

The LLL SIG Newsletter

Coordinator's Message

Tadashi Ishida

I hope you are surviving the heat.

About this time two years ago, I was not able to sit up on the bed for a few seconds in the morning. I must have been experiencing symptoms of heat exhaustion.

As areas around Japan bake under a hot summer sun, please drink lots of water and head indoors to find respite.

The LLL SIG Newsletter

Fun and Creative Activities for Adult Learners

Tanya L. Erdelyi

Toyo Gakuen University

Teaching adult learners can be a wonderful and rewarding experience for English language teachers. It provides a chance to instruct some of the most motivated students a teacher will come across during their career - a far cry from the usual struggles teachers encounter with younger learners. This article will discuss an extension program available for local adult learners near Toyo Gakuen University, the learners involved, and some fun and creative activities for the classroom.

The Institution and Extension Program

Toyo Gakuen University, located in Nagareyama, Chiba, offers an English language extension program. This program is open to adult learners who live in the vicinity of the campus. There are a variety of English language courses available, including news article discussion groups and conversation classes. The courses are taught by both native English speaking teachers and native Japanese speaking teachers alike. There are ten lessons during the first semester and twelve during semester two, at a length of ninety minutes per lesson. Each class consists of six to fifteen learners. This article will discuss the beginner level conversation course taught by a native English speaking teacher.

The Learners

The learners in the extension program comprise of local Nagareyama

residents who range from the ages of thirty to ninety years old. The class consists of mainly housewives and retirees from a variety of professions. The proficiency level of the learners involved in this particular course was a pre-intermediate level of English proficiency. The main goals of the learners studying in the extension program are to keep their brains active, for travel purposes, and to have a better understanding of English culture.

The Activities

The number one goal of the teacher involved in this particular course is to provide interesting lessons that the learners want to attend. At the beginning of each semester, the teacher provides a survey to determine what the learners want to learn, offering options such as travel, food, sports, art, current events, music, books, movies, and so on. After examining the results of the survey, the teacher prepares lessons based on the topic or topics that the majority of the learners in the classroom chose, believing that providing learner autonomy helps maintain motivation and interest in the lessons. Each unit of study spans across five to six lessons. Activities used during the travel, food, and sports units will now be discussed.

Travel (Show and Tell)

The activities used during the travel unit were designed to focus on the individual experiences of the learners. Most of the learners in the class were well-travelled and eager to share their experiences. Various lessons were held during the semester which focused on a variety of travel topics such as travel preferences, travel experiences, souvenirs, travel problems, and travel plans.

One excellent activity for sharing experiences is good old-fashioned Show and Tell. This English elementary school classic is easily adaptable and perfect for

English language classes. This activity promotes storytelling, discussion, and questions and answers. A worksheet (Appendix 1) was prepared and given to the learners as homework in order to allow them to prepare for the following lesson. This worksheet explained how Show and Tell is performed and provided useful expressions for the learners to use during their Show and Tell session. This activity was used during the souvenir portion of the travel unit. The learners were asked to bring in one of their favourite souvenirs which they had received from another person or had bought from themselves. On the day of the activity, one by one the learners were given a set time to present their souvenir to the class. Their classmates were encouraged to ask questions and discuss each item that was presented. The learners enjoyed reminiscing about their travels and sharing their experiences with the help of their international treasures.

Food (Recipe Exchange and Potluck Lunch)

During this unit of study, the learner's focused their attention on food. They learned how to describe food, talk about food, and how to read and follow recipes in English. The final project for this unit involved writing their favourite recipe in English using the recipes they had seen in class, and the vocabulary and expressions they had studied. During the final class, the learners prepared their dishes for homework, and brought them in to enjoy a potluck lunch. During the lunch, the teacher provided the learners with a copy of a class recipe book comprised of all of the recipes the learner's had submitted the week before. The teacher also included a few favourite recipes from her home country and family. While sampling the dishes, the learners were encouraged to discuss the food and recipes with each other using the language they had studied during the previous lessons. This activity provided an excellent and relaxing way to end a unit of study and

celebrate all they had learned during the semester.

Sports (Paper Ball Olympics)

For the sports unit, the learners participated in various sport-themed activities focusing on the Olympics, sports vocabulary and common phrases, telling sports stories, discussing sports, learning about sports from around the world, and reading and writing sport rules and game instructions. The final project for this unit required the learners to first analyze and interpret a set of rules involving a paper ball game (Appendix 2), and test if they had understood the rules and instructions by playing the game. Some portions of the rules were intentionally left vague or difficult in order to elicit feedback and allow the learners to think of ways to improve the rules and make them more clear and understandable. Then, in pairs or groups of three, the learners created their own paper ball games (Appendix 3). They were permitted to use paper balls and other items found in the classroom such as desks, chairs, scissors, tape, pencils, glue, and staples. One lesson was devoted to first analyzing and testing their understanding of the rules provided, and then creating their own games. For homework, the learners were asked to complete their set of rules. In the following lesson, the learners were given a short amount of time with their partners to compare and perfect their set of rules. Then each group was given a chance to test each other's games, going from one game to the next, analyzing and interpreting the rules, and playing the games. At the end of the class, each game was revisited one by one by the entire class. The game creators were asked to demonstrate their game. Once everyone was given a chance to see how the game was intended to be played, feedback on the rules was given by the other learners and teacher. This feedback included pointing out easy to understand parts of the rules, areas that could use improvement, and the language that could be used

to make these improvements. In the end, the learners voted for their favourite game, thus crowning the gold medal winners of the Paper Ball Olympics.

Conclusion

Each of these activities was designed to allow the learners to study and use English in a fun and creative way. Even though some of the activities seemed more appropriate for a younger set of learners, in the end, they worked very well with an older crowd. Part of the success of the activities could be attributed to giving the learners autonomy to choose the topics they would be studying, what they wanted to talk about during Show and Tell, what recipes they would share during the Recipe Exchange and Potluck Lunch, and what game they would create in the Paper Ball Olympics. This added even more motivation to an already motivated group of learners.

Task 1: Bring your favourite souvenir to class next week.

What is Show and Tell?

It's an activity for discussion and asking questions. Everyone brings an object to class. They 'show' the class and 'tell' everyone what the object is. Then everyone asks questions about the object.

What should I bring?

- Something that tells a story
- Something you really like
- Something that isn't embarrassing

Examples – photos, souvenirs, your favourite international collection, artwork you have made or bought which features a favourite travel destination, etc.

1. I got this _____ *I was in Junior High.*
2. My *grandmother* _____ me this.
3. I like this _____ *it's cute.*
4. This is a souvenir _____ *Australia.*
5. This reminds me _____ *when I went to the Chinese Olympics.*

of	because	gave	from	when
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Task 3: Think about and prepare what you will say about your souvenir.

You can: describe the object; talk about where you bought it or who gave it to you

Don't forget to bring something to show and tell next class!

Sample game rules

Game title	
Paper Ball Curling	
Number of people	
Two or four players	
Objective	
The person with the ball closest to the goal ball after 5 throws wins.	
Equipment	
5 green balls 5 yellow balls 1 pink goal ball	3 x 3 metres of empty floor space Pen and paper for marking the score
How to play	
<ol style="list-style-type: none"> 1. Find an area of empty floor space that is about 3 x 3 metres. 2. Make 5 green paper balls, 5 yellow paper balls, and 1 pink paper goal ball. 3. Stand at one end of the empty floor space. 4. Play rock, paper, scissors. The winner is Player A. 5. Player A will throw the green balls; Player B will throw the yellow balls. 6. Player A throws the pink goal ball anywhere on the empty floor space. 7. Player A then throws one green ball as close to the pink goal ball as possible. 8. Player B then throws one yellow ball as close to the pink goal ball as possible. Player B will continue to throw yellow balls until one of them is closest to the pink goal ball. When Player B's yellow ball is closest to the pink goal ball, Player A takes a turn. 9. Players continue to take turns after their ball is closest to the goal ball. 10. When all the balls have been thrown, the players check whose ball is closest to the goal ball. That player is the winner. 	
Special rules	
<ul style="list-style-type: none"> ● If the ball goes out of bounds, the player cannot throw the ball again. ● You can throw balls that hit and move the goal ball or your opponent's balls. ● If both players balls are touching the goal ball at the end of the game, the player with the most balls closest to the goal ball wins. 	

Writing game rules

Game title
Number of people
Objective
Equipment
How to play
Special rules

The LLL SIG Newsletter

When an Approach Made for One Kind of Student Fits Others: Part 1 - Recycling a Gender-Based Pedagogy

Curtis Kelly (EdD)

When writers steal from one domain to complement another, are they wicked or worthy? When Chuck Sandy and I were working on a Cengage speaking textbook series, he converted a number of non-ELT activities that were made for L1 elementary school children – to be precise they were being used with his son – to teach English to older students. These children’s activities, such as making personal posters, writing songs, etc., worked wonderfully in our college ELT classes. I learned that it is sometimes good to translate ideas from one arena to another, even though the fit might seem doubtful.

In a similar vein, I have had two times in my life when I have found educational approaches developed for one kind of student work well with a completely different kind. The first approach is a pedagogy for women learners, which I will write about in this issue. The second is andragogy, a pedagogy for adults which I will write about in the next.

A Pedagogy for Women

For 25 years, I taught English in Japanese women’s junior colleges and universities. Fifteen of those years were at a women’s college that accepted virtually anyone, and the students were hard to teach. Few ever did homework and attendance averaged at around 50%. More than once that I was the only person to show up in class before the bell rang. I call these disinterested students “3Ls,” meaning they are caught in this self-reinforcing cycle of low ability, low confidence, and low motivation. They tend to be skittish, searching, and elsewhere. When disciplining women students like these, I could see the same defenses they used against their fathers rise up. Scolding one of them meant that she and her block of friends disliked you for the rest of the year.

Teachers in this school were caught between two choices that did not work. They could either 1) provide more discipline, which meant shouting and failing students in an attempt to get compliance, which they rarely got, or 2) just kind of give up and go with the flow. This meant gentle nudges to get them to attend to the lesson, a gentleness most took advantage of in order to do something else, like sharing photos, texting, or sleeping.

To find a way out of this morass, I read as much as I could on motivation, women's studies, and developmental theory. This led me to develop a personal pedagogy for women. The pedagogy was oriented towards establishing relationships, nurturing instead of confronting, and giving them voice (Belenky, Clinchy, Goldberger & Tarule, 1986; Gilligan, 1982). For example, rather than have the class party at the end of the semester, as is traditionally done, we had it the first class. In that way, the learners could bond with each other, and to some degree with me, from the very beginning. For a Japanese female college student, "having a friend" in the class was extremely important and getting them to connect at the start of the semester removed a huge amount of anxiety and dispersal of energy towards social needs. Students that know each other are more likely to orient themselves towards the study.

I also used stories related to moral development to deliver language. These are the kinds of heart-warming stories about adversity, love, and self-understanding similar to those found in the popular *Chicken Soup and the Soul* series. For students with moral development at the center of their lives (Kohlberg, 1968) as a prerequisite for independence, they tended to zone back in anytime I started one of these stories. It was maybe the only time the class was totally quiet and a deeper kind of learning was probably taking place.

Other techniques involved using "I" rather than "you" statements to discipline, offering opportunities for the learners to thank and praise each other, personalizing activities that resulting in sharing, and giving unconditional positive regard (Rogers, 1969). Unconditional positive regard, meaning the acceptance of learners no matter what they say or how they act, worked wonders with those most distant students. They did not really "start studying" per se, but they often got engaged, a step in the right direction,

probably because, finally, there was a teacher who accepted them just as they were, even with the super tans, Gal hairdos or pierces.

This pedagogy might not have turned my reluctant learners into studious ones, but it built the kind of social net that made them less miserable from just being there and it gave them room to grow in whatever way they were ready to grow. Once in a while that growth occurred in English study, but usually not. Still, who is to say that gaining skills in interacting, empathizing, working together, believing in yourself, or self-discovery are any less valuable?

Had Lakoff (2001) analyzed this pedagogy, he might have said that it belonged to the “nurturant mother moral model” as opposed to the “strict father model,” metaphors he uses to describe liberal and conservative political positions. Indeed, I felt I was the nurturing mother at that school, but it was not long after that I went to another school where I had to become the strict father.

Translation to Other Learners

My next university was both the same and different. This one also accepted anyone who applied and was also full of students who had problems with study, attendance, and behavior, but instead of women, these students were almost all men. The common approach with male college students is to follow the strict father metaphor. That means using a tough love approach like a sports coach, coming down hard on talkers and slackers, giving everyone the same basic opportunity with no allowances for differences, and drawing a line with concrete rules. This approach works moderately with male students, but I was curious as to whether the more nurturing women’s pedagogy of building relationships and giving voice might work too. Would men respond the same way the women did? And so, I experimented by using the pedagogy I made for women at this men’s school.

Interestingly, it worked, and quite well. The martial approach still seemed necessary for some of the male students in the sports clubs who chose this school because of its strong teams. However, for the many other men, the more tolerant, nurturing, accepting approach seemed to be just what they needed. In some ways, they responded

to it with more appreciation than the women, probably because no one had ever treated them this way before. This result might seem counterintuitive, but maybe it is a need of all young people at this time of life to be given enough room to develop independence and autonomy. So giving them voice, giving them a chance to reflect on their moral code and helping them discover themselves might be just what they need, regardless of gender.

Conclusion

Therefore, one wonders what other counterintuitive approaches might work better than expected? I can think of a few other examples from our field: In the days when we believed that organizing the target language into a clear grammatical or notional-functional syllabus was necessary for it to be learned, task-based approaches showed us otherwise. At a time we believed input was the only way language could be internalized, the communicative approach showed us otherwise as well. And then, we were taught that students should be given new language at the edge of their ability, “i+1” as described by Krashen (1982), research is showing that in some cases, such as in extensive reading, getting language way below their level might be optimal. Atsuko Takase, doing classroom research on extensive reading told me her results show that students reading not just a little above or a little below, but far below their level, at least at the beginning, show the greatest language gains (personal communication, May, 2012). That makes sense if you consider that training the brain in fast interpretation, or automaticity, might be the most important skills for reading ability. Then too, what we found out about sleep was surprising. Since sleep is critically important for long-term memory, contrary to the notion that students who stay up all hours studying get into the best schools, we found that students who get a good night’s sleep do.

What other surprises might come from experimenting with the counterintuitive, or by crossing borders? I can hardly wait to find out what my colleagues might be discovering. To make these discoveries, however, let us be wicked and worthy.

Acknowledgments: My thanks to the Faculty of Commerce at Kansai University, for giving me a research leave, during which time this article was written.

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The LLL SIG Newsletter

Why I Should Develop My English Personality

Tadashi Ishida

Several years after graduating from college, I began to work as a director of a non-profit organization for international student exchange programs.

I visited several American high schools and found out why I should develop my English personality.

Unlike Japanese schools, teachers often tried to establish a feeling of equality with their students. I observed an American history class where creative thinking and reasoning were emphasized.

Such things never happened in my Japanese history class where memorization and rote learning were emphasized.

Students were encouraged to ask questions and to challenge the statements made by the teacher or a classmate. The teacher told me that students often got opportunities to practice discussion, debate and public speaking. He continued that expressing opinion was as important as getting a right answer. He also told me that one of the aims of education was to help students to learn to express themselves well.

Here I learned that I should expend a lot of effort trying to explain myself and my ideas when I tried to communicate with Americans. I realized that I should develop my English personality to some extent in order to learn to use English.

Now, let me discuss some Japanese social factors which made it difficult for me to develop my English personality. These social factors are part of the society which I am born into.

Japan is a homogeneous, vertical society where the emphasis is on loyalty to

higher-ups whether they are in a school or company. This means people have great respect towards authority of all kinds including teachers.

Since Japan is such a homogeneous society, Japanese do not feel such a need to try to understand each other. Rather, they try to avoid conflict or uncomfortable social situations. In other words, they value harmony and respect for others in interpersonal relations.

Because of this consideration for the feelings of others, what people say is determined by whom they are talking to. Considerations may include their relative ages and positions in society or the workplace, and the situation.

There is a feeling that silence is golden and a person who speaks too much may be mistrusted. It is felt that a person should not show off his talents. They value self-restraint, indirectness and modesty. Therefore, listening politely to others is more emphasized than self-expression in Japanese society.

Schools are the mirror of society. There are few courses in communication or public speaking.

Now, I think that the things mentioned above sum up very well the factors which inhibited me from developing English personality when I tried to communicate with Americans.

The LLL SIG Newsletter

Important information about upcoming conferences

From the LLL-SIG Program Chair, Joseph Dias

Call to present at the LLL-SIG Mini-Conference

After this year's JALT National Conference in Kobe, a smaller scale conference will take place the following weekend (November 2nd and 3rd) in Tokyo. It will be the Tokyo Conference and Expo of ETJ (English Teachers of Japan). The annual LLL-SIG Mini-Conference, along with the JALT West Tokyo Chapter Mini Conference, will be a part of that program. Presenters at the conference, representing the JALT LLL-SIG, are now being sought. This is an excellent opportunity to share your ideas to a receptive and enthusiastic audience. Last year's ETJ Conference at Kanda Gaigo Gakuin was lively, enjoyable, and useful. We already have John Fanselow as part of the LLL SIG's program at the conference. He will give a workshop entitled "Beyond Rashomon—Lifetime Learning for Teachers," in which participants will learn to translate the categories of FOCUS in *Breaking Rules* (Longman, 1987) into their own language.

Presentations will be between 45 minutes and an hour and they may take on a workshop, or more expository, format. Presenters in the Lifelong Language Learning stream need not be teaching adult, non-traditional students. They might present ideas on how tasks or activities they've developed inculcate lifelong learning habits among their students of any category.

If you would like to be considered as a presenter at the conference, here is what you need to submit.

Proposal format:

1. Name(s) of presenter(s)

2. School or company (main affiliation)
3. E-mail address
4. Title of Presentation and topic area (e.g. reading)
5. Presentation description (max 50 words)
6. Biographical data (max 30 words)
7. Type of teachers for whom the presentation is relevant (e.g. university teachers)
8. The language the presentation will be given in (e.g. English)
9. Date/times that you are not available to give your presentation. If you are available at any time on either day (November 2nd or 3rd), please write 'none'

Cost of Conference (per day) -- ETJ Members: 500 yen

[It's free to be a member and you can join online at...

<http://ltprofessionals.com/etjform.html>]

Send your submissions to Joseph Dias at [getumwhiletheylast \[at\] gmail.com](mailto:getumwhiletheylast@gmail.com) .

Also, if any of you would like to help with the vetting of proposals for this conference, please let me know and I'll include you on the vetting team. As this is a relatively small-scale conference, the amount of work for each member of the vetting team will not be onerous. Of course, you would not be vetting your own proposal. No prior experience with vetting is necessary as you'll receive on-the-job training. Consider it a kind of lifelong learning.

Lifelong language learning and the community: JALT2013 LLL-SIG Conference Forum

The theme of JALT2013 will be "Learning is a Lifelong Voyage," making a perfect fit with the theme of our SIG. The program for our SIG's forum at the conference will be extra special to mark the confluence of the conference theme with our perennial focus.

Three presenters will speak about various ways to nurture a lifelong orientation

to language learning through connections with those around them and to the outside community. Andrew Reimann will describe how cultural awareness can be enhanced through critical incidents, helping students to feel closer to "the other," whom they may encounter outside the safe confines of the university. The second speaker, Joseph Poulshock, will describe how he helps students communicate their life stories and draw out the life stories of others--both inside and outside the classroom. Joseph Dias will show how to make the most of guest speakers as bridges to the community.

More detailed descriptions of the 3 elements of the forum:

Raising Cultural Awareness through Critical Incidents

Andrew Reimann, Associate Professor, Faculty of International Studies,
Utsunomiya University



Andrew Reimann

The presentation describes activities which engage students with interesting and relevant content, provide opportunities for reflection, critical thinking, evaluation and self-exploration. Critical incidents build communication skills

and a sense of curiosity motivating and enabling students to extend their inquiry and interests out into the community. A predominantly student-centered activity, much of the information and questions are generated in class, steering the lesson towards students goals while teachers assume the roles of facilitator, guide and mentor.

Story is Life

Joseph Poulshock, Professor, Tokyo Christian University



Joseph Poulshock

This presentation describes ideas and activities that can help learners and teachers find and create the "grammar of story" in (a) the books they read and the films they see; (b) the goals, dreams, and ambitions that they have for life, and (c) the way they communicate their own life stories and how they listen to, evoke, and draw out the life stories of others--both inside and outside of the classroom.

Guest speakers as bridges to the community

Joseph Dias, Professor, Aoyama Gakuin University



Joseph Dias

Carefully chosen guest speakers in ESL/EFL classes can provide a bridge to the community. The presenter will explain how guest speaker engagements can be arranged for individual and pooled classes, and how the most can be made of the events through engaging preparatory activities, readings, and tasks. Speakers from such organizations as Doctors of the World, Second Harvest and Tokyo English Life Line, as well as a film director and musician, will be used as examples.

Cheers,

A handwritten signature in black ink that reads "Joseph V. Dias". The signature is written in a cursive, flowing style.

Joseph Dias

LLL-SIG Program Chair

The LLL SIG Newsletter

Discount for Seniors

Tadashi Ishida

1. Senior membership

The motion below was passed during the Second JALT Executive Board Meeting held in Kyoto on June 29 2013.

Moved that JALT create a “Senior member” type of Full membership for those who are or will be at least 65 years of age upon the beginning of the relevant dues period.

Senior membership will be available to those who provide proof of a qualifying date of birth.

Rationale: We should encourage those who are at what is considered “retirement age” to retain their JALT memberships for the benefit of all. Many longstanding JALT members have told us that they planned to let their JALT Membership expire because they will be retiring soon and cannot afford the fees. It would not benefit JALT to lose these members or their talent and experience.

We would ask the JALT membership to pass a constitutional amendment at the October Ordinary General Meeting at the JALT 2013 conference. If the amendment is approved there, it will be submitted to the Tokyo Metropolitan government for their review. Even if the Tokyo Metropolitan government does not have any objection to the change, it may take several months before final approval is granted.

2. Conference fee

This year JALT is offering a discount for senior members of JALT. If you will be 65 on or before 24 October (Thursday), you are eligible for a senior discount as

follows.

Preregistration

Main Conference 1 day ¥11,000 ----→¥ 6,000 (senior discount)

Main Conference 3 days ¥18,000 --→¥10,000 (senior discount)

The discount system works as follows:

- 1) Download the Discount for seniors Application Form, fill out the required information, and then email or fax the completed form to the JALT Central Office.
- 2) Please show your ID that has your date of birth on it when you pay the conference fee at the onsite registration desk.

The LLL SIG Newsletter

Call for Submissions for the SIG Newsletter
LLL SIG Publications Chair

The third issue of the LLL SIG newsletter will be published in December 2013. We invite members to send submissions such as teaching ideas for the My Share column, interviews, book reviews, resources for adult learners, teacher or class profiles, or short research articles. Research articles written in English should follow the American Psychological Association (APA) style. For information on APA style, please check <http://owl.english.purdue.edu/owl/resource/560/01/>

Language: Submissions may be in English or Japanese, or both.

Deadline for submissions: November 17th, 2013

Submissions should be sent to Kazuko Unosawa at: k-unosawa@msa.biglobe.ne.jp

We look forward to hearing from you!

The editors

原稿を募集中です。My Share のコラムにレッスンのアイディアなどをお寄せください。その他、インタビュー、書評、論文など、どしどしお送りください。論文の書式はAPAを採用しています。APAスタイルの詳細に関しては以下のサイトをご参照ください：<http://owl.english.purdue.edu/owl/resource/560/01/>

言語は英語でも日本語でも結構です。

原稿の締め切り：2013年11月17日

原稿はすべてこのアドレスまで：k-unosawa@msa.biglobe.ne.jp

ご投稿をお待ちしています。

編集担当者一同