

What Motivates Older learners?**Eric M. Skier**

Mr. Skier had been wondering what motivated the autonomous older learners. He reported in his findings that their motivations come from time, shame, and maturity. As he explains, after retirement, they have the time to study. Secondly, though they feel shameful about their inability to speak English, they refused to give up – a sign of maturity. Lastly, they feel that the mental activity of learning English helps them to ward off senility.

Teaching Writing**Masa Tsuneyasu**

Tsuneyasu discussed, with the following simple suggestions, Japanese students will be better and independent writers in English: (1) the acknowledgement of scoring criteria, (2) input and feedback, (3) extensive reading, (4) practice in writing, and (5) meaningful (but not surplus) editing.

Role and Power Sharing between JTEs and AETs**Kyoko Miyazato**

Miyazato discussed team teaching relationships between JTEs (Japanese Teachers of English) and AETs (Assistant English Teachers). The speaker found out that JTEs are culturally powerful, but linguistically powerless while AETs are the reverse. Miyazato concluded there is a balanced power structure which can lead to a positive effect between JETs and AETs.

Reported by Masa Tsuneyasu

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