In this issue:
PEDAGOGY
ELT 101
VETERAN TEACHER VOICES

CUE CIRCULAR
ISSUE 15
DECEMBER
2025

News and articles from the JALT College and University Educators Special Interest Group

Hokkaido University of Education, Hakodate campus - Ken Foye

Winter greetings

Welcome to the 2025 issue of *CUE Circular*! It's been a busy year, so we managed to get out only one issue, but the variety of articles has been tremendous! ELT. I've been interim editor for the year and will now hand it off to our new full-time chief editor Ryan Richardson (Welcome!), who will add a few words.

Glen Hill, Interim Editor

Greetings all! After being active in CUE for many years, the last 10 years or so away have made me anxious to come back and help in some way. The *Circular* seemed a good place to start. As editor I hope to get *CUE Circular* back up to a few issues a year and to provide interesting and helpful content that can contribute to conversations around the table in the teachers' room. With so many amazing teachers spread around Japan I look forward to helping you all continue to share your thoughts, ideas, experiences, and inspirations through the pages of the *CUE Circular*.

With that, on with the issue!

Ryan Richardson, Editor

Contents

PEDAGOGY

Using Multiliteracies in the Classroom 3
Nick Di Cicco

Meaning Making through Zines 6
Marc Doyle

The Quiet Crickets Problem: Navigating the Challenges in Teaching Active Engagement 10
Betty E. Lau

MS Reading Progress and Poodll Read Aloud 13
Mike Lyons & Adam Jenkins

ELT 101

Can the Classic Methodology, Community Language Learning, Still be Used Today? 17
Thomas Entwistle

Rod Ellis and Task-Based Learning: Shaping Language Teaching Today 22
Stephen Hofstee

Understanding Krashen's Monitor Model: Foundations and Classroom Implications 28
Richard Thomas Ingham

VETERAN TEACHER VOICES

Interview with Curtis Hart Kelly 33
Amanda Gillis-Furutaka

PEDAGOGY

Using Multiliteracies in the Classroom

Nick Di Cicco
Kwansei Gakuin University

Nick Di Cicco has an M.Ed. from the University of Toronto and his research is focused on multicultural education with the intention of preparing his university students for their study abroad program.

nickdicicco7@gmail.com

Multiliteracies is a pedagogical approach to teaching literacies, developed by the New London Group (1996), which is a group of ten researchers and educators in New London, New Hampshire, USA. It highlights two related aspects of the increasing complexity of texts: the proliferation of multimodal ways of making meaning where the written word is part and parcel of visual, audio, and spatial patterns; and the increasing salience of cultural and linguistic diversity characterized by local diversity and global connectedness.

Multimodality is key to a multiliteracies approach. Modes are the components and conventions of representing, expressing, and communicating meaning within any media or genre, such as sound, color tone, music, and texture. Therefore, short videos, music, pictures, and symbols are often used to show meaning by the author. However, multiliteracies, is an approach that also encourages teachers to use a range of readings of complex texts, including graphic novels, picture books, comics, and images, to convey meaning and are accessible across ability levels (Dallacqua et al., 2015). As an example, I will demonstrate how a graphic novel, one that relies merely on symbols, images, and shadings, can help students understand and empathize with the theme of migration. I will also demonstrate how to use this graphic novel for a range of abilities, such as with my adult ESL students in Canada, as well as my university students in Japan.

Multiliteracies has four components: (1) situated practice, (2) overt instruction, (3) critical framing, and (4) transformed action (Biswas, 2014).

Situated practice leads students towards meaningful learning by integrating primary knowledge. Learning experiences should be initially grounded in experiences that are meaningful to students. These activities can relate to personal experiences from students' lives inside and outside of schools. *Overt instruction* guides students directly to the

systematic practices of learning processes with tools and techniques, such as using graphical concept map or other board work to guide students. Overt instruction involves the active intervention of educators as they explicitly teach students the metalanguage to discuss the text, and to provide strategies to promote interpretation of the various *modes* or multiliteracies. *Critical framing* teaches students how to question diverse perceptions, such as differing or conflicting opinions for better learning experiences. Student can analyze the text or graphic's social, cultural or political meaning to understand the power struggles within the story. For example, in Shaun Tan's *The Arrival* (2006), I ask the students "What is the monster?" at the beginning of the book. Their answers can be conflicting or differing, but all answers help students to gain different perspectives. This component involves helping students to understand that there is no one universal truth in any text/graphic and that what is transmitted is selective. Students must recognize how the social/cultural context influences the selection of particular text, graphics, or sound. They must consider who developed this design, what they were trying to do, and why. *Transformed action* teaches students to apply the lessons they learn to solve real-life problems. It involves setting contexts in which students must use what they have learned about designs in new ways and in new situations. Thus, students are redesigning the knowledge they have gained from initial text or graphic by taking a meaning out of one context and adapting it in such a way that it works well somewhere else (Biswas, 2014). Essentially, the student is able to recreate the story with their own perspectives and meaning gained by the preceding components of multiliteracies.

Shaun Tan's *The Arrival*

One great way to facilitate multiliteracies in the classroom is by using Shaun Tan's *The Arrival* (2006), which is a wordless graphic novel that relies on images, shading, value, and spatial arrangement to take readers on an imaginary journey to a faraway land. *The Arrival* simulates the experience, process, and emotions of leaving home.

Here is a brief summary of the story. In the first part, a dark, monstrous creature looms in the sky, high above a village. A man, who is the protagonist, decides to pack his belongings, including a family portrait, into his suitcase. He boards a ship and leaves his family behind. When he arrives to this new land, he cannot read the language or understand what people are saying. Shaun Tan (2006) invents unknown symbols of a language and illustrates many signs throughout this foreign city so that the reader can empathize with the helplessness and confusion of the protagonist trying to survive in a foreign land.

I usually use this text in my university classes by having the students work in small groups and give their interpretations of the first part of the story. I offer some key questions they to help them give their interpretations, such as, *Why does the man have to leave his family? What is the monster? How will the man survive in this foreign land? How do you think he feels living abroad? How will he see his family again?* When asking for their interpretations, I found that many of the responses varied by each students' personal situations or backgrounds. For example, one

Venezuelan student interpreted the creature to be government corruption, and therefore the man had to leave home to find a more stable country for his family to live in. Many students thought the man was leaving to fight in a war, and some students were even specific about which country was invading. Regardless, all of these interpretations happened without the use of written text, as students were free to analyze the novel in whichever way they framed it.

Furthermore, to the question of *How do you think the protagonist feels living abroad?* I found that this created a sense of empathy amongst my students. Again, most students admitted that it is hard to live abroad, and many who have lived overseas gave their personal examples. Moreover, it helped to achieve a transformation action of understanding how newcomers feel and respecting it. *Would you help a person lost or not able to speak your language, or would you further isolate that person?* It is a question that students discuss about this novel and come up with answers to address immigration today.

The Arrival works well with second language learners, as it allows them to demonstrate critical framing to offer multiple interpretations of the story – many of which can be based a student's personal situation. Not all language learners are comfortable reading English text, and many vary in reading proficiency, and so this story works well with such students who feel more comfortable employing visual analysis. Furthermore, *The Arrival* deals with the theme of leaving home, which is also a common theme among immigrants, and or language learners who wish to study abroad. Many of my university students will be studying abroad as part of our university program, so this book works very well with them. Not just in Japan, but in a globalized world, immigration is increasing in many cities around the world. Therefore, *The Arrival* can help students relate their own experiences and help peers and teachers to empathize with them, as well as students living in their home country empathize with foreign nationals living in their home country.

References

Biswas, S. (2014). How to teach multiliteracies. *The Canadian Journal for Teacher Research*, 1(1), 40–46. https://www.academia.edu/12466195/How_To_Teach_Multiliteracies

Dallacqua, A. K., Kersten, S., & Rhoades, M. (2015). Using Shaun Tan's work to foster multiliteracies in 21st century classrooms. *The Reading Teacher,* 69(2), 207–217. https://doi.org/10.1002/trtr.1395

Sumara, D., Davis, D., & Laidlaw, L. (2001). Canadian identity and curriculum theory: An ecological, postmodern perspective. *Canadian Journal of Education*, 26(2), 144–163. https://doi.org/10.2307/1602198

Tan, S. (2006). *The Arrival*. Levine Books.

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–93.

Meaning Making through Zines

Marc Doyle
ART SIG

Marc Doyle is co-program chair of ART SIG and very interested in developing arts-based research pedagogies within EFL education in Japan

marcdoyle@mac.com

The Power of Zines

A zine (short for magazine) is a self-made, self-published, not-for-profit booklet that contains a combination of writing and art (Wrekk, 2014). They reject rigid rules and aesthetics, making them a true symbol of creative freedom long before the internet came along. This article explores how zines can empower students to express themselves and develop their L2 identity. By advocating for arts-based inquiry, I hope to highlight the immense value creative processes bring to the EFL curriculum.

At the heart of arts-based education lies *meaning-making*—a concept that is central to the CLIL approach. This emphasis on meaning-making is a driving force behind the majority of artistic expression. Yet, this poetic overlap—a shared philosophical foundation between CLIL and the arts—has often been overlooked in EFL education. My aim here is to illuminate that connection.

Both *linguistic* and *artistic* meaning-making are powerful approaches, yet they operate differently. Linguistic meaning-making focuses on interpreting, understanding, and making sense of language, while artistic meaning-making embraces *poiesis* — defined literally as knowing by making. Poiesis describes the unfolding of new ideas as they develop and come into being. As John Berger once said, "Meaning is discovered in what connects, and cannot exist without development. Without a story, without unfolding, there is no meaning. Facts and information do not in themselves constitute meaning" (Berger, 2013, p. 65). Rather than viewing these approaches as separate, we can think of them as two tunnels, drilling into the same mountain from different sides.

The zine assignment blends these two worlds, allowing students to engage with language while embracing creativity. It encourages them to not just learn English, but to use it as a tool for storytelling, self-expression, and in particular, L2 identity formation. Through the act of creating, students experience firsthand how language and art come together—how meaning is not just found, but made.

In the past I have taught this zine course at Tama Art University, and am currently teaching it at Sophia University. Class

sizes have ranged from between 20 to 30 students. The students I did that assignment with last year were Economics & business Studies majors. But this year - I will be doing that assignment with 21 first-year Language Majors in Sophia!

In the case of both Tama Art University and Sophia University students (in the past), they all applied to each university.

How to Create a Zine: A Step-by-Step Process

The zine can take any shape for a booklet (Figure 1), with pages folded together or attached by string. The addition of pictures is encouraged

My zine assignment follows a structured, six-step process (sample instructions are shown in Figures 2 and 3):

Figure 1
Display of various student zines

1. **Choosing a Theme** – What story do you want to tell? What message do you want to share?
2. **Research** – Gathering ideas, questions, visuals, and references to inspire your zine.
3. **Creating Mock-ups** – Experimenting with layout, format, and structure before committing to a final design.
4. **Designing & Making** – Bringing ideas to life through text, images, and artistic expression.
5. **Titling** – Capturing the essence of your zine in a compelling title by using a specifically designed word play exercise.
6. **Exhibition & Presentation** – In class showcasing the final (physical) work while sharing insights and reflections with peers (online).

This framework serves two key purposes. First, it gives students a clear roadmap, helping them understand the full scope of the project from start to finish. Second, by providing a clear structure, it allows students to focus on their personal narratives—

Figure 2
Examples of instructions for steps 1 and 2

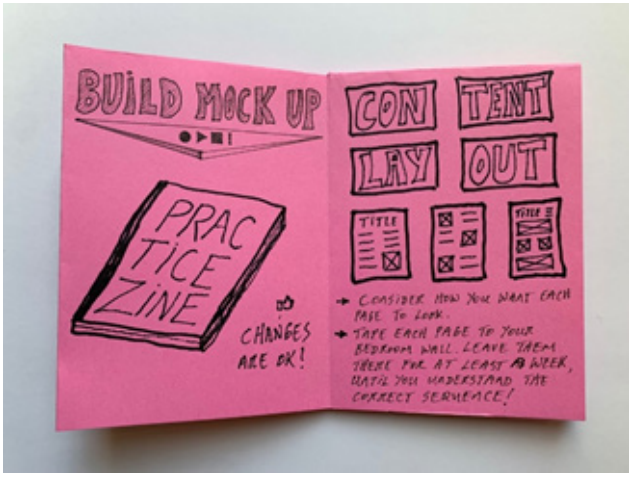


Figure 3
Examples of instructions for steps 3 and 4

encouraging deeper reflection and authentic self-expression.

The process is designed to help students engage with their L2 identity in an organic way. At each stage, they complete worksheets that encourage them to describe, evaluate, and draw conclusions. These written reflections become the foundation of their linguistic development, turning their personal thoughts into authentic language practice.

However, for the teacher, the challenge lies in refining their language: correcting grammar and sentence structure without disrupting their unique voice. The goal is not to force students to conform to a rigid language model but to shape their evolving L2 expression in a way that feels natural and personal.

In my experience, when students learn a new language, they can often feel wrapped, almost consumed by it—constrained by unfamiliar structures and rules. This can lead to a loss of agency. But when encouraged to use their own experiences as the content of their L2 exploration, the learning process shifts. Instead of language shaping their world, their world shapes the language. By giving students ownership of their narratives, this approach fosters motivation, confidence, and a deep, personal connection to the language they are learning.

Topics explored have ranged from the obvious to the deeply insightful, including reflective travel journals, the joys of calligraphy, a detailed account of a part-time job, even an exploration of concepts like “accidental design” and “*kawaii* [cute] culture”.

From a linguistic perspective, the zine assignment provides multiple benefits:

- **Authentic Reading & Research** – Students engage in advanced reading by exploring self-selected materials for their research. They also read each other’s finished zines and reflection worksheets, reinforcing peer learning.
- **Structured Writing Practice** – Through writing exercises that require them to describe, evaluate, and draw conclusions, students develop critical thinking skills in L2.
- **Metacognition & Self-Awareness** – By reflecting on their learning process in English, students cultivate an awareness of how they acquire language. This self-reflection helps them adjust their approach to language learning based on their personal strengths and challenges.

The assignment also taps into the arts-

based concept of poiesis, which embraces the unknown, allowing for the emergence of something entirely new (Leavy, 2018). Embrace in this context relates to openly receiving and supporting the unfolding of something new that the student creates. It reflects a receptive, non-controlling stance that allows creativity, meaning, or transformation to emerge naturally. Through this process, students learn two important lessons:

1. **Accepting uncertainty** – In artistic endeavors, the final outcome is never fully known at the start. Learning to embrace this uncertainty is a valuable skill, both in art and in language acquisition but also in life in general.
2. **Authenticity in an age of AI** – Research from McKinsey & Company suggests that Generation Z values truth and authenticity (Francis & Hoefel, 2018). In a digital world full of curated content and AI-generated text, zines offer something refreshingly real—an analog space where students can express themselves without filters. As AI continues to reshape education, zines provide a unique counterbalance, offering a place for genuine, student-driven content.

Creating a zine isn't just about language practice—it's about storytelling, identity formation, and self-exploration. As students craft zines about their own experiences, they naturally use language within their zone of proximal development—challenging themselves while staying within a range that feels accessible.

From an artistic perspective, this process also helps students uncover hidden connections within their identity. They don't just learn a language; they embark on a journey of self-discovery. They begin to see themselves as multifaceted, capable of expressing different aspects of their personality depending on the language they are using. For instance, some of my students discovered they tended to communicate more modestly in Japanese and more assertively in English.

A simple paper zine becomes more than just a language exercise—it becomes a reflection of self. It allows students to articulate their thoughts, analyze their experiences, and imagine new possibilities for themselves. In the end, they don't just learn English; they learn who they are in English.

References:

Berger, J. (2013). *Understanding a photograph*. Penguin.

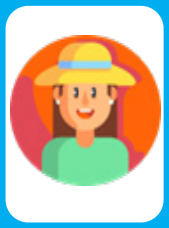
Francis, T. & Hoefel, F. (2018). *'True gen': Generation Z and its implications for companies*. McKinsey & Company. https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies

Leavy, P. (2018). *Handbook of arts-based research*. Guilford Press.

Wrekk, A. (2014). *Stolen sharpie revolution: A DIY resource for zines & zine culture*. Silver Sprocket.

The Quiet Crickets Problem: Navigating the Challenges in Teaching Active Engagement

Betty E. Lau



Betty E. Lau's main interests include learner autonomy, motivation and engagement, and social dynamics in the L2 environment.

bgf8866@yahoo.co.jp

As a college English lecturer, one of the most frustrating challenges is encouraging active participation in output-focused classes. Although my freshman students are generally attentive, they often opt to sit at the back of the classroom, leaving a large empty space between us. This "distance" they intentionally create conveys a message of disengagement from the outset, and merely rearranging seats cannot permanently address the deeper psychological barriers they face. In this paper, I aim to reflect on my challenges and approaches in a beginner-level communication class of law majors.

What Makes Crickets Chirp?

In the context of my most challenging basic university English speaking course, my initial hurdle lies in encouraging students to tap into their creativity and imagination. Despite persistent assurances that "creativity will not be penalized," students often remain entrenched in a state of inertia. When posed with a simple question like "What do you want to do if you go abroad?", students typically respond with terse answers like "Watch an NFL game," then avert their gaze, ending in an awkward silence. While they may be ruminating on their responses, their answers tend to lack depth and originality, even though I feel they can elaborate on a more thoughtful answer if they want to. Many students seem languid and insecure about articulating their own views freely, and without a script to rely on, getting them to speak is as arduous as pulling teeth. When I try to be supportive by prompting them with follow-up questions, encouraging them to "just make something up" and assuring them that "no one will verify if it's true", many students just want to get off the hook quickly and be left alone. Rather than being alert and keen to participate, many simply regurgitate textbook answers or wait passively for the instructor to finish the job for them. As many appear unresponsive to guidance, my efforts to foster rapport and elicit more detailed responses inadvertently generate anxiety, causing a further withdrawal from classroom engagement and a perception of the teacher as an intimidating and demanding presence.

Will Two Crickets Enjoy Chirping Together?

If students do not demonstrate a willingness to engage in the learning process, perhaps it is due to their fear of being

perceived as a failure or a show-off. Wary of demotivating them, I modify my teaching strategy by shortening teacher-student warm-up sessions from about 10 minutes to 5 minutes and allocating more time for pair work speaking practices. I assign students an easy topic, such as their Golden Week holiday, allowing them to discuss freely with their partner for 5-10 minutes. Students are encouraged to speak in simple English and provide specific details about their holiday, like where or when. Upon completing one round, students rotate partners to develop their fluency further. I presumed simple speaking activities like these should have been easily achievable, as the topic is directly relevant to the students, and the cognitive load of grammar minimized.

Despite my hoping social interaction with their peers might alleviate anxiety and boost active engagement, however, outcomes tend to be disappointing. Typically, after two or three minutes, students would stop talking, fall silent, and sit there doing nothing. Neither do they have any questions to ask their partners, nor the curiosity to seek deeper understanding about the subject matter. Many students simply retreat to their shells, looking tired and distracted, and getting them to talk actively is frustrating to me.

Adjustment in Methodology Continues: Perhaps a Game can Do the Magic...

If students have nothing to say about their Golden Week, perhaps games might arouse them to engage more actively (Anonymous, 2023). Communicative games, like Password, require participants to describe a secret word (e.g., “an apple”) by providing clues about its characteristics. Despite having fun in the game, most of my students in this class struggle to describe even the most elementary concepts using basic English effectively and fail to engage the idea fully (e.g., “It is a fruit, it is red, and sweet”). Overall, their communicative competencies are insufficient, and most importantly, cognitive processing remains inactivated. While the inclusion of games does foster a more positive and cheerful atmosphere, it does not necessarily facilitate the development of communicative skills.

Approaches to the Quiet Crickets Problem

Every language educator knows their worst nightmare is a silent classroom. It can be lonely talking to yourself, especially in a lower-level classroom, and no matter how hard you try, there is minimal learning and language acquisition when students are passive. Nevertheless, it is essential to enable the quiet students to be part of the language experience and encourage them to interact with others, albeit in the simplest manner. To keep students with low motivation engaged, I try to get them started by providing them with a list of simple hand signals and easy, short phrases – for instance, one thumb up means “Got it!” or quick responses like “Pardon?”. Other phrases are shown in Figure 1.

Providing students with a list of emoji-enhanced rejoinders creates a light-hearted and low-pressure entry point for participation, potentially motivating the most disinterested and disengaged students to use them in a context in class (Kehe,

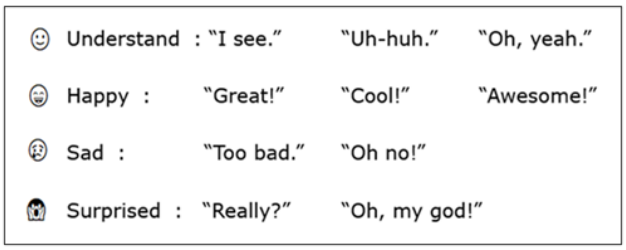


Figure 1
Expressions paired with emojis.

n.d.). For those who struggle to formulate their own opinions, preparing a handout of sample opinions for class discussions may be helpful. Doing substitutional drills (for example, A: How are you doing?/How is it going? B: Pretty good./Not bad./So-so.) is better than spontaneous free talks, as they function like scripts but require less cognitive processing while offering a variety of patterns for students to follow during practice.

Student Engagement as the Heart of Effective Learning

Motivation initiates an interest in learning, but it is student engagement that sustains it (Devon, 2024). To enhance student engagement, it is imperative to maintain a dynamic and interactive learning environment. This can be accomplished through the implementation of active learning strategies, encompassing group activities and project-based assignments. By integrating a variety of enjoyable learning tasks and promoting collaboration, educators can nurture student interest and enhance participation. Moreover, it is crucial to establish a supportive and friendly classroom environment using positive reinforcement, such as compliments and public recognition, plenty of physical movements, and humor to significantly enhance motivation. Personalizing materials and granting learners autonomy over their tasks can further improve their engagement in the learning process.

Dead Poets Society it is not, but finding the right approaches (and being patient) can make a meaningful difference in removing psychological barriers, cultivating student interest, as well as a love for learning in the language classroom.

References

Devon. (2024, October 31). *The key to increase student engagement in world language classrooms: Two-way communication. Element #4.* La Libre Language Learning. https://lalibrelanguagelearning.com/increase-student-engagement-two-way-communication-world-language/

Anonymous. (2023, August 23). *29 strategies to increase student engagement*. Success by Design, Inc. Student Planners. https://www.successbydesign.com/blogs/news/student-engagement-strategies

Kehe, D. (2017) *Conversation magic: Two most important conversation techniques (Part 1)*. https://commonsense-esl.com/2017/02/24/esl-conversation-class-if-your-students-only-learn-two-conversational-techniques-these-are-the-two/

MS Reading Progress and Poodll Read Aloud

Mike Lyons & Adam Jenkins

Mike Lyons (left) is a long-time resident of Gifu-ken. He runs his own private schools and also teaches at several universities in the Nagoya area.
lyonsmik@gmail.com
Adam Jenkins (right) teaches at the Shizuoka Institute of Science and Technology where he is also the system administrator for the university-wide e-learning platform iLearn@SIST.
adam.jenkins@sist.ac.jp

Microsoft's Reading Progress and Poodll's ReadAloud are AI applications designed to assist in the development and assessment of reading skills. Reading Progress is accessible through Microsoft (MS) Teams, while Poodll works with the Moodle learning management system (LMS).

Both applications require students to read passages aloud. Voice recognition AI analyzes the recordings and, in just seconds, feedback is returned to the student and teacher. As each student receives personal attention from the AI, these applications are appropriate for both large and small classes.

Benefits of reading aloud (RA)

Research shows that RA can improve various learning outcomes. While most studies in this field focus on young learners, some of the research can be applied to Japanese university students who are studying English.

- **Language Acquisition and Fluency**: RA reinforces students' understanding of the correspondence between written and spoken language and builds prosodic skills (intonation, stress, rhythm, and pauses) (Senawati et al., 2021).
- **Enhanced Engagement and Comprehension**: RA promotes active engagement, transforming the reader from a passive receiver to an engaged participant. This active involvement improves comprehension and deepens understanding of the material (Holt, 2023).
- **Memory Retention**: RA boosts memory retention by engaging visual and auditory memory aspects. It creates distinct memory traces related to both visual processing and auditory processing, increasing the likelihood of remembering the information later. This redundancy in neural connections associated with the material strengthens memory (Holt, 2023).
- **Reducing Stress and Anxiety:** For less confident readers, under the right circumstances, RA can improve confidence in speaking (Anjasmara & Wijayanto, 2023). A shy student might feel insecure reading in front of other students, while reading for an AI is less socially awkward. With automated feedback, the student can practice and improve free from peer judgement, building confidence.

MS Reading Progress

MS Reading Progress integrates with the MS Teams for Education application. For language teachers who work at institutions that use MS Teams as an LMS, it is a powerful teaching tool.

Students record themselves reading a passage and tap "submit". The recording is then analyzed by Microsoft's speech recognition AI. After a few seconds, feedback is returned to the teacher and students via the MS server. Data metrics include reading speed and accuracy. Each student's mispronounced words are identified by the AI, and another tool called "Reading Coach" helps the students make corrections.

A Reading Progress assignment can be constructed in a few minutes. The teacher chooses a pre-set graded reading text or uploads a text of their own choosing. Then, an assignment wizard guides the teacher in setting various assignment parameters: pronunciation sensitivity, due date, allowance for multiple attempts, etc. Students are notified through Teams that the assignment has been created.

The student experience is straightforward. The application prompts the student to start with a countdown "3–2–1–", and then the text appears. The student reads aloud. The student can review the recording and then click to submit it for grading, or alternatively to start again. Students who choose to practice multiple times, not surprisingly, tend to score better. Following submission, another MS program called Reading Coach helps the student correct five words that were mispronounced.

Coach gives immediate feedback, encouraging the student to keep trying until all the words are pronounced correctly. This usually takes just a few minutes. Finally, the student clicks again to submit the Reading Progress assignment and the process is finished.

Reading Progress then sends the teacher a detailed analysis which includes the recording itself with the full text, color-coded to show the various kinds of mistakes the student made. The analysis also shows numerical data in the form of "Correct words per minute" and "Accuracy rate". These data are tabulated in Teams and can be used to assign grades. The teacher is able to attach notes, advice for the student, encouragement, etc. After reviewing the analysis, the teacher can accept it, or can request that the student try the assignment again. Either way, the student receives a complete copy of the AI analysis.

Pros of Reading Progress

- It can be adapted for language learners at any level.
- It can be used in content-based lessons.
- It is quick for teachers and students.
- Microsoft's speech recognition AI is 95% accurate (Rebelo, 2023).
- Students appreciate immediate, meaningful feedback.

Cons

- Analysis of prosody (intonation, stress, etc.) is still rudimentary.

- The student can see the analysis page only after it has been reviewed by the teacher. This makes it unsuitable for self-directed learning.

Poodll ReadAloud

ReadAloud is one activity provided by the Poodll suite of tools for Moodle that focuses on improving reading fluency. With Poodll ReadAloud, an AI listens to students reading aloud, marks any mistakes made, and evaluates the reading with respect to a target speed in words per minute (WPM).

To setup a ReadAloud activity, a teacher first inputs the text to be read and chooses the time limit for the reading, the Test-To-Speech (TTS) voice they want to use to allow the student to listen to the text being read, and other options regarding activities the student can engage in and how the student reading will be evaluated. The teacher can choose whether the student can listen and/or practice reading before attempting the reading for a grade. The teacher also sets the target WPM for the student to achieve full marks and whether errors will be subtracted from the grade. For the AI listener, the teacher can choose between Open Speech to Text (STT) or Guided STT. If set to Open STT, the AI has no hints and needs to recognize what words were spoken, whereas with Guided STT the AI knows what to expect in the audio. Hence, Guided STT is more forgiving of differences in punctuation.

Once the activity is set up, the students can log in to the Moodle site and practice reading with feedback provided by the AI. There are four main ways the student can interact with a ReadAloud activity. First, ReadAloud uses AI to generate a machine-read audio file of the text that the student can listen to as an example. Next, the student can actively start practicing with the AI. ReadAloud prompts the student with a phrase-by-phrase reading of the text that the student then reads back to the machine. The student reading is then processed by the AI, and feedback on correctly or incorrectly read words is presented to the student along with the option to try again. The third way of practicing involves shadowing. The student reads the text together as the AI-produced audio also plays. In this part of the activity, the whole text is displayed, played, and recorded, and feedback is given a few seconds after the recording is completed. Finally, in the evaluated reading stage, students are presented with the text, and they record themselves reading. Then, the recording is evaluated by an AI, and a grade is given based on the target WPM the teacher set. ReadAloud also provides a full report of the student's reading, with errors or mispronounced words highlighted.

After students have completed the activity, teachers have the ability to listen to the student recordings and manually grade or override the AI grade. If unlimited attempts are permitted, students can reattempt the reading, using feedback from previous attempts to improve and get a better score.

Pros of Poodll ReadAloud

- Student readings can be automatically assessed.
- Students can attempt the reading multiple times without further teacher input.
- Feedback is provided shortly after a

reading attempt.

- There is granular control over the strictness of assessment.

Cons

- Students may use an AI (for example, Siri) to read the text for them, instead of completing the ReadAloud activity by themselves.
- There are many settings which, if incorrectly set, can make the task either too easy or difficult.

MS Reading Progress or Poodll ReadAloud are applications that encourage students to read English aloud. They are available at institutions running Moodle or MS Teams, and they offer instant, non-judgmental, personalized feedback. They are appropriate and effective tools for both large and small classes in Japanese universities.

References

Anjasmara, A., & Wijayanto, A. (2023). The use of reading aloud technique to reduce student's speaking anxiety. *UNNES-TEFLIN National Seminar*, 5, 108–118. https://proceeding.unnes.ac.id/utnc/issue/view/49

Holt, P. (2023). *The power of vocalization: 6 ways reading aloud improves learning*. E-Student. https://e-student.org/reading-aloud/

Rebelo, M. (2023). *The best dictation and speech-to-text software in 2024*. Zapier. https://zapier.com/blog/best-text-dictation-software/?fbclid=IwAR2y2H4ZrXRuSPhTGj141vxY34_eX4ClAlaaG9XfDZSyYwJ5hQGtsyOcqw4

Senawati, J., Suwastini, N., Jayantini, I., Gustim, A., Adnyani, N., & Artini, N. (2021). The benefits of reading aloud for children: A review in EFL context. *IJEE (Indonesian Journal of English Education)*, 1(1), 73–100. https://doi.org/10.15408/ijee.v1i1.19880

College and University Educators SIG

Social Media Links

CUE SIG website:
https://jaltcue.org

CUE private Facebook (members only):
https://www.facebook.com/groups/jaltcue/

CUE public Facebook:
https://www.facebook.com/jaltcue

CUE X account:
https://x.com/jaltcue

https://pansig.org/

ELT 101

Can the Classic Methodology, Community Language Learning, Still be Used Today?

Thomas Entwistle
The British Council, Japan

Thomas Entwistle is an English language specialist working for the British Council at Nagoya University of Foreign studies. His current interests are phonology and fostering autonomous learning. He is currently conducting research into study abroad and transformative learning.
thomas.entwistle@britishcouncil.or.jp

Community Language Learning (CLL) is a classic, but widely forgotten, ESL teaching methodology proposed by Charles A. Curran, a Jesuit priest and professor of psychology at Loyola University Chicago, in the 1960s. His application of psychological counselling techniques to learning is known as Counseling-Learning (Curran, 1973). CLL applies some of the theory underpinning Counseling-Learning to a language learning context. While Curran is often credited with starting the CLL approach, it was one of his students, Paul LaForge, who conducted much of the research into the effectiveness of this methodology compared to the traditional methods (teacher-centered, grammar-translation) that were popular at the time. LaForge (1971, 1975) found that this language teaching approach worked particularly well in Japan.

La Forge (1983) posited that language learning is a social process and that CLL is different from traditional methods. This was somewhat revolutionary thinking at the time. CLL is similar to a counselling session where the students become more of a community, meaning that communication is more intimate and personal the longer that the learners study as a group. The teacher, referred to as the *knower* (like a counsellor), is supposed to see individual students as *whole persons*. This means the knower needs to consider the learners' feelings, fears, and motivations, because students can often feel intimidated when in a new learning situation (Larsen-Freeman, 2008). In Japan, La Forge's method revealed the importance of building trust and creating a low-anxiety atmosphere. His research showed that Japanese learners responded positively to the counseling-like approach of CLL (La Forge, 1975).

There are three main tasks for the students in a CLL lesson (Richards & Rodgers, 1999): to better understand the meaning and pronunciation of target language in the lesson, to allocate key meanings to chunks

	Stage	Activities
1.	Introduction	Informal greetings
		Self introductions
2.	Goal Setting	Teacher outlines lesson goals
3.	Conversation sessions	Students sit in a circle and initiate conversations in the target L2
		Teacher stands on the outside and offers translations to help learners when needed
		Students record new lexis and grammar into the microphone in the centre of the circle
		Tape recorder played for everyone to hear
4.	Feedback	Teacher writes selected recordings on the board, highlights aspects of grammar and spelling etc.
5.	Reflection	Students reflect on their lesson and ask any questions they have
6.	Textbook creation	Students given the chance to write down what they need from the board.
		These notes form the students' individual "textbook"

Figure 1
Early CLL Lesson Plan

of language, and to start integrating this new vocabulary into basic grammar structures. Some have argued that this is somewhat like the Natural Approach developed by Krashen and Terrell (1983). This is broadly true as CLL students are not taught explicitly but learn in a way similar to how people learn their L1.

CLL's procedures and techniques

Talking about the procedures of a CLL class is problematic as each CLL class is, by design, a unique experience (Richards & Rodgers, 1999). However, (Figure 1) is an example of an early CLL lesson plan from them.

Like other learning methodologies, CLL uses various learning styles and techniques. Here are some key techniques to CLL (Richards & Rodgers, 1999):

- Translation: students are allowed to ask the knower to translate their L1 into the L2.
- Audio recording: Students record new words and phrases into a recorder.
- Reflection: Students express their feelings on the lesson, feelings towards one another, and concerns at various intervals in the lesson. Also, learners listen to their own and their peers' audio recordings and are encouraged to reflect on these.
- The "Human Computer": Students can ask the teacher to repeat any language they would like to hear again.

However, CLL lessons will not necessarily include all of these techniques, because CLL lessons focus on the needs of the learners (Brown, 1994). For example, I observed a recording of a CLL lesson (American English,

2013) of multilingual learners from 1990, which was a joint project by Diane Larsen-Freeman and the U.S. Information Agency. In the video, the teacher did not incorporate a reflection stage.

CLL in a Japanese teaching context: Issues and ideas

I recently conducted a couple of CLL experiment classes in a private university context with third-year students in Nagoya, Japan. The students were all enrolled in a non-English major and were around the CEFR A2-B1 level. The class in which the experiments took place was a weekly academic discussion class where we looked at global topics such as equal pay, assimilation, and overtourism. It was the first week of the topic overtourism in which the experiment took place. The lesson was done in 5 stages:

1. Topic Introduction and lesson aim setting.
2. Discussion: Students sat in a circle, discussed the questions related to tourism on the board, and asked the 'knower' (me), who was on the outside of the circle, to help with unknown words and translations. Students were encouraged to record this emergent language into an iPad that was in the middle of the circle.
3. Reflective discussion and listening: Students reflected on the lesson so far and discussed how they felt. Next, they listened to the recorded words and phrases and considered what they would like to work on.
4. Translation: I boarded some of the more useful words and lexical chunks. Students worked in small groups to create their example sentences and then translate them into Japanese.
5. Human Computer: Students were given the chance to ask me to model.
6. the pronunciation of anything from the lesson.

Students were surveyed on their experience, and the feedback was overwhelmingly positive. The main findings were that sitting in a circle was relaxing, which led to more discussion; using L1 reduced the anxiety of an all-English environment; and this style of lesson led to lots of emergent language. Here are a few selected comments that exemplify these findings:

- I enjoyed new class style which is fresh and I could open heart more than before.
- Because I can use Japanese and English. I talked to easy and smooth with partner.
- I prefer seating by circle style like today rather than normal style seating because I can see everyone's face.
- I found out the type of new words and I could improve vocabulary and how to make proper grammar.

Although it was an interesting experiment with positive feedback from the learners, it would not be an approach I would adopt fully due to the lack of syllabus, lack of clear aims and objectives, and lack of summative assessment. However, I believe there are some techniques from CLL that could help in quite a variety of teaching contexts both here in Japan and elsewhere.

Overreliance on translation

Nowadays, smartphone ownership is almost ubiquitous, so learners often fall back on those devices rather than attempting to explain what they are trying to say or guessing meaning from context (Armitage, 2019).

CLL allows the learners to ask the teacher (in their L1) to help plug gaps in their lexical resource and keep the discourse going, rather than halting the conversation to search for unknown vocabulary. This seems to lead to a greater amount of emergent language that, once put on the board, all the students can get the benefit of, rather than just the student who looked up a word for themselves.

Confidence and anxiety

Many learners in Japan struggle to cope with the differences between Japanese and English, which are greater than between other languages (Swan & Smith, 2001). This struggle with accuracy and being understood can often lead to demotivation.

The reflective and relaxed atmosphere of CLL helps put learners at ease, and student feedback from my own CLL experiments showed this. Students mentioned they felt more relaxed and comfortable and felt like they could speak up more than usual.

Authentic listening

Japanese is a syllable-timed language, meaning that in general each syllable is pronounced. However, English is a stress-timed language, meaning content words are stressed and function words are weakened, which leads to the emergence of connected speech. This can leave the learners in a state of shock when exposed to authentic native speech (Entwistle, 2020a).

CLL offers the chance for learners to ask the teacher to model one more time the pronunciation of anything that comes up. This "human computer" part of the lesson is a great way of exposing learners to authentic speech and raising their awareness to elements of important parts of pronunciation like connected speech (Entwistle, 2020a). This is arguably even more important in monolingual contexts like Japan, where once learners leave the classroom, they are in an English-poor environment (Entwistle, 2020b).

Final thoughts

CLL is still being experimented with, as a study carried out in a university English language class shows (Situmorang et al., 2024); however, it is unheard of to find a pure CLL syllabus. Having said that, I do believe that parts of CLL could provide new ways to address some of the problems outlined above that we often have to deal with in our varying teaching contexts. The way in which the teacher becomes the knower, helps translate lexis for the learners, which in turn helps reduce overreliance on technology. Furthermore, CLL seems to create a calm and reflective atmosphere that can mitigate anxieties students have with English and boost confidence. Lastly, CLL can provide learners with extra authentic input from their teacher.

CLL is an almost forgotten English language teaching method, but there are still elements of CLL which I believe can be of use in a modern setting, such as in

class reflection and incorporating authentic listening. Depending on the context, bringing elements of CLL into the classroom can help with student motivation, expose students to authentic listening, address overreliance on smartphones, and reduce learner anxiety of being an L2 learner.

References

American English. (2013, January 26). *Language teaching methods: Community language learning* [Video]. Youtube. https://www.youtube.com/watch?v=tx_we_P3Pic

Armitage, K. (2019). Enhancing Japanese university students' English engagement and speaking proficiency using smartphones. *Journal of Faculty and Staff Development in Higher Education*, 17, 35–40. https://web.opar.ehime-u.ac.jp/wp/wp-content/uploads/2019/06/J17-5_kristin.pdf

Brown, D. (1994). *Teaching by principles. An interactive approach to language pedagogy*. Longman.

Curran, C. A. (1972). *Counseling-learning: A whole person model for education*. Grune & Stratton.

Entwistle, T. (2020a). The importance of raising learners' awareness of connected speech. *KOTESOL Journal*, 16(1), 235–246.

Entwistle, T. (2020b). Issues and ideas for a monolingual context. *International House Journal,* 48, 42–44.

Krashen, S. D., & Terrel, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Longman.

La Forge, P. G. (1971). Community language learning: a pilot study. *Language Learning*, 21(1), 45–61. https://doi.org/10.1111/j.1467-1770.1971.tb00489.x

La Forge, P. G. (1975). Community language learning: The Japanese case. In F. C. C. Pengo (Ed.), *Language in Japanese society, pp. 215–246*. University of Tokyo Press.

La Forge, P. G. (1983). *Counselling and culture in second language acquisition*. Pergamon.

Larsen-Freeman, D. (2008). *Teaching and principles in language teaching*. Oxford University Press.

Richards, J., & Rodgers, T. (1999). *Approaches and methods in language teaching*. Cambridge University Press.

Situmorang, J. P., Simamora, R. M., Gurning, B., & Simanjuntak, D. S. (2024). Pembelajaran bahasa Inggris dengan menggunakan Community Language Learning (CCL) method. *Jurnal AbdiMas Maduma*, 3(1), 35–45. https://doi.org/10.52622/jam.v3i1.227

Swan, M., & Smith, B. (2001). *Learner English*. Cambridge University Press. https://doi.org/10.1017/CBO9780511667121

Rod Ellis and Task-Based Learning: Shaping Language Teaching Today

Stephen Hofstee

Stephen Hofstee is an Australian English language educator based in Japan. He teaches as an adjunct at multiple universities, including Yokohama National University. His research interests include teacher talk (L1 in L2 classrooms), content-based teaching, and student-generated materials.
stephen@stephenhofstee.com

Rod Ellis' name is closely associated with Second Language Acquisition (SLA), and his influence on the field has been both significant and lasting. His work has contributed to a deeper understanding of the process of learning a second language, especially through his research on Task-Based Language Teaching (TBLT), and his research continues to shape modern language teaching.

Historical Context: The Development of SLA and Ellis' Early Influences

In the 1970s and early 1980s, when Ellis began his research, the field of language teaching was undergoing notable change. Traditional methods such as the Audiolingual Method, which emphasized repetition, drills, and rote memorization, were being increasingly challenged by more communicative approaches that focused on meaning and interaction. At the same time, SLA was emerging as a recognized field of study, with prominent figures like Stephen Krashen proposing influential theories, such as his 1982 Input Hypothesis, which posited that language is acquired primarily through exposure to comprehensible input rather than explicit instruction.

Ellis entered this evolving landscape, drawing on teaching experiences in countries such as Spain and Zambia, where he encountered varied learner challenges and contexts. In 1965, he spent time teaching at a small Berlitz school in Spain before moving to Zambia, where he worked at a newly established secondary school from 1967 to 1970 (Ellis, 2020a). These experiences exposed him to diverse educational settings and reinforced the need for approaches beyond traditional classroom instruction (Language Magazine, 2013). His time teaching in different settings, combined with his studies at Leeds and Bristol, shaped how he saw language learning.

As Ellis gained firsthand experience in different teaching environments, he became increasingly interested in how research could help overcome the limitations of methods like audiolingualism and the communicative approach. His work examined how learners engage with language not only through input but also through meaningful interaction, focusing on ways they process, produce, and internalize language.

Ellis' Role in Advancing TBLT

One of Ellis' biggest contributions to the field is his work on TBLT. This method focuses on using language in real-world situations rather than just memorizing rules. In his book, *Task-Based Language Learning and Teaching*, Ellis defined a task as "a work plan that requires learners to process language pragmatically in order to achieve an outcome" (Ellis, 2003, p. 16).

One of the core aspects of TBLT is its focus on meaning over form. Ellis distinguishes between *tasks* – which engage learners in communicative language use with a focus on achieving a goal – and *activities*, which prioritize grammatical correctness. He pointed out that while grammar drills help with accuracy, real communication forces learners to use language in a more natural way. For example, students might act out a restaurant scene, taking on roles as customers and staff, dealing with special requests and complaints. Similarly, in a travel-related task, they could practice booking hotels or navigating an airport. These tasks reflect real-life conversations, helping students build problem-solving skills and use language more naturally. Ellis' definition of tasks includes six critical features: they must function as a work plan, focus on meaning, require learners to use their own linguistic resources, reflect real-world language use, involve one or more language skills, and result in a clearly defined communicative outcome (Ellis, 2003).

Ellis' *Principles of Instructed Language Learning* (2005) outline essential guidelines for structuring language lessons, balancing comprehension with speaking practice, and integrating form-focused instruction. The principles also advocate balancing implicit and explicit knowledge development and recognizing individual learner differences.

Ellis outlines ten key principles that underpin effective instructed language learning. These include providing learners with extensive exposure to the target language, offering opportunities for meaningful interaction, balancing implicit and explicit knowledge development, and integrating focus on form within communicative tasks. He stresses the importance of going at the student's pace, adjusting to their needs, and looking at both structured and spontaneous speech. Together, these principles provide a comprehensive approach to optimizing second language instruction by aligning pedagogical decisions with findings from SLA research (Ellis, 2005).

These principles have informed discussions on effective methodologies, particularly those related to TBLT. Scholars have debated how to balance focus on meaning and focus on form within task-based instruction, with some arguing for explicit grammar teaching alongside communicative tasks (Ellis, 2005). Others have examined the role of corrective feedback in TBLT, questioning whether implicit forms such as recasts or explicit metalinguistic correction are more effective for language acquisition (Ellis, 2009a). Additionally, discussions have addressed how TBLT can be adapted for different proficiency levels, ensuring that tasks provide an appropriate level of challenge while supporting learner autonomy (Long, 2015). These debates are still shaping how task-based teaching is

applied in different settings.

Ellis' Research on Corrective Feedback and Form-Focused Instruction

One of Ellis' most notable research areas has been corrective feedback – the ways in which teachers respond to learner errors. In his 2006 study, Ellis examined how explicit corrective feedback, which directly addresses learner errors, compares to implicit methods such as recasts, where teachers subtly rephrase errors without drawing attention to them. His research shows that explicit feedback strengthens grammatical development and provides teachers with structured techniques for correction. (Ellis, 2006).

However, the effectiveness of explicit corrective feedback may vary across cultural contexts. In cultures such as Japan, where indirect communication and maintaining social harmony are highly valued, direct correction can sometimes be perceived as face-threatening or discouraging (Yoshida, 2008). Some Japanese learners appreciate clear corrections, while others prefer more indirect hints that match their cultural norms. (Hanson-Lynn, 2022). Hanson-Lynn's research highlights how Japanese EFL students often associate teacher-led correction with authoritative classroom structures, making indirect forms of feedback, such as recasts, metalinguistic cues, or clarification requests, more effective in maintaining student confidence (Hanson-Lynn, 2022). As a result, educators working with Japanese learners, or those from similar cultural backgrounds, are encouraged to adapt their feedback strategies, balancing explicit correction with indirect methods.

Ellis' research provided empirical support to the idea that corrective feedback helps learners, guiding teachers in improving their feedback methods. His research underscored the need for a flexible, culturally responsive approach to corrective feedback, ensuring that pedagogical techniques align not only with linguistic development goals but also with learners' socio-cultural expectations (Ellis, 2006; Yoshida, 2008; Hanson-Lynn, 2022).

Ellis has further contributed to the understanding of how learners process various types of feedback, such as direct correction, indirect feedback, metalinguistic explanations, recasts, and elicitation, and how these feedback strategies influence the development of both explicit and implicit language knowledge. His work demonstrates that explicit instruction and feedback are essential for learners to progress through stages of language acquisition, helping them internalize grammatical structures more effectively.

Enduring Impact: Ellis' Influence on Language Teaching and Research

Ellis' TBLT approach has been applied in diverse educational settings, from traditional classrooms to informal learning environments (Ellis, 2003). TBLT's adaptability allows teachers to customize tasks to meet the needs and contexts of their learners, making it suitable for different levels of language proficiency and a variety of learning styles (Ellis, 2017).

Ellis' research connects with the work of Michael Long and David Nunan, who have also played roles in shaping TBLT. Long introduced the *focus on form* approach, emphasizing attention to linguistic form within communicative tasks, which aligns with Ellis' emphasis on integrating real-world tasks into language learning (Long, 1997). Nunan's work on task-based syllabus design also shares common ground with Ellis' ideas, reinforcing the role of tasks in language acquisition (Nunan, 2004). Together, these scholars have shaped a substantial body of work that has enhanced our understanding of how tasks can support language learning.

Ellis has played a key role in shaping teacher training. His research has influenced programs emphasizing task-based learning and corrective feedback. Many now focus on using tasks that mirror real-world language use, making instruction more engaging while equipping educators with effective feedback strategies. Teachers are also encouraged to integrate focus on form techniques, such as designing tasks that highlight specific linguistic features to support grammatical development within meaningful communication (Ellis, 2009b; Ellis, 2016).

Additionally, Ellis' work has influenced language program design in various countries. As a professor and consultant at institutions such as Temple University (in both Japan and Philadelphia) and the University of Auckland, Ellis has contributed to the development of language programs that incorporate task-based and research-informed approaches. His ongoing consultancy work, including his role as a visiting professor with China's Chang Jiang Scholars Program, has further extended his reach, supporting the integration of task-based methodologies in language education policies and practices internationally.

Recent Work: Ellis' Ongoing Contributions to Task-Based Learning

Ellis' publication, *Task-Based Language Teaching: Theory and Practice* (2020b), offers a more nuanced exploration of how TBLT can be implemented in diverse classroom settings. He addresses the challenge of adapting tasks for learners at different proficiency levels, emphasizing the need for additional scaffolding and simplified input for beginners, while encouraging task complexity and greater autonomy for advanced learners. Additionally, Ellis explores how digital platforms can enhance task-based instruction through online collaborative tasks, learning management systems, and automated feedback tools, which help facilitate meaningful interaction and task engagement across different learning contexts. This focus on blending traditional methods with modern technology reflects Ellis' commitment to keeping language teaching relevant in an increasingly digital world (Ellis, 2020b).

His ongoing research continues to demonstrate the long-term effectiveness of task-based methods. By comparing grammar-focused instruction with task-based learning, Ellis has shown that engaging learners in meaningful tasks facilitates deeper and more durable language acquisition (Ellis, 2009b; Ellis & Shintani, 2014). His contributions to

the field remain relevant as educators seek to adapt to new learning environments and integrate technology into their classrooms.

Notable Publications

Rod Ellis' prolific career has produced over 40 books and numerous articles that are frequently cited in SLA literature. Some of his most influential books include:

- *Understanding Second Language Acquisition* (1985), which won the Best Book Prize from the British Association of Applied Linguistics, remains one of the foundational texts in SLA.
- *The Study of Second Language Acquisition* (1994), for which he was awarded the Duke of Edinburgh Best Book Prize, offers a comprehensive examination of how languages are acquired and is essential reading for anyone studying SLA.
- *Task-Based Language Learning and Teaching* (2003) laid out the theoretical foundations of TBLT, establishing key principles such as task authenticity, sequencing, and learner engagement. It remains one of the most cited works in the field. In contrast, his more recent book, *Task-Based Language Teaching: Theory and Practice* (2020), expands on earlier frameworks by addressing implementation challenges such as adapting tasks for different proficiency levels and integrating digital tools into instruction. Together, these works provide both the theoretical and practical frameworks for understanding TBLT.
- *Language Teaching Research and Language Pedagogy* (2012), where Ellis explores the intersection between SLA theory and practical teaching methods, further solidifying his role as a bridge between academic research and classroom application.
- *Becoming and Being an Applied Linguist* (2016), where Ellis provides insights into the lives and work of leading figures in applied linguistics, reflecting his own influence and contributions to the field.

These books continue to inform both teachers and researchers, ensuring Ellis' ideas remain influential in language education and SLA research.

Conclusion

Rod Ellis has played a major role in shaping how languages are taught today. Through his leadership at institutions such as Temple University, the University of Auckland, and Curtin University, Ellis has consistently bridged the gap between research and practice. His work emerged during a time of change, offering a more nuanced understanding of how language is learned through meaningful interaction and tasks. By focusing on both explicit and implicit aspects of language acquisition, Ellis has created a balanced approach that continues to influence classrooms around the world.

When I think of Rod Ellis, I am reminded of a research workshop he led, where his remarkable patience helped me navigate the complexities of research design and methodology. What stood out to me wasn't

just his knowledge, but his down-to-earth nature—he made theory accessible and engaging and always had a great story to share over a drink at the end of the day. His ability to engage deeply with complex ideas while remaining approachable made a lasting impression on me. Having been taught by him personally, I can say that his influence goes beyond research; it touches every aspect of the teaching and learning experience.

References

Ellis, R. (1985). *Understanding second language acquisition*. Oxford University Press.

Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ellis, R. (2005). Principles of instructed language learning. *System*, 33(2), 209–224. https://doi.org/10.1016/j.system.2004.12.006

Ellis, R. (2009a). A typology of written corrective feedback types. *ELT Journal*, 63(2), 97–107. https://doi.org/10.1093/elt/ccn023

Ellis, R. (2009b). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge.

Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research*, 20(3), 405–428. https://doi.org/10.1177/1362168816628627

Ellis, R. (2017). *Second language acquisition and task-based language teaching*. Wiley Blackwell.

Ellis, R. (2020a). *Current issues in the teaching of grammar: An SLA perspective*. Cambridge Scholars Publishing.

Ellis, R. (2020b). *Task-Based language teaching: Theory and practice*. Cambridge University Press.

Hanson-Lynn, S. (2022). Culturally informed oral participation and corrective feedback practices for Japanese EFL students: Research perspectives. *Kinjō Gakuin Daigaku Ronshū: Jinbun Kagaku Hen*, 18(2), 225–235. https://kinjo.repo.nii.ac.jp/records/1309

Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Language Magazine. (2012). *Interview with Rod Ellis*. https://languagemagazine.com/interview-with-rod-ellis/

Long, M. H. (1997). Focus on form in task-based language teaching. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 15–41). Cambridge University Press.

Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.

Nunan, D. (2004). Task-based language teaching. Cambridge University Press.

Yoshida, R. (2008). Teachers' choice and learners' preference of corrective feedback types. *Language Awareness*, 17(1), 78–93. https://doi.org/10.2167/la429.0

Understanding Krashen's Monitor Model: Foundations and Classroom Implications

Richard Thomas Ingham
The British Council, Japan

Richard Thomas Ingham works for the British Council at a private university in Japan. His research interests include extensive listening, podcasting, and autonomy.
richard.ingham@britishcouncil.or.jp

Chomsky's (1959) critique of B.F. Skinner's *Verbal Behavior* challenged the dominant behaviorist view of first language acquisition as habit formation, shifting the focus of language learning research toward innate cognitive mechanisms. Building on this shift, Stephen Krashen proposed a highly influential and controversial theory of second language acquisition (SLA), during the late 1970s and early 1980s known as the Monitor Model (1982). This model, sometimes associated with the Input Hypothesis (1985), gained prominence at a time when second language teaching methods were transitioning from structure-based approaches to more communicative, meaning-focused instruction. The Monitor Model consists of five interrelated hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. This paper outlines Krashen's model, critiques its key aspects, and examines elements that may have beneficial implications for current classroom practice.

The Acquisition-Learning Hypothesis

Here, Krashen described learning and acquisition as distinct processes. Acquisition is described as a subconscious process mirroring what children utilize when acquiring their first language. Krashen believes acquisition occurs following natural interaction with the language, when the learner engages in meaningful exchanges *without* focusing on language features. In contrast, learning is described as a conscious process of knowing about a language, typically taking place in formal language learning environments. Krashen (1982) stated that learning cannot become acquisition and stresses the central role of acquisition in second language performance. The active teaching of grammar is not regarded as being of benefit for acquisition and is therefore shunned in the Monitor Model.

Whilst some of the appeal of this first hypothesis lies in the fact that it offers an explanation as to why learners make consistent errors with grammar that they have previously studied, it is open to criticism

on several different counts. Firstly, the vagueness of Krashen's terminology means differentiating between acquired and learned knowledge is not possible. Some researchers such as Rivers (1980) have contradicted Krashen's acquisition-learning dichotomy by showing that language can be automatized through practice. Other researchers have also been critical of Krashen's strict anti-grammar stance as it has been shown that English learners can benefit from grammar instruction (Ellis, 2002).

The Monitor Hypothesis

In the second hypothesis, Krashen attempted to clarify the purpose of learning within his Monitor Model. In Krashen's framework, the Monitor is best understood as a cognitive process that allows learners to consciously apply learned grammatical rules to their language output. The Monitor is said to allow learners to correct themselves only in specific circumstances: when they have enough time, sufficient knowledge of grammatical rules, and focus on form. Additionally, Krashen suggests that individual variation among language learners can be explained by their individual application of the Monitor, with "over-users" of the Monitor being hesitant to speak, "under-users" being too relaxed about making mistakes, and "optimal users" only applying the monitor when it doesn't interfere with communication (Krashen, 1982, pp.1516).

Some of the appeal of this hypothesis lies in part because many language learners are clearly able to edit their own utterances and compositions by using learnt rules, something I am sure many language teachers and readers have noted in their own classrooms. In addition, I have encountered countless examples of learners who could be described as "over users" of the monitor, causing lengthy pauses before they are willing to speak. However, closer inspection of this hypothesis points to several significant deficiencies. First and foremost, Krashen fails to provide evidence for the Monitor, and it is impossible to test this hypothesis in real-life situations (Zafar, 2009). In addition, Krashen limits the influence of the Monitor to syntax, failing to consider the role of the monitor on discourse or pronunciation (Gregg, 1984).

The Natural Order Hypothesis

With this hypothesis, Krashen described how language rules are acquired in a particular order, some rules tending to come early and some late. The Natural Order Hypothesis is based on earlier morpheme studies by Dulay and Burt (1974), which concluded that L2 learners acquired morphemes in the same sequence, for example, plural "s" before the third person simple present "s". According to Krashen, this order is set in stone, remaining the same irrespective of explicit instruction; in other words, the natural order of acquisition cannot be changed, even through explicit teaching (Krashen, 1982).

On a superficial level, this hypothesis offers something appealing to the language educator, as it gives a simple, clear, and plausible explanation as to why learners may fail to learn particular grammatical structures: they are not yet ready to acquire them. However, prior research by Rosansky (1976) had already found that morpheme acquisition showed considerable variance

amongst learners. Krashen also failed to acknowledge the influence of L1 on L2, the role of negative and positive transfers, and that not all L2 learners adopt the same route to attain proficiency. Finally, the logical conclusion of this hypothesis would be that educators should follow a syllabus that coincides with the natural order. However, in a contradictory move, Krashen (1982) strongly rejected this, stating that grammar sequencing should be avoided.

The Input Hypothesis

The cornerstone of Krashen's model of SLA is his Input Hypothesis, in which he claimed that language is acquired by receiving "comprehensible input" (Krashen, 1985, p.2), defined as language that contains structures slightly above the learners' current level of competence (i+1). The Input Hypothesis is linked to the Natural Order hypothesis, in that learners are said to move along the route of the natural order by receiving and processing input containing i+1 competence. Acquisition is said to occur when acquirers understand input for its meaning, not when they produce output and focus on form.

It is hard to disagree with certain aspects of this hypothesis, particularly the view that learners will benefit from exposure to input that they can partially understand. Indeed, research has confirmed that students can make progress through exposure to comprehensible input without direct instruction (Lightbown & Spada, 2013).

However, the hypothesis can be criticised on several counts. Firstly, it fails to provide any means to ascertain the learners current level and therefore no way to calculate i+1 (Gregg, 1984). In addition, it is unclear whether the 'i+1' formulation is intended to apply to all aspects of language, from lexis to phonology and syntax (McLaughlin, 1987). A further criticism of this hypothesis is the disregard for the importance of learner output and the importance of negotiating for meaning (Long, 1996. According to Krashen (1981), learners are regarded as having little active engagement in the language acquisition process, with the social aspects of the learning environment having little importance.

The Affective Filter Hypothesis

Krashen's Affective Filter hypothesis sought to explain the reasons why some learners, despite exposure to large amounts of comprehensible input, fail to effectively acquire a second language. The *affective filter* is a psychological barrier that can hinder the language acquisition, and Krashen believed that it accounts for individual variation in language learning (Krashen, 1982). There are said to be three kinds of affective variables that impact upon the affective filter: motivation, self-confidence and anxiety (Krashen, 1982). Learners exhibiting higher motivation and self-confidence are thought to be more receptive to language acquisition, whilst learners experiencing anxiety will have a higher affective filter preventing acquisition. Krashen claimed that children lack the affective filter, so it is not regarded as being problematic for first language acquisition (Krashen, 1982).

There are some appealing parts to this hypothesis that are of value to language

teachers, for example, the idea of fostering a supportive, motivating, and low anxiety environment in which learners can acquire language (Krashen, 1982). In addition, this hypothesis also provides a plausible reason as to why adult learners very rarely achieve native-like fluency in SLA: their filters are blocking their acquisition (Krashen, 1982). However, closer examination highlights some issues with this hypothesis. Both children and adults vary in non-linguistic factors such as motivation and self-confidence, yet Krashen did not explain why the Filter fails to hinder language acquisition in children (Zafar, 2009). Overall, the Affective Filter hypothesis is poorly defined, lacks precise explanation, and does not offer a way of testing for its existence.

Implications of the Monitor Theory

Ultimately, although Krashen sought to present the Monitor Model as a comprehensive theory of SLA, each of the parts are in fact just untestable hypotheses (Zafar, 2009). Despite these just criticisms of the Monitor Model, it does have some useful pedagogical implications for language educators.

Firstly, the Comprehensible Input hypothesis offers valuable insights that we should consider both inside and outside of the classroom (Bailey & Fahad, 2021). Within the classroom, language teachers should provide a rich variety of motivating comprehensible input, for example, showing pictures to accompany new vocabulary words, incorporating gestures, and being aware of the importance of teacher talk as comprehensible oral input. Additionally, teachers should also focus on comprehensible input outside of the class time through Extensive Reading and Extensive Listening programmes, that have been shown to considerably benefit learners' language acquisition (Renandya & Jacobs, 2016).

Secondly, since acquisition is said to happen incidentally when learners are exposed to input and engaged in meaning-focused interactions, educators should also provide learners with chances to use language meaningfully and spontaneously, where language is used as a tool for reaching a specific goal (Loewen & Sato, 2018). Teachers should therefore seek to include activities such as information gaps, jigsaw listening, role-plays, and paired interviews. Language teachers could take this a step further and examine the benefits of Task-Based Learning Teaching, an approach focusing on interactive communication and engagement in meaningful tasks. Overall, through well-chosen activities, educators can help to provide excellent opportunities for learners to acquire comprehensible input from their peers.

Finally, language teachers should attempt to lower the affective filter to provide students with the best environment in which to acquire the language. Language teachers can make a difference in students' motivation, anxiety levels, and self-images by respecting their students, listening to them, and taking note of student feedback (Mehmood, 2018). In these ways, educators may seek ways to lower the affective filter and enable students to acquire comprehensible input more readily.

References

Bailey, F., & Fahad, A. K. (2021). Krashen revisited: Case study of the role of input, motivation and identity in second language learning. *Arab World English Journal*, 12(2), 540–550. https://dx.doi.org/10.24093/awej/vol12no2.36

Chomsky, N. (1959). Review of verbal behavior by B. F. Skinner. *Language*, 35(1), 26–58. https://doi.org/10.2307/411334

Dulay, H., & Burt, M. (1974). Natural sequences in child second language acquisition. *Language Learning*, 24(1), 37–53. https://doi.org/10.1111/j.1467-1770.1974.tb00234.x

Ellis, N. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24(2), 143–188. https://doi.org/10.1017/S0272263102002024

Gregg, K. R. (1984). Krashen's monitor and Occam's razor. *Applied Linguistics*, 5(2), 79–100. https://doi.org/10.1093/applin/5.2.79

Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.

Lightbown, P., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285–329. https://doi.org/10.1017/S0261444818000125

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.

McLaughlin, B. (1987). *Theories of second-language learning*. Edward Arnold.

Looking for more in-depth articles? Head over to the CUE website to browse the current and past issues of the *OnCUE Journal*.

https://jaltcue.org/content/about-oncue-journal

VETERAN TEACHER VOICES

Interview with Curtis Hart Kelly

Amanda Gillis-Furutaka

Amanda Gillis-Furutaka is a recently retired Professor Emerita from Kyoto Sangyo University and the current President of the JALT Mind, Brain and Education SIG.
gillisfurutaka.amanda@gmail.com
Curtis Kelly (EdD), is the founder of the Brain SIG and MindBrainEd Think Tanks and a prolific writer and speaker. Please look at his new TBLT book, based on fun, The Snoop Detective School (Abax).
ctskelly@gmail.com

Curtis Hart Kelly
Nationality: *US*
Years of teaching: *47*
Qualifications: *Doctorate in Education*
Highest position attained: *Professor*
Professional Fields of Interest: *EFL, brain sciences*

Amanda: *With so many years of experience to share, I think the best question to ask first is what drew you into teaching?*

Curtis: It was almost a family business. I had so many relatives that were teachers that I wanted to avoid that as a job, but after teaching experiences in junior and senior high school, I realized I liked it.

Amanda: *Can you tell us more about how you ended up teaching after you had tried to avoid it? And what made you realize that you liked teaching, after all?*

Curtis: I thought I should break away from the family routine, but about once a year, from the sixth grade on through junior high, I was asked to go to younger kids' classes and tell them about a project I had worked on or something else. I quite liked it and in college got involved in tutoring. One job was tutoring a high schooler, but I was just not knowledgeable enough, so I had to quit. Another was being a volunteer English teacher for Vietnamese refugees in Honolulu fleeing the collapse of South Korea. The Tran family that I helped was so nice.

The father had a doctorate and professorship in Vietnam, but could not find work in the US. His daughters grew up and met with success, but his sacrifices continued. Thirty

years later, I got in a taxi driven by a Mr. Tran, and I asked if he by any chance knew of the Tran family I had taught English to so long ago. The driver said, "That is my family. I am the father."

Amanda: *When and why did you come to Japan?*

Curtis: I came for love. I fell in love with a Japanese woman studying at the University of Hawaii, who had to go back at about the time I graduated. I wanted to be with her again, so I wrote letters (no email back then) to 28 schools who taught English and asked if I could work there. Only one replied, Matsushita Electric (now the company, National), who said they could not hire me sight unseen but would give me an interview if I was ever in the Osaka area.

Back then, in 1976, international flights from Ohio to Japan were rare and expensive and I only had enough money to go one way. Risky. But that's love, and being just 23. I hopped on a plane, flew to Osaka and luckily got a part-time job at Matsushita. I was reunited with my love, but unfortunately, it was not the real love I found much later.

1976
When I first came to Japan

Amanda: *What have been the biggest changes you have experienced during your career?*

Curtis: One big change was moving from being a teacher into being an administrator when I became a full-time university instructor. To part-timers, being full-time often looks like getting twice the income for half as many classes, but that is an illusion. The grinding hours of committee work and other responsibilities that come along with it, as well as losing those free springs and summers, must be factored in as well.

Amanda: *How about other changes?*

Curtis: Well, another big one was moving from universities in Japan that were failing to quite successful ones like Kansai University. The students were completely different, and so I needed different pedagogies, and actually, different teaching philosophies.

Amanda: *Can you explain the ways in which the students were different and the different teaching pedagogies and approaches you developed?*

Curtis: There are many approaches in language teaching that range from soft to hard. Soft might mean communicative and humanistic and so, tend to be fun. Hard might be more study oriented with translation and test-driven memorization. They tend to be rigorous and less fun. While the jury is still out on which style works best overall, for the higher-level schools, it does not matter. You

can pretty much choose any approach you want, and the students will comply. After all, they could only get into that particular school because they studied extremely hard in high school. Whatever you tell them to do, they will do, with enthusiasm. So basically, in a John Hattie (Anonymous, 2018) way, whatever you do works.

That is not at all true in a failing school. Whereas in a higher-level school, teacher-centered compliance is the norm, in the lower-level school, it is the other way around. The teachers must adapt to the learners, and that is not easy. A school that struggles to get students will accept anyone who applies, and the applicants are usually students who can't get in anywhere else, who have emotional problems, and who don't even want to go to college, but their parents pressure them to. They rarely do homework, often miss class, and don't care much about grades. Thus, the only way to get them to even engage with the materials is to make sure the materials are engaging. Highly engaging.

That means using language teaching approaches that address their personal problems, such as giving them confidence, helping them grow, teaching them about life (but their life, not Betty's in Boston). Lots of personalization, heart-warming stories, sharing, and fun usually works. But choosing activities with those qualities is hard work. It requires teachers who know their learners and their difficulties well. Such teachers must be cheerleaders, counsellors, activity writers who hold different standards for each student, and they must always keep an eye out for "teachable moments." They must keep their learners engaged and willing to participate (a skill often misconstrued as just "entertaining" them). In other words, teachers at failing schools must be special.

Amanda: *How has this contrast in teaching situations affected your approach to higher education in Japan?*

Curtis: It was at schools like the ones I just described that I determined my life mission: "to relieve the suffering of the classroom." Whole person approaches were needed, and I saw myself more as a people maker than language teacher. Rather than just failing a learner who sleeps in class, who has more absences than are allowed by school policy, or who is "difficult" as we politely put it, I often had to reach out and enter that student's life, or even to change myself (rather than the student). Just sometimes, though rarely, I could break through and give that person a better life.

Amanda: *Can you give us your definition of successful teaching in one of these lower-level universities and describe the approaches you adopted?*

Curtis: The key is knowing their psychological and life needs to hit on a lesson design that can draw them in. Some of the approaches I developed fit that agenda: diary writing, introspection and sharing, solving mysteries, real-life projects, and especially, telling them stories that aid their movement towards adulthood. I don't think I was always successful, but I sure learned a lot.

Amanda: *Can you share what you learned from this?*

Curtis: It made me realize that we have a major flaw in our hiring system. We tend to look at resumes and scholarly achievements instead of humanistic skills. We tend to review teaching qualifications in terms of prior university ranking rather than classroom success. As a result, we hire subject matter experts who don't have a clue about raising young adults. I always want to say, "If you want a truly qualified teacher, hire someone who has worked at a failing school."

Amanda: *That's a very important point and I am sure many of our readers would agree wholeheartedly. The problem is convincing the final decision makers – the administrators at higher levels who don't work in classrooms. Do you have any recommendations about this?*

Curtis: Since they usually went to the more rigorous schools themselves, they tend to stick to traditional hiring routines. I guess you just have to keep pointing out that the main job of a teacher is teaching, raising our youth, and giving that priority over research.

Amanda: *Let's turn to changes and future trends that you see affecting the language teaching profession at tertiary level. What have you noticed happening recently?*

Curtis: The biggest changes are twofold, first, the integration of ChatGPT and AI in language education, along with adapting to our learners' online lifestyles. As Kathy Harris says, we need to teach students how to fill in online forms as much as greet visitors to a company.

Amanda: *Could you tell us more about who Kathy Harris is and why she says this?*

Curtis: Kathy is a professor at Portland State who advocates digital literacy (https://lincs.ed.gov/sites/default/files/ELL_Digital_Literacy_508.pdf) as a part of overall literacy in today's world (https://www.pdx.edu/profile/kathy-harris). Knowing how to read and write email, fill in an online form, navigate to the needed information on a site are the kinds of things all adults need to know how to do, but often, youth, the elderly, refugees, and low-income immigrants cannot even do that in their own language, let alone in English in their new country. We need to teach them.

Amanda: *Bearing in mind this shift to an increasingly online lifestyle, do you have advice for teachers wishing to better prepare their students for offline interactions?*

Curtis: Good question. I think we also will need to give our learners more face-to-face social skills as part of the communication package. What was once almost natural for Japanese—all people really—the ability to interact with strangers is now disappearing as they become more physically (but not digitally) isolated. We can see this phenomenon reflected in the massive drop of Japanese university students with a boyfriend or girlfriend. Train your students how to go out and talk to strangers, how to connect to those who are different.

Amanda: *Do you have any achievements in the classroom that you are especially proud of?*

Curtis: Related to all we have discussed I

consider the single greatest thing I did in my career was the making of an unusual English class. At some point I came to understand that the ultimate purpose of education is to give our learners better lives, whether that be in terms of employment opportunities, knowledge, or communication skills. But if so, there are important life needs that we leave unattended, such as how to navigate a romantic or other intimate relationship (without failing as many times as I did). Certainly, getting along with one's partner, family, and friends is a huge part of one's happiness, and one that science has studied, but we leave their learning about relationships to movies and manga, often terrible sources of information.

Amanda: *And how did you provide this kind of learning opportunity for your students?*

Curtis: I made a course called the Psychology of Love, thinking that my learners' intense need for that kind of information would fuel their dive into English. It did. And more. Looking at the science on what kinds of couples succeed, or how genuine love is an attitude not a feeling, gave those students something they cherished. They began meeting privately after school, made a t-shirt for the class, and even now, communicate with each other through a Facebook page. I truly hope I could help at least some of them find happiness in their relationships.

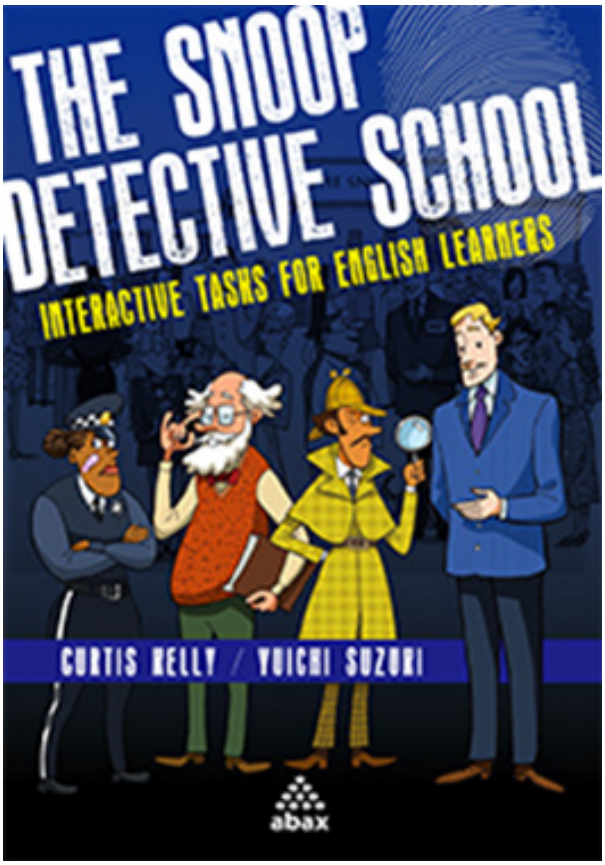
Amanda: D*oes that class count as among your proudest achievements?*

Curtis: Yes, that class, followed by my JALT Lifetime Achievement Award.

Amanda: *Do you have advice for others working in education?*

Curtis: My main piece I give to new teachers is to "forget yourself." We often focus on whether we can keep our learners under control, can reach the end of the chapter in the textbook, or can fulfill institutional requirements as a teacher. In other words, we focus on ourselves too much. Instead, we should be constantly aware of our students' learning experience in our classrooms, and if that means we have to close the textbook and head off in some other direction, then fine. Their growth is the goal, and oddly, attending to that often leads to our own.

Amanda: *To wrap up, can you tell us about what are you doing now, and what's next?*



Curtis: I am retired, but I am still devoted to three projects. One is producing the

MindBrainEd Think Tanks, a magazine that connects brain science to language teaching (see MindBrainEd.org). Another is finishing up the Snoop Detective School, a textbook of interactive tasks (https://www.abax.co.jp/product/233).

And the third is a new venture for me, but one highly satisfying. Last October, the Think Tank team and I conducted an online course for teachers on the Neuroscience of Language Learning (see iTDi.pro). Working with 30 teachers from all over the world was delightful, and we are due for a repeat and second level.

I now live in Portland, Oregon and miss Japan terribly – you are my people – but life is good, always good.

References

Anonymous, (2018). Hattie ranking: 252 influences and effect sizes related to student achievement. *Visible Learning*. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

College and University Educators SIG

CUE Executive Officers (Nov. 2024-Nov. 2025)

- Parvathy Ramachandran: SIG President
- Gavin O'Neill: Acting Treasurer
- Shabna Selva: Membership Chair
- Michelle Jerrems: Programs Chair
- Britany Stagnoli: Programs Chair
- Glen Hill: Publications Chair
- Mariana Senda: Publicity Chair

Additional Officers

- Gavin Brooks: WebMaster and Member at Large
- Matt French: CUE Circular Layout Manager
- Mark Howarth: Member at Large
- Ryan Richardson: CUE Circular Chief Editor
- Rosa Suen: Proofreading Coordinator
- Nadiia Zaitseva: Member at Large

CUE Circular

About the *CUE Circular*

In addition to news, updates, and information for members, *CUE Circular* aims to publish concise, well-written articles of practical and professional interest to English language teachers in Japan's tertiary sector. Most of these are written in a more casual, less academic style. This is a great opportunity for first-time writers (and even students) to gain experience!

https://jaltcue.org/cuecircular