work in pairs/small groups to discuss the director's possible reasons for choosing to use the song *What a Wonderful World* while showing these images.

Step 8: Allow students in small groups to present the results of their pair or small group discussion to the class.

Variation

The activity could be aimed towards more advanced English-language learners. Depending on student level, time could be allotted to allow more advanced discussion of how media images influence how we perceive the world and others.

Conclusion

In addition to building English-language skills, this activity can be a useful and interesting exercise that challenges students' initial perceptions and interpretations of movies and music. Activities of this kind seek to foster critical inquiry of the commonplace, everyday media that surrounds students' lives. Further material that might evoke a critical response from students can be found in journals such as *Adbusters* <www.adbusters.org>.

Appendix

Name: _____

Date: _____

What a Wonderful World by Louis Armstrong



I see trees of _____,
_____ roses too

I see them bloom for me and you
And I think to myself what a
_____ world.

I see skies of _____
and clouds of _____

The _____ blessed day,
the _____ sacred night
And I think to myself what a wonderful world.

The colors of the rainbow so
_____ in the sky
Are also on the faces of people going by
I see friends shaking hands

saying how do you do
They're really saying I love you.

I hear babies crying, I watch them grow
They'll learn much more than I'll never know
And I think to myself
what a _____ world
Yes, I think to myself what a wonderful world.

green	pretty	red
dark	white	wonderful
wonderful	bright	blue

The world is...

English for special occasions (ESO): The art of letter writing

Elizabeth J. Lange

Tokai University, Japan

<elj0321@beach.ocn.ne.jp>

Quick guide

Key words: Special occasions, letters

Learner English level: False beginner and above

Learner maturity level: Adjustable to all ages

Preparation time: 10 minutes or more

Activity time: Up to one class period

Materials: Special occasion phrases, vocabulary and matching pictures, writing paper

Introduction

There is nothing better than getting a personal hand-written letter from somebody in this modern age of email. The art of letter writing in English can be practiced in class for special occasions, such as Christmas and New Year's Day, Valentine's Day, Halloween, birthdays, congratulations, and holidays. A well-written letter has the power to make someone feel special, to solidify a lasting friendship, and to foster overall positive relationships between people. The activity presented here is a highly motivating practical approach to writing and gives students the chance to practice all four skills.

Preparation

Step 1: Prepare a list of "special occasion" vocabulary and matching pictures and/or phrases to help students prepare for the writing task. This could also be used to pair up students at random. Put each word, picture or part of a phrase on a different strip of paper so there are enough for each student in the class.

Step 2: Prepare the letter-writing paper which could have special occasion pictures pre-copied on it to stimulate the mood or imaginations of students.

Step 3: In helping prepare for special occasion letter writing, seek out some letter writing guides such as *Webster's new world letter writing handbook*, or *1001 letters for all occasions: The best models for every business and personal need*.

Procedure

Step 1: Tell the class that they are going to write letters for a particular special occasion (for example, Christmas).

Step 2: Write an example outline of a letter for this special occasion on the board – including full examples of opening and closing parts, which may not be in the students' knowledge repertoire, and just the beginning of sentences of parts that students can easily complete with their own personal information. (See Appendix A for an example letter template and Appendix B for a model letter.)

Step 3: Distribute one of the prepared *special occasion* picture, word, or part of phrase strips to each student.

Step 4: Then, have the students mix around, and find the person with their matching picture or phrase and sit together to write a letter to each other for the special occasion chosen.

Step 5: Distribute the letter-writing paper.

Step 6: After students have written their letters, especially if they haven't written enough, encourage them to write more by adding a postscript (P.S.).

Step 7: Have the students fold their letters and pass them to each other.

Step 8: Put them in groups and have them read their letters aloud to each other.

Step 9: Have each group choose the best one in the group to read to the whole class.

Conclusion

Having students practice letters for special occasions like this creates an exciting change of

routine/atmosphere in the class and provides an excellent chance for students to practice their special occasion vocabulary and social letter writing skills. Now, with this done, each student has a keepsake of this special occasion – a personal handcrafted letter which expresses warmth, care and respect.

References

- Bly, R.W. (2003). *Webster's new world letter writing handbook. Your guide to crafting the perfect letter.* Indianapolis, IN: Wiley Publishing.
- Sandler, C., & Keefe, J. (2004). *1001 letters for all occasions: The best models for every business and personal need.* Avon, MA: Adams Media.

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 Steven Brook's evaluation of *Out Front* and William Rozycki's review of *Kagakujitsukei no genba de yakudatsu eibun no kakikata* [How to write useful English for the field of science].

Out Front

[Robert Diem & Roberto Rabbini. Fukuoka: English Education Press, 2007. pp. 120. ¥2,200. ISBN: N/A.]

Reviewed by Steven Brooks, Mejiro University / Kanto Gakuin University

Out Front is a basic level conversation textbook specifically designed for Japanese students who are required to study English communication at university. The authors of *Out Front* explicitly

acknowledge that these students may be low in ability and motivation, and so the activities and language points are organized with this in mind, focusing on structured student interaction and simple exchanges of information.

The students' book consists of 12 units, with each unit being a collection of 12 or 13 activities centered on a simple theme that necessitate simple interaction in English. Each activity is structured to enable students to easily share information about hobbies, weekend plans, routines, etc. The activities



in each unit follow a similar pattern: an activity to review relevant vocabulary, an activity to review relevant structures, and then a number of practice activities usually culminating in some kind of game or challenge. Supplementary activities include interactive crosswords that students work together to complete, extra listening activities, three *conversation skills* sections, and a Japanese-English glossary. At the back of the book is a *Question Bank* which reviews the themes and patterns of the 12 units. The teacher's manual includes mid-term and final tests, some supplementary activities, and ideas on how to organize the class and get the most from the book.

Out Front is not geared towards students who are motivated by sharing opinions or discussing their ideas. Instead, it focuses on providing a safe environment for low-level Japanese university students to learn and speak English. As the authors themselves explain, "*Out Front* constantly involves the students in the learning process by using carefully scaffolded, non-threatening task-based activities that can appeal to even the most jaded learners" (Diem & Rabbini, 2006, p. 3). Certainly, the vast majority of the activities in the book are simple to follow and provide easily achievable goals. The topics are also carefully chosen in order to be within a Japanese university student's sphere of understanding, and will often not ask anything more challenging of the students than to talk about their own lives and experiences. A typical unit would have the students drill simple grammatical patterns before practicing them with simple *question-response* activities. These patterns are then practiced in a sample conversation, and then again in a challenge that requires the students to recall the practiced language. This is accomplished by filling out an information sheet, scoring points in a game, or simulating an experience such as asking

for directions or leaving a telephone message.

One feature of *Out Front* that especially encourages the students to talk more is that each activity is simple and intuitive enough for the students to be able to adapt it to themselves and their classmates. As each activity builds on the previous one, providing further points to share on the theme of the unit, the students become adept at making longer conversations. I have often found that after practicing with the two or three options provided in the book, students are able to perform the conversational patterns quite well with their books closed in a relaxed manner without prompts and without the need for too much more pressure from the teacher.

Some of my more able students did note they could not really see the point in practicing some of the language in the textbook, as its simplicity was not challenging enough. Furthermore, considering the differences between *mechanical*, *meaningful*, and *communicative* activities, Richards (2006) proposes that *meaningful* activities refer to those "where real information is exchanged, and where the language used is not totally predictable" (p. 16). *Out Front* activities tend towards the *mechanical* and *communicative* rather than *meaningful*, in that they foster predictable interaction rather than developing communicative skills that go beyond following the flow of the book. This led some of my students to get the impression that they were just speaking English for the sake of it.

Out Front is supportive of various students' needs, and can be expanded upon to make more meaningful communication and student interaction. There is a question mark over whether the English they are speaking is motivating enough for more able students, but students of lower level and motivation certainly seem to appreciate the achievability of the tasks. For those students,



...with Robert Taferner

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

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

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

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

Out Front is definitely successful in enabling them to enjoy speaking English without the pressure of having to go too far out of their own comfort zone.

References

- Diem, R., & Rabbini, R. (2006). *Out front: Teacher's guide*. Fukuoka, Japan: English Education Press.
- Richards, J. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

科学技術系の現場で役立つ英文の書き方

Kagakugijutsukei no genba de yakudatsu eibun no kakikata [How to write useful English for the field of science]

[N. McArdle, J. T. Muraoka, and S. Tokikuni. Tokyo: Kodansha, 2007. pp. x + 220. ¥2,500. ISBN: 978-4-06-155608-9.]

Reviewed by William Rozycki,
University of Aizu

This writing reference book is made up of 13 chapters, reflecting the authors' intent to provide a comprehensive guide to all aspects of scientific writing for Japanese users. The book begins with a chapter devoted to general principles such as spacing, paragraph indentation, and reminders such as distinguishing between the number 1 and the letters l and capital I. Chapter 2 covers business letters, faxes, and email. Chapter 3 covers the writing of research articles, with subsections for each aspect from creating titles to listing references, and includes a practical description of plagiarism. Chapter 4 advises on oral presentations and the differences between research presentation and publication. Chapter 5 covers patent applications, Chapter 6 details resume and CV writing, and Chapter 7 covers business meeting agendas. Chapter 8 explains how to write meeting minutes, Chapter 9 explains reports (technical, feasibility, and general), and Chapter 10 covers the writing of proposals.

Chapter 11 covers manuals and user guides, Chapter 12 advises on punctuation and spelling, and Chapter 13 offers listings of scientific abbreviations and symbols, and advice on usage.

Clearly tailored to an audience of scientists and engineers in industry (who have the greatest need to generate the other covered genres, in addition to research articles), the book offers explanatory description and prescriptive guidance, richly supplemented by models of various genres and sub-genres. For example, Chapter 5 explains the patent application process, advises on wording, and offers a series of five model letters regarding a patent application.

The book is a reference guide rather than a textbook. However, Chapter 3, 研究論文 [Research articles] seemed a promising resource for my graduation thesis writing class. At my university, all seniors must produce a thesis in English, reporting research carried out in a faculty advisor's laboratory. The challenge for my university seniors is to learn, in the space of a semester, the conventions of research article writing, formatting principles, and the rhetoric of scientific communication within computer science.

I decided to use the chapter on research writing to provide my students with some background knowledge before presenting to them my own explanations in English about thesis writing. This was an occasion when L1 (first language) use in the classroom was appropriate (see Bonnah, 2011 for a reasoned argument for L1 use in the classroom and Nation, 2003, for the broader principles) because the students have a double burden: they must learn the English for the concepts at the same time they are learning the concepts themselves. The Japanese text provides them with a way to access these concepts, a needed preparation for learning application (Snow, Met, & Genesee, 1989).

The reaction by students to this injection of Japanese into the classroom was captured by a short Likert-scaled written survey in the final



week. Ten of 12 students found the explanation of research writing offered in Japanese to be *extremely useful*, while the other two found it *somewhat useful*. To the statement "I gained new knowledge from the Japanese reading," eight answered *strongly agree* and four answered *agree*. One quarter of the students used the free comments space, adding "I think this class do not need using English," "The reading made the explanation easy to understand," and "The Japanese materials were useful."

The book is clearly task-based, with an inductive approach that breaks down each step and provides detailed guidance for the adult learner through modeling, templates, and tips on writing style. It does not lend itself, however, to classroom work, either in pairs or in teams. The book is designed to offer resources to an individual scientist or engineer who must write in English, whereas its use in the classroom is best

confined to supplemental instruction. Though the book is thus limited in pedagogical application, as a reference work this book will be useful for any Japanese writer who has to express scientific discourse in English.

References

- Bonnah, T. (2011). My dream: Towards a methodology for using Japanese in the ESL classroom. *The Language Teacher*, 35(1), 57-59.
- Nation, P. (2003). The role of the first language in foreign language learning. *The Asian EFL Journal*, 5(2), 1-8.
- Snow, A. M., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23(2), 201-217.

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]

ies 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 Jun. 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 and presentation tools, planner, and resources for teachers].

* *Q: Skills for Success*. Multiple authors. Oxford: Oxford University Press, 2010. [6-level EAP course with paired skills in two strands *Reading & Writing* and *Listening & Speaking* incl. student book w/ online access, class audio CDs, and teacher's book w/ *Test Generator* CD-ROM].

! *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].

* *The Tale That Wags*. Murphey, T. Nagoya: Perceptia Press, 2010. [A novel introducing, critiquing, and offering solutions for university entrance examinations and the Japanese education system].



TLT RESOURCES

TLT WIRED

What is on your computer's hard disc? Preserve your computer data

Ted O'Neill

Almost everything that makes your computer useful is on your hard drive. Software, preferences, and settings that make it work the way you like are stored there. Most of the reports, articles, teaching materials, and ideas you have

ever written are there too. You probably have important photos of friends, family, life-changing events, or good memories on your hard drive. Financial records, legal documents, medical information, dissertations-in-progress, and other critical files may be on your disc. Many of these may not be anywhere else.

Eventually, your hard disc will fail.

In a large study, Google found that hard discs from 1 to 3 years old had an annual failure rate from 2 percent to just over 8 percent. How old is your laptop, office PC, or that retired desktop in the back room? The chance that one of them will fail in the near future is not trivial. Add in other factors such as electrical storms, natural disas-

ters, theft, flawed software updates, and user error, and you should realize that your computers are at some risk. Once you accept this fact, the next step is easy. Stop worrying about your hard discs and take some simple precautions to preserve what is really important to you—the data. It isn't hard, and someday you will be very glad you did.

Steps to protect yourself

A friend recently asked for advice, “trying to come up with an effective, automatic, and disaster-proof backup solution for the irreplaceable data across my computers.” Any two of these is simple, but all three require some planning.

First, consolidate your files. Rummage around a bit. You may discover some old CD-ROMs, ZIP Drives, or even floppies. Now is an excellent time to organize all of those files. All of the files you used to struggle to store on old, limited-storage media will fit very comfortably on a recent computer or portable HD.

Second, decide what kind of backups you need. Many people rely on an unstructured backup system. They copy things to a DVD now and then and put it away. This is the easiest, but least likely to work when you need it. A full system backup of all data and installed software, called a *disc image*, will let you restore all aspects of your computer including your files and installed software from scratch on a brand new machine. This is the most effective, but takes more time and storage. Somewhere in-between is a data backup of files on your computer. This will be enough for many users, especially if they do not install many specialized programs.

Third, make a plan and try it—including restoring from backup. However you decide to

back up your files, you can never really be sure until you carry through and simulate a hard disc or other failure. Carefully duplicating files or creating disc images achieves nothing if they are flawed. Pretend your computer is broken and try to recreate your system or access your photos and documents from your backups. You may need to borrow a computer to really test this completely, but it is worth it to know that your system works. Finding your backup is incomplete or corrupted after your laptop gets stolen at the airport is no help at all.

Selecting software and hardware

Computers and external hard drives usually come with backup programs. Recent versions of Mac OS X and Windows 7 have built-in automatic services called *Time Machine* and *Backup and Restore*, respectively. Make sure to turn these on and follow the instructions to configure them. There are also popular third-party programs with proven track records for cloning discs, or making full system backups. *Carbon Copy Cloner* for Mac users is free and *Norton Ghost* is available commercially for Windows.

Simple backup hardware can be a set of portable USB hard drives. You will need to alternate between two because these are prone to failure, but they are cheap. Networked attached storage (NAS) appliances such as Apple's *Timecapsule*, DataRobotics' *Drobo*, or no-name NAS boxes from other makers that automate backup can be extended to accommodate large amounts of data, and may be more resistant to failure. In particular, Drobo can actually survive the failure of one or more discs.

Like everything else in IT these days, cloud computing companies also offer backup services.

...with Ted O'Neill



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

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

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you would like discussed in this column, please contact us. We also invite readers to submit articles on their areas of interest. Please contact the editors before submitting.

<jalt-publications.org/tlt/wired>

Copying some or all of your data to a remote server has many benefits. The companies make redundant copies of your backups, and they may also allow you to synchronize files across all of your computers and even your phone for convenient access anywhere. Most have a free option that allows you to try them with a limited amount of data before making a commitment. The convenience of backing up to the cloud is not without problems. You cannot restore without an Internet connection and a complete restore can take a very long time. Also, companies do go out of business. Finally, these services generally only provide data backups, not full system backups. You can store your files, but not your software.

Location, location, location

IT professionals make sure to have both onsite and offsite backups. Regular users should too. Onsite backups are convenient, but the same things that might wreck the computer on your desk might also destroy the backup in your closet. It is important to keep at least one complete backup somewhere else. Keep a backup at home, in a locker at a part-time job--anywhere but in the same building as your computer. In your car may be a great place.

Maintenance and special backups

Make a back up schedule and stick to it. Heavy computer users may need to back up weekly or even daily. For many people, once a month or a couple times a year will be enough. At the close

of a big project is always a good time to back up. Making occasional special backups can be fun and productive. Several hundred photos will fit on a DVD. Go through your photo library once in a while and copy off a few DVDs of your favorites and mail them to friends or family for safekeeping. They'll enjoy seeing them too.

Other special backups should be part of your yearly schedule. For these you'll need a printer. Paper is actually a very robust and useful way to back up important data. At tax time, add another step and print out credit card and financial records and store them in a safe place. Print out all of your contacts once a year. If you write New Year cards, this is the perfect opportunity. A list of numbers and addresses will do you no good on your mobile phone or laptop if there is a power outage. Make a copy that you can use anytime, anywhere, no matter what.

References

Pinheiro, E., Weber, W-D., & Barroso, L. A. (2007). Failure trends in a large disk drive population. *Proceedings of the 5th USENIX Conference on File and Storage Technologies*, Retrieved from <labs.google.com/papers/disk_failures.pdf>



Table 1. Popular online backup solutions

Service	OS	Free Plan	Paid Plan
Dropbox dropbox.com	Android 1.5+ /Black-berry 4.5+ /iOS 3.1+ /Linux/Mac/Windows	2GB of storage; up to 8GB free with referral points	Monthly 9.99 USD for 50GB-19.99 USD for 100GB/Multiple computers*
Mozy mozy.com	Mac/Windows	2GB of storage	Monthly 5.99 USD for 50GB-19.99 USD for 125GB/Single computer only—Additional computers +2 USD
Carbonite carbonite.com	Android 1.6+ /iOS 4.0+ /Mac/Windows	15 day trial	Annual 54.95 USD for unlimited data/Single computer only

*Also allows synchronizing files across computers and devices.



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.

- ▶ 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.

Positions available

JALT Publications is seeking people for the following positions:

- *JALT Journal* 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>.

EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET US KNOW...

<MEMBERSHIP-OFFICE@JALT.ORG>

JALT Notices

Tohoku Kanto Earthquake

In response to the earthquake that struck northern Japan on Mar 11, 2011, JALT has set up an emergency information page on the JALT server at <jalt.org/emergency_response>. If you have any information or suggestions on how JALT can respond to this crisis, please contact us at <emergency_response@jalt.org>.

On page 3 of this issue of *The Language Teacher*, there is also a letter from NPO JALT's president, Kevin Cleary outlining some of JALT's measures to assist with this tragedy.



...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 FOCUS

MEMBER'S PROFILE

In this edition of Member's Profile, Brett Laybutt talks about his interest in the language of newspaper sports reports and his corpus study of the genre.

MEMBER'S PROFILE

Brett Laybutt

When the FIFA World Cup came to Japan in 2002, it gave an enormous boost to interest in football around the country. Even after the World Cup this interest continued. Premier League games were being broadcast on satellite, featuring Japanese players on top-flight teams, and many Japanese traveling to England were including a game at one of the famous stadiums as part of their itinerary. At the same time, there was an upsurge of students who wanted to know more about the language of football—and not just in Japan. The British Council, for example, used football as a means of promoting the study of English on its website. Football became a way of furthering students' interest in studying English, and vice-versa. At the same time, however, some students expressed frustration that despite studying, they couldn't make heads or tails of the English used in newspapers to talk about football. As I was



studying for a Master's in TEFL, I decided to do a corpus study of this genre of newspaper sports reports. The results were quite surprising.

Within the domain of football, we might expect linguistic combinations such as *kicked the ball* or *scored a goal*, yet these are not significant at all within newspaper reports. In fact, *kicked the ball* does not occur at all! Rather than being kicked, the ball within newspaper reports is projected using mostly words associated with the hand. The ball is *pushed*, *rolled* or *steered*. There are also words not generally used anywhere else except sports reports, like my own favourite, *dinked*. Thus the ball can be *rolled* by Reina from the back, *delivered* to Gerrard, who *threads* it through the midfield for Torres to *flick* it into the back of the net for a goal. This sort of description allows the reader to more easily follow the ball as it is moved through the field of play.

Similarly, the phrase *scored a goal* is not used as we might expect. Surprisingly, it does not really refer to the actual act of scoring. There instead the ball is *driven home* or *stabbed home*. It may also be scored *with a thunderous drive* or *from the left*. Where *score* and *goal* do occur together it functions within the genre to place that goal within context, as in a player *scored his fifth goal of the competition*.

The word *goal* also reveals the extensive use of metaphor within the genre of newspaper reports, an area of language use that always causes difficulties for learners. The goal is often viewed as a precious object which is *beautiful*, *stunning*, or *exquisite*. It may also be possessed (*own goal*, *Fowler's goal*) or given to another (*Owen's first goal*)



...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.

for Real Madrid). This object is also something to have got or is something worth defending.

These results also led me to completely re-evaluate how I view the language being taught in my own classroom. Rather than just looking at discrete items of language and grammar points, I began to view language from the perspective of a number of different levels or ranks. For example, if we take one phrase from a football report, *first half got the goal it deserved*, we can see how this concept of rank affects the writer's choices. At a basic level, the choice of the word *deserved* affects grammatical choice through the common pattern to get what you deserve. So we can see here that lexis and grammar (lexico-grammar) are interrelated.

Beyond the lexico-grammar, however, we might ask why the particular word *deserved* was chosen. Another important metaphor within the genre is the idea of fairness. A goal is something to be *entitled* to or *rewarded* with. In other words, it must be *deserved*. This use of metaphor allows the writer to evaluate something indirectly. At

the level of genre, on the other hand, the collocation *first half* generally signals a genre stage of general evaluation of the game, allowing the use of the metaphor and resulting in the choice of the word *deserved*. The language choices within sports reports are thus not random but constrained and influenced by other choices at each rank of language.

This concept of viewing language at several different levels now enables me to explain for students not just how particular language works and is put together, but also why it is put together in that way. From here my challenge as a teacher is to find practical applications for the classroom.

Brett Laybutt has an MA with distinction in TESL/TEFL from the University of Birmingham, UK. He teaches full-time at a private language school in Tokyo and his research interests include systemic functional linguistics, corpus linguistics, and discourse analysis. He can be contacted at <efffunc.wordpress.com>.



JALT FOCUS

GRASSROOTS

In this edition, past and current Japanese-language editors explain their responsibilities and encourage JALT members to submit more articles in Japanese as well as to volunteer for the Japanese language proofreading/translation team. David Ockert also describes this year's CALL SIG Conference, which has something for everyone: an all-star line-up including a keynote and two plenary presentations, more than 130 presentations, and a state-of-the-art venue. Finally, in part two of *Willful ignorance or mindful intelligence*, Paul Doyon discusses developing *beginner's mind*.

TLT日本語編集長としての2年間を振り返って

稲森美穂子、TLT日本語編集者(2009-2010)、桜美林大学 Mihoko Inamori, TLT Japanese-Language Editor (2009-2010), J.F. Oberlin University

皆さん、こんにちは!お世話になりました。稲森美穂子です。高橋前編集長からお仕事を引き継がせていただいて、あっと言う間の2年間でしたが、振り返ればあれやこれやと色々ありました。

私自身は2001年より校正のお仕事に携わらせていただきましたが、やはり編集長職は重責で大変でした。毎



...with Joyce Cunningham
and Mariko Miyao

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

The coeditors warmly invite 750-word reports on events, groups, or resources within JALT in English, Japanese, or a combination of both.

月の翻訳、校正、校正者のローテーション作成(私の場合にはメーリングリストを活用しました)、特集号などの翻訳と校正など、こういったお仕事に忙殺されました。記事や論文の冒頭部に、私たちの力作(?)が垣間見えることと思います。毎号、小さな文字で隅のほうに日本語で要約や翻訳が記されてあります。

また、日本語論文の投稿とそれに伴う査読者や著者とのやり取り、論文そのものの校正などの対応にも追われましたが、日本語スタッフの皆さんの温かいご支援により、なんとか乗り切ることができました。ご存じのように、APAに該当するスタイルが日本語論文にはない為、しっかりと行かせるのに苦心したこともありました。

年次大会では、年に1回の機会とは言え、皆さんに励ましていただいたり、お仕事をしていく上での留意点や注意点に気付かせていただいたり、有意義な時間を過ごすことが出来て、とても感謝したことを覚えています。

今後は、以前から言われていたように、TLTの日本語マニュアルを作成することが急務であるかも知れませんが、マニュアルがあった方が校正も翻訳も仕事がスムーズに進みます。英語チームと協力しながら、より充実したTLTを作成し続けていただきたいと切に願っています。TLT日本語編集長として、たいへん貴重な2年間を過ごさせていただきましたことに深く感謝致します。どうもありがとうございました。

TLT日本語編集チームからのお知らせ

阿部恵美佳、TLT日本語編集者、大東文化大学 Emika Abe, TLT Japanese-Language Editor, Daito Bunka University

皆さん、こんにちは。新しく日本語編集長に就任しました阿部恵美佳です。ご存知のように、TLTの日本語部分は、TLT出版チームの中の日本語編集チームが担当しています。日本語編集チームの主な仕事は、英語編集チームから依頼を受けての英語論文の日本語要旨の校正、Forewordの翻訳などです。さらに、日本語論文の投稿があった場合、日本語編集チームが担当します。まず、査読者に原稿を送り、査読シートにしたがい評価します。掲載が決定したら、日本語編集チームで原稿を校正します。校正終了後、掲載となるのですが、現在TLTが隔月発行になったため、投稿いただいてから掲載までに少し時間がかかるようになりました。

しかも、残念なことにTLTにおいて日本語論文の掲載はあまり多くありません。英語論文に比べて日本語論文の投稿数が少ないのが原因ではないかと考えています。雑誌のタイトルが示すとおり、日本で教師をしている方々がご自分の研究を英語ばかりではなく、もっと日本語で発信してもよいのではないかと思います。TLTでは、日本語の論文を随時募集しておりますので、投稿をご希望の方は、<jalt-publications.org/access>より投稿してください。より多くの日本語論文の投稿をお待ちしております。

日本語編集チームでは、現在、チームに加入してTLTの編集作業に携わる方を募集しています。皆さん、ご存知の通り、TLTの編集チームメンバーは全てボランティアで

す。発刊が隔月になりましたので、日本語の編集チームの仕事も隔月になりましたが、スケジュールがタイトなことをごさいます。仕事とTLTの編集作業との両立に大変な思いをされることもあるかもしれません。しかしながら、自分が携わったTLTが発行され、よりよいものになったとき、大きな喜びを与えてくれることも真実です。さらに、毎回、様々な論文の日本語要旨を校正していくうちに、自分の専門分野以外の世界も広がっていくでしょう。TLTのために、少し時間を割いていただいて、編集チームの一員として協同作業をしていただける方はいらっしゃいませんか？

CALLing you to join us in Kurume

David Ockert

Nagano City Board of Education

The Computer Assisted Language Learning (CALL) Special Interest Group (SIG) 2011 Conference, *Building Learning Environments*, will be held 3-6 June at Kurume University's Mii Campus in Kurume City, Fukuoka. Kurume University's facilities are state-of-the-art, providing an excellent venue for our conference presenters, attendees, and commercial sponsors. This year's conference, with 136 presentation abstracts submitted from thirteen different countries, will be certain to have something of interest for everyone.

Our keynote speaker, Carla Meskill, will be presenting on Saturday. She is a professor in the Department of Educational Theory and Practice at the University at Albany, State University of New York. Her keynote presentation, *Environments for language teaching: Designing online instructional spaces* explores the kinds of online environments that language educators design and make use of in their blended and online teaching. Such systems and the teaching processes made possible with them will be discussed and illustrated. Of particular interest are the instructional conversations afforded by such designs and the growing empirical research that supports the effectiveness of conversation-centered design.

Furthermore, we are proud to have two plenary speakers. Our first speaker, Charles Browne, is a professor of applied linguistics and the head of the EFL Teacher Training Program at Meiji Gakuin University. He is sponsored by

EnglishCentral. His presentation, *Comprehending authentic video: The importance of high frequency vocabulary* will focus on the many online resources for accessing authentic video in and out of the classroom, arguing that the gap between the average vocabulary size of typical Japanese EFL language learners and the amount of vocabulary needed to comprehend those videos is usually quite daunting. Browne will begin by developing the argument for the importance of teaching high frequency vocabulary, citing some of his background research on the serious vocabulary gaps that face EFL learners in Japan. Participants will be introduced to an approach for rating the difficulty of videos by their vocabulary content and developing targeted, special purpose vocabulary lists based on corpus research of the transcripts of the videos.

This year's second plenary speaker, Mark Warschauer, is presently a visiting professor at Waseda University, Tokyo. He comes to us from the University of California, Irvine (UCI), where he works in the Department of Education and the Department of Informatics and also serves as the Director of UCI's Ph.D. in Education program. His plenary speech, *Re-imagining reading in digital learning environments* will focus on the fact that the basic block paragraph format of texts hasn't changed much in the last 1,200 years, but the transition from page to screen allows previously unimagined possibilities. This presentation will introduce visual-syntactic text formatting (VSTF), which uses natural language processing techniques to parse sentences and present them in a way that highlights meaning. Specifically, VSTF breaks sentences up at salient clause and phrase boundaries, fits each row of text into one or two fixation eye spans, uses a cascading pattern to denote syntactic hierarchies, and creates visual clusters across multiple rows that help readers retain and integrate multi-phrase images in their minds.

Research on use of VSTF among both college and secondary students has found that students using VSTF read 20% faster, comprehend 25% more of what they read, and, after an academic year of VSTF usage, increase their reading proficiency in English substantially, even when the proficiency tests are given in traditional block format. This presentation will provide an overview of the transition in reading from page to

screen and its importance for English language learning and teaching by illustrating the potential value of VSTF and other new approaches.

This year we hope to have several commercial sponsors both presenting and displaying their goods for your consideration. Their tables will provide attendees with a wide-variety of materials for consideration, and they will be happy to speak with conference goers to share information. Last year's commercial sponsors included *Alma Publishing, Bridge Learning, BTB Press, EnglishCentral, Macmillan Language House, Momentum Education, Oxford University Press, Pearson Longman, and Speedlingua*.

All attendees are also invited to attend the networking reception on Saturday evening. Every year, this reception provides a venue to meet up with old friends, make new ones, and enjoy the latest discussion in a friendly atmosphere of technophiles both young and young at heart (Note: the networking reception cost is covered for those who have pre-registered). We look forward to seeing you at the conference. For more information, please visit the CALL SIG website: <jaltcall.org>.

Willful ignorance or mindful intelligence? Part 2: Developing beginner's mind

Paul Raymond Doyon
Utsunomiya University

*In the beginner's mind there are many possibilities;
in the expert's mind there are few. Suzuki Roshi*

Helgesen (2010) remarked that when people ask him what he teaches, he replies he teaches *human beings*.

Though some may prematurely argue that bringing other subjects into the language classroom is non-conducive to language learning, nothing could be further from the truth. Maley (2008) talked about bringing in knowledge from other subjects in what he calls *feeder fields*.

Educational Holism asserts that the learning of one subject transfers to the learning of other subjects and vice versa (Nunn, 2010). Lakoff and Johnson (1980) have proposed that all cognition (and hence learning) is based on metaphors. If this is true, the more metaphors—and hence, perspectives—we have for learning, the better learners we will become. The learning in one subject can act as cognitive metaphors to enhance learning in other subjects. *Collateral learning* was described by Dewey as far back as 1938:

Perhaps the greatest of all pedagogical fallacies is the notion that a person learns only the particular thing he is studying at the time. Collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned. (p. 48)

As Borg (2010) pointed out in his plenary address at the 49th JACET Convention last year, greater awareness of pedagogical options leads to an increased repertoire of choices and more *informed* decision-making. Most would agree that an informed decision is naturally better than an uninformed—or even a misinformed—decision.

Too many people these days make the mistaken assumption that being skeptical is equivalent to exercising their critical thinking skills. In their skepticism they are often too quick to dismiss, and hence ignore, certain possibilities. Elbow (as cited in Brown, 1993) has postulated that people in Western society have been overly and myopically conditioned to play the *doubting game*:

The doubting game seeks truth ... by seeking error ... You must assume [an assertion] is untrue ... You make special effort to extricate yourself from the assertions in question ... You must hold off to one side the self, its wishes, preconceptions, experiences, and commitments. (1993, pp. 288-289)

Perhaps they have also been overly and myopically conditioned to play the *war game* since often it seems that a conversation turns into becoming more about winning the argument than actually finding truth. Paul (2007) describes a course he taught where he gave the students an essay by John Austin at Oxford and asked them to

“State the purpose of the essay, state the main question that Austin considers, state the information he uses in answering these questions, give us his basic conclusion, identify his assumptions, then characterize his point of view.” Then I read the student papers. What did they do? They argued with John Austin, disagreeing with him, before they understood what he was saying. (Para. 36).

On the other hand, naturally, when one lacks information about a given topic, then certain propositions related to it may, at face value, initially seem absurd. However, when more information is gathered and looked at—rather than willfully ignored (which is too often the case)—then possibilities open up and one is better able to make an informed judgment. Paul (2007) has actually described critical thinking as “a system for opening every system (that exists)”. Hence, what too many people are exercising these days seems to be uninformed (or misinformed) skepticism rather than a more informed *partial skepticism* (Kolb, 1984). As Kolb concludes,

the proper attitude for the creation of knowledge is neither a dogmatism of apprehension or comprehension nor an utter skepticism, but an attitude of partial skepticism in which the knowledge of comprehension is held provisionally to be tested against apprehensions, and vice versa. (pp. 107-109).

Rather than jumping to conclusions when we don’t have enough information or dismissing information based on a position of utter skepticism, perhaps more of us should adopt the Zen position of *beginner’s mind* or what Elbow calls the “believing game”, where one looks for truths and remains open-minded to possibilities—by making “acts of self-insertion and self-involvement, not self-extrication” (Brown, 1994, p. 289). In this way we can avoid the risk of stymieing the development of our own critical intellect.

References:

- Borg, S. (2010, August). *Teacher cognition and teacher autonomy*. Paper presented at the 49th JACET Annual Convention, Miyagi City, Japan.
- Brown, H. D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, New Jersey: Prentice Hall Regents.

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Helgesen, M. (2010, August). *ELT and the science of happiness: Positive psychology in the classroom*. Paper presented at The 1st Cebu International TESOL Conference, Cebu City, The Philippines.

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

Lakoff, G. & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.

Maley, A. (2008, August). Art and artistry in ELT. *Humanising Language Teaching*. 10(4). Retrieved

February 28, 2011, from <hlmag.co.uk/aug08/mart05.htm>.

Nunn, R. (2010, August). *Holism and applied language study*. Paper presented at The 1st Cebu International TESOL Conference, Cebu City, The Philippines.

Paul, R. (2007, July). *Critical thinking in every domain of knowledge and belief*. Paper presented at the 27th Annual International Conference on Critical Thinking, Berkeley City, CA. Retrieved February 28, 2011 from <criticalthinking.org/articles/27thconf-keynote.cfm>.



JALT FOCUS

OUTREACH

Returning to Japan to talk about tanka

Janick Belleau, poet, cultural writer, and lecturer, has been interested in teaching about Japanese *haiku* and *tanka* since 1998. In an interview with Outreach, she revealed fond memories of her two trips to Japan: one to Tokyo in October 2007, and the other to Kyoto in May 2009. She is a relatively new voice in the field of teaching how to write tanka and haiku poetry in English and French.

*spruce forest
around the calm lake
this new bird
never heard before
your laugh on a daily basis*

In Tokyo, she gave three lectures on Canadian women haiku pioneers and in Kyoto she discussed how modern poets could walk in the footsteps of the great *Heian* poetesses. Her presentations explain how women poets have contributed to the advancement of tanka and haiku in Japan since the 9th century and in Canada and France since the 20th century. "There is nothing more I would like to do than to return to Japan to give more talks," Belleau admitted. She is on a journey to explore "the parallels between life and the cycles of nature."

*end of fall
the maple defoliating
I too—
if I could see my mother again
my mirror in twenty years*

In 2010, Belleau authored *D'âmes et d'ailes / of souls and wings* (Onna gokoro), a collection of



...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.

91 tanka composed in English and French. This collection marks the first time in nearly half a century that a Francophone female poet has written a bilingual book. In October 2010, the Canada Council for the Arts announced the book as one of the winners of the 2010 Canada-Japan Literary Awards and granted

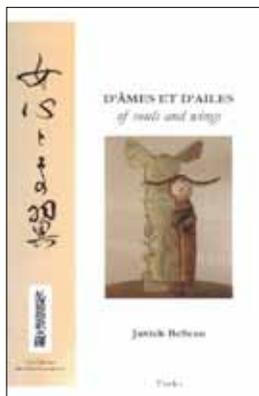
Belleau a \$10,000 prize. These awards recognize literary excellence by Canadian authors writing on Japan, Japanese themes, or themes promoting mutual understanding between Japan and Canada. The funds for these awards come from the Japan-Canada Fund endowment dedicated to literary awards. In awarding the prize to Belleau, the jury members said, "Following in the tradition of the poetesses of ancient Japan, the tanka by Janick Belleau wander through gardens and seasons, love and rebellion, echoing the age-old sadness conjured by death and its partner, oblivion. She is a talented author, making delicate use of language to offer readers a work of quality."

*November night
preparing a steam bath
to forget the time –
the house empty of echoes
except those of the past*

D'âmes et d'ailes / of souls and wings begins by introducing Japanese tanka female poets. The first 42 pages of Belleau's book are given to a well-annotated and scholarly essay, in both languages, called *Tanka by women since the 9th century*. She traces the history of tanka with brief biographies of the better-known poetesses, such as Ono no Komachi and Tawara Machi.

*mist on the mountain –
Ono no Komachi
her well of beauty:
I feel tears flowing
despite myself*

Her study and examples are taken from books on the subject written in French. Belleau claims the first French tanka poetess was Jehanne



Grandjean (1880-1982), and explains the works of Kikou Yamata and Judith Gautier, who translate Japanese tanka into French.

*at sunrise
my hair on the comb
at nightfall
maple leaves blown by the wind
everything passes... except for my love*

Belleau replies to sadness and death with a touch of humor. Her Japanese-influenced Canadian poetry pulls at our heart strings.

*the maidenhair tree
at the Japanese pavilion
loses its foliage –
the day I lose you
I will enter a convent*

Tanka poems are written on five lines. Tanka in Japanese follow a 5-7-5-7-7 syllable form, but Belleau instructs us to write in a freestyle form. Her poem about rain is a pithier version of another prize-winning poem entitled *Rain*, composed by Dionne Brand.

*rain
drums on the attic roof
without you beside me
from trouble-some to dismal
my pillow thoughts*

Other notable excerpts from her prize-winning book suitable for introducing to university level English classes include:

*ping pong:
helium balloon
over the flames –
the laughter of two friends
their childhood regained*

*a goldfinch
shreds a bagel –
her tuberculous father
how he ruined his health
on the docks*

*pedal boat
on the water lily lake
a ballet of insects
I let myself be carried
into their silent world*

She writes about identity and the relationship we have to the environment. Here is an example of how her poetry can be a bridge between culture and nature.

*heat haze
the cry of geese
on the quay
I question
my own agitation*

Her love poems are open and precise. They greet the reader with wide open arms.

*along the green road
on a midsummer day
a bay of diamonds
wild with joy I go to you
wearing red lipstick*

Several of her poems reflect the ephemeral nature of life. She lays bare a bittersweet awareness of life's brevity. She provides catharsis.

*at sunrise
my hair on the comb
at nightfall
maple leaves blown by the wind
everything passes... except for my love*

*the maidenhair tree
at the Japanese pavilion
loses its foliage –
the day I lose you
I will enter a convent*

*she removes
a limp butterfly
from the edge of the well –
an urn will be more tempting
than a coffin... when my time comes*

Belleau claims that “themes of classical tanka have changed little in thirteen centuries” and that love and death remain the universal subjects that all of us can share. The final poem in her collection reads:

*at the instant of my death
I pray to wake
one last time
I do not want to leave you
without a farewell kiss, my love*

Reference

Belleau, J. (2010). *D'âmes et d'ailes / of souls and wings*. Quebec: Éditions du tanka francophone.



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>.

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。

Business English

Pan-SIG 2011

The 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>.

Computer Assisted Language Learning

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

The annual JALT CALL conference will be held 3-5 Jun 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.

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]

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

Critical Thinking

The Critical Thinking SIG is looking for submissions for JALT's newest newsletter, *CT Scan*. Those interested in writing about critical thinking in language education should email <ctscan.editor@gmail.com> or visit <jaltct.wordpress.com> for more information. We hope you'll join us in building our newsletter and this new, growing SIG!

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 new to ER and experienced ER practitioners. It keeps our 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 Mar 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 <kcates@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] [📅]

論文・記事大募集: JALT日本語教育学会では日本語教育論集の発行を計画しています。研究報告、学会発表報告論文、日本語教授・学習法に関する論文、ブック・レビューなど募集。日本語研究者、指導者、学習者の皆様応募をお願いします。ホームページをご覧ください: <jalt.org/jsl>

Call for Papers: *JALT Journal of Japanese Language Education*

Japanese as a second language researchers, teachers, and learners are invited to contribute articles, research reports, essays, and reviews. Please visit our website: <jalt.org/jsl>.

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 JSH 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] [📅]

Join our one-day conference at Nanzan University, Nagoya, on Sat 29 Oct with Richard Pemberton and Tim Murphey as plenary speakers to celebrate the publication of *Realizing Autonomy: Practice and Reflection in Language Education Contexts*. The authors will be showcasing their chapters on autonomy-fostering classroom practices. The call for presentation proposals on autonomy practices in their own contexts is also open to non-members (by 17 Jul). For details, visit <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] [📅] [🗨️]

As an aging society, Japan has a large population of older adults, many of whom are active lifelong learners. The LLL SIG provides information and sponsors events for those who teach English or other languages to adult learners of all ages. We have a website and online newsletter <jalt.org/lifelong> and are now on Facebook at <tinyurl.com/4hzlwdv>. Upcoming events include the Pan SIG conference to be held 21-22 May at Shinshu University, Matsumoto, Nagano and a mini-conference at Tokyo Keizai University in late September. For more information or to join the LLL SIG please contact Yoko Wakui <wakui@bu.iij4u.or.jp> or Julia K. Harper at <harper.julia.k@gmail.com>.

高齢化社会の日本には、元気に生涯学習に励む高齢者がたくさんいます。生涯語学学習研究部会は、成人に英語や他の言語を教えている方々のために、情報を提供し、イベントなどを後援します。インターネット上で、ニューズレターを配信しているホームページ<jalt.org/lifelong>やFacebook<tinyurl.com/4hzlwdv>もあります。これから行われるイベントは、5月21日と22日に長野県松本市の信州大学で開催される全分野別研究部会の大会と9月末に東京経済大学で開催される小規模の生涯語学学習研究部会の例会があります。ご入会とお問い合わせは、涌井陽子<wakui@bu.iij4u.or.jp>またはJulia K. Harper <harper.julia.k@gmail.com>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 <jalt.org/groups/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 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>.



TLT COLUMN

CHAPTER EVENTS

Please 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.

HAMAMATSU—*Making sense of Japanese common sense through textbooks used across Asia* by **Najma Janjua**. The presenter will share the results of a recent study conducted on English textbooks in six Asian nations. The results clearly show that in five Asian countries besides Japan, it is not common sense to use their respective vernaculars in English textbooks. The presenter will invite participants to take part in a discussion on making sense of the Japanese common sense and its implications for Japanese EFL education. *Sun 14 May 18:30-21:00; Hamamatsu, ZAZA City Bldg. Palette, 5F; See Hamamatsu Chapter website for location directions <hamamatsujalt.org>; One-day members ¥1000.*

HAMAMATSU—*The status of compulsory English in public elementary schools* by **Ann Mayeda**. The presenter will begin by defining

and clarifying the MEXT Course of Study for elementary school foreign language activities and look at the reasons for some misunderstanding of this policy by various stakeholders amongst the public and private school sectors. The audience will be asked to share how activities are being conducted at their schools and discuss whether they would be considered suitable under the aims of the guidelines. *Sun 19 Jun 13:30-16:30; Hamamatsu, ZAZA City Bldg. Palette, 5F; See Hamamatsu Chapter website for location directions <hamamatsujalt.org>; One-day members ¥1000.*

HOKKAIDO—*Test-drive your presentation* by **Wilma Luth**. This is an opportunity for chapter members who are planning presentations for upcoming conferences like the Pan-SIG conference, the ER conference, JALT National, or our own annual Hokkaido language teachers' conference! Do a "dry run" of your presentation or simply bring your ideas for a presentation and get valuable feedback from other attendees. *Sun 15 May 14:00-16:30; Hokkai Gakuen University <hokkai-s-u.ac.jp/english/access.html>; One-day members ¥500.*



...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>.



KAGOSHIMA—*Presentation on Total Physical Response Storytelling (TPRS)* by **Melinda Kawahara**. This promises to be an interesting and useful presentation. Why not join us and learn about this fascinating topic? *Fri 20 May 19:00-21:00; Venue TBA; Please check our website <jalt.org/kagoshima> or our Facebook page (Kagoshima Jalt) nearer to the date of the presentation; One-day members ¥1000.*

KITAKYUSHU—*How to get your students to read without really trying* by **Thomas Robb**. This presentation will demonstrate how you can stimulate your students to read outside of class time. The freely available Moodle Reader quiz program allows students to take brief quizzes at home (or school) and collect “stamps” for each quiz successfully passed. Thomas Robb, Kyoto Sangyo University, is a founding member and past president of JALT. He is currently interested in ways to better use computers for language learning. *Sat 14 May 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1000.*

KITAKYUSHU—*Testing times: Ensuring success* by **Michael Philips**. This multifaceted presentation will begin with a brief theoretical review of the major types and functions of language assessments, as well as fundamental criteria and desirable properties of good tests. Practical advice regarding easy mistakes and critical things to avoid in constructing, mediating, and applying test items will also be given. It will detour into the interesting field of automated scoring of speaking and writing tests (both English and Japanese) and examine the latest trends. *Sat 11 June 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1000.*

KYOTO—*The potential of cognates in Japanese to aid language learning* by **Frank Daulton** and **James Rogers**. English cognates in Japanese certainly have the potential to aid language learning, but are not being utilized to their full potential. This presentation will review the steps needed to be taken to help our students make use of this untapped resource. *Sat 14 May 13:00-15:00; Campus Plaza (near Kyoto JR), 4F Dai 3 Kogishitsu; For details visit <kyotojalt.org>; One-day members ¥1,000.*

MATSUYAMA—The 2nd All Shikoku JALT Conference (jointly held with East Shikoku Chapter). Featured speakers (2): *Cultivating intercultural communicators* by **Carol Rinnert** (Hiroshima City U.) and *“Love that dog”: Introducing poetry to second language learners* by **Linda Kadota** (Matsuyama Shinonome College). Presentation sessions (4): *The changing role of ALTs in the elementary school English classroom* by **Sean Burgoine** (Kochi U.); *An evaluation of learning how to learn: A program for autonomous English learning* by **Steve Fukuda** and **Hiroshi Sakata** (U. of Tokushima); *“Baby light my fire”: Motivation and goal setting for language teachers* by **Brett Milliner** and **Von Holt** (Kochi U.); and *Cooking the books: Adapting materials for all ages/abilities* by **David Paterson** (Matsuyama U.); *Sat 7 May 13:00-17:00; Shinonome High School Kinenkan, 4F; One-day members ¥1,000.*

MATSUYAMA—*How democratic classrooms can enhance intrinsic motivation and promote learner autonomy* by **Steve T. Fukuda** (U. of Tokushima) and **Naomi Hashimoto** (Josei Junior High School). The presentation will be based on a syllabus designed to gradually move students towards more autonomous learning rather than maintaining complete dependency on the teacher. We hope to delve into discussion on how the course enhanced intrinsic motivation and fostered the students’ know-how for effective autonomous learning. The presentation will be of interest to language teachers and course-designers; *Sun 12 Jun 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1,000.*

NAGOYA—*Textbook rubrics and common sense* by **Najma Janjua**. In Japan, it is common sense to use Japanese language in high school English textbooks for explanations and instructions. This presentation will discuss results from a comparative study of high school English textbooks from six Asian countries in which only Japan features textbooks with rubrics in the learners’ native language. The presenter will invite participants to discuss making sense of this common sense, and its implications for Japanese EFL education. *Sun 15 May 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2, <nic-nagoya.or.jp/en/aboutus/access.html>; One-day members ¥1,000; First visit free.*

NAGOYA—*An introduction to the Montessori method* by **Karen Ricks**. Montessori is a well-respected, but often misunderstood educational philosophy that focuses on maximizing student potential. This will be a dynamic presentation with plenty of hands-on training with unique didactic materials that will open up people's eyes to new options in early childhood education. This presentation focuses not so much on esoteric theory, but rather on practical advice and exercises that teachers can immediately take into their own classrooms. *Sun 19 Jun 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <nic-nagoya.or.jp/en/aboutus/access.html>; One-day members ¥1000; First visit free.*

OKAYAMA—*Social justice and critical consciousness in the university EFL classroom* by **Alexis Pusina** (Notre Dame Seishin U.). What place, if any, do social justice and critical consciousness have in EFL learning? How can EFL teachers instill a sense of critical social consciousness into university EFL students? This interactive workshop will explore the idea of moving beyond language learning to developing students' critical thinking skills, analyzing and developing ideas for problems/issues in regards to inequity and injustice both inside and outside Japan. Useful ideas and activities will be offered. *Sun 15 May 15:00-17:00; Tenjin Bunka Plaza <tenplaza.info/introduction/access.html>; One-day members ¥500.*

OKINAWA—*Improve your memory and learning: Practical classroom applications* by **Robert S. Murphy** (Murphy School and Kitakyushu Publishing). In his presentation, which he has given internationally, Murphy will discuss provocative new discoveries in brain research, memory, and learning. The content, based on his research at Harvard Graduate School of Education, is cutting-edge yet highly practical, with a balance between theory and super hands-on applications. CREAME pedagogy and "Teaching for DATC" will be thoroughly covered. *Sat 14 May 14:00-16:00; Meio University Research Center and Sun 15 May 14:00-16:00; Okinawa Christian Jr. College/Univ.; For additional information: <kamadutoo@yahoo.com>.*

OKINAWA—*Listening strategies of Japanese elementary school students* by **Taeko Iha** (Kagei Elementary School). Iha will present her findings from research undertaken in the classes she taught while completing her MA in TESOL. Her timely presentation and Q&A will be in 日本語 and English. *Sat 18 Jun 14:00-16:00; Meio University Research Center, Nago. For additional information please contact: <kamadutoo@yahoo.com> or <m.tokeshi@meio-u.ac.jp>.*

OMIYA—*TBA* *Sun 8 May 14:00-17:00; Sakuragi Kominkan 5F, Shiino Omiya Center Plaza, 1-10-18 Sakuragicho, Omiya, Saitama; <jalt.org/chapters/omiya>; One-day members ¥1000.*

OMIYA—*TBA* *Sun 12 Jun 14:00-17:00; Sakuragi Kominkan 5F, Shiino Omiya Center Plaza, 1-10-18 Sakuragicho, Omiya, Saitama; <jalt.org/chapters/omiya>; One-day members ¥1000.*

SHINSHU—*Pan-SIG Conference: Discovering paths to fluency – plenary speakers: John Read (Assessing the development of lexical fluency in English), Rob Waring (Rugby players and fairy stories) and Sakai Hideki (Discussing fluency in foreign language activities: Positive attitudes towards communication and familiarity with basic sounds and expressions).* With presentations by Akiko Seino, Theron Muller, Rieko Matsuoka, Junko Yamanaka, Steve Brown, Deryn Verity and many more. The Pan-SIG conference is a collaborative effort of the Special Interest Groups (SIGs) within JALT. Details about other presentations and registration can be found at <pansig.org/2011>. *Sat 21- Sun 22 May; Shinshu University, Matsumoto Campus.*

TOKYO—*Words, words, words: Issues in teaching vocabulary* by **Steven Gershon** (J.F. Oberlin U.). This session will cover some relevant issues related to vocabulary learning and teaching in general, and English vocabulary specifically. Then it will provide some principles that can guide teachers in presenting vocabulary and designing vocabulary activities for the classroom. *Tue 10 May 19:00-20:30; Sophia University Yotsuya Campus Bldg. #10 Room 301; RSVP: Megumi Kawate-Mierzejewska at <tokyojaltseminars@gmail.com>.*



TLT COLUMN

CHAPTER REPORTS

FUKUOKA: January—*An introduction to CALL: What is available?* by **Robert Chartrand**. CALL has been used in one form or another for over fifty years; however, it has only become readily available to language learners and teachers since recent advancements in computer technology and the Internet. Robert Chartrand talked about his experiences using different courseware packages, including commercial software packages such as Dynamic English, Longman Interactive, WordEngine, EnglishCentral, as well as freely available innovative programs on the Internet. He discussed the advantages and disadvantages of using these learning tools and made specific recommendations for use in different classroom situations. Also discussed was how to use corpus linguistics for language learning and teaching as he introduced his own research analyzing modal auxiliaries with the British National Corpus.

Reported by Aaron Gibson

KITAKYUSHU: February—*Active participation through student response* by **Bill Pellowe** and **Paul Shimizu**. Shimizu and Pellowe demonstrated two types of tools for checking student understanding, which they described as low-tech and high-tech. The low-technology goes back at least 30 years, when teaching paddles were used by medical students to demonstrate their understanding of a lecture. Simple bits of plastic marked on both sides at each end with A, B, C, and D held by each student (beside their faces so the teacher can make eye contact) keep them on-task (because a wrong answer will be glaringly obvious) and committed to their right answer, reinforced by the display of the same

answer by the rest of the class. Not only can teachers evaluate everyone's understanding at a glance, but groups of students can autonomously negotiate a response, finally communicated to the teacher by a unanimous display of their common conclusion. Pellowe has also developed "student response systems for mobile devices," cannily exploiting the ubiquitous cell-phone for homework, complete with shortcuts that avoid a lot of input and get the user connected immediately to various online quizzes and other classroom extensions. Teachers can make a quiz and give it a shortcut, and soon this will be extended to include peer feedback during student presentations.

Reported by Dave Pite

KITAKYUSHU: March—*Behavior management* by **Matthew Jenkins**. After outlining behavior management theories from Skinner, Canter, Dreikurs, Glasser, and Gordon, Jenkins recommended Bill Rogers' *Classroom Behavior* which practically applies elements of several theories. Jenkins highlighted what he considers the most common scenarios for bad behavior in Japan: rowdiness, inattentiveness, sleeping, and cell phone use and gave examples of how he has successfully dealt with them. Small groups then discussed their own experiences and role played a successful strategy. Jenkins strongly believes that motivating activities are preferable to behavior management techniques, and that it is important to listen to students and give them choices while teachers must be themselves in the classroom. He urged us to remember that we are dealing with bad behavior, not bad students.



...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.

Sometimes the roots of bad behavior and their remedies lie outside the classroom, so it may be necessary to involve other school personnel. It is also important to be aware of Japanese culture, and that what constitutes a reward or punishment may differ from the culture of our home countries.

Reported by Margaret Orleans

KYOTO: January—*The power of visual images in EFL* by **Sandra Healy**. In this session the presenter commented on the potential of visual image use in the EFL classroom. She provided compelling evidence from the literature that detailed how images inspire, motivate, and help develop creativity, imagination, and critical thinking skills among students. Allowing learners to produce images themselves builds confidence among visually oriented learners. Perhaps most importantly, images encourage meaningful exchanges about content rather than simply an exercise in meaning negotiation. At the end of the presentation, Healy provided examples of how she has learners use images in her classroom: as visuals for self introductions, as illustrations for original stories in *kamishibai* format, or in collages inspired by characters from a movie shown in class.

Reported by Gretchen Clark

GIFU: February—*Personal learning networks: The what, why, and how* by **Darren Elliot**. Elliot presented an informative and insightful workshop on Personal Learning Networks (PLN). The presenter posits that PLNs can have a positive influence on teacher development and motivation. Elliot started with a brief background of PLN, mentioning the contributions made by Steven Downes and David Warlick's network learning. With the proliferation of Internet access our collective knowledge has grown exponentially, as has the possibilities for personal learning. The drawback now is that our connectivity can metaphorically resemble taking a drink from a fire hose. Reflecting on this information overload, Elliot quoted Siemens (2005) who remarked that the "capacity to know more is more critical than what is currently known". The presenter provided many useful, practical methods for teachers to develop their own PLN

and thus their own capacity to learn by using such applications as Twitter, Facebook, Ning, Yahoo groups, blogs, Google reader, Diigo, and Elluminate. Elliot concluded by referring to a Massive Open Online Course (MOOC) course he is presently enrolled in that uses Elluminate. The take away from this presentation is that the busy, overworked teacher can ill afford not to develop their own PLN. Elliot's own blog can be found at <livesofteachers.com>.

Reported by Mike Stockwell

GUNMA: January—*Seminar for teachers of young learners of English* (ぐんま児童英語指導講座) by **Yoko Kamo**. Gunma JALT member Kamo reported on a seminar organized by herself and her colleague Hitomi Iguma last November at Kyoai Gakuen College. The first of its kind in Gunma, the seminar was modeled after similar seminars held in Tokyo and Saitama. As all public elementary schools in Gunma will begin mandatory English activities next year, Kamo and Iguma sought to address an apparent lack of teacher training in the area of English for young learners. Three guest speakers were invited to the seminar. **Tamotsu Fujita** spoke on three points which he feels are necessary for Japanese teachers of English: vocabulary, the ability to paraphrase, and the ability to set activities in contexts relevant to young learners. **Yoko Matsuka** touched on essential points of teaching English to children causally, keeping jargon to a minimum. **Kiyohiro Koizumi** persuaded teachers to make their classrooms student-centered and warned against prematurely forcing students to produce target language.

Reported by John Larson

GUNMA: February—*Graduate school student presentations, with surprise guest speaker* by **Various**. This month Gunma JALT heard three presentations by graduate school students at Gunma Prefectural Women's University. **Nao Irikawa** set out to answer the question: what are the rules for turn-taking in a conversation? By examining turn-taking in various Japanese TV panel shows she found many similarities in turn-taking conventions that allow for orderly and polite discussions. **Sayo Nakamura** used a questionnaire to examine the ways the advent of

cell phones changed the greetings used when answering a call. She found standard phone greetings have changed in two ways, both associated strongly with the caller-id function, ubiquitous in today's mobiles. **Ikumi Miyagawa** showed how biases specific to particular newspapers are reflected in how they report on a story. In this presentation, Miyagawa compared two opposing articles on British involvement in Afghanistan. She noticed that different positions on certain topics lend themselves to certain techniques better than others. As a special surprise, Maebashi Kyoai Gakuen teacher **Mari Tsukamoto** presented the findings of her thesis *English in Bangladesh: Road to Success*. Tsukamoto showed the vital role played by English education in the country. The English Language Teaching Improvement Project there promotes not only communicative English teaching, but also makes Bangladeshi students aware of important issues in their daily lives.

Reported by John Larson

HAMAMATSU: February—A lesson in Swahili: Being an elementary level student by Vick L. Ssali. This presentation was designed to encourage participants to think about how beginner-level students feel when learning a foreign language in the classroom. The presentation was in the format of an elementary-level Swahili lesson, and the lesson was conducted almost entirely in Swahili. The presenter used repetition, visuals, choral work, group work, role-plays, and verbal feedback to teach simple Swahili words and phrases. After introducing a block of words through the methods mentioned above, the presenter then used the participants' L1, English, to write the words and phrases on the blackboard and to answer questions from the participants before moving on to the next block of words. In discussions after the presentation, participants agreed that this style of teaching was effective. It encouraged participants to become active learners and process the meaning of the words and phrases on their own without the aid of a textbook. The participants also had the chance to learn the pronunciation of the words aurally. It was also very interactive, as participants were included in group work and role-plays. In addition, these role-plays gave participants the opportunity to use the language

in real and practical situations. In conclusion, participants were introduced to several effective ways to teach beginner-level students, and to some of the challenges that those students may have during the lesson.

Reported by Kate Sakakiyama

HOKKAIDO: January—BANILAD: Portrait of Teachers Helping Teachers (THT) volunteer initiative in actions and words: Pedagogical challenges in a study abroad program in Laos by Will Kay and Tim Grose. Kay told us about the history of Teachers Helping Teachers, beginning with Bill Balsamo's dedication to helping others. Kay joined the trip to the Philippines in 2008 and participated in the San Jose Del Monte Teaching Conference. The group also visited a mountain village on the island of Mindoro. The visit was hosted by the Bukid Foundation, a charity that works with the Mangyan, the indigenous people of the island. The THT group taught English lessons in the local school and enjoyed Mangyan hospitality. Grose and Kay organized a trip to Laos for their students in 2007. Because they didn't organize the trip through a travel agent it was quite cheap, but that meant spending time planning activities, such as visiting Lao-American College, attending a lecture by the UN, and visiting free trade enterprises and a women's cooperative. This was time well spent as the students learned a lot about the challenges facing one of their Asian neighbors. One way to improve the program would be to have a class dedicated to the trip to help prepare the students.

Reported by Wilma Luth

HOKKAIDO: February—Controversial issues in teaching and assessing writing by Christine Casanave. Casanave's stated goal was to leave the participants with more questions than answers. All the decisions that teachers make in the classroom are based on belief systems which come from our mentors, conferences, and books. It's important for teachers to keep building their knowledge base concerning current issues and controversies and develop a coherent set of beliefs on which to base their decision-making. Casanave introduced the controversies of improvement, assessment, and contrastive

rhetoric by first explaining the issues involved in each one and then leading a discussion. Some of the issues that come up with the first controversy, “improvement” are: Can a low level speaker of English be a good writer? Are all the skills linked? Teachers tend to spend a lot of time focused on mechanics, but coherence, flow, logic, and style are also features of good writing. Asking students to add interesting details to their piece could help them improve it. Questions about assessment include, whether it is ethical, or even possible, to assess a student’s writing ability from one sample. Is portfolio assessment a fairer way to evaluate a student’s progress? The presenter’s goal was met and the participants left with much food for thought.

Reported by Wilma Luth

IBARAKI: October—My share by Various. *Simple sentences for young learners* by **Sanae Kawamoto** and **Hanna Schnack**. The presenters demonstrated how to teach vocabulary and simple sentences in a communicative way to young learners. *What can I do as a member?* by **Lawrence Cisar**. An overview of NPO law and parliamentary procedure was presented. How this knowledge can aid members at the chapter and national level was explained. *Japanese students’ perceptions of peer feedback* by **Tomoka Kaneko**. The presenter explained her study which investigated the nature of interaction during peer-editing activities between university students not familiar with such activities.

Reported by Martin Pauly

NAGOYA: January—Teaching speaking in Japan: Views from the classroom by **Tim Stewart**. After introducing works on teaching speaking in TESOL, Stewart gave a dilemma-based story, *Alligator River* by Bill Perry, to each group for discussion. This story is used in a variety of settings for values clarification, cross-cultural training, and English language teaching. The members discussed the characters and their values and concerns in the story, ranking the characters from good to bad, and writing down their reasons for the rankings. Stewart makes his students draw the characters’ pictures as a comprehension check, and to express values through drawings. Stewart’s advice for teachers

is: (1) Don’t focus on asking students to explore personal and cultural values, which differ from person to person as well as across cultures; (2) Help students see the world differently; (3) Share new ideas and insights based on your experience with these dilemma-based stories. Lastly, introducing his book *Good Point!* for beginner-level speaking, Stewart gave a workshop using this textbook, explaining how to introduce and teach the sections. According to Stewart, trends in teaching speaking are toward content with communicative learning tasks, courses requiring presentations and speaking skills, more focus on autonomous learning, and teaching English as an international language.

Reported by Kayoko Kato

NAGOYA: February—Stories that don’t begin with “once upon a time” by **Bob Jones**. Jones says every person can be a storyteller in daily conversation and that we can train learners to become more fluent and effective conversational storytellers. Replacing ordinary adjectives with extreme ones such as “delighted” with “over the moon”, and “angry” with “furious”, a story can be made more lively and attractive. To train students to make stories, Jones shows just the beginning of a story and then asks them to continue the rest as they like through discussion between pairs. As detailed in Eggins and Slade (1997) stories are made up of an abstract, orientation to the characters and setting, a remarkable event, reactions to the event, and the coda or moral. To avoid having students make stories that are disorganized and sloppy, give them three chances to tell the same story. They may lack fluency at first, but will soon be able to tell the story faster, and more in detail. Low level students can be encouraged by giving some words as hints. Giving brief comments can also encourage high level students to continue their stories.

Reported by Kayoko Kato

NARA: February—Lexical bundles in English for academic purposes: On the other hand by **Averil Coxhead**. Coxhead defined lexical bundles (LBs) as “three or more words repeated without change”, for example, *at the same time*. Many of the benefits of learning these set phrases

seem common sense to us (i.e. gains in fluency, more native-like and idiomatic expression, etc.). We were taken on a whirlwind tour of corpus linguistics, and introduced to some of the challenges of using LBs in the classroom. Coxhead highlighted structural features and the relatively low frequency of LBs as limitations for their use. For example, a learner reading around 15,000 words of academic text could expect to meet the most frequently occurring LB, *on the basis of*, no more than twice (Byrd & Coxhead, 2010). Coxhead pointed out that there are many things to do while learning, like learning lexical formulas such as frames with slots, collocations, academic formulas, and metaphors. Coxhead's message was one of caution. We should always be wary of learning lists. We need to draw attention to lexical bundles in context, and revisit them later. Finally we can benefit our learners by being explicit about expectations for learning these bundles. On the other hand ...

Byrd, P. & Coxhead, A. (2010). On the other hand: Lexical bundles in academic writing and in the teaching of EAP. *University of Sydney Papers in TESOL*, 5, 31-64.

Reported by Leigh McDowell

NIIGATA: January—Introducing students to multicultural perspectives by **Greg Goodmacher** and **Asako Kajiura**. The presenters, co-authors of *Multicultural Perspectives: Raising Cultural Awareness and Language Skills* (MacMillan, 2011), spoke about multicultural topics used within the EFL classroom. Through combining language and foreign cultural studies, students develop self-awareness, global awareness, and critical thinking skills. The presenters shared many examples of how individual perceptions can differ while viewing the same object, for example, with the famous old lady/young lady drawing. The iceberg example depicted how much culture exists for each individual, although most of it is beneath the surface, and not readily visible. Throughout the presentation, Goodmacher and Kajiura also presented additional cultural videos, and text reading strategies that could complement the textbook that they co-wrote.

Reported by Kevin M. Maher

NIIGATA: February—Thinking about pair work: Teacher preferences and student feedback by **Kevin M. Maher**. Through an activity-based workshop Maher dealt with the what, where, when, how, and why of pair work in EFL classrooms. He outlined existing research on the use of linguistic space and teacher talk, some of the benefits of pair work such as increasing student language opportunities, improving student motivation, the physical and emotional structure of pair work, and reasons for the avoidance of lockstep teaching. Next, he went on to discuss his own research conducted on 16 teachers and 102 college students. His results show that most language teachers do engage their students in pair/group activities in a variety of ways and that 75% of the students surveyed felt positively about working in pairs or groups. As the presentation was structured in such a way as to have the members working in pairs and groups, it was definitely a case of Maher practicing what he preaches!

Reported by Carmen Hannah

OKAYAMA: January—Student reading habits and perceptions: Before and after extensive reading by **Richard Lemmer** and **Fluency and collocations** by **Dave Robinson**. Lemmer reported on a pre and post questionnaire administered to university students on 15-week extensive reading courses. The results suggest that students showed significant changes in

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>](http://jalthokkaido.org)

several areas. After the courses they stated that they spent more time reading a wider variety of genres, they perceived that their vocabulary size had increased and that their comprehension and reading speed had improved, and they used a number of different reading strategies to stop less frequently when reading. Although not conclusive, the study shows that many students made significant gains in reading skills and improved their reading habits. **Robinson** reported on a study which suggests that learning collocations, or formulaic sequences, may help students to improve their fluency. Over a three-month period one adult learner was taught various awareness raising activities to increase her use of collocations. A comparison of two narratives produced by the student before and after the teaching period show significant gains across a number of fluency indicators. These include an increase in words produced and speech rate, as well as a decrease in pauses and repetitions. This suggests some evidence that the structured teaching of collocations can help students improve fluency.

Reported by Neil Cowie

OKAYAMA: February—*The Fourth annual extensive reading in Japan seminar* by **Various**. This special meeting was co-sponsored by the Okayama chapter, the ER SIG, and Okayama University. The event built upon previous seminars and charted new territory by featuring two plenary speakers, Atsuko Takase (Japanese) and Rob Waring (English), who each presented in their native language. One goal of the seminar was to attract Japanese junior and senior high school English teachers in order to expand ER practice in pre-tertiary classrooms. With this in mind, attendees could choose from 25 presentations of which 1/4 were in Japanese. There were also many presentations for university instructors. Presentation topics included the rationale for using ER, classroom ER activities, student perceptions of ER, motivation to read, reading speed, factors in creating a successful ER program, and creating an ER library. Participating associate members of JALT provided numerous graded readers which were given to the lucky winners of a lottery drawing.

Reported by Richard Lemmer

SHINSHU: February—*MASH JALT Representatives 2011: A weekend with Tim Murphey* by **Various**. This one-day conference, co-sponsored by MASH Collaboration and Shinshu JALT, was held at Seisen Jogakuin College in Nagano City. The conference theme was *Inviting student voices*. Tim Murphey's plenary concerned student participation in organizing and running their education and teacher selection of challenging activities that engage students, and **Sue Fraser** presented her doctoral dissertation in which she argued (and proved) that high school students benefit more from a Communicative Language Teaching methodology than a traditional exam-focused one. Other presentations of note concerned the language policy of the University of Niigata Prefecture's self-access center and the Student Speaking Portfolios produced at J.F. Oberlin University. Most of the participants continued the lively discussion over dinner and beverages in beautiful Togakushi Village in the evening and on the chairlift between ski runs the following day. For more information about similar events in the future, please visit <www.mashcollaboration.com>.

Reported by Gregory C. Birch

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



May 28, 2011
Kyoto University, Kyoto

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



TLT COLUMN

JOB INFORMATION

Using the balanced scorecard to keep your career on track

Richard Miller

Since this is my first column, I thought I would start with an idea readers can use to take a hard look at their own position and how they might improve their career marketability. Each of the following ideas are general elements that form a framework for future articles following the theme of the *balanced scorecard*.

The *balanced scorecard* is a corporate management tool used to gauge the health of a company (Merchant & Van der Stede, 2007). This tool can be adapted to evaluate one's own career and marketability. Visualize a piece of A4 paper that is balanced on a fingertip. On each side is an area or aspect of your teaching career, revealing a clear picture of strengths and weaknesses. The four areas are: teaching experience, publications/presentations, education, and extra-curricular. One way of clearly articulating where each of the areas might fit is to start with a complete look at your career (perhaps through an academic CV), and then take the time to evaluate the various sections to see which areas are strengths and which are weaknesses. Then you can decide to improve the weakest points of your career.

If publications/presentations are a weak point, there may be more opportunities than you might imagine. As an example, start with the various JALT events and publications. You can try submitting something to *The Language Teacher* (check, for example, the book review section for books that need reviewing). There are several books (*Writing your journal article in 12 weeks*, or *How to run seminars and workshops*) as well as SIGS like Material Writers and MASH to help you get started.

If education is a weak point, there are a

number of options now open to people that were not available even a decade or two ago. These options include graduate degrees via distance learning, as well as certificates and diplomas. In addition, there are more and more Japanese universities offering degrees in English (up to the terminal doctorate degree).

Extra-curricular activities are those that enhance the educator's marketability, and there are various ways that these can be improved. People working outside of a tenured university position may have a difficult time participating in committee work, but there are a number of possibilities that open up when one volunteers to help with conferences. It's often as easy as merely getting involved and filling needs (even alumni organizations for universities that you have graduated from might be a possibility).

The most important thing to remember is that the job market is constantly in flux, and that anyone interested in either looking for a new job

...with Richard Miller

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email Richard Miller, 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>.

or moving up in the organization they are in can benefit from recognizing their weakness and trying to improve those weak points. Ask yourself the question Tom Peters (1999, p. 32) asks: "What have you done to improve your CV in the past 90 days, and how will you improve it in the next 90?" This column will expand on all of the above areas in the future.

References

- Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Sage: London.
- Jolles, R. (2005). *How to run seminars and workshops: Presentation skills for consultants, trainers and teachers, 3rd Ed.*, Wiley: Hoboken, NJ.

Merchant, K. A. & Van der Stede, W. A. (2007). *Management control systems: Performance measurement, evaluation and incentives 2nd Ed.*, Prentice Hall: London.

Peters, T. (1999). *The brand you 50*. Alfred A. Knopf: NY.

Job Openings

Location: Aoyama Gakuin University, Tokyo (Sagamihara Campus)

Position: 2 professors or associate professors (Tenured)

Start Date: 1 Apr, 2012

Deadline: 20 May, 2011



TLT COLUMN

CONFERENCE CALENDAR

Upcoming Conferences

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

26-28 MAY 11—The Fourth International Conference of English as a Lingua Franca, Hong Kong. Distinguished plenary speaker will be Henry Widdowson. **Contact:** <ied.edu.hk/elf>

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>

28 MAY 11—JALT Gender Awareness in Language Education SIG: *Exploring Gender and Its Implications*, Kyoto U., Yoshida-South Campus. **Contact:** <gale-sig.org/website/events.html>

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>

10-12 JUN 11—International Academic Forum (IAFOR) Inaugural Asian Conference on Language Learning, Ramada Osaka. Speakers to be announced. **Contact:** <acll.iafor.org>

12 JUN 11—JALT JSH SIG The First Junior/Senior High School Teacher Development Workshop,



...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 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 May is the deadline for an August 2011 conference in Japan or a September 2011 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Hosei Daini High School, Kawasaki, Kanagawa.
Contact: <eltcalendar.com/events/details/5073>

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>

7-8 AUG 11—**23rd JALT Gunma Summer Workshop at Kusatsu: Ways to Promote Active Learning in L2 Teaching**, Kusatsu Seminar House, Kusatsu, Gunma. Plenary speakers will be William Grabe and Fredricka L. Stoller (Northern Arizona U.). Participants are welcome to apply to give a 30 min. presentation. **Contact:** <mshibaya@jcom.home.ne.jp>

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/erwcl>

27-29 OCT 11—**GLoCALL 2011: Globalization and Localization in Computer-Assisted Language Learning**, De La Salle University, Manila, Philippines. **Contact:** <glocal.org>

29 OCT 11—**Learner Development SIG: Realizing Autonomy - Practice and Reflection in Language Education Contexts**. Nanzan U., Nagoya. Plenary Speakers will be Richard Pemberton (Nottingham U.) and Tim Murphey (Kanda U. of Int'l Studies). **Contact:** <ld-sig.org>

12 NOV 11—**IATEFL Learner Autonomy SIG Conference**, Kanda U. of Int'l Studies, Chiba. **Contact:** <learnerautonomy.org/advising2011.html>

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>

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>

30 NOV-2 DEC 11—**Applied Linguistics Associations of Australia (ALAA) and NZ (ALANZ) Second Combined Conference: Applied Linguistics as a Meeting Place**, U. of Canberra and the Aus. Nat'l. U., Canberra. **Contact:** <alaa.org.au>

2-5 JUL 12—**Australian Council of TESOL Associations International TESOL Conference: TESOL as a Global Trade - Ethics, Equity and Ecology**, Cairns, Convention Centre, Far North Queensland, Australia. **Contact:** <astmanagement.com.au/ACTA12/index.html>

Calls for Papers or Posters

DEADLINE: 10 JUN 11 (FOR 15-16 OCT 11)—**KOTESOL 2011 International Conference: Pushing our Paradigms; Connecting with Culture**, Sookmyung Women's University, Seoul, Korea. **Contact:** <kotesol.org/IC2011CallForPapers>

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, Aust. **Contact:** <astmanagement.com.au/ACTA12/index.html>

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>>.