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In this month's issue . . .

HAPPY New Year! We hope that 2009 will bring you great things, starting right here. In this month's Feature Article, **BK Cottle** investigates how two commercial textbook series present interaction between members of inner circle, expanding circle, and outer circle countries. For those readers having difficulty getting your students to speak in English, in Readers' Forum, **Harlan Kellem** reviews some of the basics of developing oral fluency in the classroom.

In My Share, **Kim Bradford-Watts** shares ideas for using pop-up books in class, **Thalawyn Silverwood** describes a way to innovate bingo to get students to ask more questions, **Joachim Castellano, Jacob MacLeod**, and **Tara E. Tarpey** innovate blogs for the classroom, and **Carolyn Fish** and **Daniel Devolin** discuss English immersion.

In Book Reviews, **Myles Grogan** reviews *Smart Choice*. Also, don't forget about our regular columns. We hope you can find something fun and informative that helps you to start your New Year of teaching off right. Or left, if you prefer.

Theron Muller, TLT Co-Editor

あけましておめでとうございます。皆様にとってよりよき素晴らしい2009年が今、始まろうとしています。今月の Feature では、BK Cottle がテキストの登場人物として描かれるインナーサークル、アウターサークル、さらに外側のサークルの人々における相互作用を調査しています。学生に英語を話させるのに苦労をしていらっしゃる皆様のために、Readers' Forum では Harlan Kellem がクラスで会話の流暢さを発達させる基礎的な指導法を述べます。My Share では Kim Bradford-Watts が飛び出す絵本のクラスでの活用についてアイディアを紹介します。また、Thalawyn Silverwood はビンゴを使って学生により活発に質問させる方法を述べ、Joachim CastellanoとJacob MacLeod, Tara E. Tarpey はクラスでのブログの使い方を提案し、Carolyn Fish とDaniel Devolin は英語のイマージョンについて論じています。

Book Reviews には Myles Grogan が Smart Choice の書評を寄稿しています。また、いつものコラムにも見所があります。皆様が楽しく情報たっぷりのTLT を読んで新年をスタートされることを祈念いたします。

Theron Muller, TLT Co-Editor

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Representation of English users and uses in university EFL textbooks

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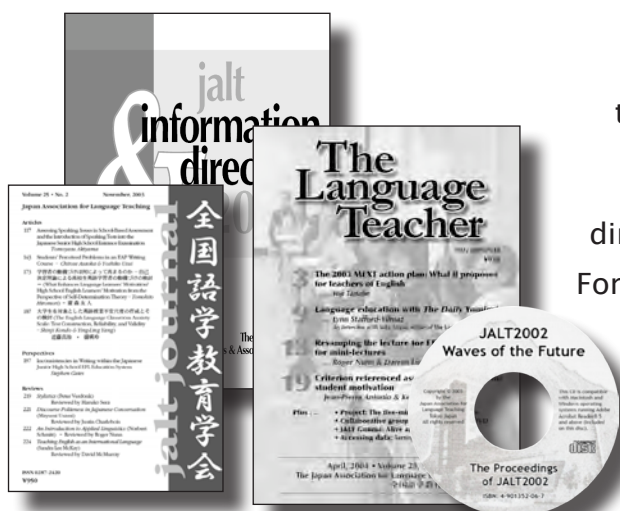
Keywords

English users, English uses, representation, EFL textbooks, inner circle, outer circle, expanding circle

This study explores the representation of English users and uses in two EFL textbook series used at Japanese universities. Analysis of the characters, the contexts, and the varieties of English used suggests that the textbooks emphasize the inner circle (Kachru, 1985). Users and uses from the outer and expanding circles are extremely limited, despite the growing spread of English outside of the inner circle (Graddol, 1997). The results indicate the representation of English users and uses from the three circles is extremely limited and insufficient to raise students' awareness and facilitate their English development. Both textbook series represent males and females equally and accurately; however greater variety in gender interaction is needed. Although student feedback was solicited, students declined to participate. More research is needed in this area to determine the potential effects textbooks have on students' perceptions of English users and uses.

本論では、日本の大学で使われている2冊のESLテキストブックの中の英語使用者と英語使用の描写について調査した。登場人物、コンテクスト、様々な英語使用の分析から、テキストブックがインナーサークルを強調していると示唆する。インナーサークルの外側における英語の増加にもかかわらず、アウターサークル、また、それよりさらに外側のサークルの英語使用者および使用の描写は極度に限定されている。これら3つのサークルからの英語の使用者と使用の描写は極度に限定されており、学生の意識を向上させ、英語力を増進させるのには不十分との結果を得ている。
　どちらのテキストブックでも男性と女性は公平に正確に描かれている。しかし、よりバラエティに富んだ両性間のやりとりも必要とされる。学生の英語使用者と使用に対する認識にテキストブックが持つ潜在的な効果を確定するには、この分野におけるより詳細な研究が求められる。

ALTHOUGH English is the current *lingua franca* of international business, aviation, science, and technology, and has displaced French as the lingua franca of diplomacy since World War I, it is sometimes perceived as the language exclusive to countries within the inner circle (IC; i.e., Australia, Canada, New Zealand, the United Kingdom, and the United States) (Kachru, 1985). English learners from expanding circle (EC) countries (e.g., Japan, Brazil, etc.) primarily learn English as a foreign language (EFL) as a means for international, rather than intranational communication, unlike outer circle countries (OC; i.e., former colonies and territories of both the U.K. and U.S.) where English is learned as a second language (ESL). As a result, many Japanese learners of English, particularly adolescents, view English as belonging to primarily Americans and the British, although according to Graddol (1997) "…it will be those who speak English as a second or foreign language who will determine its world future" (p. 5). This skewed view by Japanese learners of English may be partially due to the representation of English users and uses within EFL textbooks approved by the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) for use during the first year of junior high school (Matsuda, 2002).

According to Matsuda (2002), the unrealistic view of English users and uses held by Japanese students is problematic for several reasons. First, students will be unable to take advantage of the international opportunities English affords if they do not realize how widely English is used among non-native speakers. Secondly, students may experience great difficulty, confusion, or even resistance in situations when communicating with speakers from the OC. Finally, students' language acquisition may be negatively impacted because of their limited knowledge of English users and uses.

Matsuda (2002) analyzed all seven MEXT approved textbooks in use from April 1997 to March 2002, not only because those English texts were required for public junior high schools, but also because many private schools choose to follow the national curriculum. Her analysis involved identifying the nationality of the main characters (the users) and counting the number of words uttered by each character, then identifying the countries in which these main characters used English (the use).

Language use was differentiated between intranational and international uses. Intranational use was then categorized as occurring between speakers from either IC, OC, or EC countries. International use was categorized as occurring between native speakers only, native and non-native speakers, or non-native speakers only.

Matsuda's (2002) study yielded several findings. First, the main characters were largely from IC countries, which may give students the impression that people from those countries are the dominant users of English. Second, the most common context for English use was in Japan, and an emphasis on the use of English within IC countries and Japan rather than the use of English in OC and EC countries. Third, international use was more common than intranational use. Fourth, the majority of intranational use occurred among English users from IC countries, which reinforces the idea that English is most closely associated with IC users and countries. And finally, the overwhelming majority of international use occurred between native speakers and non-native speakers, which gives the impression that non-native speakers only use English to communicate with speakers from IC countries.

Based on these findings, Matsuda (2002) reached three conclusions: (a) the textbooks emphasized users and uses from IC countries, while users and uses in other contexts had limited and sporadic representation; (b) the similarities between the students' perceptions and the textbooks' representations suggest that these EFL textbooks may influence the construction of students' attitudes and perceptions toward English; and (c) the limited view provided by these texts is inadequate in preparing students to use English with other non-native speakers.

Interestingly enough, Watanabe (1995) noted junior high school English textbooks in Japan have been utilizing characters and topics from non-inner circle countries as a means to promote multicultural awareness. Yet this may not be enough, as the Japanese perception of English dominance is "reinforced by the general public's uncritical and unconscious acceptance of the status quo" (Kubota, 1998, p. 300).

Although Matsuda (2002) focused on the sociolinguistic representation within MEXT approved textbooks, student perceptions of English users and uses within these textbooks were not included. In a later study, Matsuda (2003) did analyze perceptions of English ownership among Japanese secondary school students, but did not make a direct connection with the MEXT approved textbooks from her earlier study. In addition to eliciting student feedback, it seemed necessary to expand upon Matsuda's (2002) study by analyzing commercially marketed textbooks used in Japan, as others have suggested textbooks should promote equal gender representation and portrayal (Kanamaru, 1998; Beebe, 1998; Ansary & Babii, 2003).

Methodology
Textbook selection
ESL/EFL textbooks offered by major publishers, such as Oxford, Pearson Longman, and Cambridge are commonly used in English classes at universities throughout Japan. The *English firsthand* series from Pearson Longman consists of four textbooks and workbooks. The first textbook is *English firsthand access* (EF A; Helgesen, Brown, & Wiltshier, 2006), which is designed for students with rudimentary English abilities. The second textbook is *English firsthand success* (EF S; Helgesen, Brown, & Wiltshier, 2006), designed for basic communication courses. The third is *English firsthand 1* (EF 1; Helgesen, Brown, & Mandeville, 2007), designed for intermediate level students, and the final text in the series is *English firsthand 2* (EF 2; Helgesen, Brown, & Mandeville, 2007), designed for upper-intermediate or lower-advanced students. Although these texts are intended for English communication courses, they do incorporate all of the four skills.

English users in the *English firsthand* series are not represented by photos of real people, but rather cartoon characters. Because of this, a second textbook series using real people to represent English users needed to be considered, so the *Touchstone* series from Cambridge was chosen. Like *English firsthand*, *Touchstone* is a four textbook and workbook series (TS 1, McCarthy, McCarthen, & Sandiford, 2005; TS 2, McCarthy, McCarthen, & Sandiford, 2005; TS 3, McCarthy, McCarthen, & Sandiford, 2006; & TS 4, McCarthy, McCarthen, & Sandiford, 2006) that incorporates all of the four skills, but is primarily for communication courses. The textbooks range in difficulty from beginner to intermediate.

Analysis
Following Matsuda's (2002) study of MEXT approved texts, the representations of English users and uses in the conversation sections of EF A, EF S, EF 1, EF 2, TS 1, TS 2, TS 3, and TS 4 were analyzed. The conversation sections were chosen, as they were often the only segment from each unit in which interaction between characters in the books took place. Unlike the texts in Matsuda's study, the characters in the *English firsthand* and *Touchstone* series are not built around several or a few central

characters. Instead, each unit is organized around a central theme, with the characters playing a minor part (see Appendixes A through I for more information). In addition, *English firsthand* characters are usually not presented with names or nationalities, while *Touchstone* uses a variety of names designed to reflect the ethnicity of the characters. However, the ethnicities represented by the characters' visual depictions are not always mirrored in the audio tracks (e.g., an Indian character speaks with a very strong American English accent).

Since the majority of characters examined were members of IC countries and their conversations appeared to take place within IC contexts, these texts were analyzed slightly differently than in Matsuda (2002). Each conversation was examined for the following:

- The gender of the characters.
- The gender interaction between the characters.
- The background of the characters (i.e., IC, OC, or EC).
- The ethnicity of the characters.
- The accent of the characters.

To determine the reliability of the analysis, four other university-level English instructors, three from IC countries (Australia, New Zealand, and the United States) one from Japan, were asked to analyze the conversations using the same criteria. Inter rater agreement for all raters was 1.00 for character gender, interaction, background, and ethnicity. However, inter-rater agreement for character accent was 0.82.

Unit conversations were also examined for gender portrayal. Overall, it was agreed that both series were appropriately diverse in their portrayal of men and women (e.g., women are shown asking men on a date, men are shown cooking dinner). As a result, it was felt no further analysis was necessary in this area. Table 1 provides an example of a unit from each series.

Student feedback

30 university students (15 using *English firsthand*, 15 using *Touchstone*) were randomly chosen and asked to give feedback to questions regarding the sociolinguistic and gender representation of characters portrayed in the conversation sections

Table 1. Example conversations from *English firsthand access* and *Touchstone*

	EFA Unit 5		TS1 Unit 4	
Topic	Describing people.		Saying more than yes or no.	
Situation	A man and a woman are on the street. The woman is waving to someone driving away on a motorcycle.		A woman is sitting next to a man in a coffee shop. They have textbooks on the table in front of them.	
Dialog	M:	Who's that?	Tina:	Hi. I see you here all the time. Do you come here every day?
	F:	My sister.	Rey:	No…Well, I have breakfast here before class.
	M:	Really? Is that her motorcycle?	Tina:	Oh, are you a student?
	F:	Yeah. Do you like it?	Rey:	Yes. I'm a law student.
	M:	It's great. What does she do?	Tina:	Really? I'm in the business school.
	F:	She's a musician.	Rey:	Yes. I'm a law student.
	M:	So what's she like?	Rey:	Oh. So do you live around here?
	F:	She's really shy.	Tina:	Well, I live about 20 miles away, in Laguna Beach.
			Rey:	So, are you from California?
			Tina:	Well, I'm from Chicago originally, but my family lives here now.

via e-mail. Although none of the students chose to participate, acquiring student feedback is crucial to understanding student perceptions of English ownership. This was a limitation of Matsuda's (2002) study and is also a major weakness in this study.

Results and discussion
Character gender

As indicated by Table 2, all textbooks contained nearly the same number of males and females and were appropriately diverse with respect to gender portrayal.

Character gender interaction

As Table 3 indicates, the majority of gender interaction occurs between characters of the opposite sex. It is interesting to note that the lower levels of the EF series consist mostly of male/female interaction, while the higher levels contain more same-sex interaction. The TS series has more male/female interaction, but also has more multiple character interactions, unlike the EF series which is limited to interactions between two characters. However, portraying interaction as being mostly male/female may be misleading.

Character background

Because nationalities were not included, character background was obtained by examination of each character's name, physical attributes, and accent to determine whether they were from an IC, OC, or EC country.

Table 4 shows that the majority of characters were from IC countries. No characters were from OC countries, while only eight characters were determined to be from an EC country. From a critical analysis perspective, it would seem the disproportionate number of English users from IC countries may be reinforcing the idea of English dominance by the IC (Matsuda, 2002). This is problematic as the widespread usage of English in OC countries and EC countries is under-represented in the textbooks analyzed. In addition, characters with the potential to represent speakers from OC countries (e.g., an Indian male in TS 1, Unit 9) almost always spoke with strong general American English (GAE) accents, which may also promote student perceptions of IC dominance.

Indians, which represent the largest number of OC English users, are the most under-represented. From a critical perspective, it could be argued the textbooks are reinforcing the image of Caucasians as native speakers of English and the learning of English as necessary to communicate with them. This is problematic, as dominant portrayal of the Caucasian English user may not promote multicultural use of English. More than any other representation of English users and uses, this may be the most troubling.

Character accent

Table 6 demonstrates that the majority of characters spoke with a GAE accent, while other IC accents were under-represented. Despite the presence of

Table 2. Character gender for *English firsthand access*, *success*, *1*, *2*, and *Touchstone 1-4*

Gender	EF A	EF S	EF 1	EF 2	TS 1	TS 2	TS 3	TS 4
Male	11	13	12	11	13	12	12	15
Female	13	11	12	13	14	12	12	11
Total	24	24	24	24	27	24	24	26

Table 3. Character Gender Interaction for *English firsthand access*, *success*, *1*, *2*, and *Touchstone 1-4*

Interaction	EF A	EF S	EF 1	EF 2	TS 1	TS 2	TS 3	TS 4
Male/Female	9	11	8	7	9	10	10	9
Male/Male	1	1	2	2	0	1	1	1
Female/Female	2	0	2	3	0	1	1	0
Male/Male/Female	0	0	0	0	1	0	0	2
Male/Female/Female	0	0	0	0	2	0	0	0
Total	12	12	12	12	12	12	12	12

several Asian characters, very few Asian accents were present. The preponderance of GAEs dovetails nicely with Matsuda's (2003) observation that Japanese students are unaware of varieties of English other than those from the US or UK. She states, "Such Western dominance in their view of English speakers may have been (re)constructed by the way textbooks represent the language and its culture" (p. 488).

Although many textbook series feature either American or British English, gradual exposure to other accents may be beneficial in preparing students to communicate with a variety of English speakers and a variety of accents. Using a variety of English accents may better prepare Japanese students for the realities of English users and uses outside of Japan.

Conclusion

It seems the *English firsthand* and *Touchstone* textbooks have the potential to reinforce student perceptions of English as belonging to native English speakers (Matsuda, 2002), especially those from the United States. From a critical standpoint, this

Table 4. Character background for *English firsthand access, success, 1, 2,* and *Touchstone 1-4*

Character	EF A	EF S	EF 1	EF 2	TS 1	TS 2	TS 3	TS 4
IC	21	23	24	24	25	23	24	25
OC	0	0	0	0	0	0	0	0
EC	3	1	0	0	2	1	0	1
Total	24	24	24	24	27	24	24	26

Table 5. Character ethnicity for *English firsthand access, success, 1, 2,* and *Touchstone 1-4*

Ethnicity	EF A	EF S	EF 1	EF 2	TS 1	TS 2	TS 3	TS 4
Caucasians	21	11	21	23	15	13	12	11
African Americans	1	3	1	0	4	4	3	5
Latin Americans	0	1	0	0	3	2	4	5
Asians	2	9	2	1	4	5	5	5
Indians	0	0	0	0	1	0	0	0
Total	24	24	24	24	27	24	24	26

Table 6. Character accent for *English firsthand access, success, 1, 2,* and *Touchstone 1-4*

Accent	EF A	EF S	EF 1	EF 2	TS 1	TS 2	TS 3	TS 4
GAE	19	20	19	22	25	23	24	25
British	1	0	0	0	0	0	0	0
Australian	1	0	0	0	0	0	0	0
New Zealand	0	3	5	2	0	0	0	0
Latin American	0	1	0	0	0	0	0	1
Chinese	0	0	0	0	1	0	0	0
Japanese	0	0	0	0	1	1	0	0
Korean	2	0	0	0	0	0	0	0
Eastern European	1	0	0	0	0	0	0	0
Total	24	24	24	24	27	24	24	26

is unacceptable, as exposure to only American (or British) English will be inadequate in preparing students to communicate with English speakers from OC and EC countries, as well as speakers from other IC countries. Accurate representation of English users and uses may be necessary to prepare Japanese university students for the variety of English speakers and accents they will encounter. These results lend support to Matsuda's (2003) conclusion that, "The understanding of different varieties is also a prerequisite for developing critical awareness of and resistance to linguistic imperialism and the power inequality that may exist in international communication" (p. 494).

Although both textbook series are diverse in their portrayal of men and women, the majority of conversations occurred between males and females, which is artificial and misleading. A wider variety of gender interactions, including more conversations featuring small groups, would be welcome. Otherwise, students may conclude that the majority of conversations occur between males and females or mistakenly believe English should be used with a member of the opposite sex.

Admittedly, the primary limitation of this study was in failing to obtain student perceptions of English users and uses as represented by the textbooks. Until this is accomplished, the limited representation of English users and uses within these textbook series cannot be directly correlated with student perceptions of English users and uses.

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Appendices

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Principles for developing oral fluency in the classroom

スピーキング力を発達させる指導法

Oral fluency consists of temporal aspects of speech, including speech rate, pauses, and length of speech runs between pauses. Language that students know but cannot use fluently is an especially good target for fluency development. This paper presents seven principles to consider when designing and doing fluency-based classroom activities: incorporate repetition, increase speaking time, prepare for speaking, use familiar and motivating topics, ensure appropriate level, impose time limits, and teach formulaic sequences. Each of these principles is discussed along with illustrative sample classroom activities.

オーラルの流暢さは、スピーチの速度や間合い、間合いの間のスピーチの長さを含む時間的側面によって成り立つ。 学生がわかってはいるが上手く話せない言葉は、流暢さを発達させるために特に適した対象となる。本論は、流暢さを発達させるクラスでのアクティビティやそのデザインを考慮する際の7つの原則を提案する。繰返しを取り入れ、会話の時間を増やし、会話の準備をさせ、なじみがありやる気を起こさせるトピックを使用し、適切なレベルを保ちつつ、制限時間を課し、そして定型文を教える。 これらの原則は例証となるクラスでのアクティビティを引き合いに出しながら論じられる。

Harlan Kellem
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FLUENCY, often considered in opposition to accuracy (Brumfit, 1984) and complexity (Skehan, 1996), is best thought of as an integrated component of language. The term refers to an aspect of overall speaking ability. One way to define this term is by temporal aspects of speech: speech rate, pauses (including their location, length, and frequency), and length of speech runs between pauses (Lennon, 1990, Schmidt, 1992, Wood, 2001). There are various ways of building fluency. For example, certain experiences, such as study abroad, contribute to it (Wood, 2007). In addition, classroom activities promoting fluency have been suggested and explained (Gatbonton and Segalowitz, 1988, Maurice, 1983, Schneider, 1993). From this literature comes seven principles to consider when designing and doing fluency building activities:

1. Incorporate repetition
2. Increase speaking time
3. Prepare before speaking
4. Use familiar and motivating topics
5. Ensure appropriate level
6. Impose time limits
7. Teach formulaic sequences

Each of these principles will now be discussed, along with illustrative sample classroom activities.

1. Repeat, repeat, repeat

One of the best ways to increase fluency is to use the same language over and over. This does not mean simply repeating what the teacher says or doing substitution drills. It is important to change the audience or purpose when an activity is repeated. Repetition can be incorporated into many speaking activities. A common exercise is *Find Someone Who...*, where students must ask the same question to many students until someone answers affirmatively. Another technique often used is *Interview and Report*, where Student A interviews Student B and takes note of the answers. Student A is then required to report Student B's answers to Student C, who must take notes. *Class Photo* (Gatbonton and Segalowitz, 1988) is another effective activity that avoids the problem of mindless repetition. The teacher gives students the task of taking a group

photo. Students take turns managing this task, directing each other where to stand or how to line up for the picture. The language used (*X please go to the front*, *please stand next to X*, *sit in front of X*) is necessarily repeated many times. To increase focus on language use, speakers cannot use gestures, and the students must go where they are told. *Class Photo*, along with the other activities mentioned previously, are examples of activities with clear and meaningful outcomes, making them great candidates for encouraging fluency development.

2. Increase the amount of speaking time

When it comes to speaking, one challenge facing most Japanese learners is the limited amount of time they spend actually using English. At the university level, many speaking courses are limited to one 90 minute lesson per week, and little if any English is used outside of class. Here are a few ways of helping students converse as much as possible:

- Have students work in pairs or small groups
- Encourage 100% English free-conversation
- Promote English use outside of class

In large classes, a great way to increase talk time is to put students in pairs or small groups. There are innumerable ways to do this, such as interviews, information gaps, role plays, and group discussions.

Free conversation is an activity that encourages students to speak. More advanced students may simply need a prompt such as, "*So, how was your weekend?*" Low to intermediate students will benefit from more initial support. Below is a common conversation framework for providing such guidance:

> *Student A:* (Question)
>
> *Student B:* (Answer + extra information)
>
> *A:* (Follow-up question)
>
> *B:* (Answer + question)
>
> *A:* (Answer + extra information)

Example:

> *Student A:* What did you do last weekend?
>
> *Student B:* I went to a movie on Saturday. I saw the new Batman movie.
>
> *A:* Who did you go with?
>
> *B:* I went with my girlfriend. What did you do last weekend?
>
> *A:* I went shopping on Sunday. I bought new shoes.

Recording conversations is another technique that gives students more fluency practice. When done outside of class, overall time spent speaking, listening, and thinking in English increases. For optimal results, care must be taken with assigning topics (Schneider, 1993), handling the logistics (Kluge and Taylor, 1999), and assessing the recordings (Ho, 2003). As students get used to recording their conversations, they gradually feel more relaxed, and the task becomes easier to complete. Another benefit of outside taping is that practice done at spaced intervals enhances language acquisition (Bahrick, 1979). Students get into this habit of using English more often for shorter stretches of time as opposed to only once per week in class.

3. Allow time to prepare before speaking

One factor that contributes to increased fluency and shorter pauses is adequate planning (Foster and Skehan, 1996). Low and intermediate level students especially need time to prepare what they are going to say. Written planning done in silence before a speaking activity helps maintain focus on the act of speaking and creating meaning with an interlocutor. Examples of planning include taking notes on a topic for homework, composing written answers to interview questions before discussing them, and writing potential questions other students might ask about a topic and the subsequent answers. A technique as simple as giving students a few minutes to silently read and think before engaging in conversation lightens the cognitive load and allows for improved attention to communication.

4. Use familiar and motivating topics

The more familiar and personally relevant a topic is, the easier it is to talk about. Asking students to discuss subjects far removed from their lives, about which they have little knowledge, is a sure to way decrease fluency. When focusing on fluency development in class, choose topics that are relevant and interesting to the learners, such as describing recent events and activities. A list of possible discussion topics (such as pets, hobbies and interests, friends, or family) can also be provided, from which students are free to choose.

5. Ensure appropriate language level

Fluency promotion activities should be at an appropriate level of difficulty in order to reduce the necessity of over-thinking while speaking. Activities that push students to use new and recently learned language have their place in the classroom, but are not optimal for enhancing fluency. Fluency is best developed when already known language is put to active use (Nation, 1995), something most efficiently done through discussion of relevant and familiar topics. The ideal level should be at or just below

the students' current level. Review activities are thus especially good for fluency building. Having students review at the beginning or end of class is a good way to have language repeated and reinforced.

6. Set time limits

While creating a comfortable speaking atmosphere is important, it may be helpful to introduce a bit of intensity by setting time limits on conversation activities. This forces students to speak faster and pause less. One simple technique is to set a timer and tell students to complete a task before the timer goes off. Similarly, the *4-3-2- Minute Speech* (Maurice, 1983), provides intermediate to advanced students an opportunity of giving the same speech three times in succession, thus combining the benefits of time pressure and repetition. Working in small groups, each student gives a four-minute speech. During this first attempt, attention is necessarily divided between language and content. After rotating groups, students repeat their same speech, this time in three minutes. Ideally overall fluency improves since the content and language have already been worked through once. After rotating groups again, students repeat their speeches a third time, condensing them into more confident and fluent two-minute versions. In addition, speeches can be recorded and compared to verify that fluency has indeed improved and that students are not simply saying less as time decreases.

7. Teach formulaic sequences

It is important for fluency building that learners are taught chunks, collocations, and formulaic sequences (Wood, 2007). Mastering communication strategies involves developing the ability to automatically plug set phrases into conversations at appropriate moments. One such strategy is making frequent use of classroom English phrases such as *Can you repeat that?* and *What does ~ mean?* Other examples are agreeing/disagreeing (*I agree because..., I see your point, but...*) or stating opinions (*In my opinion..., I think...*). Encouraging the use of these sorts of strategies will provide more opportunities for students to use already learned language, thus building fluency more efficiently.

Conclusion

When fluency is specifically targeted in pedagogic activities, it need not be at the expense of precision or intricacy. In the EFL context of Japan, it is common for university students to have a knowledge of English where their reading and grammar skills far outweigh those for speaking and listening. It is in these cases that students can especially benefit from explicit fluency work. The seven principles presented in this paper offer a set of guidelines for preparing effective classroom activities and encouraging students to efficiently focus on their fluency development.

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…with Myles Grogan & Mark de Boer

<my-share@jalt-publications.org>

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

MY SHARE ONLINE

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

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

H APPY New Year from us here at My Share! We start the year with Kim Bradford-Watts giving us a reading activity with pop-up books for learners of all ages. Thalawyn Silverwood then puts a new spin on bingo that will get your students asking lots of questions. Joachim Castellano, Jacob MacLeod and Tara E. Tarpey then give us some ideas for blogging using TESOL 2.0. Finally Carolyn Fish and Daniel Devolin review some techniques for creating an English immersion environment.

These activities are sure to be a hit in the classroom, so why not give them a try?

Using pop-up books in class

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Quick guide

Key words: story telling and retelling, listening, speaking, writing, negotiation of meaning, pairwork

Learner English level: Beginner and above

Learner maturity level: Elementary and above
Preparation time: About 15 minutes
Activity time: About 40 minutes
Materials: Large pop-up book, pencil and paper for each learner

Introduction

Did you have pop-up books when you were a child? Did you spend hours marveling at the intricate cutting and folding that made the pop-ups so magical? This activity uses two current popular pop-up titles by Faulkner and Lambert: *The wide-mouthed frog* and *The long-nosed pig*. I have used this story retelling activity with first-year university classes, but the activity could also be used in elementary, junior, or senior high school classes using different and more appropriate materials.

Procedure

Step 1: Divide the class into pairs.

Step 2: Explain to learners that one person from each pair will leave the room for a short time while you tell a story to their partner.

Step 3: Show the book cover to everyone. This adds to the sense of expectation all students feel.

Step 4: Have one person from each pair go outside (or an empty room nearby, if available) with instructions to wait quietly so as not to disturb other classes.

Step 5: Read the story, but don't go too quickly. The learners will want a chance to appreciate the pop-up artwork. Don't forget to move the book around so that they can see the various aspects of the three-dimensional pictures.

Step 6: Read the story again.

Step 7: Invite the waiting learners back into the room.

Step 8: Have the learners who listened to the story tell it to their partners using English. Those hearing the story for the first time should ask questions if they do not understand something.

Step 9: The learners who have just heard the story retell it to their partner to check for understanding.

Step 10: When everyone is happy that the meaning of the story has been clearly shared and understood, read the story again slowly. This will be the first time for half the learners to see the artwork; the others will be happy to listen and see it again.

Step 11 (optional): Ask the pairs to cooperate in writing out the story they have just heard. This

provides an artifact of the lesson for the learners, giving them the chance to incorporate new vocabulary and grammar they have noticed in context, and allows you to assess the success of the activity.

Step 12: Do the activity again the following week using a different book, sending the first week's storytellers outside to wait while their partners hear the new story.

Conclusion

Although this is a simple activity, it generates a lot of discussion between partners at the first retelling stage, and again while they are cooperating to rewrite the story. In my experience, most pairs add cute drawings to their written work and frequently include comments about how much they enjoyed the books. Learners have also identified this activity as one of their favourites for the semester. It can also be done using big picture books; however some of my learners have felt that the pop-ups added impact to the story. Finally, I have found this activity an enjoyable one to teach, and I'm confident you will too.

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Evocation bingo: Question making and increased participation

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Quick guide

Key words: creativity, listening, questions, question making, speaking

Learner English level: False beginner and above

Learner maturity level: High school and above

Preparation time: 10 minutes in class

Activity time: 30-60 minutes

Materials: Paper, pen

Introduction

This activity gives students practice creating and asking questions to evoke specific responses from the teacher. The goals are:

1. To give students practice in creating questions.
2. To challenge students to be creative.
3. To have students be more active.

The activity requires no outside preparation, so it is useful when you need a lesson immediately.

Preparation

Step 1: With pen and paper, each student draws a bingo grid using an entire sheet of paper. Each box needs to be big enough for one word. Of course, blank bingo sheets can be used instead.

Step 2: Each student writes a different English word in each box. Any word is OK: nouns, adjectives, or verbs. Encourage simple words and give many examples. Ask students to write words they know, their favourite things, or things they can see in the room. Don't let students spend too much time preparing.

Procedure

Step 1: Tell the students you are going to play bingo. They will ask questions, and you will reply. If students hear you saying a word written on their grid, they may tick it off.

Example:

> Student: *What animals do you like?*
>
> Teacher: *I like lions, and tigers, and bears, oh my!*
>
> Students may tick any of these words: I, like, lions, tigers, and, bears, oh, my.

Step 2: Students ask questions. Anyone may ask at any time. Students may work in pairs or groups to think of questions. A student may tick words the teacher says even if that student did not ask the question.

Step 3: Continue the game for a set time. Students who get bingo should continue to try and get more

rows. When the time ends, have students count how many completed rows they got.

Variations

Normally, this activity works only once because if you do it again, cunning students will make their sheet as easy as possible. However, there are ways to redo it with the same class.

1. Students make sheets and the teacher randomly exchanges them. If you do the activity with two or more classes you can exchange between them.
2. Set conditions, such as the following: All words must be more than seven letters. All words must be from this week's vocabulary list. The first row must be verbs, the second row must be words that start with S; the third row must be foods.
3. Students take turns coming to the front and answering in place of you.

Notes

1. The activity is easier if you are not so strict. Allow imperfect questions as long as the meaning is clear. Allow similar words: "cats" when you said "cat," "ice" and "cream" when you said "ice cream."
2. Encourage students to listen to each other. Students can tick words that other students evoke, and students can use other students' questions as models for making new questions.
3. Students can get a lot of answers easily with the question, "Which do you like: A or B?" It is OK to allow sly questions a few times. If it becomes a problem, you can reply, "I like both," or "I don't know," requiring students to think of different questions.
4. Because it is bingo, students who get stumped with a row should try another one.
5. Because students need some experience to recall words and question forms, this activity is recommended for high school and above.

Conclusion

It is helpful to remind students that when speaking in a foreign language, it is common to ask a question and not get the information you wanted. You need to learn how to rephrase questions and try again. If you want the right answers, you need to ask the right questions.

TESOL 2.0: Using blogs in three ways

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Quick guide

Key words: blogs, Internet, technology

Learner English level: High intermediate to advanced

Learner maturity level: High school and above

Preparation time: Semester-long project

Activity time: Semester-long

Materials: Internet-connected computers, web-based email accounts

Introduction

Blogging is a useful language-building activity for in-class and homework exercises, in both formal and informal contexts. The curriculum outlined below showcases ideas for three potential uses of this technology: a class discussion blog, a vocabulary blog, and a class project blog. It is based on the TESOL 2.0 project, which investigated the integration of media and technology at Teachers College, Columbia University.

Procedure

Step 1: Collect email addresses from all of your students. It is recommended they provide an address with a web-based account (such as Google's Gmail, Yahoo Mail, or Hotmail), not one associated with a cell phone. If they don't have such an account, help them set one up.

Step 2: Familiarize yourself with three uses for blogs and decide which style best suits your teach-

ing goals and situation (see Appendix A for URLs to sample sites).

Class blog

This is an informal blog where students post and reply naturally and freely to each other without concern for using precise grammar or being graded. To maximize activity, it is vital that at the beginning of each class students are given time to discuss recent blog posts. Although topics are student-generated, you can suggest topics as necessary.

Vocabulary blog

Here students actively search for new words and phrases, whether advanced, idiomatic, or colloquial, to teach their classmates. On this blog, students post a word or phrase and provide hints to the meanings by way of example sentences or digital photos they have taken themselves. At the start of each class, students try to guess the meanings of posted vocabulary entries by following the given clues. As a follow-up activity, students can post narratives using the new vocabulary they have learned.

Project blog

This format involves the semester-long creation of a single *netzine*, or online magazine, to which all of the students contribute on a regular basis. In addition, students have to be responsible for editorial decisions. This activity not only increases language skills, but also builds confidence in communicative ability, as the blog is a "published" project. The netzine should be a media-rich environment, incorporating sound and images, as well as written text.

Step 3: Create a blog using a free service, such as Blogger, Wordpress, or Vox (see Appendix B for URLs to these services).

Step 4: Invite each student to the blog via their email address, making sure they have permission to post entries and add comments.

Step 5: In the first class of this project, introduce the concept of blogging, what sort of blog the students will maintain, and why. If possible, get student input on some of the design and content particulars. The site should reflect the level, interests, and background of your students.

Step 6: For the next several classes, determine weekly assignments that increase gradually in linguistic difficulty. As the semester progresses, encourage students to suggest their own weekly assignments in order to complete their vision of the site.

Step 7: Each week, facilitate a student-led feedback session in order to review recently submitted assignments, brainstorm ideas, make editorial decisions, and assign tasks.

Step 8 (optional): At the end of the semester, help students organize a launch party in which they unveil their website to a public audience (fellow students, friends, or family).

Conclusion

These blog activities are examples of the wide range of possibilities blogs have in the classroom. Ultimately, for blogs to be most successful, you must actively participate with your students and incorporate them into class discussions.

Reference

TESOL 2.0 website, Teachers College, Columbia University <tesol2pt0.pbwiki.com>

Appendices

Appendix A. *URLs of sample blogs*, Appendix B. *URLs of free blogging services*, and Appendix C. *Sample semester-long timeline for creating a Project Blog* are all available online at <jalt-publications.org/tlt/myshare/resources/0901a.pdf>

Techniques for classroom English immersion

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Quick Guide

Key words: group work, student participation, question creation, task-based learning

Learner English level: Intermediate and up

Learner maturity level: High school and up

Preparation time: Thirty minutes at the start of each lesson to collect appropriate samples

Materials: TV set

English is a global language and demands a basic knowledge of global issues. The cultural references used in conversation reflect an awareness of current trends and issues and help people better relate to each other, particularly people of different cultures. EFL teachers therefore need to create an immersed English experience, because not only does this prepare students to use English in real life situations, but it is also a valuable motivating tool in the language learning process. The following ideas are techniques in which English immersion in the classroom can be achieved.

Idea 1: Give out a questionnaire at the start of each term. Who are some top English-speaking music artists today? What are three popular English movies released this year? What are the English-speaking G8 nations? Name eight English-speaking countries. At the end of the term, give out a similar questionnaire that would measure changes in cultural awareness.

Idea 2: Present tasks on a regular basis to keep students continually interacting with English culture. On a weekly basis, students could review news stories to be discussed in class. On a monthly basis, students could write reviews of recently released movies, CDs or books, or comment on new bands or new actors. In class, introduce an excerpt from a movie, play or song. Students could specify emotions to the song or scene or imagine the next line, scene, or lyric.

Idea 3: Students listen to an excerpt from a conversation. In groups, they summarise the overall meaning and guess the possible situation. To maximize exposure, the excerpts could be different materials from different countries, varying in context, such as television dramas, game shows, discussions on current affairs, radio show banter, or sports commentaries.

Idea 4: Assign students a hypothetical situation where they must create a conversation, taking care to use the correct vernacular expression and pronunciation that would represent the language of that situation. Situations could be set in a variety of environments, such as a French student meeting his American homestay family at the airport, a couple out on a first date, or an Australian businessman booking an English hotel.

Idea 5: The class listens to a taped conversation. Then in groups, students must discuss a preset list of questions. For example, what is the mood? What do you feel? What is your reaction word/gesture? Each group is then required to recreate the situation using the opposite emotion.

Idea 6: As an assigned end-of-term task, students listen to a CD of differently accented conversations, such as radio excerpts, TV clips, or play dialogue. Then students record and compile their own CD, using differently accented examples of similar situations, such as greetings, goodbyes, expressions of shock, or expressions of happiness.

Idea 7: Do the *mirror expression* relay. Split the students into two teams and, with each team using a mirror, whisper a feeling to the first student of each team (such as *bored*). The first student then has to express that feeling into a mirror for the second student to see. Once the second student understands, they must do the same expression, all the way down the line, until the last student can express it and shout out the appropriate word.

Idea 8: Assign participation in a theatrical performance, or film an advertisement with a video camera. Utilising the theatrical element is a great way to focus students on emphasising reactions clearly enough to be communicated on stage or camera.

Conclusion

In the classroom, it is the teacher's responsibility to give the students an immersion experience in English. When teaching English conversation, the focus is on the students being able to relate culturally, actively listen, and give appropriate reactions. The ideas presented in this article provide students with a thorough, relevant, and practical learning experience. Feel free to use and adapt them as you see fit.

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

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…with Robert Taferner
<reviews@jalt-publications.org>

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BOOK REVIEWS ONLINE

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Happy New Year! Myles Grogan begins the column with *Smart Choice,* a textbook series that integrates the four skills.

Smart Choice Level 1

[Ken Wilson. Oxford University Press, 2007. pp. ix + 136. ¥2,600. ISBN: 978-0-13-430562-4.]

Reviewed By Myles Grogan, Momoyama Gakuin Daigaku/ Kinki Daigaku

Smart Choice Level 1 is part of a four book series based on American English. The Oxford University Press website <www.howdoyouteach.com/tour/no_preparation.htm> bills this as a course ready to teach without any preparation. Offering such a variety of support materials may seem at odds with this claim, but the preparation is interesting and enjoyable. According to the teacher's book, each book in the series contains about 60 hours of teaching material, expandable to upwards of 80 hours with the additional resources.

The series is visually appealing, with a variety of illustrational styles. Book 1 begins with a classroom English unit titled Essential English, followed by 12 topic-based units (each with six pages), and a review after every three units. The back of the book has a vocabulary and grammar reference section, audio scripts, writing activities, and pairwork activities for each unit. Units are logically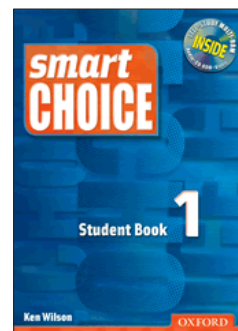 sequenced, moving from basics like vocabulary and model conversations to a communication task on the last page of each unit, such as a survey or interview.

Smart Choice has a discrete skills approach, with each skill being highly focused. The first pages of a unit tend to have fixed answers, with activities such as gap fills or matching. For students who can be more creative, extension activities are available. For example, vocabulary pages have a *Stretch your vocabulary* section, which invites students to give each other extra vocabulary they think may be helpful. Gap-fill conversations can usually be remodelled with students using their own information. This provides an element of security for students, clearly showing what is *right* or *wrong* in the units. I found the students thrived on the scaffolding this *fixed answer* style provided and easily maintained a high level of English in the class. It was easy to adapt the material for differing levels and group dynamics. The last page of each unit is open-ended, and ideal for output such as small group work or mingling activities. These activities left students with a sense of achievement, and the book produced results well above my expectations.

One of the key elements to this book is the peripherals. Besides the items reviewed here, there are other items, such as placement tests. Websites are printed on the back of the text, with a limited number of additional games and activities. The student book comes with a multi-ROM which looks and plays like a limited version of the Class CD. In addition to the audio files, however, it contains a multimedia review tool for students. The inside of the back cover contains a list of those tracks available on the multiROM. The text itself shows track numbers from the Class CD which are not on the multiROM.

The students thoroughly enjoyed using the computer-based review tools. The quizzes can be done many times, and the scoreboard records the first score and last score, so students can keep trying until they get it right. In addition, after the conversation activity, there is a chance for students to record themselves playing a role in the conversation. One class said this was their favorite feature of the CD. Unfortunately this activity is only available after students complete the conversation quiz, and so it is easily overlooked.

The *Teacher Resource Book* features a Windows-based *Click-and-change* CD that allows teachers to print resources in colour. An easy to use interface lets teachers replace text or pictures from the re-

source book with something different. Although the process is a little time consuming, students seemed to appreciate me so clearly spending time preparing something especially for them. Using this function, I substituted a picture of myself in a flashcard game in which members of a group had to guess the identity of famous people. My students enjoyed seeing their colleagues' puzzled faces as they reassured them, "You definitely know this person!"

The best thing about this book has been simply that it suits Japanese students. In particular, the scaffolding of each unit was easily adaptable to my students' comfort-level with ambiguity. The methodology is not new or groundbreaking: It is the result of careful work and a thorough understanding of students. Although it is probably possible to use the book with no preparation, the wealth of material available for planning makes preparation simple. The sum total is a usable text that provides enjoyable materials for the students and the clear sense of progress for teachers that makes for a successful classroom.

18   RESOURCES • RECENTLY RECEIVED

…with Greg Rouault
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A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the Publishers' Review Copies Liaison address listed on the Staff page at the back of *TLT*.

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Books for Students (reviewed in *TLT*)

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

* *Check it Out!* Broukal, M. Boston: Cengage Heinle, 2008/09. [4-level coursebook for 4-skills featuring language, literature, and culture incl. workbook, audio, teacher's edition, teacher resource book with reproducible activities, *ExamView* assessment CD-ROM, classroom presentation CD-ROM, and professional development program].

Click, Crown, Team, Club, and *Current*. Mary Glasgow Magazines. London: Scholastic, 2008. [5 levels of graded content in magazine format printed 5 times per year, incl. CDs, transcripts, teacher's notes, downloadable content, and printable resources].

Faster Reading. Malarcher, C., Morita, A., & Harada, S. Tokyo: Seibido, 2007. [3-level reading text incl. CD, unit introduction idioms, and vocabulary glossary in Japanese].

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Impact Conversation. Sullivan, K., & Beuckens, T. Hong Kong: Pearson Longman Asia ELT, 2009. [2-level conversation course incl. CD, online teacher's manual with teaching tips and unit tests].

Impact Issues. Day, R. R., Shaules, J., & Yamanaka, J. Hong Kong: Pearson Longman Asia ELT, 2009. [3-level content-based discussion text incl. CD, online teacher's manual with teaching tips, video clips, and tests].

* *Teaching Chunks of Language: From Noticing to Remembering*. Lindstromberg, S., & Boers, F. Crawley, UK: Helbling Languages, 2008. [The Resourceful Teacher Series classroom activities book with photocopiable handouts and downloadable worksheets].

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

Contact: Bill Perry
<jj-reviews@jalt-publications.org>

Reflective Language Teaching: From Research to Practice. Farrell, T. S. C. London: Continuum International, 2007.

Teaching Academic Writing. Friedrich, P. (Ed.). London: Continuum International, 2008.

* *Teaching English Language Learners through Technology*. Erben, T., Ban, R., & Castaneda, M. New York: Routledge, 2009.

* *Teaching ESL/EFL Listening and Speaking*. Nation, I. S. P., & Newton, J. New York: Routledge, 2009.

* *Teaching ESL/EFL Reading and Writing*. Nation, I. S. P. New York: Routledge, 2009.

…with Marcos Benevides

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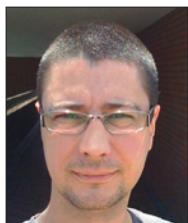
JALT Focus contributors are requested by the column editor to submit articles of up to 750 words written in paragraph format and not in abbreviated or outline form. Announcements for JALT Notices should not exceed 150 words. All submissions should be made by the 15th of the month, one and a half months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

JALT FOCUS ONLINE

A listing of notices and news can be found at:

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

JALT Calendar

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

▶ 24 Apr 2009: Deadline for submissions to present at JALT2009 in Shizuoka. See <jalt.org/conference> for more information.

▶ 23 - 24 May 2009: Eighth Annual JALT Pan-SIG Conference: *Infinite Possibilities: Expanding Limited Opportunities in Language Education* at Toyo Gakuen University, Nagareyama Campus, Chiba.

▶ 5 - 7 Jun 2009: JALT CALL Conference 2009, Toyo Gakuen University, Hongo Campus, Tokyo.

JALT News

Happy New Year! To start 2009 off, we introduce our readers to Caroline Lloyd, recently confirmed as JALT President for the current term. Over the next year, we will continue our role reporting on the internal workings of JALT, as well as giving a forum for the movers and shakers in the organization to address the membership at large.

Message from Caroline Lloyd, NPO JALT President

I'd like to take this opportunity to wish you, the JALT members, and all of our readers a very happy and prosperous New Year!

It has been two months since the National Conference and I'm gradually settling into the new position. Along with the settling process comes the realization that these new shoes are "big shoes to fill." I would like to thank Steve Brown and the members of the Executive Board who have worked so hard over the past few years for the wonderful job they did. Steve did a tremendous job over the past four years. Those who worked with him agree that he had a special touch. In a light and humorous way he always brought a sense of calm and fairness to the Executive Board meetings. Steve and his team left the house in good order and I am grateful to everyone for enabling the transition to be done so smoothly.

2008 was a year of change. Some changes were of colossal and historic proportions: the election of the first black president in the USA and the financial crisis worldwide. As well as global changes there were smaller ones that didn't shake the world, but are still meaningful to many. We saw, for example, a woman elected to the position of JALT President. This year is the year of the Brown Cow according to Chinese astrology. Ox years are years of hard work and sustained effort. This year as we all adjust and work within the new reality, I think we will start to see some of the results of those changes.

It is no secret that we are going to see big changes in Japan's education system over the next few years. The government has mandated that, by 2011, oral English language instruction will be compulsory for elementary school students in grades 5 and 6. JALT does not decide which direction language

instruction will take; however, it is imperative that we are in tune with what is happening around us and respond in a timely manner as we endeavour to help our membership to meet the challenges in the evolving world of language education.

Over the past few years, the JALT National Board has been mindful of forthcoming changes in Japan and we have heard many key speakers address elementary education, bridging the gap to high school English, and the like. This is a direction in which I would like to see JALT continue, for the sake of both the current membership and those new members who will naturally turn to us for help as they try to make sense of their new English language teaching duties.

Although I teach English at the university level, and hold this to be an important area of education, I am also involved in teaching children. I am responsible for a language programme which offers instruction in six languages to a wide range of ages. We offer mummy-and-baby classes, preschool

through high school programmes, and right up to advanced adult education. I have had the privilege of being in the classroom for the 24 years that I have lived in Japan. I have seen the trends come and go. From my daily experience in the language school, I don't believe that the recent move to start language education at increasingly younger ages is a trend. It is part of a worldwide phenomenon which I believe is here to stay and will become a large part of our future as language teachers. I would like to see JALT expand in the area of early childhood education.

With the coming of 2009 and the Year of the Brown Cow, I feel that there is a lot of hard work ahead. I look forward to the challenges and hope that, through collective effort, JALT will continue to move in a direction that is positive and meaningful to all.

Caroline Lloyd
NPO JALT President

8   JALT FOCUS • MEMBER'S PROFILE

…with Damian Rivers

<memprofile@jalt-publications.org>

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

IN this month's Member's Profile, Nicholas Yates presents his views on the use of Moodle in the EFL classroom and the benefits which it can offer to students.

MEMBER'S PROFILE

Nicholas Yates

Upon arriving in Japan 3 years ago I was introduced to a piece of educational technology that has helped me immensely in my quest to create more student-centered lessons, maximize language learning opportunities, and increase student col-

laboration. Since then I have come to realize that there is a large potential for the creation of innovative, technology-based language learning activities which do not require a great deal of technical expertise in order to be successful. Moodle is a course management system (CMS) that has helped me facilitate learning in all of my university level courses, due to its flexibility.

Moodle offers the teacher an extra dimension which extends beyond the study of fixed language goals. Teaching students how to use Moodle in a communicative manner has been one of my most satisfying experiences. Lately, I have been creating activities which I use to teach students how to use various technologies and software programs. I have been video recording two sets of information gap instructions for different functions in commonly used applications such as Moodle, Photoshop, and iMovie. I then upload them to YouTube and ask pairs of students to each watch one set of instructions and fill in a

small worksheet detailing these instructions. After they've finished, they practice what they learned individually before finally coming together in their pairs to teach their partner their respective function.

I've received positive feedback because students can watch the video as many times as they want, they can control the video (pause, rewind), and they can watch it online after class. Students often comment that they enjoy the responsibility because they have to know each function in order to teach their partner. I also believe that this kind of activity enhances language learning as students need to integrate various language skills in order to complete the activity.

Interaction is an important part of Moodle activities as well as my own teaching philosophy. Promoting student interaction is easy on Moodle through the use of Moodle forums. These asynchronous online discussions are a great resource for students in or out of the classroom. I believe the key feature is that the students are permitted time to think and reflect before they post their questions and answers. Tailoring the content to match particular language objectives is also easy. Forums can target different sets of vocabulary or discrete grammar points. They can also allow free responses, encouraging fluency in content and ideas. I use forums in a media English class to give students extra practice producing vocabulary from the week's news article. During the subsequent class, after posting on the forum, students read other posts as a basis for pair or small group discussion. Even if students aren't physically together, they can experience virtual interaction with the whole class. I feel this kind of interaction is crucial, as it permits students more opportunity to use language and discuss ideas with other students.

Collaboration is another important element in the language classroom and an integral feature of wiki activities on Moodle. A wiki represents a collaborative effort to construct or build knowledge. Within the classroom context, such collaboration can take many forms; students can discuss things face-to-face or use computer-mediated communication software. Students can collaborate when deciding, writing, and editing the content of the wiki. My students have often commented that they will work individually on something unless forced to collaborate with a classmate. They also say they want me to give them more opportunity for peer collaboration. Using Moodle to create a wiki gives students this opportunity. Students in my Freshman English class completed a wiki project on the cultures of Japan. Students enjoyed the opportunity to write and finish their project for a wider audience than just the teacher.

Many of my colleagues often discuss the lack of English use outside of our classrooms. I always witness students reverting back to their mother tongue as soon as I finish the lesson. The previously mentioned activities enable students to maximize their learning opportunities and extend their English usage beyond the standard 90-minute class. I don't use all of the activities in every class, nor do I use Moodle in every class I teach. However, it gives me another option, another way to mix, and provide student-centered lessons that engage students in language learning.

Nicholas Yates can be contacted at <nicholas-ayates@yahoo.com>.

…with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>

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

THIS month, Alan Mackenzie reports on our annual conference, JALT2008, held this past fall in Tokyo. In the second report, Hideto Harashima informs us about Gunma Chapter's 20th Kusatsu Summer Workshop.

Spinning yarns on PAC7@JALT2008

by Alan S. Mackenzie, Regional Project Teacher Training Manager, British Council East Asia <alan.mackenzie@britishcouncil.or.th>

Caroline Latham's call for papers for the Pan Asian Consortium's seventh conference, hosted by JALT this year, was one of the most intelligent calls I had read in a very long time. So often, conference descriptors are so loose as to be completely meaningless, acting as a cover-all for any-old-piece-of-tat presentation about "my favourite lesson" to get into the programme. The obverse is rarely true: a tightly-knit description that focuses presenters on a theme that creates a consistent programme that explores different aspects of a big idea without being so tight as to exclude breathing space.

To my mind, Caroline's call is a masterpiece of framing within which all the presenters could find their own threads and coordinate their own patterns. When I was asked about plenary speakers for the conference, I went through my own artistic process. How could I choose the best people to represent the themes of shared identity and interweaving of cultures within Asia?

David Graddol immediately came to mind. As the author of *English Next*, David has a global perspective but also, having worked extensively in the Asian region, he has firsthand experience of most of the countries represented in PAC and can talk knowledgably about language development in those countries. He can see the big picture and knows which threads to highlight to make the pattern clear to his audience. This he did with great flair, setting a context within which other presenters could refer back to his masterful weave, and many did. In fact, the delegation from the Philippines Association for Language Teaching completely refocused their conference theme for 2009 based on his plenary. It is rare within conferences to see such a strong impact from an individual presentation, but David's messages are so strong that they have the power to change the fabric of our understanding of the place of English in the world and the way in which English language learning and teaching is developing. If you have not yet read *English Next*, please go to <www.britishcouncil.org/learning-research-englishnext.htm> to download it for free.

Elementary school is where our basic sociolinguistic and societal patterns are set. With English moving into lower and lower grade levels across the region, it made sense to find a researcher examining these trends and looking at teaching practices across cultures. Yuko Goto Butler is the region's premier researcher in primary English language learning. She is one of the few people conducting such cross-cultural empirical studies in this area. Her presentations deftly intertwined the differences and similarities between Korea, Japan and Taiwan and clearly highlighted issues for further exploration in assessment of young learners (a very controversial area) and appropriate pedagogical models for elementary school English.

With the *Global English Project* heading full tilt towards the goal of embedding English as a basic skill within the curriculum of most Asian countries, the question of what form of English to learn/teach becomes very important. No longer is it (and perhaps it never was) the simple choice between American and British English. When I first heard Andy Kirkpatrick speak about English as a Lingua Franca or International Language, I was very happy to finally see that the profession was recognising the diversity of forms of English in the world. As a "non-standard" speaker of "British English" myself, I have always conflicted with textbooks that present a middle class southern England "norm" that very few Brits actually speak.

For practitioners, Andy raised some difficult and important questions about what we should be

teaching, what learners should be learning, what is most useful to them and what models we should be using as the basis for international communication. In Asia, when we consider that 80% of communication in English is between non-native English speakers, what is the point of using a native speaker model which hardly any of these speakers is going to achieve? The goal of competent bilinguals is to communicate with other competent bilinguals, not a guy from Aberdeen in Scotland or girl from Birmingham, Alabama: two very different native speaker models. Andy's field of research is cutting edge and points the way to a very different view of learning and teaching English which is only just beginning to emerge. We can see the big picture and tease out a few of the threads but the details of the weave are still emerging and it is the audience who at some point in the future will be able to contribute to the formation of what promises to be a very interesting and dynamic reformulation of our teaching loom.

This PAC/JALT conference was highly fulfilling for me as a Conference Co-chair. Noting how well presenters crafted their presentation descriptions to the themes, and how often plenary presentations were referred to within the parallel sessions, and the comments of the Asian Youth Forum delegates all showed me how tightly woven this conference had become. In essence we all achieved Caroline's vision of coming together to share our threads and weave a pattern of intercultural understanding across the region that acknowledges and celebrates our diversity but also brings to the fore the common underlying weft that binds us all together.

Thank you all for a truly great conference experience.

Report on the 20th Kusatsu Summer Workshop

by Hideto D. Harashima, Co-president of Gunma JALT <hideto@moodler.com>

It is a delight for the Gunma chapter of JALT to report on our commemorative 20th summer workshop at Kusatsu. With pride, we consider that having sustained this event for twenty long years is an achievement in itself.

This year's workshop was held at the Kusatsu seminar house, as it has always been, in the Kusatsu Highland and Spa Resort, on August 23rd and 24th. Those who have visited the area in summer will already know how cool, green, and traditionally exotic Kusatsu is. The participants in this seminar must surely have benefited from the unique local culture as well as the academic stimulus.

Probably due to the bad weather, we had a relatively small number of registered participants (19), but the workshop was very informative and cozy nonetheless. The theme of the workshop was "Speaking in English as an L2" and the speaker was Kim Bradford-Watts of Kyoto Women's Junior College. She gave two addresses on speaking skill development, followed by four presentations from other participants.

Bradford-Watts's first lecture was on *Speaking skills: Theory and the materials we use*. She began with a brief review of the theories of speaking pedagogy, introducing such models as the behaviorist, constructivist, and complexivist models. Then she encouraged us to participate in several activities on how to "create language quickly" within the framework of communicative language learning. Participants formed several groups in which they practiced producing quick questions and answers.

Her second lecture was titled *Classroom management in the speaking class*. This focused more on how we can manage our daily lessons in a more productive manner. She led the audience in discussions on speaking needs analysis and suggested forms/means to investigate this area among our students. She went on to introduce a *Me! Me!* speaking activity, which was fun, and a reflection paper. A reflection paper is a way for students to review

each lesson and self-evaluate what was really learned: new vocabulary items, new grammar, the percentage of time spent speaking during the activity, etc. It is also a good system for the instructor to learn how the students have digested each lesson.

Kazushige Chou and Fuyuhiko Sekido spoke on *Speaking presentations for college students: Types, management and evaluation*. They implemented an English presentation project in each of the schools they teach at, and introduced the results by showing a video. They also discussed important elements in managing such a project as well as how they evaluated the students' performances.

Sarah L. Birchley presented on *Branding as a discursive practice—The discursive constructions of a Japanese private college*. She discussed how universities in Japan are struggling to enhance their school image by "branding" school logos, signs, songs, and other school-related items. From a semiotic perspective, she discussed how branding creates the identity of an organization by manipulating text and by using visual, social, and spatial data coding.

Naoko Harada spoke on the *Zone of proximal development in Harry Potter's class and my class*. Though she admitted that this work was in progress, she succeeded in sharing her insights into using the Harry Potter series for language classes. She showed new possibilities for applying Vygotsky's ZPD to learning by video.

Finally, Hideto D. Harashima and Barry Keith co-presented on *Developing online reading quizzes: A joint project for engineering students*. In the first half of the presentation, Keith explained how TOEIC tests have been implemented in engineering schools for placement, entrance examinations, and course creditation alternatives. He then discussed some of the difficulties test-takers typically experience in TOEIC tests. In the second half, Harashima introduced online TOEIC-style reading quizzes that he has developed especially to help students overcome the difficulties mentioned earlier. The main feature of these reading quizzes is the glossary link function that provides definitions and sounds.

The workshop ended with a group photo and a farewell address by our co-president, Michele Steele.

…with James Hobbs

<sig-news@jalt-publications.org>

JALT currently has 16 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

SIGs at a glance

Key: [☿ = keywords] [📖 = publications] [🎤 = other activities] [📧 = email list] [💬 = online forum]

Note: For contacts & URLs, please see the Contacts page.

Bilingualism

[☿ bilingualism, biculturality, international families, child-raising, identity] [📖 *Bilingual Japan*—3x year, Journal—1x year] [🎤 forums, panels] [📧]

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

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

Computer Assisted Language Learning

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

The CALL SIG welcomes new members to join us at this exciting time of innovations in educational technology both in Japan and abroad. Our next international conference, JALTCALL 2009, will be held at Toyo Gakuen University, Hongo Campus in Tokyo. For more information on submitting a conference proposal, serving as an officer, or volunteering to help in any way you can, visit <jaltcall.org/news/index.php>.

College and University Educators

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

CUE SIG is pleased to announce its support for the JALT PanSIG 2009, to be held 23-24 May 2009 at Toyo Gakuen University. Please visit <pansig.org/2009/> for more information about the conference. The Call for Papers deadline is 15 Feb 2009. For more information about past and future CUE events, please visit our website at <jaltcue-sig.org>. Current CUE members should make sure to visit the CUE Members Yahoo Group <groups.yahoo.com/group/JALTCUESIGmembers/> and join the dialogue!

Extensive Reading (forming)

The ER SIG made a successful debut at JALT2008. Both the ER Colloquium and AGM were well attended, the publishers kindly donated hundreds of books for the SIG to give away at the Colloquium, and we now have over 100 members. A hard copy of the second edition of our journal *Extensive Reading in Japan* was sent to members just before JALT2008. It can be downloaded from <www.jaltersig.org>.

Gender Awareness in Language Education

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

Cosponsor of PanSIG 2009 at Toyo Gakuen University, Nagareyama Campus in Chiba <pansig.org/2009/>. The deadline for submissions is **15 Feb 2009.** GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. Visit our website, read our journal and newsletters, and contact us for more information <gale-sig.org/>.

Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language

Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! Our website is <www.gilesig.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[🔦 Japanese as a second language] [📖 日本語教育ニュースレター *Japanese as a Second Language Newsletter*—4x year] [🎤 Annual general meeting at the JALT conference] [📝]

　論文・記事大募集：JALT日本語教育論集を2009年2月28日に発行。論文、研究報告、評論、小論、手紙など募集。日本語研究者、指導者、学習者の皆様応募お願いします。原稿締め切りは2009年1月31日。

Call for Papers: JALT Journal of Japanese Language Education. Japanese as a second language researchers, teachers, and learners are invited to contribute articles, research reports, essays, reviews, and letters. The deadline for submissions is 31 Jan 2009.

Junior and Senior High School

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

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

Lifelong Language Learning

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

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

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

Materials Writers

[🔦 materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🎤 JALT national conference events] [📝] [💬]

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

Other Language Educators

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

After 3 packed days of well-attended OLE-related presentations at JALT2008, OLE has already started gathering proposals for its slots at PanSIG 2009, 22-23 May at Toyo Gakuen University in Chiba and, especially, for JALT2009, 21-23 Nov in Shizuoka. If you are or know of teachers of languages other than English or Japanese, who would be interested in presenting at either of these confer-

ences, contact the coordinator <reinelt@iec.ehime-u.ac.jp> as early as possible.

Pragmatics

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

The Pragmatics SIG will cosponsor the Temple University Applied Linguistics Colloquium in cooperation with Tokyo JALT chapter and Temple University, Japan. The colloquium will be held on Sun 8 Feb 2009 at Temple University Japan, Tokyo campus. There will be presentations on completed research and works-in-progress which cover a wide range from Pragmatics to language learning in and out of the classroom. For details, contact Megumi Kawate-Mierzejewska <mierze@tuj.ac.jp>.

Professionalism, Administration, and Leadership in Education

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

Study Abroad (forming)

[⚲ study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [📢 Pan-SIG, national and mini-conference in 2009] [🖹]

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

Teacher Education

[⚲ action research, peer support, reflection and teacher development] [📖 *Explorations in Teacher Education*—4x year] [📢 library, annual retreat or mini-conference, Pan-SIG sponsorship, sponsorship of speaker at the JALT national conference] [🖹] [💬]

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

Teaching Children

[⚲ children, elementary school, kindergarten, early childhood, play] [📖 *Teachers Learning with Children,* bilingual—4x year] [📢 JALT Junior at national conference, regional bilingual 1-day conferences] [🖹] [💬]

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

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

Testing & Evaluation

[⚲ research, information, database on testing] [📖 *Shiken*—3x year] [📢 Pan-SIG, JALT National] [🖹] [💬]

TEVAL serves the needs of JALT members who are interested in issues related to testing and evaluation in second or foreign language teaching and learning. For more information, visit our website <www.jalt.org/test/htm>, check out our newsletter <www.jalt.org/test/newsletter.htm>, and read our peer-reviewed journal *SHIKEN* <www.jalt.org/test/pub.htm>. As cosponsor of the Eighth Annual JALT PanSIG Conference 2009 at Toyo Gakuen University, Nagareyama, Chiba, we encourage our members to submit proposals to present papers. The deadline is 15 Feb 2009.

…with Ben Lehtinen

<chap-events@jalt-publications.org>

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

CHAPTER EVENTS ONLINE

You can access all of JALT's events online at: <www.jalt.org/calendar>.

If you have a QRcode-capable mobile phone, use the image on the left.

Gunma—*Trust matters* by **Dexter Da Silva**. Using ideas from trust theory, this workshop has three main aims: (1) to help teachers gain a deeper understanding of the nature of trust, (2) to help participants analyze specific teaching-learning situations in terms of trust amongst the participants, and (3) to explore ways in which teachers can make changes in their situations by focusing on the notion of trust. *Sun 25 Jan 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi, Tel. 027-266-7575; free for JALT members, one-day members ¥1000*.

Hiroshima—*African-American Vernacular English* and ***My Share*** by **Andre Boyer.** During the first hour, Andre Boyer, who holds a doctorate in English and has a learning center in Iwakuni, will present an overview of the history and usage of African-American Vernacular English (AAVE). During the second hour, the audience will be encouraged to contribute successful teaching activities which they have used in a My Share brainstorming session. *Sun 18 Jan 15:00-17:00; YMCA (Red Brick Building, Room 103) 7-11 Hatchobori, Naka-ku; free for JALT members, one-day members ¥500.*

Kitakyushu—*Podcasting and digital recording for pedagogical purposes* by **Kristen Sullivan.** The presenter will discuss the pedagogical and social benefits and the pitfalls of incorporating podcasting into classroom activities. Through a discussion of her own experiences of using podcasting in the classroom, she will consider the pros and cons of classroom IT, the necessary stages before

beginning a podcast project, and several ideas for designing podcasting activities. *Sat 10 Jan 18:00-20:00; Kitakyushu International Centre, 3F; free for JALT members, one-day members ¥1000.*

Nagasaki—*Shadowing and other out-of-class listening assignments* with **Nicholas Bovee** and **Jeff Stewart** of **Kyushu Sangyo University**. Our first meeting will have visiting guest presenters with more information and abstract details available soon. Please check our websites at <jalt.org/groups/Nagasaki> and <www.kyushuelt.com/jalt/nagasaki.html> or look for our Nagasaki JALT and Friends Facebook Group, or sign up for our monthly email newsletter at <www.kyushuelt.com/jalt/nagamail.php3> for more information as it evolves. Also, please contact us if you have suggestions or requests for the coming year's programme. All welcome! *Sat 31 Jan 14:00-16:00; Dejima Koryu Kaikan, 4F, Room 2; one-day members, ¥1000.*

Nagoya—*Critical thinking for active communication* by **Chuck Sandy** of **Chubu University**. What is critical thinking and why is it essential for communication? In this interactive workshop, participants will explore these questions before being introduced to a variety of critical thinking activities appropriate for any classroom where the emphasis is on communication and where teachers wish to make learning more active. *Sun 25 Jan 13:30-16:00; Nagoya International Center 3F; one-day members ¥1000.*

Okayama—*Pragmatics and communicative competence* by **Megumi Kawate-Mierzejewska** of **Temple University Japan**. This presentation will help participants become aware of issues in interlanguage pragmatics (nonnative speakers' comprehension and production of speech acts and how their English and/or Japanese language-related speech act knowledge is acquired), focusing on cross-cultural differences in the use of language, as well as teaching pragmatics through consciousness-raising tasks while attempting to increase students' learning motivation. *Sat 17 Jan 15:00-17:00; Sankaku A Bldg, 2F near Omotecho in Okayama City; <www.city.okayama.okayama.jp/shimin/danjo/center /information.html>; one-day members ¥500.*

Shinshu—*Let's hit the slopes!* By **ALL.** We got snow!! Join us for a day of fun on the slopes of one of Nagano prefecture's many scenic ski and snowboarding venues. More information will be made available as it is decided by the members, family,

and friends who commit to making this exciting event possible. All are welcome to join. Please come! (Please note that the day and/or time may change depending on slope and weather conditions). *Sun 11 Jan 9:00-16:30; location: TBA; cost of a lift ticket.*

Shinshu—*An online system for an extensive reading programme* by **Mark Brierley.** Brierley will present an overview of an online system that has been developed to facilitate a university extensive reading programme which has been running for four years and currently involves 2,000 students. This system shows administrators, teachers, and students a record of what books have been borrowed and a rating system of level and enjoyably. *Sun 25 Jan 14:00-16:00; Room 32, 3rd floor, School*

of General Education, Shinshu University; <www. shinshu-u.ac.jp/guidance/maps/index.html#01>; free for all.

Yamagata—*Seeing both sides: Experiences and observations from 19 years of living and raising American kids in Japan* by **Steve Ryan.** In this presentation the speaker will discuss viewpoints based on cross-cultural experience in Japan over the past 19 years of residence in Japan. The speaker would like to offer his opinions with the goal of highlighting how the hidden values and norms of one's own culture color viewpoints, leading to ethnocentric interpretations. *Sat 10 Jan 13:30-15:30; Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2- 15, Tel. 0236-45-6163; one-day members ¥800.*

COLUMN • CHAPTER REPORTS   17

…with Troy Miller

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

Akita: October—*English story cycle: what, why and how* by **Anthony S. Rausch**. Japanese elementary school teachers are now expected to conduct English classes at their schools. Some of them, however, may not be confident of their English proficiency or in their ability to teach such an unfamiliar subject. Rausch began his presentation by explaining *why* he created the English Story Cycle, a curriculum cycle that uses several stories over a period of time. He then moved on to *what* the English Story Cycle provides, i.e., a long-term curriculum, appropriate language, and meaningful content, to name but a few advantages. Finally, Rausch described and demonstrated *how* the English Story Cycle actually works. The cycle has three basic steps: a pre-reading activity, the story-reading itself, and some post-reading activities. A unique feature of this system is that the stories overlap. This means students will

always be exposed to two or three stories at different stages of the cycle, except for the very first. He has experimented with this innovative curriculum at an elementary school and has received many positive responses. His presentation was followed by a productive question and answer session.

Reported by Chieko Shibata

Gifu: October—*Bringing English and cross-cultural activities to young children* by **Kim Horne** and **Aya Asano.** Working in the private kindergarten sector of TEFL, Horne and Asano introduced and demonstrated the type of activities they use with their students and then discussed the theory behind them. They touched on issues such as the importance of TPR for kids—learning with movement, regularly changing the songs or activities—so that the class is energized and fresh and, even more importantly, so that the students (and teacher) do not just go into autopilot mode; and using the students' current interests to engage them—finding out what is cool and adapting that into an activity.

In the second half they described the steps and successes of a cultural exchange project they created with the help of a government grant. While their students are too young for a homestay program, Asano and Horne wanted to give them a "concrete" connection to the language. They therefore developed a fantastic exchange using dolls with the students' faces. These were sent to kindergarten students in the U.S. who "host" the dolls and send back photos of them in their daily life in America.

Throughout the presentation, many commendable innovations were introduced.

Reported by Jon Catanzariti

Hamamatsu: October—*Bringing English and cross-cultural activities to young children* by **Kim Horne** and **Aya Asano**. This was a dynamic meeting indeed! Horne and Asano team teach at a private kindergarten in the Gifu area. They showed us many simple but useful ways to raise children's interest in English, especially by using chants, body movement and songs, etc. The audience got involved, jumping up and down and doing everything from touching the back of our heads to colors on the floor mat to air sword fighting (perhaps a take-off from air guitar). Horne and Asano also went through a lot of trial and error to develop a kindergarten exchange program with an American kindergarten in Kim's hometown. They used cooking gloves with an attached photograph of the foreign exchange friends to promote the program. Even at such a young age, the children could experience another culture and language. Kim and Aya's enthusiasm was infectious, and we learned a lot about how to help young learners start to learn a foreign language.

Reported by Dan Frost

Kitakyushu: October—*Merry Christmas, Mr. Bean* by **Chris Carman** and ***Illustrated Christmas carol titles*** by **Margaret Orleans**. We got an early start on much-appreciated Christmas activities this year with two presenters demonstrating entertaining ways to introduce the major symbols and practice key vocabulary. (1) Carman described his use of the DVD *Merry Christmas, Mr. Bean* with college students. He divides the video into thirteen scenes, each two to three minutes long. He uses some scenes to raise student awareness of Christmas religious and secular iconography, but the activity students respond to most enthusiastically is providing dialogue for Mr. Bean's encounters with his girlfriend. (2) Orleans showed us several worksheets which required students to match illustrations with names of Christmas songs; challenged them to make new words from the letters in the phrase "Christmas Day," and to find and circle 68 of these words in the illustration; and introduced "Christmas Word Ladders"—changing a given word one letter at a time through several steps to arrive at the final word provided—all related of course, to Christmas.

As well as offering some immediately usable classroom material for the coming season, this presentation was helpful in stimulating original

plans by reminding us of the old familiar scenes and songs we know so well—and many of our students do not.

Reported by Dave Pite and Margaret Orleans

Nagasaki: October—*Planned and unplanned speech acts using Yackpack and practical uses of songs in the EFL classroom* by **Andrew Meyer-hoff**. Meyerhoff gave two presentations. The first was on planned and unplanned speech acts using Yackpack software; the second was on practical uses of songs in the classroom. For the first, he outlined his research and mentioned the advantages and disadvantages of using Yackpack. For the second, he gave out some song lyrics and offered suggestions for using them.

Reported by Melodie Cook

Nagoya: October—*Writing for all ages* by **Linda Donan**. Donan teaches students from three to eighty. Her sixty and older students write about Japanese culture, their trips, memories, and way of life. At her businessmen's classes, important topics are writing about technological competition, negotiating in meetings, reflections on their troubles with foreigners, and rewriting their work to make it understood by native English speakers. Donan teaches young housewives English haiku. She recommends to her university students writing blogs online and reading each other's blogs. She gives cookie cutter paragraphs with cloze sentences to freshmen with very little experience of writing. Science students write structured five-paragraph essays. High school students make a class newspaper once a month. Junior high school students are given a personal freestyle writing topic. Eleven and twelve-year-olds copy a story. Nine and ten-year-olds spell words and copy a rhyme or song. Seven and eight-year-olds are given dictation and copy. Six-year-olds write three-letter words. Five-year-olds trace letters on large letter pads. Four-year-olds write letters on a full page. Three-year-olds make letters with their bodies, with each movement forming a word.

Reported by Kayoko Kato

Niigata: October—*The uses of haiku in English* by **Howard Brown**. Brown illustrated how the versatile and familiar form of haiku can be used to explore English. The traditional haiku may not be versatile in layout but, as an instrument of English instruction, its applications are many. For example, it can be used to encourage multiple skills, including aesthetic reading, self-expression, vocabulary

building, listening, language focus, and pronunciation. The form is well-known to Japanese students, but studying English haiku is not. Through reading English haiku, and then creating their own, learners participate in a process which allows them to maintain their Japanese identity whilst giving them an absorbing way to incorporate using English into this identity. Brown is particularly drawn to using haiku to study the importance of syllables within English. Once students are able to recognize syllables, their pronunciation often improves. Indeed, Brown conducted some research which found that the use of spoken "Katakana English" markedly decreased amongst students who regularly studied, wrote and peer-assessed haiku. This seems to indicate that activities linked to haiku can be utilized to bolster students' speaking and listening confidence and knowledge which, in turn, could lead to improved communicative ability and English language use.

Reported by Susan Sullivan

Okayama: October—*Storytelling in the language classroom* by Kusumika Chatterjee. Chatterjee, a versatile storyteller, entertained and informed as she provided a rationale for using storytelling to provide instruction in grammar, punctuation, spelling, writing, and other areas of language acquisition. A retired elementary school teacher, Chatterjee is one of a group of people who are intervening to assist Coventry schools as they encounter an increasing number of English as Additional Language (EAL) learners unable to cope with the demands of an English-only classroom and diverse cultural norms. The first portion of the presentation addressed when and how to introduce storytelling in the class. Since the EAL learners are mainstreamed, the activities are done by the entire class. Chatterjee explained how introducing the young learners to folk stories through storytelling combined with music, art, dance, and other kinetic activities engages and motivates them. This was then demonstrated by telling the story of the origin of the rain forest using aboriginal instruments, sound tapes, mime, and movement. Attendees assumed the role of students to better understand the process. Using a picture storybook about a frog, she emphasized how the story can be used to teach prepositions. This presentation generated much positive feedback.

Reported by Richard Lemmer

Omiya: October—*What makes a good workshop?* by Phil Brown and **Colin Skeates.**

The presenters divided the workshop into three sections. In the first section, which dealt with goals and objectives, five important principles were listed: a good workshop should be (1) specific, (2) measurable, (3) achievable, (4) relevant, and (5) timed. Participants had an opportunity to develop their own workshop focusing on these five factors, share their ideas and receive feedback. The focus of the second section was on planning and framework. To plan a better workshop, the presenters introduced five guiding principles: (1) task sequencing, (2) backwards planning, (3) learner types and preferences, (4) group dynamics, and (5) performance. In the third section, pitfalls and practical suggestions were discussed with a view to avoiding the "fatal five" errors: (1) reading the PowerPoint, (2) lack of clarity, (3) insufficient interaction, (4) lifeless presenter, and (5) room and technology problems. Preparation helps to address these situations. Specifically, conducting an analysis of participants' needs, having clear objectives and goals, and providing effective handouts and visual aids should lead to a successful workshop. Additionally, presenters are required to: (1) be onsite early, (2) arouse participants' curiosity, (3) organize their time, (4) be flexible, and (5) reiterate messages. Finally, video recording, reflecting on performance, and learning from feedback are some effective means for future development.

Reported by Masa Tsuneyasu

Osaka: October—*Presentation zen* by Garr Reynolds. Death by PowerPoint—we've all been there before, either on the giving or receiving end of the most boring presentations on the planet. Reynolds gave an informative talk on presentation design and getting your message across. His tenets of presentation? Simplicity, restraint, and naturalness. The 1-7-7 rule is good to keep in mind while making slides for PowerPoint. That's one idea per slide, seven lines of text per slide, and seven words per line, max!

Visit his website at: <www.presentationzen.com/> and brush up your presentation skills. Who knows? You may end up getting a promotion if you can get your great ideas across with a punch!

Reported by Douglas Meyer

Shinshu: July—*How to carry on with teaching English to elementary schoolchildren* by Keiichi Tsuruta and **Hideki Sakai**. With more than forty participants, Tsuruta and Sakai presented many

helpful tips on classroom management, showed video clips of lessons, and offered their insights into using such tools as the English Notebook. Before his session started, Sakai gave the audience a break that was itself a class management technique. After asking the participants to stand up, they were asked to find a partner to do *janken* (rock, paper, scissors), and the winners got to take three steps toward the refreshment stand. This was an excellent way to introduce a low level of competition as a means to a very real goal.

It was great fun to watch the adults quickly transformed into laughing participants, excitedly competing to see who would be the first person to the stand. (We had to abandon the game prematurely because some simply needed more practice!) It was a great opportunity for everyone to get much practical information for teaching skills through discussion.

Reported by David Ockert

20   COLUMN • JOB INFORMATION CENTER

…with James McCrostie

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

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

Publish and flourish

Teachers publish for different reasons. Some generously want to share a successful teaching idea. Others desperately want to find a better job. Full-time Japanese university positions typically require at least three publications, and proof of scholarship is increasingly required for part-time jobs.

No matter what the motivation, making submissions can intimidate those without much publishing experience. The following journals are recommended for publishing novices. They tend to be more open to submissions and offer feedback that's more constructive than critical.

However, before submitting anywhere, authors must read the submission guidelines and a few issues to get a feel for the journal's preferred topics and style. Unsuitable submissions are a journal editor's greatest vexation and may mean that your future submissions aren't taken seriously (Worsham, 2008).

An abundance of submissions means it takes up to a year to publish in *The Language Teacher*. Those in a hurry should consider submitting to one of the many JALT special interest group (SIG) or chapter publications; a slightly dated list is available in Swanson (2000). If you present at the annual JALT Conference it's possible to publish in the *Conference Proceedings*. Plus, JALT's Peer Support Group helps writers polish their writing: <jalt-publications.org/psg/>.

The groups TESOL and IATEFL also have many SIG newsletters in addition to their main publications: <www.tesol.org/> and <www.iatefl.org/>.

The English Teaching Forum is written by teachers for teachers and published by the U.S. Department of State: <exchanges.state.gov/forum/>.

The Asia Pacific Journal of Language in Education publishes both quantitative and qualitative research on issues relevant to the region: <www.cle.ied.edu.hk/aa/apjle.htm>.

ESL Magazine is noteworthy for paying authors: <www.eslmag.com>. Affiliated periodicals include *English Teaching Professional* and *Modern English Teacher*.

Online journals don't always have the same status as their paper cousins but often have more readers. *The Internet TESL Journal* publishes practical articles and lesson plans: <iteslj.org>.

TESL-EJ accepts articles on the research and practice of English as a foreign and second language: <tesl-ej.org/submit.html>.

The East Asian Learner publishes practical research aimed at English teachers: <www.brookes.ac.uk/schools/education/eal/>.

Also focussed on Asia are: *The Asian EFL Journal*: <www.asian-efl-journal.com> and *The Asian ESP Journal*: <www.asian-esp-journal.com>.

For information on how university hiring committees rank publications see McCasland and Poole (2004) and Glick (2002). Publishing is time-consuming at the best of times, with the process of research to publication sometimes measured in years (McCrostie, 2007). Make it your New Year's resolution to get the printing presses rolling.

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Job Openings

The Job Information Center lists only brief summaries of open positions in *TLT*. Full details of each position are available on the JALT website. Please visit <www.jalt-publications.org/tlt/jobs/> to view the complete list of job postings.

Location: Tochigi, Utsunomiya
School: Utsunomiya University, Liberal and General Education Center
Position: Full-time Associate or Assistant Professor
Start Date: 1 April 2009
Deadline: 7 January 2009

Location: 栃木県宇都宮市
School: 宇都宮大学共通教育センター
Position: 英語嘱託講師
Start Date: 平成２１年４月１日
Deadline: 平成２１年１月７日

Location: Hyogo, Nishinomiya
School: Kwansei Gakuin University, The Language Center
Position: Full-time contract instructor
Start Date: September 2009
Deadline: 13 January 2009

Location: Tokyo, Suginami
School: Tokyo Woman's Christian University
Position: Part-time instructor
Start Date: 1 April 2009
Deadline: Ongoing

…with Alan Stoke

<conferences@jalt-publications.org>

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 January is the deadline for an April conference in Japan or a May conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

7-8 Feb 09—International Conference on Language for Specific Purposes: *Options and Practices of LSP Practitioners*, at U. of Crete. **Contact**:

20 Feb 09—Third International Wireless Ready Symposium: *Digital Technologies in Language Education*, at the Graduate School (Fushimi Campus), Nagoya U. of Commerce & Business. An IATEFL Learning Technologies SIG event. The keynote speaker will be Gary Motteram. **Contact**: <wirelessready.nucba.ac.jp>. To pre-register: <michael.thomas@nucba.ac.jp>

20 Feb-2 Mar 09—Teachers Helping Teachers: *Pedagogy in Action: Teaching Methods and Concepts*, a conference in two sessions: Manila (20-24 Feb) and Mindoro (25 Feb-2 Mar). Participants are invited to attend either or both sessions. **Contact**: <p916dougherty.tripod.com/>. Questions to <pdougherty@shse.u-hyogo.ac.jp>

21-22 Feb 09—Fifth CamTESOL Conference on English Language Teaching: *The Globalisation of ELT: Emerging Directions*, in Phnom Penh. **Contact**: <www.camtesol.org/2009conference/Index.html>

6-8 Mar 09—Second Conference of the International Association of Performing Language, at U. of Victoria, Canada. The agenda includes language teaching through theater and drama. **Contact**: <web.uvic.ca/~hnserc/IAPL/conference_second.php>

21-24 Mar 09—AAAL 2009: Annual Conference of the American Association for Applied Linguistics, in Denver. **Contact**: <www.aaal.org/conferences/aaalConferences.php>

25-28 Mar 09—TESOL 2009, in Denver. **Contact**: <www.tesol.org/s_tesol/index.asp>

31 Mar-4 Apr 09—43rd Annual International IATEFL Conference and Exhibition, in Cardiff. **Contact**: <www.iatefl.org/content/conferences/index.php>

6-8 Apr 09—Second International Conference of English as a Lingua Franca, at U. of Southampton. Plenary speakers include Henry Widdowson. **Contact**: <www.soton.ac.uk/ml/research/elf.html>

16-19 Apr 09—CATESOL 40th Annual State Conference: *Whole Learner, Whole Teacher*, with H. Douglas Brown as a featured speaker, in Pasadena. **Contact**:

17-18 Apr 09—2009 SLA Graduate Student Symposium: *Second Language Acquisition in the 21st Century*, at U. of Iowa. Plenary speakers include Carol Chapelle. **Contact**: <international.uiowa.edu/centers/flare/news/default.asp>

20-22 Apr 09—44th RELC International Seminar: *The Impact of Technology on Language Learning and Teaching: What, How and Why*, in Singapore. **Contact**: <www.relc.org.sg/seminar.html>

5-6 May 09—Fourth International Conference of Languages, Linguistics and Literature: *Language and Culture: Creating and Fostering Global Communities*, in Putrajaya, Malaysia. **Contact**: <www.fpbahasa.ukm.my/SoLLsINTEC09/>

21-24 May 09—First Conference on Second Language Processing and Parsing: *State of the Science*, at Texas Tech U. **Contact**: <www.languages.ttu.edu/L2processing/index.htm>

27-28 May 09—UPALS ICL 2009: *Rejuvenating the Passion for Teaching and Learning of Languages*, in Penang. **Contact**: <www.icl-2009.com/index.htm>

28-30 May 09—Sixth International Conference on Language Teacher Education: *Preparing Language Teachers for the 21st Century*, in Washington, DC. **Contact**: <nclrc.org/lte2009/>

3-5 Jun 09—Independent Learning Association Conference: *Independent Learning: Building on Experience, Seeking New Perspectives*, at Hong Kong Polytechnic U. The ILA is an association for teachers and researchers interested in independent language learning. Specific areas of interest include: fostering learner autonomy through classroom practice; supporting self-directed learning; providing self-access language learning facilities; and teacher autonomy. **Contact**: <ilac2009.elc.polyu.edu.hk/index.php/ILAC/ILAC2009>

5-7 Jun 09—JALTCALL 2009, at Toyo Gakuen U., Tokyo. Annual conference of the JALT CALL SIG. **Contact**: <jaltcall.org/news/index.php>

11-13 Jun 09—International Society for Language Studies Conference: *Critical Language Studies: Focusing on Power*, in Orlando. **Contact**: <www.isls-inc.org/conference.htm>

18-20 Jun 09—LPLL 2009: Language Policy and Language Learning: *New Paradigms and New Challenges*, hosted in Limerick by the Irish Association for Applied Linguistics. **Contact**: <www.ul.ie/~lcs/lpll2009/>

12-17 Jul 09—11th International Pragmatics Conference: *Diversity, Context, and Structure*, in Melbourne. **Contact**:

20-23 Jul 09—Fifth Corpus Linguistics Conference, at U. of Liverpool. **Contact**: <www.liv.ac.uk/english/CL2009>

13-16 Sep 09—Third Biennial International Conference on Task-Based Language Teaching: *Tasks: Context, Purpose and Use*, in Lancaster, UK. **Contact**: <www.lancs.ac.uk/fass/events/tblt2009/index.htm>

22-24 Oct 09—eLexicography in the 21st Century: New Applications, New Challenges, at U. of Louvain, Belgium. To explore innovative developments in electronic lexicography. **Contact**: <www.uclouvain.be/en-cecl-elexicography.html>

Calls for Papers or Posters

Deadline: 15 Jan 09 (for 22-24 Apr 09)—Fourth International English Language Teaching Conference by PELLTA, in Penang, Malaysia. **Contact**: <eltcon.webs.com/index.htm>

Deadline: 15 Jan 09 (for 28-30 Apr 09)—Sixth Malaysia International Conference on Languages, Literatures, and Cultures: *Universals, Distinctions and Cross-Disciplinary Perspectives*, in Putrajaya. **Contact**: <www.fbmk.upm.edu.my/~micollac/>

Deadline: 14 Feb 09 (for 30 May 09)—N.E.A.R. Language Education Conference: *Learning and Teaching Languages in the North-East Asian Regional Context*, at U. of Niigata Prefecture. Co-sponsored by International U. of Japan, U. of Niigata Prefecture and Niigata JALT. Niigata is the leading city on the Japan Sea coast, and so a natural first venue for a new conference focusing on the Japan Sea Rim. The conference will be in English and Japanese, but proposals from teachers of other N.E.A.R. languages (Chinese, Korean, Russian) are warmly encouraged. **Contact**: <www.iuj.ac.jp/language/conference/near/> <nearconf@iuj.ac.jp>

Deadline: 15 Feb 09 (for 23-24 May 09)—Eighth Annual JALT Pan-SIG Conference 2009: *Infinite Possibilities: Expanding Limited Opportunities in Language Education*, at Toyo Gakuen U., Nagareyama, Chiba. Sponsors include the JALT CALL, College and University Educators, Extensive Reading, Gender Awareness in Language Education, Lifelong Language Learning, Materials Writers, Other Language Educators, Pragmatics, Study Abroad, and Testing and Evaluation SIGs, and West Tokyo and Yokohama chapters. Proposals are invited for papers (35 minutes plus 10 min. Q&A), workshops (120 min.), and poster sessions (120 min.) **Contact**: <pansig.org/2009/>

Deadline: 1 Mar 09 (for 17-21 Jun 09)—21st International ISHS Humor Conference, hosted at Long Beach by California State U. **Contact**:

Deadline: 24 Apr 09 (for 21-23 Nov 09)—JALT2009: 35th Annual International Conference on Language Teaching and Learning: *The Teaching-Learning Dialogue: An Active Mirror*, in Shizuoka. Mirrors allow us to look at a single object from many different angles. In a good teaching-learning situation, there is always another way of looking at any issue: We proceed successfully only when reflection and a variety of perspectives are involved. **Contact**: <jalt.org/conference>

Deadline: 15 May 09 (for 18-20 Sep 09)—15th IAICS International Conference on Cross-Cultural Communication: *Intercultural Communication and Collaboration Within and Across Sociolinguistic Environments*, at Kumamoto Gakuen U. **Contact**: <www.uri.edu/iaics/> <iaics2009@kumagaku.ac.jp>

For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found on the JALT website <jalt.org>.

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Chapter websites can be accessed through the national website: <jalt.org/main/groups>

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SIG Contacts

SIG websites can be accessed through the national website: <jalt.org/main/groups>

▸ **Bilingualism**—Bernadette Luyckx;
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<www.bsig.org>

▸ **College and University Educators**—Matthew Apple; 0743-55-6000 (w);
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▸ **Computer-Assisted Language Learning**—Paul Daniels (Coordinator); <sig-coordinator@jaltcall.org>; Journal editorial team <sig-newsletter@jaltcall.org>; <jaltcall.org>

▸ **Extensive Reading (forming)**—Daniel Stewart;
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▸ **Gender Awareness in Language Education**—
Salem Hicks; <salemhicks2@yahoo.com>;
<www.tokyoprogressive.org.uk/gale/>

▸ **Global Issues in Language Education**—
Kip Cates; t/f: 0857-31-5148 (w);
<kcates@rstu.jp>; <www.gilesig.org>

▸ **Japanese as a Second Language**—Mitsuko Tanaka; t: 06-6789-7028;
<tanaka.mitsuko@gmail.com>

▸ **Junior and Senior High School**—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>;
<www.juniorseniorhighsig.org>

▸ **Learner Development**—Hugh Nicoll;
<hnicoll@gmail.com>; <ld-sig.org/>

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▸ **Teaching Children**—Jane Takizawa;
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▸ **Testing and Evaluation**—Jeff Hubbell;
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<www.jalt.org/test>

JALT Journal

全国語学教育学会

is a refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

For more information and submission guidelines see <www.jalt-publications.org/jj/>

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. If accepted, the editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Materials in English should be sent in Rich Text Format by either email (preferred) or post. Postal submissions must include a clearly labeled floppy disk or CD-ROM and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. Please submit materials to the contact editor indicated for each column. Deadlines are indicated below.

　日本国内での語学教育に関わる投稿をお待ちしています。できるだけ電子メールにリッチ・テキスト・フォーマットの添付ファイルでお送り下さい。郵送の場合には、フロッピーディスクかCD-ROMにラベルを張り、プリントアウトしたものと一緒にお送り下さい。書式はアメリカ心理学協会(APA)スタイルに基づき、スタッフリストページにある各コラムの編集者まで締め切りに留意して、提出してください。提出されたものにつきましては編集者に一任していただくことになります。

Feature Articles

English Features. Submissions should be well-written, well-documented, and researched articles. Analysis and data can be quantitative or qualitative (or both). Manuscripts are typically screened and evaluated anonymously by members of *The Language Teacher* Editorial Advisory Board. They are evaluated for degree of scholarly research, relevance, originality of conclusions, etc. Submissions should:

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and subheadings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

日本語論文 : 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語彙数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

Readers' Forum articles are thoughtful essays on topics related to language teaching and learning in Japan. Submissions should:

- be of relevance to language teachers in Japan
- contain up to 2,500 words
- include English and Japanese abstracts, as per Features above
- include a list of up to 8 keywords for indexing
- include a short bio and a Japanese title.

Send as an email attachment to the co-editors.

読者フォーラム : 日本での言語教育、及び言語学習に関する思慮的なエッセイを募集しています。日本での語学教師に関連していて、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

Interviews. If you are interested in interviewing a well-known professional in the field of language teaching in and around Japan, please consult the editors first. Lengths range from 1,500-2,500 words. Send as an email attachment to the co-editors.

インタビュー : 日本国内外で言語教育の分野での「有名な」専門家にインタビューしたい場合は、編集者に最初に意見をお尋ね下さい。3,600語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

Conference Reports. If you have attended a conference on a topic of interest to language teachers in Asia, write a 1,500-word report summarizing the main events. Send as an email attachment to the co-editors.

学会報告 : 語学教師に関心のあるトピックの大会に出席された場合は、4000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

My Share. Submissions should be original teaching techniques or a lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Submissions should:

- be up to 700 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

マイシェア : 学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気をつけ下さい。My　Share担当編集者に電子メールの添付ファイルでお送り下さい。

Book Reviews. We invite reviews of books and other educational materials. Contact the Publishers' Review Copies Liaison <pub-review@jalt-publications.org> for material listed in the Recently Received column, and the Book Reviews editor if you wish to review unlisted material, including websites or other online resources. Review articles treating several related titles are particularly welcome. Submissions should:

- show a thorough understanding of the material reviewed in under 750 words
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission.

Send as an email attachment to the Book Reviews editor.

書評 : 本や教材の書評です。書評編集者<pub-review@jalt-publications.org>に問い合わせ、最近出版されたリストからお選びいただくか、もしwebサイトなどのリストにない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものを特に歓迎します。書評は、本の内容紹介、教室活動や教材としての使用法に触れ、書評編集者まで電子メールの添付ファイルでお送り下さい。

JALT Focus. Submissions should be directly related to recent or upcoming developments within JALT, preferably on an organization-wide scale. Submissions should:

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level.

Deadline: 15th of the month, 1½ months prior to publication. Send as an email attachment to the JALT Focus editor.

JALTフォーカス : JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTに、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までにお送り下さい。掲載は1月後になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

JALT Notices. Submissions should be of general relevance to language learners and teachers in Japan. JALT Notices can be accessed at <www.jalt-publications.org/tlt/focus/>. Calls for papers or research projects will be accepted; however, announcements of conferences, colloquia, or seminars should be submitted to the Conference Calendar. Submissions:

- should be no more than 150 words
- should be submitted as far in advance as is possible
- will be removed from the website when the announcement becomes outdated.

Submissions can be sent through the JALT Notices online submissions form.

掲示板 : 日本での論文募集や研究計画は、オンライン<www.jalt-publications.org/tlt/focus/>で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーは Conference Calendar で扱います。

SIG News. JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 15th of month, 6 weeks prior to publication. Send as an email attachment to the SIG News editor.

SIGニュース : SIGはニュースやイベントの報告にこのコラムを使用します。会議、プレゼンテーション、出版物、論文募集、連絡代表者などの情報を記入下さい。締め切りは出版の2か月前の15日までに、SIG委員長に電子メールの添付ファイルで送ってください。

Chapter Events. Chapters are invited to submit upcoming events. Submissions should follow the precise format used in every issue of *TLT* (topic, speaker, date, time, place, fee, and other information in order, followed by a 60-word description of the event).

Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 15th of the month, 2 months prior to publication. Send as an email attachment to the Chapter Events editor.

支部イベント : 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。ミーティングは月の初めに予定されている場合は、前月号に掲載いたします。締め切りは、毎月15日で、2か月までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

Chapter Reports. This column is a forum for sharing synopses of presentations given at JALT chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Chapters are limited to one report per month. Submissions should:

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only – faxed and/or postal submissions are not acceptable
- be approximately 200 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.

支部会報告 : JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600文字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受理いたしませんので、ご注意下さい。

Job Information Center. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. The notice should:

- contain the following information: City and prefecture, Name of institution, Title of position, Whether full- or part-time, Qualifications, Duties, Salary & benefits, Application materials, Deadline, Contact information
- not be positions wanted. (It is JALT policy that they will not be printed.)

Deadline: 15th of month, 2 months prior to publication. Send as an email attachment to the JIC editor.

求人欄 : 語学教育の求人募集を無料でサービス提供します。県と都市名、機関名、職名、専任か非常勤かの区別、資格、仕事内容、給料、締め切りや連絡先を発行2ヶ月前の15日までにお知らせ下さい。特別の書式はありません。JIC担当編集者に電子メールの添付ファイルでお送り下さい。

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should be up to 150 words. Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences. Send within an email message to the Conference Calendar editor.

催し : コロキウム、シンポジウム、セミナー、会議のお知らせと、論文募集の案内です。Conference　Calendar編集者に400語程度で電子メールの添付ファイルでお送り下さい。締め切りは毎月15日で、日本、および海外の会議で3ヶ月前までの情報を掲載します。

The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
  -1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas
  -国内外で約 3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
  -毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations
  -多数のワークショップや発表があります
- publishers' exhibition
  -出版社による教材展があります
- Job Information Centre
  -就職情報センターが設けられます

JALT publications include:

- *The Language Teacher*—our monthly publication - を毎月発行します
- *JALT Journal*—biannual research journal - を年2回発行します
- Annual Conference Proceedings - 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

- Bilingualism
- CALL
- College and university education
- Cooperative learning
- Gender awareness in language education
- Global issues in language education
- Japanese as a second language
- Learner autonomy
- Pragmatics, pronunciation, second language acquisition
- Teaching children
- Lifelong language learning
- Testing and evaluation
- Materials development

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育研究部会、試験と評価、教材開発。

JALT cooperates with domestic and international partners, including [JALTは以下の国内外の学会と提携しています]:

- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories 会員と会費

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. 会員は *The Language Teacher* や *JALT Journal* 等の出版物を購読出来、又例会や大会にも割引価格で参加出来ます。

- Regular 一般会員: ¥10,000
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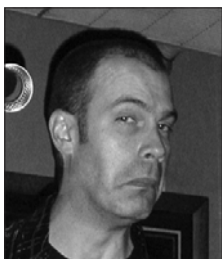
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…by Scott Gardner

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Argument against, the

THE Definite Article. You think you're *it*, don't you. The Real McCoy. Marker of Nouns. King of the Corpus. Potentate of Indicate. The Determinator. And none of this schwa-ed, unstressed vowelness in speaking your blessed name, either. It's got to sound Biblical, with that long "e" dragging out behind like so many yards of purple silk. THE [ði]. Not even phonological spelling does you justice, does it?

Well I've got news for you, Your Highness. You're a small English fish in a large linguistic lake. You're ruler over a Forbidden City, outside of which millions of people barely recognize your existence. Chinese, Hindi, and Arabic speakers get along just fine without knowing or caring whether "*a* cat's out of *a* bag" or "*the* cat's out of *the* bag." European and South American languages have effectively emasculated *the* by dividing its realm into gendered, pluralistic spaces: le, los, las, lo, il, el, etc. *La lista* goes on and on. And let's face it. You don't translate well, not even from English to English. Nine out of ten teachers couldn't explain *the* in less than 20 words, and before they finished they'd have already thought of two or three exceptions to what they're saying.

For native speakers *the* is an extra tongue flip, extra lip spit, an extra foot count that poets have to insert abbreviationally or risk tripping up their pentameters. For English learners it's a maddening riddle, stilting their speech by under- and overuse alike.

Still, I grant that it would be difficult to drag *the* down from its throne overnight. Centuries of usage have made us dependent on it. We rely on its ability to identify and emphasize. After all, Obi-wan Kenobi wasn't talking about arm wrestling when he told Luke Skywalker to "use The Force!" (Luke could have made a killing in beer joints from here to Coruscant as a wrist wrestler if he'd switched to The Dark Side). And what would we have thought of Muhammad Ali proclaiming, "I am *A Greatest*!" (And who would have dared correct him?)

There's more to this, I'll concede. If we all suddenly stopped using definite articles, we'd be forced to talk in abstracts that no one could pin down. We'd probably be pointing a lot more with our fingers, saying "*That* one, *that* one!" Opinions, points of reference, and values could multiply exponentially. No one would have anything in common anymore. We wouldn't be able to handle "The Truth," because there wouldn't be one. Chaos could ensue; worlds divide; parallel universes appear out of nowhere; doppelgangers; infinite, repetitious Big Bangs....

the¹ - stressed ði; unstressed before a consonant ðə; unstressed before a vowel ði - definite article

Perhaps I'm overstating it a bit. Actually I would speculate that, once we got over confronting this gaping void of "definitiveness" where definite articles used to be, we could learn to take a more encompassing view of objects and concepts, and to distinguish among them in clearer, more thoughtful and imaginative ways. *My shoes are in the wash* would be a much more informative statement if presented as *My shoes are in that unique place where soiled things are spun to brightness and blemishes are washed away*. Questions like *Where's the bus station?* could be eloquently redrawn as *Where am I to locate a public street conveyance near here?* And *The burdock salad is unavailable today* could be beautifully rendered as *No burdock; try cucumber*.

As in most revolutions-in-embryo, we are at an important brink where we must choose whether it is better to continue living under a yoke of grammatical stricture and lexical limitation, or to instead fight for semantic freedom and subjective/objective pluralism in a liberated, non-definite article world. Are you going to go on letting Them tell you *The* way things are? Or are you going to take a bull by its horns (who cares which bull—*any* bull!) and create your *own* way? ~~The choice is yours~~. You have a choice.

Plenary Speakers for JALT2009

Dr. Christine Pearson Casanave

Temple University, Japan Campus

Professor James P. Lantolf

Greer Professor of Language Acquisition and Applied Linguistics,
Department of Applied Linguistics, the State University of Pennsylvania
Co-Director of CALPER (Center for Advanced Language Proficiency
Education and Research)

Dr. Aya Matsuda

Assistant Professor of Language and Literacy
Division of Curriculum and Instruction
Mary Lou Fulton College of Education
Arizona State University

Dr. Merrill Swain

Professor Emeritus, OISE
(Ontario Institute for Studies in Education)
University of Toronto

Scott Thornbury

Associate Professor of English Language Studies,
the New School (New York)
Author and teacher educator

Nov 21 – 23, 2009
Granship Shizuoka
<jalt.org/conference>

The Teaching Learning Dialogue

JALT2009

An Active Mirror

Representation of English users and uses in university EFL textbooks

BK Cottle, Rikkyo University

Appendix A
English firsthand access

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Asian	EC - Korean	General information.
	Female	Caucasian	IC - Australian	
2	Male	Caucasian	IC - GAE	Giving & receiving orders.
	Female	Caucasian	EC - East Euro.	
3	Male	Caucasian	IC - GAE	Locating objects.
	Female	Caucasian	IC - British	
4	Male	Caucasian	IC - GAE	Time.
	Female	Caucasian	IC - GAE	
5	Male	Caucasian	IC - GAE	Describing people.
	Female	Caucasian	IC - GAE	
6	Female	Caucasian	IC - GAE	Shopping.
	Female	African American	IC - GAE	
7	Male	Caucasian	IC - GAE	Discussing activities.
	Female	Caucasian	IC - GAE	
8	Male	Caucasian	IC - GAE	Making suggestions.
	Male	Caucasian	IC - GAE	
9	Female	Caucasian	IC - GAE	Discussing plans.
	Female	Caucasian	IC - GAE	
10	Male	Caucasian	IC - GAE	Giving commands.
	Female	Caucasian	IC - GAE	
11	Male	Caucasian	IC - GAE	Discussing the past.
	Female	Caucasian	IC - GAE	
12	Male	Asian	EC - Korean	Discussing the future.
	Female	Caucasian	IC - GAE	

Appendix B
English firsthand success

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Asian	IC - GAE	Getting information.
	Female	Asian	IC - GAE	
2	Male	African American	IC - GAE	Describing clothing.
	Female	Caucasian	IC - GAE	
3	Male	Asian	IC - GAE	Giving commands.
	Male	Asian	IC - GAE	
4	Male	Caucasian	IC - GAE	Giving directions.
	Female	Caucasian	IC - GAE	
5	Male	Caucasian	IC - GAE	Asking about objects.
	Female	Caucasian	IC - NZ	
6	Male	Caucasian	IC - GAE	Discussing future plans.
	Female	Asian	IC - GAE	
7	Male	African American	IC - NZ	Discussing vacations.
	Female	Asian	IC - GAE	
8	Male	Caucasian	IC - GAE	Making suggestions.
	Female	Caucasian	IC - GAE	
9	Male	Caucasian	IC - GAE	Describing abilities.
	Female	Latino	EC - Latin Am.	
10	Male	Asian	IC - GAE	Discussing activities.
	Female	Asian	IC - GAE	
11	Male	Caucasian	IC - NZ	Discussing classes.
	Female	Caucasian	IC - GAE	
12	Male	Asian	IC - GAE	Discussing performances.
	Female	African American	IC - GAE	

Appendix C
English firsthand 1

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Caucasian	IC - GAE	Meeting someone.
	Female	Caucasian	IC - GAE	
2	Male	Caucasian	IC - GAE	Showing pictures.
	Female	Caucasian	IC - GAE	
3	Male	Caucasian	IC - GAE	Making plans to go out.
	Male	Asian	IC - GAE	
4	Male	Caucasian	IC - NZ	Asking for assistance.
	Female	Caucasian	IC - GAE	
5	Male	Caucasian	IC - GAE	Giving directions.
	Female	Caucasian	IC - NZ	
6	Male	Caucasian	IC - GAE	Asking about the weekend.
	Female	African American	IC - GAE	
7	Male	Caucasian	IC - NZ	Looking for a job.
	Female	Caucasian	IC - NZ	
8	Female	Caucasian	IC - GAE	Inviting someone to go out.
	Female	Asian	IC - GAE	
9	Male	Caucasian	IC - GAE	Discussing travel plans.
	Female	Caucasian	IC - GAE	
10	Male	Caucasian	IC - GAE	Shopping for clothes.
	Male	Caucasian	IC - GAE	
11	Male	Caucasian	IC - NZ	Asking about PC programs.
	Female	Caucasian	IC - GAE	
12	Female	Caucasian	IC - GAE	Discussing music.
	Female	Caucasian	IC - GAE	

Appendix D
English firsthand 2

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Caucasian	IC - GAE	Meeting someone again.
	Female	Caucasian	IC - GAE	
2	Female	Caucasian	IC - GAE	Offering condolences.
	Female	Caucasian	IC - GAE	
3	Male	Caucasian	IC - GAE	Making travel plans.
	Male	Caucasian	IC - GAE	
4	Male	Caucasian	IC - GAE	Discussing movies.
	Female	Caucasian	IC - GAE	
5	Male	Caucasian	IC - GAE	Describing problems.
	Female	Caucasian	IC - NZ	
6	Male	Caucasian	IC - GAE	Discussing a recent vacation.
	Female	Caucasian	IC - GAE	
7	Male	Caucasian	IC - GAE	Discussing past experiences.
	Female	Asian	IC - GAE	
8	Female	Caucasian	IC - NZ	Planning a party.
	Female	Caucasian	IC - GAE	
9	Female	Caucasian	IC - GAE	Giving advice.
	Female	Caucasian	IC - GAE	
10	Male	Caucasian	IC - GAE	Discussing unusual events.
	Female	Caucasian	IC - GAE	
11	Male	Caucasian	IC - GAE	Discussing the news.
	Female	Caucasian	IC - GAE	
12	Male	Caucasian	IC - GAE	Discussing future plans.
	Male	Caucasian	IC - GAE	

Appendix E
Touchstone 1

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Caucasian	IC - GAE	How about you?
	Female	Caucasian	IC - GAE	
2	Male	Asian	EC - Chinese	Asking for help in class.
	Female	Latin American	IC - GAE	
	Female	Caucasian	IC - GAE	
3	Male	Caucasian	IC - GAE	Showing interest.
	Female	Caucasian	IC - GAE	
4	Male	Latin American	IC - GAE	Saying more than yes or no.
	Female	Caucasian	IC - GAE	
5	Male	Caucasian	IC - GAE	Asking questions in two ways.
	Female	African American	IC - GAE	
6	Male	African American	IC - GAE	Me too and me neither.
	Female	Caucasian	IC - GAE	
7	Male	Latin American	IC - GAE	Asking follow-up questions.
	Female	African American	IC - GAE	
	Female	Caucasian	IC - GAE	
8	Male	Asian	IC - GAE	Taking time to think.
	Female	Caucasian	IC - GAE	
9	Male	Indian	IC - GAE	Explaining words.
	Male	Caucasian	IC - GAE	
	Female	Asian	EC - Japanese	
10	Male	Caucasian	IC - GAE	Appropriate responses.
	Female	Caucasian	IC - GAE	
11	Male	African American	IC - GAE	Answer a question; then ask a similar one.
	Female	Caucasian	IC - GAE	
12	Male	Caucasian	IC - GAE	Or something and or anything.
	Female	Asian	IC - GAE	

Appendix F
Touchstone 2

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Caucasian	IC - GAE	Making friends.
	Female	Caucasian	IC - GAE	
2	Male	Caucasian	IC - GAE	Interests.
	Female	Caucasian	IC - GAE	
3	Male	Caucasian	IC - GAE	Health.
	Female	Asian	EC - Japanese	
4	Male	Latin American	IC - GAE	Celebrations.
	Female	Caucasian	IC - GAE	
5	Male	African American	IC - GAE	Growing up.
	Female	Caucasian	IC - GAE	
6	Male	Asian	IC - GAE	Around town.
	Female	African American	IC - GAE	
7	Male	Caucasian	IC - GAE	Going away.
	Male	Caucasian	IC - GAE	
8	Male	African American	IC - GAE	At home.
	Female	Caucasian	IC - GAE	
9	Male	Caucasian	IC - GAE	Things happen.
	Female	Asian	IC - GAE	
10	Female	Asian	IC - GAE	Communication.
	Female	Latin American	IC - GAE	
11	Male	Asian	IC - GAE	Appearances.
	Female	African American	IC - GAE	
12	Male	Caucasian	IC - GAE	Looking ahead.
	Female	Caucasian	IC - GAE	

Appendix G
Touchstone 3

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Caucasian	IC - GAE	The way we are.
	Female	Asian	IC - GAE	
2	Male	Caucasian	IC - GAE	Experiences.
	Female	Caucasian	IC - GAE	
3	Male	Latin American	IC - GAE	Wonders of the world.
	Female	Caucasian	IC - GAE	
4	Male	African American	IC - GAE	Family life.
	Female	Caucasian	IC - GAE	
5	Female	Asian	IC - GAE	Food choices.
	Female	African American	IC - GAE	
6	Male	Latin American	IC - GAE	Managing life.
	Female	Asian	IC - GAE	
7	Male	Asian	IC - GAE	Relationships
	Female	Latin American	IC - GAE	
8	Male	Latin American	IC - GAE	What if?
	Female	Caucasian	IC - GAE	
9	Male	Caucasian	IC - GAE	Tech savvy?
	Male	African American	IC - GAE	
10	Male	Asian	IC - GAE	What's up?
	Female	Caucasian	IC - GAE	
11	Male	Caucasian	IC - GAE	Impressions.
	Female	Caucasian	IC - GAE	
12	Male	Caucasian	IC - GAE	In the news.
	Female	Caucasian	IC - GAE	

Appendix H
Touchstone 4

Unit	Participant	Ethnicity	Accent	Topic
1	Male	Latin American	IC - GAE	Highlighting key moments in a story.
	Male	Caucasian	IC - GAE	
	Female	Caucasian	IC - GAE	
2	Male	African American	IC - GAE	Summarizing things people say.
	Female	Asian	IC - GAE	
3	Male	Caucasian	IC - GAE	Sounding more direct.
	Female	Latin American	EC - Brazilian	
4	Male	Caucasian	IC - GAE	Checking your understanding.
	Male	Asian	IC - GAE	
5	Male	Asian	IC - GAE	Organizing your views.
	Female	Caucasian	IC - GAE	
6	Male	Latin American	IC - GAE	Making your meaning clear.
	Female	Caucasian	IC - GAE	
7	Male	Latin American	IC - GAE	Speaking in "shorter sentences".
	Female	African American	IC - GAE	
8	Male	Caucasian	IC - GAE	Sharing experiences.
	Female	Caucasian	IC - GAE	
9	Male	African American	IC - GAE	Reporting the content of a conversation.
	Female	Asian	IC - GAE	
10	Male	Caucasian	IC - GAE	Giving encouraging advice.
	Female	Latin American	IC - GAE	
11	Male	Caucasian	IC - GAE	Referring back in the conversation.
	Male	African American	IC - GAE	
	Female	Caucasian	IC - GAE	
12	Male	Asian	IC - GAE	Introducing what you say.
	Female	African American	IC - GAE	