

# The Language Teacher

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The Japan Association for Language Teaching

全国語学教育学会



# JALT2006 Conference News

## » Plenary speakers . . .

The plenary speakers for JALT2006 have finally been confirmed. This year, we are pleased to be hosting Donald Freeman, Yasuko Kano, and Bonnie Norton. Information on these speakers, plus details of our Featured Speakers, will be included in future *Language Teachers*.

## » Presentation proposal deadlines . . .

Considering presenting at this year's conference? The deadline for submissions is April 28th, 2006. This later date was chosen to give potential presenters more time to prepare projects they wish to present on in November. The Call for Presentations was included with last December's *TLT*, or can be found on the conference website below.

## » Internet connectivity . . .

While the details have yet to be confirmed, it looks as if we'll be able to offer wireless "hotspots" and Ethernet access at various places within the conference site. If you have a laptop computer and the knowhow to set it up for access, bring it along and enjoy Internet access onsite. Note that computers will not be provided for attendees, and technical assistance will be on a D.I.Y. basis.

## » Kitakyushu's new airport . . .

The new Kitakyushu Airport will open on March 16, offering conference attendees yet another means of getting here. Located on an island just off the city's coast, the new airport will host flights from major centres. A short bus ride will drop visitors right in the city centre, minutes' walk from the conference site. Information on transportation will be available nearer the conference date in both *TLT* and on the conference website.

## » All you will ever need to know . . .

There are two major sources of information on JALT2006. The most immediate and constantly updated is the conference website <[conferences.jalt.org/2006/](http://conferences.jalt.org/2006/)>. The July issue of *The Language Teacher* will also contain a pre-conference supplement with full information on workshops, speakers, transportation, accommodation, and registration. The same issue will also carry articles written by the Plenary and Featured Speakers.

## » Calling all volunteers . . .

Organising an annual conference that hosts up to 2,000 people and includes around 500 different presentations and events is a huge undertaking. Amazingly, JALT accomplishes this with almost all volunteer help! If you have an interest in conference organisation, why not volunteer some of your time? We can find you a position that suits your interest, time, and commitment. For more information, please contact Andrew Zitzmann, National Director of Programs <[programs@jalt.org](mailto:programs@jalt.org)>.



Community, Identity, Motivation

**JALT2006**

in Kitakyushu, Japan

November 2~5, 2006

<[conferences.jalt.org/2006/](http://conferences.jalt.org/2006/)>

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**In this month's issue . . .**

**A**LTHOUGH FEBRUARY is the coldest month of the year in Japan, we hope that the new format introduced to readers of *The Language Teacher* last month will continue to warm the cockles of your heart this month, and that the articles will provide food for thought for the final downhill stretch of the 2005 academic year.

In this month's *Feature Article*, **Bridget Green** suggests a framework with which to teach grammar in an intensive English programme. In *Readers' Forum*, **Jo Mynard** reports on the role of the teacher in computer-mediated communication, and **Alice Svendsen** discusses how electronic dictionaries impact upon learning strategies and gives suggestions on how to raise student awareness concerning the use of electronic dictionaries. *TLT Wired* introduces web-based applications, while *My Share* features ideas from **Warren Decker**, **Marlen Harrison**, and **Cameron Romney**, **Aaron Sorensen** and **Peter Carter**, **Paul Tanner**, and **Andrew Woollock**. There are book reviews by **Sachiko Yasuda**, **Omar Karlin**, and **Justine Ross**. Finally, *Grassroots* offers summaries of the JALT2005 pre-conference workshops, and **Kevin Ryan** reports about his experiences coordinating the Educational Materials Exhibition at the conference.

We welcome discussion of any of these articles on the new publications forum and encourage you to become involved in the more interactive side of *The Language Teacher* soon.

**E**本では2月は最も寒い月ですが、先月フォーマットを新たにした本誌が皆さんの心を暖め、残りわずかとなった今年度のティーチングに役立つことを願っております。

さて、今月の論文は、Bridget Green氏によるもので、集中英語プログラムにおいて文法を教える必要性について論考します。そして、読者フォーラムでは、Jo Mynard氏はコンピュータを媒介としたコミュニケーションにおける教師の役割について報告し、Alice Svendsen氏は電子辞書が学習方略に与える影響と電子辞書の使用にあたって学習者の意識を高める方法について議論します。さらに、TLT Wiredではウェブベースのアプリケーションを紹介し、マイシェアでは、Warren Decker, Marlen Harrison, Cameron Romneyの三氏、Aaron Sorensen、Peter Carterの両氏、Paul TannerとAndrew Woollockの両氏による記事がそれぞれ掲載されています。また、Sachiko Yasuda, Omar Karlin, Justine Rossの諸氏による書評もあります。最後に、グラスルーツの欄では、JALT2005のプレ会議ワークショップの要約、Kevin Ryan氏による教材展示会をコーディネートした体験報告があります。

これらの記事に関して、フォーラムで議論をしていきたいと思っておりますので、どんどんご意見をお寄せ下さい。

**Kim Bradford-Watts**  
TLT Co-Editor



TLT Co-Editors:  
Kim Bradford-Watts & Jacquie Norris-Holt  
Associate Editor:  
Ted O'Neill

## JALT Publications Online

- ▶ More information on JALT Publications can be found on our website:

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## February 2006 Online Access

- ▶ To access our online archives:

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## Publications Forum

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

## Contact

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## Advertiser Index

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## TLT / Job Information Centre Policy on Discrimination

The editors oppose discriminatory language, policies, and employment practices, in accordance with Japanese and international law. Exclusions or requirements concerning gender, age, race, religion, or country of origin should be avoided in announcements in the JIC Positions column, unless there are legal requirements or other compelling reasons for such discrimination, and these reasons are clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

TLTでは、日本の法律、国際法および良識に従って、言語、政策および雇用慣習の差別に反対します。JICコラムでは性別、年齢、人種、宗教、出身国（「英国」、「アメリカ」ではなく母語能力としての国）に関する、排除や要求はしません。そうした差別がなされる場合には、明確に説明されるべきです。編集者は、明瞭に求人広告を編集し、かつこの方針に応じない場合には求人広告を棄却する権利を持ちます。



**Community,  
Identity, Motivation  
Kitakyushu, Japan  
Nov. 2-5, 2006  
<[conferences.jalt.org/2006/](http://conferences.jalt.org/2006/)>**

# Moving?

Make sure *The Language Teacher* moves with you.

Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016  
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# A framework for teaching grammar to Japanese learners in an intensive English program

## Keywords

▶ teaching, contextualized reading, literature, grammar, Japanese learners, intensive English program

Although in the past Intensive English Programs (IEPs) in the United States had always been able to count on a minimal level of English grammar preparation from their Japanese students, it has been noted recently that the level of grammatical competence of Japanese students has become rather unpredictable. This paper explores the reasons for this shift and concludes that explicit grammar instruction is now crucial. To this end, the author first analyzes the grammatical errors students make and then suggests a framework for grammar instruction using an authentic text in a literature class. The author emphasizes that focusing students' attention on form and meaning in context helps to enhance the development of grammatical competence over time.

過去、アメリカでの集中英語プログラムでは日本人学生の英文法の事前習得が期待できたが、最近の日本人学生の文法力は低下してきているように思われる。本論では、この変化の原因を探り、明確な文法教育が今や必須となっていることを結論づけている。さらに、学生の文法的な誤りを分析し、文学の授業で使用されているオーセンティックな教科書を用いた文法教授の構想を提案している。学生に文型や文脈の意味を汲み取らせる事に集中させることはやがて文法能力の向上につながると主張している。

## Bridget Green

### Mukogawa Fort Wright Institute

**I**N THE past, Intensive English Programs (IEPs) in the United States were traditionally able to count on their Japanese students having a minimal level of grammatical competence before they arrived in the US, and were therefore able to focus on improving both the productive and receptive communication skills of reading, writing, and especially listening and speaking. Indeed, at the American branch campus of Mukogawa Women's University, where English majors come to take part in a 4-month intensive English training course, grammar classes were considered unnecessary because Japanese learners, heavily schooled in the grammar-translation method in Japanese high schools and universities, had been so thoroughly prepared in grammar instruction. In the last few years, however, our IEP instructors have noticed that the level of grammatical competence of arriving students seems to have become more and more unpredictable, with some students as well prepared as in the past and others seemingly lacking more than a basic understanding of English grammar. What could account for this apparent lapse in grammar preparation? What, if anything, can be done about it?

## Shift in Japanese language curriculum

This change in grammar preparation has been traced to the shift in the Japanese Ministry of Education's curriculum for language education, *New Revised Course of Study*, which had the worthy goal of increasing communicative competence. The *Course of Study*, implemented from 1994 in Japanese junior and then senior

high schools, was not accompanied by a concurrent change in the focus of grammar-translation-based university entrance exams (Guest, 2000; Taguchi, 2002). Neither has there been a change in the focus of junior or senior high school textbooks (Browne, 1998; Reesor, 2002). Language teachers in Japan are, therefore, expected to teach English in a more or less communicative way, while their students are required to take entrance exams that do not measure communicative competence (Lamie, 1998; Mulvey, 2001). As can be seen in the now unpredictable grammar competence, some Japanese teachers of English have taken up communicative language teaching (CLT) while others have continued to prepare their students for university exams with the traditional method (Guest, 2000; Murphey & Sasaki, 1998; Taguchi, 2002). There has been a concomitant "well-documented decrease in average [university entrance exam] test scores over the last 10 years" (Mulvey, 2001, p. 12), which may or may not be a result of the changed curriculum, but which must certainly impact our students' level of preparation.

### Why teach grammar?

All this means that IEPs have a new challenge before them: to fill in the holes in the grammar knowledge of some of their students while not subjecting those with a higher level of grammatical knowledge to the tedium of low-level review, all the while continuing to promote communication skills. The least intrusive way to do this would be first to identify those students who need extra grammar instruction and then to help them set up an independent course of study in a self-access center. In this way the regular curriculum is not affected at all. However, self-access study requires intensive training in learner autonomy and independence (Klassen, Detaramani, Lui, Patri, & Wu, 1998), which may take too much time in a short 4-month study course. In addition, because of prior learning experiences in Japan that are often highly teacher-centered, requiring the students to assume a mostly passive role (Cooker & Torpey, 2004), and because of the high value placed on the teacher as a figure of authority in the classroom (Littlewood, 2003), relegating grammar to self-access may de-emphasize its importance in language learning. Therefore, it was felt that incorporating grammar into the IEP curriculum would go a long way towards demonstrating to the students that fluency must be balanced with accuracy. It also enables teachers to better monitor comprehension and answer any questions that may arise.

Furthermore, learners want and expect grammar instruction. Students often rate grammar instruction as highly necessary; sometimes they even think it is more important than their teachers do (Niiya, 1998). In an effort to analyze students' perceived needs, a grammar interest survey (see Table 1) was administered to a cross-section of Japanese learners at Mukogawa Fort Wright Institute. There were 88 respondents from three different courses: 26 junior college English majors (JC) in the United States for a 4-month course as the 2nd semester of their 1st year of study; 28 university English majors (Uni) in the US for their second 4-month course and in the 2nd semester of their sophomore year; and 34 university Education majors (Ed), also in the 2nd semester of their sophomore year.

**Table 1. Grammar interest survey**

	Yes	N (%)	No	N (%)
Do you <i>like</i> studying English grammar?	JC:	15 (58)	JC:	11(42)
	Uni:	12 (43)	Uni:	16 (57)
	Ed:	19 (56)	Ed:	15 (44)
	<b>Total:</b>	<b>46 (52)</b>	<b>Total:</b>	<b>42 (48)</b>
Do you <i>need</i> to study English grammar?	JC:	25 (96)	JC:	1 (4)
	Uni:	28 (100)	Uni:	0 (0)
	Ed:	34 (100)	Ed:	0 (0)
	<b>Total:</b>	<b>87 (99)</b>	<b>Total:</b>	<b>1 (1)</b>
Choose one:				
I would like to take a grammar class (3 times a week for 1½ hours each time).	JC:	21 (81)		
	Uni:	13 (46)		
	Ed:	20 (58)		
	<b>Total:</b>	<b>54 (61)</b>		
I would like a grammar section <i>in</i> another class (Once a week for 20–30 minutes each time).	JC:	4 (15)		
	Uni:	15 (54)		
	Ed:	13 (38)		
	<b>Total:</b>	<b>32 (36)</b>		
I would <i>not</i> like to have a grammar class.	JC:	1 (4)		
	Uni:	0		
	Ed:	1 (3)		

Note: N=number of responses %=responses expressed as a percentage

As can be seen from the results, respondents were split on whether they liked studying grammar, but

not on whether they needed to study grammar. It is at least clear from this questionnaire that students feel a need for grammar instruction. More than half of the respondents (61%) went so far as to say they would like a grammar class three times a week. The questionnaire also provided space to explain their reasons and these were many and varied. (Since this part of the questionnaire was open-ended, they could list several reasons or none.) The greatest number of responses (18) mentioned that a better understanding of English grammar could help them to improve their oral communication skills. Comments included, "If I know lots of English grammar, I can speak more better," and "When we talk with native speaker, if we speak wrong grammar, it is difficult for native speaker to understand." Following this, 16 students mentioned that grammar knowledge would help them improve their TOEIC score. Other reasons frequently given were that grammar study would improve their writing ability and that it was *necessary, important, and basic*. Language learners seem to recognize that grammar study is crucial though it may not necessarily be pleasurable; one student who said she needed a grammar class responded, "I need grammars to speak English, but if I have a grammar class..., I will not like that class."

### Communicative language teaching and grammar

The resistance to grammar does not necessarily come from students. Communicative language teaching (CLT) aims at communicative competence, which many language teachers characterize simply as the ability to communicate effectively in English. Unfortunately, language teachers often fail to include grammatical competence with the more widely known sociolinguistic, discourse, and strategic competences that broadly define CLT (Hymes, 1972). Indeed, some teachers even go so far as to say that not teaching grammar is one of the definitions of CLT (Kleinsasser & Sato, 1999; Savignon, 2002). This misconception may stem from the belief that communicative teaching is meant to mirror first language acquisition. If children are not explicitly taught grammar but rather acquire it communicatively, then our adult IEP learners should not be explicitly taught either; they can just pick it up in the immersion environment of an IEP. Adult learners, however, do benefit from explicit grammar instruction, as Gao (2001) explains:

Adult language learners may have already lost 'the magic' of acquiring a language that chil-

dren possess; explicit grammar instruction can play a major role in their language learning process. Adult learners are able to comprehend the rules of grammar with the knowledge from either their first language or other experiences derived from their worldly knowledge. They are ready to apply the rules they have learned, and the rules of language will provide them with some perspective on the basic patterns of that language.... In other words, by offering rules of grammar to adult learners, we are offering them a useful and pragmatic tool. (p. 332)

It has been shown that explicit grammar instruction is far more effective if it is "discourse-based and context-based than if it is sentence-based and context-free" (Celce-Murcia, 1992, p. 406). It makes sense, therefore, to incorporate grammar lessons within the established framework of skills classes. While grammar instruction has traditionally found itself in a writing or speaking curriculum, it may more effectively fit into a reading curriculum since, as Krashen (1992, p. 411) explains, "research and theory show that the best way of increasing grammatical accuracy is comprehensible input. Studies suggest that the most effective kind of comprehensible input for advanced grammatical development is reading." Therefore, in an effort to meet students' need for more grammar instruction and to systematize contextualized grammar into the curriculum, it was decided to add a grammar component to the advanced reading class.

### Grammar in reading

During the intensive course, advanced students take a short course in American Literature that involves, among other things, reading *The Pearl* by John Steinbeck. *The Pearl* is an ideal text for high-intermediate or advanced language learners because it is short (only 96 pages and 6 chapters) and the language employed by Steinbeck is spare and relatively straightforward. However, other novels have also been used (such as Ray Bradbury's *Fahrenheit 451* or S. E. Hinton's *The Outsiders*) and work just as well. In lower-level classes, students are thoroughly trained in the extensive reading techniques of chunking, reading for gist, guessing meaning from context, and choosing essential words to look up later (Waring, 1997). Intermediate students form book clubs (Newman & Green, 2004) in which they read one graded reader a week, learning to read a lot fast, for pleasure, and for general meaning. This training, which increases reading fluency, helps learners

to avoid falling back on the grammar-translation method with which they may be more comfortable when confronting a dense, authentic text.

Literature classes draw not only on authentic but also on culturally and linguistically important texts, offering the added benefit of encouraging *noticing*. Focusing students' attention on the form of a language is "a necessary condition of language learning" (Nassaji & Fotos, 2004, p. 127). As Ellis (2003a, 2003b) points out, attention to form and meaning fosters grammatical awareness in structured input tasks that involve noticing, consciousness-raising, and checking. Literature, by its very nature, can further expand students' appreciation of the depth and beauty of the language with every exposure. Furthermore, a perfect opportunity for noticing form occurs after the meaning of a text has been discussed and after the context is understood, since form and meaning should not be tackled at the same time and since contextualized grammar is the most likely input to become uptake, that is, language that is internalized and available as competence (Nassaji & Fotos, 2004). For this reason, students are encouraged first to read each chapter quickly for gist, then to reread it for a deeper understanding of plot and themes, and finally to notice the grammar.

While all of the students read the entire text, pairs or small groups of students are assigned one of the six chapters of *The Pearl*. These pairs are required to read, digest, and prepare to present a lesson for their peers. Each pair or group, called class leaders, is highly motivated to understand and present their chapter in a comprehensible way. They meet to discuss their chapter and to develop several activities for the rest of the class. These include vocabulary practice, comprehension, discussion, and something creative. For vocabulary practice they pull 10 to 12 useful vocabulary items from the text and then develop material (such as vocabulary cards to be matched with definitions, worksheets with crossword puzzles, clozes, etc.) to help other students practice these. The comprehension task usually entails some form of question and answer activity about the characters, plot, and setting.

The discussion questions require students to reflect on the chapter and their reaction to what has happened so far. Finally, class leaders prepare some creative activity connected to their chapter, such as a drama or a song, for all students to take part in. This student-organized, student-run, and student-centered class is observed and evaluated by the teacher, who helps the students with planning but who does not interfere during the class in any way. Since students have already worked on a thorough comprehension of the plot, vocabulary, and theme of each chapter, grammar can be incorporated effectively into subsequent classes. The question then is what grammatical structures to work on.

### What grammar to teach

Since the grammar component of the reading class in this scenario was severely limited to only six contextualized lessons (one per chapter), it was decided to focus our limited time on the grammatical structures our learners seemed to need the most. It therefore became necessary to conduct an analysis of the grammatical errors that our learners actually make. In their conversation classes, students regularly carry out discussions over the 14-week course. During these class discussions, the teacher writes down approximately 10 to 20 of their speaking errors for students to correct later. The total number written down by two different teachers over the course of the previous term (359 errors) were entered into a database (see Figure 1) and, when analyzed, helped to determine the errors

Entry Form			
Teacher	Bridget	Worksheet #	14
Topic	Time Machine		
ID	8	Sentence with error	I have 2 kids, big house.
Presumed target	I will have 2 kids and a big house.		
Possible avoidance	<input type="checkbox"/>	Pronoun	<input type="checkbox"/>
Conjunction, Link	<input checked="" type="checkbox"/>	Quantifier	<input type="checkbox"/>
Question Word	<input type="checkbox"/>	Possessive	<input type="checkbox"/>
Preposition	<input type="checkbox"/>	Article	<input checked="" type="checkbox"/>
Adverb	<input type="checkbox"/>	Number	<input type="checkbox"/>
Adjective	<input type="checkbox"/>	Infinitive	<input type="checkbox"/>
NP problem	<input checked="" type="checkbox"/>	Gerund	<input type="checkbox"/>
Conditional	<input type="checkbox"/>	Perfect Tense	<input type="checkbox"/>
Future Tense	<input checked="" type="checkbox"/>	Present Tense	<input type="checkbox"/>
Past Tense	<input type="checkbox"/>	Continuous	<input type="checkbox"/>
Passive	<input type="checkbox"/>	Transitivity	<input type="checkbox"/>
Agreement	<input type="checkbox"/>	Delete	<input type="checkbox"/>
Existence	<input type="checkbox"/>	Missing verb	<input type="checkbox"/>
Missing Subject	<input type="checkbox"/>	Wrong Order	<input type="checkbox"/>
Wrong Form	<input type="checkbox"/>	Wrong Word	<input type="checkbox"/>
Record: 8 of 359			

Figure 1. Error database entry form

that are most frequent and need the most attention (Harris & Hunter, 2005). Each error was followed by the presumed target sentence

As can be seen in Figure 1, if an error box is checked, then that error is deemed to have occurred in the sentence in question, allowing us to determine the frequency of each type of error. The 12 most common errors concern articles (27%), wrong word choice (26%), preposition mistake (23%), verb tense error (22%), missing verb (15%), wrong form of a word (15%), mistake in the plural or singular form of a noun (14%), transitivity (14%), wrong word order in a sentence (12%), adjective mistake (11%), and adverb mistake (9%). (See Appendix A for a list of error types, examples, and percentages.)

One important aspect of the interlanguage system that this error analysis does not adequately take into consideration is avoidance; that is, learners generally say what they know how to say and avoid those structures they are less familiar with or are unsure of. Avoidance of more complex structures is a common problem for language learners and pointing them out in literature is a simple way to help learners notice them. For this reason, adjective clauses, which our students often avoid, were the first language study undertaken for chapter 1 of *The Pearl* (see Appendix B).

First, examples of the target structure taken from a commonly used grammar book (Azar, 1999) were presented: two simple sentences were introduced and then a single complex sentence with an adjective clause was modeled.

I thanked the woman. <i>She helped me.</i>	I thanked the woman <u>who</u> helped me.
The book is mine. <i>It is on the table.</i>	The book <u>which</u> is on the table is mine.

Students reviewed the target structure and were asked to notice any patterns.

For the following exercise, where the students had to come up with the target structure themselves, the sentences were taken directly from the literature used in class. For example, in chapter 1 Steinbeck writes, "He looked at the hanging box where Coyotito slept" (p. 4). On the worksheet, this sentence was reduced to two simple sentences:

He looked at the hanging box. Coyotito slept there.	
---	--

The students worked in pairs to combine them into the original sentence with an adjective clause. To complete the activity, the page number for the original reference was given so they could check their work in *The Pearl* itself. Students are thus using the novel as the grammar text and have moved away from the somewhat contrived and decontextualized grammar text traditionally used. At the same time they are furthering their comprehension of the literature. In addition, the authority for the correct answer comes from the novel itself and not the teacher. To encourage further noticing, students are asked to scan the following chapter for examples of this same target structure.

To tie this grammar study more concretely to the learners' own needs, an additional error correction step was added. Following each chapter's grammar study, students were given short error correction worksheets, compiled from the worksheets their conversation teachers passed on, highlighting their own errors in the target structure (see Appendix C). Working through the grammar study for chapter 2 on articles, for example, raises their awareness of the target structure, after which they review their *own* article errors. This personalization seems to raise awareness and motivation even more. In subsequent chapters, grammar lessons focused on articles, transitivity, word form, preposition use following transitive and intransitive verbs, and verb tense errors.

## Conclusion

The short grammar units were manageable, contextualized lessons which took about 30 minutes of class time following each of the six chapters of *The Pearl*. After working through the units, students reported a greater understanding of both the content of the novel and the form of the grammar. They further proposed extending the grammar units to the poetry section of the American Literature course. Grammatical competence is only one aspect of communicative competence, but it is one that our learners believe they need to spend more time working on. For Intensive English Programs with a set curriculum, focusing learners' attention on form and meaning within an established literature class may help highlight the need for grammatical accuracy. Whether learners can then incorporate a more standard use of grammar into their competence, that is, whether they acquire the knowledge and can use it to communicate more effectively, will be determined over time.

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## Appendix A

### Error type, count, and percentages

(Total error count: 359 utterances)

Type of Error	Example Sentence	# of occurrences	% of total
Article	She is girl.	96	26.74%
Wrong word	She is long.	94	26.18%
Preposition	We go at Seattle every month.	81	22.56%
Missing verb	I like a glass of water, please.	53	14.76%
Wrong form	He is kindness.	52	14.48%
Number	There are three person.	51	14.21%
Transitivity	She asked to me. / I like. / I go Chicago.	50	13.93%
Wrong order	We to the stadium went.	44	12.26%
Adjective	I sometimes feel scary.	38	10.58%
Past tense	Last week, I go twice.	33	9.19%
Adverb	We work hardly.	32	8.91%
Delete	I go to home.	31	8.64%
Missing subject	Envy you!	27	7.52%
Agreement	He do his homework quickly.	26	7.24%
Pronoun	Her wife is Japanese.	22	5.57%
Possible avoidance	I like her. She is nice. She is friendly.	20	5.57%
Possessive	We went to uncle house.	20	5.57%
Conjunction, linking word	The woman lives there is friendly.	18	5.01%
Conditional	If I win the lottery, I happy.	17	4.74%
Infinitive	I want go.	13	3.62%
Quantifier	There are much people.	10	2.79%
Gerund	I love run.	10	2.79%
Future tense	I go tomorrow.	9	2.51%
Question word	How do you think about it?	7	1.95%
Present tense	They will living there now.	7	1.95%
Passive	I surprised.	7	1.95%
Continuous	I am go with you.	4	1.11%
Existence	In my family five people.	4	1.11%
Perfect tense	They live there four weeks now.	3	0.84%

## Appendix B

### *The Pearl*

#### Language Study Chapter 1

**Joining Sentences:** Short sentences can sound a little jerky. It's a good idea to begin to make your sentences longer when you speak. You can sometimes join short sentences using *who*, *whose*, *where*, *when*, *that*, or *which*. Look at these examples:

- |   |   |
|---|---|
| • I thanked the woman. <i>She helped me.</i>        | I thanked the woman <u>who</u> <i>helped me.</i>        |
| • The book is mine. <i>It is on the table.</i>      | The book <u>which</u> <i>is on the table</i> is mine.   |
| • The man was Mr. Jones. <i>I saw him.</i>          | The man <u>who</u> <i>I saw</i> was Mr. Jones.          |
| • The movie wasn't very good. <i>We saw it.</i>     | The movie <u>which</u> <i>we saw</i> wasn't very good.  |
| • I like the people. <i>They live next to me.</i>   | I like the people <u>who</u> <i>live next to me.</i>    |
| • I like the books. <i>They have good plots.</i>    | I like the books <u>that</u> <i>have good plots.</i>    |
| • I know the man. <i>His bike was stolen.</i>       | I know the man <u>whose</u> <i>bike was stolen.</i>     |
| • The building is old. <i>He lives there.</i>       | The building <u>where</u> <i>he lives</i> is old.       |
| • I'll never forget the day. <i>I met you then.</i> | I'll never forget the day <u>when</u> <i>I met you.</i> |

**Sometimes words are left out when you join sentences. Look back over the example sentences and cross out the words that are left out. Example:**

- |   |  |
|---|--|
| • I thanked the woman. <del>She</del> <i>helped me.</i> | I thanked the woman <u>who</u> <i>helped me.</i> |
|---|--|

**Now look at these sentences from John Steinbeck's *The Pearl*. Can you join them?**

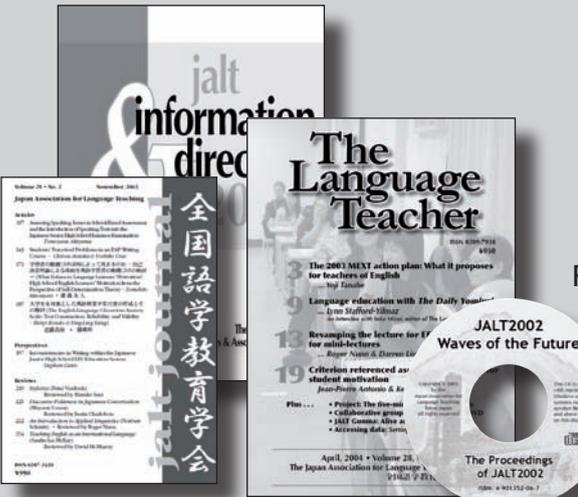
- He looked at the hanging box. Coyotito slept ~~there~~. P. 3  
*He looked at the hanging box where Coyotito slept.*
- He turned his head to Juana, his wife. She slept beside him. P. 3
- She went to the hanging box. Coyotito slept there. P. 4
- The rhythm of the family song was the grinding stone. Juana worked the corn for the morning cakes here. P. 4
- Juana sang softly an ancient song. It had only three notes. P. 5
- It rose to an aching chord. The chord caught in his throat. P. 5
- Down the rope a scorpion moved slowly. The rope hung the baby's box from the roof support. P. 6
- It sensed danger. Kino was almost within reach of it then. P. 7
- The word was passed out among the neighbors. They stood close packed in the little yard. P. 8
- They came to the place. The brush houses stopped here. P. 9

## Appendix C

### Articles: *a, an, the*

Look at these sentences with mistakes from last week's conversation class. Work with a partner. Can you correct the sentences? Talk about why there is a mistake. (There may be more than one mistake.)

Sentence with error	Correct sentence
It's also nice thing.	
I'm youngest sister in my family.	
When I was high school student, I joined dance club.	
She is English teacher.	
I was in same class for three years.	
About half and three hours	
When I went to Seattle, I realized I am foreigner.	
There was sandbox there.	
Because I was children.	
There were swings in park.	
Since I was elementary school student.	
This word has very similar meaning.	
I'd like to buy big house.	
I want job like flight attendant or travel agent.	



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# A teacher's role in using synchronous computer-mediated communication to promote learner autonomy

## Keywords

Computer-mediated communication, benefits, teacher's role, learner autonomy

This paper gives an overview of some of the benefits of synchronous computer-mediated communication (CMC) for language learning. It focuses in particular on how synchronous CMC promotes learner autonomy. Finally, it suggests some important considerations for teachers facilitating the process.

本論では、言語学習における同時的CMC (Computer-mediated Communication/コンピュータを介したコミュニケーション) の利点について論述する。特に、同時的CMCがいかに学習者の自主性を促進するかという点に焦点を当てる。さらに、教員がこの教授法を行う為のいくつかの重要な留意点を提案する。

**Jo Mynard**

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**C**OMPUTER-MEDIATED COMMUNICATION (CMC) is the process of using computers in order to facilitate person-to-person interaction regardless of location. Synchronous CMC refers specifically to the immediate form of CMC via tools such as Internet chat rooms and instant messengers. Synchronous CMC enhances the social component of a language course, and learners are exposed to a number of different perspectives on a topic under discussion (Jonassen, 1997).

## Benefits of CMC

Over the past 10 years or more, applied linguistics researchers have been reporting benefits of synchronous CMC for language learners. CMC is said to benefit learners in terms of increased participation, increased motivation, an opportunity for skills development, and the promotion of learner autonomy. This paper will touch briefly on the first three benefits but focus in more detail on how synchronous CMC promotes learner autonomy.

## High Participation

A number of studies have suggested that CMC activities maximize student participation (Card & Horton, 2000; Sullivan & Pratt, 1996). There are many possible reasons for this: computers offer a comfortable learning environment for even linguistically weak or shy learners; the virtual space also encourages participants to interact as equals regardless of age or status (Warschauer, Turbee & Roberts, 1996).

### *High Motivation*

The level of motivation and attitudes exhibited by students during a CMC task are enhanced because of the interactive nature of the activity (Irani, 1998). These attitudes are enhanced regardless of actual achievement (Hackman & Walker, 1990). Synchronous CMC is also motivating due to the novelty factor for learners (Skinner & Austin, 1999). Students may even write more as they are fascinated by how the system works (Felix, 1999).

### *Opportunities for Skills Development*

Synchronous CMC provides learners with opportunities for authentic language practice (Chun, 1994; Sullivan & Pratt, 1996). In order to participate fully in a virtual environment, students are required to read quickly so that they can follow the contributions from interlocutors. They must also write appropriate replies. This process can promote interactive competence and discourse skills (Chun, 1994) that can be transferred to a listening and speaking context.

### *Promoting Learner Autonomy*

Learner autonomy is the concept of a student taking responsibility for his or her own learning. By being involved in the learning process, students make connections that transcend the classroom. In the case of language learning, the target language is used meaningfully (Little, 2000). Learner autonomy encompasses some of the following abilities (taken from Mynard & Sorflaten, 2003): self-reliance, decision-making, metacognitive awareness (i.e., awareness of the learning process), metalinguistic awareness (i.e., awareness of language systems), awareness of one's strengths and weaknesses, transfer, planning, and goal setting. Learners can gradually develop these abilities with willingness, practice, training, guidance, and exposure to appropriate activities in the classroom. Becoming an autonomous learner will contribute to the success an individual has with lifelong learning.

Synchronous CMC can be said to promote the development of learner autonomy in a number of ways. Firstly, it provides opportunities for students to alter their preconceived ideas of learning (Mynard, 2003). Students operate in an entirely new learning environment—a chat room or other virtual space where the teacher is not the focal point as is the case in traditional classrooms. This leads to a second important factor: the teacher's

role is minimized. These two factors appear to make even shy learners more willing to participate and students in general to “move out of their individual ‘comfort zones’ in order to participate productively and effectively in the learning process” (Hoven, 1999, p. 157). Learners are forced to be in control of their participation in the CMC discussions.

A third contributing factor is that in order to participate in an online discussion in real time, students are obliged to make decisions which they may have previously believed to be the teacher's responsibility. Students have to decide which text to read, which questions to respond to, which language tense to focus on, and what they are going to write. In addition, in order to fulfill a particular task, students have to plan their role in the activity. They have to think ahead and plan the questions they need to ask, the type of language they need to use, and how it relates to the outcome of the task.

Another important factor is that students engaging in a synchronous CMC activity experience some of the world outside the classroom. They have the opportunity to interact with people based in other places and are connected to the outside world through the Internet. This often means that learners are more likely to transfer language they have learned in class to the outside world (Mynard, 2003). This widening of the learning context is particularly valuable to learners who normally have few opportunities to interact in the target language. This is likely to make the activity more intrinsically motivating and play a vital role in the success a learner has with a new language. Participants in synchronous CMC tend to be highly engaged (Skinner & Austin, 1999; Mynard, 2003) and capable of demonstrating autonomous learning abilities when highly motivated.

A study at a women's university in the United Arab Emirates (Mynard, 2003) investigated whether students showed a capacity for autonomous learning during chat room activities. It was found that the students, who were normally dependent, passive, and unmotivated, did demonstrate a capacity for autonomous learning in chat room tasks. Participants were observed and interviewed during a 9-week period, and during that time they demonstrated organization and prioritization skills, a range of coping and comprehension strategies, language transfer, noticing, and risk-taking.

## The Teacher's Role

One consideration mentioned above which contributes to the development of learner autonomy is the fact that the teacher's role is minimized during a synchronous CMC exercise. However, the teacher's role is a very important one in the design, management, and overall success of an activity, as this section of the paper will highlight.

## Task design

One of the most important considerations for the success of an activity is the task design (Chapelle, 1994; Freiermuth, 2002). The definition of a task for the purposes of this paper is an activity with an outcome. A task is necessary in order to maintain momentum in an activity and also to provide opportunities for students to apply language they have learned in class (Alvarez-Torres, 2001). Without a task, students tend to resort to safe, familiar language that does not promote language acquisition or higher-order thinking. Possible tasks might include interviewing each other or a guest about a particular topic, an information exchange activity, a debate, or a roleplay. These tasks could be established by or with input from the learners. Successful tasks are ones which are relevant and relate directly to the overall course goals and also include three phases: a warm-up phase before students enter the virtual space, the main phase which involves CMC, and a follow-up task which helps students to assimilate what they have experienced in the virtual space and apply it to other authentic situations. The CMC phase should take place in a virtual space where the number of users is limited so that each student has ample opportunity for participation without being overwhelmed by the amount of text to read.

## Scaffolding

Students often need support or scaffolding from teachers or more experienced peers (Grabe & Grabe, 1998; Kozulin, 1998), especially when they are required to use a new medium like synchronous CMC. This scaffolding might include some pre-teaching of new vocabulary and expressions, or reviewing the use of particular structures. In addition, students should be given sufficient support with any follow-up tasks such as writing a summary or completing a chart. The findings of the study conducted by Mynard (2003) suggested that learners may need assistance working with different sources of information and transferring information from one context to another. During the actual CMC phase of a task, students may

have technical questions or language questions that can be anticipated and addressed before the start of an activity. These are likely to be reduced with practice as students become better at troubleshooting and applying strategies on their own. It is important for instructors not to burden the learners with too much responsibility and control all at once. A gradual shift of control from mainly the teacher to mainly the student will be more successful for promoting eventual learner autonomy.

## Guests

Inviting outside guests to join a chat room has the advantage of increasing intrinsic motivation, incorporating the outside world into the classroom, and maximizing the learners' opportunities for meaningful social interaction. Instructors should anticipate potential cultural issues when planning the activities.

## Goal setting

One of the things that Mynard (2003) discovered from her study was that students had difficulty planning and implementing ways that they could improve their English through CMC. Setting learning goals in conjunction with CMC could promote autonomy while increasing proficiency in the target language.

## Transcripts

The transcripts can be used in a number of ways in order to promote metacognition: They may be saved for later comparisons, used to help students identify and correct language errors, and used to encourage learners to reflect on their strengths and weaknesses. Transcripts may also be useful for learners when they are doing follow-up tasks such as summary writing.

## Conclusions

This paper has provided an introduction to some of the benefits of synchronous CMC for language learners. In addition to the increased opportunities for practicing the target language, there is support for the idea that synchronous CMC can promote learner autonomy. The teacher plays an important role in the process, encouraging greater learner autonomy, establishing appropriate and sufficiently scaffolded tasks, inviting guests, and using transcripts meaningfully.

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# The phenomenon of electronic dictionaries: Raising student awareness

## Keywords

electronic dictionaries, paper dictionaries, usage, student awareness, learner autonomy

This paper concentrates on one aspect of new technology available to Japanese students—the electronic dictionary. The increasing use of electronic dictionaries (EDs) in communication classes, primarily at the university level, is the main concern of the article. A brief description of what is available on the market is presented to emphasize the degree of impact technology has on traditional resource tools, such as paper dictionaries. The remaining sections attempt to increase teacher awareness of this impact on our students by raising many questions, presenting reasons to monitor the use of EDs in the classroom, and offering practical suggestions for raising student awareness of how the ED affects their learning strategies.

本論では、大学の英語コミュニケーションの授業における電子辞書 (ED) の普及に伴う問題を扱う。最初に、市販のEDの特徴を述べ、教室におけるその影響力について説明する。そして、学習者に与えるEDの影響に関する教師の意識を高めるために、多くの問題を提起し、学習者のEDの使用を監視しなければならない理由をあげ、学習方略にEDが及ぼす影響について学習者の意識を高める実践的アドバイスを提供する。

**Alice Svendson**  
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**T**HERE ARE both advantages and disadvantages to use of electronic dictionaries (EDs) in the Japanese university classroom. This paper will discuss their use in communication classes, present some reasons to limit their use, and suggest ways to raise student awareness regarding the use of EDs. The paper will limit its scope to the use, application, and integration of the ED in classrooms where speaking and listening skills are emphasized. Although informal questionnaires were used, this paper was intended to be a discussion of insights and opinions gathered from classroom observations and the relevant literature rather than from quantitative data.

## Range of options for EDs

Many Japanese university students have EDs, but are they just following the fashion? Was it peer pressure or the novelty of owning one that sent students shopping? Why did they choose to replace their paper dictionaries (PDs)? A survey of two groups of English majors found that few did not own an ED. When these students were asked why they did not own one, the main reason given was that they could not afford one. A few students said they chose not to purchase one because they preferred their PDs (see Appendixes A and B).

It can be overwhelming to shop for an ED because of price and the variety of styles and options available. Compared to PDs, the obvious difference is size and weight. An expensive ED can hold as many as 70 different dictionaries or resource books, and, at this end of the line (¥50,000), the device can be connected to a cell phone, desktop computer, or TV with the purchase of a

memory card (¥3,000-10,000, depending on storage capacity).

The most inexpensive EDs, selling for ¥3,000-4,000, have small screens, can only be used for *kanji*, and contain few dictionaries. The next price range is ¥10,000-30,000. Most EDs in this price range have screens almost the same size as the keyboard and are very light and slim. Despite their size, they hold 20-40 different kinds of dictionaries and resource books, including Japanese and monolingual English dictionaries and bilingual French and Italian dictionaries, which also makes these EDs convenient for traveling. Other features make these devices even more attractive. Some include earphones and a sound feature that allows the user to listen to the pronunciation of an entry. Students can type in the *katakana* equivalent for unknown English words and call up possible English spellings which link to meanings. Then, with the touch of a button, they can check in the monolingual English dictionary for samples of current usage. The differences in price are chiefly due to the size of the screen, the number and kinds of dictionaries available, and special features such as earphones. The speed of access does not vary. They all function at basically the same look-up speed.

This raises the question concerning the difference in look-up time between EDs and PDs. Weschler and Pitts (2000) report that in a study conducted with two groups in a 1st-year university conversation class that students took about 17 seconds on average to look up a word in a PD and 13 seconds per word when they used an ED. This study shows that the difference in look-up time is not crucial. However, student perceptions of greater speed, coupled with the lightweight, compact, hi-tech design, make EDs appealing to students.

### Use of EDs

Access to dictionaries is helpful for language learners. However, dependency on EDs to the extent that students do not remember the words they look up, or do not attempt to develop other learning skills, is undesirable. Beginning students may look up a word in their ED and forget it because it is easier to look it up repeatedly rather than to commit it to memory.

Inexperienced learners whose cache of lexical items is very limited exhibit more of an immediate need to use the ED. In a group discussion, a student can quickly and unobtrusively check meanings or find the meaning that they wish to

convey. Although the convenience and compactness of an ED make it a friendlier research tool than the PD, many students quickly become dependent on the ED. Yonally and Gilfert (1995) suggest that "using the (electronic) dictionary removes the responsibility of the student or the teacher not knowing the word; the inanimate third object knows the word. Beginners gain a feeling of control over their learning environment and learning process" (p. 1). Steps taken to develop independent communication will carry the students farther in their acquisition of the language. As teachers, we want to foster learner control, but at the same time, we want to make students aware that gaining control over how and what they learn is an ongoing process (Thanasoulas, 2000), and how they use their EDs may affect this process.

Student use of EDs may result in less use of clarification questions in the classroom. Instead of asking the teacher for an explanation, students refer to their dictionaries. Are learners gaining a sense of independence, or are we seeing an avoidance of contact with the teacher? Are we reinforcing the dependence on translating by allowing the use of EDs?

As Nunan (1988) points out,

It has been further suggested that learners need not only the opportunity of producing the target language, but they also need the opportunity of being able to 'negotiate the new input, thereby ensuring that the language which is heard is modified to exactly the level of comprehensibility they can manage.' (p. 83)

Especially at the beginning level, discussing meanings either with small groups, individuals, or with the whole class can lead to a better understanding of usage, synonyms, and cultural influence on meaning. In addition, this kind of student-teacher contact provides opportunities for students to practice negotiating meaning with the teacher and with classmates.

A dependence on an ED for immediate production or clarification reduces the opportunities for real language communication to take place. It may also reinforce the translation method, creating obstacles in a communicative approach. Furthermore, fewer questions from students results in less student-teacher interaction, less authentic dialogue involving negotiating meaning, and less spontaneous listening practice as well. These are reasons to monitor the use of EDs in communication classes.

## Retrieval strategies

Strengthening memory for recall and retrieval of linguistic items is a worthwhile goal for language learners. Yet, in informal surveys, students have reported that they do not remember the words they look up in EDs. Since the look-up time is a little faster and rather effortless, the new word often vanishes as quickly as it came. Yet trying to remember as many new words as possible is one way to improve memory.

## Paraphrasing strategies

Another key to successful communication is the skill of adjusting linguistic knowledge to negotiate meaning. This involves being able to say things in a different way when one's vocabulary level is inadequate to convey a concept. Being able to modify an idea into more simple terms is a highly desirable communication skill for beginning learners to practice. For example, to try to explain *wakame* (seaweed) in English with very limited vocabulary requires saying something about where it comes from, how it is eaten, or to what it is similar. While a quick check in the ED might supply the terms *sea vegetable* or *seaweed*, it also eliminates the need for the skill of paraphrasing. Developing this skill requires practice. Students can be encouraged to try to use examples rather than checking the ED for an equivalent, learning to rely on their own linguistic potential.

Overuse of the ED hinders the acquisition of communication skills, including those of retrieval and paraphrasing. In homogeneous classes, it is more likely students will rely on a quick verbal Japanese translation from peers rather than persist in formulating their meaning using the English they have, compounding difficulties resulting from the use of EDs. It can be argued that finding alternative ways to say something develops more student control than stringing together words from a bilingual dictionary. In a section on "Extending Vocabulary," Ellis and Sinclair (1989, p. 74-77) present several useful activities to help students to develop strategies in using active vocabulary for speaking and point out that "this is often the area where learners need most help in order to build up their confidence for dealing spontaneously with situations" (p. 74).

## Raising awareness

I have noticed that the frequency of use of EDs is lower at the intermediate level than at the elementary level. When intermediate students were asked about their preferences, one said she

remembered the words better if she looked them up in her PD. Another student said she liked the PD better because "I can look at other words and I can learn other words."

In an intermediate level discussion class, all 15 students agreed to an experiment in which they would not use their EDs for two entire classes. The class meets regularly for 90 minutes once a week. The students had been free to use EDs or PDs prior to the experiment, and most of them had been bringing EDs to class, but they were eager to try this experiment. During the two consecutive classes there was a lot of fluent talking from the active students, but the quieter students were not as active as usual and did not talk as often as they had before. They hesitated more and paused mid-sentence. The more able students were helping the others by filling in words for them. This helped to keep the pace of the discussion at an optimal rate, and it enhanced a spirit of cooperation among the group. Students were free to use PDs, but seldom did so during the discussion.

In the feedback that followed, some of the students commented that, when trying to talk, they could not find the words, so they tried to think in other ways. "The brain is working, working, working," was one student's way of putting it. Other comments were that "the electronic dictionary can ruin a conversation," and without the ED the conversation was "more fluent." Others said they found it more difficult without the ED, and it was inconvenient, but one said "it wasn't inconvenient at all." So, there was a range of reactions, but, on the whole, the students enjoyed participating in the experiment and discussing the results.

EDs are probably here to stay. Our students are using EDs and their learning strategies are being influenced by them. Abdullah (2001) cites a number of studies in self-directed learning and points to the necessity of greater collaboration between teachers and students to achieve self-directed learning. Furthermore, Thanasoulas (2000) cites a number of authors in support of raising student awareness of the strategies they use. The informal experiment described above helped me to realize how important it is for students to be aware of how they use EDs, and how EDs impact learning.

## Suggestions for raising awareness

1. Nunan (1988) explains that "learners also seem to be prompted to mobilize all their linguistic resources when teachers increase

the number of referential rather than display questions they ask. (Referential questions are those to which the teacher does not have the answer)" (p. 84). Talking about the ED is one good way to stimulate real conversation and at the same time allow students to explore the features and functions of the ED. Some possible referential questions regarding the ED might include:

- How many dictionaries does it contain?
  - Which ones do you use? How often do you use them?
  - Does the ED come with the sound feature and, if so, do you use it?
  - Do you use your ED only at school? Why or why not?
2. Students could create a questionnaire focusing on ED usage, for example, the number of times per class that they refer to their EDs, whether it is English to Japanese or Japanese to English, or other functions they use and why.
  3. Students should keep a record of the words they look up on their EDs and quiz each other on how many of those words and meanings they can recall at the end of class.
  4. Collaborate with the class on abstaining from use of EDs for a period of time, either during each class or for a number of consecutive classes, and follow up with reflection and discussion.

## Conclusion

This paper has discussed the phenomenon of EDs and their effect on learners in communication classes in Japanese universities, reasons to limit the use of EDs, and ways to raise student awareness of the appropriate uses of EDs. Will we decide to limit EDs in class or incorporate them into our lessons? Will we incorporate them with other strategies for self-directed learning? Where we go from here will depend on a greater aware-

ness of the impact EDs have on student learning processes. Further investigation and dialogue will yield answers and applications for both learners and teachers.

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## Appendix A. Questionnaire results

Questions	Sample A: Class of 12 2nd-year students	Sample B: Class of 17 1st-year students
Do you use an electronic dictionary?	<ul style="list-style-type: none"> <li>• Yes - 10</li> <li>• No - 2</li> </ul>	<ul style="list-style-type: none"> <li>• Yes - 16</li> <li>• No - 1</li> </ul>
Where do you use it?	<ul style="list-style-type: none"> <li>• English class - 3</li> <li>• At school - 3</li> <li>• At home - 8</li> </ul>	<ul style="list-style-type: none"> <li>• Native teacher's class - 4</li> <li>• At school only - 4</li> <li>• Everywhere - 8</li> </ul>
How many times a day do you use it?	<ul style="list-style-type: none"> <li>• Once a day - 1</li> <li>• 3 times a day - 2</li> <li>• 5 times a day - 1</li> <li>• 10 times a day - 2</li> <li>• Many times a day - 3</li> </ul>	<ul style="list-style-type: none"> <li>• 3 times a day - 1</li> <li>• 5 times a day - 1</li> <li>• 10 times a day - 1</li> <li>• Many times a day - 13</li> </ul>
If you don't have an electronic dictionary, what is the reason?	<ul style="list-style-type: none"> <li>• Too expensive - 1</li> <li>• Parental disapproval - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Too expensive - 1</li> </ul>
If you don't use a paper dictionary, what is the reason?	(Some students commented that they used both.)	<ul style="list-style-type: none"> <li>• Troublesome - 1</li> <li>• Takes time - 4</li> <li>• Heavy - 4</li> </ul> (Some students used both.)

Note: Because questions were open-ended, students sometimes responded with more than one answer. Interestingly, one student from Group A happened to also be in Group C, which was surveyed 1 year earlier (2004). She did not have an ED in 2004, and still does not, but when asked for her preference in 2004, she said she preferred the PD because she remembered more words. In 2005, she commented that an ED was too expensive, but she really wanted to use an ED because it was easy to use. In Group C, three students out of eight had said they preferred a PD for the following reasons:

- I like dictionary. I remember more words. – 1
- I can write inside. – 1
- I can look at other words. I can learn other words. – 1

## Appendix B. Questions for feedback on 2-week experiment

1. How did you feel not using your electronic dictionary?
2. Was group discussion more difficult for you without your electronic dictionary?
3. Did you notice a difference in your speaking? (rate of speaking, pausing ...)
4. Did you notice a difference in the group discussions? (with and without EDs)
5. Could you think of the words you wanted to express yourself?

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**T**HIS MONTH'S column contains a variety of unique and practical activities. First, Warren Decker, Marlen Harrison, and Cameron Romney show us several ways of using *multi-purpose student sheets*. Next, Aaron Sorensen and Peter Carter teach how to build bottom-up listening skills through dictation practice. Paul Tanner then presents an activity that will get your students talking about culture by examining money from around the world. Finally, Andrew Woollock shows how you can apply basic *feng shui* principles towards improving classroom management.

## Multi-purpose Student Sheets for rapport-building, teaching classroom English, and record keeping

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**Quick Guide**

**Key words:** Student records, name cards, rapport building, community building, classroom management, classroom English, self-evaluation

**Learner English level:** Variable, depends upon use

**Learner maturity level:** Junior high school and above

**Preparation time:** Variable, depending upon how provided materials are personalized

**Activity time:** Variable, depending on use

**Materials:** Materials provided by author, photos, plastic file folder, pen or pencil, glue stick or stapler

Three teachers at The Language Centre in Momoyama Gakuin University collaborated to develop materials that would:

- Initiate rapport building activities for students,
- Help students display and learn names during class time,
- Teach common classroom English, and
- Help students keep their own records of attendance and grades.

A two-sided student sheet (see Appendix) was developed that could address these issues and be used with great flexibility and variability by teachers in a variety of settings. This sheet has three sections: 1) a student information section, including a fold-over name placard; 2) a list of classroom English expressions, and 3) a grid for student record keeping.

**Name placard**

The student sheet is designed so that students can write their names and fold the sheet to create a name placard that the teacher and other students can easily see. The name placard enables teachers to always address their students by name, and allows students to use each other's names during communicative activities.

**Rapport building**

The student sheet offers teachers the option of collecting information about students—hobbies,

part-time jobs, etc.—that can then be used to build rapport through student-teacher interaction. For example (using the information provided) the teacher might ask, “Hey Hiroki! How is your part-time job?” or “When is your next tennis match, Arisa?” Additionally, this information may be captured via peer-to-peer activities in the classroom, thereby also providing opportunities for rapport building among students.

### Classroom English

The second section of the student sheet is a list of common expressions that students will often need, so-called *classroom English*. As Martin (2003) pointed out, one indispensable step needed to move students toward an all-English environment is instruction in the language needed to perform necessary classroom functions, such as asking for repetition and clarifying understanding.

While the list included on the back of the name placard is not comprehensive, it does include a number of expressions that, in our experience, students often need. Teachers can use this list as a starting point for an activity allowing the students to practice the language on the card or teachers can simply remind the students to use this language when needed.

The strength of this feature is that it is always present. While more complete classroom English lists may be found at the beginning of certain texts or teachers may give students such a list, the lists often disappear or are forgotten. This list is always present, always facing the student.

### Record keeping

Students keeping records of their participation and performance, thereby focusing on their independence, may use the final section of the student sheet. Progress and performance may be tracked in a variety of ways that can be personalized by each student or for each class. Giving the students the option to evaluate participation can be a powerful tool to help students understand their learning process in a second language (Harrison, Haugh, Head, & Sanderson, in press). Additionally, students are able to track their grades and attendance so that there are no surprises at the end of the semester.

### Preparation

Adapt the student sheet for optimal use in your class. You may change topics for the boxes in

the personal information section and adapt the record keeping area to best suit your students' needs. Also, because of recent changes in the law pertaining to the privacy of student information, teachers should consult their institution's policies regarding student privacy and adjust the student sheet accordingly.

### Procedure

#### General

**Step 1:** Photocopy and distribute the materials.

**Step 2:** Ask students to provide: a) a recent photo of themselves and b) a plastic file folder to ensure protection of the materials.

**Step 3:** Collect the materials at the end of each class and then return them to students at the start of each class. Students are to remove the student sheet from the folder and fold it so that their names are displayed to others and the classroom English is displayed for them. If tracking attendance on the student sheet, the teacher can note an absence easily. If a student is absent, the teacher will not have passed out that student's sheet and may note the absence in the record-keeping area accordingly.

#### Personal information section

**Step 1:** Have students write their name in the oval box.

**Step 2:** Activity—Students can engage in rapport-building activities by using the personal information section as described previously. We recommend having students exchange their sheets, ask one question for each topic, and then switch partners each time for the remaining boxes. For example, for the Hobbies area, students may ask, “What's your hobby?” This activity allows students to get to know each other and the teacher to appraise students' communicative abilities by circulating around the class and listening during the activity. Depending on the level and ability of the students, the teacher may need to provide them with questions or question hints for each of the categories.

**Step 3:** Students can then supply the remaining information (email, phone number, etc.) on their own so as to ensure confidentiality.

**Step 4:** Students can complete the name card section and can be encouraged to bring stickers and images to decorate their name card with. Students should be encouraged to be as creative as possible and may finish this activity in subsequent classes.

## Classroom English

**Step 1:** After the students have finished the activities for the personal information section, point out the list of classroom English expressions. Depending on your level of Japanese, the amount of English you want your students to use, or your particular classroom culture and environment, you may need to go no further than this step.

**Step 2:** Create situations that demonstrate the need for students to use the classroom English expressions. For example, you might say, "I saw a TV program about wubba wubba." This, of course, is to elicit the question, "What does 'wubba wubba' mean?" You also might try to speak very quickly to demonstrate and elicit, "One more time please."

**Step 3:** Have the students work in pairs or groups to practice the expressions.

## Record keeping

**Step 1:** After explaining to students the record keeping section as you have personalized it, they

can begin to record their points or grades on a weekly basis.

**Step 2:** Participation—We recommend asking students to also evaluate their weekly participation. This may be done via global assessment of performance, as a checklist, etc. Students may choose a method that they feel works best for them. Regular discussion of participation and clear explanations are the key to successful self-evaluation (Harrison et al., in press).

## Extension activities

1. Provide new classroom English expressions each week and have the students attach or write them on their cards.
2. Have students decide personal criteria for self-evaluation or change the self-evaluation criteria regularly to promote critical analysis and emphasize a variety of skills.
3. Leave one of the boxes in the personal information section empty so that students may ask their own original questions.

## Appendix 1. Sample name placard

Name in English		My Photo	
Clubs / Circles / Part-time Jobs	Hobbies	Favorites	
Dreams			
Family	Name in Kanji:	Student #:	
	Email:	Keitai:	
	Class:	Day:	Time:

## Conclusion

The student sheet provided is a framework that can be changed and personalized to suit teacher and student needs. We feel that the combination of benefits from initial activities using the sheets, reinforcement of classroom English, record keeping, name placards, and self-evaluation activities can have a positive influence on the student as independent learner and can greatly help the process of community building within the classroom.

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## Appendix 2. Classroom English

Classroom English Expressions	
I have a question.	I'm sorry. I don't understand.
Could you repeat that?	I'm sorry I forgot my_____.
One more time please.	I'm finished. What should I do next?
May I go to the restroom?	I have to leave early.
I can't be here next class.	I'm sorry I missed the last class.

## Appendix 3. Sample record keeping sheet

	Active Participation	Tests	Home-work	Vocab Cards	Keypals	Presenta-tion	Reader	Final Exam	Extra Points	
Date	(10 pts / day)									
<b>Totals</b>	/100	/150	/100	/50	/200	/200	/50	/150	+	/1000

# Dictators of the world unite! Using dictation to build bottom-up listening

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## Quick Guide

**Key Words:** Listening skills, reduced forms, classroom management

**Learner English Level:** Beginner and above

**Learner Maturity:** Junior high school and above

**Activity Time:** 10 minutes at the beginning of each lesson

**Preparation Time:** 5 to 10 minutes before each lesson

**Materials:** Prepared dictation sheet or student notebooks

In our experience, beginning and intermediate learners have a difficult time understanding the teacher not because they do not know the vocabulary, but because they cannot understand various word blends and sound changes that native speakers hardly notice. Alternatively, some advanced students may complain they can understand the teacher in class but they cannot understand their favorite movies without subtitles or follow a conversation between two native speakers.

While many people may see dictation as a throw-back to audio-lingual methods of teaching and avoid it like the plague, if used a little each day, it can not only improve students' bottom-up listening (hearing individual sounds) but can be an effective classroom management tool as well as a good tool for review and introducing new material.

## Preparation

**Step 1:** Decide what the focus of the dictation will be. Some possible ideas are: reviewing key

phrases and grammar points from the previous lesson, introducing key phrases and grammar points from the new lesson, or most importantly, focusing on sound changes that are difficult for nonnative speakers (see Appendix 1 for a list of possible sound changes).

**Step 2:** Write seven to ten separate phrases or sentences tailored to your focus. Remember to keep the level of your class in mind (see Appendix 2 for a sample dictation).

## Procedure

**Step 1:** At the beginning of class the teacher reads one phrase or sentence at a time and has the students write what is said.

**Step 2:** Read each word grouping between one and three times, depending on the class. The teacher may read the word grouping naturally all three times or may enunciate the first two more clearly, building into the third, natural pronunciation. The key point here is to make sure the last time each sentence is read that it is done in as natural way as possible so the students are able to hear the sound changes (see Appendix 2).

**Step 3:** Let the students compare notes with those around them to help them with any difficult spots. It may be advisable to wait a week or two until the students are familiar with the activity.

**Step 4:** Read each word grouping completely naturally one more time before writing it on the board and letting the students correct their own papers. Along with the words spoken, write the way it sounds in simplified notation next to it (e.g., What did you do last night? /Whaja do las nigh'?). This is a good way to get the students to understand the difference between the way English looks on paper and the way it sounds.

**Step 5:** Follow this with a weekly *Listening Tip* that was a focus of the dictation. It's good to include at least one every lesson and recycle it a few times in succeeding weeks. Below is a list of sound changes that could be included in lessons as listening tips.

Generally, it is best to begin this activity on the 2nd or 3rd week of the semester after the students have settled down a little. The key to the classroom management side is that the students take this seriously. In cases where students are clearly not participating, have them write the number they got correct and then collect the papers. As this is a listening exercise, emphasis should be on the correct words or phrase rather than exact spelling. The students can use their own discre-

tion as to whether or not an answer is correct. However, it is preferable for the students to keep the dictations for reference and review.

Another important note is that students should be told it is not intended to test their spelling. In several classes students marked their answers as being incorrect for minor errors of orthography. In setting up the activity in the early weeks, attention should be paid to the students' understanding of what is and is not being tested.

### Variations

- Focus on one particular sound change.
- Focus on a variety of sound changes.
- Give a sample conversation between two people. Have the students read it in pairs then create their own conversation.
- Give one side of a conversation or partial conversation and complete it in groups.
- Give a series of questions then have the students ask them in pairs.
- Have the students write the sentences then mark various suprasegmental features (pitch changes, word stress).

### Conclusion

This activity provides the teacher with an opportunity to review old structures or introduce new ones that specifically target problem areas. Also, students are given constant review of the difficult sound changes and blends that make listening to natural English difficult. In doing this, students notice their English listening improving dramatically, and with it, their confidence. By the end of the semester, students were better able to understand natural English, and some of them evaluated the weekly dictation as their favorite part of class.

We realize that there may be issues for some teachers here regarding the desirability of students speaking using reduced forms. This is a personal choice for the individual student to make. The key point is that no matter what teachers believe is correct, students will encounter English like this outside of the classroom. By not making them aware of this, we are hindering the development of their listening fluency.

Further, because of the quiz-like nature of this activity, it works well as a classroom management device and is successful in getting students to arrive on time and settle down as soon as the teacher starts speaking. If this activity is done

consistently, it can be not only an excellent way to improve student listening and confidence, but a powerful classroom management tool as well.

### Appendix 1. Possible sound change list

middle -t-	(the flap in words like <i>better</i> )
end -t	(the final sound of words like <i>street</i> )
-ing	(in Japan, this is often pronounced like <i>ingu</i> )
how about you	how bou chu
been	bin
can / can't	(students can't hear the difference well)
want to	wanna
going to	gonna
have to	hafta
what are	wada
do you	ju
you	ya
-t + you	chu
-d +you	ju
How long have you been...?	how longa view bin...?
What have you been up to?	wada view bin up to?
deleted syllables: <i>interesting, comfortable,</i> etc.	

### Appendix 2. Sample dictation

The following is a possible dictation that focuses on several different sound changes.

1. What did you do last night?
2. Not much. How about you?
3. I went to a party.
4. Who did you go with?
5. My friend John.
6. How was it?
7. Pretty good.

# Making money out of a lesson

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## Quick Guide

**Key Words:** Currency, paper money, bill, counterfeit, watermark, note

**Learner English Level:** Intermediate to advanced

**Learner Maturity Level:** University to adult

**Preparation Time:** Minimal

**Activity Time:** About 90 minutes (one university class period)

**Materials:** Samples of paper money from different countries or copies (preferably color copies) of such

November 2004 marked a change in Japanese money depictions. Hideo Noguchi, a scientist, has replaced Natsume Soseki, a writer, on the front of the new ¥1000 note. Ichiyo Higuchi, a writer, replaces Inazou Nitobe, a writer and teacher on the ¥5000 bill. This actual event can inspire a lesson about Japan's money system, culminating in having students design the face of a new bill.

## Procedure

**Step 1:** Ask students to identify a famous person they admire and why. This forces students to clarify their own values, and provides them a number of ideas about a possible *cover person*. Students can discuss their choices in small groups.

**Step 2:** Show examples of money from other countries. If you do not have any, images can be found on these Internet sites:

- [aes.iupui.edu/rwise/notedir/mappage.html](http://aes.iupui.edu/rwise/notedir/mappage.html)
- [www.banknoteworld.com/](http://www.banknoteworld.com/)

Have students examine, talk about, and compare the various monies. Get them to explain which designs they like and why. I have found that students are fascinated by other currencies; they canvas the bills closely looking for watermarks or speculating on the country of origin.

**Step 3:** Ask students what the unique qualities

of Japanese money are and what they like and dislike about Japanese paper money. Have them make a list of likes and dislikes in each group.

**Step 4:** Give examples of possible criticisms of the new bills or suggestions as to how they can be improved. For example, how many students are familiar with Higuchi or have read her most famous work, *Takekurabe*? Would a different woman have been more appropriate, such as Akiko Yosano, Umeko Tsuda, or Hibari Misora?

**Step 5:** Assign students the task of designing one side of a new bill. They are responsible for selecting the size, cover design, person of honor (if they choose a person), denomination, the use of English or Japanese, and colors.

**Step 6:** In addition to the design, students must write an explanation of why they designed the bill as they did. I require students to write one typed page justifying their choice and reasons for their designs.

**6a:** Students can do short (1 minute) presentations explaining their choices.

**6b:** Students can select the best design, most original design, or clearest explanation.

This activity allows students to address a real-world issue and express their imagination. Creative cover designs my students have originated include:

- Cherry blossoms
- Woodblock print images from Ando Hiroshige and Hokusai
- A paper crane
- Tokyo Tower
- Samurai
- Anpanman and Doraemon
- Norizo and Kikkoro (Aichi Expo 2005 mascots), appropriately drawn on a special ¥4500 note (the Expo admission fee)!

# Feng shui and the art of classroom management

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## Quick Guide

**Key Words:** Group dynamics, communication activity, dividing classes, following procedures, *feng shui*

**Learner English Level:** Lower intermediate and above

**Learner Maturity Level:** High school and above (though it only works as a separation tool in classes where you have a spread of ages)

**Preparation Time:** Minimal—enough time to photocopy the materials from the appendix and to make sure you have a grasp of how to do the calculations

**Activity Time:** 30 minutes (longer with extension options)

**Materials:** pen, Appendix 1 (A4): one per *male* student, Appendix 2 (A4): one per *female* student, Appendix 3 (A4): one per student (if time and level permit), Appendix 4 (A3 if putting it on the wall, A4 if keeping it for one's record): one per group, Appendix 5 (A4): one for you to confirm the students have calculated correctly

## Comments

You do not need to know anything about *feng shui* to use this activity. We are not going to teach *feng shui*. Rather this exercise is my adaptation of a *feng shui* technique which was originally used in the *East/West system* (Chinese: *Ba Zhai*) to find one's personal trigram for the purposes of aligning it with one's residence or potential spouse. According to this system, there are eight possible types that sit in two groups of four (the east group and the west group). Suffice it to say that those within the same trigram group get along better than those of the opposite group.

Surely every teacher has had cause to divide up classes, either for simple group activities or because of trouble areas resulting in poor classroom dynamics. In both cases the focus is very different. In the former, most likely the students are regrouped at random, such as by assigning numbers. Here the focus is generally only concerned with arriving at groups of equal numbers for some particular task. In respect of the latter, dividing for discipline reasons, the objective is reversed insofar as the teacher simply wants to split the troublemakers. Both motives, however, share one major pitfall—they do not usually take into account the final group dynamics. For the former case, this is probably acceptable because the students are only required to work together for the duration of the lesson. The latter case, how-

ever, is an entirely different matter because you are reforming groups which could stay together much longer.

## Caution

The only real stumbling block with using this exercise as an effective separation tool is when you get a class where every student was born in the same year—in that case it is highly probable that the majority of males and the majority of females will have the same number. If that transpires, then you cannot do much with the data—just use this as a fun activity. I have been fortunate to use it with classes of slightly mixed ages where the results can be applied later to classroom management. Ironically, where it would work (mathematically) best is with adult learner classes where one often gets a spread of ages, though it is here that one most likely has no need to use it. That said, it could always be used subtly to improve classroom relations.

## Preparation

**Step 1:** Photocopy enough of Appendix 1 and Appendix 2 (A4) so that every student has their own copy. N.B. Appendix 1 is for males, Appendix 2 for females. They are different so please be careful—if they get the wrong sheets the exercise is meaningless. Print extra if need be. Students must not share papers.

**Step 2:** If after reading the lesson you feel your students are of a suitable level, or time permits, then photocopy Appendix 3 (one per student, A4).

**Step 3:** Prepare a record sheet. It should have nine columns, with the numbers one to nine written at the top. (If you want to keep a copy of the student types for yourself, copy an A4 sheet. If you intend to put it on the wall, copy an A3).

**Step 4:** Photocopy Appendix 4 (one sheet). You will need this to check the final calculations.

**Step 5:** Calculate your own number (Chinese: *Kua*), and also a random number for the opposite sex. Write both down and try to familiarize yourself with the process, as you will need to demonstrate this later in class.

**Step 6:** Familiarize yourself with the irregular birthday calculations for those born before February 5th in any given year. N.B. In China, February 5th usually represents the start of spring and the commencement of the Chinese Solar New Year. Students born before that date will belong to the *previous* year. Please be aware of this.

### Procedure (assuming a coeducational group)

**Step 1:** Personally hand out Appendix 1 and 2—Be aware of the kanji for *man* (男) and *female* (女) on the top of the sheet to avoid possible confusion.

**Step 2:** Explain to students there are two sheets and that they are different. Check that students have a corresponding male or female sheet.

**Step 3:** With a marker or chalk, mark a division down the centre of the board.

**Step 4:** Check if you have any students born from January 1–February 5. After identifying them, explain you will visit them after you have done the sample calculations. At such time go and help them individually. If you offer the irregular birthday information to the whole class it will only cause confusion.

**Step 5:** On the left-hand side of the board write *male* and calculate your number. Explain you are calculating a male number. As you do this, have male students follow on their sheets.

**Step 6:** On the right-hand side write *female* and repeat another calculation (any date is OK). This time explain you are calculating a female number, have female students follow along. N.B. Of course if you are a female, then do your own number first. For this example I simply use male first because I am male. Whichever way you do it be sure to write *male* and *female* on the correct half of the board above the corresponding calculations you make.

**Step 7:** Ask the students to calculate their own numbers by themselves.

**Step 8:** Visit the students who have birthdays from January 1–February 5 in any given year and tell them they need to use the *previous* year for calculating their number, not their actual year of birth, e.g., A student born on January 31, 1987 will make their calculation from 1986, and so on.

**Step 9:** Go around the class monitoring and helping.

**Step 10:** As students begin to finish, go around and (using Appendix 4) double-check their answers. In all cases write the correct number in red on the top of their paper, so you are sure all have calculated correctly.

**Step 10a:** If you are going to do the extension 1b, or if your class is of a sufficiently high level, give out Appendix 3. I advise you to wait until this point, otherwise students may become distracted and lose sight of the main task. After you have given out the sheet (at your discretion) draw students' attention to the extra information contained therein.

N.B. At this point, be careful not to get drawn away from the focus and start teaching something else, such as the directions or colors.

**Step 10b:** Assuming you do not wish to use Appendix 3 then skip to Extension 1a or 1c.

### Extension

**1a:** If you are going to put up an A3 size poster of results in the classroom, get some students to attach it to the wall, and then have one act as scribe and write the names of the other students in the appropriate columns as they shout out their answers.

#### OR

**1b:** Depending on the students' level and the spread of ages, have them go around asking questions, e.g., "What's your number / colour / direction?" Depending on the response, you could have them organise themselves into groups as a speed exercise or write down the names of three people who are the same. Alternatively, if the group is almost all the same age you could have them find the one or more people who have a different number (assuming there are ones).

If you follow 1b (and not 1a) then:

**1c:** If you are just going to keep a record for yourself, have students shout out their individual numbers to you.

### Conclusion

Now that you have the students' numbers you have two ways of using that data, but of course this depends upon the size of the group and the spread of the results. You can use the figures to identify which students have the same number. When the chance arises later on, pair those students accordingly, or you can separate them into two basic groups, *east* and *west*. As stated in the opening comments, in *feng shui* it is considered desirable to have a partner in the same group as these relations work best. It is therefore reasonable to state that students paired in like groups will work better than those in opposite groups.

**Acknowledgement:** The information in this lesson and the appendices have been reproduced with the kind permission of Mr. L. Sang of the American Feng Shui Institute.

### Reference

Sang, L. (1995). *The principles of Feng Shui: Book One*. Los Angeles: The American Feng Shui Institute.

### Appendix 1. Formula for calculating the male

**Formula for calculating the male:**

- 1) Add up the four numbers of the birth year (A+B+C+D)
- 2) Divide the total (E) by 9 (note the remainder G)
- 3) Subtract the remainder (G) from 11 to find your number (H)

**EXAMPLE:** Year of birth 1970.  
 1)  $A + B + C + D = (E)$   $(1 + 9 + 7 + 0 = 17)$   
 2)  $(E) \div 9 = (F)$  remainder (G)  $(17 \div 9 = 1$  remainder 8)  
 3)  $11 - (G) = \text{Your Number (H)}$   $(11 - 8 = 3)$

**N.B.**  
 (i) If the remainder (G) is 0 then treat as 9  
 (ii) If the final number (H) is 5 then it automatically becomes a 2

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### Appendix 2. Formula for calculating the female

**Formula for calculating the female:**

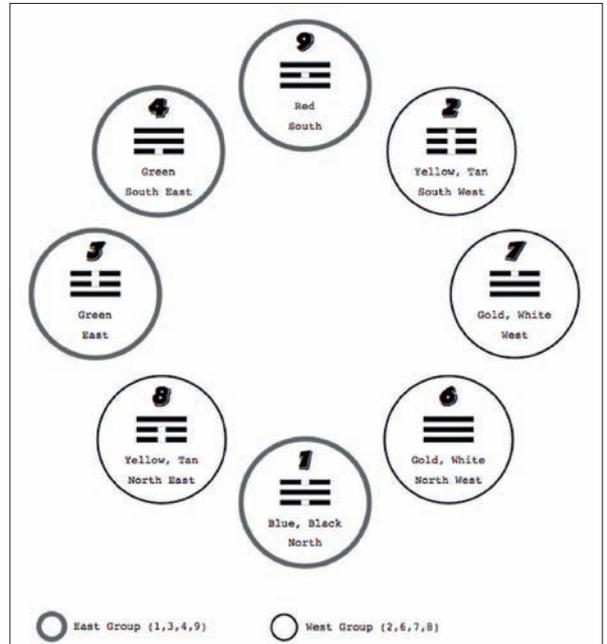
- 1) Add up the four numbers of the birth year (A+B+C+D)
- 2) Divide the total (E) by 9 (note the remainder G)
- 3) Add 4 to the remainder (G) to find your number (H)

**EXAMPLE:** Year of birth 1975.  
 1)  $A + B + C + D = (E)$   $(1 + 9 + 7 + 5 = 22)$   
 2)  $(E) \div 9 = (F)$  remainder (G)  $(22 \div 9 = 2$  remainder 4)  
 3)  $(G) + 4 = \text{Your Number (H)}$   $(4 + 4 = 8)$

**N.B.**  
 (i) If the remainder (G) is 0 then treat as 9  
 (ii) If the final number (H) is greater than 9, subtract 9  
 (iii) If the final number (H) is 5 then it automatically becomes a 8

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### Appendix 3. The Eight Trigram grid (Chinese Ba Gua)



### Appendix 4. Personal Trigram chart, based on the year of birth

Year	Trigram		Year	Trigram		Year	Trigram	
	Male	Female		Male	Female		Male	Female
1900	Kan	Gen	1940	Qian	Li	1980	Kun	Xun
1901	Li	Qian	1941	Kun	Kan	1981	Kan	Gen
1902	Gen	Dui	1942	Xun	Kun	1982	Li	Qian
1903	Dui	Gen	1943	Zhen	Zhen	1983	Gen	Dui
1904	Qian	Li	1944	Kun	Xun	1984	Dui	Gen
1905	Kun	Kan	1945	Kan	Gen	1985	Qian	Li
1906	Xun	Kun	1946	Li	Qian	1986	Kun	Kan
1907	Zhen	Zhen	1947	Gen	Dui	1987	Xun	Kun
1908	Kun	Xun	1948	Dui	Gen	1988	Zhen	Zhen
1909	Kan	Gen	1949	Qian	Li	1989	Kun	Xun
1910	Li	Qian	1950	Kun	Kan	1990	Kan	Gen
1911	Gen	Dui	1951	Xun	Kun	1991	Li	Qian
1912	Dui	Gen	1952	Zhen	Zhen	1992	Gen	Dui
1913	Qian	Li	1953	Kun	Xun	1993	Dui	Gen
1914	Kun	Kan	1954	Kan	Gen	1994	Qian	Li
1915	Xun	Kun	1955	Li	Qian	1995	Kun	Kan
1916	Zhen	Zhen	1956	Gen	Dui	1996	Xun	Kun
1917	Kun	Xun	1957	Dui	Gen	1997	Zhen	Zhen
1918	Kan	Gen	1958	Qian	Li	1998	Kun	Xun
1919	Li	Qian	1959	Kun	Kan	1999	Kan	Gen
1920	Gen	Dui	1960	Xun	Kun	2000	Li	Qian
1921	Dui	Gen	1961	Zhen	Zhen	2001	Gen	Dui
1922	Qian	Li	1962	Kun	Xun	2002	Dui	Gen
1923	Kun	Kan	1963	Kan	Gen	2003	Qian	Li
1924	Xun	Kun	1964	Li	Qian	2004	Kun	Kan
1925	Zhen	Zhen	1965	Gen	Dui	2005	Xun	Kun
1926	Kun	Xun	1966	Dui	Gen	2006	Zhen	Zhen
1927	Kan	Gen	1967	Qian	Li	2007	Kun	Xun
1928	Li	Qian	1968	Kun	Kan	2008	Kan	Gen
1929	Gen	Dui	1969	Xun	Kun	2009	Li	Qian
1930	Dui	Gen	1970	Zhen	Zhen	2010	Gen	Dui
1931	Qian	Li	1971	Kun	Xun	2011	Dui	Gen
1932	Kun	Kan	1972	Kan	Gen	2012	Qian	Li
1933	Xun	Kun	1973	Li	Qian	2013	Kun	Kan
1934	Zhen	Zhen	1974	Gen	Dui	2014	Xun	Kun
1935	Kun	Xun	1975	Dui	Gen	2015	Zhen	Zhen
1936	Kan	Gen	1976	Qian	Li	2016	Kun	Xun
1937	Li	Qian	1977	Kun	Kan	2017	Kan	Gen
1938	Gen	Dui	1978	Xun	Kun	2018	Li	Qian
1939	Dui	Gen	1979	Zhen	Zhen	2019	Gen	Dui

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## ...with Robert Taferner

&lt;reviews@jalt-publications.org&gt;



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## BOOK REVIEWS ONLINE

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**T**HIS MONTH'S column provides a varied selection of textbooks for the classroom. Sachiko Yasuda discusses the numerous attributes of *First Moves: An Introduction to Academic Writing in English*, Omar Karlin provides a thorough review of *Real English Grammar*, and *Talking about the Australian Mosaic* is then evaluated by Justine Ross.

## First Moves: An Introduction to Academic Writing in English

[Paul Rossiter & Department of English, University of Tokyo, Komaba. Tokyo: University of Tokyo Press, 2004. pp. xvii + 176. ¥2,400. ISBN: 4-13-082121-0.]

**Reviewed by Sachiko Yasuda,  
Waseda University**

Previous research on the L1 literacy background of Japanese students has commonly reported that most Japanese students are not formally taught academic writing in high school (Kobayashi & Rinnert, 2002; Sasaki, 2001). As a result, many Japanese university students are said to have a great deal of trouble writing academic papers in English. Taking their literacy background into account, conventional ESL writing textbooks

characterized by the task-based or process-writing approach may not necessarily be the best material for university level in the Japanese context. ESL writing textbooks expect teachers to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. However, if students do not have the skill to organize these ideas and incorporate them in extended written texts, how can they convey their ideas to the reader? A more directive, explicit, and transmissive approach might need to be adopted in order for Japanese university students to build up the necessary foundations for academic writing skills. *First Moves* has been developed based on a yearlong study into developmental factors of



the writing skills of Japanese university students. Paul Rossiter, the author of *First Moves*, identifies the problems and weaknesses Japanese students are likely to have when they write and addresses the specific needs the students have in their writing. Consequently, *First Moves* aims to present conventional

features of academic written texts so that Japanese students can gain a clear understanding of what English academic discourse is and how to produce it.

One of the strengths of *First Moves* is that it can be used not only as classroom material but also as a resource book for academic writing. It offers very detailed explanations about academic writing conventions, and therefore students can refer to it even after they finish their EFL writing course and have the opportunity to write academic papers in their major subjects. Despite a certain amount of variation that can be identified in the features of text in different disciplines, a number of recurrent textual features can be found across all disciplines. *First Moves* emphasizes these features in the introduction by illustrating the three lexical and syntactic features most valued in academic prose: objective focus, logical organization, and formal style. These features are clearly exhibited in the reading passage found

in each chapter. Through reading and analyzing these texts belonging to different disciplines, students are expected to increase their awareness of typical academic prose and finally to apply the principles to their own writing.

The aforementioned learning process—analyzing the features of reading passages to develop students' awareness and ability to utilize the identified framework in their own writing—is the central idea of *First Moves*. This process seems to be based on language scaffolding tasks, which provide input and instruction that support and challenge students, gradually increasing their competence as they move toward independence. To bring students to the point where they can write a target text without assistance, Hyland (2003) demonstrates three main activities, namely: language familiarization, model analysis, and controlled or guided composition. Based on the language scaffolding model, *First Moves* offers five principal tasks in a systematic and comprehensive way: preparation, reading, identifying logical structure, language work, and writing. The systematic features that students identify on their own will enhance their inductive reasoning and hence lead to a strong framework for them when they come to write.

My students commented that they benefited from the systematic, guided structure provided by *First Moves*. In particular, the model analysis helped them understand how to organize ideas logically in their academic papers, which is the area that Japanese students often struggle with. The five principal tasks are well laid out, and thus it was easy for students to follow the flow of the tasks and to build up their foundation for writing step by step.

The reading passages in the text are also well chosen in terms of content. The aim of stimulating students' intellectual curiosity as well as their awareness of writing strategies manifests itself through all the chapters. The disciplines range from the humanities to physical science so that students with many different majors can benefit equally from the resource book. One of the most interesting reading passages for students might be that in Chapter Three, which discusses contrastive rhetoric in Japanese and English discourse. The article claims that Japanese written discourse is likely to seem ambiguous to western readers because it is written with the expectation that the reader will take responsibility for understanding the writer's intention, whereas English written discourse requires the writer to make clear statements. It seems likely that Rossiter intentionally placed this article in an earlier chapter because

contrastive rhetoric between Japanese and western written texts is an essential area of knowledge for Japanese student writers. The article would help students to become aware that, in English academic writing, the responsibility for successful communication clearly rests with the writer.

*First Moves* does not emphasize process writing, and therefore teachers favoring this approach might argue that it forces students to focus too early on the rhetorical form of texts and undermines the development of processes of inventing, drafting, and revision. Clearly there is a danger of simply concentrating on models as the sole way of writing a particular kind of text, and this might hinder students' self-exploration and intellectual development. However, novice student writers need to know what is expected of them if they are to approach a writing task with any hope of success (Hyland, 2003). Considering the literacy background of Japanese university students, the number one priority is providing them with reliable schema—conventional knowledge structures for academic writing—to prepare them effectively for authentic writing situations in their specific major courses. Students have to rely on their own skills when they write in their mainstream courses once their EFL writing course is completed. *First Moves* will help build up the necessary schema for writing. I believe that *First Moves* will contribute to Japanese students' success.

## References

- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Kobayashi, H., & Rinnert, C. (2002). High school student perceptions of first language literacy instruction: Implications for second language writing. *Journal of Second Language Writing*, 11(2), 96-116.
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# Real English Grammar

[Hester Lott. London: Marshall Cavendish ELT, 2005. pp. 298. ¥2,799. ISBN: 0-462-00744-8.]

Reviewed by Omar Karlin, Kansai University

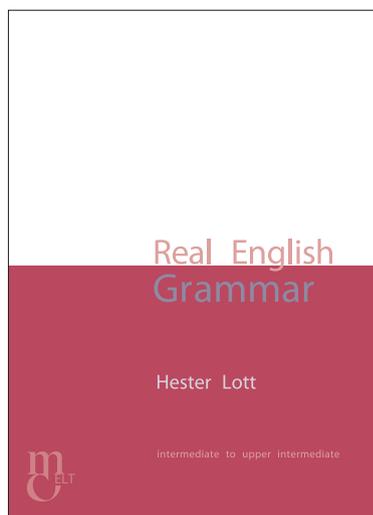
*Real English Grammar* is a 298-page, intermediate-level textbook that focuses on contextualized grammar practice. The text is organized into 71 units, each focusing on a different grammatical category, such as nouns, adjectives, prepositions, and verb tenses. Each four-page unit begins with a two-page explanation of the grammar point with examples, followed by two pages of grammar practice activities. Activities are largely focused on *real contexts* that students should be familiar with, like taking the train, traveling, going to the movies, and studying for exams. The grammar activities are predominantly closed in that students do not have the opportunity for creative expression. Activities consist mainly of matching, underlining, unscrambling, circling, conjugating, and selecting. There is no point in the text where students are asked to compose sentences or paragraphs entirely on their own, without the aid of detailed examples to copy. The book is in full colour, with some pictures and a large number of illustrations. Other than a picture of NBA all-star Vince Carter, musician Freddie Mercury, the Sydney Opera House, and a still from the film *Easy Rider*, all of the pictures are generic, such as pictures of unfamiliar faces, a tree, a lake, a salad, a train, etc.

One of the strengths of this book is its level of focus and organization. Each of the 71 units is clearly labeled with very specific grammatical focus. For example, modals are subdivided into several categories; unit 36 focuses on *can*, unit 37 on *could*, 38 on *may* and *might*, and 39 on *will* and *shall*. This degree of focus and organization gives teachers versatility when planning lessons. Teachers can complement virtually any lesson with a unit from the textbook. Each unit's grammar activities are limited in student opportunities for creative expression, and are not communicative, so relying on them entirely for lessons would probably be a mistake. However, teachers can use the activities as a practice if they subscribe to a presentation-practice-production methodol-

ogy. Alternatively, teachers can use the activities as a language focus if they subscribe to a task-based methodology (Willis, 1996). The versatility is also evident in the way that this text can be used for self-study. Grammar explanations are thorough, replete with examples, and grammar activity instructions are very clear. If a student was only interested in focused grammar practice, without free expression or larger tasks, then this book could even eliminate the need for a teacher entirely.

Another strength of this text is that it lives up to its claim of giving students *real contexts* within which to practice. The grammar activities are situated in the familiar areas listed earlier (for example, taking the train), and avoid the pitfalls of

confusing or irrelevant contexts seen in some textbooks. (I'm reminded of a text that had its main character travel through time and deal with a waste disposal crisis.) Hopefully, the relevancy of these activities to students' lives will keep them engaged. An activity that my students enjoyed



a great deal was unit 27's focus on imperatives. Since most of my students have just gotten, or are considering getting, their driver's licenses, they enjoyed matching an assortment of driving imperatives to their respective road signs, for example, *stop*, *watch out for deer*, and *drive under 60km/h*. I was then able to parlay this exercise into a driving school roleplay in which the driving instructor issued imperatives that the driver questioned, combining the focused grammar from unit 27 with improvised speech. This relevancy allows for more effective departures from the text with engaging tasks that students find fun and can relate to (Willis, 2004).

In addition to the aforementioned strengths of this book, teachers will need to be aware of a few limitations. The activities of this text strongly predispose learners to very specific language forms. If teachers aspire for a more naturalistic use of language, they will need to create roleplays or other comprehensive tasks that extend the book's



The textbook covers the following topics: nature, Aboriginal heritage, multicultural Australia, the economy, politics, education, *bush tucker* (food), volunteer groups, Australian families, and an explanation of Australian slang.

My students showed particular interest in talking about the controversial issue of whaling, as well as, for instance, the topic of eco-tourism in Tasmania. Students were also keen to learn more about the unique *School of the Air*, whose teachers provide education using radio and the latest computer technology to an area three times the size of Japan. Some of its students live 1,000 kilometers from the nearest school. Japanese students tried hard to comprehend this kind of physical isolation and the vastness of the Australian continent. Such topics and related activities allowed students to contrast what they already knew about Japan with what they had just learnt about Australia.

The answers given by the students in class were well thought out and intelligent, indicating that they were genuinely interested in the textbook's content. From this type of response, I believe that my students enjoyed learning something new and talking about things other than their university life or part-time job. The information on Australian culture is presented clearly and the accompanying classroom activities give students the opportunity to talk about their own culture and heritage, focusing on topics such as the indigenous people of Japan in contrast to Native Australian Aborigines. Debate ensued on the subject of whether it is necessary to kill whales to consume their meat and on the need to preserve endangered wildlife.

Another positive observation that can be made about the textbook is that each unit can be taught out of sequence. Thus, the teacher has the freedom to develop an individual course around *Talking about the Australian Mosaic* based on the needs and interest of the class rather than the pedagogic dictates of a particular textbook.

The information in the bilingual Teacher's Manual provides detailed information about each topic. Whatever your nationality, it is possible to use *Talking about the Australian Mosaic* with confidence. The amount of guided support given in the Teacher's Manual is more than sufficient for any teacher, regardless of how much (or how little) they may already know about Australia. The Manual provides answers and detailed lesson plans that can be altered based on the focus of a teacher's lesson plan, be this for a reading, writing, listening, or speaking class. It also con-

tains photocopiable materials, suggestions for the weighting of class assessments, and URLs that make it possible to locate additional information related to the topics covered in the textbook.

Overall, my students appreciated using a textbook based on topical issues. They were able to learn something new and had the opportunity to take each activity further than a simple question and answer exercise. Additionally, authentic materials, such as statistics on Australian life expectancy rates among the indigenous and general population, radio interviews, and even a *didgeridoo* performance, are included. This further raised students' interest in the topics covered in class because they felt that they were learning something meaningful.

The one inconvenience that I experienced teaching with this textbook was using the class CD since its contents are not listed in the textbook or on the CD cover itself. Thus, locating the track on the CD that corresponds to any given exercise in the textbook is somewhat burdensome and time consuming. This oversight, I hope, will be corrected in a future edition.

In summary, I believe that this textbook is unique because the authors provide accurate information about Australia rather than painting a glossy picture about that country. As a result, my students felt that they were able to look honestly at their own culture in order to actively participate in meaningful cross-cultural activities. I would recommend *Talking about the Australian Mosaic* to any teacher with an intermediate level English language class who is searching for authentic topical material on Australia.

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**...with Scott Gardner**

<pub-review@jalt-publications.org>

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**Books for Students  
(reviewed in *TLT*)**

Contact: Scott Gardner  
<pub-review@jalt-publications.org>

! *Beginners Preparing for the TOEIC Test*. Graziani, F., & Nakamichi, Y. Tokyo: Hokuseido, 2005. [Incl. CDs, tapescripts, Japanese answer key].

\* *Blueprint for Success: Foundations* (lower level) / *Framework* (upper level). Fuller, D., Merenda, L., & Tomioka, N. Tokyo: Macmillan Languagehouse, 2005. [Incl. teacher's manuals, CDs].

\* *Gear Up: Plan for Success in English Conversation* (Levels 1 & 2). Gershon, S., & Mares, C. Oxford: Macmillan, 2005. [Incl. teacher's manuals, CDs].

*The Heinle Picture Dictionary*. Boston: Thomson Heinle, 2005. [Incl. English/Japanese version, beginning workbook, CDs, sample lesson planner].

\* *Inside English: High Beginner*. Jones, V., & Kay, S. Tokyo: Macmillan Languagehouse, 2005. [Incl. teacher's manual, CD].

*Introductory Guide to the TOEIC Test*. Rogers, B. Boston: Thomson ELT, 2006. [Incl. scripts, answer key, CDs].

! *Japanese in MangaLand 2: Basic to Intermediate Level*. Bernabe, M. Tokyo: Japan Publications, 2005.

\* *Japanese Sentence Patterns for Effective Communication*. Kamiya, T. Tokyo: Kodansha International, 2005.

! *Oxford Advanced Learner's Dictionary* (7th ed.). Oxford: Oxford University Press, 2005.

\* *TOEIC Listening Practice: Visiting 24 North American Areas*. Tatsukawa, K., Lauer, J., & Fujishima, N. K. Tokyo: Eihosha, 2006. [Incl. teacher's manual, cassette].

! *Totally True: Building Vocabulary through Reading* (Books 1-3). Huizenga, J., & Huizenga, L. Oxford: Oxford University Press, 2005.

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

Contact: Yuriko Kite  
<jj-reviews@jalt-publications.org>

! *Multiple Voices: An Introduction to Bilingualism*. Myers-Scotton, C. Malden, MA: Blackwell, 2006.

! *Practical English Usage* (3rd ed.). Swan, M. Oxford: Oxford University Press, 2005.

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& Paul Daniels

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

### TLT WIRED ONLINE

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you'd like discussed in this column, please email us or visit our website at:

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



## Web-based applications

### Paul Daniels

As WIRED and wireless networks continue to expand and data speeds surge ahead, our web browser is becoming an indispensable tool. In fact, web applications are so versatile that most of what we do everyday is performed through a browser. Whether it's searching for information or downloading files, sending email or chatting with friends, wiring currency or purchasing goods, our browser is depending on web-based applications to process and deliver data on demand from remote locations. Typically these web applications run on servers using scripting language such as ASP, PHP, or Perl to communicate with databases. The html data that the browser displays is dynamically pieced together on the server before being sent off to the user.

### Advantages

In educational settings, particularly language learning classrooms, web-based applications have tremendous potential. Perhaps the single most important advantage is simplicity. Using web-based applications, students can design web-sites, edit images, and do basic word processing without anything more than a browser. Language learners are often faced with the challenge of learning new technology as they complete a computerized language task. If students are using only a web browser to complete a language task, they do not have to take the time to learn a new program. Students can also view the same activity regardless of the computer or browser they are using. Developing browser-based applications can also significantly reduce lab maintenance since web-based applications need to be installed on only a single computer, typically the server.

### Obstacles

Although web-based applications are making headway, they still face several obstacles. They are not as robust as or not able to run at the same speeds as applications installed locally on a hard drive. Tasks such as tracking changes in documents, rescaling images, or editing video are not quite possible with web-based applications, at least not yet. But more often than not, a basic set of communication and document management tools is all that is needed for most language tasks.

### Services

Most of us are familiar with service-based applications. Popular web-based applications such as Gmail, Yahoo Groups, Blogger, and Flickr offer web-based services to millions for free. While free web applications are often simple to use and don't require any installation procedures, they are not always user-friendly to the second language learner, particularly when creating accounts, filtering out advertisements, and navigating elaborate menus. In addition, access to these services may not always be dependable as they rely on your school's network connection to the outside world.

### Software

Another viable option is to set up a school server or sign up with a web hosting company to run your web applications. The advantages of running your own web applications include the

ability to change and modify the interfaces, better user management, faster access speeds, and zero advertising.

In addition, installing and managing web-based applications for non-techie types is becoming easier. The initial install and set up may require some reading and patience but the advantages of running the applications on your own server far outweigh the time spent with installation. For those who still insist on the one-click install, several hosting companies offer single click links that install and configure web-based applications for you automatically. When deciding a web hosting company, check to see if they offer a service named Fantastico. This is one of the most popular auto installer packages used by hosting companies.

The following section provides a brief introduction to some of the more popular web applications that were designed for or are adaptable to educational use. Most of the applications mentioned are open source, meaning they are free to download and alter.

### Image management

- **Gallery** <gallery.menalto.com> is a superb open source application for creating professional-looking multimedia sites to showcase any type of digital media. Users can upload media using either a web form or email. Gallery automatically resizes images, creates thumbnails, and displays slide shows. I am currently using Gallery with language learners to create mobile web logs. See the July 2005 Wired column or contact the Wired editors for more information about mobile web logs.
- **Coppermine Photo Gallery** <coppermine-gallery.net> is another open source media gallery that is easy to install and full of features such as private albums, image resizing and rotation, and e-card creation.

### Document management systems

Giving students an online folder to save and access documents from a remote location has obvious advantages. A document management system is a server application that is accessed through a web browser and allows users to save, search, and retrieve and edit personal files. Web-based folders are also easier to set up and manage compared to mapped network drives.

- **MyDMS** <dms.markuswestphal.de> is an open-source document management system

that provides users access to a personal web folder to store any type of binary file. It can be run as a stand-alone web application or can be embedded in a course management system. MyDMS is available as a Moodle module.

- **OpenDocMan** <www.opendocman.com> is another open source web-based document management system that supports multiple users, file access control, archiving of deleted files, a search function, and more. Setup is also easy with its automatic installation script.

### Office tools

It won't be long before all of our word processing, number crunching, and presentation creation will be performed through our web browser. In fact there has been much discussion online about Microsoft building a fully web-based office suite. There are already some web-based office tools available.

- **ThinkFree** <www.thinkfree.com> offers either server software or free web services to create word processing documents, spreadsheets, and graphical presentations that the company states are compatible with Microsoft Office. The office web service is free but the Office 3 Server in its pre-release stage is commercial software.
- **Twiki** <twiki.org> is a collaborative groupware application similar to a wiki. It includes functionality to control user access, upload and attach documents, and track revisions.
- **FredCK** <www.fckeditor.net> is an html text editor with many similarities to Microsoft Word. It can be used as a stand-alone editor or can be embedded in an html page. This editor is very similar to the editors found in many of the content or learning management systems.
- **Ajax Office** <ajaxoffice.sourceforge.net> is currently in the planning stage but promises an open source office suite that works with XHTML documents.

### Content management systems

If you have several authors updating a single website, you may be interested in a content management system. Creating and updating webpages is performed through a browser-based web editor. User accounts can be created and permissions set so authors are able to update only certain sections of a website to edit content or upload files.

- **eZ publish CMS** <ez.no> is a simple way to publish a professional-looking interactive website that includes a blog, a web-based editor, a discussion forum, a file management system, a photo album, a site search function, and more.
- **Mambo** <mamboserver.com> is an intuitive web application that can be used to publish your personal or school website. It boasts extensive editing and content management options that make it a powerful publishing platform but may be too complex to use in the language classroom. Mambo has hundreds of downloadable templates that can be searched at <mamboforge.net/softwaremap/>. This application is well suited for a site where you have various editors updating different pages. The JALT CALL website <jaltcall.org> is currently running Mambo.

### Course management systems

Course management or learning management systems are the latest in web applications created specifically for education. They typically include an entire suite of applications.

- **Moodle** <moodle.org> is perhaps the most popular open source course management system. It includes a comprehensive set of web applications such as online quizzes, forums, journals, wikis, and html editing tools. Because of its huge user base, it offers unparalleled community support. It's also expandable, meaning you can embed or use other web applications in conjunction with Moodle such as document management systems, image galleries, or survey tools.
- **The Sakai Project** <sakaiproject.org> and **dotLRN** <dotlrn.org> are two course management systems that are worth keeping on eye on. While Sakai and dotLRN are both relatively new packages and offer fewer modules than Moodle, they are both backed by large institutions like MIT and Stanford.

### Miscellaneous Web applications

- **Simplog** <www.simplog.org> is just what it implies, a simple blog application that can be up and running quickly. It supports multiple users and blogs, RSS feeds, and a search function.
- **OSP ePortfolio** <www.osportfolio.org> is web-based software for creating shared electronic portfolios. Teachers and learners can post,

organize, and share collections of text, images, sound, or video.

- **PhpESP** <phpesp.sourceforge.net> is a simple but powerful online survey creator that displays results in real time using graphs. It supports unlimited questions and answers and user control access to individual surveys.
- **WebCalendar** <webcalendar.sourceforge.net> features private and public calendars that can be updated online by registered users.

### Share your knowledge!

If you know of other web-based applications which readers might be interested in, share what you know on our online forum. If you have questions about this article, or need help with setting up web-based applications, post your queries. Look for the TLT Wired discussion area at:

<forum.jalt-publications.org>

See you online!



## JALT Journal

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.org/jj/>

**Advert: EFL Press**

**...with Joseph Sheehan**

<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 organization. For more information, visit JALT's website <jalt.org>, or see the SIG and chapter event columns later in this issue.

- ▶ February 4–5: National Executive Board Meeting (EBM)
- ▶ April 28: JALT2006 presentation submissions deadline
- ▶ May 13–14: Pan-SIG Conference
- ▶ June 3–4: CALL SIG Conference in Hokkaido
- ▶ June/July: National EBM (dates TBA at February meeting)
- ▶ September 15: Pre-registration for JALT2006 (presenters)
- ▶ October 6: Pre-registration deadline for JALT2006 (general attendees)
- ▶ November 2–5: JALT2006 in Kitakyushu

**JALT Watch**

JALT National news and announcements in brief.

- ▶ The first 2006 National Executive Board Meeting (EBM) will be held February 4–5 in Tokyo. Information will be made available to JALT Officers nearer the time.
- ▶ JALT National Officer elections will take place before this year's conference. Look for calls for nominations and voting information in upcoming *TLTs*.
- ▶ In 2006, JALT will be reaffirming its commitment to support the JET community on both local and national levels. Contact your local chapter officers to find out how you can be involved in upcoming teacher-training events.
- ▶ If you need to contact JALT Central Office, note that the email address has changed to <jco@jalt.org>. Please change your address books.

**From JALT National****JCO's charming and capable staff: JALT's heart and soul**

**T**HIS MONTH'S Focus article introduces our lovely JALT Central Office (JCO) staff, whose reliability and attention to detail keep the organization running smoothly year-round. At present, JCO employs five regular staff members, including two full-time and three part-time workers. Even during the busy conference season, the JCO crew is hard at work behind the scenes, supporting all JALT members and constituencies. The profiles and duty descriptions below will familiarize you with the dedicated personalities that make JCO tick.

**Junko Fujio**

- Position: JCO supervisor (full-time)
- JCO start date: July 1992
- Hometown: Born in Tokyo, grew up in Yokohama
- Previous employment: In-house translator for Mitsubishi Corporation
- JCO duties: Coordinating and supervising all JCO operations, supporting JALT officers, performing all duties necessary (under the sun)
- Experiences abroad: Visited Oxfordshire, England to attend intensive business English course shortly after being hired as JCO supervisor
- Favorite food: Italian, seafood
- Hobbies: Arts and crafts, especially stained glass; Latin and modern dance
- Favorite aspects of job: Frequent chances to meet and communicate with many wonderful people; sense of satisfaction, achievement, and reward in reaching goals as a team
- Message to JALT members: "I hope that all of you are enjoying the publications, events, meetings, and various opportunities JALT provides. Many thanks to the dedicated volunteers for their tireless efforts and endless support, without which JALT's excellent activities would not be possible."



## Chie Kobayashi

- Position: Bookkeeper (fulltime)
- JCO start date: January 2001
- Hometown: Born and raised in Nagano, moved to Tokyo after high school for university
- Previous employment: Former restaurant owner, worked in accounting for small company
- JCO duties: Handles JCO bookkeeping; manages payable accounts; processes monthly treasury reports and yearly auditing reports; supports JCO supervisor, Junko Fujio, in countless ways; integral to JCO's daily operations
- Experiences abroad: Lived in Berkeley, California for 2 years—loves California! Visited Singapore and traveled extensively in the US
- Favorite food: Vegetables and seafood, especially Thai food
- Hobbies: Yoga
- Favorite aspects of job: Learning the flow of JALT's finances, communicating with JALT officers and treasurers, meeting a wide variety of members at the annual conference
- Message to JALT members: "A special thanks to chapter and SIG treasurers for all their hard work."



- Message to JALT members: "The time shared with you all at JALT conferences is a source of wonderful new memories each year."

## Takako Kato

- Position: Membership secretary (works 2.5 days a week)
- JCO start date: March 1996
- Hometown: Born and raised in Nagoya; moved to Saitama after marriage, then on to Tokyo
- Previous employment: Taught English part-time to adults, now teaches English part-time to kids
- JCO duties: Manages JALT memberships, SIG memberships, and individual subscribers; maintains JALT database
- Experiences abroad: Traveled extensively in Europe, visited Canada, Australia, and the US
- Favorite food: Italian
- Hobbies: Watching movies, walking with husband (and sometimes with walking group)
- Favorite aspects of job: Working at JCO is very interesting and rewarding
- Message to JALT members: "I enjoy working at JALT Central Office very much. I look forward to seeing all *TLT* subscribers at the annual international conference."



## Atsuko Sanda

- Position: Chapter secretary (works 2 days a week)
- JCO start date: February 1995
- Hometown: Born and raised in Tokyo (third generation)
- Previous employment: Worked for NEC before marriage
- JCO duties: Works with chapter officers, manages chapter membership and conference applications
- Experiences abroad: Visited Canada, Taiwan, Thailand, New Zealand, Australia, Tahiti, and the US
- Favorite food: Asian noodles, especially Thai, Taiwanese, and Vietnamese
- Hobbies: Drinking wine, studying French—hopes one day to visit French vineyards!
- Favorite aspects of job: Communicating with and supporting JALT members by phone and email



## Yoshiko Tanabe

- Position: Secretary (works 3 mornings a week)
- JCO start date: August 1996
- Hometown: Born and raised in Nagano; moved to Tokyo to attend university, then to Chiba
- Previous employment: Office work for a stockbroker; used to teach kids
- JCO duties: Handles associate members, institutional subscribers, and overseas subscribers
- Experiences abroad: Homestay in England for 1 month, visited France, Switzerland, Germany, Singapore, and the US
- Favorite food: Japanese
- Hobbies: Tennis, watching movies, and listening to music
- Favorite aspects of job: Having the chance to communicate in English to achieve goals
- Message to JALT members: "Thank you for



your continued interest in JALT and its activities. I look forward to working with you well into the future."

In addition to its regular staff, JCO has a seasonal support staff member, Yaeko Izumi, and a part-time bookkeeper, Masako Nanba.

In closing, I'd like to ask all members and officers to recognize and respect the workloads of each staff member at JCO. Please channel any administrative assistance requests through JCO supervisor, Junko Fujio <jco@jalt.org> or JALT vice president, Steven Nishida <vp@jalt.org>.



## JALT Notices

### Layout and printing tenders

The Competitive Bidding Committee is now accepting applications for two categories of JALT Publication tenders. Please submit separate tenders for layout and printing that cover up to a 3-year period beginning April 1, 2006. Documents can be requested by contacting Steven Nishida, Competitive Bidding Committee Chair <vp@jalt.org>. Deadline for applications is February 28, 2006. Criteria for selection include: a professional level of skill and experience, the ability to get work done on a regular basis all-year round, a willingness to work at the lowest possible cost to the organization, and knowledge of JALT Publications (strongly preferred).

### ESP special issue: Call for contributors

*The Language Teacher* is seeking papers (1,500–2,000 words) related to ESP teaching and learning in Japanese post-secondary and professional contexts, which may include English for business, hospitality, medical, technical, or tourism purposes, among others. Topics should be research or classroom based and may focus on the challenges teachers, materials designers, curriculum innovators, program administrators, and students face in such contexts. Articles about new or innovative ways to teach ESP content, design ESP-related materials, or manage ESP programs are welcome.

Additionally, please consider submitting shorter articles to the My Share column about practical ways to deal with ESP content in the classroom. If you are interested in writing a paper for this special edition of *TLL* or have suggestions which might fit with the above themes, please contact Heidi Evans or Todd Squires <esp\_jalt@yahoo.com>. The deadline for manuscript submissions is March 31, 2006. Articles should be completed and ready for editing by May 1, 2006.

### JALT Hokkaido Journal

The *JALT Hokkaido Journal* is a refereed online journal that appears once a year, featuring theoretically grounded reports of research, and discussion of central issues in foreign language teaching and learning, with a focus on Japanese contexts. We especially encourage investigations which apply theory to practice and include original data collected and analyzed by the author. Those interested in submitting a paper should visit <jalthokkaido.net/html/jh%20journal/jh\_journal.htm> or <jalthokkaido.net/index.htm> and follow the journal link. The deadline for submissions is June 30, 2006.

### Staff recruitment

*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLL* style, format, and operations. Apprentices begin by shadowing experienced proofreaders and then rotate from section to section of the magazine until they become familiar with *TLL*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLL* recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair <pubchair@jalt.org>.

## ...with Theron Muller

<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.

**T**HIS MONTH I've invited John Adamson to profile himself. Active on the editorial teams of several Asia-based journals, he also contributed to Shinshu JALT as an officer for many years, and is the principal organizer of Shinshu's local research group, the Shinshu ELT Research Support Group <eltresearch.com>.

## MEMBER'S PROFILE

# John Adamson

I'm John Adamson and I teach English (general and business), sociolinguistics, and discourse analysis in Nagano-ken near Lake Suwa. I work in Shinshu Honan Tankidai, a small college in



Tatsuno, and at Seiko Epson through a local school, AtoZ. I live down the road in Okaya with my wife, Nao, who I met as a classmate while finishing my Doctorate of Education in my hometown of Leicester in England. Leicester is known as a multicultural city with the best curries

outside of India. It is a place where much research is conducted into multilingualism and multicultural identity in schools.

I first came to Japan in 1986 after working in sales in Germany and the UK. I studied business first then moved into TEFL and studied my way up the qualifications ladder, getting my RSA Di-

ploma, an MA in Applied Linguistics, and finally an EdD from Leicester University in 2002. My doctoral thesis was on intercultural interviewing with Thai participants. In the last 19 years I have worked in Germany, Thailand, the UK, and Spain at colleges, universities, and private language schools in the capacity of teacher, examiner, and manager.

JALT has played an important role for me in the last few years as I was the Program Chair of the Shinshu Chapter until recently and have presented both nationally and locally. I have also joined other associations like JACET and JABAET and am active in their regional and national committees. It is really rewarding to not just attend various conferences, but to also take part in the decision-making processes with people much more experienced than myself.

I have written articles in the areas of business English methodology (most recently in *Business Communication Quarterly* on the use of marketing visuals in the EFL class), teacher development in Thailand and Japan (in *Asian EFL Journal*) and research interviewing (*JABAET Journal*, *The Journal of Language and Learning*, and the *Journal of Asia TEFL*). Apart from that, I am busy editing for *Asian EFL Journal* <www.asian-efl-journal.com/>, *Asian Business Journal* <www.asian-business-journal.com/>, and *The Linguistics Journal* <www.linguistics-journal.com/>, and am a tutor for Birmingham University's distance MA program. These are activities which give me great pleasure because I have the chance to interact with and encourage less experienced researchers. I am a great believer in trying to bring the best out of researchers who are submitting a paper for the first time and who lack a supportive network.

Currently I am setting up the second Mini Colloquium, on *Researching ELT in the Japanese Context*, sponsored by the Shinshu Research Support Group and Shinshu JALT, to take place at Seisen Jogakuin College in Nagano on March 19 (for enquir-



ies <[www.eltresearch.com](http://www.eltresearch.com)>). This event, arranged by the Shinshu ELT Research Group, is for presenters wanting a local forum in which to showcase their research before, hopefully, moving up to national conferences. I am also in charge of conference proposals for the second Asian EFL Journal Conference on task-based and content-based learning at the end of April in Pusan, South Korea <[www.asian-efl-journal.com/](http://www.asian-efl-journal.com/)>. These activities are an extension of my ambition to reach out to less experienced researchers and offer the kind of supportive network that is often absent in faculties in Japan.

All these things—researching, editing, tutoring, and organizing workshops and conferences—have put me into contact with a wide range of people in Japan and across Asia. I thrive on the fullness of the life that I have made for myself and seem to be checking my email with an excited feeling of “What’s next?” Energy-wise there are various motivations which drive me. One is the satisfaction of creating communities among teachers who lack the support they need at their own workplaces. Another motivation is the desire to read and enquire into everything around me. Part of me is also slightly political in nature. I come from a family of trade union members and, although my own education was good, it wasn’t privileged or elite. One feeling I have harboured wherever I have been is that of being anti-elitist yet resisting the habit of becoming negative about the contexts in which I work. I do this by chipping away, winning friends in low places. Coming from a city revitalised by immigration, I tend to view my local context as one I can inter-relate with, influence, and of course be influenced by.

Right now I am conducting interview-based research into teacher beliefs in my local context, writing an article on teaching business English in the Asian context for *Asian Business Journal*, and am researching for a paper with Theron Muller on creating a local ELT research community. I am currently reading Adrian Holliday’s *The Struggle to Teach English as an International Language* (2005, Cambridge University Press), and Angel Yin and Peter Martin’s *Decolonisation and Globalisation* (2005, Multilingual Matters).

Like life in my hometown in the UK, the fabric of my life in Japan is rich and evolving. If you are interested in any aspect of my research, conference activities, or journals, please contact me at <[johnadamson253@hotmail.com](mailto:johnadamson253@hotmail.com)>.

## Showcase

This month in Showcase, Andy Boon, a recipient of the JALT research grant in 2005, extends a call for collaborators to pilot practicing Cooperative Development through an online messaging service, allowing the development tool to extend beyond face to face meetings.

### Andy Boon

After recently being named as a recipient of a JALT research grant for 2005, I am excited to continue my research into professional development and teacher collaboration. My initial interest was Julian Edge’s Cooperative Development (CD) framework (Edge, 2002) whereby 2 teachers work together as *Speaker* and *Understander*. The *Speaker* explores their teaching while the *Understander* supports the investigation by reflecting back the *Speaker*’s developing thoughts, attitudes, and opinions helping the *Speaker* to discover something new about their teaching and develop a viable plan of action to address a problem or enact a change in their classroom. Although CD was an extremely useful tool, I found I was spending too much time commuting to CD meetings and discontinued the sessions. Thus, as the focus for my MA thesis, I adapted CD to be used with the MSN Instant Messenger service to offer an alternative means of supporting collaboration between teachers who are isolated from their colleagues. The fundamentals of *Instant Messenger Cooperative Development* (IMCD) are outlined in Boon (2005).



For the JALT project, I am examining professional development in Japan, the extent to which teachers feel isolated, and whether IMCD is effective at facilitating professional development and overcoming isolation.

Is there anybody out there? I am currently holding online IMCD sessions with collaborators around the world. If you are interested in getting involved, please contact me <[bromleycross@hotmail.com](mailto:bromleycross@hotmail.com)> or download MSN Instant Messenger <[messenger.msn.com](http://messenger.msn.com)> and add me to your contacts list. I look forward to facilitating and supporting our development as teachers.

Andy Boon, *Toyo Gakuen University*

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- Edge, J. (2002). *Continuing cooperative development*. Michigan: Michigan University Press.

## ...with Joyce Cunningham & 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.



**I**N THIS month's Grassroots column, Malcolm Swanson reports on the pre-conference workshops held at JALT2005 in Shizuoka, and Kevin Ryan discusses his role as manager of the JALT conferences' Educational Materials Expositions.

## JALT2005 Pre-conference workshops

Many attendees of JALT's conferences over the years have enjoyed the Featured Speaker Workshops that have been held either before or after the event. Last year, at the suggestion of our conference co-chairs, Marc Helgesen and Rob Waring, we decided to run an additional string of workshops before the conference began that focused on skill building as opposed to professional development. Tim Murphey and Brad Deacon ran the first workshop on neuro-linguistic programming (NLP). The other two workshops focused on computer-assisted language learning—one being for novice users and the second for more experienced users. All the workshops received very high praise, and it is our intention to run similar programmes at JALT2006 in Kitakyushu. After JALT2005 was over, we asked the speakers to write a few words on their workshops. Here is a selection of comments.

### Brad Deacon: A taste of NLP for beginners

I co-presented along with Tim Murphey on a workshop for NLP beginners. In general, we shared our interpretation of what NLP is and why it might be of value to EFL teachers and students. We then offered reasons why NLP has made an impact on ourselves on both a personal and educational level. Next we shared NLP techniques and tools for teaching, including: the Milton model and Meta model language patterns, anchoring, metaphors, rapport building skills, and other ways to take advantage of NLP both inside and outside of the classroom. Finally, the audience shared questions and feedback. Interested participants were then invited to sign up and join a now thriving Yahoo web group on NLP. I was extremely pleased

not only to have the opportunity to present in this workshop, but also to interact and get to know the many diverse and curious participants. Most of the feedback was positive and validated the fact that there are many teachers who are eager and motivated to try alternative ways to improve their teaching and enhance their students' learning. Thank you to JALT for allowing us to play with NLP in Shizuoka!



### Peter Grevstad: PowerPoint as a teaching and learning tool

Because I believe strongly in the integration of computing technology in the classroom, and because I also believe that university students are part of the digital generation and are bored by traditional teaching presentations, I presented on the use of Microsoft PowerPoint for both teaching and learning. For this presentation, novice users of PowerPoint were given an overview of the rationale for using PowerPoint in the classroom, as well as ideas of how to build basic presentations. Samples of EAP PowerPoint teaching materials, which I believe help students with note taking, were shown, and their design details evaluated.

Finally, after showing presentations that students had designed on their own, I outlined locations on the Internet where teachers and students can do self-paced learning for PowerPoint. I feel like many of the 25 participants had an *Aha!* moment and realised that PowerPoint is not as difficult to use as they had previously thought. There were excellent questions on practical points and an overall positive response to this workshop presentation.

### Clay Bussinger: An overview of Microsoft Office

This workshop was divided into two main parts: Word and Excel, with a short addendum for Entourage. The Word section was an explanation of how to format a document using borders, shading, and graphic insertion. I used a page from my poster presentation on Bosnian humanitarian trips as an example. The Excel portion of the presentation was an explanation of how simply and quickly teachers can create a spreadsheet to use for keeping track of assignments, attendance, or class participation. I explained basic features of Excel, including auto-formatting, auto-numbering, auto-dating, and tables. Most of the attendees had never heard of Entourage. I explained some basic features of the program, such as mail and addresses, but focused on the calendar portion of the program. The presentation attendees were very receptive to the features of Excel, especially the auto-features that enable educators to create a spreadsheet in just a few minutes.

### Paul Daniels: Meandering through Moodle

This workshop offered participants the opportunity to try out an open source learning management system (LMS) called Moodle. This free software package allows teachers to easily add an online component to complement any type of course. To encourage a hands-on experience, a wireless local area network was made available to attendees. Running Moodle onsite allowed participants to connect to and administer a Moodle course. Indeed,



several teachers brought along wireless enabled laptops and were able to create a sample course in minutes. Attendees were guided through the process of creating and editing a course, moving students into the course, uploading class documents, creating an html document, and adding links to outside content. During the second portion of the workshop, attendees learned how to add a class forum, a chat function, an online journal, and a Hot Potatoes quiz using Moodle's browser-based interface.

### Naeko Naganuma: Practical Word techniques

I gave a workshop to introduce Microsoft Word techniques that can be useful when using Word, so as not to feel *used* by it. The workshop started with some efficient text selection methods, which seemed new to some of the participants. Second, several keyboard shortcuts for formatting text were introduced. Then, how to customize settings, how to integrate images and tables into a document, and how to use the comment feature were covered. The workshop ended with an introduction of several useful formatting skills. All the participants were responsive and seemed to enjoy learning some new skills.

### Kevin Ryan: Managing digital sound

We had a small, lively, and well-informed group. Covering many aspects of using digital audio is not easy in one hour, but most participants got a good taste of what is possible, along with many small tips and tricks to make life easier. Some of these tips came from audience members who had complementary knowledge of the field. Learning to edit sound digitally, package it into an accessible file format, and deliver it to the students through hardware or over the Internet was the goal of this workshop. I think most participants were happy with suggestions like "use Audacity, it comes in every flavor imaginable, and is easy to use," and "why not just set up the files on a computer and leave it outside the teachers' room where students can copy the files to their MP3 players when they need to?"

With last year's workshops being such a success, they will be offered again this year. If you have an idea for a skills workshop, please contact Andrew Zitzmann (see JALT Contacts column). And, see you all at JALT2006 in Kitakyushu!

*Malcolm Swanson, JALT2005 Programme Chair*

## JALT Jobs: EME coordinator

Only about a half dozen conference attendees get to see the most transformative physical attribute of JALT each year. I'm talking about the day before the annual conference, where a flat floor in a large room bursts its chrysalis to become an Educational Materials Exhibition (EME). As EME coordinator, I've seen that happen three times in Shizuoka. It never ceases to amaze me.

I arrive two nights before the conference and usually have dinner with JALT's President. I go over floor plans one last time in the hotel room and prepare for an early rise. In the morning there's just time for breakfast at 7:00 and a few last-minute adjustments.

The conference hall opens officially at 9:00, but I enter 15 minutes early. I am accompanied by the head of the contracted construction company. The guard knows us well and lets us through. The cavernous Main Hall of the Granship Convention Centre awaits again. The trucks are lining up outside the loading dock, laden with walls, stands, dividers, tools, chairs, and tables. The workers are lounging outside, finishing the last of their coffee and cigarettes. Time to get a move on.

Things start slowly, but within an hour the pace quickens. Ten of the 30 workers pair off with rolls of tape and floor plans, and the floor is marked in less than 30 minutes. Meanwhile, the trucks are moved into position and unloaded. Over the next 3 hours, teams build booths in what seems an organic fashion. Walls rise without any seeming rhyme or reason, until the structures meet, just as they should. The hardest part is the electricity, which comes out of the floor into junction boxes and then to the booths.

At this point, we begin to find my mistakes—the ones that even careful planning does not resolve. Long meetings and coordination between owners, suppliers, construction, and JALT have controlled most of the chaos. I still have forgotten to order panels for an entire booth.

The floor plan is my work of art, full of colors, lines, and shapes to indicate electrical outlets, wall placements, and walkway traffic flow, as well as lighting. It has taken about 40 hours of tweaking, and this is the 3rd year. No two similar companies are next to each other. Aisles have to be wide enough, but not too wide, and what to do about all those boxes when they are unpacked? Cigarette smoke wafting in from outside? Under the balcony? Oh no! A million other issues!

As lunchtime approaches, the main task is to hold back the exhibitors, the ones champing at the bit to get their booths up so they can get dinner at a decent hour. Some bring truckloads of pillars and towers and cloth-covered boards in addition to what we have built. Just after lunch the delivery company appears with two large truckloads (20 tons) of boxes and distributes them into the correct booths.

By mid-afternoon we let in the company staff, and they attack the boxes and dress the skeleton. Colors fly, tables get draped, and books get slotted into racks. This process runs into the evening, but nevertheless I go to the President's reception and return. The hardest part is over.

The next morning, and for the next 3 days, I have to make sure the exhibitors get anything they need for a successful exhibit. Some are cranky, most are polite. Sanity is a function of

organization and knowing which complaints to ignore. As usual, we get outstanding support from student volunteers.

Then we do this whole thing in reverse at the end of the conference but in about half the time. Everybody is ready to head home, wobbling on *JALT legs* from standing 10 hours a day on hard floors. My favorite parts? Making the announcements that boom in the hall and looking at the books. There is a lot to learn here.

*Reported by Kevin Ryan <ryan@kevinryan.com>*

*Showa Women's University*

*JALT Business Manager*



(Photos: Pre-conference workshops, Harry E. Creagen; EME buildup, Kevin Ryan)

## ...with Mary Hughes

&lt;sig-news@jalt-publications.org&gt;



JALT currently has 17 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.

**T**HIS MONTH'S column begins with a special invitation to attend the Fifth Annual JALT Pan-SIG Conference to be held in May in Miho, Shizuoka. This year's conference theme is Authentic Communication: Process and Purpose.

**Pan-SIG 2006**

On May 13–14, the Bilingual, Pragmatics, Teacher Education, and Testing and Evaluation SIGs and the Shizuoka chapter will sponsor the Fifth JALT Pan-SIG Conference. There are three plenary speakers: J. D. Brown, John Maher, and Donna Tatsuki. J. D. Brown addresses the topic of authentic communication: in particular, he focuses on the grounds for *Whyzit importan' ta teach reduced forms?* John Maher's topic is *Knowing About Language, Knowing About Bilingualism*. Donna Tatsuki asks a key question in *What is Authenticity?* There will be over 50 presentations, workshops, colloquiums, and posters. There is still time to submit a proposal. The deadline for the second call for papers is February 10. Please refer to the Pan-SIG website page <jalt.org/pansig/2006> for further details about submission guidelines, conference themes, and all other aspects of the conference.

The Shimizu peninsula is one of the most beautiful areas of Japan. Situated in Miho, Shizuoka, the peninsula is surrounded by wonderfully long stretches of sandy beach. Mid-May is an ideal time to experience this spectacular scenery being just after the biting winter has abated and before the oppressive summer heat begins. A special free bus tour, sponsored by the local Shizuoka chapter, will be provided that explores the district and takes you to Nippon Daira, a scenic overview spot that provides a great view of Mt. Fuji and a full view of the coastline surrounding Shizuoka. Be sure to book early as this tour can only be of-

fered to the first 50 applicants. Only a 20-minute walk from the university is the beautiful shrine on Matsubara Beach. This popular tourist attraction is also en route from the university lodgings to the conference venue, offering a very pleasant start to the conference's morning events for those who wish to start the day with a 45-minute stroll. The Pan-SIG conference can be a time for participants to recharge both their intellectual and emotional batteries.

Pre-registered participants (registration by March 15) will be able to lodge at the Miho Kenschukan. This Tokai University guesthouse provides communal lodging for large groups that visit the Tokai University museums or that meet for conferences. Rooms can accommodate six to eight people at the very reasonable rate of ¥4,000 per night, but bring your own toiletries and towels! A chartered bus servicing the conference will be available. The community experience will allow participants to interact at a deeper level than most conferences and will make the Pan-SIG conference a special conference to remember. Of course, other lodging options are available. Please see our website for further details, including sample lodging suggestions.

As well as the free bus tour to Nippon Daira, the other special event at the conference will be an all-you-can-drink buffet at Tokai University's Marine Science Museum on Saturday evening. For ¥1,000, you can discuss the conference's themes, meet old and new friends, and enjoy wine provided by Cambridge University Press while viewing the variety of marine life at the museum. There will be textbook door prizes sponsored by Oxford University Press. The museum is located within a 2-minute walk from the university lodgings.

**Bilingualism**—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 at <www.bsigsig.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ル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.bsigsig.org>をご覧ください。

**CALL**—The JALTCALL 2006 Conference *Designing CALL for Wired and Wireless Environments* will be held on June 3–4 at Sapporo Gakuin University in Sapporo, Hokkaido. Full details are located at <www.jaltcall.org>.

**College and University Educators**—*Learner Development Context, Curricula, Content: Proceedings of the Kobe Conference 2003* was recently published by CUE in cooperation with the LD SIG. All CUE members and all participants in the retreat are entitled to a free copy. For others the cost is ¥1,500. Please contact Philip McCasland with order requests.

**Gender Awareness in Language Education**—*Gender Issues Today*, an intermediate level English (EFL) textbook for young adult learners, appeared in September 2005. Written by several GALE members led by Jane Nakagawa, along with other writers interested in gender issues, it comprises an introductory content course in gender issues for young adult learners. It is being published through a print-on-demand publisher, Tokyo Shuppan Service Center, for ¥1,200 (overseas orders are also welcome, though there may be a small surcharge for orders delivered outside of Japan). It can be ordered directly through Munetoshi Kawamura, Tokyo Shuppan Service Center, 401 Saint Office Akihabara, 1-33-6 Taito, Taito-ku, Tokyo 110-0016; <kawamura@c-enter.co.jp>; t: 03-5688-5801; f: 03-5688-5803.

For readers new to *TLT*, GALE is the Gender Awareness in Language Education SIG. Its purpose is to research gender and its implications for language learning, teaching, and training. To join GALE please use the form in the back of *TLT* or contact the membership chair, Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

**Global Issues in Language Education**—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! The GILE website is <www.jalt.org/global/sig/>. For further information, please contact Kip Cates <kcates@fed.tottori-u.ac.jp>.

**Japanese as a Second Language**—The Japanese as a Second Language SIG held a joint meeting with the Chiba chapter at Josai International University on December 4, 2005. Roberta Welch presented on individualized long-term L2 read-

ing. Hiroko Fujiie and Hiroko Sato introduced a method of learning Japanese with cartoon strips and newspaper articles. Markus Rude showed how to create vocabulary learning files using Excel. The participants enjoyed the friendly atmosphere. For more information, please visit our website <jalt.org/groups/JSL>.

12月4日に千葉とJSLのジョイント研修会が城西国際大学で行われた。ロバータ・ウェルチの日本語での読書に関する、本紹介を含むプレゼンテーション、藤家宏子、佐藤洋子による新聞の漫画とやさしい記事を扱った日本語の学び方、ルードマーカスによるカードを使用した日本語の語彙の増やし方、またエクセルを利用した語彙強化の仕方が発表された。参加者は少ないながら、和やかな雰囲気でおこなわれた。ウェブサイトもごらん下さい<jalt.org/groups/JSL>.

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

**Learner Development**—We are an active, friendly group of teachers committed to exploring connections between learning, teaching, and learning to learn. We are now planning our forum about Learner Development for November. The theme for the LD Forum at JALT2006 in Kitakyushu is closely connected with that of the conference, which is *Learner Communities, Identity, and Motivation in our Contexts*. To participate in this event as a presenter or participant, please see <jalt.org/groups/Learner\_Development> or contact Martha Robertson <marrober@indiana.edu> or Stacey Vye <stacey.vye@gmail.com>. In the summer we will also be running a one-day event in Osaka with the same theme. For further information about the Learner Development SIG in general, please check out the LD website <coyote.miyazaki-mu.ac.jp/learnerdev/> or contact the co-coordinators, Stacey Vye or Marlen Harrison <scenteur7@yahoo.com>.

**Materials Writers**—The MW SIG has moved into the New Year with a lot of ideas and various plans in the works. There are plans for mini-

conferences and participation in the upcoming Pan-SIG conference. The MW SIG group email list is active with file sharing and a materials contest, in addition to the regular sharing of information and ideas. We welcome your participation and input. Feel free to contact the co-coordinator for more information.

**Other Language Educators**—OLE has issued OLE Newsletter 36, containing: reports from OLE relevant summer conferences; a call for papers for the *JALT2005 Proceedings*; an offering of peer support; a discussion paper that attempts to ameliorate the fear and anxiety of writing a paper and that contains hints for writing and submitting papers in times of empiricism; a calendar of OLE related events; the OLE mission statement, to enable translations of it to be posted on the JALT webpage; and, finally, a report from the embassy panel at JALT2005 and events related to it. Copies are available from Rudolf Reinelt <reinelt@iec.ehime-u.ac.jp>.

**Pragmatics**—The Pragmatics SIG will co-sponsor the *Fifth Annual JALT Pan-SIG Conference* to be held at the Shimizu campus of Tokai University on May 13–14. Other sponsors include the Bilingual, Teacher Education, and Testing and Evaluation SIGs, along with the Shizuoka chapter. This year's theme is *Authentic Communication: Process and Purpose*. We invite interested pragmatics researchers to submit proposals for presentations by February 10. For further information, please visit <jalt.org/pansig/2006> or contact Megumi Kawate-Mierzejewska <pansig2006@yahoo.co.jp>.

The Pragmatics SIG is also teaming up with the Tokyo chapter, the West Tokyo chapter, and Temple University Japan to sponsor a special lecture by Gabriele Kasper of the University of Hawaii. The lecture entitled *Language Learning and Identity: From Learner Variables to Co-Construction* will be held on Friday, May 20 from 19:00–20:30 at Temple University Japan in rooms 206/207. The lecture is free for JALT members and ¥1,000 for nonmembers. Spaces are limited, so those interested are asked to contact Megumi Kawate-Mierzejewska <jalrtokyo2005@yahoo.com>.

**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 list-serv <groups.yahoo.com/group/PALE\_Group/>. For information on events, visit <www.jalt.org/groups/PALE>.

**Pronunciation**—The Pronunciation SIG is seeking new members. This SIG is regrouping, with the intent to discuss, share, and promote ideas, processes, and up-to-date research regarding pronunciation teaching and learning. If you are interested in joining or would like more information, please contact Susan Gould <gould@lc.chubu.ac.jp> or <suzytalk@yahoo.com>.

**Teaching Children**—JALT Junior 5 will take place in Kitakyushu this year at JALT2006. You are cordially invited to join us. If you have ideas you would like to share, please submit a presentation proposal to the JALT website before April 28. We look forward to seeing you there! In the meantime, please join our mailing list <tcsig@yahoogroups.com>. We also publish a bilingual newsletter four times a year, full of teaching ideas. For information, please visit <www.tcsigjalt.org>.

来年は北九州のJALT2006年度全国大会でJALTジュニアを開催します！皆様の参加を歓迎いたします。他の人に伝えたいアイデアをお持ちでしたら、2006年4月28日までに是非発表の企画書をこちらのウェブサイト <www.conferences.jalt.org/2006>を通して、提出してください。日本語での講演、小学校英語に関しての講演は特に歓迎します。北九州でまたお会いできますよう！それ以前でも<tcsig@yahoogroups.com>に連絡いただければ、私たちの活動に参加できます。また素敵なアイデア満載のバイリンガル機関紙も年4回発行しています。興味のある方は<www.tcsigjalt.org>を参照してください。

**Teacher Education**—The TED SIG and the Okayama JALT chapter will host a 2-day conference on *Professional Development in EFL* on October 7–8 at Okayama University in Okayama. For further details, including a call for papers, please visit the TED SIG website <www.jalt.org/teach> and see this month's *TLT* Conference Calendar.

**Teaching Older Learners**—Oniwa-soto, Fukuwa-uchi! (Devils out! Good luck in!) Are you going to throw roasted soybeans on Setsubun day? And how many beans are you going to eat after you throw beans? You know that you are supposed to eat as many beans as your age. Fifty? Sixty? Well, come and join TOL. You can always feel young!



## ...with Aleda Krause

<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](http://www.jalt.org/calendar)>.

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

**F**EBRUARY CAN be a quiet month. Why not use the opportunity to learn more about ecotourism or teaching global issues? What about Internet radio or how to use your senses? These are only some of the topics being explored in JALT chapters this month. And don't forget that you can check the JALT calendar <[jalt.org/calendar/](http://jalt.org/calendar/)> to find out the latest information about what's going on.

**Akita—Engaging Learners in their Own Learning With a Drama Approach** by **Steve Brown**, JALT President. Drama is often thought of as a series of techniques, fun activities, or simply putting on a play. But it can be much more—learning that seeks to actively engage learners and encourages them to work as a group while sharing responsibility for their learning. Brown will link his presentation to recent developments and practices in the area of learner autonomy. The presentation will be followed by an open mic session. *Saturday February 25, 14:00-16:00; Akita International University Room B-103; one-day members ¥1000, students ¥500.*

**Gunma—Ecotourism and the Environment: Concepts, Definitions, and Diagrams** by **Paul Cunningham**, Rikkyo University. Over the last several decades there has been growing interest in the natural environment, the ways in which we interact with it, and the various impacts we have upon it. This workshop will focus on how this

topic might be used in the language classroom and will highlight the use of diagrams to conceptualize and define environmental issues. Participants will have the chance to work with and create classroom activities. *Sunday February 19, 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi, t: 027-266-7575; one-day members ¥1000.*

**Hiroshima—Two Presentations: (1) Using Your iPod in the Classroom; (2) Using Podcasts—Even Without an iPod!** by **Bill Pellowe** (Kinki University, and JALT OnLine Calendar editor). (1) Discover the advantages of using an iPod in the classroom, for listening materials and visuals, too. (2) The latest trend online is podcasts. Come find out what they are and how you can use them with students (even if you don't have an iPod). *Sunday February 19, 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F, Seminar Room 2; one-day members ¥500.*

**Hokkaido—Teaching Global Issues and Language** by **Greg Goodmacher**. Combining the teaching of language skills with the teaching of global issues presents challenging problems. Students often do not have sufficient background knowledge to understand global issues, or they may not care about them. We must stimulate students to feel connected to this topic. Teachers must decide what content and what language aspects to teach, and that leads to the quandary of what we should test. The presenter will explore materials and techniques that have proven useful. *Sunday February 26, 13:30-16:00; Hokkai Gakuen University, Toyohira-ku, Sapporo; one-day members ¥500.*

**Hokkaido—Content-based**教材の導入と中・高・大学の統一的英語カリキュラムの必要性 by Asako Kajjura, Asia Pacific University. 日本における学生の英語力低下は著しく、アジア諸国に遅れをとっています。英語力だけでなく情報分析力・立論力等も低く、国際社会で不可欠な自己主張能力にも欠けています。「大学全入時代」を目前にし、大学教育レベルの低下も黙視されています。大学講師であるプレゼンターは、これら諸問題への危機意識を強め、外国語及び知的能力の育成を目的としたContent-based法の導入と中・高・大学における統一的英語カリキュラムの必要性を感じています。ワークショップでは異文化教育を通し英語力の向上を目指した中学・高校でも実践できる教材を紹介すると共に、参加者との意見交換を通し統一的英語教育の可能性を探ります。 *Sunday February 26, 13:30-16:00; Hokkai Gakuen University, Toyohira-ku, Sapporo; one-day members ¥500.*

**Ibaraki**—*Electronic Dictionary vs. Paper Dictionary: How Differences in Dictionary Interfaces Affect English Language Learning* by **Natsue Nakayama**, Kyoai Gakuen College. Recently, handheld electronic dictionaries (ED) are becoming popular in Japanese schools. However, there are still some teachers who doubt the benefits of an ED and recommend the use of paper dictionaries (PD). In this presentation, the presenter will review some comparative studies of ED and PD and analyze the effects of different types of dictionary interfaces on English language learning. *Sunday February 19, 13:00-17:00; Ibaraki Christian University (Hitachi Omika); one-day members ¥500.*

**Kitakyushu**—*Electronic Dictionary Workshop* by **Takashi Inomori**. Electronic dictionaries are getting popular among high school and university students. In some schools more than 80% are e-dictionary users. But do the users know about the useful functions not available in paper dictionaries? Inomori, who has given workshops for high school English teachers, will show what amazing learning and teaching tools e-dictionaries can be. Participants are asked to bring their own e-dictionaries and will have a chance to use Casio's latest model. *Saturday February 4, 18:30-20:30; Kitakyushu International Conference Center, Room 31 (5-minute walk from the Kokura train station); one-day members ¥1000.*

**Kyoto**—No event scheduled for February. The notice for the Saturday, February 11 meeting in January's Chapter Events column was incorrectly listed. Please accept our apologies. Visit <[www.kyotojalt.org](http://www.kyotojalt.org)> for up-to-date information on all Kyoto JALT events.

**Nagasaki**—*Designing Self-Assessment for Proficiency* by **Melodie Cook**, Siebold University of Nagasaki and *Human Rights Education in the Classroom* by **Tim Allan**, Kwassui Women's College, Nagasaki. Two separate sessions led by local presenters, based on presentations at JALT2005. After the meeting, we will have an informal dinner in Chinatown, followed by a visit to the 2006 Lantern Festival. Contact us by February 8 if you are interested in attending either. For a copy of our feedback survey, go to our website (see p.61) or contact us directly. *Saturday February 11, 14:00-16:00; Dejima Koryu Kaikan, 4F (near Shiminbyoin-mae and Dejima streetcar stops); one-day members ¥1000.*

**Nagoya**—*Using Authentic Spoken English in the Language Classroom: The Potential of Internet Radio* by **Mark Rebeck**. Imagine you had a way to find spoken English on almost any conceivable subject and could then record it onto a CD for use in lessons. Internet radio makes this possible. This hands-on workshop will demonstrate how Internet radio can be used to great benefit in the language class, and not only for listening activities. This is an improved version of a well received workshop given at JALT 2005. *Sunday February 19, 13:30-16:00; Nagoya International Center (Kokusai center) 3F; one-day members ¥1000.*

**Okayama**—*Factors Affecting Nikkei Brazilian Parents' Language Choices for Children at a Brazilian School in Japan* by **Toshiko Sugino**, Dept. of Foreign Language, National Defense Academy. According to a 2004 Immigration Control Office survey, Nikkei Brazilians account for nearly 300,000 of the 2 million registered foreign nationals. In a city where a large number of Nikkei-Brazilians reside, some parents choose Portuguese-mediated Brazilian schools over Japanese public schools for their children's education. The presenter investigated the factors that affect these children's language learning from historical, sociopolitical, and socioeconomic perspectives. *Sunday February 19, 14:00-17:00; Sankaku A Bldg. 2F; one-day members ¥500.*

**Omiya**—*Changes and Challenges in EFL Education in Japan* by **Shinichi Izumi**, Sophia University. Whether and how to teach grammar has been a contentious issue. The traditional approach treats grammar as the main focus. The more recent communicative approach, emphasizing meaning, has produced better results, but also failed to help students become both fluent and accurate. A third approach has emerged which aims to strike a balance between accurate use and meaningful communication. Izumi will also examine some other new directions for EFL teaching. Note: Please check the website for last minute changes. *Sunday February 19, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit, see map at <[jalt.org/chapters/omiya/map.htm#sakuragi](http://jalt.org/chapters/omiya/map.htm#sakuragi)>); one-day members ¥1000.*

**Sendai**—*Submodalities of the Senses* by **Charles Adamson**. NOTE: This is a 2-day event. Discover how to use your senses! You will investigate the senses of vision and hearing, along with the sensations of motion and emotion, in great detail and

learn how the mind uses the various sub-features to process meaning. You will learn to motivate yourself at any time, change your mood, alter your preferences, improve your English fluency, and increase your efficiency. Perfect for students, teachers, or those interested in personal improvement. For further information, email <senso-rysendai@yahoo.com>. *Saturday February 11, 10:00-17:00 and Sunday February 12, 10:00-16:00; Sendai Gaiko Gakuin, Itsutsubashi 2-1-13; one-day members ¥12,000 (2 days); ¥6000 (1 day).*

**Toyohashi—Obstacles Facing Efforts to Improve English Language Learning in Japanese Schools** by **Robert Aspinall**, PALE SIG coordinator. This presentation will consider various explanations for the failure of the Japanese education system to provide the country with citizens sufficiently skilled in English to enable Japan to pull its weight in international forums. Customs, expectations, and beliefs that are suitable to achieving progress in science and mathematics cause serious problems in the communicative foreign language classroom. The presenter will also address possible solutions. This is a joint meeting with the PALE SIG. *Sunday February 12, 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥1000.*

**Yamagata—Games in the Language Classroom** by **John di Stefano**, Tohoku University of Art and Design, Johoku High School. Language learning is hard work. Games can encourage learners to sustain interest and effort. Games also provide a context in which the language is useful and meaningful. The speaker will present rationales for using games in the classroom, offer suggestions for their effective use, and provide examples of different types of language games. Di Stefano has been playing games with his students for many years. *Saturday February 4, 13:30-15:30; Yamagata Kajo Kominkan Sogogakushu Center, 2-2-15 Shironishi-machi, Yamagata-shi (t: 023-643-2687); one-day members ¥800.*

**Don't forget to update your address book!**

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**Yokohama—Content-Based Instruction Workshop: Windows on Teaching Young Learners** by **Mitsue Allen-Tamai**, Bunkyo Gakuin University. The current English educational situations of Japanese young learners will be introduced, together with serious educational problems and challenges that Japan is now facing. Then the presentation will move to a history of content-based instruction (CBI) and its application to EFL situations, referring to actual examples in Japan. Using some models of content-based instruction, participants will create their own CBI plans. *Sunday February 19, 14:00-16:30; Ginou Bunka Kaikan (Skills and Culture Center) near JR Kannai and Yokohama Subway Isezakichojamachi stations (map <yojalt.bravehost.com>); one-day members ¥1000.*

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**Keep in touch!!**

## ...with Heather Sparrow

<chap-reports@jalt-publications.org>



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

**Akita: September—AIU Travel Service Club Research Trip to Thailand** by **Aya Watanabe** and seven other members of the AIU Travel and Service Club. AIU 1st-year students went to Thailand for 2 weeks during the March break. Before going they met regularly to read and discuss NGOs in Thailand, Thai culture, and travel precautions with the assistance of AIU professors John Spiri, Mark Cunningham, and Tom Blair. The group went to Thailand and, after doing volunteer work for several days, listened to talks given by representatives of various NGOs. The students also organized a charity concert to raise money, which they donated to some of the NGOs, under the leadership of Brad Blackstone.

They visited 11 NGOs. Three were involved in HIV and AIDS work; two were specifically involved in helping sex workers; three were helping tribal groups; and two were dealing with child welfare. They gave interesting reports on each of these groups. The most interesting for them was the NGO EMPOWER which is fighting to legalize prostitution in Thailand in order to prevent discrimination against prostitutes, to give prostitutes higher status, and to prevent the spread of AIDS.

The students now understand the importance of English for communicating internationally as a result of this trip and are more motivated to improve their already good English so that they can achieve their dreams of making the world a better place for all to live.

*Reported by Jarrett Ragan*

**Akita: November—English Education in Oman** by **Abdullah al Abri**. Oman is an independent Sultanate on the Arabian Peninsula, and Al Abri reported on the current state of English education in Oman and compared it with English educa-

tion in Japan. He explained general background information on the Sultanate of Oman and that English education became a required subject in public schools in 1970. At that time many schools were still held in tents. In 1995, the system was revamped along modern linguistic lines, moving from the old-fashioned teacher-centered classes, to the more modern, student-centered, task-based lessons that are common today. One of the biggest differences in English education in Oman is the high level of motivation that the students have. All higher education in Oman is conducted in English, especially science, medicine, and economics, so near fluency is a prerequisite for success in most fields of endeavor. Samples of the texts currently used in Oman were discussed. The Arabic language was also shown to be much closer to English than Japanese is, so that acquiring English may be less of a challenge for Arabic L1 speakers than it is for Japanese L1 speakers.

*Reported by Stephen Shucart*

**Akita: December—Teaching the Strategies of Listening and Teaching the Strategies of Speaking** by **Alastair Graham-Marr**. Graham-Marr discussed the theoretical rationale used for his company's listening and speaking texts. He was very entertaining as he presented this somewhat complicated information. He used examples commonly found in Japanese classrooms and society, and said teachers must provide both top-down and bottom-up decoding processes for listening. Teaching the students suprasegmental phonology or natural English speech will help students understand normal speech better. Listening tasks are not just "models of production" to introduce a speaking activity but are important tasks on their own. If the listening tasks are interesting and have something to do with the students' lives, then they will also motivate the students in the difficult task of listening.

There is no evidence or studies to show that grammar can be taught, so speaking texts need not be organized around grammar points. There is evidence that students will learn grammar when they are ready to learn it and not before, and when they are ready, strategies can be taught. Graham-Marr advocates the teaching of communication strategies in a speaking class and the organization of a speaking text or class around these strategies. He suggested teaching the asking of various kinds of questions, paraphrasing, echoing, hesitation devices, shadowing, and others.

*Reported by Jarrett Ragan*

**Gifu: November—*The Conversation Circle*** by **Kim Horne**. Horne displayed an array of engaging material for teaching children in a circle of stations. Students must work through each station on the road to fluency. Material placed at each station targets different language skills and the students are asked to work out (with very little instruction) how they can use each realia prompt to create an activity to learn English. A key aspect of this system is the flexibility, not just of the ability to separate the modules and devote larger or smaller amounts of time to them, but the flexibility of raising the levels as well. For beginners, the goal is usually to progress through the *getting to know you* conversation stage; however, for the more advanced crew, more in-depth communication skills—like turn taking cues, active listening, seeing each conversation as an opportunity to grow in skill, awareness, and compassion—become the objective.

One station had a couple of mirrors from a ¥100 shop and the students had to find out that these could be used to practice modeling pronunciation. Another had a few sealed canisters that contained unlabeled scents that included coffee, green tea, and cinnamon. Students had to identify on a map where the scented items come from.

This student-generated approach leads to empowerment and helps kids become more accountable for their learning. Once the circle is completed, students are asked to reflect upon what they have learned with the teacher. This process draws heavily on the reflective learning cycle of Dewey as refined by Kolb. It helps children recognize what they have learned, gets them to think critically, and target where they may be having trouble. Horne can provide more information <kim\_horne@hotmail.com>.

*Reported by Steve Quasha*

**Hokkaido: June—*Canadian Studies in Japan*** by **David McMurray**. Formally, three active societies promote Canadian Studies in Japan: the Japan Association of Canadian Studies (JACS), the Canadian Literary Society of Japan, and the Japan Association of Comparative Education. Japanese scholars typically study topics such as the Japanese internment during the Second World War, Japanese immigration, Canadian literature, humanities, constitutional law, Quebec, social sciences, and comparative education. As well, approximately 34 universities offer 56 separate humanities and social sciences courses with 100% Canadian content.

Canadian Studies is also a multi-disciplinary academic endeavor. Through Heritage Canada, the Canadian government is trying to promote knowledge of Canadian culture, especially immigration and diversity, by awarding Canadian Studies Program Development Grants, multi-year grants of up to Canadian \$20,000 that provide seed money to assist in establishing multi-disciplinary study programs.

McMurray is the Director of the new Canadian Studies Centre at Kagoshima International University in Kyushu, which opened on April 1, 2005. The Centre was a beneficiary of such a grant, which has resulted in more exchanges with Canadian universities, further motivating the faculty members in their diverse areas of research.

*Reported by Wilma Luth*

**Kitakyushu: November—*Extensive Reading Activities*** by **Ronan Brown**. Brown has designed activities to help EFL students access English books to maximum advantage. Targeting high-level learners, the focus was upon brainstorming, with a variety of worksheets for participants to fill in together and enough background and related information to create a context that could help ground novice readers of English and orient them to the supralinguistic aspects of the texts they read. From this point, the students should be equipped to develop their language further in reading, writing, and speaking skills classes.

While Brown's focus was on specifically implementing an effective extensive-reading program to be integrated into the overall language curriculum, most of the activities might also be usefully adapted to support reading as a supplementary activity as well as other kinds of language investigation.

*Reported by Dave Pite*

**Miyazaki: November—*Mini-Conference: Working Together: Making a Difference in Language Education***. The mini-conference was co-sponsored by the JALT Learner Development and CUE SIGS. Invited speakers were Tim Murphey and Chitose Asaoka of Dokkyo University, Saitama, who gave a workshop titled *Creating Classroom Cultures of Intensive Collaboration*. There were six other presentations and workshops by Eunyoung Park, Mutsuko Kanemaru, Mike Guest, Steve Davies, Shingo Morito, and Ellen Head, in both Japanese and English, plus a workshop by the Miyazaki Chapter of UNICEF. Partial proceeds from the conference were donated to

UNICEF. Poster sessions by Mike Nix, Russell Fauss, and Debra Occhi were also held throughout the day.

*Reported by Mike Guest*

**Nagasaki: November—English Language Communication Program Workshop for Teachers** by **Covenant Players**. Jenny, Kurt, and Cathy, members of the Covenant Players, a 300-member strong, worldwide drama theatre group, introduced us to some fun and educational dramatic activities. After explaining the history and mandate of the troupe, they took us through an introduction to drama styles and techniques and the seven points of drama, and then taught us some ice-breaking games, problem-solving activities, and pronunciation activities. All members had fun participating and learned many enjoyable and practical activities to take back to their classrooms.

*Reported by Melodie Cook*

**Omiya: September—Using Magic in the Classroom** by **David Gann**. Gann has been using magic in English lessons for over 5 years and finds that performing magic is a great classroom motivator. Gann demonstrated how teachers of English can use *The Magic Square* and various card tricks to practice simple requests, commands, and questions about common objects and activities such as counting, adding, writing, pointing, opening, closing, and choosing. Gann demonstrated how he incorporates all four skills when teaching these magic-based lessons and discussed the criteria for choosing tricks that are appropriate for the classroom.

*Reported by Karen McGee*

**Omiya: November—Teaching Listening to Low Level Learners & Teaching the Strategies of Speaking** by **Alastair Graham Marr**. Graham Marr discussed problems English learners face in trying to decode spoken English when they move from the classroom to the real world and the role of listening in providing a bridge between the two. Classes where the medium is written English or clearly enunciated dialogues do not adequately prepare students for comprehending spoken English in the real world. Teachers can help prepare students for the uncertainty they will face by focusing on developing their top-down predictive skills and by raising awareness of suprasegmental phonology. Paying attention to how something is

said, not just what is said, helps students develop their bottom-up decoding skills.

Graham-Marr talked about the potentially infinite number of communicative needs an English learner may face. Textbooks cannot possibly cover all situations. The only thing that a teacher can safely predict about students' future communicative needs is that they're likely to face difficulties. Teaching speaking strategies provides the students tools to cope with difficulties. Teaching these strategies within a communicative framework empowers students and helps compensate for their lack of language. Speaking strategies discussed included conversation openers, elaboration, involvement questions, clarification, and asking for repetition.

Graham-Marr has recently written a new speaking and listening text, *Communication Spotlights*, that is designed around these strategies.

*Reported by Cecilia Fujishima*

**Yokohama: December—Introducing Self-Directed Learning to College Students** by **Marc Sheffner**. Marc Sheffner developed a Self-Access in the Classroom course to promote learner autonomy at university levels. Sheffner is dedicated to helping all learners create a worthwhile learning experience emphasizing a personal sense of growth and explains the benefits to his students, who set tangible goals and negotiate grades based on portfolio production. Students in small groups polish self-designated language skills using a wide spectrum of materials including video, songs, textbooks, skits and roleplays, SRA reading kits, and conversation with the teacher.

Sheffner modeled how he and his colleague adapt the course to meet problems as they arise, such as introducing mid-term interviews to identify at-risk students. He shared nitty-gritty details of how he approaches attendance and plagiarism and mentioned the dilemma of being resource manager, conversation partner, and student advisor and counselor. He talked about the importance of building personal relationships with students through interviews, facilitating individually tailored assignments, and instilling a sense of belonging. The slides for Sheffner's presentation are available at his blog <[www.auto-learner.blogspot.com/](http://www.auto-learner.blogspot.com/)>.

*Reported by Renata Suzuki*

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on English education. Applications are open to all denominations. **Deadline:** February 15, 2006. **Contact:** Katsuhiko Kubota, Junshin Girls' High School, Toso 4-22-2, Kagoshima 890-8522.

**Kanagawa-ken**—Eiko Gakuen High School, a private Catholic boys' junior and senior high school, is seeking one or more full- or part-time English language teachers beginning April 2006. **Qualifications:** Applicants must be native-level English speakers with a BA or MA in an English-related field. A teaching license and teaching experience are highly desired. Applicants must currently reside in Japan. Beginner to intermediate Japanese ability preferred. Use of Japanese version of Windows and Excel highly desirable. **Duties:** Solo teaching of 45 students, student assessment, and some faculty meetings. Classes will meet four times a day, three or four times per week, depending on full- or part-time status. **Salary & Benefits:** Payment is competitive with private junior and senior high schools in Kanagawa. Bonuses will be included. **Application Materials:** Apply by email with a resume and brief cover letter describing your teaching experience. They can be either in English or in Japanese. Only selected candidates will be contacted and invited to interview. **Deadline:** Ongoing. **Contact:** <ee@ekh.jp>.

**Kagoshima-ken**—Junshin Girls' High School, a Catholic Mission high school and junior high school and member of the Japan Ministry of Education Super English Language High School (SELHi) program, is seeking an English instructor. **Qualifications:** Applicants should be team players committed to furthering English education in Japan. An interest in the arts is an asset, and a university degree is required. **Duties:** Duties include regular teaching and supporting and developing new programs for the SELHi course. **Salary & Benefits:** Junshin offers housing and transportation subsidies as well as membership in the Mutual Aid Association of Private School Personnel. Salary is to be negotiated at the time of hiring. **Application Materials:** Please send applications in English and Japanese with a photograph, along with a one-page essay outlining your views



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Contact: <conventions@tesol.org>; <www.tesol.org/tesol2006>

**March 19, 2006—The Second Annual Mini Colloquium: Local Research by Local Researchers**, Seisen Women's College, Nagano. The Shinshu ELT Research Group, in affiliation with Shinshu JALT, would like to solicit proposals for our second annual mini-conference. Our objective is to provide a friendly atmosphere in which beginning presenters can share research or conduct a forum and receive feedback that might not be available at the national level. Experienced presenters are also welcome. For more information and updates, see <www.eltresearch.com> or contact <2006miniconference@eltresearch.com>

**Upcoming Conferences**

**February 11–12, 2006—The Japan Association for the Study of Cooperation in Education (JASCE)**, Nerima Elementary School No. 3, Tokyo, Japan. Contact: <asce\_conference2@kurume-u.ac.jp>; <www.jasce.jp/>

**February 16–18, 2006—The Southern Conference on Language Teaching & the Florida Foreign Language Association: Languages for Today's World**, at the Double Tree Hotel, Orlando, Florida, USA. Contact: <lynnemcc@mindspring.com>; <www.valdosta.edu/scolt>

**February 25–26, 2006—Second CamTESOL Conference on English Language Teaching**, Phnom Penh, Cambodia. This is a conference for professionals in the field of English Language Teaching and related issues. The conference is organised and will be conducted on a voluntary basis. It is intended to become a self-sustaining conference series based on the professional interests of participants. This conference series will be conducted in English. The 2005 conference was a great success with over 700 participants. Contact: <info@camtesol.org>; <www.camtesol.org>

**March 15–18, 2006—The 40th Annual TESOL Convention and Exhibit (TESOL 2006)**, Tampa, Florida, USA. More than 7,600 ESL/EFL professionals from 96 countries attended TESOL's 39th Annual Convention in San Antonio, Texas in March 2005. Attendees had the opportunity to participate and learn by choosing from more than 900 sessions offered with over 1,674 presenters representing some of the best in the profession. The 2006 conference is expected to be at least equally large. There will also be a doctoral forum.

**April 8–12, 2006—40th IATEFL Annual Conference and Exhibition**, at the Harrogate International Centre, Harrogate, North Yorkshire, UK. IATEFL holds its International Annual Conference & Exhibition every spring, which is attended by around 1,500 ELT professionals from 70+ countries. It involves a 4-day programme of over 300 talks and workshops and, in addition to giving delegates a chance to meet leading theorists and writers and exchange ideas with fellow professionals from all sectors of ELT, it enables them to see the latest ELT publications and services in a large resources exhibition involving around 60 ELT-related exhibitors. The plenary speakers will be Michael Swan, Jennifer Coates, Ryuko Kubota, and Bena Gul Peker. Contact: <www.iatefl.org/conference>

**April 14–15, 2006—Qatar TESOL Inaugural International Conference**, the College of the North Atlantic in Doha, Qatar. The theme is Best Practices in EFL. Contact: <saydelott@qf.org.qa> or <jhoelker@qf.org.qa>

**May 16–20, 2006—The Computer Assisted Language Instruction Consortium 2006 Conference**, at the University of Hawai'i, USA. CALICO 2006 will again feature uses of cutting edge technologies in foreign language teaching and learning with a focus on collaboration. Workshops, presentations, and courseware showcase demonstrations will present information of vital importance to anyone interested in the field of computer-assisted language learning. Contact: <info@calico.org>; <www.calico.org>

**June 2–4, 2006—The 2006 International Symposium of Computer Assisted Language Learning**

National Research Centre for Foreign Language Education, Beijing Foreign Studies University, China. The theme of the conference is Digital and Networked Foreign Language Learning and Teaching. Contact: <celea@fltrp.com>

**June 3–4, 2006—The JALTCALL 2006 Conference: Designing CALL for Wired and Wireless Environments**, Sapporo Gakuin University, Sapporo, Hokkaido. Contact: <www.jaltcall.org>

**June 17–20, 2006—Joint AAAL and ACLA/CAAL Conference**, Hotel Hyatt Montréal, Canada. Nationally and internationally, the annual AAAL conference has a reputation as one of the most comprehensive and exciting language conferences. At each conference new ideas are generated, disciplinary boundaries are crossed, and research is shared about the role of language in all aspects of cognition and social action, including language learning and teaching. The AAAL conference is known for its in-depth symposia and focused workshops on key issues in applied linguistics; sessions on a wide range of research studies, in progress or completed; stimulating and often provocative plenaries; and access to the latest publications via the book exhibit. Last but not least, the AAAL conference is the place for networking, for established and new professionals, and for graduate students. Contact: <carol@iastate.edu>; <www.aaal.org>

**June 22–24, 2006—Far Eastern English Language Teachers' Association 2006 Conference: Best Practice in ELT**, Birobidjan State Pedagogical Institute, Birobidjan, Jewish Autonomous Region, Russia. Contact: <ryanyama@hcc5.bai.ne.jp>; <www.dvgu.ru/rus/partner/education/feelta/Practice.htm>

**June 28–July 1, 2006—Integrating Content and Language in Higher Education (ICLHE 2006)**, Maastricht University, the Netherlands. The conference, organized by ExHEM and Maastricht University Language Centre, will focus on higher education that is delivered in a second or foreign language in a country where the language is not widely used in the local environment. While this often concerns higher education in English in a non-English speaking country, it is not always the case; other languages are also used. The conference aims to address issues that affect institutions in many countries worldwide. Keynote speakers include David Crystal (University of Wales at Bangor), Jeroen van Merriënboer (Educational

Technology Expertise Centre, Open Universiteit), and Scott C. Ratzan (Johnson & Johnson Inc, Brussels). Contact: <www.unimaas.nl/iclhe>

**July 4–6, 2006—The Fifth Pacific Second Language Research Forum (PacSLRF)**, University of Queensland, Brisbane, Australia. The Pacific Second Language Research Forum is a venue for data-based and theoretical papers on areas of basic research in Second Language Acquisition (SLA). Topics include, but are not limited to: SLA in instructed and naturalistic settings, the effects of second language (L2) instruction on the rate and route of L2 development, the role of learner differences (e.g., aptitude, age, personality, motivation) in SLA, competing models of SLA processes, SLA theory construction, the acquisition of L2 pragmatics, bilingualism, the influence of cognitive variables (e.g., memory and attention) on L2 learning and use, the assessment of L2 use and development, and methodological issues in L2 acquisition research. Contact: <m.haugh@gu.edu.au>; <www.emsah.uq.edu.au/pacslrf2006/>

**August 5–6, 2006—International Conference on Japanese Language Education (ICJLE). Japanese Education: Entering a New Age**, Columbia University, New York City, USA. Keynote speakers include Merrill Swain (University of Toronto, specialist in Second Language Acquisition) and Susan Napier (University of Texas at Austin, specialist in Japanese literature, culture, and anime studies and theory). The invited plenary speaker is Yasu-Hiko Tohsaku (UC San Diego) on Japanese language proficiency and assessment. Invited panel topics and organizers include: Articulation (Carl Falsgraf, Hiroko Kataoka), Japanese (Haruo Shirane), Classroom instruction ideas (Patricia Thornton, Ryuko Kubota), Japanese as a heritage language (Masako Douglas, Kazuo Tsuda), K–12 Curriculum Development (Sylvia Acierto, Shingo Satsutani, Kimberly Jones, Ann Sherif), and Second language acquisition (Keiko Koda, Dan Dewey, Osamu Kamada). Contact: <www.japaneseteaching.org/icjle>

### Calls for Papers and Posters

**Deadline: February 10, 2006 (for May 13–14, 2006)—The Fifth Annual JALT Pan-SIG Conference (2006): Authentic Communication: Process and Purpose**, Tokai University, Shimizu Campus, Miho-Shimizu, Shizuoka, Japan. The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas

regarding what makes real communication effective and how we can teach this to our students. It aims to address issues of teacher education, testing, second language acquisition, practical issues, and pragmatics. There are still a few openings for presentation proposals. This conference is sponsored by the JALT Bilingual, Pragmatics, Testing and Evaluation, and Teacher Education SIGs as well as JALT Shizuoka Chapter. Contact: <[www.bsig.org/pansig2006.html](http://www.bsig.org/pansig2006.html)>; <[www.jalt.org/pansig/2006](http://www.jalt.org/pansig/2006)>

**Deadline: February 24, 2006 (for September 29–October 2, 2006)—CLESOL 2006, Origins and Connections**, Pettigrew-Green Arena and the Eastern Institute of Technology, Napier, New Zealand. The Conference Committee invites submissions of abstracts for presentations at CLESOL 2006. The theme of the conference is Origins and Connections: Linking Theory, Research, and Practice. This theme should guide the preparation of submissions. There is a wide variety of work currently being undertaken in language teaching and learning and this range will be reflected during the conference. Particularly of interest is research that is being, or could be, applied in practice. Contact: <[clesol@paardekooper.co.nz](mailto:clesol@paardekooper.co.nz)>; <[www.clesol.org.nz](http://www.clesol.org.nz)>

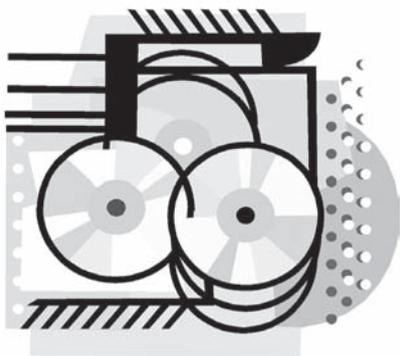
**Deadline: February 28, 2006 (for July 28–30, 2006)—The 11th Pan-Pacific Association of Applied Linguistics (PAAL)**, Kangwon National University, Chuncheon, Korea. The PAAL conference is a forum for academic exchange among scholars and practitioners in applied linguistics and related areas. The conference provides a venue for the dissemination of current research on a wide variety of issues concerning Asia and beyond. Areas of interest include: language acquisition (FLA and SLA), EFL and ESL, materials development, language and culture, pedagogy (language and literature), theoretical linguistics, CALL, psycholinguistics and neurolinguistics, language testing, sociolinguistics, language policy and planning, and text analysis. Invited speakers are Susan Gass (Michigan State University, USA) and William O'Grady (University of Hawai'i at Manoa, USA). Papers will be given 20 minutes for presentation and 10 minutes for discussion and questions. Posters will have 2-hour blocks designated for display and discussion. Contact: <[paalkorea@yahoo.co.kr](mailto:paalkorea@yahoo.co.kr)>; <[www.paal.or.kr/](http://www.paal.or.kr/)>

**Deadline: April 28, 2006 (for November 2–5, 2006)—JALT2006: Community, Identity, Motivation. 32nd Annual International Conference on Language Teaching and Learning & Educational**

**Materials Expo**, Kitakyushu International Conference Centre, Kokura, Kitakyushu, Japan. Our set of communities, identities, and motivations is dynamically changing throughout our lives. These identity shifts and group affiliations do not come suddenly, for they are the work of activities in communities over time. Partly, it's the work of dynamic and caring teachers, and so it's no wonder that teachers love it when students begin to say "I am a user of English," "I am a Chinese speaker," and "German is part of me," as it is a crucial step to competence. Community, identity, and motivation are overlapping and are essential for effective learning. Community affiliation can be one of the greatest motivating factors for learning; indeed, Vygotskian Socio-Cultural Theory is based on the idea that initial learning is created socially and then internalized to the personal. In communities we become aware of the world and certain choices socially. Socially, we have role models who we learn from and who help construct our identities. We also learn to be motivated by the things that seem to matter to the people around us. So to JALT professionals we might ask: Who are you asking your students to be in your classes and how do you do it? What groups do they identify with and to what end? What kind of a classroom community are you asking them to participate in and how? What are their motivations and how are those related to their communities and identities? How can you as a teacher use this information to help you understand them and help them learn more effectively? As teachers and researchers, we may want to take these questions to our students and colleagues and let their voices ring in our presentations in 2006. Contact: <[www.jalt.org](http://www.jalt.org)>

**Deadline: June 16th, 2006 (for October 7–8, 2006)—Teacher Ed SIG and Okayama JALT Conference on Professional Development in EFL Teaching**, Okayama University, Okayama. There are a number of stages in the professional development of language teachers. These can range from initial teacher training to being a novice teacher to the transition to an experienced professional. The conference will provide opportunities for practical workshops to examine how teachers can approach some of these life stages and more formal presentations for teachers to share their research, or simply share their stories and experiences of career development. Topics could include: getting qualifications, working with colleagues, leadership, time-management, dealing with stress, and maintaining motivation. Contact: <[www.jalt.org/teach](http://www.jalt.org/teach)>

# Publications available from JALT



*JALT Publications*

*browse • search • learn*

## *The Language Teacher*

- ▶ *The Language Teacher: Back Issues.* ¥500 per copy (if available)
- ▶ *Millennium TLT: Volumes 23 & 24 (1999-2000) CD-ROM.* ¥500.

## *JALT Journal*

- ▶ *JALT Journal: Back Issues.* ¥500 per copy (if available)

## *Conference Proceedings*

- ▶ *On JALT2004: Language Learning for Life CD-ROM.*  
Proceedings of the 30th annual JALT conference. ¥500.
- ▶ *On JALT2003: Keeping Current in Language Education CD-ROM.*  
Proceedings of the 29th annual JALT conference. ¥500.
- ▶ *On JALT2002: Waves of the Future CD-ROM.*  
Proceedings of the 28th annual JALT conference. ¥500.
- ▶ *On JALT99: Teacher Belief, Teacher Action CD-ROM.*  
Proceedings of the 25th annual JALT conference. JALT Members: ¥500.

## *Other Publications*

- ▶ *JALT Applied Materials: Second Language Acquisition Research in Japan.*  
15 articles on the state of SLAR in Japan. ¥500.

## *Ordering*

To Order: Use the postal cash transfer form at the back of this issue of *TLT*. Write the title in the "Other" line. Credit card payment also accepted. Domestic and Overseas orders may be made by VISA or MasterCard. There is an additional ¥500 shipping and handling charge for overseas orders. Visit <[www.jalt.org/main/shop](http://www.jalt.org/main/shop)> to download an order form, or please contact:

JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku,  
Tokyo 110-0016 JAPAN  
TEL: 03-3837-1630; FAX -1637  
Email: [jco@jalt.org](mailto:jco@jalt.org)

Coming soon on CD-ROM

### *JALT Applied Materials: Classroom Materials*

Release dates to be announced. Watch *The Language Teacher* for details.

*Windows and Macintosh compatible. Requires Adobe Acrobat Reader 4.0 or later, Acrobat e-Book Reader, or PDF compatible word processor.*

# Old Grammarians . . .

...by Scott Gardner <old-grammarians@jalt-publications.org>

## My Printed Legacy



**P**EOPLE OFTEN remark that I have an impressive collection of English resource books in my office. In response I usually feign diffidence and offer some kind of affected reply like, “Well, it’s more than I know what to do with, really.” What I don’t tell them

is that I never collected the books; I inherited them. Over the years former teachers in my department have successively dumped their unwanted books on a shelf in the office that is now mine, while they themselves have moved on to larger offices in larger countries. Most of the books have no more value to me than the outdated sumo roster that was hanging on my wall for three years—which, by the way, has finally been replaced by a colorful graphic that a student of mine made for her presentation on methane gas emissions in New Zealand (the sheep in the drawing looks genuinely ashamed).

The books I have actually sought out and collected myself are on a shelf of their own, guarded and churlishly stamped with my own personal “*sukotto*” stamp. They include my cherished reprint of *Semantic Mechanisms of Humor*, *The Complete Book of Sick Jokes*, *The Trials of Lenny Bruce* (with bonus CD!), and my latest addition, *The Seinfeld Scripts: First and Second Seasons*. All those hand-me-down SLA books are window dressing, and I keep them by the door precisely to steer people away from the ones that matter to me.

Which brings me to a nagging question. How many copies of *The Grammar Book* by Celce-Murcia and Larsen-Freeman ought an English teacher to have? I’ve got two and I was thinking of getting another for the east wall of my office, a little closer to the window. I envisioned its

brilliant white cover beaming in the afternoon sun. But then a few months ago, in a colleague’s office, I noticed a copy of *The Grammar Book* that wasn’t white but a rather plebeian *light blue*. The sight has inexplicably turned me off to the whole idea. Maybe I’ll just give up and hire a librarian to come in and redo the entire room.

On occasion I do let students borrow my treasured books. The one they are usually drawn to is a Japanese book with a title that translates roughly into *Life-Saving Puns*. It’s a situational guidebook with a choice of responses, akin to *Mad Magazine’s* “Snappy Answers to Stupid Questions.” For example, if you and your friends meet a glowing space alien on a lonely road, one of your options for a clever rejoinder is, “Now let’s not jump to conclusions. Who knows, maybe he’s just a *Regulus* guy!” (All right, I made that one up, but I don’t have enough column space to explain the Japanese ones.)

One other resource that often gets borrowed from my office is *Deep Blues* by Robert Palmer. (I’m not counting all the times my *Simpsons* DVDs have been borrowed because I don’t think students are using them for research purposes.) The explanation for this could be that I tend to haul it out whenever someone comes into my office asking about studying English through songs, and all they can come up with by themselves is the Beatles and the Carpenters, as if all Western music were composed of one song entitled “Imagine We Were Letting It Be on Top of the World Yesterday (Once More)”. Such students quickly get an earful from me, strapped to their seats Ludovico-style and forced to endure me playing my acoustic guitar with my teeth and singing “Boogie Chillen” with a katakana accent. If only I had the same passion for EFL that I have for music: “Have you got *The Grammar Book* yet? That was their White Album for sure!”

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会(APA)スタイルに基づき、スタックリストページにある各コラムの編集者まで締め切りを留意して、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となります。

## 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 sub-headings (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、結論などの独自性で評価されます。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。最初のページに一番上(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想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、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-editor.

**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-editor.

**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 1,000 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、テクニックや教案が再利用できるように紹介するものです。1,600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、著作権にはお気を付け下さい。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
- 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方法に触れ、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: 15<sup>th</sup> of the month, 1<sup>1/2</sup> 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ヶ月後になります。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 on-

line 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: 15<sup>th</sup> of month, 2 months 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できます。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日までで、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: 15<sup>th</sup> 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。締め切りは、毎月15日で、2か月前までに、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 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. 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 300 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、発表者名、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、ご注意ください。

**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: 15<sup>th</sup> 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: 15<sup>th</sup> of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences. Send as an email attachment 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。

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## 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2000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*—bi-annual 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
- Teaching older learners

- 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、中高年語学教育、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 for Teachers of English
- PAC—the Pan Asian Conference consortium
- TESOL—Teaching of English to Speakers of Other Languages

## Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員 (日本にある大学、大学院の学生): ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員 (5名以上を対象とし、JALT出版物は5名につき1部): 1名6,500円

For more information please consult our web site <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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