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In this month's issue . . .

This special issue of *The Language Teacher* focuses on discourse and identity in second language contexts. Each of the papers uses the micro-discursive methodologies of Conversation Analysis and Membership Categorization Analysis to explore some of the ways identity is accomplished in naturally-occurring instances of interaction. **Tim Greer** looks at how an individual disavows possession of certain cultural knowledge by casting himself outside the identity category associated with that knowledge. **Ian Nakamura** compares interaction in celebrity interviews with that in teacher/student conversations, demonstrating how interactional identities such as *questioner* and *recipient* are constantly re-negotiated in talk. Finally, **Keiko Ikeda** interviews **Elizabeth Stokoe**, one of the UK's top researchers in the field of identity-in-interaction. It is our hope that this special issue will help readers come to recognize identity as a here-and-now resource for students and teachers, rather than some nebulous side effect of language learning.

このTLT特集号では、第2言語のディスコースとアイデンティティに焦点を当てます。それぞれの記事では、アイデンティティがインタラクションの自然発生例として構築されるいくつかの方法を探求する、会話分析とメンバ

Continued over

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一シブカテゴリー分析のマイクロ言説的方法論を用いています。Tim Greer は、どのように個人が自分自身をその知識と関連付けたアイデンティティのカテゴリーの外側に位置付け、ある種の文化的知識を所有することを否認するかを見ます。Ian Nakamura は有名人のインタビューと、教師と生徒の会話でのインタラクションを比較し、質問者や受け手といったインタラクションに関するアイデンティティがどのように会話の中で常に再形成されるかを示します。最後に、Keiko Ikeda はインタラクションの中のアイデンティティ分野の英国のトップ研究者の1人であるElizabeth Stokoe にインタビューをします。この特集号を通して、アイデンティティは生徒と教師にとって今ここに存在するリソースであり、言語学習の漠然とした副産物ではないということを確認していただけるよう望みます。

Tim Greer

Keiko Ikeda

Special Issue Editors

Submitting material to The Language Teacher

Guidelines

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. As well as for feature articles, readers' forum articles, interviews, and conference reports, we also need material for our many columns.

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Information about submitting to our regular columns is available through the *Section Policies* and *Online Submissions* links, as well as within the columns in this issue of *TLT*.

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In addition to the special issue content, this month's *TLT* is full of exciting articles, interviews and lesson ideas to take us nicely into the warmer summer months. Our Feature article is by **Gregory Birch**, who examines behind the scenes uses of the first language in second language learning. In Readers' Forum, **Harry Harris** examines the pedagogical and quality issues related to machine-translated text. We also have two interviews with featured speakers at the forthcoming IGALA conference, to be held this September in Tokyo: **Laurel Kamada** interviews **Ingrid Piller**, and **Dodi Levine** interviews **Momoko Nakamura**. In My Share, **Gary Fogal** uses song lyrics to get students working independently, and **Takeshi Ishikawa** presents an interesting way to call on students for answers in the classroom. **Thomas Boutorwick** then shares a *Taboo*-style word guessing game, and **Duncan Minett-Westwood** shows us how to get students running towards good pronunciation. Closing out our regular columns, **Chris Valvona** reviews *Impact Issues* and **Frank Daulton** evaluates *English Word-formation at Work* in our Book Reviews section.

As always, many thanks go out to the numerous contributors, readers and editors who have worked tirelessly to make this pre-summer issue one to remember.

今月のTLTは特集号記事に加えて、刺激的な記事やインタビュー、授業のアイデアなどを満載し、暖かい夏の日に皆さんを誘います。Featureでは、Gregory Birch が第2言語学習における第1言語の隠れた使用について検討します。Readers' Forum では、Harry Harris が機械翻訳文書に関する教育的・質的問題を検証します。2つのインタビュー記事では、来たる9月に東京で開催されるIGALAの基調講演者にスポットを当てます。Laurel Kamada はIngrid Piller に、またDodi Levine はMomoko Nakamura にインタビューをしています。My Share では、Gary Fogal が生徒を自立的に学習させるために歌詞を使用し、Takeshi Ishikawa はクラスで生徒の答えを求めるための面白い方法を提示します。Thomas Boutorwick は「タブー」スタイルの言葉当てゲームを紹介し、Duncan Minett-Westwood は、生徒によい発音をさせる方法を提示します。最後にBook Reviews では、Chris Valvona が *Impact Issues* の書評を、またFrank Daulton が *English Word-formation at Work* の書評を寄せています。

いつものようにたくさんの寄稿者、読者、編集者の皆様のご尽力のおかげで、夏を待ちながら思い出に残る今月号が完成しましたことを心より感謝申し上げます。

Damian Rivers, *TLT* Coeditor

Identity in interculturality: Using (lack of) cultural knowledge to disalign with an identity category

Keywords

conversation analysis, identity, interculturality, cultural knowledge, interaction

This article focuses on the notions of interculturality and identity. It outlines some of the ways in which identities can be made relevant in conversation when interactants orient to certain items of cultural knowledge that are normatively bound to those identity categories. By analyzing a brief instance of naturally-occurring talk, the study shows how identities are used as interactional resources to help accomplish social actions such as providing an account or disagreeing, in addition to aligning and disaligning with other people.

本論では、異文化性とアイデンティティの概念に焦点を当てる。対話の参加者が、一連の会話の中でどのようにアイデンティティを表象するのか、その方法を詳細に考察する。このようなアイデンティティは、アイデンティティ・カテゴリーと密接に関連した文化的知識に参加者自身が適応することで具現化される。実際の自然会話のある断片を分析することで、アイデンティティが他者との「協調」、「不協調」、「理由付け」、「意見の相違の示唆」などといった社会的行為の達成を促すインタラクションのリソースとしてどのように使用されるのかを実証する。

Tim Greer

Kobe University

Classrooms in which students come from different cultural backgrounds frequently provide opportunities for intercultural conversation. However, this does not mean that cultural difference should be viewed as an inevitable and omnipresent element of such settings. In recent years there has been a growing body of research into interculturality as a topic worth exploring in itself, rather than as an underlying reason to explain the motives behind a given instance of interaction (Higgins, 2007; Mori, 2003; Nishizaka, 1997).

A major thread that underpins such research is that intercultural identities are co-constructed in and through interaction and consequently become communicative resources for speakers. Antaki and Widdicombe (1998) note that it is not that people:

passively or latently have this or that identity which then causes feelings and actions, but that they work up and work to this or that identity, for themselves and others, there and then, either as an end in itself or towards some other end (p. 2).

In terms of interaction then, we are defined not by who we are, but by how we show others who we are, and this can be monitored on a moment-by-moment, turn-by-turn basis, both by those participating in the conversation and by discourse analytic researchers who examine the sequential accomplishment of identity in talk.

Although so-called native speakers are often assumed (by themselves or others) to have expert knowledge associated with their home culture (Rampton, 1996), this can be called into question. This paper will present a short segment of classroom talk recorded at an international school in Japan. In it we will examine how the nationality of one of the participants is occasioned through the talk, and how by rejecting that identity category he is able to disavow his obligation to possess the cultural knowledge that goes with it.

The CA approach to identity

Identity can be a rather slippery topic to research, partly because it is popularly understood to exist somewhere in an individual's head. However, the related discourse analytic approaches of Conversation Analysis (CA) and Membership Categorization Analysis (MCA)¹ locate identity outside the head by limiting their findings to those aspects of identity that are made publicly available via interaction. That is, identity is not something we *are*, but something we *do*.

Antaki and Widdicombe (1998, p. 3) sum up the CA/MCA approach to identity as follows:

Having an identity means being cast into a category with associated features. The speaker may cast herself in some identity category, or others might do the casting.

- Such casting is indexical and occasioned within the sequential context of the talk.
- Interactants use these identity categories, making them relevant to the interactional business at hand.
- Once mobilized, an identity category becomes consequential for the ongoing talk, potentially influencing what the next speaker does.
- Most importantly, we can see all of this through a careful bottom-up consideration of the details of the interaction itself. We do not have to appeal to our own external understandings of what might be relevant. We can

base our arguments on what the participants themselves do in the next turn.

In short, CA/MCA's observations about identity are firmly situated in the talk itself. Some other forms of discourse analysis, such as Post-Structuralist Discourse Analysis (Norton, 2000) or Critical Discourse Analysis (Fairclough, 2001), tend to explain identity in terms of broader political discourses, repertoires and ideologies, which inevitably reflect the researcher's own philosophical position. However, CA's deeply descriptive approach bases its arguments on moment-by-moment interactionally displayed understandings, and strives to reduce the researcher's personal views in the analysis.

The data

The segment of talk to be examined in this paper was video-recorded in a 12th grade English class at an international school in Japan, and represents just 28 seconds from a corpus of over 20 hours of naturally-occurring talk. The class had finished early, so the teacher decided to play a few rounds of the commercially available game *Outburst*. In the transcript we will analyze, the students are competing in small groups to come up with a list of ten cities beginning with the letter D. The students' lists were later compared with a card from the game and a point was given for any city that was listed on the *Outburst* card, except if another group had also thought of it. The focus of the current analysis is on how Ryan, an American raised in Japan, disaffiliates himself from the American students in a nearby group and uses that as an interactional resource to explain why he cannot think of any cities starting with D.

Each of the four students in Ryan's group is 17 years-old and is fluent in both Japanese and English. May is Korean-Japanese, Anya is American-Japanese, Nina is British-Japanese and Ryan is an American who has lived in Japan for sixteen of his seventeen years. The transcript² begins after the group has been quietly compiling their list together on a piece of paper for around one and a half minutes, coming up with city names such as Dallas, Denver, and D.C.

Extract 1: Amerikan desho

01 May: Eh du-du-duke. =

02 Nina: =°>(I was also thinking

1 In his lectures between 1964 and 1968, Sacks originally developed MCA as a related but separate approach to CA (see Sacks, 1992), and while there are some researchers who focus more on MCA, most recognize that an intimate knowledge of CA is also required. The author concurs with Schegloff (2007) who retrospectively typifies Sacks' work on MCA as a set of interactional practices for referring to people—something which involves more general CA projects such as *doing description* and *word selection* (p. 463). Sacks used the term *membership categories* to refer to what I term here as *identity categories*.

2 The transcript is based on the conventions devised by Gail Jefferson (as outlined in Schegloff 2007). See Appendix for details.

03 of)< Devon but the game's understand-NEG IP
 04 American° (No, I) don't know.
 05 (0.7) 39 Anya: =[°Wakannai y(h) o°]
 06 May: (ii yo) understand-NEG IP
 good IP (No, I) don't know.
 (That's) okay.
 07 Nina: ((looks to Ryan))
 08 Tchr: 'MEMBER YOU'VE GOT
 09 THIRTY SECONTS.
 10 Ryan: °mm.°
 11 (0.3)
 12 Nina: There's ten right.
 13 Anya: ° (Te:::[:n?] °
 14 Nina: ((to May) °° [(jukko)°°
 ten
 15 (0.4)
 16 Ryan: °I dunno°
 17 (0.9)
 18 \$Prolly'n American game
 19 [so they should know,=
 20 [(points to other group))
 21 =[I(h)]'m no(h)t American.\$
 22 May: [eh?]
 23 ((clunk))
 24 May: tch kore-unibaasity jan.
 this university COP-NEG
 This is a university.
 25 (0.3) ((Nina looks at Ryan))
 26 Ryan: hm(h)ph. Dookt[(n I dunno)
 27 [(clunk))
 28 Ryan: Ma:ybe they have
 29 ((points to paper))
 30 their own [city .]
 31 Anya: >[Duke-du-duke].<
 32 Let['s juss wride]dit down.
 33 Ryan: [it sort'v is.]
 34 (0.7) ((Nina turns to Ryan))
 35 Nina:→ Amerikan desho?
 American TAG
 (You're) American, right?
 36 ((touches Ryan with pen))
 37 → Wakannai no.=
 understand-NEG IP
 Don't you know?
 38 Ryan: =[\$ Wakkanai yo. \$]

The focal turn comes in lines 35-37, when Nina refers to Ryan's nationality in making relevant an account for his lack of knowledge on a USA-related topic. As it turns out, this is in fact a friendly jibe rather than a serious request, as evidenced by the laughter that follows Ryan's response.

However, in order to fully understand how this identity-relevant action comes about, we need to return to the start of the sequence and establish what leads up to Nina's turn. There are two simultaneous threads of talk that converge to allow Nina to deliver the jibe.

The first involves a request for an expert authentication on a point of cultural knowledge. In line 1, May suggests *Duke*, although later she self-initiates repair on this suggestion, treating it as a problematic candidate for the list because it is the name of a university rather than a city (lines 22 and 24). This is followed by a brief gap of silence (line 25) in which Nina appears to gaze-select Ryan as next-speaker, arguably due to his nationality and the associated knowledge that can be assumed to go with it. However, Ryan's response in lines 26-30 is anything but knowledgeable. After a suppressed laugh (Greer et al., 2006), Ryan reworks *Duke* into something that could be the name of a city, *Dookt(n)* (i.e. *Duketon*) and then asserts a hedged claim that there may be a city called *Duke*. Given that the group has something to gain from retaining May's suggestion on the list, Ryan's mitigation here (and in line 33) can be heard as working to impede May's attempts to reject the word *Duke* and indeed, partly due to Anya's strong insistence (lines 31-32), *Duke* does eventually make it on to the list.

Occurring concurrently to this, however, there is a second thread of talk which can be characterized as a self-deprecation sequence. It originates

in lines 2-4, when Nina uses the word *American* indexing the origin of the game as part of an account for why a British city is unlikely to be on the approved list. After the intervening talk discussed above, Ryan also makes relevant the game's origin, this time in relation to his own nationality, and that of a nearby group of students: *Proolly 'n American game so they should know—I'm not American* (Lines 18-21). Since Ryan points his thumb over his shoulder to them as he produces the first part of this turn, the word *they* here clearly refers to the students in the other group, two of whom are Americans who have lived in the United States. Ryan's turn seems to be linking the nationality of those in the other group to the sort of category-bound cultural knowledge that is required for this task, using it as an account for why he does not have access to that knowledge. As an American raised in Japan, he is disaffiliating from the American students in the rival group and aligning instead with the other members of his own group, none of whom has spent significant time in the US.

It is at this point that May self-selects in overlap with Ryan's turn (line 21) to initiate repair on Duke: Ryan's turn in lines 26-30 and the turn increment he adds in line 33 serve as further timely evidence that he does not possess the sort of cultural knowledge that is bound to the identity category *American*. In line 35 (*Amerikan desho?/You're American*), Nina disagrees with Ryan's claim in line 21 (*I'm not American*), and since disagreement is the sort of action that regularly follows self-deprecation (Pomerantz, 1984), we can claim that Nina heard Ryan's turn that way. She then follows this with a mock request for clarification (*wakannai no/Don't you know?*), a rhetorical question that clearly links assumed knowledge to the category. Although the turn is formulated as a clarification request, Nina is not simply checking for understanding or initiating repair, since she is fully aware that Ryan is American. Instead, her turn here can be understood as a sort of light-hearted accusation, perhaps rebuking Ryan for his attempt to explain away his lack of knowledge, and, by extension, his lack of contribution to the group's immediate task of compiling the list. The participants treat this not as a serious argument but as a playful jibe, as evidenced by the laughter in the ongoing talk: Nina is carrying out a *laugh-with* rather than a *laugh-at* (Glenn, 1995), which ultimately aligns with Ryan. By casting himself outside the identity category *American*, Ryan is *talking into being* (Gafaranga & Britten, 2005) some other

relevant category, and although it is never stated directly in the conversation, there is evidence to suggest that this category might be something like *American raised abroad*—an American by ancestry, but with a different set of socio-cultural experiences.

It is worth noting that when Nina delivers her mock request for clarification in line 37 (*wakannai no*), her eye gaze and body language make it clear that she is directing her question to Ryan and therefore selecting him as next-speaker (Sacks, Schegloff and Jefferson, 1974). What then can we make of the fact that Anya also self-selects to respond in overlap with Ryan in line 37? In terms of sequential, turn-by-turn displays of self, Anya is assuming the discourse identity (Zimmerman, 1998) of *self-selected next speaker* (Sacks et al, 1974), but this also implicates her in the identity category *American raised abroad*, which Ryan has invoked. As the only other co-present participant with an American parent, casting herself as next speaker allows Anya to align with Ryan and imply that she too has limited knowledge of the US.³

Discussion and conclusion

Identities do not just exist. They are first and foremost used to do things. In this instance we have seen that the identity category *American* was employed by Ryan in the enactment of self-deprecation and to account for why another group might hold an advantage in the game. It was also subsequently used by Nina as part of a disagreement turn that implicitly acknowledged Ryan's disalignment with the category. One of the ways participants accomplish these actions is by making use of attributes and actions that are bound, or linked, to the identity category that is in play (Sacks, 1992). In the sequence we have examined, the category-bound attribute was *cultural knowledge*, and the participants' self-claimed lack of that knowledge was used to distance themselves from the identity category *American*.

The vast majority of the classroom talk recorded between these students was not par-

3 Anya's original Japanese utterance *wakannai y(h)o* in line 39 may present other interpretations, such as *No, he doesn't know*, which would be hearable as ridiculing Ryan. This, however, is not supported by what happens in next turn, as Ryan seems to interpret Anya's turn as affiliative by smiling and not displaying any particular offense toward her. He glances at Nina and then the table, but does nothing in particular to show that he heard Anya's turn as disaffiliative.

ticularly intercultural in nature. In the sequence we have examined here however, their relative national identities were made relevant, and, for a brief moment, interculturality was foregrounded by and through the talk. Interculturality and identity are continually being reified through countless instances of mundane interaction, but the analyst's challenge is to demonstrate how and when they become relevant. CA/MCA's careful, emic approach allows us to track identity-in-interaction by basing claims on the participants' observable actions at that time and place.

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Appendix

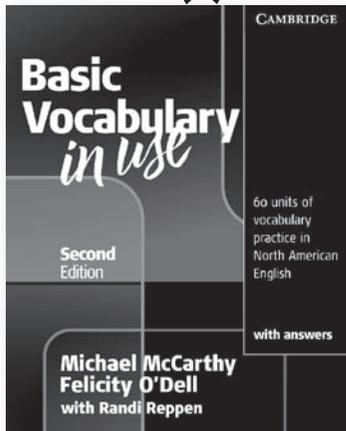
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Unit 35 Feelings

A Love/like/hate

love like don't like (dislike) hate

I love my family and my best friend.
I like my job.
I don't like horror movies. ("I dislike horror movies" is less common.)
I hate traffic.

B Want/hope

I want [I would like] a new car. (want + noun)
I want to buy a new car. (want + infinitive)
Note: I want my father to buy a new car. (want + object + infinitive)
(not I want him to...)
I hope to get an A on my test. (hope + infinitive)
I hope (that) my friend does well on his test. (hope + that clause)

C Happy/sad/tired

happy sad tired surprised hungry sick hot thirsty warm cold

Unit 35 Exercises

35.1 Do you love, like, not like, or hate these things? Write sentences.

1. coffee	2. I hate coffee. I like tea.	5. soccer
3. cooking		6. cats
4. driving		7. dancing
		8. jazz

35.2 Answer these questions: using *want* or *hope*.

- You're thirsty. What do you want? *I want something to drink.*
- The class feels very long. What do you hope?
- You're hungry. What do you want?
- Your friend is sick. What do you hope?
- You're tired. What do you want?
- You haven't seen your best friend in months. What do you hope?

35.3 Look at the pictures. How do these people feel? Use words from C.

1. Marie is hungry. 2. Fred is surprised. 3. The children are happy. 4. Mrs. Jones is sad. 5. Bob is tired. 6. Mr. Lee is hot.

35.4 Write about a recent time when you felt these ways.

1. upset	2. surprised	3. angry	4. sad
----------	--------------	----------	--------

I felt upset this morning when I was late for work.

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Yes/no questions as conversational expanders: their effects on discourse and identity-in- interaction

Keywords

co-construction, recipient-design, elicitation, elaboration, identity-in-interaction, yes/no questions

This paper explores how yes/no questions work as conversational expanders, and therefore impact on discourse and identity-in-interaction. Two interactional contexts are examined, a celebrity interview and a teacher-student conversation. Transcripts of these conversations reveal that the interviewer and teacher offer confirmation-seeking questions as a means of identifying worthwhile topics, while the interviewee and student use them to disclose new information. While it can be argued that their identities as teacher and student do not really change through these actions, what these participants do display is an adjustment of their turn-by-turn discourse identities that helps maintain the conversation. Such interactional work reminds us that situated identities such as teacher/student and language expert/novice are not rigidly predetermined, but negotiated and reaffirmed on a turn-by-turn basis.

本論はyes/no questionがどのようにして会話を展開し、ディスコースやインタラクション中のアイデンティティに影響を与えるかを考察するものである。有名人へのインタビューと教師-生徒間の会話の二種類の対話において、単なるyes/no以上の会話へと拡充するために、参加者がどのようにyes/no questionを利用するかを調査した。対話の使用例によると、インタビューをする人や教師は適切な話題を探し出す手段としてyes/no questionを使うのに対し、インタビューをされる人と生徒は新しい情報を得るために使っていることが分かった。教師-生徒というアイデンティティ(役割)がこの会話で変化するわけではないが、参加者たちは会話を継続させるためにターン交代の度にディスコース・アイデンティティを調整していく。会話において進行中の話題を広げて行くその作業は、言語専門家(教師)が質問し素人(生徒)が答える、といった単純明快な関係以上のアイデンティティの動きを示唆するものである。

Ian Nakamura

Okayama University

A successful celebrity interview in some respects mirrors what language teachers often hope to accomplish in their talk with students: The generation of interesting information through extended talk. Interviews and teacher-student conversations are both forms of institutional talk that largely depend on questions to organize the interaction. In interviews, the interviewer designs questions so that the interviewee, as a teller of personal knowledge, uses their responses as opportunities to confirm and elaborate. This feature of institutional talk has implications for language teachers interested in eliciting more talk from students.

Questioning and identity-in-interaction

Before we examine some extracts from these two interactional contexts, it is worth looking briefly at some prior Conversation Analytic (CA) research on questioning. Heritage and Roth (1995) found five types of questions in their corpus of news interviews: yes/no questions, tag questions, declarative questions, WH-questions, and alternative questions. While knowing the forms that questions take is useful, we also need to observe how they occur within a sequence of turns in order to discover how the participants' pragmatic intentions are

displayed. Raymond (2006) finds that a speaker can use yes/no questions to *constrain* or shape how another participant responds in subsequent turns (p. 119). The questions are *recipient designed* by the inquirer to elicit new or further information (Sacks, 1992: 453). The interviewee in turn contributes by initially either agreeing or disagreeing with the inquiry (Hutchby & Wooffitt, 2008) and such responses are *routinely understood and treated* by participants as opportunities to elaborate (Heritage, 1985: 115). No matter what the questioner does, the continuity of talk is dependent on how the interviewee responds. The projected course of talk is shaped by how each response builds on the question in the prior turn.

It is also worth considering how interactional identities are displayed when speakers use yes/no questions. The answerer is cast as the teller and the questioner becomes the listener who encourages the telling. What this co-managed activity of cooperation and accommodation suggests is that there is no strict or pre-determined division of conversational work in which the questioner is solely responsible for asking questions and the answerer only answers what is asked. Co-accomplishing shared actions and responsibilities through talk also makes visible our moment-to-moment understandings of self and other.

Identity means different things to different people. Here, I am interested in identity as an interactional resource, or *how identity is something that is used in talk* (Antaki & Widdicombe, 1998: 1) (Original emphasis). Zimmerman (1998) notes speakers can make public their current understanding of self and others at three distinct levels, as outlined in Table 1.

Table 1. Zimmerman's view of identity-in-interaction (Zimmerman, 1998: 90-91)

discourse identities	moment-to-moment interactional displays of self and other, such as <i>current speaker, listener</i> or <i>story recipient</i>
situated identities	orientations to self and other that are <i>brought into being</i> through a sequence of talk, such as <i>teacher, student</i> or <i>call-taker</i>
transportable identities	those visible aspects of identity that are based on personal attributes such as gender and age, that travel with a person and so may therefore be made relevant (by self or other) through conversation

The particulars of any instance of talk reveal ways in which the speakers are orienting to each other's identity. Richards (2006) builds on this idea by examining the dynamic nature of identity construction in classroom exchanges between a teacher and students. In one example, students from Thailand are explaining *klongs* (canals) to the teacher who momentarily becomes a learner of the culture. The situated identities of teacher and student become less segregated when questions and answers serve as open-ended vehicles available to both parties for personal expression and learning. By looking at samples of interactants' language-in-use, we become aware of the range of actions that go together to make up a question sequence.

Analysis

To get a clearer idea of how yes/no questions work as conversational expanders and therefore impact on discourse and identity-in-interaction, this paper examines segments from two interactional contexts, a celebrity interview and a conversation-for-learning (Kasper, 2004) between a teacher and a student. The interviewer and the teacher both offer yes/no questions as a means of exploring topics worth developing.

We will begin by considering an excerpt from an interview with the actor Johnny Depp, who is known for his reluctance to be interviewed. However, here he is not only cooperative in answering questions, but also discloses additional information of his own accord.

Extract 1. Celebrity interview (Inside the Actors' Studio, recorded 2002)

James Lipton (L) interviews Johnny Depp (D)

- 1 L: Tell me first plea::se about
 2 the name Depp. Do y'know its::
 3 origin?
 4 (2.0)
 5 D: .h No I >don't don't< really
 6 know the origin but I do know
 7 what it means in German.
 8 L: What does it mean.
 9 (2.2)
 10 D: Idiot.
 11 ((Audience laughter))

In discussing the meaning of Depp's name, Lipton's general request (lines 1-2) is followed by a specification of that request through a yes/no question (lines 2-3). In his response (lines 5-7), Depp does not simply answer the question, but also signals that he has more to say. He seeks permission to continue in a sequential position that Schegloff (2007: 38) calls a *pre-telling*. By saying, *But I do know what it means in German*, Depp is claiming his current epistemic state differs from Lipton's (and the audience's), which sets up the next turn for Lipton to request the information from Depp. In the next turn (line 8), Lipton gives the floor to Depp to elaborate.

Notice that the opening yes/no question (*Do you know its origin?*) narrows the scope of the broad request, but does not necessarily limit the recipient to a simple yes/no response. The request prior to the question invites Depp to say virtually anything connected to his name, but the yes/no question limits the scope and serves as a prompt to talk about the meaning of his name. The sequence of (1) pre-telling, (2) go-ahead questions, and (3) the eventual telling offer evidence that the participants orient to the yes/no question as a chance to define the scope of the nominated topic and to prompt the ensuing talk. This extract demonstrates how the interviewer used certain interactional practices to expand and adjust his role as questioner to include facilitator and accommodator. Attention

is paid not only to the questions, but also their consequences. The interviewee then has a chance to go beyond the boundaries of the answer and say more.

We will now consider how a similar sort of practice is used by a teacher to encourage a student to talk. Like interviewers, teachers look for ways to elicit the kind of responses that will expand the talk by setting up turns so recipients can talk extensively. In the following extract, taken from a corpus of my own conversations with a student, a yes/no question is used to check understanding. Masako, the student, is telling me about her experience as a high school yearbook editor.

Extract 2. Masako no. 5, school yearbook editor (Nakamura, 2006: 239)

- 1 M: Yeah.
 2 (3.1)
 3 And I get many stress.
 4 T: Oh: [h.
 5 M: [Hh
 6 T: So you are th:e (.) only one
 7 writing (.) this book?
 8 M: No.
 9 (1.5)
 10 But >I am< chief.
 11 T: U:h.
 12 M: So (2.7) five or six student
 13 (.) help me.

Prior to this segment, Masako had talked at length about her hardships with the yearbook, while I provided only minimal receipt tokens, such as *oh* and *uhuh*. When I do say more (lines 6-7), I use a yes/no question. Since she has not mentioned that she is doing the editing alone, at this point I am possibly trying to *confirm an allusion* or an impression (Schegloff, 1996: 181) that her stress comes from doing all the work by herself.

Masako initially responds (line 8) by disagreeing with my candidate understanding and then (after a gap of silence) adds a reason for her

disagreement. The elaboration (lines 8, 10, 12 and 13) makes it clear that she is not working alone. The sequential timing or positioning of the yes/no question is important. It is only when Masako mentions getting *stress* that the door is open to ask a question to check about a possible cause. As the teacher, I help the student talk more by identifying something which can be checked and elaborated. This *inferential probe* (Heritage, 1985: 108) offers Masako an opportunity to illuminate the situation.

In Extract 1, Lipton extends the topic by giving the go-ahead for Depp to say what his name means in German. In Extract 2, I extend the talk by offering a candidate understanding. In both instances, the interviewer and teacher follow up on topics the interviewee and student offer as worthy of further talk. So the role of the questioner in the case of expanding talk includes not only asking questions, but also designing questions for the recipient that are sensitive to what has been said. Such questions can only be asked after listening and reacting to the other person's turn.

In the interview, the interviewer does his own preliminary work (lines 1-2) before asking the yes/no question. In the teacher-student talk, the question arises not out of a need to introduce a new topic, but rather to help the student-teller extend the topic in progress.

Conclusion

Yes/no questions in the context of open-ended talk can serve as prompts to facilitate mutual understanding. Such questions can pursue an elaboration in support of the initial yes or no answer. Studying features of the interaction in relation to identities reveals how teacher and student can work as co-participants to extend talk. The examples here not only show how talk was expanded, but also the range of interactional work involved.

While the situated identities (e.g., teacher, student) appear to remain intact, a detailed examination of the various discourse identities that come into play reveals that the division of labor between questioner and answerer begins to adjust to the joint project of eliciting and disclosing personal information beyond the specific questions asked. The interactional

work performed by teacher and student in these instances moves from pedagogic concerns to conversational ones. Identity and discourse are inextricably linked: The participants' interactional identities are shaped by the discursive actions they are pursuing, which in turn influence how they view each other. There is more to being a teacher and a student than adhering to inflexible roles of language expert and novice. When taken on a turn-by-turn basis, our identities as teachers and students are actually made up of a myriad of ephemeral discourse identities, some of which enable the novice to direct the expert.

The structural difference between the yes/no questions in the two extracts may offer practical applications for teachers. The first extract featured a standard interrogative form of a yes/no question where the auxiliary verb comes before the subject. By saying *Do you know its origin?* the questioner is seeking information that the other person possesses. In the second extract, a different type of yes/no question is formed with *So + declarative + rising intonation*. The questioner is seeking confirmation of something possibly alluded to in prior talk. The first type of question can be asked with little reference to what has been said previously since the question is designed to initiate a new sequence of talk, while the second type refers to something that has already been said, and therefore checks understanding.

The first type of question can be used by teachers to introduce topics or to explore whether a topic is promising in terms of producing more talk. The second type can be used once a topic is underway. A negative response to the first question signals that the topic cannot move forward, but a negative response to the second question does not discourage further talk. Even though the recipient disagrees with the candidate understanding, the design of the question succeeds as the student clarifies the situation.

By seeking confirmation and elaboration through the use of a variety of yes/no questions, teachers and students engage in an interactional practice that eases some of the rigidity of roles that traditionally links the identities of questioner and answerer to those of language expert and novice. More meaningful and elaborate talk is possible when such identities are adjusted and

shared in pursuit of the common goal of greater communicative engagement by both parties.

Acknowledgments

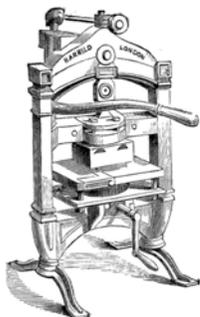
I would like to thank the editors and two anonymous reviewers for their helpful comments on an earlier draft of this paper.

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Ian Nakamura works in the Language Education Center at Okayama University. His teaching and research interests share a common aim of trying to heighten awareness of how talk-in-interaction naturally occurs outside the classroom in order to facilitate more meaningful and extensive talk in the classroom.

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Identity and naturally occurring interaction: An interview with Elizabeth Stokoe

Keywords

identity, discourse, gender, membership categories, discursive psychology

Dr. Elizabeth Stokoe is one of Europe's foremost authorities on identity-in-interaction. Although her work does not focus on foreign language learning contexts per se, many scholars and students of identity in Japan are familiar with her 2006 book *Discourse and Identity*, co-authored with Dr. Bethan Benwell, and her qualitative yet strongly empirical approach to documenting identity-in-interaction through Conversation Analysis (CA) and Membership Categorization Analysis (MCA). Dr. Stokoe is Professor of Social Interaction in the Department of Social Sciences, Loughborough University. She was interviewed by Keiko Ikeda.

Elizabeth Stokoeは、ヨーロッパのディスコース研究界において、様々な形態の自然発生のインタラクションのアイデンティティ研究で最もよく知られた研究者の1人である。外国語学習におけるアイデンティティに焦点を当てているわけではないが、日本の多くのアイデンティティを研究する研究者や学生にとって2006年に発刊された著書 *Discourse and Identity* (共著 Bethan Benwell) と会話分析 (CA) や、メンバーシップカテゴリー分析 (MCA) を通してインタラクションにおけるアイデンティティを記録するための質的かつ極めて実証的なアプローチは馴染みが深い。StokoeはLoughborough University社会科学学部の社会インタラクションの教授である。池田佳子がインタビューを行った。

Keiko Ikeda

Kansai University

Moments of interculturality can be defined as times during interaction when speakers accept their *inter-cultural selves*. For example, a person may present themselves as Japanese, Korean, Thai, or someone from another culture when speaking English. The emergent social identity produced from these moments of interculturality raises some basic questions for researchers: What is identity?

To what extent do such interactionally produced identities facilitate or constrain everyday communication? As the two papers in this special issue illustrate, it is important to challenge the belief that identities are always fixed and static across social situations.

Keiko Ikeda (KI): First of all, can you tell us about your research interests and some of your recent (and upcoming) activities?

Elizabeth Stokoe (ES): I'm currently researching *speed-dating*¹. I started out looking at how people elicit or volunteer relation-

1 Speed-dating is a formalized matchmaking process or dating system whose purpose is to encourage people to meet a large number of new people. Most speed dating events match people at random, and participants will meet different "types" that they might not normally talk to in a club, a bar, or a discotheque.



ship histories. I'm writing a book for Cambridge on the whole project, which partly aims to speak to a sociological-psychological audience about the importance of studying relationships (here, relationship initiation) in their naturally occurring contexts – something psychologists often fail to do.

Apart from that, I am still studying *neighbor disputes* and *mediation processes*, focusing much more now on the practical applications of my work and producing lots of training workshops for mediators. I'm developing a new type of role-play, using CA and various bits of technology to do this.

I'm also still working with Bethan Benwell on our education project. We recently presented a plenary talk at the British Association for Applied Linguistics, looking at *the educational in the social and the social in the educational*. We developed our earlier work on the way students resist academic identity in educational settings to consider how students in domestic settings also produce their identities as students.

KI: Can you tell us in detail about some of your most recent work on identity?

ES: Well in one of the chapters I am working on at the moment (Stokoe, forthcoming c), I consider *positioning theory* (PT) as an empirical approach to the analysis of identity categories alongside a conversation analytic alternative. Polemic in tone, I address questions including:

- Does PT have a clear methodology that researchers can be accountable to?
- Does the body of PT studies make a case for robust positioning practices that members construct and orient to?
- What are the differences between PT and a CA approach to the study of positions or categories?
- How best should analysts work with identity topics?
- I discuss these questions alongside empirical illustrations, drawing on a range of domestic and institutional interactive materials.

Meanwhile in some of my recent work on conversation and gender (Stokoe, 2010), I examine how speakers make and repair consecu-

tive references to third parties using the gender categories *girl*, *woman*, and *lady* within the context of debates about when and how gender is relevant in talk. The chapter starts with a brief summary of language and gender research before moving on to explain the practices of *repair* and *person reference* in CA. The analysis focuses on instances of *same-turn* or *self-initiated self-repair* (Schegloff, 1979; Schegloff, Jefferson & Sacks, 1977), in which a speaker marks some aspect of their ongoing talk as problematic and repairs it within the same turn (e.g., “that girl over—that woman over there”). This is in contrast to other types of repair in which recipients initiate and produce repair. Four analytic sections focus on a particular format of XY repairs, in which X is a first gender category and Y is another. The first section examines canonical XY repairs, and the second focuses on cases in which the repair segment contains a marked orientation to the repairable. The third section examines cases in which *or* is a feature of the repair segment. The final section focuses on instances of consecutive alternative reference where no features of repair are present. Both the third and fourth sections therefore consider cases of probable non-repair, or *doing* non-repair. Overall, the chapter considers how different formats for producing consecutive, alternate gender categories show speakers' commitment to one category, and their relevance to evidencing speakers' orientation to gender.

KI: How did you become involved in this sort of research?

ES: In various ways. Some projects (like the role-play training project discussed above) emerge after years spending time analyzing materials for other purposes. Some projects develop by design, by which I mean I purposefully collect material that will help me explore questions I already have about social life. For instance, I collected mediation and other materials because I developed an interest in *neighbor relationships*. But, as with all CA work, you end up working inductively, studying phenomena you don't know you'll be interested in when you start out.

KI: How is your approach to identity different from commonly held understandings of identity?

ES: I don't think there's anything unique to my approach to identity – it's now a fairly standard *discursive psychological position* I take, rooted in Antaki and Widdicombe's (1998) collection on *Identities in Talk*. What I've done differently from their work is to examine *membership categories* in particular ways, trying to study more robustly the way categories crop up systematically in particular conversational practices.

KI: How do you think micro discursive analytic research on identity could be of relevance to educators at various levels in Japan?

ES: I can't say anything about Japan in particular, as it is an unfamiliar context and educational system. But certainly my work with Bethan, looking at what it means to be a student, and the constraints and affordances of that identity, hopefully can help educators in Japan think through their expectations when setting up educational tasks and activities.

KI: I was particularly drawn to the claim that someone can be classified into a particular identity category (e.g., language learner/novice speaker) of the language in use. Yet unless the registering of visible identity indicators takes place through the participants' behavior vis-a-vis each other, we should not draw upon such an identity category. Many hold a belief that foreign accents, mis-pronounced words, and ungrammatical or unusual sentence construction may send out indicators of this category regardless of the speaker's identity work in interaction. Are you inclined to agree?

ES: Possibly, but it would still be up to members to orient to and make relevant such an aspect of a person's identity in courses of action. Like other categories, we can't assume they are relevant ahead of examining interaction – otherwise the list of possibly relevant categories is infinite.

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Appendix: A Selective list of Elizabeth Stokoe's forthcoming publications

Books

Stokoe, E. (forthcoming a). *Talking relationships: Analyzing speed-dating conversations*. Cambridge: Cambridge University Press.

Articles and book chapters

Stokoe, E. (forthcoming b). Analysis of gender in interaction. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. London: Wiley.

Stokoe, E. (forthcoming c). A conversation analytic approach to 'positioning theory': The sequential anatomy of categorical practices. In A. Deppermann & L. Moissinac (Eds.), *Positioning in interaction*. Amsterdam: John Benjamins.

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Keywords

first language (L1), second language (L2), code-switching, classroom discourse

The purpose of this exploratory study was to gain a better understanding of student L1 use in EFL classes by analyzing an audio-recording of Japanese learners. The study found that there were many instances of low-volume (volume of spoken output) L1 use. Volume and code choice mark student exchanges as private, and Hancock (1997) labels such exchanges off-record. Not all L1 exchanges examined in the present study could be considered off-record as Japanese students expect to be able to use their L1 in class. However, when low-volume L1 use did occur, it distinctly marked an exchange as off-record for the purpose of avoiding embarrassment. Natural breaks in the flow of the lesson also enabled students to clarify meaning in Japanese without recourse to low volume L1 use. Recognizing off-record exchanges is important, teachers need to respect and appropriately deal with classroom discourse which students do not intend for them to overhear.

本論の目的は、日本人学習者の録音を分析することにより、EFLクラスでの学習者の第1言語(L1)使用に関してよりよき理解を得ることである。本論では、多くのL1使用例が低音量(発話の音量)であることが分かった。音量とコードの選択は学習者間のやりとりが私的なものであることを意味し、Hancockはこれらのやりとりをオフレコと名付けた。日本人学習者は授業でL1を使うこともできることから、本論での全てのL1使用をオフレコとみなすことができるとは限らない。しかし、低音量のL1使用が実際にあった時、それは明らかに困惑を避ける目的でのオフレコを意味して使用されていた。また、授業での自然な流れの中で、発話が途切れるような時には、低音量でのL1使用に頼ることなく、学習者が日本語での意味を確認することも見受けられた。オフレコを認識することは重要であり、学習者が教師に聞かせるつもりではないクラス内での会話を、教師は尊重し適切に関わる必要がある。

Behind the scenes: An examination of student L1 use

Gregory C. Birch

Seisen Jogakuin College

In EFL contexts, a limited use of the student's first language (L1) is generally considered beneficial as it fulfills an important pedagogic function. For example, students often clarify a point privately with another student before speaking publicly. As a result, these student L1 exchanges should not be discouraged. The difficulties which teachers face are that students expect to be able to use their L1 in class (Burden, 2000), and it is not always apparent when these exchanges are intended to be private.

How do teachers know when they are not considered ratified participants in student-student L1 exchanges? During a test of spoken proficiency, Hancock (1997) found that low-volume L1 use marked exchanges as private, whereas natural volume L2 use indicated output for evaluation. The present study attempts to verify these findings. Student L1 use in a small class of lower-level adult learners was examined to verify whether volume continues to mark L1 exchanges as private, and where it does not, to examine what other factors may play a role in the marking of private speech. The hope is that knowledge of these cues can enable teachers to recognize, respect, and appropriately deal with classroom discourse which students do not intend for them to overhear.

Literature review

Code switching (CS) is a change by a speaker from one language to another. The focus here is classroom CS. Within the Japanese context, examples of common teacher uses are (1) explaining prior L2 utterances, (2) defining unknown words, (3) giving instructions, and (4) providing positive/negative

feedback (Hosoda, 2000). More importantly, Hosoda examined CS during teacher-student exchanges and discovered that student inquiries in the L1 did not necessarily result in teacher L1 use. The teacher only reverted to the L1 when students failed to give an appropriate response in a timely manner, and subsequent teacher L1 use resulted in *the resumption of the flow of the interaction* (Hosoda, 2000, p. 86).

With respect to student CS, Ogane (1997) found that, in addition to enabling students to gain thinking time, smoothen the conversation, communicate important points, and signal for help, CS also served an important social function, enabling students to express *their dual identities of L1 speaker and L2 learner* (Ogane, p. 119). This last point is particularly interesting as the social function of CS in maintaining social relationships is often overlooked, particularly in institutions that have adopted strict target language-only classroom language policies (Rivers, 2009). In summary, the pedagogic justification for L1 use is that it *may provide learners with additional cognitive support that allows them to analyse language and work at a higher level than would be possible were they restricted to sole use of their L2* (Storch & Wigglesworth, 2003, p. 760).

CS, however, is multi-layered. In Japan, students often converse with Japanese teachers in the L1, but with native-speaker (NS) English teachers, students tend to prefer the L2 (Stephens, 2006). In the latter scenario, the L1 still plays an important role as students often consult classmates in Japanese privately before speaking publicly in English. This layered discourse has been illuminated in a testing situation. Based on recordings of student-student exchanges used to evaluate speaking proficiency, Hancock (1997) makes an important distinction between *on-record exchanges* (student L2 exchanges which are meant to be overheard by the NS teacher), and *off-record exchanges* (student L1 exchanges which are treated primarily as the property of the students).

These terms, *on-record* and *off-record*, are Hancock's labels for discourse discussed in terms of Goffman's (1974) concept of frame – *speakers' definitions of the kind of activity they are engaged in* (Hancock, 1997, p. 219). The two frames identified in Hancock's data are the *literal frame*, where

students behave as themselves, and the *nonliteral frame*, where they are role-playing. Hancock argues that when students used the target language in the nonliteral frame (e.g. role-play), they regarded their teacher as a ratified participant, as L2 exchanges are like performances which require an audience. On the other hand, in the literal frame when students were discussing how to perform the task, *there is a strong tendency for low volume* (Hancock, 1997, p. 220). In other words, both code choice and a decreased volume of spoken output are used to signal a private, off-record exchange.

Signals such as these meta-messages are often referred to as contextualization cues (Gumperz, 1982), which can be *any feature of linguistic form that contributes to the signaling of contextual presuppositions* (Gumperz, 1982, p. 131). Hancock justifies this assessment using Myers-Scotton's theory of markedness (1983), *where code choice symbolizes what the speaker wishes to be the rights and obligations set in force in a given exchange* (Hancock, 1997, p.220). By marking an exchange as off-record, the students are establishing their right to privacy with the understanding that the teacher is not a ratified participant in the conversation.

Research questions

While Hancock (1997) focused on student-student L1 exchanges in a test setting, this study examines these exchanges in a classroom setting to answer the following two questions:

- Are all private or off-record student-student L1 exchanges marked by low volume output?
- When volume is not an indicator, what other factors play a role in signaling private or off-record exchanges?

Method

The data was taken from the first 30 minutes of a 90-minute low-intermediate listening class. Six occurrences of student-student L1 exchanges were audio-recorded, transcribed, and analyzed; however, only three are examined in this paper. Two of the discarded exchanges were rather short, and in the third, the L1 was used for a similar purpose to Exchange 2, which is detailed

below. The class consisted of three low-intermediate adult students. During the first 30 minutes, a worksheet with lexical items relevant to the topic was reviewed.

When the recording was taken, all students had studied for about one year with the teacher, but the English ability of one student, a housewife in her late 50s, was much weaker than the other two students, a male and female in their late 20s. All were studying English as a hobby at a small conversation school and did not use English at work.

The three students were seated on either side of a small table and the teacher's chair was in front of the white board so that every time the teacher wrote on the board, his back was to the students. A recorder was placed between them after the students consented to a recording for research purposes.

Transcription conventions

The transcription conventions found in Hancock (1997) were used as they distinguish between language spoken in normal and low-volume (Table 1). The latter was underlined. The weakness of this convention is that underlining does not capture dynamic changes in volume. A sentence may start in whispers and gradually increase to natural volume. This is commented upon but can not be reflected in the transcriptions.

Other factors

When volume was not a clear indicator, other relevant cues are pointed out. Unfortunately, there was no video recording to enable a more detailed examination of non-verbal cues. Nevertheless, it was obvious from the audio recording what was happening (e.g., the teacher was writing on the board).

Analysis

In this section, three student-student L1 exchanges from the data are examined to see if low-volume marks private exchanges, and when it does not, what factors do.

Exchange 1

This exchange followed an exercise where the students were translating into Japanese the following sentence: *University students often rent a basement suite near the university*. The transcription starts with the teacher's attempt to exemplify the meaning of *basement suite* after Student M read it with rising intonation, indicating that he was unsure of its meaning.

This example was chosen because it exemplifies when an off-record exchange is and is not possible. For example, Student R's initial use of low-volume L1 (Line 4), a clarification request directed at the other students, was likely abandoned due to the teacher's proximity. He was sitting facing the students, meaning that it was difficult to continue this off-record exchange.

Table 1. Transcription Convention, based on Hancock (1997)

T:	T: Teacher, M: Male student, N: Older female, R: Younger female
<i>Hai, kaigi</i>	<i>Italics</i> indicate Japanese
{Yes, conference}	Translation of Japanese appears within curly brackets
[One square bracket indicates overlapping speech
(inaud)	Recording inaudible
(comments)	Researcher's comments appear within parentheses
...	Three periods indicate a pause of half a second to a second
(1.5)	A pause of one and a half seconds
?	Question mark indicates rising intonation
<u>Is that right?</u>	Underlining indicates low / whispering voice
AND	Capital letters indicate louder than normal voice

The students may have considered it rude to talk amongst themselves instead of asking the teacher for clarification. This L1 inquiry, though, was restarted in Line 11 and spoken more or less at full volume. There was little need to whisper since the students had some privacy while the teacher first crossed the room to get a dictionary (curtains being drawn audible on tape), and then consulted the dictionary (turning of pages audible); therefore, he was unlikely to have been paying attention to the students' exchange.

Transcript 1

- T: See a basement suite is like... in the basement?
- M: Mmm
- T: [There is a bedroom, a kitchen, laundry room. Okay? It's very cheap...to rent.
- R: *Sore mo setto ni natte iru?* {That is a set, isn't it?} *Suite to iu no wa kitchen toka de.* {So a suite has ... like a kitchen and (Voice fades away)} Basement is a *chi.. Chika ne?* {Basement?} (Directed at teacher)
- T: *Chika.* Yeah. {Basement} Suite means ... It's like an apartment ... but ...it is maybe in a house. (2) What does suite mean? (Rhetorical question as teacher crosses room to get dictionary)
- M: [Aaa so ka
{I see}]
- R: *So ka.* {I see} *Isshiki toka te ...jiisho wa notte iru.* *Kagu toka ga sorota.* {(Suite,) maybe a complete set (of furniture) ... It is in the dictionary. Furniture is also there}
- M: Mmm
- N: (2 sec inaudible) *kagu toka tsuite iru dayone* {It seems furniture is included}
- M: *tsuite iru ne* {Yeah, it's included}

Exchange 2

This exchange shows how volume and proximity combine to distinctly mark a conversation as off-record for the purpose of avoiding embarrassment. Student M was asked for a translation of a sentence (Line 1) and the word *mortgage* (Line 8), an invitation to openly use the L1. From Line 10, two students did converse in natural-volume

Japanese to clarify the meaning of the word even though a correct translation was initially given. What is interesting is that while the teacher's back was to the class, Student M resorted to low-volume Japanese to seek further clarification (Line 18). Perhaps student M felt it necessary to keep the exchange distinctly off-record as the teacher could not confirm the translation, a face-saving measure for both student and teacher.

Transcript 2

- T: Some people have an expensive mortgage so they must rent out their basement. (Read from worksheet)
- M: *Oku no hitobito wa...takusan no okane wo karite iru no de...karera no heya wo kasanakereba naranai.* {Some people... who are borrowing a lot of money...must rent out their room.}
- T: Okay. Yeah.
- M: *Karera wa heya wo kasanakereba naranai* {They must rent out a room}
- T: Hmm. I think so. What is? How do you say mortgage in Japanese?
- M: Mortgage?
- R: *Teitou toka janakute?* {Isn't it mortgage?}
- M: *Kariru* {Borrow}
- R: *Kariru toka ne* {Yeah, it's like 'borrow'}
- T: Ohh. Really? Uhm? (Rising intonation questions translation)
- M: *Te kaite aru* {So it's written}
- R: *Teitou ni haite iru* {to mortgage (a house)} (2 seconds inaudible)
- T: [Like. For example, if you buy a house? (Teacher starts to write on board.)
- M: Hmm *Shakin shite iru to iu no janai* {It's to be in debt, isn't it?}
- R: *Ahh so ka ne.* {Ahh. That's it}
- T: Please look in your dictionary. (Five seconds inaudible talk as students consult dictionaries)
- M: *Ie wo teitou ni irete iru dakara* {To mortgage a house (Read verbatim)}

Exchange 3

This exchange was a product of a misunderstanding that started after the teacher accidentally asked for the English equivalent of *kagi* (key), instead of *kagu*, (furniture). The confusion continued after a student suggested that the Japanese word the teacher was looking for was *kaigi* (conference), a suggestion agreed upon by the teacher (Transcript 3, line 1).

This exchange was also distinctly off-record as the students did not want to draw attention to the teacher's mistake. While the teacher wrote on the board with his back to the students, Student M used a Japanese utterance, *ale*, in a rising intonation to indicate confusion. The students slowly negotiated in whispers about whether the teacher meant *furniture* or *conference*.

Regrettably, the use of underlining does not capture the dynamic changes in volume. It does not show that although an utterance started in whispers (Line 5), it gradually increased to a natural volume (Line 13). It was only at this point that the teacher became aware of the conversation.

Transcript 3

T: *Hai, kaigi.* {Yes, conference} Okay, furniture, so you should ask ... What ... FURNITURE ... is in ... the... living room? (Teacher writing question on board)

M: [*ale?*] (Japanese utterance indicating confusion)

M: Furniture? (rising intonation)

R: *isu toka ... Tsukue toka...* {For example, a chair, a desk} furniture

M: *kagu no koto janai?* {It's furniture, isn't it?}

N: *so* {That's right}

R: *kagu toka* ... {Furniture and ...}

M: *kaigi to iu no wa ?...* {What does conference have to do with it?}

R: *kaigi ni wa ... Kaigi no toki ni wa nani ga aru* {in a conference ... Things in a conference room (Normal volume)}

M: AHH.

Ss: (laughing)

M: I see, I see.

Conclusion

EFL classroom discourse can roughly be divided into two layers of discourse, namely on-record and off-record. In Hancock (1997), the cues to distinguish between the two were volume and code choice. In this study, these concepts were applied to student L1 exchanges in a classroom setting, where the division between on-record and off-record was less clear as students oscillated between them over the course of an exchange.

Although limited in scope, the data indicates that when students chose to use their L1, it appeared that volume was a reliable cue to indicate whether or not the teacher was considered a ratified participant in the exchange. This occurred when natural volume Japanese might be considered rude, and when students wanted to seek clarification while avoiding drawing attention to a potentially embarrassing situation. However, volume cannot be viewed in isolation. During natural breaks in the flow of this lesson (e.g., teacher writing on board), students could clarify meaning in their L1 without necessarily reverting to low volume use. Other indicators, such as non-verbal cues (Hosoda, 2000) may also be significant, but they were not apparent due to the absence of a video recording.

Although showing these transcripts to teachers and students might be a useful exercise towards reducing L1 use in class, it is also important to consider that some L1 use reduces confusion and allows a class to flow smoothly (Ogane, 1997). It is hoped this small-scale study raises awareness of the importance of recognizing, respecting, and appropriately dealing with student L1 exchanges that learners do not intend the teacher to overhear.

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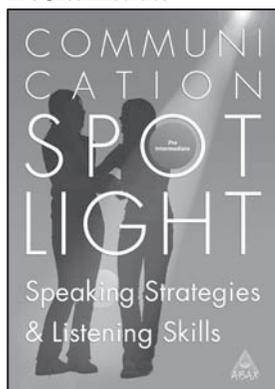
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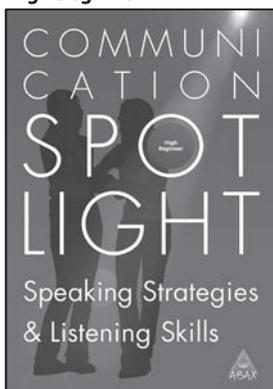
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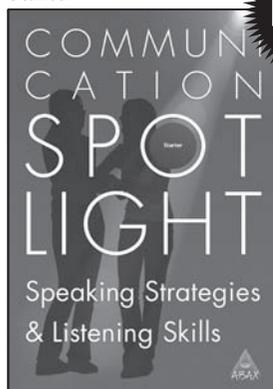
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Machine translations revisited: issues and treatment protocol

Keywords

machine translation, second language education, writing pedagogy

Machine translation (MT) is a pedagogical issue in second language (SL) writing because student use means less engagement with the target language and diminished chances to learn it. It is also a quality issue because current MT technology is imperfect. This paper examines these issues, arguing that the current research-backed process writing methodology does not generally support student submissions of MTs for writing assignments. It also demonstrates several language problems resulting from MTs. Although MT can be valuable for business, government, and personal purposes, SL writing teachers should discourage student use of the technology.

機械翻訳 (MT) は第2言語 (SL) ライティング学習における教育上の問題となっている。その使用により、学習者が目標言語 (TL) に関わることがより少なくなり、その言語を学ぶ機会を減少させるからである。また、現在のMT技術は不完全であり、その質も問題である。本論ではこれらの問題を考察し、現在の研究に裏づけされたプロセス・ライティング方法論は一般的に、学習者のMTを使ったライティング課題提出を支持しないと論ずる。また、MTにより生ずる数々の問題も実証する。MTはビジネス、行政や個人的な目的には大変役立つかもしれないが、SLライティング指導者は、学習者にMT使用を止めさせるようにすべきである。

Harry Harris

Hakuoh University

Several of my EFL students had just come to my office with a belated group-effort assignment which, after skimming through, I found incomprehensible. What caught my eye immediately were syntactic and semantic issues that left me clueless. Some of the vocabulary was contextually peculiar, and there were pronouns with obscure referents. I knew the challenge English posed for these students, and I could usually identify their typical errors, but these textual problems frustrated me. I began to wonder whether I was looking at a machine translation (MT), so I asked them about this. Abashed, they replied *chotto* (a little). I reminded them of our talk at the beginning of the semester about plagiarism, homework borrowing, and the pedagogical and poor-quality issues of MTs. They agreed to rewrite their assignment and left.

MT-suspect writing assignments such as this often crop up in our second language (SL) classes, a situation requiring vigilance and appropriate treatment. We understand our students are busy and that the temptation to write their assignments in L1 and do an MT can be strong.¹ However, there are pedagogical issues signaling that MT use can rob students of opportunities to use the target language meaningfully and quality issues that can frustrate and cause communication to collapse. Moreover, many teachers are convinced that MT submissions are a form of dishonesty by students disrespectful of the assignment and are unfair to those who laboriously craft their writing (Zemach, 2008). Also, as Wheeler (2009) argues about plagiarism, this practice of cheating cannot be solely attributed to inherent

1 MT refers to any free or paid, online or offline automatic translation service to which students have easy access. Common services include Yahoo! Babel Fish and WorldLingo.

cultural values demanding teacher tolerance. Finally, we may feel annoyed when forced to take time determining whether unusual text in student assignments is due to MT or English-language problems. This is not always easy to determine, especially with basic English students. Discerning MT text from natural errors requires a careful response married with respect (Silva, 1997), transparency (Zemach, 2008), and guidance (Currie, 1998) despite inconsistent definitions of academic dishonesty (Pincus & Schmelkin, 2003) and the uncertainties inherent in acting on this Pandora's Box (Currie, 1998).

To better understand these issues and our own need to respond resolutely to student MT submissions, this paper provides a brief reminder of the process approach to current SL writing pedagogy, a tentative analysis of MT inadequacy, and a treatment protocol for this persistent problem.

Pedagogical issues

Process writing, rather than product, should be the focus of SL writing education (Zamel, 1976). Traditional product writing methodology often consists of single-draft assignments assessed on their touchstone-like adherence to model essays and to instructor-held ideas about writing quality. These assignments are collected and graded, and then students go on to the next assignment. Process writing, however, focuses on the cognitive and social nature of writing. It is a recursive process where writers periodically reconsider and revise earlier text for further development of ideas and critical thinking skills. In this approach, students require formative feedback and invention strategy instruction in order to maximize learning (Matsuda, 2003).

Although not for process writing, MT use can be perfectly valid in certain contexts. For example, multinational companies have produced MTs of professional documents since the 1950s and 60s (Hutchins, 2007). In reference to patent translations, MTs can also be much cheaper than human translators (Vitek, 2000). Additionally, the quick and steady production of MTs can prove vital in fields such as meteorology, as demonstrated by the huge number of daily weather bulletins translated by the METEO system in Canada (Napier, 2002).

However, despite the growth of the Internet and the increasing user need to obtain information from foreign language sources, MT should not be an SL shortcut. This does not mean, of course, that our students should not obtain information from first language sources that will help them develop writing topics. Nor does it mean that SL writing instructors should not, for example, design editing or other activities around MTs (Niño, 2009). All these can be fruitful endeavors. It does mean, though, that without learning to manipulate its distinctive writing conventions, SL students will not learn to write effective English on their own.

Quality issues

Despite some MT support in non-SL process writing education contexts and the presence of MT-supportive organizations in Asia (AAMT), Europe (EUROTRA), and the Americas (AMTA), many experts realize current MT limitations. Simply put, MT does not work well unless there is sufficient world knowledge (knowledge of the relationship between things) and controlled language, as in this example of a French-to-English MT (Napier, 2002): The MT turns *Les soldats sont dans le café* into *The soldiers are in the coffee*, mistaking the beverage for the shop, effectively placing people in it. As Melby (1995, p. 4) writes, "computers are very likely to produce atrocious results [unless the text treats] a very narrow topic in a rather dry and monotonous style."

At this stage in the development of MT technology, the consensus is that MT requires an enormous amount of human intervention to maintain quality control. As Vitek (2000, 2001) notes, since a machine does not understand concepts of accuracy or meaning and lacks agency (ability to make a choice exercising one's will), accurate translations may only be possible if the input range is extremely limited, with the input, translation process, and output subject to a strict and *professional* [emphasis added] human control. Without this control, MT cannot deal with real vocabulary surprises (Melby, 1995).

Natural human language is just too complex for accurate unassisted contemporary MT. Although we may be able to program computers with syntax-coping capability, MT theorists and those working in the fields of neural networks

and artificial intelligence are still unable to give computers knowledge of meaning (Napier, 2002). As Budiansky (1998, para. 22) reminds, "Language is full of ambiguity and multiple meanings that a correct reading of syntax goes only a short way toward sorting out [because] computers don't have any common sense."

With MTs, however, syntax and semantics are both problems (as is rhetorical style, an unaddressed issue here), especially with languages as distinct as English and Japanese. An increase in grammar complexity, lexeme ambiguity, as well as idiomatic and culture-specific language creates conditions ripe for MT meltdowns, as a brief comparison of Yahoo! Babel Fish (2008) and WorldLingo (2008) MTs in Table 1 shows. Here A refers to the original sentence, B to the MT into Japanese, and C to the back-translation (BT) into English.

Apart from a few minor differences, the Yahoo! Babel Fish and WorldLingo BTs are comparable. Also, there are no major differences with the Japanese MTs.

Of interest is how the Japanese MTs and BTs diverge from the original English sentences. The Japanese MTs of Sentence 1 provide a thoroughly unexpected change in meaning. Whereas the original sentence expresses the idea of Bob's love for Clara and her love for Bill, the Japanese MTs have changed this to Bob's love for Bill and Clara, or *Bob loves Bill and Clara*. Perhaps this has happened because both Clara and Bill follow Bob syntactically. The BTs are, of course, deplorable.

Both Bob and Bill are no longer people, with Bob becoming *the hob* and Bill *the building*. Although the Japanese translation does represent Bob as ボブ [*bobu*], the translators are not reading the diacritic (") that converts the Japanese *ho* [ホ] into *bo* [ボ]. With the latter name, the Japanese translations have Bill as its Japanese homophone ビル [*biru*], meaning *building*, a change resulting, perhaps, from the fact that there is no distinction between upper and lower case script in Japanese.

Sentence 2 offers an example of a mistranslated English phrasal verb, *break down*, which has several different transitive and intransitive meanings (*Shorter Oxford English Dictionary*, 2003, p. 284). Though the idiom in the original English sentence is intransitive and contains the meaning *loss of self-control*, the Japanese translation 破壊 [*hakai*] is used transitively by Babel Fish and intransitively by WorldLingo and carries the English meaning *destroy*. Additionally, Babel Fish translates the word cried into Japanese as 叫んだ [*sakenda*], meaning *shouted*. WorldLingo's translation of this word comes out as 叫ぶ [*sakebu*], or *shout*. The BTs, of course, are barely intelligible.

With Sentence 3, the MTs fail to recognize that in English *June* can be the name of a person as well as a month. Both translators consistently render this proper noun as 6月 [*rokugatsu*], the month of the year, making the Japanese translations unacceptable. The BTs can only be interpreted as back-transformations of the month.

Though the above MT examples need further

Table 1. Comparison of Yahoo! Babel Fish and WorldLingo MTs

	Yahoo! Babel Fish	WorldLingo
1	A. Bob loves Clara, who loves Bill. B. ボブはビルを愛するクララを愛する。 C. The hob loves [kurara] which loves the building.	A. Bob loves Clara, who loves Bill. B. ボブはビルを愛するClaraを愛する。 C. The hob loves Clara which loves the building.
2	A. Sam broke down and cried. B. サムは破壊し、叫んだ。 C. It destroyed sum, shouted.	A. Sam broke down and cried. B. 破壊され、叫ぶサム。 C. The sum which is destroyed, shouts.
3	A. June likes cake. B. 6月はケーキを好む。 C. June likes the cake	A. June likes cake. B. 6月はケーキを好む。 C. June likes the cake.

corroboration with other MT platforms for performance comparison, at least with WorldLingo and Babel Fish, there can be egregious problems. The Japanese translations don't always match the syntactic intentions of the original English sentences, and there are semantic issues as seen in the mistranslations. The BT sentences inconsistently range from completely acceptable (though still unable to match the Japanese in intended meaning), to odd, to utterly incomprehensible because of script differences and other reasons. It is clear that MTs can be problematic, at least with Japanese.

Treatment protocol

As with plagiarism and assignment borrowing, teachers should, as Gerdeman (2000) indicates, inform students through a variety of means (including course-initial announcements and syllabi) that unless there is a specific purpose for them, MTs are unacceptable and will have a detrimental effect on the learning process. This first point warns students and provides justification for future grade assessment; the second educates them or at least provides a message that may one day be meaningful. Importantly, students should know that submitting writing assignments containing MTs will negatively affect their grade.

An effective awareness-raising activity about MT problems is to have students correct a teacher-provided English-to-L1 MT (Harris, 2009). After spending some time on this exercise, students will soon realize that MTs are not a viable alternative to their own work (because the teacher will know they did not actually write anything) and will hopefully not attempt to use them later.

Despite these deterrents, there will probably be students whose minds wandered when course-initial explanations were made or who just did not find the above class activity credible. Thus, at some time during the course, MT-suspect assignments may appear. Though it is indeed time-consuming to deal with this issue, we cannot ignore it. Teachers who receive MT suspects should repeat their MT class warning and inform students of the comprehension problems with their work. If students do not respond meaningfully, the teacher can then point out specific text

problems and ask for an explanation. If the students cannot, ask them to rework the assignment until it is satisfactory, which in my experience usually results in a non-MT submission. Remind these future teachers and business people that MT is far from perfect and that MT renditions of any written work can, unless competently edited, present problems for those who read them, with consequences that can range from reader miscomprehension and withdrawal to customer exasperation and desertion.

Conclusion

MT, whatever the consequences, is something technological developments have made available. There are circumstances in which MT plays an important role, saving money and time, in the endeavors of business, government, and other entities. However, the possibility of imperfect translations requires careful human attention and intervention. MT access allows us to obtain international information and communicate in some form with others who speak different languages. Those who use this technology, especially our SL students, need to be aware of its current performance imperfections. Above all, our students need to know that when they resort to an MT service in order to avoid doing their own writing, they lose a valuable opportunity of learning how the language functions. They will remain isolated both from the language and from those with whom they would communicate. We should take them to task on this.

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Harry Harris, who has an MA in applied linguistics and one in Spanish linguistics, has taught ESL/EFL and Spanish at academic institutions in South America, Asia, and the United States. At present, he is a faculty member at Hakuoh University in Tochigi Prefecture, Japan. He also participates in teacher-training workshops, writes materials for publishing companies, and is a long-term English-language interviewer. A Hispanophile, Harry shares his summers with long-term friends in Granada, Spain.



An interview with Ingrid Piller

Laurel Kamada

Tohoku University

Laurel Kamada (LK): Hello Ingrid. We are so pleased you will be a keynote speaker at the International Gender and Language Association (IGALA) conference in Japan in September this year. Will this be your first visit to Japan?

Ingrid Piller (IP): I had a stopover at Narita airport once and loved the day I spent wandering around Narita. So, I'm definitely looking forward to a more substantial visit. However, while I've physically only spent a 24-hour-period in Japan, my virtual visits to Japan have been more extensive: one of my closest collaborators, Kimie Takahashi, comes from Japan, and I've supervised her PhD thesis on Japanese women learning English in Australia and we've co-authored a paper on *akogare* and English language learning. We are also working on a joint research project exploring the experiences of Japanese tourists in Australia and are running a sociolinguistics portal together, *Language on the Move*, where Kimie often blogs about language issues related to Japan. Over the years, I've also supervised a number of other Japan-related projects, including a PhD thesis by Ikuko Nakane about the learning experiences of Japanese students in Australian university classrooms. So, Japan holds a much larger place in my interests and my heart than my brief stopover in Narita might suggest. I can't wait to actually spend some real time there.

LK: Would you please tell us what kinds of things you have been working on over the years, and what your current interests or projects are?

IP: My research interests are in intercultural communication, language learning, multilingualism, and how they intersect



Keywords

globalization, migration, gender, linguistic diversity, language-on-the-move

Ingrid Piller will be a keynote speaker at the upcoming International Gender and Language Association (IGALA6) Conference in Tokyo from September 18-20, 2010. <orc.tsuda.ac.jp/IGALA/ocs>. This international conference has never before been held in Asia and offers a rare opportunity to connect with such internationally renowned researchers as Ingrid Piller. Ingrid's main work has been as a critical sociolinguistic ethnographer in intercultural communication, language learning and multilingualism, and their intersection with social inclusion and justice. Her IGALA presentation, entitled *Women on the move: English, international romance and the global economy*, promises to be of great relevance to JALT members given its focus on gender and language.

Ingrid Piller は東京で2010年9月18日より20日まで開催される「国際ジェンダーと言語学会」(IGALA)の基調講演者である。これまでアジアでこの国際会議が開催されたことはなかった。この会議は Ingrid Piller のような世界的研究者を知る貴重な機会である。Ingrid は主に批判的社會言語民俗誌学研究者として、異文化間コミュニケーション、言語学習、多言語主義および、それが社会包括・社会正義と交わる分野について研究している。IGALA における講演 "Women on the move: English, international romance and the global economy" は、ジェンダーと言語に焦点が当てられており、JALT 会員に大変関わりの深い内容となるだろう。

with social inclusion and justice. The overarching question of my work is how the social order is produced and reproduced through linguistic practices and ideologies. This has taken me to specific work related to bilingual couples and international romance, linguistic and communicative challenges in the tourism industry, language contact in advertising, and multilingualism and social inclusion in Australia. Most of my published work is available for open access on the resources section of the web-based *Language on the Move*. In addition to publishing my research in the usual academic outlets, I have recently turned into a passionate blogger. Kimie and I run the *Language on the Move* blog, which can be accessed at <languageonthemove.com>.

LK: What kind of methodology and theoretical framework do you use in your research?

IP: If I have to use a label, I call myself a *critical sociolinguistic ethnographer*, but I'm really rather eclectic in my methodological approaches. What matters most to me is arriving at understandings that give voice to the experiences of linguistically diverse people.

LK: I understand that you have lived and worked in many different countries, such as Switzerland, Australia, and Germany, and that you are now back in Australia. May I ask, where are you originally from and what languages do you speak? What has been the effect on your research of you having lived and worked in so many different countries during your career?

IP: I've always liked Virginia Woolf's adage, *As a woman, I have no country. As a woman I want no country. As a woman my country is the whole world*. I could slightly adapt it to say, *As a woman, I have no language. As a woman I want no language. As a woman my language is on the move*. I grew up in rural Southern Germany speaking a Bavarian dialect. When I arrived at university as the first girl from my village to have ever gotten that far in terms of educational achievement, one of my professors noticed I had trouble speaking Standard German and told me it was very unusual for a dialect speaker to be so intelligent! I suppose he meant it as a compliment, but it was my Scarlett O'Hara moment (*I'll never go hungry again*), and I started to reinvent myself

as an English speaker. Since then, I've pursued my career in English. Being a second language speaker in Applied Linguistics has had a profound influence on my career, as my perspectives have always been a bit different from those of the monolingual TESOL hegemony. Even today, Applied Linguistics and TESOL are largely informed by the perspectives of monolingual speakers of English and by strong beliefs in the primacy of the *native speaker* as the basis of both theory in the field and professional practice. Like many people nowadays, I see myself as a contemporary nomad and internationalist. I think our field needs new approaches to deal with the realities of language-and-communication-on-the-move. In a blog post a while ago I argued for Sociolinguistics 2.0 (Piller, 2009)!

LK: Your work on the discursive construction of hybridity and bilingualism is very fascinating for me and other expats residing in Japan and is also very close to my own work. Also you have done a lot of work in sociology and globalization and migration. Could you tell us something about these research topics and how they are connected with gender and language studies?

IP: Gender is such a central category in social life, and it obviously also intersects with the ways in which we experience migration and globalization. I'm particularly interested in the intersection of gender and work in migration contexts. For instance, hegemonic narratives of heterosexual romance have become instrumental in outsourcing the work of being a wife from the global North to the global South, as I've argued in my work on the discourse of mail-order bride websites.

LK: What other work have you done in gender and language?

IP: I won't bore you with a list – you can always go to the resources section of *Language on the Move* and click on *Language learning, gender and identity* or *Multilingual families*.

LK: Finally, could you kindly talk a little bit about the topic of your paper, which you will be presenting at the IGALA conference in Tokyo?

IP: I've called my paper *Women on the move: English, international romance and the global economy*. I will explore ways in which the global

English language teaching industry is implicated in making certain gendered identities desirable and how those gendered subjectivities serve to structure the migration experiences of women as romantic partners and as workers.

LK: Thank you very much for taking time to discuss these topics with us. We very much look forward to meeting you and attending your keynote address in Tokyo this September at the IGALA conference.

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Laurel Kamada, senior lecturer at Tohoku University, serves on the editorial board of BSIG and the Advisory Council of IGALA. She has published in areas such as bi/multilingualism in Japan, gender and ethnic studies, marginalized identities, masculinity, theoretical/methodological discourse analytic approaches, intercultural communication, and EFL. Her recently released book is entitled: *Hybrid Identities and Adolescent Girls: Being 'Half' in Japan*.



An interview with professor Momoko Nakamura

Dodi Levine

Tenri University

Dodi Levine (DL): Thank you for agreeing to be interviewed. To begin, could you tell us about your current research?

Momoko Nakamura (MN): I have three main interests: the historical analysis of Japanese women's language, language and sexuality, and globalization, affect, and language.

Japanese women's language has been considered to be what Japanese women have actually been speaking, but I propose to redefine women's language as a language ideology historically constructed by metalinguistic discourses. In 2002, I started analyzing such discourses from the 14th century and have written a series of papers on the subject (Nakamura 2003a, 2003b). In these papers,



Keywords

gender, linguistics, translation, women, sexuality

Momoko Nakamura will be a keynote speaker at The International Language and Gender Association (IGALA6) Conference to be held 18-20 September, 2010 in Tokyo. Professor Nakamura is an internationally recognized scholar and feminist. Her article, *Onna kotoba wa tsukurareru* [Constructing women's language] received the 27th Yamakawa Kikue Award in 2007, the first time this was awarded for linguistic studies. Professor Nakamura currently teaches at Kanto Gakuin University in Yokohama.

中村桃子氏は、東京で2010年9月18日より20日まで開催される「国際ジェンダーと言語学会」第6回大会(IGALA6)の基調講演者である。中村氏は国際的に認められた学者でフェミニストである。彼女の著書『「女ことば」はつくられる』は2007年に第27回山川菊栄賞を受賞し、言語学分野では初の受賞となった。中村氏は現在、横浜の関東学院大学で教えている。

I analyzed how the polite, indirect norms of women's language have been constructed by etiquette books since the 14th century. Another paper, which I presented at IGALA4, was about Meiji schoolgirls (Nakamura, 2006). This paper was also included in *The Language and Sexuality Reader* in 2006. In 2007, I published the whole analysis in Japanese, *Onna kotoba wa tsukurareru* (Nakamura, 2007), for which I received the 27th Yamakawa Kikue Award. This is an award given for distinguished research on women's studies, and I am proud that it was the first time the award had been given for linguistic studies. I hope more researchers in Japanese women's studies will get interested in language. I am now looking for a publisher who will publish the work in English. The following year, I wrote another paper on the topic of masculinity and national language in *Gender and Language* (Nakamura, 2008). I am also on the editorial board of this IGALA journal.

In addition to how homosexuality has been presented by language, I am particularly interested in what kind of linguistic resources are available to maintain heteronormativity in Japanese. In 2009, three other researchers and I just published the Japanese translation of *Language and Sexuality*, written by Cameron and Kulick (2003), which aimed to emphasize the importance of considering sexuality in studying language, identity, and power. That same year I wrote another paper in which I analyze spam mails of reverse prostitution in Japanese (Nakamura, 2009). The revised version of this paper will appear in the proceedings of IGALA 5.

Regarding my interest in globalization, affect, and language, it has been pointed out that affective labor is strongly gendered. How the norms of women's language are related to affective roles given to women in Japan is an interesting question. I am preparing a paper right now, which analyzes why Japanese people came to possess such a strong affective attachments to women's language. With the aid of other researchers, I am also editing the Japanese textbook on language and gender (Nakamura, 2010). This book will come out in April, 2010.

DL: How did your interests develop in the area of language and gender studies? Was there any particular person or event that helped guide you?

MN: There was no field called language and gender studies when I started my research. I pursued what I personally wanted to know. My personal interests drove me, rather than my desire to contribute to linguistic studies. My encounter with Professor Yoshihiko Ikegami at the Sophia University Graduate School (he now teaches at Showa University) meant a lot to my career. Although his fields are semantics, poetics, and cognitive linguistics, he has encouraged me to continue my research throughout my career.

DL: How did you first go about bridging language and gender studies?

MN: One day, after class, Professor Ikegami mentioned Deborah Cameron's (1985) *Feminism and Linguistic Theory*. I was thrilled to know that somebody was doing exactly what I wanted to do. I translated the work into Japanese, and that was the beginning of my research into this field.

DL: You have written about how children develop a sense of self by using language imposed on them. Could you expand on this?

MN: Many factors, both local and ideological, affect their pronoun and style choice. In addition to these factors, I explained their choice of male personal-pronouns from the aspect of sexuality. In Japan, children are taught to use gendered pronouns. Previous studies did not explain why the use of gendered pronouns had become taken-for-granted common sense. I argued that forcing children to use gendered pronouns as a common sense functioned to maintain heteronormativity. Asking children to refer to themselves either with *watashi* or *boku* is asking them to present themselves either as a girl or a boy long before they have any sense of gender identity. Since the use of gendered pronouns is naturalized as common sense, it is very difficult to refuse it even though some children have difficulty making the choice (something proven in retrospective essays by non-heterosexuals). The system of gendered pronouns makes it possible for the binary conception of gender to be realized in everyday interaction.

DL: Your reference to the speech of Hermione in the translation of *Harry Potter*, and how no Japanese girl would speak that way, is fascinating. Can you give some other examples of this type of stereotyped language?

MN: Yes. With Scarlett in *Gone with the Wind*, Minnie Mouse, and Lyra in *The Golden Compass*, the speech of many heroines in non-Japanese works is translated into feminine women's language. It is also interesting to note here that the speech of their black characters is often translated into *Tohoku* dialects. It shows the strong connection between femininity appropriate to a heroine with standard Japanese, of which women's language is a female version. It has been shown that many boys living in Tohoku who speak Tohoku dialects themselves don't want girls who speak Tohoku dialects to become their girlfriends.

DL: Do you think this is a conscious choice of the translator in each case? If not, what would you attribute it to?

MN: I don't know, and it really doesn't matter. Derrida (1995) points out that the intention of a speaker does not determine the meaning of the utterance. Whether conscious or not, what is important is the fact that their speech is translated into typical Japanese women's language. This practice functions to maintain both the norms of polite, indirect women's speech, and the myth that Japanese women's language is what Japanese women actually speak.

First, it is assumed that knowledge of the norms affects the translation process. Second, the translator's belief that Japanese women's language is what Japanese women actually speak – that Japanese in effect do speak women's language – influences their translation process. On the other hand, readers of those translations do not think it strange mainly because as they read the women's language in Japanese, they simultaneously listen to the voice of young girls or women speaking in that language. This process is called polyphony. Bakhtin (1981) argues that multiple voices are heard in a text, and that every text is composed of other texts previously produced, typically in the case of citations. In addition, people are used to reading women's language spoken by those foreign characters and consider it as the standard. If the heroine speaks in rough language, that would be interpreted as a marked linguistic practice that indicates the character's peculiar personality.

DL: Do people still evaluate a woman's femininity based on the norms of women's speech?

MN: Yes. Etiquette books on how women should speak and follow the norms of women's language are always on the lists of best sellers. I have wondered whether the norms of women's language and its strong connection to femininity still worked for young men, so I asked one male university student what he thought about a woman speaking typical women's language, such as *-kashira* and *-dawa*. He answered, *Bijin datowa omoimasu* [I would think she is beautiful]!

DL: Professor Nakamura, we are grateful for your thoughtful participation in this interview and look forward very much to your keynote presentation and involvement at IGALA6 in Tokyo this September.

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TLT RESOURCES

MY SHARE

Welcome to the May-June instalment of My Share. In this issue we have some great games and activities lined up for you. First off, **Gary Fogal** uses song lyrics to get students working independently in the classroom. Next, **Takeshi Ishikawa** "deals out" an interesting way to call on students for answers. We then join **Thomas Boutorwick** with his "taboo-style" word guessing game. Finally, **Duncan Minett-Westwood** shows us how to get students running towards good pronunciation. Enjoy!

Music, self-directed learning, and the EFL classroom

Gary G. Fogal

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Quick guide

Key words: Self-directed learning, listening and writing, peer feedback, self-assessment, vocabulary building, music, cultural awareness

Learner English level: Upper-intermediate to advanced

Learner maturity: High school seniors, college/university, and above

Preparation time: 30 minutes for initial instructor modeling; thereafter 2 minutes per class

Activity time: 20 minutes per class

Materials: CD player, handout of student feedback template (prepared by students), handout of song lyrics, and new vocabulary words (prepared by students)

Introduction

Self-directed learning (SDL) has received plenty of critical attention in the last two decades. Accordingly, this attention has thrust into the literature copious definitions of what SDL is, what it consists of, or more pragmatically, how in-

...with Dax Thomas



To contact the editor: <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*).

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structors can apply its theories in the classroom. The lesson plan outlined herein concentrates on the latter, taking into account two popular interpretations of this language learning style. The first interpretation outlines the parameters of SDL as an opportunity for students to engage independently in problem solving (Hunt, Gow & Barnes, 1989), while the other concentrates on providing students with an opportunity for critical self-reflection. The problem solving centers on choosing appropriate vocabulary words that meet the classroom needs, as well as uncovering the meanings and references embedded in song lyrics. A written self-assessment report engages the students in critical self-reflection.

Preparation

Step 1: The presenter chooses an appropriate song (i.e., one with English lyrics).

Step 2: The presenter prepares a handout of the lyrics that includes five or six fill-in-the-blanks (a variety of one word blanks, collocations, and phrases), and four or five highlighted vocabulary words. These words are listed at the bottom of the page with their part of speech, definition, and sample sentence.

Step 3: The presenter cues the song.

Procedure

Step 1: The presenter distributes the lyrics and feedback template to the class.

Step 2: The presenter gives a 60-90 second introduction to the song.

Step 3: Students listen to the song and follow along with the lyrics.

Step 4: Students read the lyrics again and review the vocabulary words (silent reading).

Step 5: The presenter reviews each new vocabulary word and answers any questions.

Step 6: Students listen to the song for a second time, filling in the blanks.

Step 7: The presenter goes over the fill-in-the-blank answers, eliciting responses from students.

Step 8: Anonymously, students comment and fill-in the student feedback template (see Appendix for feedback template).

Step 9: The presenter collects student feedback

templates, reviews them for homework, and prepares a 300 word self-assessment of their presentation, as well as a review of the student feedback.

Step 10 (optional): In groups of three or four, students discuss their reaction to the song (discussion questions prepared by the presenter).

Extension

This lesson works well after it is first modeled by the instructor. Thereafter, depending on your class size and how frequently it meets, this lesson can be led by one student per class. Vocabulary quizzes are given every five presentations (to provide extrinsic motivation), and the presentation itself, as well as the 300 word self-assessment, is graded.

Conclusion

With a few exceptions, student self-assessment reports from my classes indicate a positive level of enthusiasm with this lesson. Most students find the research and presentation both enjoyable and worthwhile. Students doing the presentation have an opportunity to research a song they enjoy and to select new vocabulary words they deem valuable. They are given the chance to share something personal with their peers, gain the experience of guiding a short 20 minute lesson, and read anonymous peer feedback. Those students not giving the presentation build vocabulary and practice listening and reading skills, and are encouraged to provide constructive feedback of the presentation and critical feedback of the song. Lastly, although my classes are almost exclusively homogeneous, students are exposed to a variety of different cultures and subcultures that the songs invariably present.

References

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Appendix

	Poor	Not Bad	Okay	Pretty Good	Great
Lyrics					
Clarity of Lyrics					
Overall Song					

- Were the vocabulary words new for you? Y / N / Some
- Would you listen to this song again? Y / N
- Would you pay for it? Y / N
- Would you download it for free? Y / N
- General Comments / Constructive Criticism (2 or 3 sentences):

Cards only know: How to call on students

Takeshi Ishikawa

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Quick guide

Key words: Classroom management, calling on students, rapport

Learner English level: All

Learner maturity: Junior high school and above

Preparation time: 10 minutes

Activity time: It depends on the teacher

Materials: Deck of cards, class list or seat order

Introduction

Calling on students randomly is not always an easy move. While you are nonchalantly selecting students, your students might think that you are choosing them with specific intention. Here is one idea about how to call on students randomly that does not make students uncomfortable. Nobody, including you, knows who will be called on next. In addition to that, it might even be you, the teacher, that will be chosen and have to answer the question. To implement this method, it is

desirable that the teacher and the students have a good rapport. Also, it is better if the class has a fixed seat order list, but this is not necessary.

Preparation

Step 1: Get hold of a deck of cards and something to hold a card up in a vertical position so that every student can see it.

Step 2: Prepare a seating list or a roll book. Assign every student with a different “code name” with a number and a suit (e.g. Ace of Hearts is for Taro Yamada). Be careful to divide numbers equally so that the same number is shared by multiple students. For example, if you have a class of 20 students, one way to assign cards is as follows:

- D: A2345
- S: A2345
- H: A2345
- C: A2345

(D→Diamonds, S→Spades, H→Hearts, C→Clubs)

It might sound oversensitive, but I select popular cards like Jack, Queen, King and avoid using 4 and 9 which some Japanese find ominous. I also assign Jacks and Kings to boys and Queens to girls.

Procedure

Step 1: Explain to students why you are using a deck of cards to avoid the impression that you are just playing pranks.

Step 2: Assign each student a “code name” and tell them to remember it.

Step 3: Tell students how things will be done: “After shuffling, I pick out a card and call it out in English. (Here, you can give a short lecture on how to read cards in English.) Okay. Let me give you a demonstration. (Pick out a card.) Jack of Diamonds! Who is it? (Hiroko raises her hand.) Okay, Hiroko. Then, you are the person who is going to answer the question. Now, there are some rules to remember. Rule one: You have three seconds to raise your hand. If you fail to do it, you will have to answer two questions instead of one. Rule two: If the person cannot answer the question, the right to respond shifts to another person with the same number (in this case, Jack of Spades, Jack of Hearts, or Jack of Clubs) or sometimes the same suit (in this case, Diamonds).”

Step 4: Tell the students that your card is also included in the deck to be fair. If it is picked out, the teacher has to answer the question. The author uses the Joker as the teacher’s card.

Variation

Cards also help students make pairs or groups of four, and in this case you do not have to make a list. This is done as follows: Distribute cards to students, who then look for students with the same numbers and make a group/pair. After telling the students to remember the cards, the teacher collects, shuffles, and selects from them. Assigning each suit a specific role (e.g., a Diamond is the presenter) can help increase the morale of the team. If the class has fixed groups/pairs, the teacher can give each group one card, and call on a pair or group as a whole. This reduces the time needed for distributing and collecting cards.

Conclusion

From my experience, using playing cards itself can lower the affective filter of the students, help to create a good classroom atmosphere, and enhance classroom management.

Forced output in a fun and engaging manner

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Quick guide

Key words: Forced output, relationships, classroom environment

Learner English level: Low to intermediate

Learner maturity level: University

Preparation time: 15-20 minutes

Activity time: 20-30 minutes

Materials: Writing utensil, point cards, note cards (or strips of paper)

Introduction

According to the Output Hypothesis, language is acquired when learners are pushed to produce output that is accurate and precise (Swain, 1985). This forcing of output can come from a breakdown in communication. When a breakdown occurs, we reconsider, and try again to relay or understand the intended message. Through this process of trial and error, comprehensible output surfaces and the intended meaning is realized. This activity uses that logic and forces students to produce output until the intended meaning is successfully communicated. Students, in groups of three, take turns trying to guess a word from their teammates. All but one member in the group of three knows the word; the third person has no idea. Each group has one minute to make that third student say the word in question by describing it *without* actually saying it. If the group succeeds, they are allowed to choose a point card for a chance to receive anywhere from one to one hundred points. If they fail, however, each member must conform to a penalty.

Procedure

Step 1: After explaining the activity, have students form groups of three.

Step 2: Pass out two cards to each group. Explain that they should think of two nouns. Give examples of words that they could use.

Step 3: Next, tell the students that they should now think of a penalty and write it on the reverse side of each noun card. Examples can include mimicking a famous person, answering an embarrassing question, acting a certain way (e.g., like a duck), etc.

Step 4: Explain that each group must decide which member will be guessing first, second and third. This is to ensure that each member has a chance to play both roles in the activity: the guesser and an explainer.

Step 5: Decide which group will go first. You can do this by having a representative from each group play rock, scissors, paper. Next, have one member from the winning group choose a card. Make sure that the explainers both understand the meaning of the noun on the card. Also be certain to reinforce that explainers may not say the noun, nor can they use any language other than English.

Step 6: The minute begins when the explainers begin. During a group's minute, the other groups listen.

Step 7: If the group's guesser is able to identify the noun, allow them to come up and choose one of the point cards on the board. Add the points to the group's total. If they fail, the entire group must carry out the penalty that is written on the back of the card. Students can act out the penalty either at their seats, or at the front of the class. Repeat from step 6 until each member in every group has had a chance to be the guesser.

Conclusion

This activity is designed so that students use English in a productive, light-hearted manner and so that they have an opportunity to work together to solve a problem. This activity not only promotes output, but also reduces the nervousness that is afloat in any classroom by promoting stronger student-student relationships and student-teacher relationships.

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Running dictation for pronunciation practice

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Quick guide

Keywords: Dictation, pronunciation, listening, emergency language, groupwork, peer correction.

Learner English level: Beginner and above

Learner maturity: Elementary and above

Preparation time: 20 minutes

Activity time: 20-30 minutes

Materials: Printed copies of dictation

Introduction

Running Dictation is a versatile activity that became more widely known following the publication of a book called *Dictation* (Davis & Rinvoluceri, 1988). In my experience it generates a lot of excitement and encourages whole class participation with each student fulfilling a variety of roles. I have found it useful for language skills practice following the study of a specific language area, such as a pronunciation or grammar point.

Preparation

Step 1: Create a text that contains words which you have taught the pronunciation of and others which are similar. If you have practiced

difficult consonant and vowel sounds in class, then examples of minimal pairs could be used. For Japanese speakers *l* and *r* are perhaps the most difficult sounds to perfect and examples of minimal pairs include *red/led*, *read/lead*, *wrong/long*, and *right/light*. There are numerous websites listing minimal pairs and some are created for Japanese speakers, (see below for example websites, and Appendix A for a text that I have created to practice the *l* and *r* differences).

Step 2: Print enough copies for your teams and for yourself.

Procedure

Step 1: Divide the class into groups of between three and five students.

Step 2: Explain that students will have to copy a text that will be placed at the back of the classroom (or outside the class if possible). Although it is a race, they must correct any mistakes before they can finish. There will be one runner, one writer, and one or more observers at any one time, but they will change roles often. Only one student can go to read the text at a time (the runner). They should try to remember about five words (this can vary according to level) from the text, and say them to another student who copies them (the writer). Remind students to focus on their pronunciation. Students can use “emergency language” to help (e.g., “Can you repeat that, please?”), but not Japanese! Other students observe and help if they can. If the runner forgets their words they may go back and read them again.

Step 3: The writer now becomes the runner, the observer becomes the writer, and the runner becomes the observer.

Step 4: The groups repeat step 3 until they have copied the whole text. They ask the teacher to check their text. The teacher tells them how many mistakes have been made. Teams must repeat step 3 until all the mistakes have been corrected.

Step 5: Record the order in which teams finish. As some teams will complete the task faster than others, you can ask questions to check comprehension, so using an interesting story or topic for the text is a good idea.

Step 6: Follow the task with a feedback session

on the pronunciation. Highlight any words that gave students a lot of trouble, and comment on the overall quality of the pronunciation.

Step 7: When the class is over, students should leave in the order in which their teams completed the task. This is a simple reward that encourages participation in the task.

Variation

This activity can also be used with homophones. Though this is not pronunciation practice, it does teach students that they must focus on many things (e.g., parts of speech, comprehension) when listening. See Appendix B for a sample text that I have created using, *there*, *they’re*, and *their*.

Conclusion

In my experience, this activity helps to put pronunciation activities in a positive and interesting light. I have also found that it helps to give students situations in which they will need to use emergency language. This activity can be repeated a number of times in a semester as new words are learnt and reinforcement is required.

Useful websites

- Minimal pairs: <www.shiporsheep.com>
- <www.pronuncian.com/materials/podcasts/JapaneseSpeakers.aspx>
- Homophones: <www.bifroest.demon.co.uk/misc/homophones-list.html>

References

Davis, P. & Rinvolucri, M. (1988). *Dictation: New methods, new possibilities*. Cambridge: Cambridge University Press.

Appendix A

The sky was red in the morning when he led his dog on a walk. The dog was trying to lead him when he was trying to read his paper. He went along with the dog, but took a wrong turn right at the light, so he went the long way home.

On the long way home he saw an arrow on a low bridge that pointed right with a sign in red that

read "Dog for sale." So he went along, saw the red dog and gave its belly a rub. But he couldn't leave because his dog was in love. So he bought the red dog and they both led him home where he read his paper at last.

Appendix B

There they are! They're running out of the bank with bags in their hands! Their car is just there and they're getting in. They will take the gold to

their hotel where they will change their car and go to their houses over there in the hills.

Quick, call the police! They're going to catch them! They will get in their cars and chase them to their hotel to stop them from going to their houses over there in the hills. Then the robbers over there will have their hands in the air. They're not going to get their way!



TLT RESOURCES

BOOK REVIEWS

This month's column features Chris Valvona's review of *Impact Issues*.

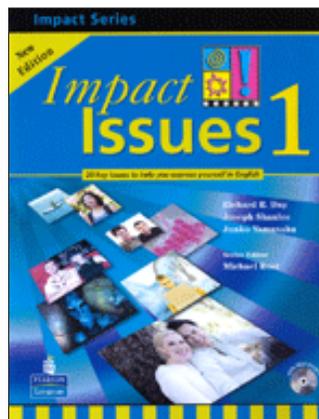
Impact Issues 1, 2, 3

[Richard R. Day, Joseph Shaules & Junko Yamanaka. Hong Kong: Pearson Longman Asia ELT, 2009. pp. 96. ¥2,867. ISBN: 978-962-01-9930-1.]

Reviewed by Chris Valvona, Okinawa Christian University

Impact Issues is a series of three books, new and reworked from the previous *Impact Topics*, *Impact Issues*, and *Impact Values*. Each book comes with a self-study audio CD, and online resources include downloadable unit-by-unit lesson plans, unit tests, semester and final tests, author interview audio, bonus videos, and extra units (coming soon). The series is designed for beginner through to intermediate level students, and all three levels of the textbook contain 20 dif-

ferent topics which, depending on the teacher's preferences and use of the book, could be used for one or two semesters. Each topic is explored across four pages, and has various different activities, including warm-up discussion questions, reading and listening passages, opinion-sharing exercises, in-depth discussion questions, debates, role-plays, and presentations. This review primarily focuses on the use of *Impact Issues 2* with a university oral communication class.



According to the introduction, the learning philosophy of the series is student-centered, helping develop comprehension, critical thinking, self-expression, and motivation. Such an approach is intended to help students develop



...with Robert Taferner

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their autonomy, and as Benson (2001, p. 183) states “[a]utonomous learning is more effective than non-autonomous learning.” That is to say, students must learn to learn for themselves, not always rely on the teacher, if they are to maximize their education and be lifelong learners. The nature of the series itself certainly fulfills the promises of the introduction; students are expected to have the sense and maturity to discuss issues such as cyber-bullying and weight discrimination, and discuss them in an appropriate manner. Furthermore, the series is student-centered insofar as the aim of the book is clearly to give the students opportunities to use English. Explicit and prescriptive focus on language structures is largely absent from the book and, instead, students are presented with opportunities to actually use “language as meaning” (Willis & Willis, 2007, p. 6), through conversation, opinion-sharing, debate, and presentation. This is good for teachers who prefer a more task-based approach, with a focus on form being employed according to the teacher’s recognition of students’ errors and needs, whether pre-task, during-task, or post-task (Ellis, 2003).

Another strength of the books is that students actually *care* about the topics and *want* to say something about them. Students found the topics interesting and, perhaps more importantly, different from anything they had done before. Furthermore, as well as helping students to improve their English communication skills, the mature and thought-provoking nature of the topics means that the students learn to reflect on their own beliefs and feelings, and to think more critically.

I used *Impact Issues 2* for thirty 90-minute classes, and I found that there was more than enough material for the semester. It is not strictly necessary to teach the units in order, and this provides considerable flexibility and potential for adapting and supplementing the units, and it also allows the teacher to select topics in which students expressly display an interest. The online unit-by-unit teacher’s guide does have suggested lesson plans and timings for each topic, and this would be useful for new teachers or teachers unsure of how best to approach this sort of oral communication class. Some preparation by the teacher, but not a prohibitive amount, undoubtedly improves the classes.

I would, however, dispute that Book 1 really is for beginner level students, as is claimed on the back cover. To really engage with the unit-opening texts, and to really benefit from being an active member of discussion pairs and groups, some reasonable foundation in English is required. Conversely, I see no reason why Book 3 should not be used with all levels from intermediate to advanced. Although the unit-opening texts and extension activities do increase slightly in language complexity from Books 1 to 3, and there is an increase in the number of role-play and debate activities, were the teacher willing to provide extra language support I do not see these as being beyond a student with intermediate language skills. Those with advanced proficiency may be able to engage the topics in a more in-depth manner, but this does not mean that the activities are beyond the abilities of lower-level speakers.

Impact Issues looks professional, and clearly a tremendous amount of thought was put into the series. Importantly, the students stated that they found the book refreshing and motivating, and the text provided students with ample opportunities to improve their confidence and fluency in English. The book is ideally suited to university oral communication classes, but I see no reason why it could not be adapted to other university classes (such as debate and presentation courses), or even private language classes. I would strongly recommend this series for any teacher looking for a fresh, intelligent, motivating textbook that provides students opportunities to develop their fluency as well as think for themselves.

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Recently Received

...with Greg Rouault

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- * *iZone*. Todd, G., & Palmer, R. Hong Kong: Pearson Education Asia, 2010. [4-level all skills integrated course with online learning and in-class instruction and practice for blended learning incl. audio CD, online teacher and student resource center w/ lesson plans, quizzes, downloadable video and audio, and student book with access code to *myizonelab* online].
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- * *Listening Advantage*. Kenny, T., & Wada, T. Boston: Heinle, Cengage Learning, 2010. [4-level, strategies-based listening course text for short courses incl. student book w/ self-study audio CD, class CDs, teacher's guide, mid-book and final practice tests].

Provoking Thought: Memory and Thinking in ELT. Houston, H. BookSurge Publishing: Anthimeria Press, 2009. [Resource and activities book for ESL/EFL teachers].

Puppet on a String: Media Control in Our Lives. Lynch, J. Tokyo: Cengage Learning, 2010. [Media-themed reading and discussion text w/ key vocabulary glossed and translated incl. audio CD and teacher's manual w/ answers and notes in Japanese].

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Books for Students (reviewed in *TLT*)

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* *Basic Steps to Writing Research Papers*. Kluge, D. E., & Taylor, M. A. Tokyo: Cengage Learning, 2009. [Step-by-step comprehensive guide developed in Japan for EFL students as writing course text or supplement incl. student book and research paper workbook.]

* *Econosense*. Stapleton, P. Tokyo: Cengage Learning, 2010. [15-chapter multi-skills course-book w/ critical thinking questions, reading passages on human nature and economics, vocabulary notes in Japanese, teacher's manual w/ CD and answers to comprehension questions].

Books for Teachers

(reviewed in *JALT Journal*)

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The Developing Language Learner. Allwright, D., & Hanks, J. Houndmills, UK: Palgrave Macmillan, 2009.

* *Grammar Practice Activities: A Practical Guide for Teachers* (2nd ed. w/CD-ROM). Ur, P. Cambridge: Cambridge University Press, 2009.



TLT RESOURCES

TLT WIRED

Podcasting and student-driven content

Hans von Dietze and Damon Brewster

J. F. Oberlin University, Tokyo

Podcasts are part of the user-generated content phenomenon that many are now familiar with. Geoghegan and Klass (2007), in their comprehensive book on this media format, describe podcasting as an exciting and disruptive technology that became widespread in 2005. Together with more recent technologies, such as Twitter, Ning, and Facebook, educators now have at their disposal a suite of tools to engage students in their learning. The challenge is harnessing this potential. In this article, we will introduce how podcasting is used at our university as a way to motivate students, to increase L2 proficiency, and to help student learning go beyond the classroom.

What is podcasting?

Podcasts are audio files uploaded to an internet server that uses RSS feeds to turn them into automatically downloadable and subscribable resources. Still now, too many people believe that podcasts are simply audio files from the Internet to be used as listening exercises. Whilst this is partially correct, it misses one of the main benefits of podcasting: the fact that the students themselves can generate the content. Students have control over the planning, recording, editing, and final publication of the audio. They also “own” the website where the audio is published and can post blogs and photos to support their audio files. Podcasting, therefore, becomes a completely student-centered language learning process.

Why use podcasts?

Podcasts and podcasting offer learners opportunities to improve their language skills, particularly listening, pronunciation, and the accuracy of their written work. Moreover, the process of creating the content is a vehicle for exploring, expressing, and sharing their opinions with a potentially worldwide audience. These factors

...with Paul Daniels & Ted O’Neill

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

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.

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



I've learned that happiness does not have the same meaning for everybody. It depends on what makes you feel satisfied. Everyone has a different point of view to describe what that means.

For some people happiness is the motor that makes them wake up in the morning, feel grateful for being alive. For others, it is a feeling that have been forgotten or they haven't had chance to find it.

and podcasts. While the website used has a small hosting fee of approximately ¥800 per month, free options such as Blogger are also available for hosting students' podcasts.

Figure 1. Posting podcasts and supporting media online

make podcasts appealing to language teachers, especially as they are easy to create, only require easily accessible technologies and resources, and provide an automatic basis for a digital portfolio of students' work.

What do you need?

Put simply, you need a computer, a microphone, Internet access, and something to say. In our class, students use Macintosh laptops with free Garageband software for recording and editing audio, with additional portable digital microphones (M-Audio MicroTracks) for interviews and out-of-class recording. Most computers are now equipped with an internal mic, and mobile phones are increasingly able to record good quality audio, too. Our students also have access to a computer room with Windows-based machines—mainly used for researching on the Internet and preparing scripts with Word. If only Windows-based computers are available, then the freely downloadable open source Audacity (Dannenberg et al., 2010) can be used for editing audio. The students upload their podcasts and work to a website that we set up, separate from the university's system. It was debated whether this should be password protected or not, but we decided that students were mature enough to have their work published on the Internet openly. However, students were told not to give their full names and private details in their posts



Figure 2. M-Audio MicroTrack is a sturdy digital audio recorder.

Our class

Our elective class, based around creating and publishing podcasts, has been running for four semesters. Class sizes have ranged from 10 to 25 students and the students' English proficiency levels have been mixed, from beginner to high intermediate. The class runs for 15 weeks with two 90-minute back-to-back classes each week. In class, students work on a variety of tasks, mainly in groups and pairs, but sometimes individually, with the aim of encouraging expression and communication between the students and sharing opinions with their family, friends, and the wider Internet community.

Types of tasks

There is much flexibility in the types of tasks students can be asked to do. However, starting with relatively non-challenging goals allows all students to get up to speed with using the technology. A recorded self-introduction allows students to get to know the microphones and Garageband before moving into more cognitively-challenging topics such as "I believe...", and "What is happiness?" As students gain

confidence we begin focusing on the content. Towards the second half of the course, students are required to make a “full” podcast including introductions, a feature report, and comment and reactions, along with their own choice of music, singers, and interviews.

Feedback from students

Feedback collected through an online survey at the end of each semester has been overwhelmingly positive.

- The results indicate that the overwhelming majority of students (95%) valued the class and the challenge of making podcasts as they felt it improved their English proficiency.
- 85% of students said that the focus on pronunciation when recording the podcasts helped them improve their English.
- The students’ awareness of podcasts as a listening resource for English learning was increased, with the number of students using English podcasts a little or a lot rising from 25% to 65%.

Teachers’ comments

Podcasting has changed the way teachers interact with students in the classroom.

- No longer is the front of the room the focus of attention; rather the teacher acts as an assistant to the show that the students are producing.
- Students are able to review their own work throughout the process and can re-record as

often as they wish.

- Students also have access to all the work that other class members have produced.
- Using portable microphones introduced students to English outside of the classroom.

What’s next?

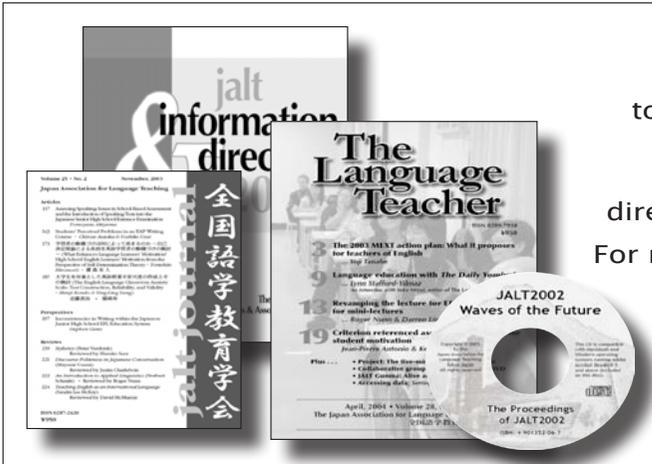
Podcasting is being used by universities worldwide in many different and creative ways. An online search will provide a growing wealth of materials and ideas for teachers. Although major media corporations, such as the BBC and the Australian Broadcasting Corporation (ABC), are making material for language learning available online, where podcasting will go in EFL really depends on instructors and students as creators of their own media.

References

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Geoghegan, M. W., & Klass, D. (2007). *Podcast solutions: The complete guide to audio and video podcasting* (2nd ed.). NY: Apress.

Damon Brewster and **Hans von Dietze** have been teaching English in Japan for many years. They are interested in how to engage students positively with the increasing number of technologies available for language learners. To see some examples of their students’ podcasts visit <podspres.com/spring09>.



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JALT FOCUS

JALT FOCUS

JALT Calendar

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

- ▶ 22 - 23 May – 9th Annual JALT Pan-SIG Conference: *Learners' Perspectives* at Osaka Gakuin University, Suita City, Osaka.
- ▶ 29 - 30 May – JALTCALL 2010 "CALL: What's Your Motivation?" at Kyoto Sangyo University
- ▶ 20 - 22 Nov – JALT2010 "Creativity: Think Outside the Box" will be held in Nagoya, Japan. See <jalt.org/conference> for more information.

to a couple of hundred, which makes them large enough to meet new people, yet small enough that handshake-related injuries and *meishi* paper cuts are relatively rare. They are also an affordable alternative for those without large travel or research allowances. So give one or two a try this year—I guarantee you'll have a blast!

Announcements

Ten for '10: Key points for the 2010 JALT Research Grants:

1. Enhance your career and professional development with a JALT Research Grant
2. Up to three 100,000 yen grants available to aspiring researchers
3. Apply between 1 May and 31 July
4. Sharing a grant by coauthoring welcome
5. Research period lasts from January 2011 to March 2012
6. Support available from experienced mentors
7. Applications accepted from JALT members who do not have access to other research funds and who are not full-time students
8. Awardees must be prepared to present on their research progress at the JALT2011 International Conference
9. OK with 1 to 9? What are you waiting for!? Information on applying at: <jalt.org/researchgrants>

Anthony Robins

JALT Research Grants Chair

JALT News

Please note several important announcements below, including: the final call for nominations to JALT national elections; an invitation to apply for a JALT research grant; and official notice of the next JALT Ordinary General Meeting.

On a more personal note, I would like to urge everyone, especially those of you who have never done so, to this year consider attending some of JALT's excellent mid-sized conferences. Gatherings such as Pan-SIG (Osaka, 22-23 May), JALT CALL (Kyoto, 28-29 May), Nakasendo (Tokyo, 20 Jun), and Joint-Tokyo (31 Oct) tend to have a nice, distinctive vibe which fits nicely between small chapter meetings on one end of the spectrum and the large international JALT conference on the other. Attendance at these mid-sized events usually runs from a few dozen



...with Marcos Benevides

To contact the editor: <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.org/main/news/>

2010 JALT National Elections: Final call for nominations

This is the final notice that elections for all positions on the JALT Board of Directors will take place in November. You are cordially invited to nominate JALT members in good standing who have suitable experience for the positions. Full details were posted in the March/April edition of the *TLT* and can also be viewed on the JALT website at <jalt.org/nominations>. Nominations should be sent by email to Ann Mayeda, JALT Nominations and Elections Committee Chair, at <nec@jalt.org>. Nominations will be accepted until 15 May 2010. Details of qualifications and candidate statements will be due in both English and Japanese one week after nominations close.

2010年JALT全国選出役員選挙—推薦者募集

以下の役職の選挙が11月に行われることを公示します。これらの役職に適任と思われる会員をご推薦ください。

任期:すべての役職において任期は名古屋の年次総会(2010年11月19日~11月22日開催)直後より2年間とする。推薦は自薦、他薦を問わないが、いずれもJALT正会員である事。以下の連絡先アン・マエダにEメールで推薦文を5月15日までに送ってください。その際、推薦する者、推薦される者の会員番号と支部名を明記してください。詳細は、「TLT」3月/4月号、または、JALTのウェブサイト<<http://jalt.org/nominations>> に載っておりますのでご覧ください。

アン・マエダ
選挙管理委員会 委員長
<nec@jalt.org>

June 2010 Ordinary General Meeting

- Date: Sunday 27 June 2010, 3:00 pm-5:00 pm
- Place: National Olympics Memorial Youth Center, Room 416

Agenda

- Item 1. Business Report (2009/04/01-2010/03/31)
- Item 2. Financial Report (2009/04/01-2010/03/31)
- Item 3. Audit Report (2009/04/01-2010/03/31)
- Item 4. Business Plan (2010/04/01-2011/03/31)
- Item 5. Budget (2010/04/01-2011/03/31)

- Item 6. Other important issues

A more detailed agenda will be posted by 13 June on the JALT website <jalt.org>.

2010年度第1回通常総会

- 日時:2010年6月27日(日)午後3:00-5:00
- 場所:国立オリンピック記念青少年総合センター、センター棟416号室

議案

- 第1号議案 平成21年度事業報告
- 第2号議案 平成21年度決算報告
- 第3号議案 平成21年度監査報告
- 第4号議案 平成22年度事業計画
- 第5号議案 平成22年度予算
- 第6号議案 その他の重要事項

議案に関する詳細情報は6月13日(日)までにJALTウェブサイト<jalt.org>に掲載します。

Caroline Lloyd キャロライン・ロイド

JALT National President 全国語学教育学会理事長

A tribute to Rex Tanimoto

On March 23, the JALT community—and the world of education, more broadly—lost a truly great teacher and mentor. Rex Tanimoto, a Hawaii native and associate professor of English at Osaka Gakuin University, died of complications associated with lung cancer at fifty-four years of age.



Curtis Kelly, a long-time colleague and dear friend recalls, “I remember the day he found out he had cancer. We were supposed to go to Tomigaoka High School together to work on one of his many projects. He called me that morning and said he thought he had the flu and was going to the doctor instead. They discovered that Rex, a non-smoker and incredibly fit, had both lung cancer and a pulmonary embolism. He was diagnosed as being at stage 3 or 4, which meant he only had a few months, but with the usual Rex-like determination, he fought his illness for

more than a year longer than any doctor thought he could.”

Rex was always ahead of the rest of us. He'd get one innovative project started, assemble a team, and then start on another project before the first one was fully formed. This tendency would drive some of his more cautious colleagues crazy, but as a result, he was widely regarded as one of the most productive and inspirational educators in Japan. One project or another was left sprouting and evolving in every one of his footprints, and many of those projects went on to ever greater meaning than even he had hoped.

Yet his ambition and hard work were never motivated by money or fame. The reason he made things, he often professed, was that he truly and simply cared for his students, espe-

cially those who were struggling. Love was his pedagogy and his constant smile was his method. He searched tirelessly for ways to encourage learners, to entertain and inspire them, driven by a passion for showcasing their work. Rex was the gentlest teacher that many of us have ever known; which is not quite what you'd expect from a former officer in the US Army Rangers. His motto was "Live for Others," and his commitment to serving others was nothing short of contagious.

Rex was always ahead of the rest of us. As we mourn his loss, it is comforting to think that he also took the lead in going on to some possibly better place.

The Friends of Rex community



JALT FOCUS

MEMBER'S PROFILE

In this edition of Member's Profile, Doron Klemer talks about his involvement with Room to Read, an NGO committed to improving education for children in developing countries.

fastest-growing and, more importantly, most life-changing NGOs around today. I would like to share his story, and my involvement with Room to Read, with the readers of TLT.

MEMBER'S PROFILE

Doron Klemer

We've all felt the urge to quit our job and follow a dream, but few people actually do it. I would like to claim that this applies to me (following football tournaments, warm weather, and various teaching positions around the world), but I'm referring to John Wood, a former Microsoft Director in charge of the Greater China region, who cashed in his shares to start up one of the



...with Jason Peppard

To contact the editor: <memprofile@jalt-publications.org>

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

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.

On first arriving in Japan as an ALT on the JET program in Oita, Kyushu, I was overawed by the favourable ratio of pay-cheque to set-meal prices. I decided to set up a charity committee to take advantage of my and my colleagues' newfound wealth, but charitable organizations were thin on the ground, and it was a struggle to find a relevant and worthy cause to donate to. Deciding to spread the net a little wider, I discovered Room to Read online, and their mission statement fit our needs perfectly: *World change starts with educated children.*

I was initially drawn in by the broad scope of the NGO's activities: building schools, bilingual libraries, and computer labs; offering scholarships for girls; even publishing its own student-authored bilingual books (perfect for someone like me with an interest in learner autonomy). Its reach was also impressive, operating in several of the most impoverished countries in South East Asia (now extending to Africa), and we soon began holding events to raise money for our first project: raising 1.5 million yen to fund a school building in Nepal.

Every party thrown, from Valentine's Day to Halloween, saw a donation skimmed off the entry fee. Wine parties were held, a book club was set up, and sponsorship money was raised through a number of other events—everything from Oita's annual three-day bike ride to a newly-established Golden Week hitchhiking event (now in its fifth year). Events reached out to both the international and local communities, and several people even set up regular bank transfers, all of which helped us to raise the necessary money in little over a year.

However, even more impressive than the charity itself, which to date has built over 800 schools, around 7,500 libraries and given scholarships to nearly 9,000 girls, is the man who made it all possible. As my interest in Room to Read deepened, I learned more about its founder, especially after buying his best-selling book "Leaving Microsoft to Change the World," published in 186 languages with a share of proceeds, naturally, going to the charity. John was a high-flying, highly stressed Microsoft executive when he cleared his schedule and departed for a short trek in the Nepalese mountains. After

meeting a school teacher who lamented the state of the school's library, John returned to the U.S. with a small task which snowballed into a giant, life-changing mission: to collect enough books to feed that village school's library, and to deliver them personally... by yak.

Realising the extent of poverty in the region, John subsequently calculated how long he could survive without an income, and when the answer was 5 years, he quit his job at Microsoft and established Room to Read, a move which has earned him such honours as being named one of Time Magazine's *Asian Heroes*. The organisation has grown rapidly ever since, fueled by the awards they have garnered, widespread media coverage (including a spot on Oprah and a recent NHK feature), and a global network of volunteers and activists as passionate about the cause as John is himself.

Personally, as well as continuing fundraising, I have been working on getting this charity, and charity organisations in general, more widely known throughout Japan. Several JET communities have established their own charity committees, whether they raise money for Room to Read or another cause they are interested in. I also created classroom lessons and activities based on the Room to Read NGO, and especially any events which I was taking part in, such as the sponsored hitchhike. Students were fascinated by the concept of raising money by doing something ridiculous, something that is commonplace to us in the West but practically unheard of here in Japan. More importantly, students responded to the situation of their peers across Asia, and the hardships they face to get the education which so many of us in the developed world take for granted.

Doron Klemer is a Junior Lecturer in English at APU Ritsumeikan University in Beppu, and has taught English and French from elementary to university level. His research interests include student motivation and the use of music in classroom situations. He can be contacted at <doronklm@apu.ac.jp>, and you can learn more about Room to Read at <www.roomtoread.org>.



JALT FOCUS

GRASSROOTS

In the first report, you will read about JALT CALL 2010. The CALL SIG Conference Committee greatly appreciates the more than 200 presentation proposals that have been received for this spring's conference in Kyoto—making it possibly its biggest conference to date! In the second report, the IGALA conference will challenge you on a professional, personal, and intellectual level like none other. In the third report, with his four-year stint as Vice-President of the Association of Canadian Teachers in Japan (ACTJ) now ending, Robert McLaughlin would like to draw readers' attention to the many benefits this long-standing organization offers to its members. In the fourth report, you will witness "Camera, lights, action!" on TESOL's digital video interest section by Duysevi Miyar.

May at Kyoto Sangyo University. The highlight of the year for the JALT CALL SIG, our annual conference allows members and others interested in CALL to get together, share information, and attend the Networking Reception on Saturday evening to meet up with old friends, make new ones, and talk about the latest trends involving technology in education.

This year our Keynote Speaker will be Joy Egbert, Department of Teaching and Learning, Washington State University, USA. In addition, we have invited as our Plenary Speaker Lawrence (Larry) Davies, an educational technologist from Miami with experience in teaching English in Japan. In order to discuss matters related to CALL, the conference organizers provide several different presentation types (workshops, show and tell, and paper presentations) on a wide variety of topics including tailoring CALL content to meet learner needs; maintaining learner motivation in using CALL; making the most of learners' existing skills and applying them to CALL; discussion of the role of the learner in his or her own CALL environment; and learner-centered models of language and cultural acquisition through CALL.

In addition, a round-table discussion titled *Whither the listening class? Issues in granting students access to digital audio files* has been proposed (Please check the CALL SIG website for more details). In summary, transformations in audio software and hardware over the last 10 years have had an impact on how publishing companies supply materials to the market and on how language teachers regard listening skill development courses. In recent years, publishing com-

JALT CALL SIG

JALT CALL 2010: CALL—What's your motivation?

by David Ockert

Spring has arrived and with several exciting conferences upcoming, the time has arrived to plan on attending the Computer Assisted Language Learning (CALL) Special Interest Group (SIG) conference in beautiful Kyoto. The CALL SIG Conference Committee invites everyone to enjoy this year's conference, being held 29-30



...with Joyce Cunningham
and Mariko Miyao

To contact the editors: <grassroots@jalt-publications.org>

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

panies have started to allow teachers (through signed contracts or memoranda of understanding) to rip audio tracks from classroom CDs and convert them into sound data files (MP3s) for the purpose of passing on to those students who have bought the required text. Various practices ensue e.g., teachers may choose to make all files available on an internal website or feed selected files to the students in a “just-in-time” fashion. With greater freedom, however, comes a range of pedagogical choices and assorted issues that may influence learning outcomes, and by no means all in a positive way. Teachers are employed as pedagogical experts and thus need to focus in detail on how best to grant their students access to commercial MP3s. The purpose of this forum is to identify best practices by enabling practitioners and publishers to raise awareness of and discuss issues—pedagogical, organizational, legal, and so on—that relate to this change.

Furthermore, there will be commercial sponsors and exhibitors attending with the latest technologies in print, digital, and other materials related to teaching English in Japan. This year we are expecting another record crowd—something that our sponsors would also definitely like to see again. To mention but a few, last year’s commercial sponsors included the following: Pearson Longman, Scholastic, The English Company, Macmillan, Lexica, FLP SIG, Abax, Cengage Learning, McGraw Hill, Momentum Education, Linguamation Studio, CIEE Japan, RIC Publications, Really English, Cambridge University Press, Oxford University Press, Seibido, and Teachers College, Columbia University.

Once again, JALT CALL 2010 warmly invites you to attend its conference to be held at Kyoto Sangyo University, in Kyoto, from 29-30 May 2010. For further information about the conference including presentation times, transportation to the venue or more information about the SIG and its activities, please visit <jaltcall.org>. We extend a warm welcome to you to come and join us!

Looking for professional development in gender awareness?

by Salem Kim Hicks, Kyoto Women’s University

GALE is very excited to be involved in organizing the upcoming Sixth International Gender and Language Conference (IGALA6) that will be held from 18-20 September at Tsuda College (Kodaira Campus), Tokyo, Japan. IGALA is an international interdisciplinary organization that is committed to the promotion and support of research on language, gender, and sexuality. IGALA6, as the conference is known, hopes to highlight a wide range of topics such as language and gender in the Asia-Pacific area; negotiating multicultural/multilingual places/spaces; queer(y)ing language and education; responding to change(s) in language education; as well as gender, language, and international development. Along with a variety of presentations and workshops by educators and researchers from around the world, GALE has organized several enlightening panels for the conference on topics including art, adolescent identity, professionalism, and media.

This year’s keynote speakers are Momoko Nakamura from Kanto Gakuin University in Yokohama and Ingrid Piller from the Faculty of Human Sciences at Macquarie University. Momoko Nakamura has written numerous articles, translated books on gender and language, and is presently researching a historical analysis of Japanese women’s language. She is currently redefining women’s language as a language ideology historically constructed by metalinguistic discourses. She has also edited a Japanese textbook on language and gender, *Learning Linguistics from Gender*, which was published this March. Ingrid Piller is an applied sociolinguist whose research interests centre around gender in language learning in the context of globalization and migration, as well as cross-cultural communication and consumer discourse.

Deborah Cameron, a Rupert Murdoch professor of Language and Communication at Oxford University, will be giving a special lecture as part of the 110th anniversary events for Tsuda College during the conference. The title is *Sex on the brain: Language, sex/gender, and the new biologism*. This presentation will examine the recent popularity of explanatory stories about language and male/female differences which make use of evolutionary science and/or neuroscience to argue that feminists were wrong: The linguistic behaviour of men and women is a matter of biological sex rather than socially constructed gender. As well as considering how far the evidence of linguistic research supports this claim, she will question what explains the resurgence of biologism in both expert and popular discourse on sex/gender.

In order to get a sense of what kind of conference IGALA6 may be, here are a few comments from JALT members who have previously attended:

If the upcoming IGALA conference is anything like the three I have attended in the past, then attendees will not be disappointed. For gender and language scholars, this gathering of acclaimed theorists and practitioners in the field could be compared to an ashram of people on a path to further enlightenment. For novice researchers, the inspiring plenaries, lively discussions, and wealth of literature provided onsite will help generate ideas for papers and presentations in the making. And for the curious, you will find yourself wanting to learn more. See you there! Andrea Simon-Maeda

IGALA conferences have a wonderful mix of nationalities and a very broad academic scope; you can hear about mainstream research into gender and language as well as getting a chance to explore cutting edge theory on the body and queer(y)ing language education. No matter what your take on gender issues and language, I think you'll find something challenging in Tokyo this September. Robert O'Mochian

IGALA5 was an incredible experience. So many good memories I hardly know where to begin. A chance to meet authors of books I've read and textbooks I've used. And you know something funny, one of the best things was not only getting to meet

people from faraway places but getting to know people from right here in Japan that I'd never had a chance to connect with before. Gerry Yokota

I felt IGALA5 (New Zealand) to be one of the most unique conferences I have ever attended. Not only academic in format, it also showcased a variety of special events of a cultural and artistic nature both within the conference venue and in the community in an atmosphere of openness and timeliness. IGALA6 promises similar surprises. Laurel Kamada

This conference will surely captivate your intellect as well as challenge you professionally and personally in a very holistic way. After all, it is our responsibility as educators to be aware of affective factors in education and the one that is most pervasive is undoubtedly gender. For the exact schedule for our event, scheduled for 18-20 September, go to the IGALA6 website <orc.tsuda.ac.jp/IGALA/ocs> or contact GALE at <www.gale-sig.org>.

The Association of Canadian Teachers in Japan

by Robert McLaughlin, Association of Canadian Teachers in Japan, Tokoha Gakuen Daigaku, Shizuoka

Finding one's own countrymen in Japan is often a matter of chance, especially for those of us who are from nations with smaller populations. For Canadians, simply finding oneself beside a fellow Vancouverite, Torontonion, or Prince Edward Islander at a conference or seminar often provides a natural route to conversation. Such encounters are generally of a fleeting nature however, with hectic personal schedules and geographic distance often preventing relationships from developing further and cementing. Arriving in Japan in 1995, I personally found that opportunities to meet Canadians were generally limited to introduc-



tions made through friends, acquaintances, and colleagues, and the various corners of Japan seemed remote. However, as seen by the recent and rapid growth of Internet-based networking sites such as Facebook, our physical separation from one another in the Japanese archipelago matters much less than it once did. With new mediums of communication, organizations may more easily and effectively foster and strengthen professional relationships. For likeminded individuals or those with a common purpose, it has never been easier to meet one another—a welcome development for expatriates in Japan.

Established in 1992, when “electronic mail” was very much in its infancy, and even news and articles related to “the home country” often came from a newspaper bought at the local train station, the Association of Canadian Teachers in Japan (ACTJ) has provided a means for Canadian educators in the country to meet, share ideas and information, and grow valuable networking opportunities. Through representation at several language-teaching events, as well as a website <www.actj.org>, a quarterly publication, and formalized links to other organizations, ACTJ offers its members a focal point for professional growth, and to establish and maintain personal ties. Now approaching its 20th year as an organization, ACTJ is seeking to implement changes to meet the needs of the many Canadians in Japan and serve those who are interested in Canadian matters in education and EFL in general.

ACTJ’s executive committee provides members with numerous chances to meet, with representation at annual events such as the national JALT Conference, the Canada Project Symposium at the International University of Kagoshima, the Association’s own one-day conference at the Canadian Embassy in Tokyo, and other events throughout the year. The annual ACTJ one-day conference, generally held on a national holiday in late September, gives Canadians, and others interested in attending or presenting, a chance to not only see familiar faces and meet new members, but to access and familiarize themselves with the Canadian Embassy’s excellent public facilities, such as the well-appointed library and art gallery. Additionally, through the conference, attendees have an opportunity to meet officers and staff of the embassy in person. As a

former ACTJ executive committee member and four-time chair of the Tokyo conference, it was always reassuring that the embassy staff were so courteous and helpful, and I found that the institutional image of an embassy gave way to a more community-based spirit of cooperation. Moreover, the Canadian Embassy supports ACTJ immensely by providing its presenters, keynote speakers, and attendees with access to first-class technology and facilities, such as the newly built Oscar Peterson theatre—named after the world-renowned Canadian jazz pianist.

Past Presidents of ACTJ have included former JALT President David McMurray, Tokyo-based writer and educator Gregory Strong, Geoff Morrison, and founding President Lynn Howe, who sadly has left us and is fondly remembered by the many who knew her. Now under the leadership of Michael Stout, the association continues to organize social events, maintains an email directory of members and associates, supplies information about cultural events and jobs in Japan, and publishes *Canadian Content*—a quarterly journal open to submission of both academic and more general-interest articles. Those who present at the annual conference and/or submit their essays and articles to *Canadian Content* may also have their articles made available online for easy reference. Please contact the journal’s editor, Andrew Reimann, through the ACTJ website.

As an international associate of the Teachers of English as a Second Language in Canada, ACTJ also offers reduced-rate subscriptions to the biannual publication, the *TESL Canada Journal*.

With an eye to the future, it is hoped that ACTJ will expand its membership beyond the roughly 100 current members, largely comprised of Japan-based university and college EFL educators, as well as those interested in Canadian matters and language education in general, to a larger, broader membership base, including JET ALTs and other members of the expat community.

Interested readers are encouraged to access the website and meet one of ACTJ’s representatives in person at one of the many EFL events held around the country, or at the Canadian Embassy.

Using video and digital media with English language learners: Intro to VDMIS and call for papers

by Duysevi Miyar, TESOL/Video Digital Media Interest Section (VDMIS) Chair 2010

Video can be an effective and powerful tool for learning English. The visual element is appealing and familiar to students, and teachers can use video to provide experiences otherwise unavailable in the classroom. Why use digital media with English Language Learners?

Digital media can be used with English Language Learners (ELLs) for a variety of purposes. For instance, audio in the form of podcasts, songs, and other tools from the web can be used to build various skills in the language classroom. Moreover, images, photo-editing tools, and videos from the web can assist teachers in enhancing vocabulary, building background knowledge, and contextualizing their lessons. However, the question of using digital media and how to incorporate digital media into the classroom can sometimes be challenging. Fortunately, there are various organizations that bring together teachers from all over the world to share their ideas and research in the area of video and digital media. One such organization in the United States is the Teachers of English to Speakers of Other Languages, Inc. (TESOL).

TESOL is a global organization for English language teachers. There are several Interest Sections (ISs), or special interest groups, within TESOL that connect members based on professional areas of interest. One such interest section is the Video Digital Media Interest Section (VDMIS). The VDMIS focuses on the production and use of video and digital materials in English language teaching. Areas include student- and teacher-produced videos, reviews of commer-

cially available materials, listening/speaking/reading/writing instruction through movies and TV, media literacy, film analysis, intercultural training, video as an assessment tool, teacher education, interactive video, distance learning, and the use of new video-related technology.

The VDMIS also has an electronic group (e-group) which is a virtual meeting place for individuals within the TESOL association who have similar interests. In the past, groups sharing a clearly defined professional interest were only able to meet each other for a few moments at a convention presentation. However, today, electronic groups based on themes or issues within the profession can reach across geographic and procedural boundaries, allowing members to discuss their topics or areas of interest throughout the year.

Every year, TESOL organizes a three to four-day global conference at which various experts, teachers, and interest section members give presentations on various English language teaching and learning issues. The VDMIS conducts an academic session annually at the TESOL Convention and various professionals from all over the world discuss topics of interest and innovations in the area of video and digital media. Moreover VDMIS collaborates and presents with other interest sections as well. This year the TESOL 2010 Convention was held in Boston, USA, from 24-27 March 2010. This year the VDMIS academic session, entitled *The Power of Video Tutorials in the Language Classroom*, focused on a selection of video tutorials that could serve as valuable tools for both teachers and students in the language classroom.

Another very important virtual extension of the TESOL Convention is the Electronic Village Online (EVO), which is a professional development project. For six weeks, participants can engage with English for Speakers of Other Languages (ESOL) experts in collaborative online discussion sessions or hands-on virtual workshops of professional and scholarly benefit. These sessions bring together participants for a longer period of time than is permitted by the four-day land-based TESOL convention and allow a fuller development of ideas and themes of the convention or of professional interest in general. These sessions are organized

by TESOL's CALL Interest Section and are run wholly by volunteers. The sessions are free and open to all interested parties. You do not need to be a TESOL member to participate.

Finally, VDMIS also has an electronic newsletter that is published two to three times a year. We are always looking for article submissions for our newsletter so that teachers can share their experiences in the field of video and digital

media and broaden their horizons. As the 2010 VDMIS chair, I would like to welcome you to the VDMIS. If interested in submitting an article to VDMIS, please email me at <duysevi@nova.edu> for submission guidelines and other details. VDMIS looks forward to hearing from teachers all over the world. There's no better way to connect globally!



JALT FOCUS

OUTREACH

Outreach visits with Atsushi Iida in the U.S. to examine rhetorical differences between Japanese and English haiku and discover how he uses haiku poetry composed in English to teach writing courses at Indiana University of Pennsylvania. His current interest is to determine how the shortest poem in the world helps students to improve their second language writing skills (Iida, 2008).

Implications for teaching haiku in ESL and EFL contexts

While some researchers have reported on the practical use of haiku writing in classroom settings and how to enhance the understanding of Japanese culture by studying haiku at the secondary level in English classrooms in the U.S. (National Endowment for the Humanities, 2000; Ediger, 1993) few studies have indicated the theoretical rationale for applying haiku writing

in the English language teaching context. Haiku uses specific rhetoric. First written in the 16th century, it is now used in discursive contexts all over the world for a variety of purposes: writing haiku for meditation therapy in self-healing in Finland (Sky Hiltunen, 2005); reading and writing haiku as a study of Japanese literature in fourth grade in the United States (Stokely, 2000); and writing haiku as creative writing in English classrooms in the United States (Cheney, 2002).

This study addresses two questions: What different syllable patterns do English haiku use? What different seasonal references do English haiku have?

To examine the rhetorical patterns of English haiku written by native speakers of Japanese, poems were taken from the Asahi Haikuist Network website <www.asahi.com/english/haiku/041115.html>. Contributors have been submitting haiku for publishing in the newspaper for 15 years, which allows for longitudinal studies. One of the prominent features of this website is that not only native speakers of English but also native Japanese speakers are



...with David McMurray

To contact the editors: <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.

contributors. Data were collected on 10 November 2009 from among 222 published haiku (19 January–7 November 2008). For this study, 74 poems written by 34 Japanese writers were chosen. The 74 poems were analyzed depending on how many syllables were used in each line to examine the different patterns of haiku organization (see Table 1). Each haiku was analyzed in terms of *kigo*, which are seasonal references, or more specifically the kind of seasonal words used in English haiku.

Twenty-seven different syllable patterns of English haiku can be categorized into five models: A-B-A model, A-B-C model, A-A-B model, A-B-B model, and A-A-A model.

The A-B-A model uses the rhetoric similar to the traditional haiku. This model refers to the following pattern: the first and third lines have the same number of syllables, and the second line has the greatest number of syllables. It includes the 3-4-3, 3-5-3, 3-6-3, 3-7-3, 4-5-4, and 2-6-2 patterns. One of the common features which many Japanese writers of English haiku share is the 3-5-3 syllable pattern.

*Watching soaps
in shiny red shoes
spring doldrums*
(Noriko Yoshida)

*Spring mid-day
the bus passengers
all seniors*
(Satoru Kanematsu)

In addition to the 3-5-3 pattern, some Japanese writers compose haiku in which the second line has the most syllables rather than considering the number of syllables or the balance of each line.

*New inpatient
career hidden by
blue pyjamas*
(Kiyoshi Fukuzawa)

*White ship
looms on the horizon
spring breeze*
(Tatsuko Toshima)

The A-B-C model refers to haiku in which writers don't follow the traditional rhetorical form at all. In this freestyle model of composing haiku, the writer's attention is drawn more to content than to form. The freestyle model consists of very different arrangements depending on the writer's whim: patterns such as 2-4-3, 2-5-3, 2-7-4, 3-2-6, 3-5-4, 3-5-6, 3-6-2, 3-7-1, 3-7-4, 4-5-3, 4-7-5, 7-5-3.

*Spring songs
from the hospice
vibrations*
(Murasaki Sagano)

Table 1. Syllable patterns of haiku in English published on the Asahi Haikuist Network

Model	Number of haiku (N=74)	27 syllable patterns
A-B-A	42	3-5-3 (34); 3-4-3 (1); 3-6-3 (3); 3-7-3 (1); 4-5-4 (1); 2-6-2 (1); 5-2-5 (1)
A-B-C	18	2-4-3 (2); 2-5-3 (2); 2-7-4 (1); 3-2-6 (1); 3-5-4 (2); 3-5-6 (1); 3-6-2 (1); 3-7-1 (1); 3-7-4 (2); 4-5-3 (3); 4-7-5 (1); 7-5-3 (1)
A-A-B	4	3-3-1 (1); 4-4-2 (1); 4-4-3 (2)
A-B-B	9	2-4-4 (2); 2-5-5 (2); 3-5-5 (3); 3-6-6 (2)
A-A-A	1	4-4-4 (1)

Summer moon
listen to its tale--
Canterbury
(Noriko Yoshida)

The A-A-B model refers to haiku in which the first two lines share the same number of syllables and the third line has fewer syllables than the first two. There are three patterns: 3-3-1, 4-4-2, and 4-4-3 syllables.

Heavy snow
purifying
soul
(Junko Yamada)

Transparency
shrimp living only
on light
(Toshio Matsumono)

"The word of God"
so begins class
autumn term
(Shiro Ogawa)

The A-B-B model indicates poems in which the second and third lines use the same number of syllables and the first line includes fewer syllables than the last two lines. This model includes four patterns: 2-4-4, 2-5-5, 3-5-5, and 3-6-6 syllables.

Spring breeze
Audrey Hepburn
on a scooter
(Shoichi Kuroda)

Fiberscope
up through my bowels
spring melancholy
(Sosuke Kanda)

Tree wrapping
removed on the day
school building complete
(Shizuka Suzuki)

Marx vs. Keynes
now just history
cherry petals scatter
(Sosuke Kanda)

The A-A-A model refers to haiku in which each line consists of the same number of syllables. 4-4-4 was the only such pattern found in this study.

Difficult dream
grandmother twists
red nandina
(Mayu Takai)

English haiku written by native speakers of Japanese were categorized into five models. The only model which followed the traditional form of haiku was the A-B-A model, though there was a difference among writers in the number of syllables used. Other models didn't follow the rhetorical haiku form. This result indicates that some Japanese writers didn't apply the traditional rhetoric to their English haiku.

Almost all the published haiku include season words or expressions. The use of these words is categorized into six patterns: season, month, climate, animals, plants, and events. One of the typical uses of seasonal references is the direct use of seasons or the usage of words combining with seasons. A word such as *spring* or *summer* is used in the haiku.

Spring water
on the bridge belly
lights glimmer
(Satoru Kanematsu)

On the road
small sign of summer
rain season
(Yuka Komaki)

Some haiku include a specific month to clarify what season the poem refers to.

*A June bride
pure white training ship
leaving port*
(Yutaka Kitajima)

*August
without the World War
is a month*
(Kiyoshi Fukuzawa)

Climate is another concept of a season word. This concept includes not only weather but also temperature. This type of season word is used as a technique for illustrating a season without directly telling readers what it is. In the following examples, *snowy* refers to winter, *blazing sun* links to summer.

*I can see
without prejudice
snowy rose*
(Junko Yamada)

*Blazing sun
a white cane searches
the pavement*
(Satoru Kanematsu)

The animal season word category includes mammals, birds, fish, worms, and bugs. *Cat* is a season word for summer while *jasmine* is also a word for the same season. The second example demonstrates how *ants* are used to describe summer.

*Jasmine night
gleam of a cat's eyes
in fragrance*
(Satoru Kanematsu)

*Two ants
struggle to carry a bug
Olympic cheers*
(Tatsuko Toshima)

Words relevant to plants are frequently used in English haiku. This category consists of trees, flowers, herbs, bushes, and grasses. The following four examples illustrate the usage of a plant as a season word. *Cherry blossoms* indicate spring, and so do *plum blossoms*. *Hydrangea* is used as a word referring to summer and *bush clover* is used as one of the typical plants representing fall.

*Trip abroad complete
I bask
in cherry blossoms*
(Nobuko Shimizu)

*Dentist's chair
lying face towards
plum blossoms*
(Shoichi Kuroda)

*'I am here'
dad's hydrangea
in full bloom*
(Mieko Sueyoshi)

*My birthplace
a deserted home--
bush clover*
(Nobuchika Wakabayashi)

Another category is events, more specifically cultural events. The first example refers to *bon* festivals, one of the most important traditional cultural events in Japan, and the second haiku also illustrates a big event in winter, *Christmas*.

*Grave washing
as if it were dad
Bon visit*
(Satoru Kanematsu)

*Aged couple**opening a dusty box**Christmas lights and stars*

(Shoichi Kuroda)

Instead of using a specific season word, some haiku represent the season. In the first example, a specific season word is not used in the haiku, but the first two lines can allow readers to understand that the poem is about winter. The second example also provides readers with a scene in autumn without a season word.

*No flowers**nor chirping**poems inconvenience*

(Tatsuko Toshima)

*Reds and yellows**tumble down the hills**to village*

(Shiro Ogawa)

Compared with traditional haiku rhetoric, published English haiku do not strictly follow the format in terms of syllables pattern. No English haiku written by native speakers of Japanese followed the traditional 5-7-5 syllable pattern. However, this doesn't mean that Japanese writers ignore the rhetorical pattern in composing English haiku. Research results indicate that while there are many different patterns of English haiku, most writers tried to maintain a balance of three lines in haiku using A-B-A models. The closest form to the traditional haiku which most of the Japanese writers employed was the 3-5-3 pattern. This result may be connected to the different ways of counting syllables in the two languages. The 3-5-3 pattern in English haiku may be the pattern which is equivalent to the 5-7-5 pattern in composing haiku in Japanese.

Research results also indicate that there are some patterns in the application of season words in English haiku. One of the prominent patterns which Japanese writers share when composing English haiku is the direct usage of a specific season (e.g., spring, summer, autumn, or winter)

or the use of words combined with a season (spring water, spring morning, etc). The use of these direct kinds of season words is something Japanese writers want to avoid when composing haiku in Japanese. Much Japanese literature, in general, is comprised of indirectly making an argument and inviting readers to read between lines. Likewise, Japanese haiku is expected to allow readers to freely interpret the content and leave the reader wondering (Blasko & Merski, 1998). However, published English haiku written by Japanese writers didn't follow this **convention**. This may be partly because these writers consider their audience to be native speakers of English, and thus they modify their haiku approach to fit English-speaking culture. This approach may seem to ignore the traditional rhetoric of haiku poetry, but the arrangement which Japanese writers made by directly using a specific season word can enable native English readers to more easily interpret their English haiku.

The research results provide some educational implications in the application of English haiku to the English writing classroom. First of all, the 3-5-3 syllable pattern can be considered as one fundamental model of English haiku. In this study there were 27 different patterns in 74 published haiku written by native speakers of Japanese. No English haiku followed the traditional 5-7-5 pattern. This means that English haiku allows for flexible patterns in the number of syllables, but at the same time, two important issues which writing instructors need to consider arise: what English haiku is; and what the differences between English haiku and other types of English poems are. In order to maintain the concept of haiku, a similar syllable pattern should be applied to English haiku. In addition, writing instructors also need to consider which types of words can be accepted as seasonal references.

College students who take creative writing courses in the U. S. may be expected to develop a **repertoire of Japanese seasonal words**. International students who take ESL writing courses may be expected to use all possible season words extending beyond the original Japanese concept in order to gain cultural awareness as they share their haiku with their classmates. In this way, English haiku can be applicable to **many con-**

texts. Writing instructors can encourage students to gain a greater awareness of audience. Developing audience awareness can enable writers to choose appropriate seasonal references in haiku and to communicate more effectively with their readers.

In this study, the rhetorical differences of published Japanese and English haiku written by native speakers of Japanese are uncovered. While traditional Japanese haiku strictly follows rhetoric patterns, English haiku are more freely composed. Syllable patterns in English haiku vary, although a model consisting of the first and third line sharing the same number of syllables and the second line having the greatest number of syllables is the most common. The 3-5-3 syllable pattern is the format closest to following traditional Japanese haiku rhetoric. Seasonal references are categorized into six groups that include seasons, months, climates, animals, plants, and events. The first three categories are universal and can be readily understood by readers around the world. In contrast, the categories of **animals, plants, and events** are culturally oriented and are not always understood in the same way by those who have different languages and cultures. A prominent feature in English haiku written by Japanese writers is the reliance on referring directly to seasons, months, and climates. This is partly explained because the readers of the haiku may be native speakers of English or speakers of English as a second or foreign language. Hanauer suggests "Reading and writing poetry is an approach to literacy that promotes literacy activities as a means of exploring the relationship between the internal and external worlds of the individual" (2004, p. 88). Haiku can be used as literacy practice and can provide language learners with opportunities to develop their language proficiency while giving them chances for self-discovery through a series of writing processes.

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Revisiting haiku in America: An interview with Atsushi Iida

After earning his undergraduate degree in English Literature at Aoyama Gakuin University, Atsushi Iida traveled to the U.S. to qualify as an ESL/EFL instructor, studying English composition and TESOL at Indiana University of Pennsylvania (IUP). Outreach learned that he currently conducts research on the application of haiku poetry to EFL Japanese contexts and how creative writing can support academic writing in

L2 contexts. In course work at IUP he compares haiku by native and non-native speakers of English appearing in the *Asahi Haikuist Network*, noting the rhetorical differences between the two groups of poets. Writing is a means of identification, expression, and negotiation of cultural distinctiveness. Iida's comparative study of Japanese and non-Japanese composers of English haiku will likely expose expressions of individuality and enculturation. A PhD candidate in the Composition & TESOL program, Iida's PhD dissertation title is *Revisiting haiku: Application of haiku to ESL (or EFL) freshman college writing*.

Outreach: An October 2007 Outreach column featured Hisako Mori, who teaches a tutorial class at McMaster University, where students of the Japanese language compose haiku poems. As a tutor in classes of Japanese studies and as a student of English at a university in Pennsylvania, our readers would be pleased to hear about your experiences.

Iida: As a Graduate Teaching Assistant (GA), I have taught Japanese for three years here at IUP. I teach all levels of Japanese language. Although my status is a GA, I am doing exactly the same things as other professors do in other courses. Since my major is Composition & TESOL, I'm trying to apply what I learned in graduate classes to my Japanese classes. Unfortunately, I haven't taught haiku in these classes, but I may teach haiku in an advanced level class next semester.

Outreach: In your advanced level classes are you thinking of teaching students an appreciation of haiku in Japanese, or the composition of haiku in Japanese?

Iida: Let me answer your questions. I will have students compose haiku. However, teaching the target language with the integration of four skills is my philosophy, so I might start with reading others' haiku written by Japanese. I won't expect my students to interpret haiku as Japanese people do. Instead, I would like them to understand the nature of haiku: multiple interpretations are possible, and readers can have their own interpretations for a haiku. This is sort of the important idea for second or foreign language learning in terms of developing communication skills with the sense of voice. Language learning should be fun, and reading and writing haiku should also be fun. As you may know, the

original meaning of haiku written in kanji refers to "enjoying words/songs."

Outreach: In your elementary Japanese language classes, are you mostly concentrating on getting your students to speak and write in basic Japanese?

Iida: One of the main purposes of the lower level class is to understand the structure of Japanese grammar. My students still have difficulty in generating output of their knowledge. Also, they are second-year students. It is just a two-year experience of studying Japanese in their life. At this moment, it's important to have my students learn the basic knowledge, which they can use later to freely express themselves in both oral and written formats.

Outreach: Do you expose students in the lower levels to Japanese culture, for example poetry or literary works, by providing translations and explanations of it in English?

Iida: The understanding of poetry and literary texts may be a long way to go. If I have my students survive in this class, they could do so, but it is more important to maintain and develop their motivation to study Japanese at this level. Hence, I have put an emphasis on their needs to study the language.

Outreach: Do you think that composing haiku in the Japanese language, as a form would be too difficult for your university students at Indiana University?

Iida: It may be difficult to use haiku as Japanese literature, but I'm going to use haiku for communicative purposes. The use of literature is not a goal but just a tool for their language learning. I'm not sure if I can teach haiku, but in any situation, I need to consider the justification for using haiku in my class while negotiating with students' needs for studying Japanese. When I find it, I will be ready to apply haiku to my teaching, but if I cannot find it, I won't do that.

Outreach: Have you thought about presenting haiku composed in English by Japanese poets, as well as haiku composed in Japanese to students in your class?

Iida: Unfortunately, I have never thought of that, but your idea sounds interesting to me. I always wonder if JFL students can express their feelings

using haiku rhetoric, and more specifically, whether they can feel comfortable in developing their thoughts with only 17 syllables. Second or foreign language learners, in many cases, have limited word choices. Rather, it may be more important for me to help them to expose their feelings freely without using a specific rhetoric.

Outreach: Thank you.

Studies of contrastive rhetoric which inform haiku writing practice by Japanese and English writers can assist Japanese EFL students, as suggested by Esposito (1997). He reported on the applicability of haiku poetry to teaching practices in a variety of contexts, such as how to use haiku in lieu of brainstorming for ideas in the pre-writing stage of paragraph composition and how to progress from writing haiku to writing longer texts. According to Iida (2008), however, few researchers have discussed the assessment of haiku as a factor in second language teaching. The aim of Iida's study is to examine the contribution of writing English haiku to academic writing in ESL/EFL contexts. His research introduces the concept of haiku poetry writing as expressive pedagogy, and then describes what factors need to be assessed in haiku writing in terms of peer assessment and teacher assessment. In this way he hopes to produce assessment tools for haiku poetry writing as expressive pedagogy at the tertiary level in a Japanese EFL context. He intends to examine the characteristics of English haiku writing focusing on the following three points: structure (how structurally designed features affect L2 academic writing); process (what factors in the process of composing haiku are transferable to L2 academic writing); and social function (how the writer's social positioning impacts the way in which the writer situates him/herself in academic disciplines in L2 writing).

While following up this interview with Iida by email (6 February 2010) he admits, "I'm not a poet, nor am I a haikuist (it's difficult to identify oneself, right?). However, I'm now more comfortable discussing haiku with those who are interested in the genre. I can say that I'm not only a Japanese who knows well about haiku but a writer-teacher-researcher of the poem." Analyzing the haiku of others has led Iida (2010) to put his own pen to paper. He penned the following poem for a major daily newspaper with

an e-book link, seeking "to better understand what English haiku is, to know how different it is from Japanese original haiku, and how it will be evaluated. I hope this experience will give me a new perspective of composing English haiku." His work appeared just before Valentine's Day.

I LOVE YOU:

she will tell me

but I can't

Not coming from a culture where men often express their affections verbally, Iida likely fears Valentine's Day in America. His lover is sure to give him chocolates and whisper in his ear. Capitalized, the three words of endearment sound as if they are shouted aloud. Perhaps he can return her favors with a haiku poem? Here are a few more of his creative poems.

Cherry blossoms:

give me a good excuse for

making a toast

The cherry blossoms:

giving such a good excuse

unlimited toasts

Rice wine:

faces turning red and

memories gone

Uniquely sake

dry and sweet texturizing:

this is how we live

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TLT COLUMN

SIG NEWS

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 [📧]

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

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

Computer Assisted Language Learning

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

The 2010 JALT CALL SIG conference will be held on 28-30 May at Kyoto Sangyo University. This year's Keynote Speaker will be Joy Egbert. If you are interested in serving as an officer or member of the 2010 Conference Team, please don't hesitate to contact us. We look forward to meeting and hearing from persons interested in the expanding world of CALL. For more information, please see <www.jaltcall.org>.

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

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 for those new to ER and experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <www.jaltersig.org>.

Framework & Language Portfolio

[🔍] curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP) [📖] newsletter [🗣️] workshops, materials development [💬]

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools. The bilingual Language Portfolio for Japanese University is



...with James Essex

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JALT currently has 21 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. SIG NEWS ONLINE: You can access all of JALT's events online at:

<www.jalt.org/calendar>

now available online. The SIG holds seminars periodically focusing on classroom use and is present at many conferences. Please refer to <sites.google.com/site/flpsig/home> or write to <flpsig@gmail.com> for more information.

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] [📧] [🗨️]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Visit our website at <www.gale-sig.org> or contact us for more details.

Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! Our website is <www.gilesig.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[🗎 Japanese as a second language] [📖 日本語教育ニュースレター *Japanese as a Second Language Newsletter*—4x year] [🗣️ AGM at the JALT conference] [📧] [🗨️]

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, anthology of Japan-based action research projects] [📧] [🗨️]

The Learner Development SIG is a lively and welcoming group of teachers interested in improving our practice by exploring the connections between learning and teaching. We also meet to share ideas and research in small-scale events such as mini-conferences, poster-sessions, and local group meetings. For more information, check out our homepage <ld-sig.org>.

Lifelong Language Learning

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

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

生涯語学学習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、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<jalt.org/lifelong>上でもフォーラムやメルリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

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

Other Language Educators

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

OLE has issued NL 54 containing (among others) updates on JALT2010, PanSIG 2010 and JALTCALL 2010 as well as Spanish, German, and Chinese convention information for May and June. Also, flyers in Chinese, French, German, Spanish, and Japanese informing on the JALT2010 theme are interleaved. Finally, an online book on FL teaching, accessible on the Ehime University homepage, is introduced.

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> or contact Donna Fujimoto <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

[🗨️ study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [🌐 Pan-SIG, national & 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. Contact <ted@jalt.org> or visit our website <tinyurl.com/jalt-teachered>.

Teachers Helping Teachers

[📍] 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] [📧] [🗨️]

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>.

児童語学教育研究部会は、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 conference] [📧] [🗨️]

The TEVAL SIG is concerned with language testing and assessment, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our newsletter, published three times a year, contains a variety of testing-related articles, including discussions of the ethical implications of testing, interviews with prominent authors and researchers, book reviews, and reader-friendly explanations of some of the statistical techniques used in test analysis. Visit <www.jalt.org/test>.

"Wow, that was such a great lesson, I really want others to try it!"

「すばらしい授業!、これを他の人にも試してもらいたい!」



Every teacher has run a lesson which just "worked." So, why not share it around? The **My Share** Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>



TLT COLUMN

CHAPTER EVENTS

Workshops! Conference sneak peeks! ELT Publishing! Oh, my! You will be sure to find something to tickle your fancy at a chapter event near you! Remember to check the Chapter Events website <jalt.org/events> if your chapter is not listed below. Newly added events may appear on the website at any time.

HIROSHIMA—*JALT Special Interest Groups* by **Carol Rinnert** of Hiroshima City U., **Jim Ronald** of Hiroshima Shudo U., **Keith Hoy** of Suzugamine Women's College, and **Eleanor Kane** of U. of Shimane. Pragmatics, Teaching Children, Extensive Reading, and Learner Development will be some of the topics discussed at this multifaceted meeting, devoted to JALT Special Interest Groups (SIGs). First, each of the speakers will give a brief introduction of the above SIGs, and will explain some important findings and trends in the field. There will also be a short talk about other SIGs. Then, in small groups, there will be more detailed discussions. *Sun 16 May 15:00-17:00; Peace Park, 3F Conference Room; One-day members ¥500.*

HOKKAIDO—*Giant steps: The project to internationalize EIKEN* by **M. Todd Fouts**, Chief Editor, Test Development and Research, The Society for Testing English Proficiency (STEP), Inc. Over the past 6 years, acceptance of EIKEN scores by U.S. and Australian colleges and universities, and general interest in the test among international educators, has grown far beyond what was imagined possible when a long-term

project was launched in 2003 to introduce Japan's national English test to the international community. Learn how it was done, why it's working, what it means for Japan, and how it involves the JALT community. The speaker will also debunk a few myths, expose a trade secret or two, and subject participants to a hands-on experience of the pain (and, perhaps, fun) experienced daily by the editors who prepare EIKEN test items. *Sat 15 May 14:00-16:00; Joy English Academy, Obihiro; <www.joyworld.com/japanese/static1/about/access.php>; Sun 16 May 14:00-16:00; Hokkai Gakuen University, Sapporo; <www.hokkai-s-u.ac.jp/english/access.html>; One-day members ¥500. Detailed information: <www.jalthokkaido.net>.*

IBARAKI—*Innovation and fun in the classroom.* At this event, four teachers will present on a variety of activities related to the EFL Classroom: *A tale of four tails: Puppetry in the EFL classroom* by **Jim Elwood** (Tsukuba U.), *Play production in ESL/EFL classes* by **Samual Nfor** (Tsukuba, Saitama, and Dokkyo U.), *Creative management and learning* by **Tim Murphey** (Kanda U. of Foreign Studies), and *Effects of attitudes toward speaking activities on willingness to communicate and speaking anxiety* by **Tomoka Kaneko** (Ibaraki U.). *Sun 30 May; Ibaraki Christian University, Hitachi. Further details at <ibarakijalt.blogspot.com>.*

KITAKYUSHU—*Developing personalized portfolio rubrics for the EFL classroom* by **Steve Quasha** of Sugiyama Jogakuen U. In this workshop, the presenter will demonstrate how



...with Michi Saki

To contact the editor: <chap-events@jalt-publications.org>

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



portfolio assessment plays an integral part in his communicative English courses. Participants will experience tasks and activities that will enable them to successfully develop their own grading rubrics, coordinate peer assessment, and learn why shared accountability improves language acquisition, based on interactional theories of language. Creating portfolios teaches students the skills of reflection, self-evaluation, critical thinking, and independent learning. *Sat 8 May 18:30-20:00; International Conference Center, 3F; Kokura; One-day members ¥1000. Details at <jalt.org/chapters/kq>.*

KITAKYUSHU—How and why to improve reading speed by **Ken Gibson**. More and more ESL teachers in Japan are discovering the advantages of involving their students in an active reading program, rather than just leaving reading to students to do as homework. This presentation will cover the presenter's experience with setting up and using reading programs in companies and universities. Materials, program control, motivation, and results will be discussed and expanded on freely at the end of the presentation. *Sat 12 Jun 18:30-20:00; International Conference Center, 3F; Kokura; One-day members ¥1000. Details at <jalt.org/chapters/kq>.*

KOBE—Preview of JALT2010 and PLL18 by **Donna Tatsuki**. Kobe JALT honorary member Donna Tatsuki will provide the audience with a sneak peek at the 36th Annual International Conference on Language Teaching and Learning, as well as the 18th International Conference on Pragmatics and Language Learning. Included will be an overview of the conference themes, introduction of the plenary speakers, and much, much more. Come out and join us. *Sat 22 May 17:30-19:30; Kobe YMCA; One-day members ¥1000.*

MATSUYAMA—First Annual All Shikoku Joint Conference (with East Shikoku JALT). *Sat 29 May 13:00-17:00; Kochi University; One-day members ¥1000.*

MATSUYAMA—Reflections on disagreements by **Carol Rinnert** of Hiroshima City U. Faculty of International Studies and *Creative questioning*:

Puzzles for pattern practice by **Simon Capper** of The Japanese Red Cross Hiroshima College of Nursing. **Rinnert** will report on a self-reflective, video-based approach to teaching Japanese EFL learners to use and understand speech acts appropriately, focusing on disagreements. **Capper** will demonstrate in a workshop-style presentation how puzzles can provide meaningful question practice in a wide range of speaking classes. Lateral thinking puzzles involve scenarios that require learners to discover solutions through creative questioning. *Sun 13 Jun 14:15-16:20; Shinonome High School Kinenkan, 4F; Contact: Junko Yamamoto, ph: 089-906-4906 or <juyama@cc.matsuyama-u.ac.jp>; One-day members ¥1000. Visit <jalt.org/events/browse-events-chapter/Matsuyama> or <MatsuyamaJALT.50megs.com> for more details.*

SENDAI—ELT publishing and you with **Steve King, John Wiltshier** and panel members. **King**, an editor with Pearson Longman, will present on *Publishing: Past, present and future*. **Wiltshier** (Miyagi Gakuin U.), coauthor of the new edition of the *English Firsthand* series, will present on *My learning curve*—a look at his journey into the world of materials publishing. These will be followed by a panel discussion on publishing, including tips on getting published. *Sun 30 May 14:00-17:00; Sendai Shimin Katsudo Support Center; One-day members ¥1000. <jaltsendai.terapad.com>.*

SENDAI—Voice training for teachers with **Claudine Marais** (teacher, actress, comedian). This workshop will introduce participants to voice techniques used to train actors, but adapted for the lifestyle and demands of teachers. Participants will learn how to improve their projection and articulation, develop a voice that students want to listen to, subconsciously affect the quality of students' speech, and protect their voices from long-term damage. *Sun 27 Jun 14:00-17:00; Sendai Shimin Katsudo Support Center; One-day members ¥1000. <jaltsendai.terapad.com>.*

SHINSHU—The 21st Suwako Charity Walk. Participants choose to walk clockwise or counter clockwise halfway around the lake (8-8.5 km) with Shinshu U. researchers. After having lunch at Kamaguchi Suimon in Okaya at 11:30, a forum

starts at 12:00 which includes a short talk and quiz about the lake's environment, and a musical performance. The forum ends at 1:30, after which we catch the Swan Boat back to the starting point at 2:00. Please bring your own lunch and pencils. This is a family-friendly day, so bring the kids! Sun 30 May; meet at 8:15 at Katakura Fureai Nagisa (across from Katakura Kaikan) in Suzwa; Free (donations welcome). For further details, check <www.jalt.org/events>.

YAMAGATA—*President Obama's diplomatic policy* by **Christopher Gregory**, Coordinator for International Relations, Yamagata prefectural government. The above-mentioned topic is to be presented in terms of English as a means of global communication in the 21st century, focusing on the problem of peace and war. Sat 8 May 13:30-15:30; Kajo-kominkan, Shironishi-machi 2 chome, 2-15, Yamagata-shi; ph: 0236-43-2687; Contact Fumio Sugawara at ph: 0238-85-2468.



TLT COLUMN

CHAPTER REPORTS

HOKKAIDO: January—*A teacher training course for teachers of young children* by **Mary Virgil-Uchida**. Virgil-Uchida got off to a dynamic start by demonstrating a variety of activities and games that she uses in her classes. Since she presented these in a fishbowl style, attendees had the option of participating in, or simply observing, a variety of activities based on using the classic Mr. Potato Head toy to review body parts and simple sentences. Several non-competitive (and non-dangerous) games using pom-poms to review colors and numbers were also demonstrated. To finish off the first hour, participants brainstormed ways to adapt a song to use in a lesson. Simple melodies that would appeal to children worked the best. Virgil-Uchida has several years of experience in teaching the practical half of a two-semester university course in TEFL for students who hope to teach children. In the second hour she spoke about how she set up the course in a way that maximized the time available to teach many of the techniques that a teacher of children needs to

know. She also discussed textbooks and possible evaluation procedures. Attendees left with a practical handout that had many more ideas for games and activities than we were able to cover in the presentation.

Reported by Wilma Luth

IWATE: December—*Using TV commercials as language teaching tools* by **Philip McCasland**. McCasland presented a variety of pedagogical uses for TV commercials and then demonstrated how they can be incorporated into discussion, critical thinking, role play, and writing activities. The technology required is basic: a computer, MP4 player and TV monitor. It was enlightening to discuss the creative use of these readily accessible materials with the presenter and other participants. Attendees found it interesting to discover the potential of using TV commercials as a way to introduce different intercultural perspectives in the classroom.

Reported by Harumi Ogawa



...with Troy Miller

To contact the editor: <chap-reports@jalt-publications.org>

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

KITAKYUSHU: February—*CALL in the classroom: Possibilities and outcomes* by Malcolm Swanson and Paul Collett. Swanson and Collett gave us an inspirational couple of hours regarding **Computer Assisted Language Learning (CALL)** inside and outside the classroom, integrating students' lives ever more closely with using English in functional and fun ways. Social networking with Facebook and micro-blogging on Twitter, along with all their followers and competitors, are big, and everyone is using them already anyway—but there can be hassles and dangers, so why not use their concepts and the services subsequently developed and design your own system to exploit this opportunity for authentic communicative language practice? These two experts walked us through the basics of various networking set-ups—pointing out further potential with more sophisticated management, which, for a small monthly fee, can all be done for you. Keeping up with current events on a personal and global level is attractive to most people, however it can be de-motivating if students find themselves unable to keep up with the responses and are unwilling to have their mistakes floating around in cyberspace forever—excellent reasons to set up a closed network for your classroom. The good news is that Swanson and Collett are willing to help you do that.

Reported by Dave Pite

KITAKYUSHU: March—*Using manga translation for deeper understanding in the language classroom* by Robert S. Murphy. TRIDENT (Triangular Denary System for Translation Disparity) is a triangular grid devised by Robert Murphy as a tool for making such dimensions of language as uniqueness vs. universality and figurativeness vs. literalness more tangible for students. Within minutes we had grasped the use of the grid and were able to assign words from a text to each of the nodes. Recent brain research from Harvard has shown that emotional connection is as effective as repetition in moving learned material into long-term memory and Murphy argued that *manga* provide that kind of emotional connection for students. If you accept Lange and Piaget's premise that we are all cultural beings and that language is the quintessential expression of culture, it makes sense to

incorporate occasional translation exercises into TEFL lessons. In the Kitakyushu dialect cartoon with which we experimented, the pictures made the context very clear. Using the TRIDENT grid, we could physically measure the distance between the colloquial language of the manga and the flat and flavorless English phrases students meet in their textbooks. Working out a range of translations for various nodes on the grid has led Murphy's students to ask important questions and feel at home with English.

Reported by Margaret Orleans

KYOTO: January—*Kyoto JALT's Apple Day: Using iPods/iPhones in the ELT classroom* by Matthew Walsh, Craig Hagerman, Takeshi Matsuyama Hoyos, Gretchen Clark, and Justin Harris. Kyoto chapter began the Year of the Tiger with an *Apple Day*, first inviting two presenters to explain techniques that can be used in ELT classrooms. Walsh and Hagerman started with a session on using iPods and iPhones. Some of the techniques were aimed at beginners and others meant for veterans. Whilst the world of technology is steadily moving forward, this presentation provided a great opportunity to review the basics that many people feel too embarrassed to ask anyone about anymore, or to find out about more advanced things that most people haven't yet heard about. Three workshops followed, with Matsuyama Hoyos showing participants how to use *Keynote*, Clark giving attendees a lesson in using *Garageband*, and Harris showing examples of iMovie/iPhoto/iDVD projects. This Apple Day contributed to building and reinforcing the tech bridge between language teachers and the IT world.

Reported by Wakana Takai-MacLean

KYOTO: March—*"Privilege": A photography project of English teachers in Japan* by Gary McLeod. Kyoto JALT hosted McLeod, a digital artist and English teacher. Members were treated to a showing of his latest project, *Privilege*, a year-long photographic montage and interview project showcasing 97 native-speaking English teachers living in Japan. The presenter began with a 30-minute snapshot of the project, reading snippets of the participants' interviews while flipping through digitally-mastered photo col-

ages of a selection of images. During the second half of the presentation, the presenter fielded questions from members. The final hour of the event was devoted to group discussion about several themes highlighted in the presentation. Native English speaking members discussed their role in Japan and how this may differ depending on work conditions. Our Japanese members provided valuable insight about their experience with native English speaking ALTs. The day concluded with a lively discussion on the future of English education and how both native English speakers and Japanese teachers of English can collaborate to improve EFL classrooms.

Reported by Gretchen Clark

NAGOYA: January—*Stirring the senses: Reflective portfolios and online assessments* by **Suzanne Bonn Miyake**. A portfolio is a purposeful collection of work that demonstrates to students and others their efforts, progress, and achievements in given areas. Portfolios are also an effective tool for promoting learner autonomy, helping students to see gaps in their learning, identify learning strategies, set goals, and see language development over time. Bonn Miyake explained that she spends about 45 minutes per class on portfolios during the last five weeks of a course. Portfolios typically have a cover art page and a table of contents, followed by the student's general introduction. Next are the projects, along with the reasons they were chosen and an explanation of what the student has learned by doing each project. Students may also include ideas on how they can improve next time and other connections to the future. This is followed by a self-reflection section and peer and teacher feedback. Lastly, Bonn Miyake introduced some online activities and time-saving tools for teachers: QUIA, RubiStar (a free tool to help teachers make rubrics), Gerry's Vocabulary Teacher, and Gradekeeper.

Reported by Kayoko Kato

NAGOYA: February—*International activities for EFL* by **Jon Dujmovich**. In 2007-2008, at Kitahama Toubu Middle School in Hamamatsu, Shizuoka, Dujmovich introduced *The World in My Neighborhood*—a project aimed at increas-

ing student communication skills, developing intercultural sensitivity, and building a connection to the multicultural diversity within the community. In the first semester, students learned about the world via a world trivia game, geography lessons, population studies, and classroom visits by Japanese and non-Japanese guests who shared their overseas experiences. Reading *Around the World in 80 Days* as a summer assignment, students gave presentations in September on their own imaginary trips around the world. In the second semester, students visited the regional immigration bureau, city hall's foreign resident registration desk, and so on. In the Ocha-ken (stuffed dogs) project, 50 Ocha-ken served as simulated homestay friends to foster friendship and international correspondence. In the third semester, through the O-DICE (Observe, Describe, Interpret, Compare and Evaluate) method and using a variation of Donna Stringer's *I am* activity, students discovered that everyone is *multicultural* in a sense. As a finale to the course, students were given a card imbedded with Canadian wildflower seeds as a reminder of the class and their unique learning experience.

Reported by Kayoko Kato

NIIGATA: October—*Community and curriculum: Bringing them together* by **Karen Masatagu**. Masatagu spoke of the Kwassui Child Support and Resource Center with a special focus on experiencing multiculturalism and supporting foreign families. Bimonthly, families with a foreign member meet at the center and Kwassui students studying in the child-related, health-related, and multicultural fields gain experience working with children from diverse backgrounds. Activities are integrated into the curriculum of the Department of Child Development and Education. Parents and children find a place of support which is often lacking for foreign community members who have children. As Japan becomes a more multicultural society, the center benefits the students by giving them exposure to different cultures and practical skills in childcare, while the parents and children benefit from a support system which can address their special needs. In addition, Kwassui has an International Library Storyland which encourages the development of bilingual fluency

and provides some support for local Japanese elementary school teachers. The meeting complemented the newly-formed Support Network for Niigata International Families.

Reported by Susan Sullivan

NIIGATA: January—*Rapport in the classroom*

by Paul Nadasdy and *The best of JALT National Conference* by Tetsuo Kimura, Chris Murphy, Mohammed Ahmed, and Howard Brown. Nadasdy presented research he has conducted on the effects of rapport on final test results. Though the results presently seem inconclusive, quantitative research in the field suggest that rapport is an important element in fostering positive attitudes towards language learning, and this can affect motivation positively which can theoretically result in positive quantitative results. Drawing on Dornyei and Murphey, and Brown, Nadasdy explored the influence of teaching styles and student-student and student-teacher interaction. Many elements inspire a student to study and attempt to use English, or not. Nadasdy distributed surveys used to examine rapport in his classes. From these survey results, personalized communication was seen as being the element which most inspired students to study English, followed by consideration of cross-cultural issues, and then by a variety of activities being used in the classroom. In theory, groups with a low dynamic will produce lower scores compared to groups with a high dynamic. Presenting on the best of JALT2009, Kimura recapped *Testing and Evaluation Using CALL*; Ahmed summarised Lantolf's JALT plenary; Murphy reviewed the JALT workshop on World Englishes, while Brown reminded members of the Niigata NEAR conference being held on 29 May.

Reported by Susan Sullivan

OKAYAMA: January—*Task-based learning in a themed context*

by Marcos Benevides. The presenter began by discussing elements that comprise open and closed classroom tasks. Benevides explained that closed tasks, which have one predetermined solution, are focused on a single language feature, and have a classroom context. In contrast, open tasks contain more than one possible solution, have no specific language target, and simulate real world conditions. Open tasks motivate students more because they fit

a learner-centered philosophy and emphasize natural learning over form, making them more interesting. The theme of the task determines the task type, its authenticity, sequencing of difficulty, skills and text type. Benevides illustrated this with selections from his book, *Widgets*. He showed how traditional syllabus design does not reflect real life learning. Narrow reading, combining intensive and extensive reading, using one or two themes per semester, encourages deeper learning. Benevides dismisses old paradigms in favor of a task-based communicative approach focused on real life situations. When teaching communicatively, instructors can better sequence the levels of difficulty for students and assess learning outcomes more accurately. *Whodunit*, a free downloadable book co-authored by Benevides, provides examples of open task-based activities dependent on learner choices, some of which are instructor-guided at lower levels.

Reported by Richard Lemmer

OKAYAMA: February—*Writing a graded reader*

by Rob Waring. The speaker introduced the rationale for Extensive Reading by illustrating the differences between receptive and productive skills, and language and communication focus within the skill areas. Waring then provided an in-depth look at the development of a graded reader series by analyzing the production stages which include determining the target audience, needs analysis and language levels. Participants briefly discussed the necessary steps and their sequence. **Waring then provided a thorough explanation of how vocabulary lists are prepared.** Frequency, usefulness, range, teacher intuition, lexical sets and background knowledge all play a role in this process. The latter part of the presentation dealt with the actual writing process. As an experienced author and editor of graded readers, Waring shared his expertise on what elements are necessary for a submission to be accepted by a publisher. These include a strong concept, high stakes, great characters and settings, a real conflict, **and a satisfying and believable payoff.** The presentation was of particular benefit to those who use graded readers in their syllabus as well as to potential authors.

Reported by Richard Lemmer

OMIYA: January—Eureka! Finding a direction forward with research planning by **Andy Boon**.

Omiya JALT opened the new year with an interactive workshop. Presenter Boon introduced the audience to Cooperative Development (Edge, 1992) and led the audience in what was for most their first CD experience. **Through this non-evaluative framework**, participants sought out their eureka moments; the epiphany of finding one's next step in developing a research project through peer reflection, exploration, and expansion of ideas. Though a new concept for many, the CD workshop proved instrumental in providing those present with new avenues to research development and the audience enjoyed the challenges of reflecting their partners' emerging thoughts in non-judgmental ways. The audience was also introduced to Instant Messenger Cooperative Development (Boon, 2005, 2007, 2009).

Reported by Brad Semans

SENDAI: December—Language learning stories.

In this series of short presentations, eight speakers shared their foreign language learning experiences with the audience. Two Japanese speakers talked about their experiences learning English. Three native speakers of English also shared their Japanese learning experiences, while three others described their multi-language learning experiences. These lively personal stories were an interesting mixture of both *successful* and *unsuccessful* experiences. The speakers covered a range of topics, including how they learned foreign languages, what motivated them in their language learning, and their language learning environments. For example, **Keiichiro Oikawa** shared his English learning strategy using Haiku style English poems to learn new vocabulary, and **Tim Phelan** confided that his anger from being treated as a foreigner with no Japanese ability helped him by making him eager to learn Japanese. All the stories led to active discussions among the audience members and everybody at the meeting shared his or her own language learning experiences with an appreciation of how interesting language learning is.

Reported by Soichi Ota

SENDAI: January—Highlights from the 2009 JALT National Conference. In the first chapter meeting this year, four local members shared

summaries, observations, and discussion based on gems from the JALT2009 National Conference in Shizuoka. (1) **Marc Helgesen** presented the main idea of Scott Thornbury's plenary, titled *7 Ways to Look at Grammar*. (2) **Ben Shearon** shared a summary of a presentation regarding training for elementary school teachers who will implement an English curriculum starting in 2011. (3) **John Wiltshier** talked about a study based on the extensive reading program practiced at Toyota National College of Technology, presented by Momoya Fukuda at the National Conference. (4) **Kumiko Ota** shared content from a workshop where she learned how English teachers could use reading and storytelling to help children build their English proficiency. Following these four presentations, new chapter officers were officially introduced to the local members. A discussion and survey regarding future programs and guest speakers were conducted as well.

Reported by Soichi Ota

SHINSHU: February—Mini conference: English activities for elementary schools. Eight sessions addressed issues facing elementary school home room teachers (HRTs) and assistant language teachers (ALTs) concerning MEXT's *Course of Study* while offering a variety of practical advice and activities. In his keynote address, *What is the foundation of communication ability?* **Tokio Watanabe** explained how the Course of Study has changed over the years as well as present trends in EFL education in Japan. He proceeded to lay out elements which form the *foundation of communication ability* along with concrete suggestions for what HRTs should try to accomplish. Especially emphasized was the acquisition of English rhythm and intonation. Other sessions included: *Using English outside the English classroom* by **Tagami Tatsuto**; *Putting together 45 minutes of English activities to make a fun lesson* by **Motoyama Takamasa**; *Which language to use in the classroom?* by **Tonya Kneff**; *The elementary English environment* by **Amanda Carr**; *Communicative teaching* by **Mark Brierley**; and *Communication is key: A look into a team-teaching relationship* by **Erin King** and **Koya Shinobu**. The conference ended with group discussions and feedback. Shinshu JALT plans to publish the proceedings.

Reported by Mary Aruga



TLT COLUMN

JOB INFORMATION

Referential treatment: Getting the most out of your references

While rushing to perfect their cover letters and polish their resumes, job hunters often forget how to make the best use of references. Some applicants even seem to think references don't matter much, mistakenly believing that schools rarely contact them. Schools that care about what kind of teachers they hire, and thus the ones that tend to be worth working for, do contact references.

Before including anyone in your list of references, make sure to ask the person first. One school manager that I know contacted a reference for a teacher with a solid resume only to hear nothing but negative things about the teacher. At the end of the conversation the manager asked why the teacher had listed her, but the reference had no idea as she was never asked. Making a request by email is easier, but doing it by phone or in person will help one notice any reticence or red flags.

Also, give some thought to who you ask. If you're applying for a job in Japan and have Japanese teaching experience, try to include a Japanese supervisor on your list. If possible, customize your list of references for each position just as you would your resume.

After getting permission from someone to be included on your list of references, don't forget to let them know every time you use them as a reference. Give them a copy of the job ad so if they are contacted they can speak about your strengths as they relate to the position. Keeping in touch with your references will not only help them stay up-to-date with your situation, but also helps keep your list of references up-to-date. I was once embarrassed to find out someone

I listed as a reference couldn't be contacted because he had quit his job as a tenured English professor to do missionary work in the wilds of Kyushu.

In terms of when to send references to prospective employers, it's usually best to refrain from enclosing lists of references, or even worse actual letters of reference, until they are requested.

If a school requests letters of reference make sure they're recent. Think twice about submitting any letter over a year old. While it may take more effort on your part to get fresh letters, most hiring managers prefer up-to-date letters of reference to testimonials that are several years old.

If possible, read over any letters of reference before mailing them. You know your skills better than anyone else, and you may be able to request a second draft if your reference missed anything important. In any case, it never hurts to proofread the letter for typos. A colleague

...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>.

of mine once received a letter of recommendation with another teacher's name on it from an overworked and absent-minded supervisor.

Finally, it's never a good idea to list a friend or officemate with a fancy made-up job title as a reference. The English teaching universe is smaller than you think and the ability to look up your references on the internet makes it that much smaller.

Job Openings

The Job Information Center in TLT lists only brief summaries of open positions in TLT. Full

details of each position are available on the JALT website. Please visit <www.jalt-publications.org/tlt/jobs> to view the most up-to-date list of job postings.

Location: Tokyo, Nerima-ku

School: Musashi University

Position: Full-time (tenured) Associate or Assistant Professor

Start Date: April 2011

Deadline: July 12, 2010



TLT COLUMN

CONFERENCE CALENDAR

Upcoming Conferences

15 MAY 10—KoTESOL Korea TESOL International Conference, UCC Center, Daegu Technical Coll., Daegu, S. Korea. **Contact:** <kotesol.org/?q=2010NC>

22-23 MAY 10—Ninth Annual JALT Pan-SIG Conference 2010: *Learner Perspectives*, Osaka Gakuin U., Suita. Plenary speakers will be Kip Cates and Judy Noguchi. **Contact:** <pansig.org/2010>

25-29 MAY 10—uCALL '10, Aegina, Greece. 25 participants will be chosen for this unique conference centering on the problems of adult language learners. An anthology will be published soon after the symposium. **Contact:** <sites.google.com/site/ucallsymposium>

26-28 MAY 10—Center for English Language Communication Symposium 2010, Singapore. Keynote speakers will include: Rod Ellis (U. of Auckland), John Flowerdew (U. of Leeds), Angel

Lin (City U. of Hong Kong), and Tim McNamara (U. of Melbourne). **Contact:** <nus.edu.sg/celc/symposium>

29 MAY 10—Second Annual North East Asian Region (NEAR) Language Education Conference: *Learning and Teaching Languages in the North-East Asian Regional Context: Sharing and Applying*, U. of Niigata. **Contact:** <iuj.ac.jp/language/conference/near/>

29-30 MAY 10—JALT CALL SIG Annual Conference 2010, Kyoto Sangyo U. Keynote speaker will be Joy Egbert, Washington State U. **Contact:** <jaltcall.org/conferences/call2010>

31 MAY 10—ECAP (ELT Career and Professional Development Conference) 2010, The Yomiuri Shimbun Bldg., Otemachi, Tokyo. Speakers will be: William Snyder, Columbia U. Teacher's College, Masaki Kobayashi, Kanda Gaigo U., and Chuck Sandy, Chubu U. **Contact:** <abax.co.jp/ecap>



...with David Stephan

To contact the editor: <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 May is the deadline for an August 2010 conference in Japan or a September 2010 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

11-13 JUN 10—Vietnam THT/Hue Conference, at Hue U., Vietnam, organized by the JALT THT SIG. Proposals are invited from presenters with a master's degree in foreign language education. Notification of acceptance by 30 Apr 10 (10 proposals will be accepted). **Contact:** <www.tht-japan.org> <tht@jalt.org>

12-13 JUN 10—MoodleMoot Mishima, Nihon U., Mishima, Shizuoka. **Contact:** <moodlemoot-mishima.com>

28-30 JUN 10—Eighth Far Eastern English Language Teachers' Association Conference: *From Broadcasting to Narrowcasting: Global Englishes, Local Contexts*, Far Eastern State U. of Humanities, Khabarovsk, Russia. **Contact:** <feelta.wl.dvgu.ru>

2-3 JUL 10—KATE 2010 International Conference: *Teaching and Learning English as a Global Language: Challenges and Opportunities*, Seoul Nat'l U. Keynote speakers will be David Crystal (Bangor U.), Alastair Pennycook (U. of Technology, Sydney), Suresh Canagarajah (Penn State U.), and Robert DeKeyser (U. of Maryland). **Contact:** <kate.or.kr/Contents/Conferences/2010/Program.asp>

7-10 JUL 10—Australian Council of TESOL Associations (ACTA) International TESOL Conference, Gold Coast, Queensland. **Contact:** <astmanagement.com.au/acta10/Default.htm>

12-14 JUL 10—English Teachers' Association of Israel 2010 International Conference, Jerusalem. **Contact:** <etni.org/etai>

16-19 JUL 10—18th International Conference on Pragmatics and Language Learning, Kobe U. Keynote speakers will be Jean Wong, Carol Rinnert, and Hiko Yamaguchi. **Contact:** <prag-sig.org/pll>

6-8 AUG 10—Eighth Asia TEFL International Conference: *Teaching English as a Global Language: Creating and Sharing the Asian*

Framework of Practice, Hanoi. **Contact:** <asi-atefl.org/2010conference/conference2.html>

1-4 SEP 10—20th Annual Conference of the European Second Language Association, U. of Modena, Reggio Emilia, Italy. **Contact:** <eurosla.org/eurosla20home.html>

9-11 SEP 10—43rd BAAL Annual Conference on Applied Linguistics, U. of Aberdeen, Aberdeen, Scotland. Plenary speakers will be: Bonny Norton (U. of British Columbia), Tove Skutnabb-Kangas (U. of Roskilde), Wilson McLeod (U. of Edinburgh), and Alastair Pennycook (U. of Technology, Sydney). **Contact:** <baal.org.uk/confs.htm>

18-20 SEP 10—Sixth International Gender and Language Association Conference, Tokyo. Plenary Speakers will be Deborah Cameron, Ingrid Piller, and Momoko Nakamura. **Contact:** <orc.tsuda.ac.jp/IGALA/ocs>

1-4 OCT 10—CLESOL: *Context and Communication: Mediating Language Learning*, King's HS, Dunedin, NZ. Keynote speakers will be: Rosemary Erlam, Pauline Gibbons, David Nunan, and Merrill Swain. **Contact:** <clesol.org.nz/2010/home.html>

2 OCT 10—Fukuoka JALT English Teaching and Research Conference 2010, Kyushu Sangyo U. **Contact:** <fukuokajalt.org/conference.html>

14-17 OCT 10—SLRF2010: *Reconsidering SLA Research: Dimensions and Directions*, U. of Maryland. Plenary speakers will be: Kenneth Hyltenstam, (Stockholm U.), Judith Kroll (Penn State U.), Michael Long (U. of Maryland), and William O'Grady (U. of Hawai'i). **Contact:** <webpace.umd.edu/SLRF2010>

17-18 OCT 10—PAC 2010 and 18th KOTESOL International Conference: *Advancing ELT in the Global Context*, Sookmyung Women's U., Korea. **Contact:** <kotesol.org>



19-22 NOV 10—JALT2010: 36th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition: *Creativity: Think Outside the Box*, Nagoya, Japan. **Contact:** <jalt.org/conference>

12-14 NOV 10—19th International Symposium and Book Fair on English Teaching, Chien Tan Overseas Youth Activity Center, Taipei. **Contact:** <eta.org.tw>

19-22 NOV 10—JALT2010: 36th Annual International Conference on Language Teaching and Learning, and Educational Materials Exposition: *Creativity: Think Outside the Box*, at Aichi Industry and Labor Center, Nagoya. Plenary speakers TBA. **Contact:** <jalt.org/main/conferences>

27-28 NOV 10—2010 International Conference on Applied Linguistics (ICAL): *Diverse Languages for Diverse Audiences*, Nat'l Chiayi U., Taiwan. **Contact:** <sites.google.com/site/ical2010/Home>

1-2 DEC 10—MICFL 2010 Malaysia International Conference on Foreign Languages, Serdang, Selangor, Malaysia. Featured speakers will be: Michael Byram, Shih Shu-mei, Frédéric Dervin, and Mazin S. Motabagani. **Contact:** <fbmk.upm.edu.my/micfl2010>

1-3 DEC 10—The First Conference on ELT in the Islamic World, Teheran, Iran. Keynote speakers TBA. **Contact:** <ili.ir>

4 DEC 10—2010 ALAK International Conference, Korea U., Seoul. Keynote speakers will be

Tim Murphey (Kanda U. of Int'l Studies) and John Fanselow (Columbia U.). **Contact:** <alak.or.kr/>

23-28 AUG 11—16th World Congress of Applied Linguistics (AILA2011): *Harmony in Diversity: Language, Culture, Society*, Beijing. **Contact:** <aila2011.org/en/newsdetails.asp?icntno=92662>

Calls for Papers or Posters

DEADLINE: 31 MAY 10—(for 2-4 Dec 10) **The Fourth CLS International Conference**, Singapore. Keynote speakers will include: Karin Aguado (U. of Kassel), Naoko Aoki (Osaka U.), Richard Schmidt (U. of Hawaii, Manoa), and Minglang Zhou (U. of Maryland). **Contact:** <fas.nus.edu.sg/cls/clasic2010/index.htm>

DEADLINE: 15 JUN 10—(for 1-3 Dec 10) **GLOCAL 2010: Globalization and Localization in Computer-Assisted Language Learning**, U. of Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia. **Contact:** <glocal.org>

DEADLINE: 15 JUL 10—(for 2-5 Dec 10) **The Asian Conference on Education 2010: Internationalization or Globalization?**, Osaka. **Contact:** <ace.iafor.org>



TLT COLUMN

OLD GRAMMARIANS

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

Psychoanalysis of public English messages

(On a woman's t-shirt at a gym)
What should we do if the world ends tomorrow?

Analysis: This is a silent plea for help from a weak person caught up in a world of futile repetition. It might be interpreted like this: *The*

world may end tomorrow; why the hell am I running in place on this stupid treadmill?

(On a sport utility vehicle)
Hi-lux: No other cars suit me

Analysis: This demonstrates a case of Aggressive Passing Personality Disorder. As defined by the APA (Annoyed Pedestrians Association), people with this disorder will use large automobiles and combative driving tactics to project an image of physical, intellectual, and social superiority to others. The bitter inner truth (often hidden by smoked windows) is that such drivers weigh



in the area of 200kg and are literally unable to fit behind the wheel of standard-sized automobiles. Thus no other cars suit them.

(On a banner outside a retail store)

Last Price Bargain

Analysis: This slip capitalizes on the limited *katakana* pronunciation of English vowels by some Japanese speakers. It is actually meant to say *Lust Price Bargain*, and it is addressed to those elements of society who get sexual gratification from saving money while shopping. These *red tag fetishists* are well documented in a section of Freud's famous essay, *Remnant Bins and the Unconscious*.



(On a bath towel)

Heart of Japan: Search for Breakthrough Point

Analysis: *Heart of Japan: Search for Cute, Irrelevant English Catchphrase*

(In a public restroom)

Sink for Domestic Wastewater

Analysis: This is a xenophobic holdover from the days when foreign wastewater was thought to be less appealing to the public than native Japanese wastewater. It fails to take into account how much global realities have changed. In fact, in order to promote diversity most accredited universities around the country require as much as 5% of its wastewater to be of foreign origin.



(On a notebook)

The benefit of this notebook is up to the sense that comes from your passion

Analysis: A common psychological difficulty among young people is confusing logical thinking (their *sense*) with emotional thinking (their *passion*). Unfortunately, the seemingly innocuous message on this notebook encourages them to continue muddling up these conflicting ways of thinking. It would make more sense psychologically to instead push consumers to buy two notebooks, one for *sense* and one for *passion*. It might also boost notebook sales.

(On a designer jacket)

Incredible fashion

Original Clothing

A war may break out at any moment

Analysis: In a modern text-heavy world, we may have grown dependent on simple, clear-cut methods of interpreting the myriad of stimuli that surround us. For example, when confronted with a person's fashion statement that we are simply incapable of re-



sponding to on our own, it is a relief to see that in many cases the proper responses are actually written for us on the fashion items themselves.

Therefore, we need not worry about whether our associate's shiny gold bomber jacket is worth mentioning as a smart fashion choice or not, since the words *incredible fashion* appear right there in bold lettering on the back of the jacket.

The *war* reference is more difficult to analyze, however. It may have meant that the jacket was bulletproof, but unfortunately I had no opportunity to feel the material myself. The guy wearing it might have punched me in the nose if I tried.

JALT MEMBERSHIP INFORMATION

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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CALL: What's your Motivation?



KYŌTO SANGYŌ UNIVERSITY
KYŌTO, JAPAN

MAY 29-30, 2010

Keynote Speaker:
Joy Egbert,
Washington State University



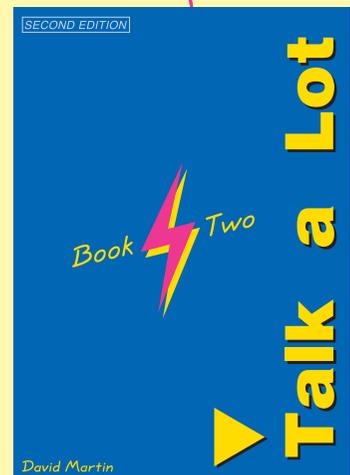
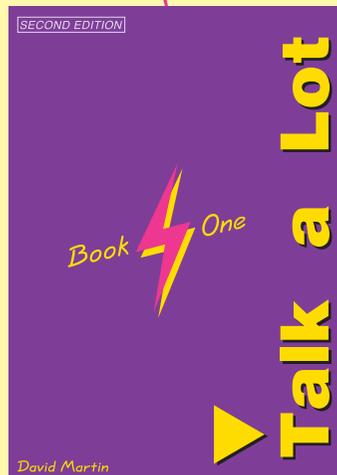
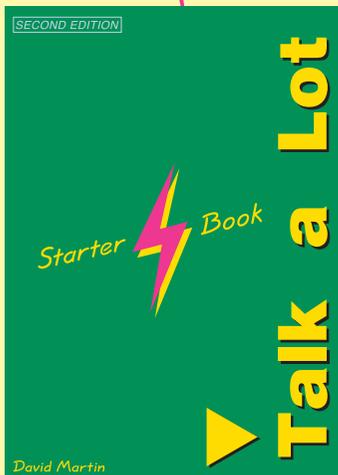
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