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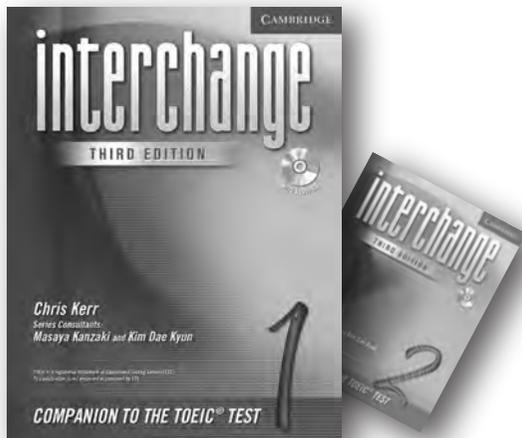
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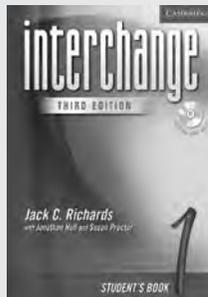
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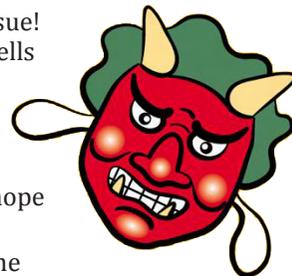
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## In this month's issue . . .

**W**ELCOME to the *TLT* February issue! The Throwing Beans Festival tells you that spring will come soon, and on Valentine's Day you will give sweet chocolate to your friends. In this issue, as usual, we have useful articles for your classroom and research. We hope you find them informative.



In the Feature, **Atsushi Iida** argues for the application of weblogs in the classroom, suggesting they are effective in developing learner autonomy and promoting successful collaboration in online communities. In the Readers' Forum, **Fumie Togano** uncovers gender imbalances in some high school textbooks and argues they should be improved despite exhibiting a certain degree of awareness of gender issues and gender neutral expressions. **Masataka Kizuka** describes how English language education was incorporated into the Japanese primary school system. You can find two practical teaching ideas in My Share: **Ben Shearon & John Wiltshier** write about recorded speaking tests and James A. Miller shows how to get students to speak up more in class. In Book Reviews, *My First Passport* is introduced by **Tanja McCandie** as a textbook suitable for preparing teenagers for home stays and school trips abroad.

In the lunar calendar, the New Year starts from February. Snow will start to melt and the beginning of the academic new year will draw closer as students graduate in March. In *TLT*, we will continue to work to bring you practical, high quality content and continue to work to improve the publication just as our students graduate and move on to bigger and newer adventures.

*TLT* Japanese Editor  
Mihoko Inamori

**T**LT 2月号によろそ! 節分の到来は春の訪れを告げ、バレンタインデーには親しい人にチョコレートを渡したりもするこの季節が参りました。

今月号でも、たくさんのスタッフが皆様の学究活動に役立つ記事を寄せています。何らかお役に立てましたら幸いです。

Feature では Atsushi Iida が言語教育へのウェブログの導入について述べています。その学習者自律に関する効用と、インターネット上のコミュニティにおいて共同作業がどの様に機能していくのかについて示唆しています。Readers' Forum では Fumie Togano が、高等学校の教科書の記述には男女間の不均衡があると述べ、中立的な表現や男女平等を扱うもの



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もあり一定の評価はできるものの、まだ改善すべき点も多いとしています。Masataka Kizuka は、日本の小学校における外国語活動(英語)の導入について述べています。

*My Share*では実用的なアイデアを2つ紹介しています。1つはBen Shearon と John Wiltshier によるスピーキングテストを録音するというアイデア、またもう1つは、Jamar A. Miller によるクラスで学生にもっと発言をさせるアイデアです。Tanja McCandielは、10代向けの外国でのホームステイや学校の修学旅行のテキストとして、'My First Passport'を Book Reviews にて紹介しています。

太陰暦では2月がお正月です。やがて雪解けの時を迎え、来月教え子たちが卒業した後には、新しい学年の到来を感じられることでしょう。

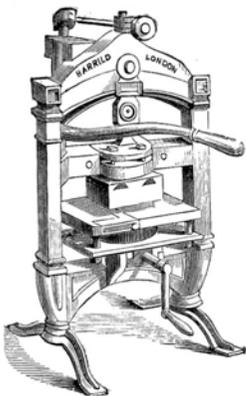
TLT では、教え子たちがより大きな新しいステップへと踏み出すと共に、より実用的且つ質の高い内容をお届けするために、日々益々研鑽を重ね、精進致して参りたい所存です。

TLT日本語版編集長  
稲森 美穂子

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# Research in weblog pedagogy: Blogging and developing learner autonomy in a JFL context

## Keywords

weblog, blogging, learner autonomy, collaboration, foreign language teaching

Technology has provided teachers with additional environments for language teaching. A recent trend is the application of weblogs to teaching practice. This technology enables teachers to ask how weblogs, which have been primarily used for personal purposes, can be applied to teaching, especially language teaching. This paper reports on a case study using weblogs throughout a semester in a language course in a Japanese as a Foreign Language (JFL) context in the United States. The main purpose of this study was to examine the relationship between the application of weblogs and learner autonomy. To achieve this, the effectiveness of weblogs in developing learner autonomy and the success of collaboration in an online community were investigated.

近年、言語教育の場でウェブログ（以下、ブログと略）の活用が注目されている。しかしながら、主として個人的な目的で利用されているブログの性質を考えると、はたして言語教育の場においてどこまで活用できるのか、その点については議論の余地がある。本稿の目的は、ブログと学習者の自律心育成の相関関係を明らかにすることにある。具体的には、アメリカの大学において、言語教育の一環でブログを導入した日本語クラス（JFL）の実態を追うことで、学習者の自律心育成にブログがどのような影響を与えるのか、さらにはインターネット上でのコミュニティーにおいて学習者間の共同作業がどのように機能していくのかについて議論していく。本稿は、実例を通じて、外国語教育においてブログがプラスの役割を果たし、言語教育において大きな可能性を秘めていることを示唆するものである。

## Atsushi Iida

Indiana University of  
Pennsylvania

**M**ANY students are motivated to learn a foreign language but do not know how to develop language proficiency. Teacher-centered pedagogy and limited chances to use the target language (TL) complicate the situation. Often textbooks are the primary mediator between students and the TL in and out of class, and this limitation restricts students' communicative competence. A potential solution to these difficulties is learner autonomy. Autonomous learning refers to students who can use learning strategies for their own goals and willingly take responsibility for their language learning (Wenden, 1991).

One way to develop students accustomed to autonomous learning is through technology. Weblogs, where people post their ideas and receive comments from other users via the Internet (Wang & Fang, 2006), have provided new possibilities in foreign language teaching, and using the technology offers an alternative way to potentially foster self-directed students. Writing weblogs can motivate students to read, write, and conduct research (Oravec, 2003).

This paper explores possibilities for using weblogs in teaching a foreign language, and offers suggestions for how teachers can incorporate the technology into their classroom.

## Learner autonomy and collaboration

Learner autonomy was first identified as "ability to take charge of one's own learning" (Holec, 1981, p. 3). Since then, other researchers have developed their own definitions reflecting a new perspective: Autonomy can be fostered through social components (e.g., Holliday, 2005; Lee, 1998). Here, autonomy does not refer to teacher independence, but teacher-learner interdependence. Social significance is key to developing learner autonomy (Little, 1996). Holliday (2005) used the term *social autonomy* to argue the significance of language learners being constantly critical and aware of the social influences and implications of their learning. Benson (2001) also argued that learner autonomy should be incorporated with social and cooperative learning. In short, autonomous language learning does not mean learning by oneself. Interaction and collaboration assist learners to develop their language skills leading to greater autonomy.

Lee (1998) reported on a self-directed learning program in a Taiwanese university and revealed that self-directed learning promoted independence in learners being able to take increasing responsibility for their learning, but collaboration was a crucial factor to promote learner autonomy. More specifically, collaboration with the instructor (e.g., teacher counseling) or with peers (e.g., collaborative learning) was effective for helping students to become more self-directed. It is important to note that promoting autonomy did not mean reducing teacher initiative. Rather, providing the necessary supportive circumstances was the key to developing student capacity and willingness to become responsible for their own learning. Moreover, Cotterall (1995) reported on a case study of developing course strategies for learner autonomy in an EAP course at a language institute in New Zealand, emphasizing the importance of learners talking about learning. More specifically, engaging in dialog about the learning process between learners and the teacher was essential to foster learner autonomy. In this way, teacher support was crucial to encouraging students to be self-directed.

### **Collaborative learning in weblog pedagogy**

Collaboration in weblog pedagogy has certain implications. In terms of developing social skills, collaborative learning helps students learn how to efficiently work with peers through communication and conflict management. Peer interaction expedites learning (Wang & Fang, 2006). From a different view, untalkative students may feel more comfortable engaging in learning via weblogs. Since their interaction is online, they do not have to communicate face-to-face. More importantly, collaboration via weblogs provides students with opportunities to self-regulate their learning (Baggetun & Wasson, 2006).

Baggetun and Wasson (2006) reported on the applicability of weblogs to help learning in terms of self-regulated learning (SRL) by illustrating various aspects of students' blogging and their relation to SRL. The first finding was that blogging supported SRL in various ways as it provided (a) a means for reflecting on a topic, (b) a way to invite and initiate conversations with other students, and (c) a tool to build personal knowledge by linking with others' comments or relevant learning resources. The other finding was that SRL via weblogs was not limited to the individual. The technology made students aware of their metacognitive knowledge and provided them with insight into what others were thinking about and what issues they struggled with. This aspect of weblogs provided a powerful tool for

“collectively developing a conceptual understanding of a topic” (Baggetun & Wasson, 2006, p. 469).

Studies on collaboration through weblogs in language teaching have been increasing. Wang and Fang (2006) reported on a rhetoric and writing class at a Taiwanese university. In the study, weblogs were used to facilitate the skills for users to articulate their own learning, reflecting on it, and engaging in discourse with other learners. The findings were that collaboration via weblogs was useful for encouraging positive interdependence among learners in groups to accomplish shared goals, and that online communication promoted autonomous learning among the students.

In addition, Jones (2006) described one use of a weblog in an ESL writing class. The study determined that the application of a weblog positively affected the development of students' writing skills and more specifically reading peer comments allowed students to develop their ability to criticize each other's writing. In this way, weblog-based pedagogy has provided a new environment in language teaching and has positively affected language learning.

The focus of the current study is to examine the relationship between the application of weblogs and learner autonomy in a JFL context in the United States. Specifically, two questions will be addressed:

1. How well does collaborative learning work, including collaboration between an instructor and students, and collaboration among students?
2. How does the use of weblogs encourage students to be more self-directed?

### **Method**

Weblogs were used in a JFL course offered at Indiana University of Pennsylvania. As stated in the course syllabus, students were required to (a) post journal entries to their weblog every week (some students kept diaries of what they had done in a week or what they were going to do in summer vacation while others wrote new Japanese expressions or new grammar structures which they studied through their Japanese conversation partners or on Japanese-learning websites), (b) visit peer weblogs and read the entries, and (c) outside of the classroom leave comments for other students in their assigned groups. The purpose of using weblogs, therefore, was for students to become more self-directed and to increase social interaction using Japanese.

At the beginning of the semester, weblogs were created by employing a free online service <http://wordpress.com>. The instructor also created his own weblog <http://iidaatsushi.wordpress.com/> to share general information, and every student's weblog was

linked there. As a result, both the instructor and students could go back and forth between the weblogs.

### Participants

Participants were ten students (nine US Americans and one Korean) who had at least one and a half years of Japanese learning experience before taking the course. None had studied in Japan.

### Data collection

Data were collected twice: at the midterm and end of the semester. The first data consisted of student oral and written responses in teacher-student conferencing and in a self-reflection form (see Appendix A). Conversations during conferencing were not audio recorded because conferences were held during class and the main purpose of conferencing was to give students advice and suggestions to better achieve their personal goals through the activity. The second data collection was conducted with 12 questions using a five-point Likert scale (see Appendix B).

### Data analysis

Participant responses were quantitatively and qualitatively analyzed. The participant responses to Likert scale questions were on a scale of 1 to 5 (1: strongly disagree, 2: disagree, 3: not sure, 4: agree, 5: strongly agree), which allowed computation of mean values and standard deviations. Participant reflections of their learning were analyzed qualitatively to examine how weblog-based independent learning had

worked to develop the students' Japanese proficiencies and what kinds of problems they encountered.

### Results

#### Quantitative approach: Questionnaire

Tables 1 and 2 indicate the results of the questionnaire. All questions scored more than 3.2 out of 5 points in mean values, suggesting the respondents were positively disposed towards using weblogs.

Table 1 shows participant perspectives of the application of weblogs to their individual learning. In terms of self-directed language learning, a weblog-based journal seems to help participants achieve personal goals ( $M = 3.8$ ,  $SD = 1.03$ ), and the students feel it is an effective way to improve language skills ( $M = 4.0$ ,  $SD = 1.15$ ). More significantly, it encourages students to be autonomous ( $M = 3.9$ ,  $SD = 1.10$ ). In this way, a weblog-based journal may have positively influenced learning.

Table 2 demonstrates the participant perspectives of collaboration through weblogs. Participants saw collaboration as necessary for improving their Japanese skills ( $M = 4.3$ ,  $SD = 0.63$ ). Almost all the participants considered the instructor's feedback helpful for learning ( $M = 4.3$ ,  $SD = 0.63$ ). By contrast, half of the participants did not agree that their classmates' comments were beneficial to raising language awareness. This indicates some students felt peer comments were useful but others did not. Additionally, many participants were not sure whether their comments to peers were useful in raising language awareness ( $M = 3.2$ ,  $SD = 1.16$ ). In summation, the

**Table 1. Participant perspectives on weblog-based individual learning (n=10)**

Question items	Mean	Std deviation
1-1. Keeping journals using weblogs is useful for improving my Japanese skills.	4.0	1.15
1-2. Weblog-based journal can allow me to become a self-directed learner.	3.9	1.10
1-3. Weblog-based journal entries help me achieve my individual goals.	3.8	1.03

**Table 2. Participants' perspectives of collaboration through weblogs (n=10)**

Question items	Mean	Std deviation
2-1. Reading peers' weblogs is beneficial to develop Japanese skills.	3.8	1.14
2-2. Instructor's comments on my journal are helpful for my Japanese learning.	4.3	0.63
2-3. Peers' comments are beneficial to raising language awareness.	3.2	1.48
2-4. My comments are beneficial to make my peers raise language awareness.	3.2	1.16
2-5. Collaboration is necessary in developing my Japanese skills.	4.3	0.63

data indicate participants realized the necessity of collaboration in learning, but they were not sure exactly what approaches were effective.

### **Qualitative approach: Self-reflection and interview**

Participants' self-reflection forms provided information on how well collaborative learning worked. Participants had both positive and negative comments regarding peer responses. Positive comments included:

- Mistakes can be seen and opinions can be shared.
- I can find out lots of interesting sources and examples in my classmates' weblogs.

Negative comments included:

- If peers' entries don't have anything interesting to share, it's hard to comment on their entries.
- It rarely gives me enough motivation to react to responses.
- I don't get anything out of writing and reading peer comments.
- People don't seem to respond very often.

These quotations show using weblogs provided participants with opportunities to work collaboratively, but did not necessarily motivate them to give peer feedback.

### **Discussion**

One interesting finding from this study is that, as previous studies have reported (e.g., Cotterall, 1995; Lee, 1998), collaboration is an important factor to foster learner autonomy. Nine out of 10 participants emphasized the significance of peer response to develop their Japanese skills. However, collaboration with the instructor was more important than with peers. Participants were inclined to consider instructor feedback crucial to learning the correct forms of the language as well as to understanding how their entries made sense in terms of pragmatics. The instructor's feedback consisted of pointing out grammatical mistakes, and giving students correct forms and other possible usages, and leaving questions relevant to their entries in order to maintain an online conversation with students. Participants said the interaction with the instructor was the best way to access authentic Japanese, so they regarded instructor comments as meaningful to learning. This is similar to a finding in Cotterall's (1995) study that collaboration between instructor and students is essential for promoting learner autonomy. Autonomy, therefore, does not refer to independence from teachers (Lee, 1998). Rather, teacher feedback and support are necessary to promote autonomous learning.

In contrast, participants felt feedback from peers was not so useful to improve their language skills. First, participants did not know how to give feedback. Second, such comments as "I like your entry" or "Your entries are really useful" were not helpful. Third, few participants responded to peer weblogs from grammatical and pragmatic viewpoints.

Perhaps a successful approach for collaborative learning is to clarify the purpose of activities. In Wang and Fang's (2006) study, for instance, the goal of collaborative learning via weblogs was for each group to submit a research paper by discussing and developing ideas in the group. In short, a collaborative approach was used for a group project. In contrast, the primary purpose of individual learning in this Japanese class was for students to achieve personal goals, not to produce something through collaboration. That is perhaps why some participants did not value receiving and giving comments. As a previous study argued (Lee, 1998), collaboration is a prerequisite for fostering learner autonomy, but participants are not motivated to engage in peer response if doing so is difficult or not relevant to achieving goals. Regardless of whether participants gave and received comments on their weblogs, many emphasized the significance of collaboration (specifically, the importance of being a member of the online community).

The other finding in this study is that participants generally had positive attitudes towards weblog-based individual learning. Six out of ten were satisfied with this type of journal entry and they reported that using weblogs motivated them to study Japanese. In a teacher-student conference, they mentioned that weblog-based journals are better than paper journals for these reasons:

- Using weblogs allows participants to combine media with their Japanese learning.
- It enables them to read peer journals.
- It provides easier access to study Japanese (participants do not have to bring textbooks or dictionaries everyday; they can access web resources).

They believed these features of the technology develop their motivation to study Japanese outside class, and can allow them to become autonomous. Eight participants agreed that using weblogs allowed them to be self-directed learners, and nine stated that the application of weblogs was effective for improving their Japanese skills. In addition, eight said that weblog-based journal entries helped them achieve personal goals. These results indicate participants believe using weblogs is effective in this context, not simply because it provides additional opportunities to study the language, but because it encourages them to be autonomous.

Participants were able to develop an awareness of the nature of weblogs and realize the usefulness of the technology in their own learning. The following comment shows an individual's success in Japanese learning:

The blog is a great way for keeping a Japanese learning journal. I thoroughly enjoyed making the blog entries every week. I truly hope that we will continue to use blogs, as opposed to paper journals, in Japanese V. I also think the weblogs are much better way for others to see my progress and get tips in Japanese...

## Conclusion

The aim of the current study was to examine the relationship between the application of weblogs and the development of learner autonomy. The results of the study support that using weblogs positively affects student perceptions of language learning, and that the technology can be applicable to a JFL context.

Weblog-based individual learning can assist learners to become self-directed and help them develop their language skills. In terms of collaboration, reading peer weblogs in particular encouraged students to learn Japanese. In other words, the application of weblogs provides students with opportunities to reflect on their learning styles, which is essential to promoting autonomous learning. Additionally, collaboration between instructor and students helps students develop language proficiency. From this point of view, the nature of weblogs in educational settings is, as Fiedler (2003) described, "a reflective conversational tool for self-organized learning" (p. 1).

To better use weblogs for language teaching, further research needs to be conducted regarding how well collaboration among learners works. This study indicates that collaboration was an important approach to learning, but learners needed to know how to give peer feedback. From this viewpoint, learner training on how to give feedback may be necessary for successful collaboration. Thus perhaps language teachers should train students on how to provide feedback and what kinds of comments are helpful.

Weblogs open up new possibilities in language teaching and create additional spaces to teach language by going beyond the classroom context. This study describes just one approach in weblog pedagogy, but the technology can be a powerful way to foster learner autonomy.

## Appendices

The appendices for this article can be downloaded from <[jalt-publications.org/tlt/resources/2009/0902a.pdf](http://jalt-publications.org/tlt/resources/2009/0902a.pdf)>.

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Education**Appeal to MEXT policy making during the review process for introducing English language education into the Japanese primary school system**

There are two purposes to this paper: (1) to clarify problems with the process used to introduce English Language Education as a required course in primary education and (2) to pose some questions concerning the policy-making of the Ministry of Education.

This paper reveals how before English Language Education was approved as a required course in Japanese primary school, academic literature was already discussing that equal opportunities in education and smooth relationships had to be taken into account when transitioning to mandatory primary English Language Education. In addition to warnings regarding equality and harmony, there were warnings that MEXT needed to take into account the need for initial teacher education and continuing in-service education. However, this need for a teacher education framework is a serious problem for which no effective solutions have been disclosed by MEXT. These issues lead us to conclude that MEXT policy making is questionable.

**I. 問題の所在**

本稿の主題は、文部科学省により告示された平成20年版『小学校学習指導要領』において、「外国語(英語)活動」が導入されるに至った経緯から捉えられる問題点を明らかにし、「外国語活動」導入のプロセスに見られる文部科学省行政に対し、問題提起を行うことにある。

本稿ではまず、2007年8月30日に文部科学省中央教育審議会初等中等教育分科会教育課程部会により示された「教育課程部会におけるこれまでの審議の概要(検討素案)」、同年10月末に示された「教育課程部会におけるこれまでの審議のまとめ(中間まとめ)」及び同年11月7日に示された『学習指導要領』改訂に関する「教育課程部会におけるこれまでの審議のまとめ」に見られる外国語活動導入の背景を捉える。それを踏まえ、「外国語活動」が導入される布石となった「総合的な学習の時間」における「外国語会

# 『学習指導要領』改訂プロセスにおける文部科学省行政への問題提起: 小学校における「外国語活動」導入の見地から

**Keywords**

MEXT, Japanese primary school system, English language education

本稿の主題は、文部科学省により2008年3月に告示された『小学校学習指導要領』において、「外国語活動」が導入されるに至った経緯から捉えられる問題点を明らかにし、『学習指導要領』改訂のプロセスに見られる文部科学省行政のあり方に対し、問題提起を行うことにある。

本稿の議論を通じ、今回の『学習指導要領』改訂に際し、「外国語活動」を導入する理由として文部科学省中央教育審議会により言及された「教育の機会均等」及び「中学校における英語教育との円滑な接続」に関しては、いずれも小学校の「外国語活動」新設が決定されるかなり以前から指摘されてきた事項であることが看取された。また、「外国語活動」が実施されるに当たり、すでに危惧されてきている「外国語活動」に関わる教員養成と現職教育という未解決の重要な課題が残された状態であることも、捉えられる結果となった。

話等」が導入される前後の議論を回顧し、その中から今回の「外国語活動」導入に関わっている事項を考察する。その上で、今回の『学習指導要領』改訂における文部科学行政のあり方に、問題提起を行うこととする。

## II. 「外国語活動」必修化の背景

平成20年版『小学校学習指導要領』において、「外国語活動」が導入された背景に関しては、「教育課程部会におけるこれまでの審議の概要(検討素案)」を踏まえた論評が、『毎日新聞』<sup>(1)</sup>に掲載されている。

小学校では高学年で「総合的な学習の時間」を削って英語の授業を始める。(中略)総合学習は検定教科書や点数評価がなく、学校や教員が独自の授業を工夫、考える力や学習意欲を高めることを目的にする。導入前「何をしたいか分かりにくい。例示を」という要望が強く、当時の文部省が「国際理解」「環境」など大まかなテーマを挙げた。その結果、国際理解を名目に英語学習をする学校が相次いだ。(中略)例えば、小学校の英語導入はどうか。大半の学校が総合学習に英語を入れていく現状を承認し、「差がついてはいけない」と一律実施するという。

その1ヵ月後の『毎日新聞』<sup>(2)</sup>には、以下の記事が掲載されている。

### 言語力も重視

異文化への理解やコミュニケーション能力の向上などを目的に、小学校に「英語(外国語)活動」が導入される。すでに9割以上は総合学習の時間を活用、英語活動を実施している。しかし、自治体によって指導内容や時間数がばらつき「教育の機会均等の確保」も導入の根拠とされている。

上記の捉え方は、小学校における「外国語活動」の導入が、文部科学省による「現状承認」と「教育の機会均等」の論理によることを示しており、この捉え方の妥当性は、「教育課程部会におけるこれまでの審議のまとめ」に収束された次の内容から判断され得る。

小学校段階における英語活動については、現在でも多くの小学校で総合的な学習の時間等において取り組まれているが、各学校における取組には相当のばらつきがある。このため、外国語活動(仮称)を義務教育として小学校で行う場合には、教育の機会均等の確保や中学校との円滑な接続等の観点から、国として各学校において共通に指導する内容を示すことが必要である。

「総合的な学習の時間」に行われている「英語活動」は、国が示した学習内容の最低基準である『学習指導要領』に規定がないことが原因となり、学校間格差・地域間格差を生んでいることを、文部科学省自らが認めているのである。

上記の点について、小学校の「英語活動」に関わるこれまでの議論を紐解く時<sup>(3)</sup>、なぜ今になり、文部科学省が「英語活動」に「教育の機会均等」を唱えているのかという素朴な疑問を提起せざるを得ない。すなわち、小学校の「英語活動」に関わる様々な危惧の念は、「総合的な学習の時間」に「外国語会話等」の導入が検討されている時期からすでに示されていたからである。

そこで以下では、「総合的な学習の時間」が導入される

前後に見られた「外国語会話等」に関わる議論を回顧することとする。

## III. 「総合的な学習の時間」導入の前夜

1996年春、第15期中央教育審議会第2小委員会が、小学校における英語教育について、「総合的な学習の時間」などを利用して、英会話に触れる機会を持たせるようにする」という方針を打ち出したことを受け、1998年12月に告示された『学習指導要領』の「総合的な学習の時間」に、「外国語会話等」という文言が盛り込まれたことは、人口に膾炙した事実である。すでに1996年の段階で、文部省(当時)は、小学校における英会話等の導入について、「事実上、ほとんどすべての学校で実施されることになる」<sup>(4)</sup>とする見解を示していた。その見通しが正しかったことは、文部科学省による統計、例えば「平成19年度 小学校英語活動実施状況調査集計結果」において、全国の公立小学校の97.1%が「英語活動」を実施していることが明らかにされていることにより証明されている。問題は、上記の見通しがあったにもかかわらず、前項において指摘した「教育の機会均等」に関わる対策を、1996年の時点からなぜ進めてこなかったのかということである。

小学校の英会話導入が「教育の機会均等」を脅かす危険性があることについては、早くも1996年の時点で、木塚<sup>(5)</sup>が次のような指摘を行っている。

中央教育審議会第2小委員会の方針には、どのような問題点が見出されるのであろうか。第1に、小学校での英会話の内容を、どのように中学校の英語教育の内容と連携させるのであろうか。(中略)教科として導入するのではない以上、学校ごとに扱われる内容にかなりばらつきが出るのが考えられる。このばらつきをどのように調整し、中学校での本格的な英語教育へスムーズに繋ぐのであろうか。また、「事実上、ほとんどすべての学校で実施されることになる」(『日本教育新聞』6月1日)としても、仮に実施しない学校がほんのわずかでもあった場合、中学校英語の開始段階のレベルが生徒によってずれることになり、極端な場合1つのクラスに小学校で英会話を学んだ生徒と学ばなかった生徒が並存し、中学校の英語の授業が混乱することにはならないであろうか。

上記は、「総合的な学習の時間」に扱われる学習内容が、『学習指導要領』において規定されていないため、学校裁量により学習内容が定められることから生ずる学校・地域の状況による格差への危険性を指摘していると同時に、前項で示した「教育課程部会におけるこれまでの審議のまとめ」において述べられている「小学校における外国語活動と中学校における英語教育の円滑な接続」、並びに平成20年版『中学校学習指導要領』において言及されている「小学校における外国語活動との関連に留意し」という内容を、10年以上も先取りし言及している。

また、「教育の機会均等」に関しては、現行の『学習指導要領』が施行された直後の2001(平成13)年10月に木塚<sup>(6)</sup>が、「英語活動」を含めた「総合的な学習の時間」が、社会階層の分化や「教育の不平等化」を引き起こす可能性を、次のように指摘している。

総合的な学習の時間は、教科の時間として設定されていないため、何を教えるか(学ばせるか)は、学習指導要領では定められていない。従って、小学校用学習指導要領では、「国際理解・情報・環境・福祉・健康」が総則で例示されているに過ぎず、学校独自

の判断で自由にカリキュラムを構成することが可能になっており、地域の特性や児童生徒の状況に鑑み、学習内容は学校ごとに設定するのである。(中略)従って、総合的な学習の時間は、教科として設定されなかったが故に、学習指導要領で学習内容が規定されず、そのことにより文化的水準の高い家庭の児童・生徒に有利に働く、言い換えれば家庭における文化資本の差による階層格差を生む結果となる状況が見出されるのである。

さらに、「総合的な学習の時間」に関わって例示された「国際理解に関する学習の一環としての外国語会話等」についても、実施前から共通する懐疑や危惧の念が示されていた。佐藤(p.450)は、1996年、「教科学習」と「総合学習」という二項対立の考え方に起因する問題点を指摘しながら、「総合的な学習の時間」が、「答申の提唱する領域に閉じこもり、情報教育のコンピュータの教育と国際教育の英語教育では体験主義と技能主義に終始」する危険性を指摘している。柴田は、2000年に、「総合的な学習の時間」において扱われる内容に関して、「小学校では国際理解教育として外国語会話の導入まで考えられています。そのため、この時間の真のねらいは何なのかという戸惑いも起っています」(p.223)と述べ、同時期に稲垣は、「総合的な学習の時間」に関して出版されている著作の多くに、「新しい教育課程で『総合的学習』の例としてあげられている国際理解、情報、環境、福祉・健康が主にとりあげられ、総合学習が四つのテーマに限定されていく傾向が認められる」(p.186)と指摘し、佐藤と同様に、「教科学習」と「総合的学習」の二項対立への懐疑の念を表わしている(p.190)。

特に佐藤の予測を裏づけるように、2002年度から開始された「総合的な学習の時間」に「外国語会話等」を実施する学校数は上昇の一途を辿っていった。文部科学省の2003年度「小学校における英語活動に関する意識調査」の結果では、小学校6年生の70.6%、同省の2004年度「小学校英語活動実施状況調査」では6年生の74.1%、2005年度同調査では、6年生の90.3%が「英語活動」の授業を受けている。すなわち、「総合的な学習の時間」が開始されて数年のうちに、全国のほとんど総ての小学校において、「英語活動」が実施されていることは、佐藤や稲垣が言う「答申の提唱する領域に閉じこもり」していることに他ならない。しかも、英語活動の内容を見ると、文部科学省の2007年度「小学校英語活動実施状況調査」では、小学校6年生において、「歌やゲームなど英語に親しむ活動」の割合は97.3%、「簡単な英会話(挨拶、自己紹介)の練習」の割合は96.6%となっており、ここでも佐藤が言う「体験主義と技能主義」に陥っていることが捉えられる。

すなわち、「総合的な学習の時間」の真のねらいに対する「困惑」から、『学習指導要領』に記載された例示を実施することに落ち着いた結果、「体験主義と技能主義」による英語活動が形成され、そこに学校ごとに扱う内容が異なるという状況が加わり、その結果、今回の『学習指導要領』改訂において、「教科と総合」という二項対立を克服し、あるテーマを追究する過程で教科の枠を越えるという本来の「総合的な学習の時間」の主旨を達成することができず、「総合的な学習の時間」の枠組みを出て、「外国語活動」が導入されることになったと捉えることができるであろう。

元来属していた「総合的な学習の時間」の主旨に照らし「英語活動」を考える時、「総合的な学習の時間」に位置づけられることになった「国際理解学習の一環としての外国語会話等」は、英語の「技能」習得を目的としていたわけでも総ての小学校が扱うことを企図していたわけでもなかったはずであるが、結果として英語の「技能」習得にほとん

ど総ての小学校が向かうことになった現状を追認し導入に踏み切ったことは、確かであると言えよう。

以上から理解されるように、『学習指導要領』改訂が行われる10年以上前から、今回の『学習指導要領』改訂に関わって議論の俎上に載ってきた事項に対する視点がすでに提供されていたことに鑑みる時、文部科学行政が小学校の「英語活動」に対してこれまで行ってきた政策の是非が問われることに、疑問を差し挟む余地はないであろう。

#### IV. 新『学習指導要領』施行後における「外国語活動」のゆくえ

2011年度から施行される『小学校学習指導要領』が告示された直後の現時点で、施行後の「外国語活動」のゆくえに対する憂慮の念が、すでに述べられている。

例えば、荻谷剛彦は『毎日新聞』<sup>(7)</sup>の論考の中で、次のように述べている。

「総合」の時間を少々削っても、それほど負担が減るわけではない。さらに国民的合意も条件整備もないまま導入される小学校の外国語活動は、負担増を強いるばかりか、教育格差の拡大につながるおそれがある。基礎基本も、考える力も、外国語の力も、教師に求めるリストは長くなるばかりだ。

荻谷が言う「条件整備もない」という点の一つを具体的に述べれば、「外国語活動」を担当する教師の資質に関する危惧の念に、収束することができるであろう。「外国語活動」は、基本的に担任教師が指導の中心的な役割を果たすことになる。文部科学省は、全国を5ブロック<sup>(8)</sup>に分けた指導主事研修を行い、その内容を全国の小学校のほぼ40校に1校の割合で設置された拠点校における研修を通して普及を図り、最終的には総ての公立小学校の教師に、連続5日間程度の研修を行うことで対応するという政策を立案し、すでに実施している。問題は、このような方法で行われる研修で、「外国語活動」を担当する教師の資質を保障することに事足り得るかということである。

上記の点についても、木塚<sup>(9)</sup>は1996年に、次のような指摘を行っている。

第2に、専科の形態をとらない小学校において、総合学習は、担任教師が担当することになるのであろうが、その場合、どのように教員養成や現職教員の教育を行うのであろうか。(中略)正しい発音やリズム、イントネーションなどの指導は、それ相当の教育を受けていなければ十分な指導は行えない。1つの解決策として、一部の教員養成系国立大学に存在する小学校教員養成課程の英語専修の出身者や、小学校の教員で副免許状として中学校の英語の免許状を持っている者を活用する方法もあるが、「ほとんどすべての学校で実施されることになる」のであれば、それらの人々を利用したとしても数が不十分である。

教員養成並びに現職教育が喫緊の課題であることも、10年以上も前にすでに指摘されていた。その後も小学校における英語活動を担当する教員養成やその資質に関する議論は、松川(1998・pp.23-25, 2004・pp.194-195)にも見出される。しかしながら、今回『学習指導要領』が改訂される現在までの約10年間に、先を見通した準備は行われず、かつ『学習指導要領』改訂を終え、「外国語活動」必修化が決まった現在でさえ、「外国語活動」担当教員の養成並びに現職教員に対する十分な研修の実施等に関わる措置は用意されていない。

特に、新『学習指導要領』における「外国語活動」は、教科ではないという点、すなわち「領域」である点に鑑み、「道徳」と類似的性格を帯びている。「道徳」に関しては、教育職員免許法上で、教員養成課程における「道徳」の指導に関わる科目の履修が義務付けられている。一方「外国語活動」は、先に言及した文部科学省による研修以外の方途、特に小学校の教員養成課程における新たな必修科目の設置等を行われていない。すなわち、公教育、しかも義務教育段階における必修科目として設定されることになっている「外国語活動」を指導する教師に、教育職員免許法上で規定されていない授業科目を一律に担当させることの是非を、どのように説明すれば合理性が得られるのであろうか。換言すれば、教員養成が法制度に基づき行われ、教師の専門性を教育職員免許法という枠組みの中で保障する仕組みを現在の日本が採っていると捉えるのであれば、現状の妥当性をどのように説明することになるのであろうか。

## V. 結語

本稿の主題は、文部科学省により告示された平成20年版『小学校学習指導要領』において、外国語活動が導入されるに至った経緯から捉えられる問題点を明らかにし、今回の『学習指導要領』改訂のプロセスに見られる文部科学行政のあり方に対し、問題提起を行うことであった。

本稿の議論を通じ、今回の『学習指導要領』改訂に際し、「外国語活動」を導入する理由として文部科学省中央教育審議会により言及された「教育の機会均等」及び「中学校における英語教育との円滑な接続」に関しては、いずれも小学校の「外国語活動」新設が決定されるかなり以前から指摘されてきた事項であったことが看取された。また、「外国語活動」が実施されるに当たり、すでに危惧されてきている「外国語活動」に関わる教員養成と現職教育という未解決の重要な課題が残された状態であることも、捉えられる結果となった。

教育が真に国民のために行われるとするならば、「外国語活動」が導入される以前から議論されかつ指摘されてきた事項に対する十分な対応が求められるはずであり、今回の『小学校学習指導要領』改訂のプロセスから捉えられる事項は、今後の文部科学行政のあり方を問い直す機会を与えていると考える必要があるのではないであろうか。

## 注

- (1) 2007年9月1日朝刊「社説 授業増加『ゆとりからの逃走』が始まった」による。
- (2) 2007年10月1日朝刊「教育の森 中教審今月中にも中間まとめ ゆとり『見直し』鮮明」による。
- (3) 「英語活動」の導入に関わっては、早期英語教育の効果に関わる議論や諸外国の外国語教育の動向に関する議論も見出され得るが、本稿が対象とする中心的な事項ではないため、紙幅の関係上言及しないこととする。
- (4) 『日本教育新聞』(1996年6月1日)。
- (5) 『英語教育』(p.91)。
- (6) 「『教育改革』とその問題点」(pp.33-35)。
- (7) 2008年4月4日朝刊「論点 新しい学習指導要領を問う」による。

(8) 北海道・東北、関東・甲信越、東海・北陸、近畿・中国、四国・九州の5ブロックに分けられている。

(9) 『英語教育』(p.91)。

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# So where are the working women? A discussion of gender roles in high school textbooks

## Keywords

writing textbooks, gender roles, gender stereotypes, working women, sexism, Japanese senior high school

This study examines English writing textbooks used in Japanese senior high schools in terms of gender representation. The results show the following gender imbalances: Women are less visible than men, housework and child care are mostly assigned to mothers, working women seldom appear, and men enjoy a wider variety of occupational roles than women. In addition, the topics of cooking and fashion are usually associated with women, whereas work, cars, computers, and sports are often associated with men. Although a certain degree of awareness of gender issues is shown in the sections dealing with gender equality or gender-neutral expressions, gender imbalances still exist in current textbooks and need to be corrected. In order to produce nonsexist textbooks, more efforts should be made to raise awareness about sexism in textbooks and take action against it.

この研究は、日本の高校で使用されている英語ライティングの検定教科書5冊の例文や練習問題の英文を、性的役割分担やステレオタイプの観点から分析したものである。その結果、男性のほうが多く登場する。家事や育児は母親の仕事とみなされている。働く女性はわずかしら登場しない。男性のほうがさまざまな職業についている、という男女間の不均衡が明らかになった。また、料理やファッションの話題は女性と、仕事、車、テクノロジー、スポーツの話題は男性と結び付けられる傾向があることもわかった。現在の教科書には、中立的な表現や男女平等を扱うものもあり、一定の評価はできるが、まだ改善すべき点も多い。男女差別のない教科書を作るためには、この問題に対する認識を深め、意識的に改善の努力をする必要がある。

## Fumie Togano

Hosei Daini High School

**T**HIS study examines gender representation in English writing textbooks used in Japanese senior high schools. These texts contain numerous example sentences and exercises that focus on grammar and vocabulary instruction. Little attention seems to have been paid to the potentially influential explicit and implicit impact these sentences make on students' perception of the world. This study, therefore, is an attempt to explore the messages these textbooks send and is specifically concerned with any sexism in them.

In order to promote the formation of a gender-equal society, the Japanese government established the Basic Law for a Gender-Equal Society in 1999. According to the preamble, "it is vital to position the realization of a gender-equal society as a top-priority task in determining the framework of 21st-century Japan, and implement policies related to promotion of formation of a gender-equal society in all fields" (Basic Law No. 78, 1999). Article 4 in Chapter 1 refers to the possible negative effects of stereotyped division of roles on the basis of gender, and requires that care be taken so that social systems and practices have as neutral an impact as possible on the selection of social activities by women and men.

Studies of sexism over the years in a variety of ESL and EFL contexts have revealed a lack of female referents, women as the object of jokes, and assignment of stereotypical roles to both men and women (Ansary & Babaii, 2003; Hartman & Judd, 1978; Porreca, 1984).

As for English textbooks used in Japanese senior high schools, Nakai (2001) found numerous examples of male dominance, gender imbalance in social status and occupations, and stereotyped gender roles. On the other hand, Pihlaja's (2008) recent analysis of an oral communication text revealed a more or less balanced portrayal of men and women, except in romantic relationships.

This study examines English writing textbooks at Japanese senior high schools and seeks to answer these questions: How are women and men represented in them? Does sexism still exist, and if so, what can be done about it?

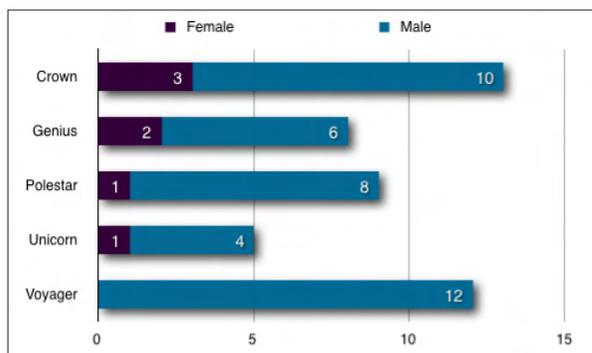
## Method

The five government approved textbooks analyzed in this study were:

- *Crown English Writing New Edition* (Shimozaki et al., 2008)
- *Genius English Writing Revised* (Sano et al., 2008)
- *Revised Polestar Writing Course* (Minamide et al., 2008)
- *New Edition Unicorn English Writing* (Ichikawa, Hestand, Shiokawa, Kobayashi, & Hagino, 2008)
- *Voyager Writing Course New Edition* (Minamimura et al., 2008)

These five were chosen from among 30 writing textbooks published in 2008 mainly because of their availability to the author and because they were a representative sample (based on market share and popularity) of writing textbooks currently in use (*Naigai Kyouiku*, 2008, p. 11).

Figure 1 shows the number of female and male co-authors of each textbook.



**Figure 1. Number of female/male co-authors**

In all of the textbooks, the number of male authors was more than double that of female authors. In *Voyager*, all of the co-authors were male.

Each text was similarly organized, with 20-36 lessons of two to four pages and a specific topic or grammar point to be learned. Exercises included gap-fills, word reordering, sentence completion, and Japanese-English translation. English passages and sample sentences usually had Japanese translation, and more than half of the exercises were translation exercises from Japanese into English.

This study focuses on the sample sentences used to explain grammar points, sentence-level exercises, and additional samples at the end of the textbook (if any). These sentences were chosen as the focal point of analysis because they tend to receive more

attention during typical English lessons in Japan than those found in introductory passages, sample paragraphs, or paragraph-level exercises. In addition, since it is very common to have students memorize these sample sentences, their potential impact and influence on students is greater. Sentences with male or female referents were extracted and divided according to gender. The two groups were then compared to determine how each gender was represented.

## Findings

In all five Japanese high school writing textbooks examined, there were more sentences containing male referents than female referents (Figure 2), a problem previously pointed out in other teaching contexts (Ansary & Babaii, 2003; Hartman & Judd, 1978; Nakai, 2001; Porreca, 1984).

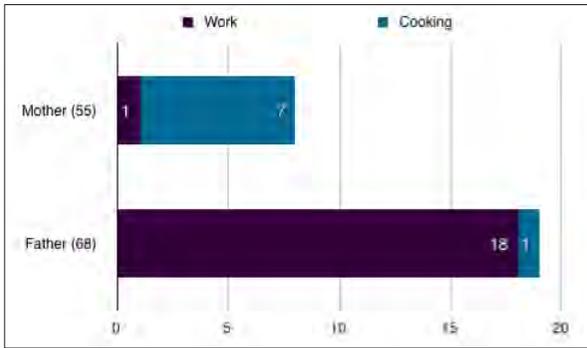


**Figure 2. Number of sentences with female and male referents**

Significantly more male subjects were found, as if some authors used *he* out of habit when constructing the sample sentences. For whatever reason, female subjects appeared far less frequently than male ones in the textbooks reviewed.

Fifty-five sentences contained the words *mother* or *mom*, and 68 sentences contained *father* or *dad*. The number of sentences referring these terms to *work* and *cooking* is shown in Figure 3.

Only one sentence (2%) depicted the mother working outside the home, while 18 sentences (26%) associated work with the father. In contrast, the word *mother* was commonly associated with cooking. Moreover, mothers were portrayed most often at home, doing child care, housework, and such things as calling children to dinner or reading aloud to them. Fathers' contact with children was limited to three occasions: going out, buying something, or driving them to a station.



**Figure 3. Sentences where mother/father is associated with work/cooking respectively**

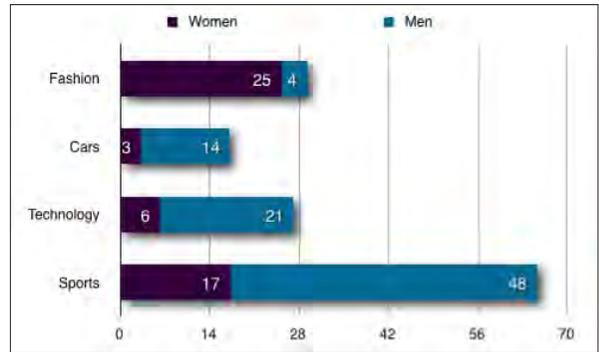
The sample sentences referring to working women and men showed a further gender imbalance (see Appendix A). In these sentences, men drove to work, worked hard to support their families, came home late, traveled or lived away on business, and continued working until retirement age. However, there were no examples of women doing these things. In addition, men were seen holding a wider variety of jobs (see Appendix B). Women were represented in only six jobs: teacher, pianist, actress, film director, nurse, and receptionist. One possible consequence of these depictions is that such gender stereotyping could bias students' views of their future job possibilities (Porreca, 1984).

Some other topics associated with either women or men are shown in Figure 4. For example, cooking was almost exclusively associated with women although professional cooks were mostly depicted as men (see Appendix C). Women were overwhelmingly associated with fashion, while the topics of cars, computers, and sports were represented as the domain of men.

## Discussion

Schools are places where inequities, such as those based on gender, can be challenged and potentially transformed through a better selection of materials that more equally represent various identity groups (Freeman & McElhinny, 1996, p. 261). However, in the Japanese high school writing textbooks examined, women (especially working women) were definitely underrepresented and stereotypical gender roles persisted. As a result, these textbooks may reinforce gender differences and inequalities (Swann, as cited in Freeman & McElhinny, 1996, p. 263).

There were some signs of increased gender role awareness, however. For example, some of the text-



**Figure 4. Number of sentences associated with specific topics**

books had a section dealing with gender-neutral expressions. *Polestar* and *Unicorn*, for example, explicitly told students to use *human beings* instead of the generic *man*, and to use *they* or *he or she* as a pronoun for *everyone*. *Crown* (Shimozaki et al., 2008, p. 28) also explained gender-neutral expressions in a section entitled *discriminatory language*, such as in this example:

- My aunt was a *stewardess* when she was young.
- Her mother was a *policeman* before getting married.

Students were instructed to replace the words in italics with *flight attendant* and *police officer* respectively. It was unfortunate, however, that these sentences portrayed women as people who usually quit in mid-career, which rarely happened with men in the textbooks. It would be more appropriate if students were simply asked to write:

- My aunt **is** a flight attendant.
- Her mother **is** a police officer.

Overall, the sample sentences contained few examples of women in leadership roles, such as *chairperson*, *businessperson*, or *police officer*. Terms such as *doctor*, *professor*, or *winner* also tended to be exclusively male, so despite signs of growing sensitivity toward gender-neutral language, there remains room for improvement.

In some textbooks, examples of lip service paid towards working women or gender equality could be found. For example, the *Women's Working Conditions* lesson in *Genius* began with this sentence: "Today in Japan, most single women and more than half of married women have jobs" (Sano et al., 2008, p. 118). However, this reality was not reflected in the rest of the textbook. In a *Voyager* lesson dealing with gender equality, students were asked to learn expressions for making suggestions. One of the sample sentences was, "Why don't we abandon

the idea that women should stay home while men work outside?" (Minamimura et al., 2008, p. 83). However, this proposal was not supported on other pages of the textbook, where women working outside the home seldom appeared. Another sample sentence from *Voyager* was, "Why not give up the idea that men are superior to women?" However well-intentioned, this sentence seemed to paradoxically emphasize that the idea of male superiority did indeed exist.

It is clear from the findings that the textbooks reviewed do not reflect principles outlined in the Japanese government's 1999 Basic Law for a Gender-Equal Society. In actual fact, there are no specific guidelines concerning gender equality in the textbook authorization criteria set up by the government. As a result, the realization of gender equality in textbooks solely depends on author awareness of sexism and personal efforts to eliminate it.

In order to better implement governmental policy, guidelines for creating nonsexist textbooks should be drawn up. Hartman and Judd (1978, p. 392), with their textbook assessment checklist, provide some examples of possible guidelines:

- Is there a roughly equal quantity of gender-linked referents?
- Are both men and women shown in a variety of roles?
- Are men shown with children, doing dishes, cooking meals, etc?

Once adequate guidelines such as these are set, a system needs to be set into place to ensure they are followed.

Increasing the number of female textbook authors is another good idea. Although women may not always be gender-conscious, more female co-authors may aid in detecting and dealing with examples of gender imbalance. More importantly, an increase in the number of female authors would also constitute an actual demonstration of the Japanese government's already existing commitment to promote gender equality.

Gender stereotyping is widespread, very often occurs unintentionally, and often goes unnoticed (Schmenk, 2004, p. 522). The authors of the writing textbooks examined in this study may well have been unaware that working women and cooking men (for example) rarely appeared, especially as they focused on grammatical forms while constructing the sample sentences. Textbooks play a major role in the Japanese high school EFL classroom (Matsuda, 2002; Nakai, 2001), so it is crucial that authors become more aware of the gender imbalances that currently

exist in their materials. Even if the main purpose of the sample sentences is for practicing grammar points, the messages they send may influence the students' view on gender roles. In addition, it should be remembered that awareness of gender imbalance does not automatically lead to its correction. Gender roles are so deeply ingrained in society that without conscious effort, removing sexism from textbooks will not be possible (Hartman & Judd, 1978). Raising awareness should thus be considered a vital first step and not an end in and of itself.

## Conclusion

This study examined the sample sentences used to highlight key grammar points in five writing textbooks used in Japanese senior high schools in terms of gender representation. The results indicated the following gender imbalances:

- Women were less visible than men
- Housework and child care were mostly assigned to mothers
- Working women rarely appeared
- Men enjoyed much more diverse occupational roles than women
- Cooking and fashion were usually associated with women
- Work, cars, technology, and sports were often associated with men

These findings show that the principles established by the government to promote gender equality are not reflected in these government-approved textbooks. In addition, these textbooks failed to match up with current realities in Japanese society, where many women are already working outside their homes. In order to create nonsexist textbooks, it is first necessary to become aware of current examples of gender imbalance and then make conscious efforts to correct them. Examples of such efforts include establishment of clear guidelines, a means for enforcing them, and adding more female authors.

Note: This is a revised version of the paper orally presented at the Seventh Annual Pan-SIG Conference at Doshisha University, Kyoto, Japan, on May 11, 2008.

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## Appendices

The appendices for this article can be downloaded from <jalt-publications.org/tlt/resources/2009/0902b.pdf>.

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## ...with Myles Grogan & Mark de Boer

<my-share@jalt-publications.org>



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



### MY SHARE ONLINE

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

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

**W**ELCOME to this month's My Share! This month Ben Shearon and John Wiltshier introduce a quick way to administer recorded speaking tests with the help of standard computer recording software that is easy for students to use. Jamar Miller introduces a way to help students learn basic classroom commands that help them become more involved in their learning.

# Administering recorded speaking tests quickly and easily

Ben Shearon and John  
Wiltshier

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### Quick guide

**Key words:** oral testing, speaking tests, computer-based testing, assessing speaking

**Learner English level:** Any

**Learner maturity level:** Any

**Preparation time:** 60 minutes

**Activity time:** One class period

**Materials:** Computers with audio recording software installed (such as *Sound Recorder* on Windows XP or *Audacity*), microphones

### Introduction

Traditionally, oral testing has been an extremely time-consuming process. Interviewing students individually, in pairs, or small groups takes up large amounts of class time or requires students and teachers to meet outside of class. For teachers with large classes, the logistics involved can lead them to give up on speaking tests altogether, and restrict themselves to listening and paper-based tests.

For a class that focuses on oral communication, not to test student speaking may seem illogical and unfair, to say nothing of the missed opportunity to create a positive backwash effect. This article outlines a way to administer and grade speaking tests quickly and relatively easily.

All that is needed are computers with a simple audio recording program installed and some external microphones. *Audacity* (available at <audacity.sourceforge.net/>) is a free, open-source program that can work on any platform (Windows, Mac, or Linux) and offers many powerful and useful features.

If installing software such as *Audacity* is too much of a hassle, another alternative is *Sound Recorder*, a simple **Windows-only program included in Windows XP**. It is designed to record short sound files and can be used to record student speech using an external microphone. The primary advantage of *Sound Recorder* is that it is integrated into Windows and thus does not require any special arrangements or installation. However, one very important limitation of *Sound Recorder* is that it can only record up to one minute at a time. Student replies thus need to be one minute or less for each question.

### Preparation

**Step 1:** Determine one or more prompts that will allow your students to speak for up to one minute. An example of a prompt might be, *Think about a good friend. Tell me about this friend's character*. If prompts are not going to be given orally, prepare a written prompt sheet.

**Step 2:** If students have minimal computer skills, prepare step-by-step instructions on how to use the recording software.

**Step 3:** Create a rubric to grade student replies.

This should be fairly simple in order to speed up marking.

**Step 4:** Book time in a computer lab and notify students of any room change.

**Step 5:** Finally, decide your method of saving the sound files created by the students. A USB thumb (flash) memory is ideal, but be sure it is large enough, as the audio files created can be quite large (up to 2.5MB per minute).

### Procedure

**Step 1:** Determine how many students can take the test at once. Theoretically, only the number of computers limits this, but in practice the larger the group, the harder it is to supervise and make sure that all the students are doing the right thing. It may be worth doing the test with smaller groups the first time, then increasing the numbers as students become more used to the format and procedure.

**Step 2:** Give students the prompts/briefing sheets and give them a few minutes to read.

**Step 3:** Have students turn on their computers, and start the recording software.

**Step 4:** Have students name and save their audio files to their computer by using their name and student number (making it easy to identify them later).

**Step 5:** Start the test. Students speak in response to a question or prompt. After one minute or less, stop the students.

**Step 6:** Continue asking questions or providing prompts.

**Step 7:** End the test. Have students save their audio files and then close down the recording program.

**Step 8:** Save all student-produced sound files (to either your own account or a portable media device).

**Step 9:** Review all the files and grade the students. This can be done quickly if a simple and clear rubric is used. The use of a portable music player, such as an iPod, allows this to be done anywhere.

### Conclusion

This quick and easy speaking test allows teachers to assess students' speaking skills, even in large classes. In our experience, a class of 48 students took less than ten minutes to test and just over an hour to grade. Such an assessment procedure matches classroom practice, creates a positive backwash effect, and is in line with the aims of an oral communication class.

### Useful resources

- Audacity: <[audacity.sourceforge.net/](http://audacity.sourceforge.net/)>
- Help with using *Sound Recorder*: <[www.ccc.comnet.edu/dl/dl-help/help-SoundRecorder.htm#recording](http://www.ccc.comnet.edu/dl/dl-help/help-SoundRecorder.htm#recording)>

## Taking the classroom out of the student

Jamar A. Miller

Fukuoka Institute of Technology

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### Quick guide

**Key words:** classroom management, student involvement, conversation, practicality, making English real

**Learner English level:** Any

**Learner maturity level:** High school and above

**Preparation time:** 30 minutes

**Activity time:** 60 to 90 minutes

**Materials:** One sheet of instructions, CD player

### Introduction

*Tell me and I will forget. Show me and I might remember. Involve me and I will learn.*

Ancient Chinese Proverb

Getting students to speak up more in class is a problem we all face. In order to solve this problem we have to involve our students in the learning process. We have to show them that what they learn is practical and can be used immediately in class. The following activity is designed to incorporate this teaching philosophy, one that counts each and every word spoken in class as a victory. It is also a classroom management technique that can be incorporated into any lesson plan throughout the year. The only time it becomes the lesson's focus is in the very first class in which you implement it. In general, this will take 60 to 90 minutes to accomplish with a class of 15 students. Since your entire year is built around this first lesson, there is no need to rush.

## Preparation

Make a handout containing the following classroom English requests:

- \_\_\_\_\_ could you open your book up to page \_\_\_\_\_?
- \_\_\_\_\_ could you say that again please?
- \_\_\_\_\_ could you read that again please?
- \_\_\_\_\_ could you play that again please?
- \_\_\_\_\_ could you go to the front/back board?
- \_\_\_\_\_ could you say that louder/slower please?
- \_\_\_\_\_ could you play that louder/slower please?
- \_\_\_\_\_ could you read that louder/slower please?
- \_\_\_\_\_ could you take a seat?
- \_\_\_\_\_ could you play the CD?
- \_\_\_\_\_ could you write \_\_\_\_\_?
- \_\_\_\_\_ could you take one and pass this around?
- That's a wrap.

## Procedure

**Step 1:** Have students make a name tag to sit on top of their desk (for everyone's benefit).

**Step 2:** Introduce the handout and tell students they should bring it to class every week.

**Step 3:** Have students write the names of classmates they choose in the blank spaces at the beginning of each request.

**Step 4:** Pick student volunteers to practice the requests. Use your fingers to indicate which requests you want said. For example, if you hold up three fingers, the volunteer should say, "... could you read that again please?" Continue like this until all of the requests have been demonstrated.

**Step 5:** End the demonstration with the request "... could you take one and pass this around." Have all of the students practice this request as they pass the handouts around.

**Step 6:** Test all of the requests with the entire class to check their understanding.

**Step 7:** In subsequent classes, for the remainder of the year, continue using your hands to signal when you would like students to use one of these requests.

## Variations

After six months or so of using the fingers/numbers guide, students may tend to react only to the hand signal and forget the associated words. To avoid this happening, change your signaling system a bit, such as using hand gestures instead of fingers. For example, instead of showing a number one, make a gesture that shows opening up a book. Later on, when the class masters these commands, have the students put away the instruction sheets and not look at them anymore.

## Conclusion

Using this system, students can double the amount of English they use in class, become more confident speakers, and increase their motivation through seeing the benefits of using practical English regularly.

## Appendix

Appendix A: *Classroom Strategies* is available online at <jalt-publications.org/tlt/myshare/resources/0902a.pdf>

*Something is afoot in Language Teaching...*

**LexiPatterns**

*Corpus Software for Making*

*Mono- or Bilingual Worksheets and Tests*

**www.momentum-education.com**

may know how to be  
can know that this will  
and know what it is to



Mac & Win

## ...with Robert Taferner

<reviews@jalt-publications.org>



If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

### BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

This month's column features Tanja McCandie's evaluation of *My First Passport*.

# My First Passport 1 & 2

[Angela Buckingham & Philip Hawke. Oxford: Oxford University Press, 2005, 2006. each pp. 80. ¥2,000. ISBN-13: 9780194575140; ISBN-13: 9780194718004.]

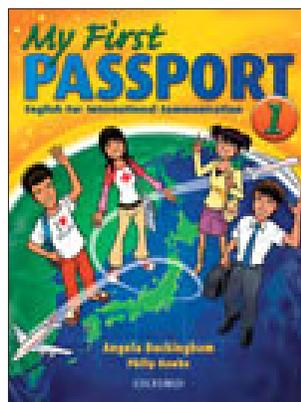
Reviewed by Tanja McCandie, Josei Gakuen

Following on the heels of their very popular *Passport* series, Oxford University Press has published *My First Passport 1* and *My First Passport 2* aimed at junior and senior high school oral communication classes. This series focuses on homestays and school trips abroad for teenagers. The textbooks focus on international communication and language that students may encounter while traveling abroad or meeting foreigners who are traveling within Japan. Characters are the same age as the target users, illustrations are colourful and appealing, and topics and vocabulary are age appropriate. The series covers three skills (reading, listening, speaking) but teachers can easily add in a writing component if needed. Both textbooks are accompanied by a teacher's book, student workbook, and a CD, all sold separately. There is also a free *Passport* website for students to use either independently or during class, offering support in both Japanese and English for tests and activities.

*My First Passport* textbooks follow the standard

*Passport* format. First is a warm-up listening activity, complete with a word list, followed by a key phrase section. This is followed by another listening activity with a short fill-in-the-blanks section that offers pair-work opportunities. Each of the 15 units is closed with an independent thinking activity where students demonstrate what they have learned.

Each unit clearly outlines the communication skills, grammar points, and vocabulary needed to successfully complete tasks listed in the table of contents. However, units do not provide nearly enough support activities to prepare students to complete the tasks. Teachers may find that they need to make extra materials and handouts in order to ensure that students complete the tasks and obtain the communication skills needed to do the final task. With fifteen units in total, four review lessons, and a final game, it may be difficult to incorporate support activities for students and still finish the textbook in one school year.



The teacher's book includes lesson plans, activity suggestions, photocopiable activities, audio scripts, answer keys, and tests (after every third unit). The tests are valid, well written, and fairly assess the students' abilities and skill levels. However, some of the lesson plans in the teacher's book are difficult to implement due to time constraints and

lack of support materials. Varying activities for different skill levels would be a big improvement and would make the series more user-friendly.

The workbook, on the other hand, is wonderful! It includes many great activities and games and constantly recycles grammar and vocabulary in varied activities and tasks that students often find engaging and challenging.

I found that the *My First Passport* series works very well for small, highly motivated, high level classes only. They enjoyed being pushed by the new vocabulary and challenging listening tasks. However, many lower-level students or unmotivated students "shut down" during the first listening task and complained that the listening was too fast and too long. This hindered the rest of the lesson, as activities become progressively more difficult. If students have problems with the foundation listening

tasks, they will struggle with the remaining tasks and be unable to complete the unit to a satisfactory level. Some of my students also complained that the accents on the CD were difficult to understand as various native and non-native English speakers are used (Singapore, Hong Kong, Australia) as opposed to just American or British accents. Of course, teachers are more likely to regard variety in accents as an asset.

The vocabulary level and the speed and length of listening activities were sometimes overwhelming for students and much classroom time was spent replaying conversations numerous times. Assigning pre-study of the vocabulary lists and *My Story* readings for each unit helped combat this problem but, as students did not have a copy of the CD or audio scripts, some listening activities were too time-consuming and some units either had to be abandoned or carried over to the next class. Recycling of vocabulary and grammar is minimal and students often forgot things they had learned in previous lessons. Vocabulary and sentence patterns were quickly forgotten as they did not appear again or not until much later in the textbook. It is vital for students to continuously meet and repeat new

vocabulary (Waring, 2000) in order to remember it and be able to use it appropriately. In the end, aims and goals were not always achieved, vocabulary and grammar points were not always acquired, and the students did not have the preparation and support needed to perform the final task of the unit.

Overall, the workbook and the teacher's book are the main components of the series. Without them, *My First Passport* would be a lot less substantial. If teachers enjoy making extra materials, can go at their own pace, and do not have to finish the book in one school year, this book is highly recommended. However, if you teach at a high school that does not allow such leeway, or has lower-level or less-motivated students, teacher and students alike may struggle to get as much completed as they would like to.

## References

Waring, R. (2000). *The 'why' and 'wow' of using graded readers*. Tokyo: Oxford University Press Japan.

## ...with Greg Rouault

<pub-review@jalt-publications.org>

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

### RECENTLY RECEIVED ONLINE

An index of books available for review can be found at <jalt-publications.org/tlt/reviews/>

\* = new listing; ! = final notice. Final notice items will be removed 28 Feb. Please make queries by email to the appropriate JALT Publications contact.

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

Contact: Greg Rouault

<pub-review@jalt-publications.org>

*Check it Out!* Broukal, M. Boston: Cengage Heinle, 2008/09. [4-level coursebook for 4-skills featuring language, literature, and culture incl. workbook, audio, teacher's edition, teacher resource

book with reproducible activities, *ExamView* assessment CD-ROM, classroom presentation CD-ROM, and professional development program].

- ! *Click, Crown, Team, Club, and Current*. Mary Glasgow Magazines. London: Scholastic, 2008. [5 levels of graded content in magazine format printed 5 times per year incl. CDs, transcripts, teacher's notes, downloadable content, and printable resources].
- ! *Faster Reading*. Malarcher, C., Morita, A., & Harada, S. Tokyo: Seibido, 2007. [3-level reading text incl. CD, unit introduction idioms, and vocabulary glossary in Japanese].
- ! *Global Transformation: Insights into Modern Economy and International Business*. Ishii, T., Yamaguchi, O., Matsumura, Y., Koch, T., & Burrows, L. Tokyo: Seibido, 2007. [Incl. CD, task instructions, vocabulary glossary, and grammar points in Japanese].
- ! *Impact Conversation*. Sullivan, K., & Beuckens, T. Hong Kong: Pearson Longman Asia ELT, 2009. [2-level conversation course incl. CD, online teacher's manual with teaching tips and unit tests].
- ! *Impact Issues*. Day, R. R., Shaules, J., & Yamanaka, J. Hong Kong: Pearson Longman Asia ELT, 2009. [3-level content-based discussion text incl. CD, online teacher's manual with teaching tips, video

clips, and tests].

\* *Present Yourself*. Gershon, S. New York: Cambridge University Press, 2008. [2-level presentation skills coursebook incl. audio CD and teacher's manual with photocopiable worksheets, assessment forms, answer keys, and audio scripts].

\* *Stay Healthy and DNA Stories*. Stapleton, P. Tokyo: Cengage Learning K. K., 2009. [Reading comprehension texts on health and genetics incl. vocabulary notes and teacher's manual with answer key and Japanese translations].

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

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

Contact: Bill Perry

<jj-reviews@jalt-publications.org>

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

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

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

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

## RESOURCES • TLT WIRED

23

### ...with Paul Daniels & Ted O'Neill

<tlt-wired@jalt-publications.org>



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.



As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you would like discussed in this column, please contact us.

We also invite readers to submit articles on their areas of interest. Please contact the editors before submitting.

## Video games for language learning

Paul Daniels

Kochi University of Technology

Countless *Generation Y* youths spend a significant part of their lives in front of a video game screen; however, little is known about the effects of gaming

on knowledge acquisition, and even less about its effects on language acquisition. Traditional games were used to motivate language learners long before the lure of digital media, but today digital video games may be a more likely choice for language learning support. Along with their popularity, video games are also drawing strong criticism. Both television and computers have gone through the same vilifying course that digital gaming is now facing. However, gaming continues to gain steam in the educational sector, and research on educational gaming is intensifying. Several years ago MIT initiated an educational gaming site <[www.education-arcade.org/](http://www.education-arcade.org/)> to support research on educational games. Microsoft is also funding the Games for Learning Institute <[microsoft.com/en-us/collaboration/institutes/gamesinstitute.aspx](http://microsoft.com/en-us/collaboration/institutes/gamesinstitute.aspx)>.

More and more educators as well as parents are eager to promote learning through the use of video games. In Japan, where game hardware saturates almost every household, educational video games, such as Big Brain Academy: Wii Degree and Big Brain Academy for Nintendo DS, have become tremendously popular. A junior high school in Kyoto has also recently completed a pilot study on the use of Nintendo DS games for language learning. The results were quite positive and information on the study can be found at: <[kyotown.com/2007/09/19/nintendo-ds-used-in-english-lessons-in-kyoto-schools/](http://kyotown.com/2007/09/19/nintendo-ds-used-in-english-lessons-in-kyoto-schools/)>

Video games vary considerably in the degree to which they can be adopted for formal learning. After all, gaming is not meant to be structured or controlled but, with some knowledge of the avail-

able game hardware and of the types of games that learners find engaging, teachers may be more inclined to give video games a chance. Digital games can be used to develop a particular language skill or to review content related to a specific curriculum. Simple educational games that employ skills-based, kill and drill exercises can aid in language memory, while more advanced educational games can be used to connect language to images or engage learners in language intensive problem-solving tasks or exploration of new cultures. With guidance from educators, learners may be able to leverage the potential of computer games in language learning environments. The success of video games in education will require not only useful game software but also next generation teaching skills.

Below is a list of game genres, hardware, and software related to video games and language learning.

### Types of games frequently used for language learning

- Adventure and quest games
- Simulation games
- Race against time games
- Memory and problem solving games

### Game hardware/platforms

- Nintendo Wii
- Sony PlayStation
- Microsoft Xbox
- Personal computer (Windows or Apple)
- Web

### Portable game devices

- Sony PSP
- Nintendo DS
- Apple iPod

### Game titles frequently used for EFL learning

**Eiken O (DS)** (“King of Eiken”) introduces 300 Eiken-style questions that focus on listening skills. Users select answers using an answer sheet similar to the one used in the actual Eiken test. The listening has a repeat function that allows users to listen to selected sections for review. The software also includes an interview simulation where users can record their voice during the practice interview for playback. Explanations and hints for taking the Eiken test are also offered.

**Game de eitore (DS)** is a “Game of English training” for children who are just starting to learn English. It involves mostly listening exercises and alphabet

writing. The game introduces 500 vocabulary items and includes listening word games. Users are also able to record their own voice which can be used in an animation.

**Eigo zuke (DS)** is geared towards adult learners who are not comfortable with using English. It is mainly a dictation type game where users listen to English and write what they listened to on the touch panel. The game includes over 1,400 English words and 1,800 sentences.

**Talkman (PSP)** is intended to be a travel aid that can be used as both a translation tool and a language tutor. The software includes a voice recognition engine which, when used with an external microphone, can interpret a narrow set of spoken words and phrases.

**English Lessons with Snoopy (DS)** includes four types of lessons that focus on vocabulary review, spelling, and sentence writing. The main lesson makes use of DS’s touch screen function. Players can explore scenes and select objects within each scene to view their English spelling and listen to their pronunciation. The pronunciation recordings are of a native speaker and the game also includes a 1,000 word dictionary and English training mini-games.

**My Word Coach (Wii, DS)** attempts to engage gamers with vocabulary building exercises such as inserting missing letters from words, typing in answers to definitions, and creating words with letter blocks. The software includes 17,000 English words and, by using the wireless capability of either Wii or DS, up to five players can compete with each other.

**Shin doko demo eikaiwa (iPod)** is an iPod version of the company’s computer software version. The application consists of listening activities, flash cards, and multiple choice questions. The flash card exercises allow users to study 1,200 vocabulary items and the dictation practice is to help learners improve listening and writing skills.

**Ei tango wa oboeru monojoyanai (Windows PC)** contains 3,000 of the most frequently used TOEIC test vocabulary items. Using only the mouse to operate the software, users are able to listen to both English vocabulary items and the associated Japanese translations.

**Arcademic Skill Builders (Web)** is a website that includes a tempting set of arcade-type games for education. The language games include Word Frog, Capital Penguin, Coconut Vowels, Word Invasion, and Verb Viper. While the site is intended for native speakers, EFL learners may also find the games engaging. The games can be accessed for free at: <[www.arcademicskillbuilders.com/](http://www.arcademicskillbuilders.com/)>. Adobe Flash Player is required.

## JALT FOCUS

## ...with Marcos Benevides

<jalt-focus@jalt-publications.org>



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

**JALT FOCUS ONLINE**

A listing of notices and news can be found at:  
<jalt-publications.org/tlt/focus/>

SHOWCASE  
GRASSROOTS  
OUTREACH  
JALT FOCUS  
MEMBER'S PROFILE**JALT Calendar**

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

- ▶ 7 - 8 Feb 2009: First JALT Executive Board Meeting of 2009 will be held at Osaka Gakuin University in Osaka.
- ▶ 24 Apr 2009: Deadline for submissions to present at JALT2009 in Shizuoka. See <jalt.org/conference> for more information.
- ▶ 23 - 24 May 2009: Eighth Annual JALT Pan-SIG Conference: *Infinite Possibilities: Expanding Limited Opportunities in Language Education* at Toyo Gakuen University, Nagareyama Campus, Chiba.
- ▶ 5 - 7 Jun 2009: JALT CALL Conference 2009, Toyo Gakuen University, Hongo Campus, Tokyo.
- ▶ 21 - 23 Nov, 2009: JALT2009 "The Teaching Learning Dialogue: An Active Mirror" will be held at Granship Shizuoka. See <jalt.org/conference> for more information.

MEMBER'S PROFILE  
SHOWCASE  
GRASSROOTS  
OUTREACH**JALT News**

In the last issue we brought you a message from Caroline Lloyd, the incoming JALT president. This month, we introduce the other new members in JALT's executive. As you probably noticed the last time you were surfing around at jalt.org, these bios and a veritable plethora of other useful JALT information may be found online. Go on, bookmark it. You know you should.

**Director of Membership: Nathan Furuya**

Nathan Furuya was born on the Big Island of Hawaii and later moved to England and then to Iran. After he was politely kicked out of Iran, he weaseled his way into an interview for a teaching position in Japan. Now, 27 years later, he has taught in language schools, corporate language programs, and two universities, mainly in the Kansai area. He currently resides in rural Shiga and spends his time fending off wild animals intent on devouring his vegetable garden.

**Director of Public Relations: Emi Itoi**

Emi Itoi has been teaching English for more than 20 years at various institutions in Japan. Currently she teaches at Bunkyo University in Koshigaya, Saitama. Although most of her students are university students, she also teaches older adults at Open University on campus, and young children at her own school. Since becoming a JALT member 4 years ago, Emi has learned a lot, not only about teaching English, but also about working with people of different backgrounds. Having gained a lot of valuable experience through JALT, she feels that now is the time to give something back to the organization.

**Director of Records: Aleda Krause**

Aleda has run her own EFL school for children for more than 20 years, and also teaches future teachers of children. She has authored two series of textbooks for children and spends a lot of time doing teacher training. She came to Japan 31 years ago "to teach a couple of years, then move on" — but has never left. JALT has been her time-consuming



and passionate hobby for 30 years. When she isn't doing JALT stuff (which isn't very often!), she enjoys her pets (three dogs and a cat), playing computer games, reading, walking, and talking to her daughter, Lisa (who attended her first JALT conference when she was 4 months old).

### Director of Treasury: Kevin Cleary

Kevin Cleary began his teaching career over 20 years ago as a lecturer in accounting at Loyola University of Chicago. After several years of teaching "accounting as a foreign language" he came to Japan to pursue his ambition of teaching English. He enjoys all his classes, but his favorite course is "English through Cinema," in which his students read a novel, screenplay, and other supporting material as preparation for watching a cinematic adaptation. At Tokyo Medical and Dental University he is helping take care of international students. His research interests include technical communication by second language learners and the process of simplifying and otherwise adapting texts for language learners and for the cinema. He lives in Kamakura with his wife and children and books. His hobbies include reading, swimming, computing and listening to music. If there is a good version of *Sleeping Beauty* on CD, he probably has it.



- » NEC Chair: Ann Mayeda
- » NEC Chair Designate: Steven Nishida
- » Alternate 1: Steve Cother
- » Alternate 2: Donna Tatsuki

### 平成20年度第2回通常総会議事録

- 日時 平成20年11月2日(日)17:45 - 18:45
- 場所 東京都 国立オリンピック記念青少年総合センター国際会議室

### 議題

- 第1号議案 下記の選出された理事と監事が満場一致で承認された
  - » 理事長:ロイド キャロライン
  - » 副理事長:キース シンシア
  - » 書記担当理事:クラウス アリダ
  - » 会員担当理事:フルヤ ネイサン
  - » 広報担当理事:糸井 江美
  - » 財務担当理事:クリアリー ケビン
  - » 企画担当理事:マカーズランド フィリップ
  - » 監事:石田 正
- 第2号議案 下記の選出された選挙管理委員が満場一致で承認された
  - » 選挙管理委員長:マエダ アン
  - » 選挙管理副委員長:ニシダ スティーブン
  - » 選挙管理副委員長代理:コザー スティーブ, 立木 ドナ

## Announcements

### Minutes of the Second Ordinary General Meeting, 2008

- Date: Sunday, November 2, 2008
- Place: International Conference Room, National Olympics Memorial Youth Center

### Agenda

- Item 1: Approval of elected directors and auditor
  - » President: Caroline Lloyd
  - » Vice President: Cynthia Keith
  - » Director of Records: Aleda Krause
  - » Director of Membership: Nathan Furuya
  - » Director of Public Relations: Emi Itoi
  - » Director of Treasury: Kevin Cleary
  - » Director of Programs: Philip McCasland
  - » Auditor: Tadashi Ishida
- Item 2: Election of Nominations and Elections Committee (NEC) chair and alternates

### Call for submissions

*The Language Teacher* is seeking papers (1,500-2,000 words) for a special issue focusing on lifelong language learning. Papers should be research or classroom based and related to language education for adult learners (post-graduation) in various contexts. Articles may address topics such as local or national guidelines and facilities for lifelong language learning; reasons that adults study languages; business-related language learning; language classes for the elderly; materials and methodology for adult learners; the challenges faced by lifelong learners and their teachers; the future of lifelong language learning; and other related topics. In addition, shorter papers for My Share, book reviews, and teacher or learner profiles are welcome. If you are interested in submitting a paper for this special issue, please contact Julia Harper <harper.julia.k@gmail.com>. The deadline for manuscript submissions is 30 Sept, 2009 and publication is expected in September, 2010.

## ...with Damian Rivers

<memprofile@jalt-publications.org>



Showcase is a column where members have 250 words to introduce something of specific interest to the readership. This may be an event, website, personal experience or publication.

Please address inquiries to the editor.

**I**n this month's *Showcase*, Theron Muller and Steven Herder invite readers to contribute to their exciting new project.

## SHOWCASE

Recently we were talking with visiting professors from the UK who asked why there isn't a book defining EFL, as distinct from ESL.

Discussing this between the two of us, we concluded that EFL teacher-researchers based in Asia

are best positioned to define EFL in context. We also decided that if we waited for other people to begin the project, it might never happen. Thus we created our call for submissions for *Innovating teaching in context: Asia*.

For both of us, this is our first time editing an unsolicited book of papers. Our call has been out for about a month, and we've had interest in the project from the publisher we contacted for advice and from various researchers based in Asia.

Our feeling is that the Asian EFL context has tended to be defined by outsiders looking in, with innovations disseminated from Inner Circle countries outward. What we want to do is reach out to teacher-researchers based in Asia interested in defining for themselves the Asian EFL experience and how its needs are different from ESL contexts.

Some of the themes we're interested in exploring include establishing the context, innovative theory, innovative practice, and other topics related to teaching English in Asia.

We invite you to join us in this exciting new project. Please contact us at <researchingasia@eltresearch.com> or visit our full call at <asian-efl-journal.com/blog/?p=30>.

## ...with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>



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

## A report on the 6th Asian Youth Forum (AYF6)

### Kip Cates

AYF Chair (Tottori University, Japan)

A special feature of the JALT2008 conference was the 6th *Asian Youth Forum*. This brought together 110 college students from 16 nations for an exciting week of academic seminars, intercultural workshops, social events and interpersonal exchanges. AYF6 was attended by 70 Asian students from outside Japan: Abu Dhabi, Bangladesh, Cambodia, China, India, Indonesia, Korea, Pakistan, Philippines, Russia, Singapore, Sri Lanka, Thailand, and Vietnam.

Japan was represented by 40 students from 12 universities: Sapporo Gakuin University, Waseda University, Tokyo University of Agriculture and Technology, Keisen University, Nagoya University of Foreign Studies, Kyoto University, Kyoto University

**I**n this issue, Kip Cates reports on AYF6, a unique international youth conference, sponsored by JALT, and featuring over 100 students from 15 Asian countries. Then, how does an annual conference come into being and what does it take to keep it going? Andy Boon, Chair of the 4th Joint Tokyo Conference, 2009, will

describe the evolution of the Joint Tokyo conference.



of Foreign Studies, Kochi University, Kinki University, Tottori University, Miyazaki International College, and the National College of Nursing.

AYF6 featured both an academic and a social program. In the academic program, students gave presentations about their countries, attended workshops on stereotypes, nationalism, and conflict resolution, and engaged in leadership training—all through the medium of English-as-an-Asian-language. The social program comprised Tokyo excursions and cultural performances as well as welcome and farewell parties. On the final day, students made post-AYF commitments to promote international understanding through projects in their home countries.

At the PAC conference, AYF students gave presentations to teachers on the following themes:

- *Culture, Communication, International Understanding*
- *Social Issues, Global Issues: Asian Youth Speak Out!*
- *Challenges for Asian Youth in the 21st Century*
- *Language Learning in Asia: The Students' View*

The students were excited to be part of the conference, to do cultural performances at the Sunday reception, and to appear at the PAC Opening and Closing Ceremonies. A number of teachers came up afterwards to say how impressed they were seeing AYF students on stage and how much they enjoyed the AYF presentations.

Bringing together 110 students from 15 Asian countries involved an amazing amount of work, but it was all worth it to see the students in action in Tokyo. The success of AYF6 was thanks to the help, support, and encouragement of many people, groups, and organizations:

For helping me to organize and run AYF6, I'd like to thank my JALT colleagues Peter Wanner (accommodations), Victoria Muehleisen (Tokyo team), and Todd Thorpe (video) as well as our dynamic AYF student leaders.

For helping with accommodation and onsite issues, I'd like to thank Rieko Matsuoka, Junko Fujii, Bob Sanderson, and their coworkers.

For enabling AYF to participate in JALT2008, special thanks go to Caroline Latham, Alan Mackenzie, Steve Brown, Aleda Krause, Steve Nishida, Phil McCasland, Cynthia Keith, Andrew Zitzman, Joyce Cunningham, Tadashi Ishida, Steve Herder, Marcos Benevides, and many others.

For helping to organize and support student delegations from their countries, I'd like to thank *Thai TESOL*, *Korea TESOL*, BELTA (Bangladesh), FEELTA (Russia), and PALT (Philippines).

Running an international youth conference on a shoestring budget would be impossible without the help of dozens of individuals, groups, and associations. I was truly humbled by the generosity of so many JALT officers, members, chapters, and SIGs who contributed funds to help cover AYF costs. Warm thanks to all who donated, in particular the following chapters: Nara, West Tokyo, East Shikoku, Osaka, Gunma, Iwate, Shinshu; and SIGs: PALE, GALE, CUE, GILE; and individuals: **Steve Brown, Barry Ma-teer, Stephen Ryan, Caroline Latham, Tim Murphey, Darren Lingley, Rieko Matsuoka, and Matt Apple.**

Organizing AYF is like the movie *Field of Dreams*. Although we didn't create a baseball stadium out of a cornfield, it took a solid year of planning, sweat, and sacrifice to make the AYF dream come true. Young people throughout Asia are eager to meet, connect, and work across borders for a better future. AYF6 was a small attempt to address this. As it says in the movie, *If you build it, they will come.*

A heartfelt thanks, then, to everyone in JALT for their help, support and encouragement over the past year, as my team and I worked to prepare AYF6. It is truly an honor to be part of an organization which has a global vision, a dedication to our profession, and a commitment to promoting language learning, cross-cultural communication, and international understanding among young people in Asia.

The next AYF is planned for December 2009 at PAC8 in the Philippines. Those interested in getting involved should contact Kip Cates <kates@rstu.jp>. For AYF videos, photos and information, check the following websites:

- AYF main website: <[www.asianyouthforum.org](http://www.asianyouthforum.org)>
- AYF6 website: <[www.ayf6.weebly.com](http://www.ayf6.weebly.com)>
- AYF PAC video: <[www.youtube.com/watch?v=e6fq3i14E5o](http://www.youtube.com/watch?v=e6fq3i14E5o)>
- AYF6 video: <[www.youtube.com/watch?v=9IjGTrzMAbg](http://www.youtube.com/watch?v=9IjGTrzMAbg)>
- AYF 2008 photos: <[picasaweb.google.co.in/waliaclear](http://picasaweb.google.co.in/waliaclear)>

ASIAN YOUTH FORUM

[www.asianyouthforum.org](http://www.asianyouthforum.org)



# A fistful of presentations

## From spaghetti West Tokyo to organizing annual conferences

by Andy Boon, Toyo Gakuen University, JALT West Tokyo Program Chair, 4th Joint JALT Tokyo Conference Chair

The JALT Third Annual Joint Tokyo Conference was held on Sunday, October 5th, 2008, at Toyo Gakuen University, Hongo campus. This year's line-up saw Kevin Ryan present on blending technology into the ELT classroom. This was followed by Tomio Uchida talking about corpus-driven learning and teaching materials. Straight after the lunch-break, Neil Cowie presented on group dynamics, investment, and resistance amongst students in the classroom. Rob Waring explained various ways to build an extensive reading library for students. Then Alastair Graham-Marr explored how student output may enhance language learning. Finally, Alan Bossaer discussed comprehension checking and shared devices that teachers can use in their classes. For further information and abstracts, please check the following website:

[www.jalt.org/tokyo/joint\\_conference/](http://www.jalt.org/tokyo/joint_conference/)

Okay, let's rewind to a night of spaghetti, beer, wine, and planning in July, 2005. Members of the JALT West Tokyo executive committee and a well-known Italian from Cambridge University Press were sitting around a table in my apartment while I frantically cooked and then served my special pasta dish. After the initial shock of realizing that I, a Brit, was trying to cook pasta for an Italian, we got down to the business of eating, drinking, and talking shop. That night, the idea was born for a new type of annual conference which would bring together the two JALT chapters in Tokyo (West Tokyo and Tokyo) and be supported by the publishers. The conference would involve inviting six guest speakers to give academic presentations based around a specific theme, rather than presentations that promote publishers' course books. Participating publishers and the JALT Tokyo and West Tokyo chapters would each sponsor one speaker for the day. The publishers would be given display tables but, instead of being charged for the pleasure, they would pay for their sponsored speaker and the costs

of advertising the event. The plan moved forward and the Tokyo chapters and a number of publishers came on board. There were several meetings and discussions on who the first speakers and what the conference theme might be, and who would pay for the coffee and snacks. We then fixed a date and, finally, found a venue. After that, we were ready to start publicizing the JALT First Annual Joint Tokyo Conference—Action Research: Influencing Classroom Practice. We advertised in *The Language Teacher*, through direct mailing via the publishers, on various ELT-related websites and discussion lists, and via word-of-mouth. The news certainly got out, as the first conference was a huge success, with over 100 people attending presentations by David Nunan, Stan Pederson, Andy Boon, Don Maybin, Masami Yasuda, and Curtis Kelly. As this goes to press, audio files of most of the presentations are still available for download from: [tjalt-conf06.iplusone.org/](http://tjalt-conf06.iplusone.org/).

The following year was easier, as we had already gone through the experience of planning the first conference and could use it as a model for the second. The 2007 conference had a new theme (Innovation in Language Teaching), a new venue (Toyo Gakuen University, Hongo campus), a new line-up of presenters (Joe Falout, Yukio Tono, Bill Pellowe, Yuri Komuro, Chuck Sandy, and Tim Murphey), and continued with the success of the first.

So, where do we go from here? Well, as the spring vacation arrives, I will start the emails rolling again to the Joint JALT committee. We already have a venue, as Toyo Gakuen University has agreed to host the JALT Fourth Annual Joint Tokyo Conference in 2009, but emails will whiz back and forth regarding dates, themes, presenters, and publicity, until everything has been decided. Please look out for a flyer insert in a future TLT! Then, the day of the conference will come (some time in October, we expect), the doors will open, attendees will be greeted by our friendly and experienced student staff manning the registration desk, and make their way up the escalators to the plenary hall. The conference will begin and the audience can sit back and enjoy a day of presentations. Finally, as the conference comes to a close, attendees will go home full of new ideas for their teaching and research and we will pack up our things, satisfied (and a little relieved that things have gone well) but ever thinking on towards the next year.

We very much look forward to seeing lots of old and new faces at the fourth conference in October 2009. For further updated information, please check the West Tokyo Chapter website [jwt.homestead.com/home.html](http://jwt.homestead.com/home.html) or join the West Tokyo chapter Facebook group.

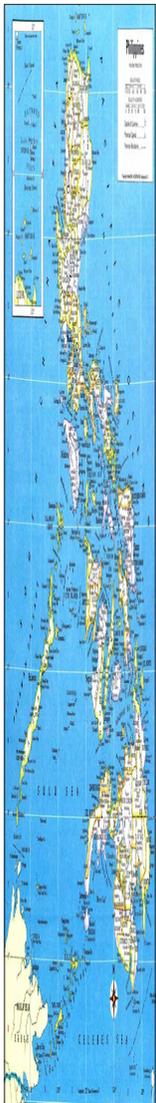
## ...with David McMurray

<outreach@jalt-publications.org>

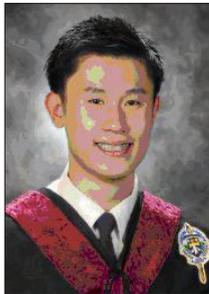


Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning

in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.



**T**HIS article by James Ang Lu and Jenny Ang Lu analyzes the development of call centers in the Philippines and assesses the needs of students who are training to be employed as call center representatives. James Ang Lu works as a software engineer in a business process outsourcing (BPO) firm in Makati, Philippines. He studied electronics and communications engineering at Saint Louis University in Baguio, Philippines. Jenny Ang Lu studies TESOL in the Graduate School of English at National Taiwan Normal University in Taipei. She is currently enrolled in the Graduate School of Intercultural Studies at the International University of Kagoshima on a one-year student exchange program. She works as a translator, voice artist, and English instructor to adults.



# Specialized ESL teaching for call centers in the Philippines

Business process outsourcing (BPO) first gained popularity in the US and Canada in the late 1990s as a business strategy to economize (Friginal, 2007). To cut the costs of routine business processes such as replying to customer questions by telephone, providing technical support, and offering medical transcription, businesses began outsourcing these functions to employees located in low-wage countries. The overseas companies provide the same service but at a much lower cost. Currently the main opportunities for BPO employment using the English language are in the Philippines and India, where English is a second language rather than a foreign language (Schoenberger, 2004).

The demand for outsourcing has led to a proliferation of BPO firms, such as call centers, in the Philippines. A call center is a centralized office where a large volume of requests and orders are received and forwarded by telephone operators.



There has been a steady increase in the number of BPO firms found not only in major cities but also in rural areas in the Philippines. Relocating to rural areas lowers the operating costs for the BPO firms. The increase in demand for fluent English speakers at call centers has led to a renewed focus on how the teaching of ESL can be specialized for Filipinos hoping to work in call centers.

The attractive compensation packages offered by call centers are simply irresistible to recent uni-

versity graduates. Perks usually include overtime pay, nighttime supplemental pay, medical coverage, productivity bonus, signing bonus, commuter reimbursement, and insurance. Evidence of the career's attractiveness may be seen in job fairs where BPO firms are dominant among companies that hire new employees (Uy, 2004). The ESL proficiency of many job-seekers educated at universities, however, falls short of the proficiency required by the call centers. Less than 10 percent of the applicants for call center positions are actually hired as call center representatives (Offshoring Times). The level of ESL training provided by schools in the Philippines does not compare favorably to the English proficiency that is demanded by BPO employers, according to Monsod (2003). As a result, specialized ESL schools have sprouted across the Philippines.

Many of the new schools offering training in communication have been established by the call centers. Recognized as call center academies, these institutions provide free ESL training to call center aspirants on the condition that, after they graduate from the academy, they will immediately accept employment by the call center and work for a minimum number of months.

These call center training schools focus on four areas of the English language: pronunciation, speech techniques, vocabulary and grammar, and listening and comprehension. Pronunciation is a main focus of the training. Teachers of pronunciation emphasize the articulation of words. Native speaker-like pronunciation is very important for call center representatives when communicating with clients who expect to hear the English language as it is spoken in the US or Canada. The instruction in **speech techniques emphasizes intonation, rate, pitch, and loudness**. Mastery of these techniques ensures that messages are properly communicated over the phone. Students are encouraged to avoid any chance of misunderstanding.

To efficiently get messages across to customers, trainees are encouraged to learn the foundations of grammar and acquire as much vocabulary as they can before starting work. Basics such as sentence structure and subject-verb agreement are the main weaknesses of Filipinos who speak in English. The testing of vocabulary and grammar is a major hurdle during the training. Listening comprehension is also a challenging part of the training. Variable accents and different speech techniques can make

comprehension of callers' speech a frustrating task; therefore trainees are exposed to varying ways messages are spoken.

The main goal of the training is to avoid letting the caller know that he or she is speaking to a non-native English speaker, and to encourage the caller to believe that the call center representative is a native speaker. The training focuses on enabling the trainee to properly handle telephone calls in the actual call center environment. Since most of the clients of Philippine call centers are from the US, it is important for the call center representa-

tive to be sensitive to American culture and to fully comprehend American native speakers. Thus, the teachers in the call center academies are usually native-speakers, who facilitate a series of training exercises that represent real life call-handling situations.

Call center training is rigorous and not everyone who is trained will eventually succeed

in becoming a call center representative. Graduates from call center training schools have a competitive edge over other applicants, including university graduates who have majored in languages, because they have the practical experience as well as the foundation needed by such firms in their everyday operations. The number of call center academies will likely grow in the future at the same pace as call centers and outsourcing grow.



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## ...with James Hobbs

<sig-news@jalt-publications.org>



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

### SIGs at a glance

Key: [🔍] = keywords [📖] = publications [🗣️] = other activities [✉️] = email list [💬] = online forum

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

### Bilingualism

[🔍] bilingualism, biculturalism, international families, child-raising, identity [📖] *Bilingual Japan*—3x year, Journal—1x year [🗣️] forums, panels [✉️]

**Call for papers on Bilingualism in Japanese Contexts:** Submissions are now being accepted for Volume 15 of the *Japan Journal of Multilingualism and Multiculturalism*, which will be released at the JALT Conference in Shizuoka in Nov 2009. The deadline for submissions is 15 Feb 2009. For more details, go to <www.bsigs.org>.

2009年度の『多言語・多文化研究』第15巻は現在募集中です。第15巻の投稿締め切りは2009年2月15日です。ウェブサイトをご覧ください <www.bsigs.org>。

### Computer Assisted Language Learning

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

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

### College and University Educators

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

CUE's refereed publication, *OnCUE Journal* (ISSN: 1882-0220), is published twice a year. In addition, members receive the email newsletter *YouCUE* three times a year. Check the CUE SIG website <jaltcue-sig.org/> for news and updates about CUE SIG events.

### Extensive Reading (forming)

The ER SIG exists to help teachers in Japan start and improve Extensive Reading and Extensive Listening programmes. Our newsletter, *Extensive Reading in Japan* (ERJ), is full of ideas both for those new to ER and for experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website <www.jaltersig.org>.

### Gender Awareness in Language Education

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

The GALE SIG works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We are a co-sponsor of PanSIG 2009, to be held at Toyo Gakuen University, Nagareyama Campus, in Chiba <pansig.org/2009/>. The deadline for submissions is 15 Feb 2009. We are also currently calling for papers for the Journal and Proceedings of the GALE SIG. The deadline for submissions for our spring issue is 28 Feb 2009. Contact <www.gale-sig.org/>.

### Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through your teaching? Then join the GILE SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and

network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! Our website is <[www.gilesig.org](http://www.gilesig.org)>. For further information, contact Kip Cates <[kcates@rstu.jp](mailto:kcates@rstu.jp)>.

### Junior and Senior High School

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

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

### Learner Development

[ 🗨️ autonomy, learning, reflections, collaboration, development ] [ 📖 *Learning Learning*, 2x year; *LD-Wired*, quarterly electronic newsletter ] [ 🗨️ Forum at the JALT national conference, annual mini-conference/retreat, printed anthology of Japan-based action research projects ] [ 🗨️ ]

We welcome anyone interested in making connections between teaching and learning. Right now we are planning a new publication of articles by teachers on practices they use to help their students become more autonomous. Initial proposals are due by 31 Mar 2009. For details, access the SIG homepage <[ld-sig.org/](http://ld-sig.org/)> or contact editors Alison Stewart <[stewart\\_al@hotmail.com](mailto:stewart_al@hotmail.com)> or Kay Irie <[kayirie@mac.com](mailto:kayirie@mac.com)>. For other queries, please get in touch with the SIG coordinator, Hugh Nicholl <[hnicoll@gmail.com](mailto:hnicoll@gmail.com)>.

### Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication. See <[jalt.org/lifelong/](http://jalt.org/lifelong/)>. For more informa-

tion or to join the mailing list, contact Yoko Wakui <[ywakui@bu.ij4u.or.jp](mailto:ywakui@bu.ij4u.or.jp)> or Eric M. Skier <[skier@ps.toyaku.ac.jp](mailto:skier@ps.toyaku.ac.jp)>.

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<[jalt.org/lifelong/](http://jalt.org/lifelong/)>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<[ywakui@bu.ij4u.or.jp](mailto:ywakui@bu.ij4u.or.jp)>。または Eric M. Skier <[skier@ps.toyaku.ac.jp](mailto:skier@ps.toyaku.ac.jp)>までご連絡ください。

### Materials Writers

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

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

### Pragmatics

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

Pragmatics is the study of how people use language. As teachers, we help students learn to communicate appropriately and, as researchers, we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out more about the SIG at <[groups.yahoo.com/group/jaltpragsig/](http://groups.yahoo.com/group/jaltpragsig/)> or contact Donna Fujimoto <[fujimoto@wilmina.ac.jp](mailto:fujimoto@wilmina.ac.jp)>. For

newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

### Professionalism, Administration, and Leadership in Education

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

### Study Abroad (forming)

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

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

### Teacher Education

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

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

### Teachers Helping Teachers (forming)

[💡 teacher training, international education programs, language training, international outreach] [📖 *THT Journal*—1x year, *THT Newsletter*—4x year] [🗳️ teacher training conferences/seminars in Bangladesh, Laos, Vietnam, and the Philippines, AGM at JALT national] [🗓️]

Teachers Helping Teachers is getting ready to embark on its second THT/Philippines program from

20 Feb-2 Mar; we have our third THT/Laos program coming up on 19-27 Mar; and we are still accepting workshop proposals for our THT/Vietnam program slated for 12-14 Jun (due by 12 Apr). Our Bangladesh program will be in late July/early August, details forthcoming. Bangladesh proposals are due by 30 May. For further information contact Pat Dougherty <ct180@hotmail>.

### Teaching Children

[💡 children, elementary school, kindergarten, early childhood, play] [📖 *Teachers Learning with Children*, bilingual—4x year] [🗳️ JALT Junior at national conference, regional bilingual 1-day conferences] [🗓️] [🗨️]

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

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

### Testing & Evaluation

[💡 research, information, database on testing] [📖 *Shiken*—3x year] [🗳️ Pan-SIG, JALT National] [🗓️] [🗨️]

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

## ...with Ben Lehtinen

&lt;chap-events@jalt-publications.org&gt;



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.

**FEBRUARY** brings JALT members another chance to get involved in their local chapter with events around the country, such as Temple University Japan's Applied Linguistics Colloquium 2009 happening in Tokyo or the party with the JALT bigwigs in Osaka. Also be sure to keep your eyes on the chapter events online calendar for any new events which may be popping up in your area and, if your chapter is having an event in the near future, be sure to get the word out early to those both far and wide.

**East Shikoku—Resistance, identity, and imagined communities amongst Japanese EFL students** by **Keiko Sakui** and **Neil Cowie**. Research on student motivation often assumes that students are either motivated or not, which ignores more complex reasons for student behaviour. The two presenters critically examine their students' classroom behaviour from alternative perspectives to motivation, including resistance, identity, and imagined communities. Key patterns of behaviour, the influence of social and cultural factors in explaining them, and implications for teaching and teacher development will be outlined. *Sat 14 Feb 15:00-16:00; Kochi University, Room 136; free for JALT members, one-day members ¥500.*

**Gifu—Keeping them engaged! Enhancing language learning through curiosity and emotions** by **David Stephens**. Students learn more when they are interested and their curiosity is aroused. As language teachers, it can be difficult for us to create

lessons that make language points challenging and engaging. However, teaching new vocabulary and language points can be enhanced using interesting tools such as magic, puppetry, 3D effects, and unique props. Stephens will share some interesting perspectives that illustrate how emotions and different teaching methods can influence various types of learners. *Sat 21 Feb 9:00-21:00; Heartful Square, 2nd floor (near JR Gifu Station); one-day members ¥1000.*

**Gunma—Profiles in motivation: Three student graduation research projects** by **Tomomi Kanai**, **Yumi Muto**, and **Asami Nagaosa**. Three graduating seniors will present findings from their graduation research projects, bringing fresh perspectives on teacher and student motivation: What are the types of motivation and is there a relationship with students' TOEIC scores? How can learners maintain motivation after graduating from university? How are elementary teachers' attitudes affected by their motivation? *Sun 15 Feb 14:00-16:30; Gunma Prefectural Women's University (Kenritsu Joshi Daigaku); one-day members ¥1000.*

**Hamamatsu—Leveraging your language teaching experience in Japan for a global market** by **Randal Potter**. For most of us, we have a fixed maximum contract and at some point the job will end. What do we do next and how do we leverage the skills we develop to make our next step? The presenter will lead a discussion and provide ideas for leveraging experience and taking the next step once a contract has ended. For full details <[www.hamajalt.org](http://www.hamajalt.org)>. *Sun 8 Feb 13:30-16:30; Seminar room "A", Hamamatsu Multicultural Center, 9F Dai Ichi Ito building 324-8 Sunayama-cho; one-day members ¥1000.*

**Hiroshima—A four-level approach to communication and public speaking** by Charles LeBeau (Macmillan and Language Solutions). The presenter will show how speech, presentation, debate, and discussion can be integrated into a systematic four-level approach that develops clearer thinking, clearer speaking, and better overall language skills. He will draw from his books *Getting Ready for Speech*, *Speaking of Speech*, *Discover Debate*, and *Discussion Process and Principles*. *Sun 8 Feb 15:00-17:00; Hiroshima YMCA (red brick building, Room 103), 7-11 Hatchobori, Naka-ku; free!*

**Kitakyushu—How SELHi has changed our students** by **Norie Matsushita** and **Atsuko Chiba**. The presenters will explain how they improved students' ability to express themselves through speaking, writing, and reading over a 3-year period. They will also demonstrate how a Super English High School (SELHi) can develop students' motivation through the integrated teaching of four skills while improving scores for the Graded Test of English Communication (GTEC). *Sat 14 Feb 18:00-20:00, Kitakyushu International Conference Centre, 3F; one-day members ¥1000.*

**Kyoto—MASH 2009 by everyone.** Kyoto JALT is pleased to co-host a one-day event focusing on a wide range of current issues within our EFL context with a morning of 20-minute presentations, an afternoon of poster sessions, and a full day of networking and professional development through collaboration. MASH focuses on current issues within EFL. By sharing research, insights, and innovations, we all continue to grow as ELT professionals. *Sun 22 Feb 10:00-16:30; Kyoto Bunka Center, Marutamachi Sakyo-ku <www.kyotojalt.org> and <bhammash.com>; one-day members ¥500.*

**Matsuyama—Multimedia listening activities** by Joseph Nattress of Kansai Gaidai University. The presenter will demonstrate the use of various video materials for listening exercises in EFL classes. Strategies for developing lesson plans and activities using both original materials and commercial textbook/video combinations will be discussed, as well as suggestions for follow-up speaking and writing activities. Media choices and technical considerations will also be covered. *Sun 8 Feb 14:15-16:20; Shinonome High School, Kinenkan 4F; free for JALT members, one-day members ¥1000.*

**Nagasaki—The best of Tokyo: Presentations from the JALT2008 Conference** by various.

Going back in time a bit to the PAC7/JALT 2008 Conference held this past November, various local presenters will share ideas, inspirations, materials, and handouts from their time at the conference. For updated information, please check our websites at <jalt.org/groups/Nagasaki>, <www.kyushuelt.com/jalt/nagasaki.html>, look for our Nagasaki JALT & Friends Facebook group, or sign up for the monthly email newsletter at <www.kyushuelt.com/jalt/nag-mail.php3>. *Sat 28 Feb; 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

**Nagoya—Keeping them engaged! Enhancing language learning through curiosity and emotions** by **David Stephens**. Students learn more when they are interested and their curiosity is aroused. As language teachers, it can be difficult for us to create lessons that make language points challenging and engaging. However, teaching new vocabulary and language points can be enhanced using interesting tools such as magic, puppetry, 3D effects, and unique props. Stephens will share some interesting perspectives that illustrate how emotions and different teaching methods can influence various types of learners. *Sun 15 Feb 13:30-16:00; Nagoya International Center, 4F, Lecture Room 3; one-day members ¥1000.*

**Osaka—Good practices that help students learn and teachers grow** by **Wilma Luth, JALT Hokkaido Chapter President**. *Fri 6 Feb 18:30-20:30; Namba Shimin Gakushu Center (Osaka City Municipal Lifelong Learning Center - Namba Branch) O-CAT 4F; one-day members ¥1000. Party with JALT reps from throughout Japan by everyone.* Be sure to check the conference calendar at <jalt.org/events/TLT/> for forthcoming details on the presentation and party. *Sat 7 Feb 18:30-20:30.*

**Sendai—Special student projects** by various. Presentations on special student projects and activities. For further details, please visit the JALT Sendai webpage at <jaltsendai.terapad.com> *Sun 22 Feb 14:00-17:00; Sendai Shimin Kaikan (Sendai Citizens Center) meeting room 6; one-day members ¥1000.*

**Tokyo—The Temple University Japan (TUJ) Applied Linguistics Colloquium 2009** by the **JALT Tokyo chapter** and **Pragmatics SIG**. The plenary speaker, Peter Robinson, Professor of Linguistics at Aoyama Gakuin University <www.cl.aoyama.ac.jp/~peterr/robinson.html> will discuss Second Language Acquisition. *Sun 8 Feb, time TBA; Temple University Japan, Azabu Hall, map <https://www.tuj.ac.jp>; t: 03-5441-9842; access: 7 min. from Shirogane-Takanawa, exit 3, or 10 min. from Azabu-Juban, exit 1.*

**Yamagata—Trilingual relationship between English, Japanese and German** by **Grinda Reinhold** of **Yamagata University**. The topic will be approached with a view of English as a means of global communication in the 21st century. *Sat 7 Feb 13:30-15:30; Yamagata-shi Shironishi-machi 2 chome 2-15 Kajokominkan Sogogakushu-Center, contact Fumio Sugawara <sugagdom@yahoo.co.jp>; one-day members ¥1000.*

## ...with Troy Miller

&lt;chap-reports@jalt-publications.org&gt;



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: November—Content-based instruction: A tale with two flavors** by **Bobby Mamoru Takahashi** and **Stephen Shucart**. A schema comes across the sky! This presentation was an expanded version of one that the presenters gave at the JALT national conference in early November. Takahashi started with an introduction to Content-Based Instruction (CBI), a methodology that utilizes a theme-based curriculum rather than focusing on the traditional forms, functions, situations, or skills. He then went on to give a mini-workshop based on his CBI class on the theme of Global Climate Change. In the second half of the program Shucart showed how DVDs of three science fiction classics, *Star Wars Episode IV*, *Blade Runner—The Final Cut*, and *The Matrix*, could be utilized for a CBI-based conversation class for science and technology majors. In keeping with their disconnect from tradition, they used posters with mind maps of their classes, instead of the traditional PowerPoint, to illustrate their presentations. Follow the bouncing ball... Now everybody.

Reported by Tyrone Slothrop

**Fukuoka: October—Two presentations: Shaping teaching to fit theories of learning and applying the principles and active skills for communication** by **Curtis Kelly**. Kelly presented different ways in which current neuroscientific research is furthering our understanding of language learning and teaching. He gave evidence from brain development, language learning among bonobos, and examples from his own students. He discussed topics such as brain plasticity, emotional affect, and multisensory processing, and encouraged listeners to discuss the topics in relation to language learning. He concluded this first presentation with a discussion of ways to apply brain science research to the classroom. This segued into his second pres-

entation on his new book, *Active Skills for Communication*. He had the audience members go through a mock lesson so that they could see what skills and language were required to complete tasks in the textbooks. He finished by explaining the underlying principles he uses to design tasks, and how they relate back to brain-based learning.

Reported by Quint Oga-Baldwin

**Gunma: April—Teaching Spanish in Japan** by **Maria Fernandez Alonso**. Alonso began with a review of the history of foreign language education in Japan since the 16th century. She explained that Japan first opened its doors to missionaries who taught Portuguese but later, in the 17th century, the government changed its preference to the religion-free Dutch. In the 19th century, Spanish education started for the development of diplomatic personnel. Next, Alonso gave a profile of typical students she found in her classrooms. These students don't usually have any experience with the Spanish language and have slim prospects of using the language in the future. When teaching such students, it is an advantage to use their knowledge of English in relation to Spanish, because they can guess the meaning of many vocabulary items from English without knowing Spanish. For example, guessing the meaning of "botella" from the English word "bottle." Such an approach requires that the students be made aware of the differences and similarities between English and Spanish, and also be made aware of false friends.

Reported by Harry Meyer

**Hamamatsu: November—An afternoon with Linda Ohama** by **Linda Ohama**. In an emotional and touching presentation that brought many to tears, internationally acclaimed film director Linda Ohama shared her personal experiences telling stories through film, and gave a private screening of her intensely personal, mixed documentary/dramatic film *Obachan's Garden*. On the celebration of her 100th birthday, Obachan revealed to her granddaughter (Ohama) a long-held deep secret that sent shock waves through the family and inspired the making of this film. In an incredible telling of one woman's spirit and endurance, Ohama delicately peeled back the layers of her grandmother's life in a series of interviews merged with dramatic sequences that moved through several marriages, the bombing of Hiroshima, the internment of Japanese-Canadians during WWII, her arrival in Canada as a picture bride, and her early life in Onomichi, Japan. In conclusion, Ohama stressed

that extraordinary stories can be found behind the most common and ordinary faces, and that learning those stories and keeping them alive is our gift for future generations.

*Reported by Jon Dujmovich*

**Hiroshima: October—*The extensive reading seminar 2008***, co-sponsored by the JALT Extensive Reading Special Interest Group and JALT Hiroshima chapter. This first-time seminar by the ER SIG featured four speakers from various parts of Japan. (1) **Fiona MacGregor** gave a clear and concise explanation of what ER is. Some criteria for effective ER were that students should read a lot and read easy materials. Also, students should not translate or use a dictionary. (2) **Eleanor Kane** described how she implemented Sustained Silent Reading (SSR) at her school. SSR means to set aside class time for students to read books they enjoy (graded readers) silently to themselves. Kane found that students who did SSR every day enjoyed reading more and thus spent more time doing it. (3) **Daniel Stewart**, who is also the ER SIG Coordinator, shared some ideas on setting up a graded reader program and keeping track of books. Stewart gave a few practical suggestions on maintaining automated systems of checking out books. (4) **Atsuko Takase** rounded out the seminar by explaining how she set up an SSR program with law students at her university. Takase's study showed that the abundance of easy materials made available motivated even the most reluctant students to enjoy reading.

*Reported by Naomi Fujishima*

**Kitakyushu: November—*The challenges involved in creating online tests*** by **Robert Courchêne**. Courchêne explained that his university has devised a 70-minute online computer-scored placement test of receptive skills that automatically assigns students to one of four levels of second-language courses as their starting point. The main difficulty is students who deliberately do poorly in an attempt to slide by in an easy course, so some adjustments are necessary. For students who have been educated in an immersion program, there is a competency test to assess productive skills as well. This is also **machine-administered**, but the recorded speaking and writing samples are assessed by two raters. Courchêne explained that while the process is still being refined, computer-based tests are cheaper and faster to administer, and poorer students are not as easily identified by such tests. In order to discriminate better among students at the borderline, they want to devise a ten-minute

tailored test, after which students can be routed to either the placement or competency test. They are trying to find shorter but equally effective writing and speaking tasks. **Future plans include introducing a short grammar section.**

*Reported by Margaret Orleans*

**Nagasaki: November—*Interactive b-learning*** by **Borys Diakonow**. Diakonow treated participants to an informative and engaging presentation about digital technology and learning. Diakonow introduced a variety of products, some familiar, and some completely new, which use an array of media and can be accessed online. Topics included podcasts, mobile learning, interactive white boards, e-learning, digital workbooks, and online testing resources. Participants then discussed how they might possibly use such products, any constraints preventing them from using them, and how they could overcome such constraints.

*Reported by Melodie Cook*

**Niigata: November—*JALT conference overview***. (1) **Howard Brown** reported on Andy Kirkpatrick's presentations on World Englishes. In short, **worldwide, non-native speakers of English outnumber native speakers** and these **non-native speakers** employ techniques and strategies, in terms of paraphrasing while speaking, and even-stress use, for example, which often make their English clearer than the English of native speakers, which includes many dialects. Kirkpatrick feels these global differences in English usage should be incorporated, recognized, and validated. (2) **Susan Sullivan** presented on Richard Day's workshop on the teaching of reading fluency. Generally, reading fluency is the ability to read smoothly, without too much hesitation or deliberation. Strategies can be employed for developing fluency, and also to broaden vocabulary bases which will help. Handouts were provided introducing some quick, useful, and easily adaptable exercises which Day uses to develop and stratify fluency. (3) **Paul Nadasy** focused on the ways and means of getting published in JALT publications. Through his informative presentation, attendees learned, among other things, the protocol of submitting work to *The Language Teacher*, the procedure that goes into the assessment of received material, the different avenues available for submitting work, and the best way to present it.

*Reported by Susan Sullivan*

**Nagoya: November—*Motivating non-English majors in English classes* by Paul Moritoshi.**

Moritoshi began by describing non-English major university students as often lacking motivation and confidence to actively participate in class. They are often late or absent and sometimes have no textbooks. During class, when they are not chatting or sleeping, they may be making disruptive noises, unless they are totally silent when called upon by their teacher. They feel difficulty in learning and assume that English is irrelevant to their future career. Moritoshi let the participants discuss a practical solution that could be applied regardless of the students' major. According to Moritoshi, the most important things are giving them a chance to succeed, making them active, designing textbooks according to their level, and paraphrasing difficult sentences, sometimes with L1 support. Moritoshi stressed not being too hard on the students and asking not what they should be able to do, but what they actually can do. He also makes them discuss the reason English is on the curriculum, and how it relates to their interests, social life, and work in the future. Moritoshi recommends letting the students select a personalized solution and work at their own level.

*Reported by Kayoko Kato*

**Okayama: November—*Teaching reading to young readers* by Sandy Rogers.**

This informative presentation began with a brief explanation of why reading should be taught from an early age. A number of researchers were cited to support this viewpoint. Rogers then provided practical suggestions on how to best incorporate three approaches to reading: phonics, sight words, and whole language. Rogers first discussed the negative aspects of each method. Phonics can be boring and repetitive, and uses words that are irrelevant to Japanese learners. Sight words are limited to vocabulary presented by the teacher and learners get only one meaning of a word. Whole language needs authentic materials in volume and is more a philosophy than a methodology. Rogers advocated introducing sight words, phonics, and whole language, in that order. Using a variety of materials, she demonstrated how to make the most of each approach. Attendees practiced diverse activities and learned what to avoid and what to emphasize in teaching reading to young learners. At each stage, the speaker provided explanations and reasons for her choices. Although preschool and elementary school teachers were her target audience, participants came away with

valuable information which could aid in their own teaching practices at any level.

*Reported by Richard Lemmer*

**Shinshu: September—*Thinking podcasting?***

***Think again* by Alec McAuley.** At the first ever Shinshu chapter meeting held in Ueda City, McAuley emphasized that while the hype in CALL has moved from blogging and descended onto podcasting, those teachers thinking of producing their own podcasts need to begin by addressing two issues: (1) the complexity involved in the undertaking, and (2) how to integrate a podcast into the syllabus. Having adapted the guidelines by Harmer (2003), and Warschauer and Whittaker (2002), his presentation outlined ten principles to guide the process of creating a video podcast. He warned that at the present time there exists no single platform for novice teachers to incorporate all of the necessary features for a fully integrated series of photos and/or videos, downloadable worksheets, blogs, etc. Also, many Japanese students have difficulty navigating English instructions on the most popular free websites. The podcast is available at <[www.ynu5photos.blogspot.com](http://www.ynu5photos.blogspot.com)>.

*Reported by David Ockert*

**Shizuoka: November—*Task sequence and design for all classrooms* by John Gunning.**

Gunning began the workshop by covering the theoretical background of task-based learning. He introduced the six steps of Willis' 1996 TBLT Cycle—pre-task, task, planning, report, analysis, and practice. He then discussed several definitions and the critical features of tasks. After covering the essentials of task-based learning, he also talked about Pintrich and De Groot's Expectancy-Value Model of motivation in relation to tasks. In a dual role of presenter and teacher, Gunning then demonstrated step-by-step a listening lesson that utilized a piece of popular music. The lesson consisted of the following tasks: priming, preparation, target task, planning, and report. He concluded the workshop by sharing some findings from an action research study about motivation and task sequences that he had conducted with his students. Participants left the workshop with an adaptable lesson plan and ideas of how to implement task-based learning in their classrooms.

*Reported by Adam Murray*

## ...with James McCrostie

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the

month, 2 months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT's* policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

### Job Information Center Online

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

# Go west young teacher: University teaching jobs in China

Tracey-Ann Mayor

Beijing University of Aeronautics and Astronautics

Teaching English at a university in China can be a good gig: low hours, long holidays, weekends, and more than enough money to survive on.

You'll need at least one of the following to get a position: a Bachelor's degree, a teaching certificate, or one year's teaching experience. Higher degrees, or all three of the aforementioned, will bring you the possibility of a better salary and a place at one of the best universities in the country. If you've a

sense of adventure and endless patience, better bring them along too.

The standard package is a teaching schedule of between 12 and 20 hours per week and a monthly salary from 4,000RMB upwards. Most teachers are recruited to teach **oral English to students of varying abilities**, with varying levels of support from the respective department. In the majority of cases you'll have a free rein with your classes to implement your own syllabus, your own way.

The usual university year begins in September and runs to the end of June, with two semesters of sixteen weeks each. The long winter holiday is at least a month, often paid, and coincides with the national Spring Festival. You'll also pick up a week's break in October and May.

Universities will provide free accommodation, furnished with at least the basics, and sometimes a good deal more: microwaves, DVD players and computers are not unknown. Policies vary as to who pays the utility bills, but gas, water, and electricity are all cheaply priced in China and unlikely to eat far into your salary. What will do the damage are long-distance phone calls, internet pay-by-use connections (each province has its own pricing system), and your air-conditioner.

Additionally you should be getting your return airfare reimbursed for a one-year contract, or one-way for a half-year contract. Again, reimbursement allowances may or may not cover the price of your economy flight; they're often a fixed amount in RMB—so shop around for a cheap deal. A representative from your university should be there to greet you on your arrival at the airport... though don't expect them to see you off when you leave.

The university must also help and advise you regarding all the legal requirements for entering China on the correct visa, and provide you with the paperwork to get it. If your university is being reticent in this respect, you should be suspicious.

There are laws on the books limiting foreign teachers to a maximum of five years in the country and four years at any one university. However, universities are able to bend or ignore the rules for favoured teachers.

Sourcing jobs from the web is the norm, from inside or outside of China, with email correspondence and a final phone interview. Twice a year, as the new semesters in September and February loom, the online job boards swarm with vacancies and there are rich pickings to be had. China is a daring, English-obsessed country: full of charm, full of contradictions, and full of jobs. Why not take a look?

## Useful websites

- For general information and jobs: <[www.eslcafe.com/](http://www.eslcafe.com/)>
- For the latest vacancies: <[www.eslteachersboard.com/cgi-bin/China/index.pl](http://www.eslteachersboard.com/cgi-bin/China/index.pl)>
- The author's in-depth guide to the questions you should ask before taking that job in China: <[www.lostlaowai.com/blog/2008/06/07/university-esl-jobs-questions-you-should-be-asking/](http://www.lostlaowai.com/blog/2008/06/07/university-esl-jobs-questions-you-should-be-asking/)>

## Job openings

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

**Location:** Nagano and Fukushima

**School:** Interac Japan

**Position:** Short-term intensive language programme instructors

**Start date:** Four times a year

**Deadline:** Ongoing

## COLUMN • CONFERENCE CALENDAR

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### ...with Alan Stoke

<[conferences@jalt-publications.org](mailto:conferences@jalt-publications.org)>



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

conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

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

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

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

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

**25-28 Mar 09—TESOL 2009**, in Denver. **Contact:** <[www.tesol.org/s\\_tesol/index.asp](http://www.tesol.org/s_tesol/index.asp)>

**27 Mar 09—Fourth Newcastle Postgraduate Conference in Theoretical and Applied Linguistics**, at Newcastle U. Plenary speakers include Zoltán Dörnyei. **Contact:** <[conferences.ncl.ac.uk/pglinguistics](http://conferences.ncl.ac.uk/pglinguistics)>

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

## Upcoming Conferences

**8 Feb 09—Temple University Japan Applied Linguistics Colloquium 2009**, in Tokyo. Sponsored by JALT Tokyo chapter and Pragmatics SIG. Plenary speaker Peter Robinson will present on *Task demands, speech production, interaction, and L2 learning*. **Contact:** <[www.tuj.ac.jp/newsite/main/tesol/events/20090208.html](http://www.tuj.ac.jp/newsite/main/tesol/events/20090208.html)>

**15-16 Feb 09—MoodleMoot Hakodate 2009**, to explain and discuss the use of Moodle. **Contact:** <[www.petesweb.org/moot/](http://www.petesweb.org/moot/)>

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

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

**16-19 Apr 09—CATESOL 40th Annual State Conference: *Whole Learner, Whole Teacher***, with H. Douglas Brown as a featured speaker, in Pasadena. **Contact:** <www.catesol2009.org/>

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

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

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

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

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

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

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

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

**3-5 Jun 09—Independent Learning Association Conference: *Independent Learning: Building on Experience, Seeking New Perspectives***, at Hong Kong Polytechnic U. The ILA is an association for teachers and researchers interested in independent language learning. Specific areas of interest include: fostering learner autonomy through classroom

practice; supporting self-directed learning; providing self-access language learning facilities; and teacher autonomy. **Contact:** <ilac2009.elc.polyu.edu.hk/index.php/ILAC/ILAC2009>

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

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

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

**30 Jun-2 Jul 09—Fifth Biennial Conference of the European Association for the Teaching of Academic Writing: *The Roles of Writing Development in Higher Education and Beyond***, at Coventry U. **Contact:** <www.coventry.ac.uk/eataw2009>

**12-17 Jul 09—11th International Pragmatics Conference: *Diversity, Context, and Structure***, in Melbourne. **Contact:** <ipra.ua.ac.be/>

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

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

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

### Calls for Papers or Posters

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

warmly encouraged. **Contact:** <[www.iuj.ac.jp/language/conference/near/](http://www.iuj.ac.jp/language/conference/near/)> <[nearconf@iuj.ac.jp](mailto:nearconf@iuj.ac.jp)>

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

**Deadline: 28 Feb 09 (for 7-8 Jul 09)—Fifth Annual Conference of the BAAL Language Learning and Teaching SIG: *Exploring the Interfaces: Interrelating Learning Theories, Policy, and Practitioner Perspectives on Foreign and Second Language Learning in the UK***, in Manchester. **Contact:** <[www.baal.org.uk/sigs\\_learn teach.htm](http://www.baal.org.uk/sigs_learn teach.htm)>

**Deadline: 1 Mar 09 (for 17-21 Jun 09)—21st International ISHS Humor Conference**, hosted at

Long Beach by California State U. **Contact:** <[www.ishs2009.com/](http://www.ishs2009.com/)>

**Deadline: 31 Mar 09 (for 3-5 Sep 09) BAAL 42nd Annual Conference: *Language, Learning and Context***, in Newcastle. **Contact:** <[www.ncl.ac.uk/ecls/news/conferences/BAAL2009/](http://www.ncl.ac.uk/ecls/news/conferences/BAAL2009/)>

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

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

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- ▶ **Global Issues in Language Education**—Kip Cates; t/f: 0857-31-5148 (w);  
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<tanaka.mitsuko@gmail.com>

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jaltjournal

全国語学教育学会

## 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-publications.org/jj/>

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

日本国内での語学教育に関す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送ります。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に留意して、提出してください。提出されたものにつきましては編集者に一任していただくこととなります。

## 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 subheadings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独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、副見出し(大文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。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、付録も可也です。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いる、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、4,000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

## Departments

**My Share.** Submissions should be original teaching

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

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

Send as an email attachment to the My Share editor.

マイシェア: 学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気を付け下さい。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 in under 750 words
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission.

Send as an email attachment to the Book Reviews editor.

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

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

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

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

JALTフォーカス: JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTに、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までに送ります。掲載は1月半後になります。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/lt/focus/>. Calls for papers or research projects will be accepted; however, announcements of conferences, colloquia, or seminars should be submitted to the Conference Calendar. Submissions:

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

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

掲示板: 日本での論文募集や研究計画は、オンライン<www.jalt-publications.org/lt/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, 6 weeks prior to publication. Send as an email attachment to the SIG News editor.

**SIGニュース:** SIGはニュースやイベントの報告にこのコラムを使用できます。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日までに、SIG委員長に電子メールの添付ファイルで送ってください。

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

Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 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 column is a forum for sharing synopses of presentations given at JALT chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Chapters are limited to one report per month. Submissions should:

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

Send as an email attachment to the Chapter Reports editor.

支部会報告: JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600文字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者名、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、ご注意下さい。

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

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

Deadline: 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 within an email message to the Conference Calendar editor.

催し: コロキウム、シンポジウム、セミナー、会議のお知らせ、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、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2,000名が参加します
- hundreds of workshops and presentations  
-多数のワークショップや発表があります
- publishers' exhibition  
-出版社による教材展があります
- Job Information Centre  
-就職情報センターが設けられます

JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

## Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
- 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 website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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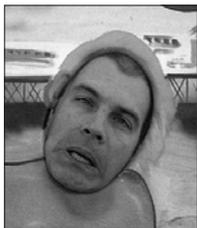
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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at <<https://jalt.org/joining/>>

...by Scott Gardner

<old-grammarians@jalt-publications.org>



## Sunday in the park with a pooper scooper

**A**T JALT2008 last fall I took some time off from signing autographs to pay a visit to Yoyogi Park, where I'd been told that on any given weekend it was easy to spot "weirdos." That prospect sounded interesting, especially since I'd overheard some high school kids at Sangubashi station saying that on that particular weekend in November all the weirdos were at the Olympics Youth Center.

As I entered Yoyogi Park, I could tell it was a popular spot for dog lovers. I saw Labradors, Pomeranians, mastiffs, greyhounds—and these were just the stickers on the car windows in the parking lot. Within the park itself dogs were everywhere, as were the accommodations for them: walking areas, running areas, drooling areas, and a wide assortment of trees.

After several minutes' strolling I wanted to rest on a park bench, but this being a Sunday, empty benches were hard to come by. It was irritating to see cyclists leaning their bikes against the benches and sitting down on them while their bikes, with perfectly good seats of their own, remained unoccupied. I had just about resolved to walk up to a sitting biker and ask if I could take a little nap on her bicycle seat for a few minutes, but I was suddenly distracted by the appearance of an old bearded man cruising by on roller skates. For some reason he was also pulling a bicycle alongside him. I tried to follow him and find out if he was planning to augment his multiple modes of transportation by saddling up on a horse or something,

but of course with all those wheels at his disposal he got away from me pretty quickly.

There was music in the distance. At first it was the pleasant drone of a bagpipe. I couldn't see who was playing it, and judging by the fact that I found it "pleasant" I decided that the player was probably four or five kilometers away. But soon I heard other, more contemporary music, with drums and guitars, coming from the east entrance to the park. I sensed I was getting closer to the park's anticipated weirdness, for there, just beyond the "visual" band aficionados in Edvard Munch makeup, were the rollicking, gyrating bodies of the Rockabilly dancers, the men and women perhaps most responsible for making Yoyogi Park famous. There were only a few of them that day, but they had it all: 50s music coming out of cheap stereos, leather clothes, air guitar moves, and "regent" forelocks jutting in the air. One guy's regent was so long that when he went to the sidelines to bend over and respritz it, he ended up dragging it on the pavement.

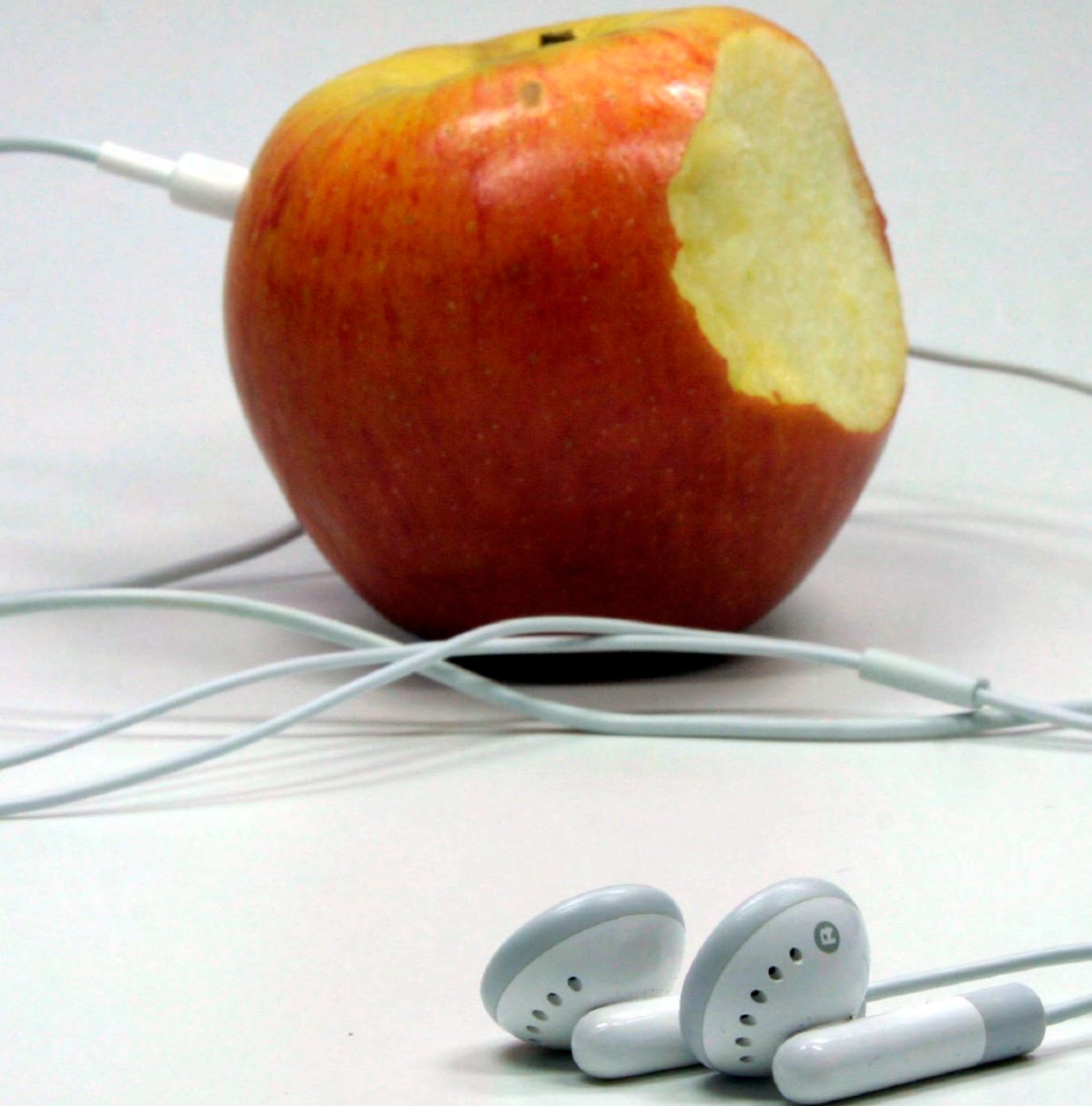
I couldn't stay and watch the show for long, because the Dixie Cup Nunchaku Man was setting up for another performance. The Dixie Cup Nunchaku Man places four headless music stands in various positions around him, each with a paper cup balanced on it.

He then waits, shirtless, quietly centering himself before bursting into action and smacking each cup to the ground in a quick, blurry, predetermined sequence. It's an esoteric but noble skill he's developing: thanks to people like him, you and I need hardly fear being terrorized by gangs of renegade coffee mugs.



From my visit to Yoyogi that day I determined that weirdness is in the mascara-ed eye of the beholder. Wearing a homemade Gundam suit in the park is not much different from wearing the same old brown tweed jacket with elbow patches to class every week, except the former exhibits more attention to detail and requires the help of two or three friends to put it on. In deciding on your favorite mode of self-expression, my advice is simply to rub your forelock in the dirt and see what comes up in it. Just don't do it near any of those trees.

For all you apple lovers . . .



 The JALT Apple Store <[jalt.org/apple](http://jalt.org/apple)>

JALT is now registered for the Apple On Campus program, which allows members to buy a Mac at a special price. Savings exceed those already offered at Apple's academic pricing.