

The Language Teacher

Don't forget . . . the deadline
for submissions to present
at PAC7 at JALT2007
closes on April 25!
Visit our website
<jalt.org> for more
information on
submitting.
Be quick!

ISSN 0289-7938

¥950

Special Issue: My Share Activities

- A collection of lessons from language teachers, contributed by:



<i>David Leaper</i>	3
<i>Annie Menard</i>	4
<i>Laura Bean</i>	5
<i>David Ockert</i>	6
<i>Takeshi Ishikawa</i>	7
<i>David Chapman</i>	9
<i>Azzeddine Bencherab</i>	10
<i>Kathi Emori</i>	11
<i>Ian Willey</i>	12
<i>Patrick Foss</i>	14
<i>Thom Rawson</i>	15
<i>Stephen Pihlaja</i>	17

- Book Reviews
... by *Simon Handy and Pino Cutrone* 19

April, 2008 • Volume 32, Number 4

The Japan Association for Language Teaching

全国語学教育学会



CONTENTS

My Share Activities

- ▶ David Leaper 3
- ▶ Annie Menard 4
- ▶ Laura Bean 5
- ▶ David Ockert 6
- ▶ Takeshi Ishikawa 7
- ▶ David Chapman 9
- ▶ Azzeddine Bencherab 10
- ▶ Kathi Emori 11
- ▶ Ian Willey 12
- ▶ Patrick Foss 14
- ▶ Thom Rawson 15
- ▶ Stephen Pihlaja 17

Resources

- ▶ Book Reviews 19
- ▶ Recently Received 21

JALT Focus

- ▶ JALT Notices 23
- ▶ Showcase 26
- ▶ Grassroots 28
- ▶ Outreach 31

Columns

- ▶ SIG News 33
- ▶ Chapter Events 35
- ▶ Chapter Reports 37
- ▶ Job Information 39
- ▶ Conference Calendar 41
- ▶ JALT Contacts 44
- ▶ Submissions 46
- ▶ Staff List 47
- ▶ Membership Information 48
- ▶ Old Grammarians 49
- ▶ Advertiser Index 2
- ▶ Online Access Info 2

In this month's issue . . .

Special issue: My Share activities

GREETINGS, AND welcome to a special issue of *The Language Teacher*, one devoted to *My Share* activities. In this issue, you will find twelve articles covering ideas for teaching the four basic skills of speaking, listening, reading, and writing. In addition, there are lesson plans designed to practice other aspects of English, such as grammar awareness, presentation skills, and vocabulary acquisition. Several of the activities cover more than one basic skill, whereas others make use of drama, music, or free online Web 2.0 resources.

So, whether your need is to get your students to talk more in class, improve their writing skills, or make use of the Internet for enhancing study, there is bound to be something in this collection for you. Most activities are applicable to a wide range of levels in a variety of classroom settings. And while some are short and sweet, others are semester long projects. As always with *My Share* activities, the lesson plans presented here represent a collection of the best of what the authors have done in their respective teaching practices. I hope they inspire imaginative and creative thinking on your part.

One final note: This special issue marks the end of my tenure as *My Share* editor. I've been grateful for this opportunity, not only for the satisfaction of having introduced teachers to academic publishing, but in the knowledge and techniques I've gained from all of the submissions I've edited. Myles Grogan will be taking over from the May issue. Please wish him the best of luck!

Jerry Talandis Jr.
My Share Editor

TLTの *My Share* 特集号によろこそ! 今月号では、スピーキング・リスニング・リーディング・ライティングの4つのスキルを教えるためのアイデアが詰まった12の記事をご紹介します。これに加えて、文法・プレゼンテーションスキル・語彙獲得などに関するレッスンプランも用意しています。複数のスキルに関連するアクティビティもあれば、ドラマ・音楽・最新の無料オンラインサイトなどを利用したアクティビティもあります。

皆さんが今必要としているものが、クラスの中で学生のスピーキング量を増やすことであろうと、ライティング能力を伸ばすことであろうと、インターネットを使って学習促進を図ることであろうと、今月号の中できっと何かが見つかるはずです。ほとんどのアクティビティが多様な学習環境のあらゆるレベ



TLT Co-Editors:
Ted O'Neill &
Theron Muller

TLT Japanese-
Language Editor:
Sachiko Takahashi

JALT Publications Online

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

<www.jalt-publications.org>

April 2008 Online Access

- ▶ To access all our online archives:

[login: april2008 / password: isp996]

Contact

- ▶ To contact the editors, see the Staff List at the back of this issue or use the contact form on our website.

Advertiser Index

- ▶ EFL Press outside back cover, 22
▶ Cambridge University Press inside front cover

Please support our advertisers

ルの学生に対して適用可能です。お手軽で楽しいものから、学期を通して長期的に使えるものまであります。いつもの通り、My Shareのレッシンプランは、それぞれの投稿者が実践してきたことの中で最高のものを紹介しています。これらのプランが、皆さん自身の新しいレッシンプランを作り出すきっかけになれば幸いです。

最後に、私は、My Shareの編集者を長く続けてきましたが、今月号が最後の担当となることをお知らせいたします。教師の皆さんの出版をお手伝いできたことに充実感を味わうと共に、皆さんの投稿から私自身がたくさんの知識や技術を学ぶことができ、感謝しています。5月号からは Myles GroganがMy Share を担当します。どうぞ、よろしくお願いいたします。

Jerry Talandis Jr.
My Share Editor

Copyright Notice

All articles appearing in *The Language Teacher* are copyright 2008 by JALT and their respective authors and may be redistributed provided that the articles remain intact, with referencing information and a copyright message clearly visible. Under no circumstances may the articles be resold or redistributed for compensation of any kind without prior written permission from JALT.

Visited TLT's website recently?

<tlt.jalt-publications.org/>

Moving?

Make sure *The Language Teacher* moves with you. Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; <jco@jalt.org>

Name: _____

New Address _____

Tel _____ Fax _____

Email _____ New Employer _____





Using group discussions for self and peer-assessment

David Leaper

Tokyo Woman's Christian University,
<davidleaper@gmail.com>

Quick Guide

Key words: Speaking assessment, self-assessment, peer-assessment, group discussion activity

Learner English level: Intermediate and above

Learner maturity level: Senior high school and above

Preparation time: Part of one class for familiarization, plus homework to make discussion questions

Activity time: 60-90 minutes

Materials: Handouts

The following activity provides an efficient method for motivating your students to speak more in class.

Preparation

Step 1: In the class before the discussion takes place, decide upon a topic your students feel comfortable discussing. This can be accomplished by having students vote on their favorite topic from a textbook.

Step 2: Familiarize the students with the peer and self-assessment sheets in Appendix B and C, as well as the rating system described in Steps 5 and 6 below.

Step 3: For homework, students should write four questions about the topic that they would like to ask other students.

Procedure

Step 1: Put the students into small groups to check the questions they prepared for homework. Each group should select the four most interesting ones.

Step 2: Elicit about ten questions from the class and write them on the board. These questions will guide their group discussions.

Step 3: Set the classroom up for the group discussion task by rearranging your classroom so that

one group of four sits in the center of the room with the rest sitting around them. Each seat in the center should be labeled A, B, C, or D (see Appendix A for a sample classroom arrangement).

Step 4: Put the students into new groups of three or four for the discussion task. These groups can be decided by allocating students a number. This number becomes their group name, and other students should use this on their peer assessment sheet.

Step 5: The peer-assessment phase: explain that each group will take a turn having a discussion in the center of the room while being observed and assessed by their classmates.

Step 6: Hand out the peer and self-assessment sheets and explain how students should mark them (see Appendices B and C).

Step 7: Students begin discussing the chosen topic. They are free to choose any question to begin with, and if a conversation runs out, they should ask another one to keep things going.

Step 8: When one group finishes their discussion, provide time (3-5 minutes) for the observers to finish writing their comments. While they do this, have the students who did the discussion fill out their self-assessment sheet (see Appendix C). It is important to keep to the scheduled time, so be sure to get the next group started as soon as possible.

Step 9: If necessary, students can complete their self-assessment sheet for homework. You can also either collect the peer assessment forms and tally the scores and comments, or get the students to do that using the feedback form (see Appendix D).

Conclusion

This activity provides feedback on each student from three different sources: yours, observing students, and self-assessments. Additionally, you could video the discussion group and get students to analyze their own performances. If this activity is used for assessment, it is an excellent way of generating washback that encourages students to use English in class. This alone makes it a worthwhile exercise.



Using a deck of playing cards to practice using the future tense

Annie Menard

Tokai University Shonan Campus, <shamuskiiii@yahoo.com>

Quick Guide

Key words: Game, future tense, grammar

Learner English level: All

Learner maturity level: All

Preparation time: Before class: none. In class: a few minutes of explanation

Activity time: As long or as short as you want

Materials: Four or five decks of playing cards (minus the jokers). One deck can be divided between 3-4 pairs of students. The final number of decks will depend on your class size.

One of my favorite activities to do with the students when practicing the future tense is to play the card game *Fortuneteller*. It is a good way to trick your students into using all the grammar patterns you have taught them (in this case the future tense) and keeps them from using the same pattern over and over again as students tend to do. Because this is a game, it makes it fun for the students to practice even the more difficult patterns. The playing cards help the students in deciding what to say and how to say it while letting them use their imagination at the same time.

Procedure

Step 1: Write on the board what the lengths of time the numbered cards represent: in 2 days, in 3 weeks, in 4 months, in 5 years, etc. The *in* preposition is often unfamiliar to the students, so this is a good way to make sure they use it.

Step 2: The suits also have a meaning, so write their definitions on the board. For example, hearts mean the fortuneteller has to tell the customer about their love life. Some other examples could be as follows: spades equal bad news, clubs represent health, and diamonds stand for work. Choose definitions that suit your students.

Step 3: Assign an equal number of fortunetellers and customers.

Step 4: Give the fortunetellers some playing cards (a lot or a few, depending on how many you have available).

Step 5: Tell the students how many fortunetell-

ers they must visit and explain how to make the transition from one to the next. You may decide to line them up or use a specific moving pattern depending on where the students have chosen to sit in the classroom.

Step 6: Instruct the customers to go to their first fortuneteller.

Step 7: The customer picks a card from the deck on the fortuneteller's desk and shows it to the fortuneteller.

Step 8: The fortuneteller then proceeds to tell the customer their fortune based on the card the customer picked. For example, if the customer picks the queen of spades, this means the fortuneteller must tell the customer that something bad (spade) will happen in 12 (queen) hours or 12 days or 12 weeks or 12 months. The student acting as the fortuneteller decides what the bad news is, and when exactly it will transpire.

Variations

Make this game as light or as thorough as you like, depending on the level of your students. For example, you could add more rules such as: black means they have to use *will*, while red indicates they must use the *be + going to + verb* pattern. You can also use cards when practicing patterns such as *I love, I like, I don't like, I hate, me too, me neither*, or *I can, I can't*. They also work with *yes/no* answers (black means no, red means yes).

Conclusion

I personally use playing cards a lot in my speaking classes because they force the students to use new forms or patterns they would not use otherwise. Using cards also takes some of the stress off the students, since the answers have already been partly decided by the card. Because the cards have a suit, a color and a number, the possibilities are endless. Use your imagination and have fun!

Appendices

The appendices may be downloaded from our website <jalt-publications.org/tlt/resources/2008/0804a.pdf>



When students become teachers: Textbook teaching with a twist

Laura Bean

Doshisha University & Doshisha Women's College,
<binah@gol.com>

Quick Guide

Key words: Collaborative learning, student motivation and leadership, public speaking

Learner English level: Intermediate to advanced

Learner maturity level: High school and up

Preparation time: 1 hour

Activity time: 90 minutes

Materials: Textbook and unit answer key

The answer key to a video-based textbook I recently used included Japanese translations of news broadcasts. To use them as a teaching tool, I decided to photocopy and hand the translations out to my students. For each unit of the textbook, one group of students was assigned the role of student facilitators for the day, which meant helping other students complete the vocabulary and listening exercises and assisting them to understand the broadcast. I found assigning student facilitators to be a very effective teaching method.

Preparation

Step 1: At the beginning of a course, explain to your students that they will have to act as facilitators throughout the year and explain the responsibilities this task will entail.

Step 2: Review helpful classroom English expressions to use when facilitating, ones primarily for asking questions and encouraging discussions (see Appendix).

Step 3: Divide the class into groups of four or six, and assign each group a unit of the textbook.

Step 4: Announce the schedule with each group facilitating once during the term.

Step 5: Distribute a master copy of each unit's answer key to the designated groups.

Step 6: Explain that each group is responsible for photocopying, distributing, and bringing their answer key on their facilitation day.

Procedure

Step 1: Begin a unit in your text as you normally do, making sure the students are clear about what they will be learning.

Step 2: Lead pronunciation practice of key unit vocabulary.

Step 3: Divide the class into small groups and assign a student facilitator to each one. Make sure the facilitators have their prepared definitions, example sentences, and answer keys.

Step 4: Have the facilitators read definitions and example sentences for ten to fifteen vocabulary words, and ask their group members to guess the words.

Step 5: After the vocabulary practice, instruct all the students to work in pairs on any remaining exercises. The facilitators should conduct any fill-in-the-blank exercises.

Step 6: During the last half-hour of class, facilitators should give short presentations. These could include summarizing web-site information related to the topic, or expressing their opinions to jump-start group discussions. More advanced students could create and act out role-plays, followed by a discussion.

Step 7: During the discussion stage, facilitators should encourage each group member to participate, act as a spokesperson for their group, and summarize opinions to the class. For lower-level students, this could simply consist of putting two or three ideas on a brainstorming map on the chalkboard.

Step 8: For homework, facilitators should write a response paper detailing what they learned from their experience.

Conclusion

The idea of doling out the answers to students stands the traditional image of the teacher as the fount of all knowledge on its head. Rather than

looking to the instructor for the right answers, a student only has to turn to the designated facilitator in their group. This change in the power dynamic puts students in a more confident, and therefore, pro-active position, both as leader and as participant.

Learning pro-actively and making mistakes may be cornerstones of contemporary western education, but in Japan such learning environments are rare. The student facilitators project compels students to take a significantly more active role in their instruction. Giving students

the opportunity to try on the role of the teacher sparks enthusiasm for learning and strengthens their sense of identity. The inter-active nature of group facilitation also gives students a chance to hone their communication and presentation skills in a more intimate and relaxed context, where they can receive immediate feedback about their efforts. As one inspired student remarked, "I knew this way improved my English language, because I thought myself, I spoke myself. And the most important difference was pleasure of learning!!"

6

MY SHARE • ACTIVITIES



Dialogue dictations as four-skills communicative activities

David Ockert

<davidsjaltstuff@hotmail.com>

Quick Guide

Key words: Group work, communicative, dictation, four-skills

Learner English level: All

Learner maturity level: All

Preparation time: 10-15 minutes

Activity time: Depends on number of students and materials

Materials: Text printouts

This activity works great with large groups because it requires the use of all four language skills in an exciting, interactive, and low-pressure competition, and is best in a classroom with movable tables and chairs.

Preparation

Step 1: Choose a short reading text, preferably as a review lesson before a quiz. This activity recycles vocabulary, grammar, reading, and listening skills.

Step 2: Make student groups and make enough copies so that each group gets one.

Procedure

Step 1: Divide your class into teams of three. Each group should consist of one reader/speaker (RS), a listener/speaker (LS), and a listener/writer (LW). If it is not possible to have exactly three students per team, double up the LW role.

Step 2: Review phrases necessary to carry out the activity. For example:

- How do you spell that?
- What does that mean?
- Would you say that again?
- Huh?!
- Slow down.
- You're talking too fast.

Step 3: Instruct the teams to stand up and arrange the room to have the same number of desks and chairs along opposite walls as there are teams. For example, for nine teams, place nine desks and chairs on one side of the room and nine desks and chairs on the other.

Step 4: Have the students position themselves around the room as follows: The RS sits at a desk, the LW sits at an opposite desk, and the LS waits in the center of the room between them.

Step 5: Have all of the LWs get a piece of paper, an eraser, and a pen or pencil.

Step 6: Distribute the reading print to the RSs and assign each team a different part of the text. This prevents each team from working on the same material.

Step 7: Explain and demonstrate what the activity involves: It is the LS's job to listen to the RS, and as quickly as possible get to the other side of the room and repeat what he remembers to the LWs, taking as many turns as necessary to complete the task. Remind the students that the LS may not read the material that the RS reads from. It is the task of the RS to read clearly so as to be understood, and the task of the LS to remember and repeat to the LR as accurately as possible. Any communication problems must be worked out at the place where it occurs. For example, the LWs cannot communicate directly with the RS if they do not understand; instead, they must work with the LS (and yes, they will shout across the room, especially if they see their classmates moving along quickly). The goal of the task is for the LWs to complete the process of getting an accurate transcription of the text.

Step 8: Once all of the teams have transcribed their section of the text, it is time to change roles:

the LS becomes the RS, and the RS changes places with the LW.

Step 9: After the roles have been rotated, assign each team a new part of the text to transcribe.

Step 10: Repeat the activity as described in Step 7.

Step 11: Continue rotating group roles and text sections until each group has transcribed it completely. For classes that require two LW role students, role change as necessary to complete the activity.

Conclusion

This activity works great with managing large groups of false-beginners. Japanese learners of English like to work in groups and particularly male students prefer moving about the classroom while completing tasks. By taking advantage of students' natural desire to be active and intellectually engaged human beings, this activity harnesses that innate energy and directs it toward a clear goal utilizing solid pedagogical foundations: the four skills, pragmatic speech acts, fluency, pronunciation, some time pressure to complete the task, and an exciting, boisterous "real world" atmosphere. Give it a try; your students will love it!



Empty hands: An activity to initiate conversation

Takeshi Ishikawa

Tokyo University of Pharmacy and Life Science,

<itakesh@opal.plala.or.jp>

Quick Guide

Key words: Rock-paper-scissors, initiating a conversation, *do*-verbs, *be*-verbs

Leaner English level: Low-intermediate to advanced

Learner maturity level: Junior high school to adult

Preparation time: 10 minutes

Activity time: 20-30 minutes

Materials: (Optional) An explanatory poster or handout

It is often said that Japanese learners of English have sufficient amounts of grammatical knowledge but lack ability to make good use of it during conversation. However, I've often encountered students who cannot use simple *do* and *be*-verbs properly. If our students do not have accurate knowledge of these basics, how can we expect them to speak fluently? If fluency means making the best use of what you already know, then review of sentence patterns using *do* and *be* verbs is important since they appear in almost all English sentences. This activity is designed

to help students use these in a meaningful way. It does not require any special materials. All students need are their “empty hands” to play “rock-paper-scissors.”

Procedure

Step 1: Pair up the students and have them decide who will be A and B.

Step 2: Have them play rock-paper-scissors three times and remember who the winner was each time (e.g. A-A-B = A won in the first two times, and B won the final one).

Step 3: Write the possible letter combinations on the board, or refer to a previously prepared poster or print:

AAA	BAA
AAB	BAB
ABA	BBA
ABB	BBB

Step 4: Point out that each combination corresponds to a sentence pattern that will be required to start a conversation. The first letter indicates the subject, the second determines the verb, and the third indicates the tense:

- 1st letter: subject (A = “I” / B = “the third person”)
- 2nd letter: verb (A = *do* verb / B = *be* verb)
- 3rd letter: tense (A = present / B = past)

Step 5: If need be, list some example phrases associated with each combination on the board (or on your poster or print):

- AAA (I play tennis every day.)
- AAB (I played tennis yesterday.)
- ABA (I am a Yankee’s fan.)
- ABB (I was a Yankee’s fan when I was little.)
- BAA (My sister plays tennis every day.)
- BAB (My sister played tennis yesterday.)
- BBA (My sister is a Yankee’s fan.)
- BBB (My sister was a Yankee’s fan when she was little.)

Step 6: The first winner says a sentence according to the three-letter combination pattern to their partner, and the other person responds. Have students refer to the board, poster, or handout for the pattern they need to start with.

Step 7: Each pair keeps their conversation going until you say stop. Remember that students are required to make the specific sentence pattern only as the conversation opener. For the rest of the discussion, they can use any sentence pattern

they like.

Step 8: Have them play another three sets of “rock-paper-scissors” and talk about new topics. Here is a typical scenario: Partner A wins the first round, B the second, and A the third. Partner A will need to use an A-B-A (I + *be* verb + present tense) pattern to begin:

A: I am hungry. (A-B-A pattern)

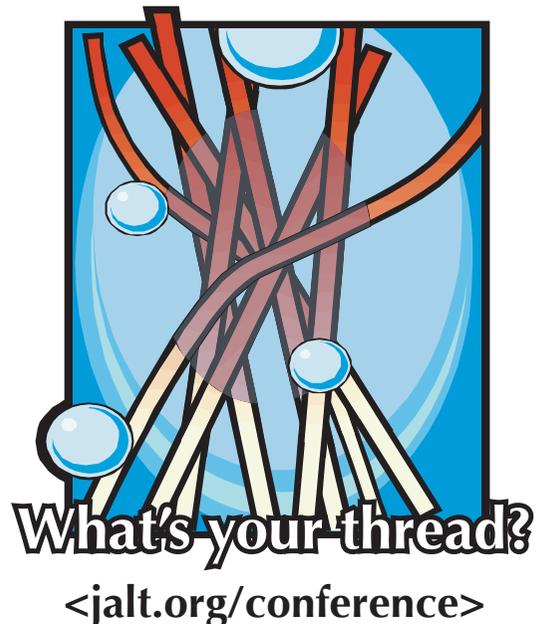
B: Oh really? What do you want to eat for lunch?

A: Maybe pasta. How about you? Are you hungry now?

B: Yes! I feel like eating pasta too.

Conclusion

In this activity, students can initiate a conversation with a phrase relevant to their experience and thus review usages of *do* and *be* verbs in meaningful ways. The necessity of continuing the conversation provides additional fluency training. Finally, the random nature of which sentence pattern is used adds an element of fun. For advanced classes, introducing communication strategies to enhance the flow of interaction is recommended. Phrases that provide clarification (*What do you mean?*), comprehension checking (*Are you with me?*), requests (*Could you repeat that?*), fillers (*Hmm... let me see*), and turn taking (*Sorry to interrupt, but...*) can be added to the mix quite easily.





Culture cards

David Chapman

Japan Women's University Jr. High School and Obirin University, <chapman@obirin.ac.jp>

Quick Guide

Key words: Making and giving hints, making and drawing inferences, pairwork, writing, self-evaluation, recycling vocabulary

Learner English level: All

Learner maturity level: Jr. high school and above

Preparation time: 10 - 15 minutes

Activity time: 50 - 90 minutes

Materials: Copy of question cards handout, cut into sixteen pieces

This activity uses cards that give students practice in drawing inferences. It's a fun way (even for first year junior high school students) to apply English that has been studied in short, simple, structured sentences. There are two phases of play: first with cards you make, and then with student-made cards. Each card follows a set pattern: four hints followed by an answer.

Hints:

- It's a Japanese food.
- It's round.
- You eat it with a brown sauce.
- Osaka and Hiroshima are famous for it.

Answer: *Okonomiyaki*

Procedure

Step 1: Prepare a series of cards for the students to use (see Appendix A). Grade them to your students' level or a little below so they can understand the cards without having to use dictionaries or concentrate too hard on grammar.

Step 2: Explain the activity rules. Starting with an easy card, demonstrate what to do by reading one or two cards to the class and having them guess the answer. You will need to give additional hints if the answers cannot be guessed after the four provided.

Step 3: Put students into pairs and have them sit face to face to prevent inadvertent peeking.

Step 4: Give each student two cards. One student starts by reading the hints off her card. Again, if four hints are not enough, remind students to make up their own hints. Each pair should finish one card before starting another one. When both partners have finished their cards, they should raise their hands to get some new ones.

Step 5: Walk around, monitoring student performance and answering any questions they may have.

Follow-up and expansion

After the students have played the game and you feel they are ready, have them write their own cards.

Step 1: Pass out a culture card worksheet (see Appendix B) and the culture card resource questions print (see Appendix C) to each student.

Step 2: Demonstrate how to produce hints for the culture cards. Show both good (detailed and precise) and bad (too vague) examples. Remind students about comparatives that can help make the examples more concrete.

Step 3: Encourage students to think of their answer first. Knowing the answer enables students to use top-down processing when making hints.

Step 4: Have students read over their hints and then exchange their papers with a partner to receive some feedback. If their ability allows for it, students can comment on words that do not make sense, cards that are too hard or too easy, or things that need more explanation.

Step 5: After finishing the first edit, have students refine their cards by trying them out with each other.

Step 6: Collect the final draft and provide feedback.

Step 7: (Optional) Have students type up their hints and put them together in card form. After everything is finished, make copies for the students to cut apart and practice with their fellow classmates.

Conclusion

To motivate students I tell them that the best cards will be used on an examination. Students who make the best cards will have a better chance to get a higher score. You can put whatever restriction on the types of answers that the students can use to increase variety.

Appendices

Appendix A: Sample culture cards

Appendix B: Culture card worksheet

Appendix C: Resource questions

The appendices may be downloaded from our website <jalt-publications.org/tlt/resources/2008/0804b.pdf>



From reading to humming

Azzeddine Bencherab

University of Saida, Algeria,
<omar_elhadi@yahoo.com>

Quick Guide

Key words: Teaching aid, textbook routine, unit function, picture text, team up, tap

Learner English level: Lower intermediate to advanced learners

Learner maturity level : High school

Preparation time : 1 hour

Class time: Two 90 minute sessions

Materials : Song print

Use of songs in foreign language classes constitute an invaluable teaching aid to cover language areas such as listening, speaking, reading, and vocabulary acquisition. In addition, songs sustain motivation and bring enjoyment and relaxation to a class. They also provide a break from the textbook routine while involving a large number of students in the learning process. The following activity consists of incorporating illustrations or stick figures into a song that enable a variety of language tasks to be performed.

Procedure

Step 1: Select a song that that fulfills the following criteria (see Appendices):

- Fits the general purpose of your lesson, such as narrating past events
- Has discernable lyrics and is free from loud instruments

- Carries a message or raises students' awareness of an issue such as peace, tolerance, or poverty

Step 2: Remove key words from the song, such as words you want to reinforce or new words you want to teach. Replace the key words with pictures or stick figures.

Step 3: Hand out a print with your song in text plus picture format and have learners team up to identify each picture.

Step 4: Move around the class, helping students as needed.

Step 5: Assign graded and varied tasks to reinforce the reading and writing skills, ensure that learners are really reading, and to motivate different types of learners. Such activities could be:

- Fill-in missing words
- Re-order a list of words as they appear in the lyrics
- Put a list of song events in chronological order
- Formulate appropriate questions from answers provided in the song
- Look for synonyms or antonyms to given words
- Complete a chart such as the one below, where the aim is to enable students to distinguish between sudden events (stem + ed) and continuous events (stem + ing) when narrating.

Sudden events	Continuous events
climbed	was crossing

Step 6: Engage learners in further discussion through more difficult open-ended questions that pertain to the lyrics of your chosen song.

Step 7: End the lesson by asking students to write a summary of the lyrics.

Conclusion

When I devised this technique, I had in mind those teachers working in areas where English

is not spoken outside the class, where teaching aids are limited to a blackboard and textbook. The techniques described in this activity provide a purpose for reading, heighten learners' motivation, and arouse interest. This interest is doubly aroused when learners realize that the text they put their effort into learning can be hummed enjoyably outside of class.

Appendices

The appendices may be downloaded from our website <jalt-publications.org/tlt/resources/2008/0804c.pdf>



Using props and acting skills to create meaning-focused learning

Kathi Emori

Nagoya Women's University, <kathi@nagoya-wu.ac.jp>

Quick Guide

Key words: Drama, prop usage, fluency, meaning-focused learning, script writing

Learner English level: Beginner to advanced

Learner maturity: All

Preparation time: None

Activity time: One 90-minute lesson (adjustable)

Materials: Index cards, props from students' own possessions

A problem I have found in my drama classes is that students read directly from the script and do not easily break free from the text to enjoy actual acting. They focus so much on accuracy that the activity becomes form focused, with too much time spent on corrections. Worse still, from an acting point of view, students overuse their dictionaries when creating a script and end up with dense, lengthy sentences that are difficult to understand and memorize. As a result, students do not have an opportunity to act out scenes

comfortably with adequate comprehension. The following activity addresses this situation and aims to help students write a drama script in English, act it out, and improve overall fluency and comprehension. This final aim is the primary benefit of meaning-focused learning.

Procedure

Step 1: Divide the class into groups of three or four students each. Give each group one index card.

Step 2: Each member of the group decides on one thing they have in their possession right then and there, such as a cell phone, hairpin, lunch box, iPod, or handkerchief. It can be anything.

Step 3: On the index card, each student writes the item they possess.

Step 4: Next, on the same index card, have the students create a list of characters, one for each group member. They should decide the age, gender, job, fashion style, hobbies, family background, residence, and any other details they

think are necessary about each character. Commonly, ideas center on family members, school, and part-time job colleagues.

Step 5: After the characters have been created, the next task is to decide a setting. This can be anywhere: a park, a certain character's living room, or even "the Hawaiian restaurant in the shopping center next to Kanayama Station."

Step 6: Once the location has been set, a time period and time of day should be decided, either in the past, present, or future.

Step 7: Next, the students create a plot centered on the three or four props they wrote down in Steps 2 -3, the characters from Step 4, the setting from Step 5, and the time period from Step 6. Depending on the level of the students, they might work this out in English. Do not let them use a dictionary at this stage to encourage the creation of text within their ability levels.

Step 8: Once each group has a rough idea of their plot, they should act out the scenario without speaking. They must decide their stage directions and reactions without dialog while acting out the scene several times in pantomime.

Step 9: After observing your students act out their scenes in silence for a while, help them put language to their movements. Students should not write anything down at this point. They must

set language to their actions, using words and expressions natural to their scenario. Give support and advice as needed.

Step 10: Once students have run their scene a few times with spontaneously created dialog, they should write it all out. This will help them retain the language even more.

Step 11: Finally, the groups act out their scenes in front of everyone. Follow up with appropriate questions regarding story line or prop usage.

Conclusion

This activity is quite flexible and can be used in any language classroom as a supplementary activity or roleplay. Feel free to conduct it entirely in English, or allow the students to work out the details in their native language. An important role of form-focused learning is to have the language input build up explicit knowledge of the target language, while meaning-focused activities draw upon that base and formalize the language implicitly so the learner can draw on it quickly and more accurately. This activity helps the students break down these two processes and hopefully encourages a creative and fun atmosphere in the classroom.



Miss Manners says, Mind your topic sentence!

Ian Willey

Kagawa University, <willey@med.kagawa-u.ac.jp>

Quick Guide

Key words: Paragraph writing, topic sentence, advice

Learner English level: Intermediate and above

Learner maturity level: University

Activity time: About 60 minutes

Preparation time: 15-30 minutes

Materials: Advice column handout

The new writing sections on the TOEFL and TOEIC mean that the ability to write well-developed paragraphs is more important than ever. But for many Japanese university students, paragraph writing in English is a challenge. One problem is that many students do not receive formal instruction in writing in Japanese in secondary schools (Hirose 2003). The concept of the paragraph, as a unit containing a topic sentence and supporting sentences, may not be the same here. Students often write sentence by sentence rather than

paragraph by paragraph, and as a result tend to wander from the main point. Here I'll describe an activity that helps students write solid paragraphs that stay on topic.

Preparation

Step 1: Find an advice column in English, such as "Miss Manners." The topic of proper conduct in modern situations, like what to do when a date talks constantly on his cell phone over dinner, tends to spark discussion. Miss Manners' column can be found online at <www.washingtonpost.com>.

Step 2: Prepare a handout that includes the column's question on the front, with space for students to write. On the back, include Miss Manners' advice (see Appendix). Paraphrase the letter or advice if the language used is above your students' proficiency level.

Step 3: Make one copy (front and back) for each student.

Procedure

Step 1: Introduce the topic by asking students if they seek advice when they have a personal problem. Do they ever read advice columns?

Step 2: Pass out the handouts. Tell students not to look at the "advice" side yet.

Step 3: Read the letter aloud yourself, or ask one or two students to do so.

Step 4: Instruct students to imagine they are advice columnists. Their task is to write one paragraph in which they give advice to the writer. The paragraph should begin with an assertive topic sentence, such as "You should tell him to pay you back immediately." Four or more supporting sentences should follow. Remind students to link sentences so that the paragraph has a true paragraph shape.

Step 5: Give students 15-20 minutes to write. Students in more advanced classes may prefer to write by themselves; in lower level classes having students write in pairs may work better.

Step 6: When students are finished, have them form groups of four or five and join desks.

Step 7: In each group, students should read their advice aloud to their group members.

Step 8: When finished, each group should nominate one person to stand and read their paragraph to the class.

Step 9: Tell students they can flip over their papers and see what Miss Manners had to say. Either students or the instructor can read this advice aloud.

Step 10: If the class atmosphere or proficiency allows it, have a discussion about Miss Manners' advice. Is it sound? Is it somehow...American?

Step 11: To finish, collect each student's paper.

Step 12: Read each paper, add your own comments, and return them in the next class.

Extension

Step 1: Ask each student to write a letter to Miss Manners about one of their own real or imagined troubles. Students should use a pseudonym, not their own name.

Step 2: Collect the papers, mix them up, and pass them back to students.

Step 3: Each student now takes the role of Miss Manners and writes one or two paragraphs of advice (without writing their names).

Step 4: Collect both letters and pass them back to the original advice seekers. Read and grade these if you like, giving students time to find each other and write their real names on both papers.

Caution

Be mindful of copyright laws; disseminating published material in a classroom falls into the "fair use" category, provided use does not become too frequent. For reference see <www.cendi.gov/publications/04-8copyright.html#241>.

Reference

Hirose, K. (2003). Comparing L1 and L2 organizational patterns in the argumentative writing of Japanese EFL students. *Journal of Second Language Writing*, 12, 181-209.

Appendices

The appendices may be downloaded from our website <jalt-publications.org/tlt/resources/2008/0804d.pdf>



YouTube.com video reviews

Patrick Foss

Kwansei Gakuin University,
<pfoss@ksc.kwansei.ac.jp>

Quick Guide

Key words: Video, movie reviews, writing, computer-based learning

Learner English level: Low-intermediate and up

Preparation time: Varies

Activity time: At least 90 minutes

Materials: Computers with high-speed Internet connections, model review handout

Possibly the most talked about website in recent memory, YouTube offers Internet users the opportunity to upload and watch short videos for free. The site has millions of videos available in various categories, such as news, entertainment, and animation. The following lesson plan details one of the easiest and least technically demanding ways to use youtube.com in the classroom: having students write and share reviews of videos on the site.

Preparation

Step 1: Find several videos appropriate for the language and maturity level of your students as follows:

- Go to www.youtube.com and click the tab labeled "Videos."
- Browse videos by category, views, or ratings from other users. The "Film & Animation" category, sorted according to "Most Viewed" of "All Time," is highly recommended for teachers of low-intermediate level students. This category has a number of short (2-5 minute), original cartoons produced by university and graduate students to fulfill their thesis requirements for Masters and other degrees in Computer Art or Animation. Many of these cartoons have stories told completely visually, or with very little dialogue, making them ideal for a low-intermediate level class.
- For classes with students at different levels, find simpler videos for lower-level students and more challenging ones for higher-level

students.

- Collect your videos by bookmarking pages or copying and pasting URLs to a blog or Word document.

Step 2: Prepare a model review of one of the videos (see Appendix):

- *Introduction:* Provide basic information about the video clip, including its title, URL, creators' names, and genre.
- *Two body paragraphs:* Summarize the plot, and then provide your opinion of the clip.
- *Conclusion:* Final recommendation—is the clip worth seeing or not?

Procedure

Step 1: Introduce YouTube. Have your students heard of it before? What do they know about it? Emphasize the number of original videos on the site that can't be seen in movie theaters or rented from video stores.

Step 2: Show the students a sample video or direct them to the location so they can watch it individually. Ask them about the main points of the story and find out their opinions of it. Did they like or dislike it? Why?

Step 3: Show the students your model review of the video and have them read through it. Identify or have them identify the various parts.

Step 4: Tell the students they are going to write a review of their own about a different video on YouTube. Distribute URLs at random or based on student level.

Step 5: Have the students watch their videos three times. The first viewing should be casual; afterwards, students should write their general impressions of the video. The next two viewings should be more careful: students should take notes on the story and what they feel are the good or bad points of the film. Stress that a review generally summarizes only the main points of a movie's story.

Step 6: Have the students write their reviews in

class or for homework.

Step 7: Have students print and distribute their reviews to others in the class or post the reviews on a blog.

Step 8: Tell students to watch one or more of the videos reviewed by their classmates. Do they agree with their classmates' opinions? Why or why not?

Variation for classrooms without student computers

- **Idea 1:** Follow the above steps in the school library or computer room.
- **Idea 2:** Have the students watch the videos at home or on their own in a library or computer center. Use class time to focus on the writing element of the activity.

Conclusion

Whereas feature-length movies are usually too long and too difficult to use in an average EFL classroom, short, student-friendly videos on YouTube can fit any number of lesson plans. In particular, using YouTube as a means to generate student movie reviews is a high-interest way to work on essay skills and promote discussion. This activity has been used successfully with class sizes of 20 to 34.

Appendices

The appendices may be downloaded from our website <jalt-publications.org/tlt/resources/2008/0804e.pdf>



Video news casting in English: Using video to promote English communications

Thom W. Rawson

Nagasaki Commercial Senior High School,
<thomw@therawsons.net>

Quick Guide

Key words: Internet, technology, English, news casting, storyboarding, script writing, video editing, multimedia, skits, acting, English communication projects, group projects.

Learner English level: Intermediate and advanced

Learner maturity level: Senior high school 2nd year and above

Preparation time: About 2-3 hours initially, with ongoing preparations continuing throughout the project

Activity time: Length of one semester, depending on class size and project ambitions

Materials: At least one high-powered computer for video editing, video editing software, digital video cameras, reusable blank video tapes, mi-

crophones, handouts for scripts and storyboards, materials for making props, example clips of English news broadcasts

This activity provides an entertaining group challenge in which students design and develop English newscast programs in teams of 3-4 students. Students use English to present news (fictitious or factual) in a 5-10 minute program. There are a wide variety of themes from which to choose, including commercials, short dramas, or crime solving mysteries, so teachers shouldn't feel limited to just one idea. As a term project that spans the length of a semester, count on two classes for script development, one for storyboard creation, three for shooting raw video footage, two for editing and retakes, and one for review and student evaluations.

Preparation

Step 1: Make one master sign-up sheet for the class in order to organize students into groups of three or four programs (see Appendix A). The sign-up sheet should contain the members' names and the name of their newscast.

Step 2: Make a script handout for each team explaining the task and the goal (see Appendix B). This sheet will also be used to write the newscast script dialogue.

Step 3: Make a newscast team evaluation handout for use in the video review portion of the class including each team's name and members (see Appendix C).

Step 4 (optional): Make a storyboard handout containing 6-8 blocks suitable for sketching a picture of how the newscast will be filmed (see Appendix D). The storyboard is essentially a "comic strip" of the newscast and should contain the newscast characters (members) and some of the dialogue.

Step 5 (optional): Make a video camera sign-up handout divided into 10-15 minute intervals in order to keep things organized and moving smoothly (see Appendix E).

Step 6 (optional): Make a pre-film checklist for students to complete. Use questions to help focus students on getting the most out of the filming in the least amount of time (see Appendix F).

Procedure

Step 1 (1st class): Introduce the concept of a newscast by showing students a demo video of either a prerecorded English news program or one made by students in a prior year. Ask students to make teams, decide on the content of their newscast, and report to you by the end of class. Teams signing up early should begin collecting ideas and information through discussions and Internet research.

Step 2 (2nd – 4th classes): Students develop topics, scripts, storyboards, and props for the news program. Assist each team as needed. At the end of the third class, students should submit scripts for review. By the end of the fourth class, students must resubmit scripts and the storyboards for grading. Teams finishing early can jump ahead to the filming process.

Step 3 (4th – 6th classes): Students film raw videos. Use the video camera sign-up handout to keep things organized, running smoothly, and evenly distributed. The pre-film checklist is helpful in clarifying the steps leading up to filming. Help

the students understand the concept of getting both good quality video and good quality audio through careful placement of the camera and/or microphone. After each class video session, facilitator should capture the raw video to the editing computer. Teams that finish filming early can jump ahead to the editing process.

Step 4 (7th – 8th classes): If possible, students should edit the video. Facilitate your students' work as needed. Complete any time-consuming processes (such as video rendering) outside of class on your own.

Step 5 (9th – 10th classes): View all of the newscast projects. Using the team evaluation sheet, students rate the quality of the news, English, and originality of the production. Awards can be given for best English, best acting, best team, and so on.

Conclusion

Creating videos allows students to explore their creativity and add their own style to an English skit activity. It also gives them a chance to work in a team environment on an English production, analyze their English abilities, interact in a different way with both you and other students outside of a normal "lecture and learn" class, and merge technology with English learning. If time and resources are available, making English videos with your students is interactive, rewarding, and just plain fun.

Appendices

Appendix A: Video news casting sign up sheet

Appendix B: Assignment overview & script template

Appendix C: Student evaluation

Appendix D: Storyboard template

Appendix E: Video camera scheduling

Appendix F: Pre-film checklist

The appendices may be downloaded from our website <jalt-publications.org/tlt/resources/2008/0804f.pdf>



Enhancing classroom experience through a class blog

Stephen Pihlaja

Keiwa Gakuen College,
<mysonabsalom@gmail.com>

Quick Guide

Key words: Blogs, handouts, video, audio

Learner English level: Beginner and above

Learner maturity level: From upper-level elementary school

Preparation time: 1 - 2 hours weekly

Materials: Internet connection, personal computer, digital camera, web camera

For some EFL students, time spent studying English is often limited to class hours only. Even if students seek out educational opportunities outside the classroom (such as television and radio), they are often unrelated and uncoordinated with content presented during classes. Internet-based journals known as “blogs” are websites that are easy to set up and use. They can be quickly updated and maintained with information relevant to classroom activities and can help increase student-teacher interaction time. They also help steer students towards online information that can answer their own questions about English.

Procedure

Step 1: Set-up a blog using a blog provider such as WordPress or Blogger (see Appendix). Almost all these sites offer free accounts. You can register quickly and be live on the Internet within minutes. Sites that allow you to sort posts by categories known as “tags” are especially useful because one blog address can be used for more than one class. Entries can be cross-tagged and made available to all students, or tagged for one particular class.

Step 2: Decide on content. Blog content should be interesting, relevant, and diverse. Simply typing class notes or making long grammar explanations will not hold student attention. Posts must be short, concise, and include (when possible) pictures or video. What is interesting to one

student might not be interesting to another, so content must also include different media. Video, which can also be produced easily and uploaded for free (see Appendix), can be a particularly engaging, especially if the content is related to classroom discussions. Teachers can also find English language television clips on popular sites such as YouTube. Handouts and worksheets can also be made accessible. Simply, the more topics addressed, the better.

Step 3: On your class blog, create an environment of engagement. By hyper-linking words within posts and to other online English sites, you can help students find their own answers to questions about grammar and vocabulary. Similarly, by linking confusing words to their definitions, you help students quickly and easily read through text that might otherwise be seen as too difficult. Linking also helps one “bury” content: posts can be kept simple and interesting on the surface, yet simultaneously richer for students who are curious about learning more. In addition, providing links to easy English sites (such as <www.timeforkids.com> or <simple.wikipedia.org>) gives students a chance to find manageable English information unrelated to classes.

Step 4: Integrate the blog with your class. If you create and update the blog for a week or two before telling students, you are much more likely to retain readers. Students can access the site and get an idea about course content immediately. When they have questions that do not relate directly to class topics, you can answer them fully online. Better yet, show your students where they can answer their own questions online. By keeping class plans and notes on the blog, students can prepare for lessons as well as review them afterwards. Encourage students to comment on blog entries and address these comments and topics in class.

Step 5: Have fun. Blogs give you a place to be creative and develop your own voice and online personality.

Conclusion

Blogging introduces students to a more manageable world of English on the Internet, and encourages them to seek out their own answers in a simple, controlled environment. It also enables you to connect changing content outside of the classroom with ideas and topics addressed in unchanging textbooks. If students are able to connect with classroom topics and language more than once a week, the opportunities for improved retention and classroom experience are immense.

Appendix

A list of useful links to free online resources

Blog hosting sites:

- <www.wordpress.com>
- <www.blogger.com>
- <www.xanga.com>

- <www.livejournal.com>

Video hosting:

- <www.youtube.com>
- <podomatic.com>
- <www.metacafe.com>
- <video.google.com>

Image hosting:

- <www.flickr.com>
- <picasa.google.com>

Text and document hosting:

- <mail.google.com>

Hosting for any type of digital media:

- <ourmedia.org/>

Language Education in Transition

July 5 & 6, 2008 Kinki University (Higashi Osaka)

Universities in Japan are facing several challenging issues such as the declining number of students and students' decreasing academic abilities, changing student and societal needs, and the increasing importance of information technology. What choices will language educators have to make in this era of transition?

Join us at the CUE 2008 Conference, held by The Japan Association for Language Teaching, College and University Educators Special Interest Group (JALT CUE SIG) in collaboration with Osaka JALT chapter.

Presentations will be based around the themes of "bridges between secondary and tertiary education," "curriculum development," "evaluation and assessment," "syllabus design," and other topics.



The CUE 2008 Conference is held by
CUE SIG in collaboration with Osaka JALT



Online preregistration ends June 20, 2008. Visit <http://jaltcue-sig.org/>

...with Robert Taferner

<reviews@jalt-publications.org>



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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S column begins with a thorough review of *Bookworms Club Stories for Reading Circles*, by Simon Handy. Pino Cu-trone then provides an evaluation of *Encounters Abroad*, a false beginners to upper intermediate ESL/EFL textbook with an emphasis on listening and speaking skills.

Bookworms Club Stories for Reading Circles

[Edited by Mark Furr, Oxford University Press, 2007. Bronze book, pp. 90, ¥870. ISBN: 978-0-19-472000-7; Silver book, pp. 90, ¥870. ISBN: 978-0-19-472001-4; Gold book, pp. 113, ¥870. ISBN: 978-0-19-472002-1; Teacher's book, pp. 32, ¥1,290. ISBN: 978-0-19-472003-8.]

Reviewed by Simon Handy, Kyoto University of Foreign Studies

Most teachers and students have heard of graded readers now and most are aware of their many benefits. Christine Nuttall (Nuttall, 1996) exhibits these in what she calls a *victorious circle* in which the learner enjoys reading, which leads to faster reading, then reads more, therefore understands better, and thus completes the circle by enjoying reading. Day & Bamford (1998, p. 123) illustrate the basic points of graded readers: reading is extensive; the goal is to read fluently; the purpose

of reading is enjoyment; the focus is on meaning; the material is easy and entirely up to the student; and the student can stop if s/he doesn't like it. All are very realistic elements of a native reader's approach to reading for pleasure.

Many teachers have thus begun using graded readers with students, as most schools and universities have a wide selection of these, and once students get going, they often become passionate readers. *Bookworms Club* is an attempt to help teachers and students go even further with their readers and have constructive in-depth discussions. The *Bookworms Club* comes in three levels: Bronze (stages 1 & 2, 400-700 headwords), Silver (stages 2 & 3, 700-1000 headwords), and Gold (stages 3 & 4, 1000-1400 headwords). All three books contain seven short stories specifically selected for the Reading Circles. The stories come from a variety of cultures, such as the UK, Turkey, USA, and Finland in the Bronze edition. The topics covered are also just as diverse: marriage, rites of passage, drug companies, and toys. On the title page of each story there is a scene-setting paragraph to help students into the narrative.

All the stories are followed by a specific Word Focus section including a range of tasks on the specific vocabulary of the story. This is then followed by a Story Focus that checks comprehension in various imaginative ways. As this stands it is all well and good. Furr has gone further, however, and developed six highly specific roles for each student to take in order to help facilitate discussion of the story. These are Discussion Leader, Summarizer, Connector, Word Master, Passage Person, and Culture Collector. All the roles and their requirements are clearly explained at the back of each book.

Each student thus has important and interesting elements of the story to report back to their group as well as their ideas and questions on these. Of course discussion is not guaranteed, but these roles help to make each student responsible within their group. The fact that there are seven stories but only six roles allows every member of the group to complete every role. If groups do not consist of six students, one role can be left out—often the role of Culture Collector. The teacher's book provides further explanations of the roles that the students take and very useful and clear examples of the written work expected of each student. There are also other tasks and activities that can be exploited which generate plenty of subsequent interest.

The initial setup and explanation took approximately 40 minutes but much less in subsequent lessons. Students were able to read and prepare

their work in about an hour, whilst the discussion that was generated lasted over 40 minutes. As might be expected, the first time the students started, the discussion process was a little slow and tentative as they found their way into their roles, but gained pace and interest quickly as each student found that their input to the discussion was necessary and much sought after by the other members of the group.

Students felt that they were really discussing the literature and its connection to them in a way that many had never encountered before, especially in a foreign language. The style also combines useful aspects for Japanese students in that there is a focus on detail and overview. Students tend to gravitate to detail, having been focused on grammar translation at school, while some students neglect overview for the same scholastic reasons. Students were also naturally drawn into giving their personal experiences in relation to the actions of the characters in the story.

Bookworms Club Stories for Reading Circles is a thoroughly thought out framework especially for students of university age and above to enjoy and discuss.

References

- Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Oxford: Heinemann English Language Teaching.

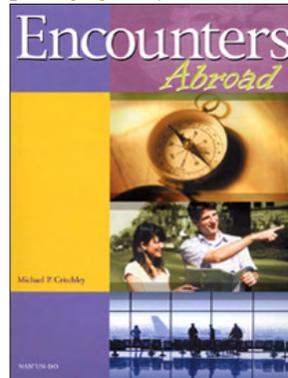
Encounters Abroad

[Michael P. Critchley. Tokyo: Nan'un-do, 2007. pp. 96. ¥2,200.
ISBN: 978-4-523-17567-4.]

**Reviewed by Pino Cutrone,
Siebold University of Nagasaki**

Encounters Abroad has many appealing qualities for use in EFL and ESL contexts. While the book may be designed specifically for Japanese students in an EFL context, it seems best suited for students who aspire to travel as the situations and language used in the book take place in an ESL context. Four things particularly impressed me about this book. First was the clear and coherent manner in which

the lessons were structured, which makes this a user friendly book for teachers and students alike. Second, as this book is available in both English and Japanese, teachers have the flexibility to use it with multiple proficiency levels ranging from false beginners to upper intermediate students. Twenty-one low-intermediate level university students that participated in a pilot study of the English version of this book responded well. Third, the 10 units and 2 review units are designed to be covered in 36 hours; thus, the time structure of this book would seem to fit in well with the time frame that many colleges and universities offer for a class during the academic year (i.e., 90-minute classes that meet twice a week for a 15-week semester or classes that meet once a week for 30 weeks). Fourth, illustrating with photos, diagrams, and cartoons, all in color, Critchley has managed to achieve the perfect balance in making this book fun for students, while at the same time producing a serious and pedagogically sound course book for teachers.



The units in *Encounters Abroad* gradually increase in difficulty, and the language presented in each unit is recycled through the text, giving the students the reinforcement that is essential for SLA to occur (Kinoshita, 2003). Each unit begins with the statement of an explicit communicative function.

Subsequently, students are shown a model conversation of how an advanced speaker might achieve this objective. Students then have an opportunity to become more familiar with the unit's target language by practicing language patterns and communication points in a range of exercises that directly support this objective. The goal of each unit is to have the students, on their own, ultimately create and carry out a conversation that achieves the unit's objective. While there is some focus on grammar in each unit, lessons do not rely on rote learning to achieve their objective. Rather, consistent with current trends in ELT methodology, the negotiation of meaning in personalized and authentic situations is seen as the most important factor in helping students develop their proficiencies (Cutrone, 2004).

Each unit in the book is centered on a model conversation, which allows students to see how the unit's language focus, vocabulary, and communication points might look when as-

sembled and used in a complete conversation. The model conversations used in this book are especially effective due to the authentic and realistic nature of the language and situations presented. For instance, in the first conversation in unit 1, a Japanese vacationer is sitting next to an English-speaking person on a trip to Canada, and a conversation between the two ensues. This is the type of situation that can actually occur in students' lives, and as my pilot study of this book revealed, students' realization of this will go a long way towards increasing their motivation, which has long been documented as a problem area in Japanese universities (Shimizu, 1995). Other situations in this book that students will likely experience in their travels include ordering a meal, renting a car, getting directions, hotel situations, and dealing with immigration issues.

This book is supported in every way imaginable. Each book has an attached mini-phrasebook and CD, on which all of the dialogues in the book are recorded. Listening transcripts for these dialogs can be found at the back of the book. This textbook is available in a Japanese and an English version. This allows a teacher to use the same textbook in multi-level classes; the Japanese version provides extra support for beginners, while the English edition would be the choice for higher level students. There is a teacher's manual that can be used with either version of the book. For further assessment tools, quizzes, and other teaching resources, teachers can access the *Encounters* website <www.encounters.jp>.

In conclusion, *Encounters Abroad* is ideal for use in the introductory English Communication (i.e., speaking and listening) and travel courses that are widespread in the private sector and in universities and colleges in Japan. In my opinion, teachers will find this book to be a good alternative to the usual EFL texts because it presents the material in a different way, which is sure to energize EFL classes in Japan.

References

- Cutrone, P. (2004). Designing and implementing a task-based syllabus for a business EFL class. *The Journal of Nagasaki University of Foreign Studies*, 7, 57-67.
- Kinoshita, C. Y. (2003). Integrating language learning strategy instruction into ESL/EFL lessons. *The Internet TESL Journal*, 9(4). Retrieved September 24, 2007, from <iteslj.org/80/Techniques/Kinoshita-Strategy.html>
- Shimizu, K. (1995). Japanese college student attitudes towards English teachers: A survey. *The Language Teacher*, 19(10). Retrieved August 17, 2007, from <www.jalt-publications.org/tlt/files/95/oct/shimizu.html>

Resources • Recently Received

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

A list of textbooks and resource books for language teachers available for review in *TLT* and *JALT Journal*.

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

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

* = first notice; ! = final notice. Final notice items will be removed 30 Apr. For queries please write to the appropriate email address below.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

Cover to Cover: Reading Comprehension and Fluency. Day, R., & Yamanaka, J. Oxford: Oxford University Press, 2007. [Incl. CDs, teacher's book].

Different Histories. Mack, J., Iwamasa, S., et al. Tokyo: Kinseido, 2008. [Multi-skills text on American history; incl. CD, Japanese teacher's manual].

! *For Your Information 1: Reading and Vocabulary Skills* (2nd ed.). Blanchard, K., & Root, C. White Plains, NY: Pearson Longman, 2007. [Incl. teacher's manual].

! *Helbling Readers (The Spring Cup, Red Water, The Garden Party and Sixpence, The Happy Prince and the Nightingale and the Rose, Daisy Miller)*. Cleary, M. (Series Ed.). Crawley, UK: Helbling Languages, 2007. [Five beginning and intermediate reader titles, classics and original, each with CD].

* *Oxford English for Careers: Commerce 1*. Hobbs, M., & Starr Keddle, J. Oxford: Oxford University Press, 2006. [Incl. teacher's resource book, CD, website assistance].

* *Well Read 1: Skills and Strategies for Reading*. Blass, L. New York: Oxford, 2008. [Incl. instructor's pack].

Books for Teachers

(reviewed in *JALT Journal*)

Contact: Yuriko Kite

<yj-reviews@jalt-publications.org>

* *English Language Teaching in China: New Approaches, Perspectives and Standards*. Liu, J. (Ed.). London: Continuum International, 2007.

! *Literature, Metaphor, and the Foreign Language Teacher*. Picken, J. Houndmills, UK: Palgrave Macmillan, 2007.

Tasks in Second Language Learning. Samuda, V., & Bygate, M. Houndmills, UK: Palgrave Macmillan, 2008.

LET'S CHAT!

Developed around topics that Japanese students really enjoy talking about.



LET'S CHAT!

John Pak



- *motivating, learner-centered activities*
- *personalized, fluency-based units*
- *includes a game component based on real surveys of Japanese college students*
- *attractive, user-friendly layout*
- *high beginner / low-intermediate level*

- ★ **Helps students to successfully communicate what they want to say in English.**
- ★ **Like all our courses, designed exclusively for Japanese students!**

EFL Press

...with Marcos Benevides

<jalt-focus@jalt-publications.org>



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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ 25 Apr 2008: Deadline for submissions to present at PAC7 at JALT2008 in Tokyo. See <conferences.jalt.org/2008> for more information.
- ▶ 31 May – 1 Jun 2008: JALTCALL 2008 "New Frontiers in CALL: Negotiating Diversity" at Nagoya University of Commerce & Business, Nagoya.
- ▶ 28-29 Jun – JALT Executive Board Meeting. Venue: Osaka Gakuin University
- ▶ Jun 2008: Kagoshima TEYL Conference (joint chapter and TC SIG event) at Kagoshima University.
- ▶ 1-3 Nov 2008: PAC 7 at JALT2008 at the National Olympics Memorial Youth Center, Tokyo. See <conferences.jalt.org/2008> for more information.

JALT Focus

Hello everyone, I'm your new JALT Focus correspondent. My job is to gather relevant news and announcements of national interest from within the organization, and present them to you here in under 750 fun-packed words. This month we look forward to the big November elections. Will change pull through? Will experience carry the day? Who will rally the base? Just how far can I carry this joke?

Perhaps I'll just pass you over to JALT's National Elections Committee Chair Tim Gutierrez, with the official call for nominations in the 2008 JALT national elections. Is it *your* turn to get involved in JALT?

Call for nominations: 2008 JALT National Elections

Elections for the following positions will take place in November. You are invited to nominate JALT members in good standing who have suitable experience.

- **President:** The president has general responsibility for coordinating the activities of the executive board and for directing and publicizing the affairs of JALT. He/she presides at Executive Board and Board of Directors' meetings. The president, with the approval of the Executive Board, appoints the heads of committees, subcommittees, and boards not specified in the constitution and bylaws. The president is a member of all committees. Voting status is designated by the Bylaws.
- **Vice President:** The vice president presides at meetings in the absence of the president and shares the duties and the responsibilities of the president. The vice president chairs the Administrative Committee and supervises the running of all aspects of JALT Central Office.
- **Director of Membership:** The director of membership is responsible for overseeing JALT membership records, coordinating the formation of new affiliates, chapters, and SIGs, formulating and implementing policies governing their relationship to JALT, and assisting in membership drives. The director of membership chairs the Membership Committee.
- **Director of Program:** The director of program is responsible for supervising the arrangements for the Annual Conference and for planning special programs and workshops which will

be made available to the various chapters and SIGs. The director of program chairs the Program Committee.

- **Director of Public Relations:** The director of public relations is responsible for coordinating JALT publicity nationally and internationally; promoting relations with educational organizations, media, and industry; finding and developing new associate members, commercial members, and institutional subscribers; coordinating associate/commercial member relations with the business manager and the director of programs; liaising with the Publications Board on all matters related to publications. The director of public relations chairs the External Relations Committee.
- **Director of Records:** The director of records is responsible for recording and keeping the minutes of Executive Board Meetings and General Meetings, and for keeping the chapters and SIGs informed of the activities of the national organization. The director of records chairs the Records and Procedures Committee.
- **Director of Treasury:** The director of treasury maintains all financial records, is responsible for collecting and disbursing all funds of the organization, and presents an account of the financial status of the organization at a General Meeting. The director of treasury chairs the Finance Committee.
- **Auditor:** The auditor's duties include the following; inspect the status of business conducted by the directors; inspect the status of assets of this incorporation; report to the General Meeting or the concerned governmental authority if, as a result of the inspection specified in the preceding items, improper conduct or important facts indicating violation of laws, regulations, or the Articles of Incorporation with regard to the business or assets of JALT is discovered; convene the General Meeting, if necessary, to submit a report as specified in the preceding item; present opinions to the directors on the status of business conducted by the directors or the status of assets of this incorporation.

Term of Office: All terms are for 2 years starting immediately after the Ordinary General Meeting at PAC7 at JALT2008 in Tokyo (31 Oct – 3 Nov).

You can nominate yourself or someone else. In either case, the person must be a current member of JALT. Please clearly indicate membership number(s), affiliation(s), and contact information.

Nominations can be sent by post or email to Timothy Gutierrez <nec@jalt.org>, JALT Nominations and Elections Committee Chair, Tokai University Foreign Language Center, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken, 259-1292. Please submit nominations and include brief details of qualifications by May 15, 2008.

2008年JALT全国選出役員選挙 一推薦者募集

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。

- **理事長:**理事長は執行役員会の活動を統括し、本学会の事業を指導し周知させる全般的な責任を有する。理事長は、執行役員会及び理事会の議長となる。また執行役員会の承認をもって、各種委員会、小委員会および定款と定款細則に記載されていない役員会の委員長を任命する。理事長はすべての委員会の構成員となるが、投票権については細則に明示される。
- **副理事長:**副理事長は理事長不在の際に会議の議長を務め、理事長の責務を補佐する。理事長、副理事長ともに不在の場合は、理事長の指名により執行役員会のその他のメンバーが会議の議長を務める。副理事長は、総務委員会の議長を務める。
- **会員担当理事:**会員担当理事は、本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実施する責任を持つ。またこれらのグループの会員の獲得を支援する責任を持つ。会員担当理事は、会員担当委員会の議長をつとめる。
- **企画担当理事:**企画担当理事は、年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムやワークショップを企画する責任を持つ。企画担当理事は企画委員会の議長をつとめる。
- **広報担当理事:**広報担当理事は下記の任務を有する。(1) 本学会の国内外の広報活動を統括する。(2) 他の教育団体、報道機関、産業界との交流を促進する。(3) 新たなビジネス会員、法人購読会員を獲得する。(4) ビジネス マネージャー・企画担当理事とビジネス会員間の調整役をつとめる。(5) 出版関連の事項で、出版委員会との連絡役をつとめる。広報担当理事は、渉外委員会の議長をつとめる。
- **書記担当理事:**書記担当理事は執行役員会会議及び総会の議事録を作成、管理し、本部の活動について支部と分野別研究部会に周知をはかる責任を持つ。書記担当理事は、記録管理委員会の議長をつとめる。
- **財務担当理事:**財務担当理事は、すべての経理記録を管理し、本会のすべての資金を収集し、配分する責任を負う。また総会において本会の財務状況の報告を行う。財務担当理事は、財務委員会の議長をつとめる。
- **監事:**監事は、次に掲げる職務を行う。(1) 理事の業務執行の状況を監査すること。(2) この法人の財産の状況

を監査すること。(3) 前2号の規定による監査の結果、この法人の業務又は財産に関し不正の行為又は法令若しくは定款に違反する重大な事実があることを発見した場合には、これを総会又は所轄庁に報告すること。(4) 前号の報告をするために必要がある場合には、総会を招集すること。(5) 理事の業務執行の状況又はこの法人の財産の状況に就いて、理事に意見を述べること。

任期:すべての役職において任期は東京の年次総会(2008年10月31—11月3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。連絡時には推薦する者、推薦される者の会員番号と支部名を明記。以下の連絡先ティモシー・グティエレズに手紙またはEメールで推薦文を5月15日までにお送りください。

ティモシー・グティエレズ

選挙管理委員会 委員長

住所 〒259-1292

神奈川県平塚市北金目117 東海大学 FLC

ティモシー・グティエレズ 行

Eメール <nec@jalt.org>

Announcement from JALT Central Office and the JALT Database Committee

We are very pleased to announce that the new database is ready to begin testing its renewal reminder system. The Renewal Reminder system is a "push one button" function which sends off a letter to members reminding them of their upcoming renewal or a letter advising them that their membership has expired within the past 30 days.

As this will be the first time for us to use this function, we are very conscious of the fact that there may still be bugs in the system and we ask for everyone's patience as we work to perfect the system.

Initially we will be sending out reminders for April and May renewals. Should you receive a renewal reminder which is not correct, please send us an email <membership@jalt.org> so that we can have a clear idea of any issues that need to be clarified or modified.

We hope that if this test is successful that it will help to further automate systems and keep in contact with our members.

Ann Mayeda
Directory of Membership
Cynthia Keith

Vice President

Announcements

Call for papers: Task-based language teaching

The Language Teacher is seeking papers related to task-based language teaching in Japan for an upcoming special issue. Papers may focus on theory, research, curriculum development, or classroom pedagogy, and may be in English or Japanese. If you are interested in writing a paper or have a suggestion, please contact the guest editors at <TBLT.issue@gmail.com>. The deadline for manuscript submissions is 1 Jun, 2008. Selected manuscripts must be complete and ready for review by 3 Aug, 2008.

*The Language Teacher*では、特集号のために、日本におけるタスク中心言語教育に関する原稿を募集しています。理論・調査・カリキュラム開発・教授法などを主な内容とし、日本語又は英語で執筆してください。投稿に関する問い合わせや要望は、特集号担当の編集者までメールにてご連絡ください。<TBLT.issue@gmail.com> 原稿の締め切りは2008年6月1日です。採択原稿は必要に応じて修正し、再審査のため2008年8月3日までに提出することになります。

JALT Journal Book Reviews Editor Position

The JALT Publications Board invites applications for the position of *JALT Journal* Book Reviews Editor. Duties include: processing requests to review, selecting appropriate reviewers, communicating review guidelines, working with reviewers to help them improve their reviews, coordinating book reviews as needed with *The Language Teacher* Book Review Editor and others, and attending Publication Board meetings.

Qualifications include: the ability to meet deadlines and handle correspondence, a sound background in language education, a master's degree in language education or related field, experience with JALT publications, 5 or more years language teaching experience, editorial experience, residency in Japan, and current JALT membership.

Please submit the following application materials by email attachment by 30 May 30, 2008: a resume/CV and complete list of publications, a statement of purpose and qualifications, and electronic copies of recent publications. Applications will be accepted until the position is filled.

Submit materials to both Kim Bradford-Watts and Ian Isemonger at <pubchair@jalt-publications.org> and <jj-editor2@jalt-publications.org> respectively. Applicants will be notified by mid

2008.

JALT Hokkaido Journal

The *JALT Hokkaido Journal* is a refereed online journal that appears once a year. The journal features theoretically grounded research reports and discussion of central issues in foreign language teaching and learning with a focus on Japanese contexts. We especially encourage investigations that apply theory to practice and include original data collected and analyzed by the authors. Those interested in submitting a paper should visit <jalhhokkaido.net/> and follow the journal link at the bottom of the page. The deadline for submissions is 30 Jun 2008.

Publications positions available

The Language Teacher and JALT Journal

...are looking for people to fill the positions of English language proofreaders and Japanese language proofreaders.

For more information, job descriptions and details on applying for these position are posted on our website <www.jalt-publications.org/positions/>.

...with Damian Rivers

<memprofile@jalt-publications.org>



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

Please address inquiries to the editor.

IN THIS month's Showcase Steve McCarty of Osaka Jogakuin College previews the future of Web 2.0 in 3D for language teaching.

SHOWCASE

Steve McCarty

On the heels of Web 2.0 for education, authentic activities characterized as free and easy to use and share, Web 3.0 is rapidly emerging in the form of 3D virtual worlds. Before long, Web browsers will give most users this experience. Currently, provided one's computer has powerful enough graphics capacity, a free program such as Second Life <secondlife.com> can be downloaded, or in Japanese <jp.secondlife.com>, allowing people to interact in 3D by configuring their own character, or avatar.

At the Wireless Ready 2007 conference at Nagoya University of Commerce and Business <wirelessready.nucba.ac.jp>, the author's opening keynote address pioneered 3D hybrid reality from Japan by being conducted simultaneously in Second Life. Communication with participants abroad included some sound, text chat, and gestures such as bowing to the other avatars. PowerPoint slides had been converted earlier to .jpg images and uploaded into a player with a screen and control stand visible in the first screen shot below. The first six illustrations show keynote address slides representative of Web 2.0 technologies from the author's vantage point within Second Life.



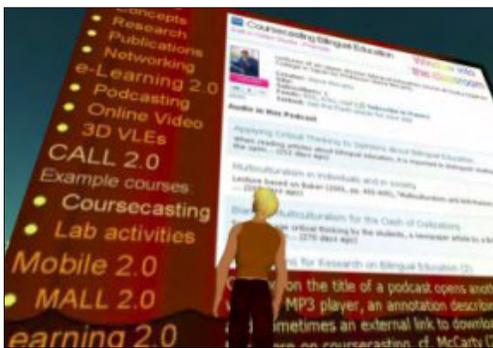
World Association for Online Education <waoe.org>, networking for professional development.



Flying above a slide of an online presentation embedded in a blog <waoe.blogspot.com> with its podcast, which was recorded in Sydney, for listening while clicking through the slide show.



Representative Web 2.0 site < www.mypopstudio.com > where the author's Computer Communication students drag-and-drop clips to mash up reality TV shows and make songs. In this slide the singer is actually the author's other avatar.



Coursecasting, that is, podcasting the lectures of a whole course on Bilingual Education.



Homemade *meishi* including QR Code whereby camera-equipped mobile phones in Japan can access the author's mobile phone site, a new interface between the material and digital worlds.



The avatar faces his creator in a YouTube video that was played during the keynote presentation.



Scene from a YouTube video taken by Gavin Dudeney in Barcelona during the same keynote presentation, with another participant abroad also visible.

Today Web 2.0 technologies, mobile learning, or 3D affordances can be selected or combined according to learning objectives. For fuller details read the keynote address in the conference e-proceedings <wirelessready.nucba.ac.jp/McCarty.pdf> or see (and hear) the author's online library <waoe.org/steve/epublist.html>.

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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



THIS MONTH, Anthony Robins explains how you can receive a JALT research grant. Then Jim Smiley questions received wisdom about the dos and don'ts of conference planning.

JALT research grants: An offer you might not want to refuse

As someone who has been in Japan for 20 years, I have seen many changes in the country. Not least are attitudes to money. Long gone for most people are the extravagant or at least mildly extravagant *bubble* days, replaced by 100 yen shops, television programs on people who scrimp and save, and even budget priced four-litre PET bottles of whisky! Many know only too well that their remuneration has often been heading, even spiralling, downwards or at best has remained static. The same may be true with research funds, but one solution is available again now—a JALT research grant.

Open to all JALT members with limited access to other sources of research funds, there are three separate JALT research grants annually, each offering a successful candidate ¥100,000 to pursue an interesting and stimulating idea. As well as the money, two additional kinds of support are offered. If you wish, a member of the Teacher Researcher Network will mentor and advise you,

while members of the research grants committee will offer feedback on reports you submit detailing the progress of your research.

Past and current recipients have found their grants to be invaluable. As Mami Ishikawa, a 2005 awardee, wrote: "Each time I completed the quarterly report for the research grant, I felt I was able to sharpen my aims and research focus. It was a great honor to be chosen as a JALT grant recipient. I recommend interested teachers to apply for future grants; they represent a great learning opportunity." You can read more about her experiences in the April 2007 issue of *TLT*, while the April 2006 issue of *TLT* featured all of the 2005 awardees.

So, now is the time. The closing date is 31 May and successful applicants will be officially announced at this year's PAC7 at JALT2008 conference in Tokyo (31 Oct-3 Nov). Interested in being one of the lucky three? I do hope so and really look forward to hearing from you during the period of applications: 1 Apr to 31 May. Full information on how to apply can be accessed at <jalt.org/researchgrants/>. JALT research grants offer a great opportunity to pursue your research plans and ideas and provide to you what is often missing these days, the finances to do that.

Anthony Robins

Aichi University of Education

JALT Research Grants Committee Chair

JALT研究助成金: 絶対見逃せないものです

20年間日本に住んできて、私は多くの変化を眼にしてきました。その中でも、お金に対する人々の態度はずいぶん変わってきました。贅沢品はほとんどの人にとって昔のものとなり、バブル時代の少々の贅沢も100円ショップに取って代われ、テレビ番組では、なんとか節約して、お手軽価格の4リットルのペットボトル・ウイスキーにまで予算を落とす人たちを取り上げています。報奨金があっても下向き傾向にあり、よくても前と同じ状態であると多くの人たちが思っています。研究費に関しても同じです。ところが、一つ解決策があります。それがJALT研究助成金です。

他の研究資金を得ることが限られているJALT会員全員に、毎年3件のJALT助成金が準備されています。それぞれの受賞者には有望なアイデアをさらに膨らませていくために10万円が授与されます。助成金と同様に、2種類の支援制度が用意されています。受賞者が希望すれば、Teacher Researcher Networkのメンバーが、アドバイスをしてくれます。また、研究助成委員会のメンバーが提出されたレポートに対して、研究の進み具合について詳しいコメントをしてくれます。

これまでの受賞者は、この助成金制度が計り知れないほど貴重なものであったと述べています。2005年度の受賞者

である石川真美氏は、次のように述べています。「研究助成の年4回の報告を仕上げるたびに、自分の目的と研究焦点を絞っていくことができました。JALT助成金の受賞者になれたことは大変名誉なことでした。関心がある教師の方たちは、是非、応募されることをお勧めします。素晴らしい学習機会になります。」石川氏の経験は、2007年のTLT4月号に掲載されています。その前年のTLT4月号のGrassrootsでは、2005年の受賞者全員の特集をしています。

さあ、今がチャンスです。応募の締め切りは、5月31日です。受賞者は、東京で開かれる本年度のJALT国際大会(10月31日～11月3日)で発表されます。さあ、皆さん、この幸運な3人の中に入りませんか。応募期間に皆さんからの応募が多数あることを願っています。応募期間は、4月1日から5月31日です。応募方法については、<jalt.org/researchgrants/>で知ることができます。JALT助成金は、あなたの研究計画とアイデアを膨らませ、最近少なくなっている財政的援助を提供します。

Anthony Robins

愛知教育大学

JALT Research Grants Committee Chair

Conference planning factoids: True or false?

In 2006 I was asked to chair the 2007 Pan-SIG conference. Never having chaired an event like that, I was unsure of many conference organising aspects. Already in its 6th year, the Pan-SIG had a body of experience, so I asked many people many questions. However, the advice garnered was contradictory, leaving me no wiser. Although I always find my own place to stay, I was told to "include a hotel package. Folks don't want to find their own accommodation." Another person impressed upon me the importance of the conference theme: without a good one, abstracts wouldn't be submitted and attendance would be low. Personally, I couldn't remember the then current JALT conference theme. I offered my own *advice*: most folks attend conferences only when they're presenting. How true was any of this? I needed to find out.

Instrument

I prepared and sent a 12-item questionnaire (<info.zoomerang.com>) to the ETJ Teachers in Japan discussion list (N=45). With these numbers we can't bust any myths, but they can suggest rules of thumb and help to identify areas of concern to conference organisers. In three sections, I asked about respondent demographics, about

conference attendance, and about those *hand-me-down* factoids.

Results

39 respondents regularly attended conferences, but as the other six offered opinions about the questions, no one was excluded.

Table 1. Respondents' institutions

Primary	Secondary	University	Adult Language School
11% (5)	38% (17)	40% (23)	11% (5)

The wide distribution in institutions and education made this an excellent vehicle to find out about conferences in general.

Table 2. Respondents' education level

Bachelor's	Master's	Doctorate
42% (19)	47% (21)	11% (5)

More people attend two or three rather than only one conference a year.

Table 3. Number attended annually

1	2 or 3	4 or 5	more than 5
29% (13)	42% (19)	9% (4)	11% (5)

There is a correlation between this and whether or not attendees receive funding to attend conferences.

Table 4. Relationship between conference attendance and research budget

Conference numbers	1	2 or 3	4 or 5	more than 5
Receive financial support	1	12	2	1
Receive no financial support	11	6	2	4

Having no research budget limits conference attendance, but for over four conferences, it becomes irrelevant. For the five addicts, money doesn't seem to be an issue. Two of them "use conferences to see Japan" (Q12).

Only 13 people answered the question about the importance of the conference theme.

Table 5. Conference themes' importance

11. How important is the conference theme?	
1-not	13% (6)
5-extremely	16% (7)

This 50/50 split hints that a theme is important. Half don't care, but the other half values it tremendously. Most of those who cared worked in secondary education. Possibly, university teachers are more blasé about conference themes. Interestingly, three of the non-attendees rated conference themes very highly, suggesting they don't attend due to a paucity of strong themes.

A big issue facing SIG organisers is whether to spend a lot of SIG money to bring in an influential figure, sometimes from overseas. Are big names also crowd-pullers?

Table 6. The attraction of the famous

9. Do "big names" entice you to attend conferences?	
yes	33% (15)
no	60% (27)

The result indicates a small, but significant proportion of attendees are attracted to a conference by famous ELT names.

Finally, my own pet rule of thumb that most attendees turn up just to present was squashed with hardly a thought.

Table 7. Jim's supposition

7. Do you only attend when you present?	
Yes	4% (2)
No	96% (43)

Conclusion

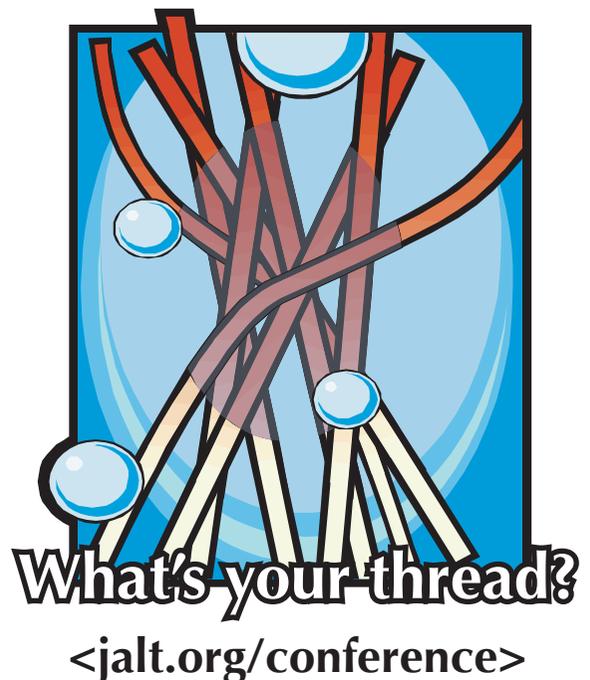
With only 45 respondents, the survey cannot hope to answer questions comprehensively. Yet the beginnings of answers can be seen, and if I were ever asked to chair a conference again, I would be in a position to understand the dynamics far better.

Reported by Jim Smiley

Tohoku Bunka Gakuen University, Sendai

Appendix: The questions

1. What kind of institution do you teach in?
2. What is your age group?
3. What is your education level?
4. Do you attend conferences?
5. How many in a typical academic year?
6. Do you receive funding?
7. Do you only attend when you present?
8. Do you attend because of friends?
9. Do "big names" entice you to attend conferences?
10. Is your choice of attending influenced by the existence of a conference prepared hotel package?
11. How important is the conference theme?
12. Do you "use" conferences to see Japan?



...with David McMurray

<outreach@jalt-publications.org>



Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

Language professors and poets in India

There are two major English language teachers' organizations in India. The English Language Teachers' Association of India, ELTAI is an associate of IATEFL headquartered in London. ELTAI's 39th annual conference and third international conference, *Learning to Teach: A Life-Long Journey* was held from 8-10 Feb, 2008 at the Satyabhama University in Chennai. Chennai is popularly known as the southern gateway city to India. The Forum for Teachers of English Language and Literature, FORTELL was officially recognized as a TESOL affiliate this year. On 13 and 14 Feb, 2008, TESOL International President Sandy Briggs visited the American Centre in New Delhi and the Ram Lal Anand College of the University of Delhi to extend her organization's welcome to the members of the developing professional association. Briggs also gave a teacher training lecture on developing as an ELT professional.

Language and literature conferences are popular among professors and poets in India during February when the weather is good and there is a break between semesters. For students hoping to enter college it is a time for intensive study and prayer, according to A. Thiagarajan. A few weeks before entrance examinations take place, students receive hall tickets and examination admission identity cards showing the test taker's name and picture. While sitting for an exam the student must have this identity card at hand. In many homes students will safeguard the hall ticket by placing it in front of the family deity, a kitchen god for example, and asking for heavenly guidance. Many students also visit temples to pray before Saraswathi, the goddess of learning or Ganesa, the god who can remove all obstacles.

*Exam dawn
child with an admit card
before the deity*

At the 9th World Haiku Festival, WHF, held 23-25 Feb, 2008, in the southern city of Bangalore, professors and poets met to share their Indian perspective on literature and poetry from Japan. WHF is headquartered in London. At the en-

OUTREACH INTERVIEWS professors and poets from all over India. Ram

Krishna Singh is a university professor of English at the Indian School of Mines in Dhanbad to the northeast of India. From her home in Chandigarh in the northern Punjab, Angelee Deodhar translates Japanese and English poetry into Hindi. Rebba Singh lives in Lucknow, a city in central Uttar Pradesh where she uses English to train young sales people whose first language is Urdu. After obtaining his post-graduate degree in English literature, A. Thiagarajan was a lecturer in English as a Foreign Language at several colleges in the western port city of Mumbai. His language expertise includes the study of Tamil poetry, but he currently teaches bank employees at the training colleges of major banks. These four teacher-trainers speak different first languages but all work in English. Their stories come together in this article because of their love for literature and poetry from Japan. Language and literature conferences were held in cities from north to south along the center axis of India this year: in New Delhi, Chennai, and Bangalore.



couragement of the president of the haiku club's chapter in India, the international conference was convened in India for the first time. Thiagarajan wrote the above haiku and gave a keynote lecture on Tamil literature and languages.

At the conference Angelee Deodhar presented her latest book, *100 Poems by 110 Poets*, a Hindi translation of the Ogura Hyakunin Isshu. She claims that the language for the study of haiku in India will have to be English so that Indian poets can communicate and share haiku with poets worldwide. Few books in Japanese have been translated into Hindi according to Deodhar (2007: p. 36) "For any literary genre to be understood there has to be knowledge of the socio-cultural and historical background in which it was written." Deodhar's mountain home is snow covered in winter. She keeps a diary in which the first words she wrote this year were about snow-covered East Indian cedar trees. Deodar is a Hindi word that literally means the timber of the gods.

*First diary entry
just as the sun tops
snow-covered deodars*

Singh spoke on the cross cultural dimensions of language and haiku at the conference. Eighteen Indian languages are officially recognized in India. The Indo-Aryan languages evolved from Sanskrit. Tamil developed independently from Sanskrit. Tamil is the official language of the state of Tamil Nadu. Hindi is the official language of six states and is the official language of the government. English is considered as an additional official language that binds the nation's people together and allows them to communicate with the world.

For the past 30 years Singh has lived in Dhanbad, the heartland of India's coal mining region. He has authored over 150 academic articles, 160 book reviews, and 30 books including textbooks on grammar and composition. He decided to teach seminars on fiction in English, believing that his students could be motivated to develop a sense of literature and criticism. Despite his encouragement, however, he found that his students couldn't be motivated to write their own poetry in English. He instructs his students in every class that their ideal should be to speak as Indians, intelligible English, but not like a native speaker from Britain, America, Canada, or Australia. Singh's students are eager to learn to use a practical form of English, perhaps to help them land a job. They are also likely inspired by

the poetry from Singh's latest book (2006: p. 5).

*At the river
she folds her arms and legs
resting her head
upon the knees and sits
as an island*

Rebba Singh reveals that when she was newly married, every time she opened her mouth her in-laws would open their dictionaries. She acknowledges that many students make mistakes in writing English, but she made so many mistakes in English that she gravitated toward shorter forms of communication. As a sales coordinator for a pharmaceutical company, Singh uses a cell phone from her home in Lucknow to communicate pithy English sentences to motivate her sales force in the field. The official language in the state is Urdu, but she is neither able to speak, read, or to write it. Similar to her three colleagues, she is an accomplished haiku poet in English. Her name means the morning mist in Persian.

*Call me
not a poet
but a verse*

References

- Deodhar, A. (2007). *Ogura hyakunin issuu, 100 Poems by 110 Poets*. Chandigarh: Azad Hind.
- Singh, R. K. (2006). *The river returns*. Bareilly: Prakash Book Depot.



...with James Hobbs

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

[🔍] bilingualism, biculturalism, international families, child-raising, identity [📖] *Bilingual Japan*—4x year [✍️] monographs, forums [✉️]

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.bsigsig.org> for more information.

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

Computer Assisted Language Learning

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

The CALL SIG 2008 conference, with the theme *New Frontiers in CALL: Negotiating Diversity*, will be held Sat 31 May-Sun 1 June (with possible pre-conference workshops on Fri 30 May). The 2008 conference will be held at the Nagoya University of Commerce and Business Administration. For further information, check <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.

Gender Awareness in Language Education

GALE works to build 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 work with other JALT groups and the wider community to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Co-sponsor of Pan-SIG 2008. Call for papers for *Gender and Beyond* conference in Nagoya, Oct 2008. Visit our website <www.gale-sig.org> for 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.jalt.org/global/sig/>. For further information, contact Kip Cates <kates@fed.tottori-u.ac.jp>.

Junior and Senior High School

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

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instruc-

tors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

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

We are planning a retreat on 15 Jun at Nanzan University in Nagoya for those who want to stay overnight following the JACET/JALT conference *Towards a Synergistic Collaboration in English Education*. The retreat will offer a chance to talk about autonomy-related issues in a relaxed atmosphere. See *TLT* conference calendar for details of the JACET/JALT event. For information about the retreat, contact Martha Robertson <marrober@alumni.iu.edu> or Jan Taniguchi <jan_taniguchi@yahoo.com>.

Lifelong Language Learning

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

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

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<www.eigosenmon.com/tolsig/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心の

ある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは Amanda Harlow <amand@aqualivedoor.com>。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/jaltnwsg/>. Our website is <uk.geocities.com/materialwriter-sig/>. 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]

Besides ample information on the upcoming Pan-SIG 2008 conference, the recently issued OLE NL 45 contains multilingual information for you and your colleagues on JALT2008: the convention announcement in short in French, in full in Spanish, and with detailed submission advice in German, besides the complete Japanese and English versions. For submissions to the French, German, and Spanish workshops and the SIG and multilingualism forums please contact the coordinator as soon as possible at <reinelt@iec.ehime-u.ac.jp>.

Pragmatics

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

The Pragmatics SIG will join six other SIGs in sponsoring the 7th Annual Pan-SIG Conference. This year it will be held on 10-11 May at Doshisha University, Shinmachi campus in Kyoto. The theme is *Diversity and Convergence: Education with*

Integrity. Your presence will help to add to the interest and diversity of this great annual event. For further information, check <www.jalt.org/pansig/2008/pansig08>.

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>.

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions <groups.yahoo.com/group/tcsig/>. We are always looking for new people to keep the

SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsig.jalt.org>.

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

Testing & Evaluation

[ research, information, database on testing] [ *Shiken*—3x year] [ Pan-SIG, JALT National] [] []

To help those who are conducting language research find more volunteers, we have started a new *Research Participants Wanted: Be a Guinea Pig!* column which you can find in our newsletter or online at <www.jalt.org/test/research.htm>. Also, the Mar 2007 issue of our newsletter is now indexed and online at <www.jalt.org/test/pub.htm>. Finally, a special thanks to David Ockert for offering to become the new treasurer for our SIG.

COLUMN • CHAPTER EVENTS

35

...with Aleda Krause

<chap-events@jalt-publications.org>



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



CHAPTER EVENTS ONLINE

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

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

ARE YOU interested in teaching other languages besides English? Study abroad? Communicative language ability? Learner training? Teacher development? Then you're sure to find something interesting this month. If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Gifu—Brazilian education in Tokai by **Claudio da Silva**, Escola Comunitaria Paulo Freire, and **Craig Alan Volker**, Gifu Shotoku Gakuen University. The Tokai region has experienced a rapid increase in the number of foreign residents, especially Brazilians, now the largest ethnic minority in the region. Many Portuguese-speaking children in public schools often have problems. This presentation discusses the challenges of establishing a school in Toyota that provides a high level of education and bilingualism in both Japanese and Portuguese. *Sat 19 Apr 19:00-20:45; Heartful*

Square (southeast section of Gifu JR Station), Gifu City; one-day members ¥1000.

Gunma—Teaching Spanish in Japan by **Maria Fernandez**. Even though English is the main second language taught in Japan, at university level other European languages such as French, German, or Spanish are also offered. The speaker is eager to share her experience teaching Spanish in Japan and will describe the university's curriculum, the students' background, profile, needs, and objectives as well as the materials mostly used by Spanish teachers. *Sun 27 Apr 14:00-16:30; MIT: Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members ¥1000.*

Hiroshima—Three Parts: Oral presentations, Podcasts, and My Share by **Joe Lauer**, Hiroshima University, and **Everyone!** Joe Lauer will first lead a discussion on how Japanese students can give effective and professional oral presentations in English. Then Lauer will explain about the best podcast sites for learning English. Finally, everyone is welcome to talk for 5-15 minutes about any interesting language learning topic. *Sun 20 Apr 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F; one-day members ¥500.*

Ibaraki—All-day Meeting. 1) 10:00: **Culture ethnographically / Study abroad programs** by Elaine Gilmour, Miyagi Gakuin Women's University. This presentation examines an ethnographic approach to teaching culture. We'll also look at questionnaire response data from students who have participated in study abroad programs. 2) 14:00: **Actually teaching listening** by **Alastair Graham-Marr**, ABAX. Teaching listening effectively means teaching both phonology and knowledge of discourse, including bottom-up decoding skills and top-down predictive skills. Info: <www.kasei.ac.jp/jalt/>. *Sun 27 Apr 9:30-17:00; Ibaraki Christian University, Hitachi Omika; free for all.*

Kitakyushu—A three-dimensional understanding of communicative language ability by **Yosuke Yanase**, Hiroshima University. Despite the unquestioned acceptance of the term, communicative language teaching would be disoriented without a good understanding of the concept of communicative language ability. In this presentation, which is an extensively enlarged version of the JACET 2007 symposium presentation. Yanase

will present a three dimensional understanding of communicative language ability. *Sat 12 Apr 19:00-21:00; Kitakyushu International Conference Center (a 5-minute walk from the Kokura train station for shinkansen, JR train); one-day members ¥1000.*

Kobe—Preparing for a university year abroad: Insights of Japanese returnees by **Teresa Bruner Cox**. What challenges do Japanese university students face when participating in study abroad programs in English-speaking countries? How well are sponsoring institutions preparing *ryugakusei* for the intercultural academic experience? In-depth debriefing interviews with students who had returned from a year abroad yielded a wealth of insights which have been compiled into a training video featuring nine strategies for academic success. *Sat 26 Apr 16:00-18:00; Kobe YMCA (2-7-15 Kano-cho, Chuo-ku, Kobe, t: 078-241-7204); one-day members ¥1000.*

Matsuyama—The Active Learner: A classroom teacher's perspective by **Paul G. Batten**, Kagawa University, MacMillan Languagehouse. Batten will discuss how he used *The Active Learner* in classes of varying levels. This text focuses on communicative strategies to help learners become more independent and confident in English. He will include using the text, how it went, testing it, and students' reactions to the focus on their L2 strategies and not their knowledge of the language. *Sun 13 Apr 13 14:15-16:20; Shinonome High School Kinenkan 4F; free for all.*

Nagasaki—April news. Spring greetings from Nagasaki JALT! We are looking ahead to our next meeting, tentatively planned at press time for Sat 17 May 14:00-16:00. Please see our website and newsletter for more information later. In the meantime, best wishes for the new school year to everyone, and good luck to those people who are submitting presentation proposals by April 25 for the PAC7 at JALT2008 Conference. Websites are <jalt.org/groups/Nagasaki> and <www.kyushuelt.com/jalt/nagasaki.html>; email newsletter signup site is <www.kyushuelt.com/jalt/nagmail.php3>. Please feel free to join our Nagasaki JALT and Friends Facebook Group!

Toyohashi—Learner training for the Japanese university classroom by **Juanita Heigham**. In Japanese universities, students are rarely given the chance to participate in activities that can directly help them improve their learning skills. However,

the knowledge and skills gained through such activities can dramatically improve students' learning success both in the language classroom and beyond. In this workshop, the presenter will explain the benefits of providing learner training for students and share some learner training materials and activities. *Sun 20 Apr 20 11:00-13:00; Aichi University, Bldg 5, Room 543; one-day members ¥500.*

West Tokyo—Teacher development: Perceptions and reflections by **John Fanselow, Dean Charles, Clair Taylor, and Andy Boon.** The West Tokyo and Tokyo chapters announce the seventh in a series of micro-conferences, each featuring several presenters exploring a particular topic for a whole

day. The theme of this conference is teacher development through neuro-linguistic processing, action research, reflective practice, and transcript analysis. Map and details <jwt.homestead.com/home.html>. *Sun 27 April 10:00-17:30; Tokyo Keizai University, Daiichi Kenkyuu Center, Kokubunji, Room 1310; one-day members ¥2000.*

Yamagata—Communicative teaching methodologies by **Nicholas Gromik**, Tohoku University. Gromik will provide insights into recent teaching methodologies that are used to help students communicate in English. *Sat 19 Apr 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.*

COLUMN • CHAPTER REPORTS

37

...with Heather Sparrow

<chap-reports@jalt-publications.org>



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

Gunma: October—Sign language in the language-teaching classroom by **Martin Pauly.** Pauly showed a video about his workplace, *Tsukuba College of Technology*, a university for the visually and aurally impaired, and a documentary on his students' situation in mainstream society after graduating, challenging the audience to rethink the importance of understanding sign language and the culture of those who use it.

Pauly explained that knowledge of Sign Language may not only aid teachers and hearing students in communicating with visually and aurally impaired students, but also create a friendlier environment for these students. With this in mind, he introduced both *American Sign Language (ASL)* and *Japanese Sign Language (JSL)*. He conducted a workshop on ASL, and all participants were given some time to practice how to introduce themselves in sign language and

count from one to ten. Participants enjoyed self-introducing using sign language and the activity seemed to deepen the interest in sign language and the culture of the visually impaired. It was found by many that introducing sign language in English lessons could be a beneficial way to build students' tolerance to cultures which are different from their own.

Reported by Natsue Nakayama

Hiroshima: January—Exploring reasons why experienced teachers stay positive and motivated by **Neil Cowie.** Cowie aimed his presentation at those native language teachers who have been in Japan for a minimum of 10 years and who are still highly motivated. Cowie's talk revolved around the emotions of teachers and explored the key topics of satisfaction and dissatisfaction.

The speaker emphasized that talking about teaching is important and this was supported by the audience. Networks that teachers involve themselves with engage us socially and have a ripple effect as much as the students, colleagues, and the institutions that we work directly with. Satisfaction stems from our own goals and attitudes as much as those we come into contact with.

However, incoherent and untrustworthy employer contact was found to be highly unsatisfactory. Resistant students and negative colleagues were acknowledged to be a common challenge. Yet, Cowie intimated that reading these challenges in advance was essential. Being concerned with

one's own cyclical rejuvenation was preventative medicine and led to a longer shelf life for us as teachers.

Cowie orchestrated a positive workshop and proposed that a genuine, original approach infused with practicality and open-mindedness was the key to staying motivated.

Reported by Ewen Ferguson

Kitakyushu: February—*Dichotomies and issues in Japanese elementary school English education: A tale of two teachers* by David Latz and James Burdis. Latz introduced a retrospective timeline of MEXT's policy reforms for English education in elementary school, an interesting recapitulation of Tom Merner's projection of the plans he presented to the Kitakyushu Chapter in September 2004, two years after the "Period of Integrated Study" became compulsory for primary grades. As anticipated then, the program still leaves the content of activities up to the individual schools and does not appear to have much to do with teaching English *per se*. Speaking and listening continue to be the main focus of EFL offered, with no attention to reading or writing.

Burdis explained his work as a native-speaking English teacher at a local private elementary school—a program which appeared more extensive and intensive than Latz's public school situation.

Group discussions of some of the dichotomies and issues associated with English in elementary schools followed, such as native vs. nonnative teachers, team-taught vs. solo lessons, and dispatch teachers vs. teachers as faculty.

These accounts of initial English exposure for Japanese students should prove helpful for secondary and tertiary instructors.

Reported by Dave Pite

Nagasaki: January—1) *Looking at changes in the Center Shiken: Now vs. then* by Mike Guest. Guest spoke about changes in the *Center Test* over the last 25 years, arguing that the 2006 version of the test, when compared to its 1981 counterpart, stands up to scrutiny and could have positive washback in the language classroom. 2) ***Studies on Japanese EFL learners' demotivation* by Keita Kikuchi.** Kikuchi discussed research in Japanese EFL learners' demotivation. Highlighting a number of studies, Keita pointed out that demotivation is mainly due to such factors as teachers, characteristics of classes, learners' experiences of failure, class environment, class materials, and

learners' interests, while students are motivated by test results, experiences with English-speaking people, teachers, finding future goals, and being able to solve difficult test questions. Kikuchi offered some recommendations to teachers to help motivate their students.

Reported by Melodie Cook

Nagoya: January—*STEP EIKEN: An inside look at Japan's national English test* by Michael Todd Fouts. Fouts is international operations manager and chief editor at the STEP foundation, where he has worked since 1999. The *Society for Testing English Proficiency* (STEP) was established in 1963 in cooperation with the *Japanese Ministry of Education*. The *EIKEN* test has been Japan's most widely administered English assessment for 45 years. Its purpose is to promote international awareness and encourage the study of practical English in Japan by providing an authorized standard for English assessment. Test fees are required. Test scores are used for admissions and advanced placement credit at more than 1000 schools in Japan and for international admissions at a growing number of colleges and universities in the USA, Canada, and Australia. *EIKEN* grades are administered in two stages: reading, listening, and writing skills in Stage 1, and speaking in a face-to-face interview in Stage 2. Candidates must pass both stages to receive the certification. All test items are made public after the test day and not reused. STEP is accountable to the public for every single item, which must be fair and valid from a testing standpoint.

Reported by Kayoko Kato

Omiya: January—*Lessons from MAYA: Practical ideas for introducing, implementing, and sustaining autonomy in language classrooms* by Eric M. Skier. Skier summarized the definition of autonomy: to foster students' learning responsibility. Fielding questions throughout his presentation, he and the participants agreed that fostering autonomy is sometimes difficult due to institutional reluctance and common misunderstandings about autonomous language teaching methods. However, he shared a number of student-centered teaching approaches that were researched and written about in the LD SIG anthology, *More Autonomy You Ask!*, which he co-edited with Miki Kohyama. They included: 1) reflective journals, 2) peer-teaching, 3) collaborative shadowing, 4) extensive reading and listening, 5) class newsletters, and 6) self- and peer-evaluation. Skier concluded with a question and answer session that allowed

all participants to share their thoughts and feelings about autonomy.

Reported by Masa Tsuneyasu

Sendai: December—JALT 2007 reports, planning next year, bonenkai by **Chapter Members.**

December's meeting usually takes a different form for Sendai JALT. This year reports we given about JALT 2007: Jim Smiley, Tony Crooks, Marc Helgesen, and Peter Connell presented highlights and impressions of the conference.

Attendees voted on the *Best of Sendai JALT 2007* won this year by Ben Shearon for his presentation on *High school English in Miyagi*. A brainstorming session of potential presenters for the 2008-9 year took place, and requests for specific topics members would like to see on the program were also accepted. A great response means that the committee will have plenty to work with when they meet to decide the program.

After the meeting, Sendai JALT moved to the Mitsui Urban Hotel, where they were joined by

friends and family members for an evening of food, drink, and entertainment. Highlights of the evening included a poetry / recorder recital by David Gilbey and Jim Smiley, magic by Peter Connell and Dan Ross, and Christmas carols to finish off the evening.

Reported by Ben Shearon

Shinshu: December—Christmas party. Nearly 50 people attended this family-friendly event which included a Christmas tree and visit from Santa Claus. Attendants enjoyed getting to know each other over potluck dishes and sharing teaching ideas as well. The children had the chance to create their own ornaments with which they then decorated a "human tree," a kind volunteer, and passed around presents to music. This event provided a chance to spread the word about JALT as well as good cheer to people who do not normally attend our meetings.

Reported by Mary Aruga

COLUMN • JOB INFORMATION CENTER

39

...with James McCrostie

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tt/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/tt/jobs/>

A match made in cyberspace

For teachers looking to fill gaps in their schedules and students searching for a qualified instructor, a plethora of teacher/student matching websites simplify the process of bringing people together.

On these matching websites, teachers typically make a free online profile by submitting their professional and personal details including, but not restricted to: nationality, age, gender, qualifications, experience, availability, preferred textbooks, rates charged, hobbies, and a photo. Students look at the profiles, pay a fee to get a teacher's contact details, arrange a trial lesson, and hopefully agree to meet the teacher for regular tuition. Teachers are usually free to charge their own prices, though the going rate for private lessons arranged through these online services is around ¥3,000. These sites are not limited to native English-speaking teachers and many Japanese teachers of English also use them to find students.

There are now so many of these matching websites that both potential teachers and prospective teachers can be equally overwhelmed with choices. Senseibank, <www.senseibank.com/sensei>, is a matching service made free for both teachers and students following Nova's flameout. Another popular website, <www.findateacher.net>, has profiles for thousands of instructors teaching over 50 different languages. While limited to the Tokyo, Kanagawa, Chiba, and Saitama areas, <www.a-kaiwa.net> allows instructors of any foreign language (except Japanese it seems) to register. As well as providing the standard teacher/student matching service, <www.getstudentsjapan.com> also allows translators, business instructors, and speaking partners to register their profiles. The site <www.myclass.es> matches teachers and students for English classes as well as lessons in almost everything else including music, art, and cooking. Matching teachers of English, French, Italian, Spanish, and other languages across Japan, <www.orangutanenglish.com> is also the website with the moniker perhaps charitably described as the most interesting.

There are more matching websites than you could shake a copy of *Interchange* at and some others include:

<www.7act.com>, <www.121sensei.com>, <www.1000bean.com>, <www.eigopass.net>, <englishquickpro.com>, <www.findstudents.net>, <www.gogaku1.com/for_t.html>, <www.japanenglishteacher.com/findstudents.html>, <www.my-sensei.com/sensei>, <s-sensei.com/sensei>, <www.sensei-cafe.com/indexE.php>, <www.soudan110.com/teachers>, and <www.will-square.com/teachers/index.html>.

If that still isn't enough, you can browse through a list of nearly 40 matching websites at: <www.jobsinjapan.com/classifieds/services/introduction.html>.

For those interested in teaching or learning Japanese there are websites, of varying degrees of technical sophistication, aimed at you including: <www.geocities.jp/japaneseanywhere>, <japanese-teacher.com/lesson.html>, and <www.labochi.com>. The biggest difference between the English and Japanese teacher matching websites is that while most matching services are free for English teachers, some of the ones aimed at Japanese teachers charge the instructor as well as the student for introductions.

Of course both teachers and students who use these websites need to exercise caution. It goes without saying, first meetings should occur in a public place. Annoyingly, while the number of

teacher/student matching websites is extensive to say the least, many websites come and go with startling speed. In researching this article I quickly came across more than a dozen dead links. More disturbingly, operators of certain sites appear ethically challenged. For example, at least one is run by a so-called doctor with MA Ed. and EdD degrees that come from an online degree mill. Caveat emptor.

Job Openings

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

Location: Tokyo-to

School: Keio University

Position: Full-time instructor

Start Date: 1 Apr 2009

Deadline: 22 Apr 2008

Location: Brunei

School: Brunei state schools

Position: Full-time primary and secondary school teachers

Start Date: Teachers start at different times

Deadline: Ongoing

Is your JALT membership lapsing soon?

Then be sure to renew early!

Renewing your membership early helps us to help you! Your JALT publications will continue to arrive on time, and you'll be able to access membership services at JALT events and online.

It's easy! Just follow the links to "Membership" at <jalt.org>, or use the form at the back of every issue of *TLT*!

...with Alan Stoke

<conferences@jalt-publications.org>



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

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

Upcoming Conferences

12 Apr 08—Fourth Asian EFL Journal Conference: *Innovation and Tradition in ELT in the New Millennium*, at Pukyong National U., Pusan. **Contact:** <www.asian-efl-journal.com/index.php>

3-4 May 08—2008 International Conference on English Instruction and Assessment: *Change from Within, Change in Between*, at National Chung Cheng U., Taiwan. **Contact:** <www.ccu.edu.tw/fllcccu/2008EIA/English/Eindex.php>

10 May 08—First Conference on English for Special Purposes: *Exploring the ESP Paradigm: Theory to Practice*, at Himeji Dokkyo U. To discuss: the use of technology in ESP; cultural considerations within ESP; ESP research; ESP resources; classroom applications; and interdisciplinary implications. **Contact:** <www.geocities.com/hdu_conf/main.html>

10-11 May 08—Seventh Annual JALT Pan-SIG Conference 2008: *Diversity and Convergence: Educating with Integrity*, at Doshisha U., Shinmachi, Kyoto. Plenary speakers will be Tim Murphey and Junko Yamanaka. To be hosted by JALT Pragmatics SIG, Testing and Evaluation SIG, Teacher Education SIG, Materials Writers SIG, Other Language Educators SIG, Gender Awareness in Language Education SIG, Lifelong Language Learning SIG, and Kyoto chapter. **Contact:** <www.jalt.org/pansig/2008/pansig08/>

31 May-1 Jun 08—JALT CALL SIG Annual International Conference: *New Frontiers in CALL: Negotiating Diversity*, at Nagoya U. of Com-

merce and Business. **Keynote speaker:** Phil Hubbard; plenary speaker: Gavin Dudeney. **Contact:** <www.jaltcall.org>

6-8 Jun 08—Fifth National Conference of Japan Association for the Study of Cooperation in Education, in Nagoya. **Contact:** <jasce.jp/conf0501indexe.html>

14 Jun 08—First Chubu Region JACET/JALT Joint Conference 2008: *Toward a Synergistic Collaboration in English Education*, at Chukyo U., Nagoya. **To focus particularly on collaboration between NESTs and Japanese EFL teachers.** Hosted by JACET Chubu and JALT Gifu, Nagoya, and Toyohashi chapters. **Contact:** <www.jacetchubu.org/><jalt.org/main/conferences>

18-20 Jun 08—Language Issues in English-Medium Universities: *A Global Concern*, at U. of Hong Kong. **Contact:** <www.hku.hk/clear/conference08>

21 Jun 08—Nakasendo English Conference: *Making Connections—Working Together to Better Our Teaching*, at Seigakuin U., Saitama. To promote cooperation, sharing and support among the full variety of EFL organizations active in Kanto. **Contact:** <www.jalt.org/chapters/omiya/nakasendo.htm><nakasendoenglish@yahoo.com>

22 Jun 08—Sixth Annual Teaching English to Young Learners Conference in Kagoshima City: *Bridging the Gap Between Elementary and Junior High School English—Exchanging Ideas*, at Kagoshima U., Korimoto Campus. Sponsored by JALT Kagoshima chapter and the Teaching Children SIG. **Contact:** <www.jalt-kagoshima.org/prog/conference/TCC2008.htm>

25-28 Jun 08—30th Language Testing Research Colloquium: *Focusing on the Core: Justifying the Use of Language Assessments to Stakeholders*, in Hangzhou, China. **Contact:** <www.sis.zju.edu.cn/sis/sisht/english/ltrc2008/main.html>

26-28 Jun 08—Building Connections with Languages and Cultures, at Far Eastern National U., Vladivostok. **Contact:** <feelta.wl.dvgu.ru/upcoming.htm>

26-29 Jun 08—**Ninth International Conference of the Association for Language Awareness: *Engaging with Language***, at U. of Hong Kong. **Contact:** <www.hku.hk/clear/ala>

1-3 Jul 08—**Second International Conference on Language Development, Language Revitalization and Multilingual Education in Ethnic Minority Communities**, in Bangkok. **Contact:** <www.seameo.org/_ld2008/index.html>

3-5 Jul 08—**Fifth Biennial Conference of the International Gender and Language Association**, at Victoria U. of Wellington, NZ. **Contact:** <www.vuw.ac.nz/igala5/>

4-5 Jul 08—**National Language Policy: *Language Diversity for National Unity***, in Bangkok. **Contact:** <www.royin.go.th/th/home/>

4-6 Jul 08—**Applied Linguistics Association of Australia: *Critical Dimensions in Applied Linguistics***, at U. of Sydney. **Contact:** <escholarship.library.usyd.edu.au/conferences/index.php/LingFest2008/ALAA>

5-6 Jul 08—**CUE2008: *Language Education in Transition***, at Kinki U., Osaka. Sponsored by JALT College and University Educators SIG and Osaka chapter. **Contact:** <jaltcue-sig.org/>

9-12 Jul 08—**ACTA2008: *Pedagogies of Connection: Developing Individual and Community Identities***, in Alice Springs. **Contact:** <www.tesol.org.au/conference/>

10-11 Jul 08—**CADAAD2008: *Second International Conference of Critical Approaches to Discourse Analysis Across Disciplines***, at U. of Hertfordshire. **Contact:** <cadaad.org/cadaad08>

16-20 Jul 08—**11th International Conference on Language and Social Psychology**, in Tucson, Arizona. **Contact:** <www.ialsp.org/Conferences.html>

21-26 Jul 08—**18th International Congress of Linguists**, at Korea U., Seoul. **Contact:** <cil18.org>

31 Jul-3 Aug 08—**PROMS 2008: *Pacific Rim Objective Measurement Symposium***, at Ochanomizu U. To promote the use of Rasch measurement models to analyze data from assessments, including educational measurement. On one day the symposium will focus on language learning and assessment, including development of questionnaires. Participants will have an opportunity to consult with a researcher on how to apply the Rasch model. There will also be workshops to demonstrate Rasch-based software. **Contact:** <www.proms-tokyo.org>

5-6 Aug 08—**WorldCALL2008: *Third International Conference***, in Fukuoka. WorldCALL is a worldwide association of teachers interested in CALL. **Contact:** <www.j-let.org/~wcf/modules/tinyd0/>

Come on! Get involved!



A JALT membership is more than just a product! It's an opportunity to make a difference. JALT is an organisation committed to the development of professionalism in language teaching and learning. As a JALT member, you can play a part in that by becoming involved. At your local chapter level, there is always a need for speakers, officers, and volunteers. JALT Special Interest Groups need help with events, mini-conferences, and publications. Our annual conferences require a vast team for doing everything from programming to cleaning up. JALT's publications are always on the lookout for committed writers, editors, readers, and proofreaders. So come on! Make a difference!



Get involved! See the JALT Contacts column in every issue of *The Language Teacher*!

24-29 Aug 08—15th World Congress of Applied Linguistics: *Multilingualism: Challenges and Opportunities*, in Essen. So far, about 950 papers and 130 symposia have been confirmed, and over 2,000 participants are expected. Pre-register as follows: standard, by 30 Jun 08; latecomer, after 30 Jun 08. Applications are currently invited to chair sessions. **Contact:** <www.aila2008.org>

30 Aug-2 Sep 08—Antwerp CALL2008: 13th International CALL Research Conference: *Practice-Based and Practice-Oriented CALL Research*, at U. of Antwerp. **Contact:** <www.ua.ac.be/main.aspx?c=.CALL2008>

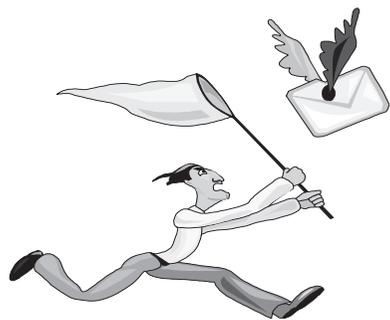
11-13 Sep 08—BAAL 2008: British Association for Applied Linguistics: *Taking the Measure of Applied Linguistics*, at Swansea U., Wales. **Contact:** <www.baal.org.uk/confs.htm>

23-26 Oct 08—NCYU 2008 Second International Conference on Applied Linguistics: *Global and Domestic Perspectives*, at National Chiayi University, Taiwan. **Contact:** <web.ncyu.edu.tw/~chaochih/ncyu2008ical.htm>

29-30 Nov 08—Second Annual Japan Writers Conference, at Nanzan U., Nagoya. **Contact:** <japanwritersconference.org/>

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

EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET
US KNOW...
<JCO@JALT.ORG>

Calls for Papers or Posters

Deadline: 15 Apr 08 (for 17-19 Oct 08)—31st Annual Second Language Research Forum: *Exploring SLA: Perspectives, Positions, and Practices*, at U. of Hawaii, Manoa. **Contact:** <nfrc.hawaii.edu/slrff08/>

Deadline: 25 Apr 08 (for 31 Oct-3 Nov 08)—PAC7 at JALT2008: Seventh Conference of the Pan-Asian Consortium of Language Teaching Societies, held concurrently with the **34th JALT International Conference on Language Teaching and Learning: *Shared Identities: Our Interweaving Threads***, and the **Asian Youth Forum**, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <jalt.org/conference/>. PAC is a series of conferences, publications and research networks, founded in 1994, and motivated by a belief that teachers of English around Asia have much to share and learn from each other. Currently, seven associations of EFL/ESL teachers are members, representing Korea, the Philippines, the Russian Far East, Singapore, Taiwan, Thailand, and Japan. Previous PAC conferences have been held in Bangkok (1997), Seoul (1999), Kitakyushu (2001), Taipei (2002), Vladivostok (2004), and Bangkok (2007). **Contacts:** <www.pac-teach.org/><www.asianyouthforum.org/>

Deadline: 31 May 08 (for 4-7 Dec 08)—Third CLS International Conference (CLaSIC 2008): *Media in Foreign Language Teaching and Learning*, at National U. of Singapore. **Contact:** <www.fas.nus.edu.sg/cls/clasic2008/>

Deadline: 19 Jul 08 (for 8-10 Dec 08)—Inaugural Conference of the Asia-Pacific Rim LSP and Professional Communication Association: *Partnerships in Action: Research, Practice and Training*, at City U. of Hong Kong and Hong Kong Polytechnic U. **Contact:** <www.engl.polyu.edu.hk/lsp/APaLSP08>

For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found in the annual *JALT Information & Directory*.

National Officers

- ▶ **President**—Steve Brown; <prez@jalt.org>
- ▶ **Vice President**—Cynthia Keith; <vp@jalt.org>
- ▶ **Director of Treasury**—Kevin Ryan; <treasury@jalt.org>
- ▶ **Director of Membership**—Ann Mayeda; <membership@jalt.org>
- ▶ **Director of Programs**—Philip McCasland; <programs@jalt.org>
- ▶ **Director of Public Relations**—Sayoko Yamashita; <publicity@jalt.org>
- ▶ **Director of Records**—Donna Tatsuki; <records@jalt.org>
- ▶ **Auditor**—Tadashi Ishida; <auditor@jalt.org>

Advert

Appointed Officers

- ▶ **Business Manager**—Andrew Zitzmann; <business@jalt.org>
- ▶ **Central Office Supervisor**—Junko Fujio; <jco@jalt.org>
- ▶ **Chapter Representative Liaison**—Steve Quasha; <chaprep@jalt.org>
- ▶ **SIG Representative Liaison**—Megumi Kawate-Mierzejewska; <sigrep@jalt.org>
- ▶ **JALT2008 Conference Chairs**—Caroline Latham; <kamadutoo@yahoo.com>; Alan Mackenzie
- ▶ **JALT2008 Programme Chair**—Aleda Krause; <conf-program@jalt.org>
- ▶ **JET Liaison**—Marcos Benevides; <jet-liaison@jalt.org>

Publications Officers

- ▶ **Publications Board Chair**—Kim Bradford-Watts; <pubchair@jalt.org>
- ▶ **JALT Journal Editor**—Steve Cornwell; <jj-editor@jalt-publications.org>
- ▶ **TLT Staff**—See the back of this issue
- ▶ **Conference Proceedings Editor**—Kim Bradford-Watts; <proc_editor@jalt-publications.org>

Chapter Contacts

- ▶ **Akita**—Takeshi Suzuki; t: 018-422-1562; <takeshis@mail.edinet.ne.jp>; <www.edinet.ne.jp/~takeshis/jalt.htm>
- ▶ **Chiba**—Fiona MacGregor; t: 047-555-8827; <fjmacgregor@yahoo.ca>; <jalt.org/groups/Chiba>
- ▶ **East Shikoku**—Lawrie Hunter; <lawrie_hunter@kochi-tech.ac.jp>; <jalt.org/groups/East_Shikoku>
- ▶ **Fukui**—Takako Watanabe; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>; <jalt.org/groups/Fukui>
- ▶ **Fukuoka**—Jack Brajcich; <brajcich@fukujo.ac.jp>; <jalt.org/groups/Fukuoka>
- ▶ **Gifu**—John Gunning; <kinkajapanmtb@yahoo.com>; <jalt.org/groups/Gifu>
- ▶ **Gunma**—Michele Steele; <psisnowar@ybb.ne.jp>; <www.harahara.net/JALT/>
- ▶ **Hamamatsu**—Greg O'Dowd; <gvg75@hotmail.com>; Gregg McNabb; <mcnabb@ns.sist.ac.jp>; <hamamatsujalt.org>
- ▶ **Himeji**—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>; <www.geocities.com/yamataro670/Himeji-JALT.htm>
- ▶ **Hiroshima**—Caroline Lloyd; t: 082-228-2269; <cajan3@yahoo.co.uk>; <hiroshimajalt.org/>
- ▶ **Hokkaido**—Ken Hartmann; t/f: 011-584-7588; <office@jalthokkaido.net>; <www.jalthokkaido.net>
- ▶ **Ibaraki**—Dan Waldhoff; <dwardhoff@gmail.com>; <www.kasei.ac.jp/JALT/>
- ▶ **Iwate**—Mary Burkitt; t/f: 019-663-3132; <iwatejalt@hotmail.com>; <jalt.org/groups/Iwate>
- ▶ **Kagoshima**—Takako Matoba; t: 099-216-8800; f: 099-216-8801; <prez@jalt-kagoshima.org>; <www.jalt-kagoshima.org>
- ▶ **Kitakyushu**—L. Dennis Woolbright; t: 093-583-9997 (h); t/f: 093-583-5526(w); <woolbright@seinan-jo.ac.jp>; <www.jalt.org/chapters/kj/>
- ▶ **Kobe**—David Heywood; heywood@smile.ocn.ne.jp; kobejalt.bravehost.com/
- ▶ **Kyoto**—Heidi Evans; <publicity@kyotojalt.org>; <www.kyotojalt.org>

- ▶ **Matsuyama**—Kiyoshi Shioiri;
<kshioiri@shinonome.ac.jp>;
<MatsuyamaJALT.50megs.com/>
- ▶ **Miyazaki**—Paul Hullah; 0985-58-7449 (w);
<hullah@cc.miyazaki-u.ac.jp>;
<allagash.miyazaki-mu.ac.jp/MiyaJALT/>
- ▶ **Nagasaki**—Melodie Cook;
<m.cook@sun.ac.jp>;
<jalt.org/groups/Nagasaki>
- ▶ **Nagoya**—Katsumi Ito; t: 070-5642-3339;
f: 0569-34-2489; <itokatsumi@h5.dion.ne.jp>;
<jaltnagoya.homestead.com>
- ▶ **Nara**—Steven Nishida;
<steven.nishida@gmail.com>; t/f 0742-51-1702;
<groups.yahoo.com/group/Nara_JALT/>
- ▶ **Okayama**—Shirley Leane; <okayamashirley@gmail.com>; <jalt.org/groups/Okayama>
- ▶ **Okinawa**—Caroline Latham;
t: 090-1945-5224 <kamadutoo@yahoo.com>;
<www.okinawateacher.com>
- ▶ **Omiya**—Ruth Kambartel;
<rkambart@mail.saitama-u.ac.jp>;
<jalt.org/chapters/omiya/>
- ▶ **Osaka**—Robert Sanderson; <sanderson808@gol.com>; <www.osakajalt.org>
- ▶ **Sendai**—John Wiltshier; <johnw@myu.ac.jp>;
<jaltsendai.terapad.com>
- ▶ **Shinshu**—Fred Carruth; t: 0263-36-3356;
<fredcarruth@hotmail.com>; Mary Aruga;
t: 0266-27-3894; <mmaruga@aol.com>;
<jalt.org/groups/Shinshu>
- ▶ **Shizuoka**—Masahiko Goshi;
<goshimms@ybb.ne.jp>;
<jalt.org/groups/Shizuoka>
- ▶ **Tokyo**—Stan Pederson; <spjalt@yahoo.com>;
<www.jalt.org/groups/tokyo>
- ▶ **Toyohashi**—Simon Sanada; t: 0532-46-6299;
<sanada@vega.aichi-u.ac.jp>;
<www.kokusai.aichi-edu.ac.jp/jalttoyohashi/entry.html>
- ▶ **West Tokyo**—Alan Stoke; <ams-tut@gol.com>;
<www.geocities.com/jaltwesttokyo>
- ▶ **Yamagata**—Fumio Sugawara; t/f: 0238-85-2468;
<chricofu@sgic.jp>;
<jalt.org/groups/Yamagata>
- ▶ **Yokohama**—Renata Suzuki; t: 045-759-4136;
<renate@zaa.att.ne.jp>;
<jalt.org/groups/Yokohama>

SIG Contacts

- ▶ **Bilingualism**—Bernadette Luyckx;
t: 046-872-3416; <luyckx@cool.email.ne.jp>;
<www.bsig.org>
- ▶ **College and University Educators**—Matthew Apple; 0774-65-7070 (w);
<matthewtapple@mac.com>; <jaltcue-sig.org/>
- ▶ **Computer-Assisted Language Learning**—Paul Daniels (Coordinator); <sig-coordinator@jaltcall.org>; Journal editorial team <sig-newsletter@jaltcall.org>; <jaltcall.org>
- ▶ **Extensive Reading (forming)**—Daniel Stewart;
<daniel_stewart@mac.com>
- ▶ **Gender Awareness in Language Education**—Salem Hicks; <salemhicks2@yahoo.com>;
<www.tokyoprogressive.org.uk/gale/>
- ▶ **Global Issues in Language Education**—Kip Cates; t/f: 0857-31-5148 (w);
<kcates@rstu.jp>; <www.gilesig.org>
- ▶ **Japanese as a Second Language**—Hiroko Sato;
t: 0475-23-8501; <hirokosato36@ybb.ne.jp>;
<jalt.org/groups/JSL>
- ▶ **Junior and Senior High School**—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>; <www.juniorseniorhighsig.org>
- ▶ **Learner Development**—Hugh Nicoll;
<hnicoll@gmail.com>; <ld-sig.org/>
- ▶ **Lifelong Language Learning**—Eric Skier;
<skier@ps.toyaku.ac.jp>;
<www.eigosenmon.com/llsig/>
- ▶ **Materials Writers**—Jim Smiley;
t: 022-233-3268; <mw@jalt.org>;
<uk.geocities.com/materialwritersig/>
- ▶ **Other Language Educators**—Rudolf Reinelt;
t/f: 089-927-6293(h); t/f: 089-927-9359(w);
<reinelt@iec.ehime-u.ac.jp>
- ▶ **PALE**—Robert Aspinall;
<aspinall@biwako.shiga-u.ac.jp>;
<www.debito.org/PALE/>
- ▶ **Pragmatics**—Megumi Kawate-Mierzejewska;
<mierze@tuj.ac.jp>;
<groups.yahoo.com/group/jaltpragsig>
- ▶ **Study Abroad (forming)**—Todd Thorpe;
<toddthorpe@hotmail.com>
- ▶ **Teacher Education**—Paul Beaufait;
<pab@pu-kumamoto.ac.jp>
- ▶ **Teaching Children**—Naoko McLellan;
<popriipop@hotmail.com>;
<tcsig.jalt.org>
- ▶ **Testing and Evaluation**—Jeff Hubbell;
<01jhubbell@jcom.home.ne.jp>;
<www.jalt.org/test>

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

Deadline: 15th of the month, 1st / 2 months prior to publication. Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

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

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

支部イベント: 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日、2ヶ月前までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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

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

Editorial Staff

- ▶ **JALT Publications Board Chair**
Kim Bradford-Watts
pubchair@jalt-publications.org
- ▶ **Editors**
Ted O'Neill
tlt-editor@jalt-publications.org
Theron Muller
tlt-editor@jalt-publications.org
- ▶ **Associate Editor**
Jerry Talandis
tlt-editor2@jalt-publications.org
- ▶ **Japanese-Language Editor**
高橋幸子 (*Sachiko Takahashi*)
tlt-editorj@jalt-publications.org
- ▶ **Japanese-Language Assoc. Editor**
稲森美穂子 (*Mihoko Inamori*)
tlt-editorj2@jalt-publications.org
- ▶ **Assistant Editors**
Aleda Krause
Paul Lewis
tlt-assist@jalt-publications.org
- ▶ **TLT Online Editor**
Salem Hicks
webadmin@jalt-publications.org
- ▶ **Contributing Editors**
Robert Long
Amanda O'Brien
Scott Gardner

Resources Editors

- ▶ **My Share**
Jerry Talandis
my-share@jalt-publications.org
- ▶ **Book Reviews**
Robert Taferner
reviews@jalt-publications.org
- ▶ **Publishers' Review Copies Liaison**
Scott Gardner
pub-review@jalt-publications.org
Okayama University, Faculty of Education,
3-1-1 Tsushima-naka, Okayama 700-8530
- ▶ **TLT Wired**
Paul Daniels & Malcolm Swanson
tlt-wired@jalt-publications.org

JALT Focus Editors

- ▶ **JALT Focus Editor**
Joseph Sheehan
jalt-focus@jalt-publications.org
- ▶ **JALT News Liaison**
Donna Tatsuki
jalt-news@jalt-publications.org

- ▶ **Member's Profile & Showcase**
Damian Rivers
memprofile@jalt-publications.org
- ▶ **Grassroots**
Joyce Cunningham
Mariko Miyao
grassroots@jalt-publications.org
t: 029-228-8455; f: 029-228-8199
- ▶ **Outreach**
David McMurray
outreach@jalt-publications.org

Regular Column Editors

- ▶ **SIG News**
James Hobbs
sig-news@jalt-publications.org
- ▶ **Chapter Events**
Aleda Krause
chap-events@jalt-publications.org
- ▶ **Chapter Reports**
Heather Sparrow
chap-reports@jalt-publications.org
- ▶ **Job Information Center**
James McCrostie
job-info@jalt-publications.org
- ▶ **Conference Calendar**
Alan Stoke
conferences@jalt-publications.org
- ▶ **Old Grammarians**
Scott Gardner
old-grammarians@jalt-publications.org

Production

- ▶ **Proofreading Team Leader**
Paul Lewis (see Assistant Editor)
- ▶ **Proofreaders**
Greg Rouault, Marcos Benevides, Myles Grogan, Mark De Boer, Ben Shearon, RJ Frampton, Ben Lehtinen, David Stephan, Junko Izawa, Shari Young, David Ockert, Troy Miller, Joseph Sheehan, Torkil Christensen, Hiroko Lewis
- ▶ 和文要旨作成協力者
(Japanese abstracts)
阿部恵美佳 (Emika Abe)
伊藤勝己 (Katsumi Ito)
迫和子 (Kazuko Sako)
宮尾真理子 (Mariko Miyao)
- ▶ **Design & Layout**
Pukeko Graphics
graphics@pukeko.ws; www.pukeko.ws
t/f: 093-962-8430
- ▶ **Printing**
Koshinsha Co., Ltd., Osaka

Editorial Advisory Board

- Michael Carroll* – Momoyama Gakuin University
- Torkil Christensen* – Hokusei University Junior College
- Steve Cornwell* – Osaka Jogakuin College
- Michael Furmanovsky* – Ryukoku University
- Scott Gardner* – Okayama University
- Chiaki Iwai* – Hiroshima City University
- Masaki Kobayashi* – Kanda University of International Studies
- Robert Long* – Kyushu Institute of Technology
- Laura MacGregor* – Gakushuin University
- Bern Mulvey* – Fukui National University
- Tim Murphey* – Dokkyo University
- Yoko Nakano* – University of Kochi
- Jonathan Picken* – Tsuda College
- Stephen Ryan* – Eichi – Sapientia University
- Lorraine Sorrell* – Macquarie University
- Toshiyuki Takagaki* – Onomichi University
- Deryn Verity* – Osaka Jogakuin College
- Christopher Weaver* – Toyo University
- Fukiko Yoshida* – Rikkyo University
- Asako Yoshitomi* – Tokyo University of Foreign Studies

Additional Readers

- Lyle Allison, Wade Carlton, David Dycus, Heidi Evans Nachi, Naomi Fujishima, Fujiro Fukushima, Timothy Gutierrez, Kent Hill, James Hobbs, David Hufford, Yoko Ichiyama, Paul Joyce, Masataka Kizuka, Aleda Krause, Caroline Latham, Shirley Leane, Wilma Luth, Steve McGuire, Chieko Miyayama, Tony Mullen, Theron Muller, Andrew Obermeier, Martha Robertson, Andrea Simon-Maeda, Eric Skier, Bernie Susser, York Weatherford*

Peer Support Group

- ▶ **Coordinator**
Torkil Christensen
peergroup@jalt-publications.org
- ▶ **Members**
Paul Beaufait, Torkil Christensen, Loran Edwards, Mark Hamilton, Katsumi Ito, Wilma Luth, Steve McGuire, Theron Muller

JALT Central Office

- Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
t: 03-3837-1630; f: 03-3837-1631
jco@jalt.org

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。パイリンガリズム、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.

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

JALT事務局: 〒110-0016東京都台東区台東1-37-9
アーバンエッジビル 5F

t: 03-3837-1630; f: 03-3837-1631; <jco@jalt.org>

Old Grammarians...

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

Cerebrate good times, c'mon



SOMETIMES SUFFER from excessive mentation when it comes to word usage. Take the word *mentation*, for example. The *Oxford English Dictionary* hints that this word may have come into being not much sooner than 1850, for its earliest evidence is from

Charles Kingsley's political novel *Alton Locke*: "The cerebation of each is the prophetic sacrament of the yet undeveloped possibilities of his mentation." In the next paragraph, the boy Alton swoons, "It sounds very grand...." And so it does. The *OED* should know better, though, than to define one dubious English coinage—*mentation*—by using another one—*cerebration*. The omphaloscrotinizers (navel-gazers) who spend their time making up these thinking words are using their brains far too much.

Kingsley didn't invent *mentation*, so we can't blame him. I wonder who it was, therefore, who decided that *thinking* alone was not adequate enough an activity for the mind to engage in, and that there had to be another concept (or at least another word) to describe something better, larger, or more exact, than thinking. I imagine some 19th century philosopher, hiding in his study from his wife and the wretched neighbors she's invited over for tea, shouting down the hall in defense of his brooding behavior: "I'm not thinking; I'm...I'm...mentating!" Some of his followers probably latched onto the word and came to define it as their mentor's signature step toward transcendental enlightenment, nirvanic dissolution, or some humanly unachievable combination of the two.

When I was in college one of the (many) academic words that kept tripping me up was *obtain*. This may seem like a simple enough word, but my professors kept using it *intransitively*. They always said things like, "Looking at this

text from a femino-Marxist perspective, it becomes clear that the author is showing how only perpetual repression of the marginalized obtains from the maintenance of a center-determined reality." I was always waiting for the rest of the sentence—"...obtains *what!*?"—but it never came. I've always nurtured a hope in my mind that someday I'd meet one of my old professors on the street (some of whom were vigorously seeking tenure back when they were teaching me) and have a chance to baffle them with the enigmatic question, "So, did you ever *obtain*?"

Another word that was a particular favorite of one professor was *anathema*. She made it clear in class that students who failed to use or pronounce *anathema* correctly were *anathema* to her. And admittedly the first few times I heard her say the word I thought she was talking about a respiratory disorder. Studying for her class was a pure exercise in joylessness. Once while we were in a study group preparing for her test, a bug flew in the window and landed on one student's sleeve. When she panicked and said, "What is that?" I said, "It looks like an *athema* to me," and nobody laughed. (Well, I thought it was pretty funny at the time.) Fortunately, though, I did manage to study hard enough in that class to *obtain* at the end of the semester. (Am I still using that word wrong?)

As much as I complain about the ostentatious verbosity of some academics, it should be obvious to readers that many of my "humor column" installments use inflated vocabulary with an aim to confuse, convolute, obfuscate, buffalo, etc. The *TLT* layout people hate me, because they're never sure where to hyphenate. I don't blame them, really. If I were a serious scholar I'd be consecrating my ratiocinatory faculties to more utile endeavors. I spent 25 minutes just composing that last sentence. High time now to put aside the mentation in favor of a little fermentation.

Video news casting in English: Using video to promote English communications

Thom W. Rawson, Nagasaki Commercial Senior High School

Appendix A: Video news casting signup sheet

#	Name	Team Title	Role
3	Student A	Late Night News - A special report on crime	Anchor
7	Student B		Caster
12	Student C		Victim
16	Student D		Witness

Appendix B: Assignment overview/script template

Directions:

1. Write a script for a NEWS PROGRAM on this paper. Tell about the NEWS:
 - a. What are TODAY'S HEADLINES?
 - b. How about SPORTS?
 - c. How about WEATHER?
 - d. How about SPECIAL REPORTS?
2. The news program should be YOUR OWN IDEAS. The news can be just for fun. Try watching the NHK news program for an idea.
3. PRESENT the news to the class as a video. Each group member MUST say at least 1 sentence during the news program and each group member MUST be in the video. You MUST memorize the script on screen (no reading!!!) You can show pictures or other video clips. You can help your teacher with the editing.
4. You must choose your team and news content by the end of class TODAY. Please sign up with the teacher before the end of class!

News Program Title: Super-Genki News

No.	Name	Role
97	Student A	Anchor, headline news
98	Student B	Weather report, storm watch
99	Student C	Sports report

News Program Script

Person: Speaking part

- A:** Good Evening and Welcome to "SUPER-GENKI NEWS". Tonight's headlines are...
- A:** And now over to Ms. C for our sports report. Ms. C?
- C:** Thank you, Mr. A. Today in sports we had a very exciting day. Nagasaki XX High School held their sports festival and the winner was....
- C:** And that's all for sports. Back to you Mr. A.
- A:** Thanks, Ms. C. Boy, those players really tried hard, I think. Next we will have a weather update with Mr. B. B?
- B:** Thanks, Mr. A. Typhoon number 347 will make landfall in Nagasaki City. One citizen has reported that...
(continue script here)

Appendix D: Storyboard template

NEWSCAST TITLE: _____

STORYBOARD

Draw a comic strip of your news program. Include some dialogue from your script.

1.	2.
3.	4.
5.	6.
7.	8.

9.	10.
11.	12.
13.	14.
15.	16.

Appendix E: Video camera scheduling

Camera Signup Sheet – Please bring camera back BEFORE the end of your time slot!

Three slot schedule:

05-20min		20-35min		35-50min	
Camera 1	Camera 2	Camera 1	Camera 2	Camera 1	Camera 2
Team A	Team B	Team C	Team D	Team E	Team F

Four slot schedule:

05-15min		15-25min		25-35min		35-45min	
Camera 1	Camera 2						
Team A	Team B	Team C	Team A	Team B	Team C	Team A	Team B

Appendix F: Pre-filming checklist

NEWSCAST TITLE: _____

PRE-FILM CHECKLIST

Plan out your filming. Answer the questions below. Make sure you are ready to film.

Directions:

- Think about your SET. Where will you film the video?
 - Think about your PROPS. What will you use to enhance your news program?
 - Think about your SCRIPT. Does it need any changes for the video?
 - Think about your SPECIAL EFFECTS. What makes your video unique?
 - This project is DUE by xxxxxxxx.
-
1. Check your script. Does it need changing? Make some changes if you must. The final script must be handed in during the video presentation.

 2. Check your storyboard. You can use your storyboard to help you decide the **FILMING ANGLES**.

 3. Decide the **PROPS and COSTUMES** you will use. If you have to, design and make them yourself. Write the details of what you will make and what you will use here.

 4. Decide the **LOCATION** for your filming. Write it down here.

 5. Practice your news program to get it right during filming. You **MUST** memorize your script on-camera. You may not read from a paper.

 6. **FILM YOUR VIDEO WHEN YOU ARE READY!** Ask to use a video camera and make the video yourself! Remember that **each team member MUST be in the video!** Work with the teacher to make edits when you are finished filming.

YouTube.com video reviews

Patrick Foss, Kwansai Gakuin University

Appendix: Sample model review handout

The following is a way of introducing review writing to low-intermediate university students in a writing class with a focus on essays. There are many ways, of course, of writing reviews and essays; it will likely be necessary to adapt this example to suit the requirements of your particular class.

How to Write a Review

Today, you will watch a short movie on the following site: <youtube.com>. This site is now very famous around the world. On this site, people post short videos that they have made or found on the Internet. You need to watch one video and write a short review of it. Your review should be 4 paragraphs. It should be written like this:

Introduction:

- Provide basic information about the movie you saw. You should include the title of the movie (underlined), the name of the person who made the movie, and the genre (comedy, animation, sf, etc.).
- You should also post the link to the movie.
- Don't forget to include a thesis statement. Remember, your thesis statement is your central idea, so this should probably be your opinion of the movie. Is it a good movie or a bad one?

Body:

- You should have two paragraphs in the body:
- The first paragraph should be a summary of what the movie is about. Tell us about the story and the characters. DON'T tell us everything! Just tell us the most important points.
- The second paragraph should be your analysis of the movie. If you think the movie is good, why do you think so? If you think the movie is bad, why do you think so?

Conclusion:

- Restate your main points.
- For your final thought, would you recommend this movie to others?

Model review

Have you ever seen a kiwi? A kiwi is an unusual looking bird that cannot fly. Kiwi is also the name of a short movie on YouTube. It can be found at <youtube.com/watch?v=sdUUx5FdySs>. It is a cartoon made by Dony Permedi. The story of Kiwi is beautiful, and the cartoon is very well done. Kiwi is a great movie.

Kiwi is a beautiful story about a kiwi that finds a way to fly. First, the kiwi pulls many trees up a cliff with a rope. Then it nails the trees to the side of the cliff with a hammer. Finally, the kiwi puts on a pilot's hat and jumps off the cliff. Because of all of the trees attached to the cliff, it seems like the kiwi is flying over the ground. It is so happy it starts to cry. However, what will happen to the kiwi at the end of its flight?

This cartoon is very well done. The computer-generated graphics look very professional. The kiwi in particular is terrific. Its emotions of excitement and happiness are easy to understand. While watching the movie, I felt that the bird was real, and I wanted it to succeed. Another good point about the cartoon is the music. It fits the animation and the story perfectly. Finally, the ending of the movie is just right.

In conclusion, Kiwi is a wonderful movie. The story touched me, and I was impressed by its professional quality. After I saw this cartoon, I wanted to see it again. I recommend this cartoon to everyone.

Miss Manners says, mind your topic sentence!

Ian Willey, Kagawa University

Appendix: An actual Miss Manners advice column

“That’s Why the Lady is a Tramp”

November 9, 2005

Copyright © 2005 by Judith Martin. Distributed by United Feature Syndicate, Inc. Reprinted with permission.

Dear Miss Manners:

Help. After bestowing much diamond jewelry on a woman for five years and being engaged for the last year of that five, she broke up with me.

I have money, so it’s not about money. Philosophically and morally I am convinced that I should get the jewelry back. It does not seem right for a woman to break up with a man she claims she did not love but wants to keep jewelry that represents a promise of allegiance. It was given with the intent of a lifetime relationship culminating in marriage. She finally told me she never really loved me. Am I wrong to want these tokens of romance back?

Miss Manners’ response:

As it is too late to tell you, a lady does not accept expensive jewelry from a gentleman who is not her husband. And as you are about to find out, someone who is not a lady does not give it back. The exception is an engagement ring, which by definition is given by a not-yet-husband, and which is recognized, even legally, to be a pledge of troth to be returned if the pledge is not fulfilled for any reason. She should certainly give that back. In fact, she should regard all the jewelry as philosophically as you do, and rid herself of reminders of a mistaken romance. Miss Manners suggests you not hold your breath waiting for this to happen, however.

From reading to humming

Azzeddine Bencherab, University of Saida, Algeria

Appendix A: Sample song

Key to illustrations: old, table, knee, you, for, to see, soon, girl, before, go, bed, to, seal, envelope, stamp, hand, eye, box, auto, bee, to, go

The song lyrics, in their entirety:

Letter to Heaven, by Dolly Parton

An old man was sitting at his table one day,
writing a letter to pass time away.
His little grand-daughter climbed upon his knee, said:
Won't you please write a letter for me?
Oh! What will I say in this letter, I pray?
Tell mummy I miss her since she went away,
and I'm coming to see her real soon, I hope.
He choked back a big lump that rose in his throat.
Tell mummy I love her, the little girl said,
and I pray every evening before I go to bed
that God up in Heaven will answer my prayer
and take me to live with my mummy up there.
He sealed it and wrote on that big envelope:
To God up in Heaven, you'll get this I hope.
He stamped it and handed it to her to mail.
Her big eyes were shining, her little face pale.
She was crossing the street to the box all the way.
When she stepped out, never looked either way.
A big auto hit her and sped away fast.
The little girl perhaps had been answered at last.
The postman was passing, picked up the note,
addressed to the Master, these words he spoke:
Straight up in to Heaven! This letter did go
she's happy with her mummy, I know.

A LETTER TO HEAVEN

An  man was sitting at his  one day, writing a letter to pass time away. His little grand-daughter climbed upon his  'said :- “ Won't **U** please write a letter **4** me ?”

- “ Oh ! What will I say in this letter, I pray ?”

- “ Tell mummy I miss her since she went away, and I'm coming **2C** her real  **4** I hope.”

He choked back a big lump that rose in his throat.

- “ Tell mummy I love her,” The little  said and I pray every evening **B4** I  **at**

to  that god up in Heaven will answer my prayer and take me **2** live with my mummy up

there. “ He  +ed it and wrote on that big  : to God up in Heaven, you'll get this I hope.

He  ed it and  +ed it to her to mail. Her big  s were shining, her little face pale.

She was crossing the street to the  all the way, when she stepped out, never looked

either way. A big  **mobile** hit her and sped away fast. The little girl perhaps had  +n answered at last.

The postman was passing, picked up the note, addressed to the Master, these words he spoke : “

Straight up in **2** Heaven this letter did  **at** ; she's happy up there with her mummy, I know.”

Appendix B: Sample songs

Song	Singer	Theme (s)	Language forms/points
Sad Lisa	Cat Stevens	Affection/ friendship...	Expression deduction/ probability (must be...)
Father and Son	Cat Stevens	Expressing regrets/ gen- eration gap	Should- if I were
I used to	Dolly Parton	Narrating past events/ expressing regrets/ nos- talgia	Narrating past events; Used to + verb infinitive
Subcity	Tracy Chapman	Poverty/ misery/ life hardships	Eliciting opinion/ Stating facts
Without You	Mariah Carey	Sadness/ sorrow	Expressing regrets/ making hypotheses/ modals
I will always Love you	Whitney Houston	Fidelity/ affection	Making suppositions/ promises
In the Ghetto	Elvis Presley	Racism/ delinquency	Present simple tense
Where Have all the Flowers Gone	Bob Dylan	Impact of wars	Present perfect tense/ will; formulating 'wh' questions

Recent songs and singers may be accessed at: www.songs.com or www.lyrics.com

Culture cards

David Chapman, Japan Women's University Jr. High School and Obirin University

Appendix A: Sample culture cards

Please go to page 4 of this pdf file.

Appendix B: Culture card resource questions

What is it? Be specific.

- A food: a Japanese food, a western food, a Chinese food, a Thai food
- An animal: a wild animal, a domesticated animal, a scary animal, a cute animal
- A place: Where is it? Your country? In another country? Is the place famous or popular?
- A person: Is he or she famous? Why? Is it a man/woman? What is his/her job?
- A festival: It's a festival held in _____.

What is it made from? What is it about?

- Food: Ingredients- it is a Chinese dish made from Tofu. It is a drink made from beans.
- Things: It is a machine made from plastic. Is it a house made from candy.

Where does it live or come from?

- Animals: It lives in Indonesia.
- Foods: It's a food from China, It's a Japanese dish, It's a French dish.
- Stories: It's a story from India, It's a book from Russia.

What does it look like? How big is it?

How much does it weigh?

- It is ___ centimeters tall. It is ___ meters tall.
- It is ___ centimeters long. It is ___ meters long.
- Colors: It's blue, It's shiny.
- Size: It's bigger than a _____, It's smaller than a _____.
- It weighs about _____ grams, kilograms.
- Shapes: It's round, it's square.

How is it used?

- You spray it on your arms and legs.
- You hold it in your hand(s).
- You sit on it and pedal it.

When do you use/eat/see/read/go to it?

- Seasons: Summer, winter, spring, fall
- Holidays: Christmas, New Years, Children's Day, Tanabata
- Months: January, February, March, April, May, etc
- Days: Sunday, Monday, Tuesday, Wednesday
- How often? Every day, every week, every year, once a week, once a month, once a year
- What time? Morning, daytime, evening, nighttime, after dark?

Why do you use/see/read/go to it?

- It helps us to...
- We use it to...
- We go there to/for...
- We celebrate ...

What does it feel like?

- It's smooth, it's soft, it's hard, it's fuzzy, it's crunchy

Compare it to something

- It's bigger than...
- It's the biggest, heaviest, smallest, largest...

How do you/we feel about it?

- It is something that I like.
- It is something that many Japanese people like/don't like.
- It is something scary to most people.

Appendix C: Culture card worksheet

Name: _____

Culture Card Worksheet

Steps to describing things:

What is it? It's a dog.

What does it look like? (Be specific: 具体的に身長や大きさを書きましょう). It's about 60 cm tall. It's big/it's small is too general.

More specific details. It's fuzzy and has a curly tail.

Final hint. It's from Japan.

Answer: A Shiba-ken.

Now you make your own.

1. _____
2. _____
3. _____
4. _____

Answer: _____

1. _____
2. _____
3. _____
4. _____

Answer: _____

1. _____
2. _____
3. _____
4. _____

Answer: _____

1. _____
2. _____
3. _____
4. _____

Answer: _____

1. _____

2. _____

3. _____

4. _____

Answer: _____

1. _____

2. _____

3. _____

4. _____

Answer: _____

1. _____

2. _____

3. _____

4. _____

Answer: _____

1. _____

2. _____

3. _____

4. _____

Answer: _____

1. _____

2. _____

3. _____

4. _____

Answer: _____

1. It's a popular food.
2. It's made from beans.
3. It's either silken or cotton.
4. It can be eaten either raw or cooked.

Answer: tofu

1/128

1. It's a popular sport.
2. It's can be done inside or outside.
3. It's a traditional Japanese sport.
4. It's an Olympic sport.

Answer: judo

2/128

1. It's a sport played in many countries.
2. It's played with feet and a ball.
3. Only one player per team can use their hands.

Answer: soccer/football

3/128

1. It's a Japanese snack food.
2. It's made from flour, fish and ginger.
3. It's eaten hot.
4. It's looks like a ball.

Answer: takoyaki

4/128

1. It's a black or brown drink.
2. It's bitter without sugar.
3. People drink it hot or cold.
4. It's usually sold in a can or cup.

Answer: coffee

5/128

1. It's a Japanese food.
2. It's made from beans.
3. It smells strong.
4. It's very sticky.

Answer: natto

6/128

1. It's a yellow fruit.
2. You have to peel it to eat it.
3. You don't need a knife to eat it.
4. Monkeys like it a lot.

Answer: a banana

7/128

1. It's a Japanese food.
2. People eat it with ginger.
3. It's served raw.
4. Sometimes it has vinegar.

Answer: sushi

8/128

1. It's traditional Japanese sport.
2. It uses a straw circle.
3. It's not a team sport.
4. Big men wearing few clothes.

Answer: sumo

9/128

1. It is a big machine.
2. It carries many people.
3. It travels very fast.
4. It stops at stations.

Answer: a train

10/128

1. It's a Japanese sport.
2. People of all ages do it.
3. You use armor & bamboo swords.
4. It's a very noisy sport.

Answer: kendo

11/128

1. It's a musical instrument.
2. It's heavier than a person.
3. It has black and white keys.
4. You usually sit down to play it.

Answer: a piano

12/128

1. It's a popular Japanese food.
2. It comes in many different flavors.
3. It's has a soup and noodles.
4. It can be instant or cooked.

Answer: ramen

13/128

1. It's a popular team sport.
2. It's played indoors or out doors.
3. You have to run a lot to play it.
4. It's popular in P.E. class.

Answer: basketball

14/128

1. It's a very large country.
2. It has fifty states.
3. It's flag is the "Stars and Stripes."
4. It has a president.

Answer: The USA

15/128

1. It's an island nation.
2. It's has a king and queen.
3. It's flag is the "Union Jack".
4. It's in Europe.

Answer: The United Kingdom

16/128

1. Most families in Japan have one.
2. You can see many things on it.
3. It can be color or black and white.
4. Many people watch it for many hours.

Answer: a television 17/128

1. It's a popular Japanese food.
2. It usually has onions and eggs.
3. It fills you up quickly.
4. It's name means parent and child.

Answer: oyakodonburi 18/128

1. It's a small red fruit.
2. It's often used on cakes.
3. It's a popular ice cream flavor.
4. One, five in Japanese.

Answer: strawberries 19/128

1. It's a small red fruit.
2. It's usually comes in pairs.
3. It can be sweet or sour.
4. It has one large seed in the middle.

Answer: cherries 20/128

1. It's a windsock.
2. It comes in many colors and sizes.
3. It looks like a fish.
4. It's flown for Children's day in Japan.

Answer: koinobori 21/128

1. It's a Japanese monster.
2. It can fly.
3. It wears geta.
4. It has a long nose.

Answer: a tengu 22/128

1. It's a popular sport.
2. It's played indoors or out doors.
3. You can play singles or doubles.
4. Players use a racquet and ball.

Answer: tennis 23/128

1. It's a Japanese monster.
2. It has sharp teeth.
3. It often carries a club.
4. It usually has horns on it's head.

Answer: an oni 24/128

1. It's a popular Japanese food.
2. It's fun to eat at home.
3. You make it by hand.
4. It uses vinegar, rice and seaweed.

Answer: temakizushi 25/128

1. It's an animal in the ocean.
2. It eats crab, shrimp & shellfish.
3. It's very smart.
4. It has eight legs.

Answer: an octopus 26/128

1. We use it to learn many things.
2. Many families have at least one.
3. It comes in many styles and colors.
4. Some are really big and heavy.

Answer: a dictionary 27/128

1. She's an American singer.
2. She's also an actress.
3. She's young and beautiful.
4. She's in 'Shall We Dance'.

Answer: Jennifer Lopez 28/128

1. It's very popular in Japan.
2. It can carry many things.
3. There are many kinds, but they all do the same thing.
4. It an important tool for students.

Answer: a pencil case 29/128

1. It summer it feels very good.
2. It can be dangerous if there is too much.
3. It comes from clouds.
4. It's water falling from the sky.

Answer: rain 30/128

1. It's a popular Japanese food.
2. It's made from noodles.
3. It often has seaweed.
4. It also usually has red ginger.

Answer: yakisoba 31/128

1. It's a place in Japan.
2. Everyone becomes happy there.
3. You need about 5000 yen to enter.
4. You can meet many famous characters there.

Answer: Tokyo Disneyland 32/128

1. It's a Japanese monster.
2. It often looks like a woman.
3. It has a face like an egg.
4. It's face is smooth.

Answer: a nopperabo

33/128

1. It's an animal.
2. They can walk on two legs.
3. Nikko is famous for them.
4. In Japan they like hot springs (温泉).

Answer: monkeys

34/128

1. It's a food made from pork.
2. It's very crunchy.
3. It's made with bread crumbs.
4. It's deep-fried.

Answer: tonkatsu

35/128

1. It's a Japanese monster.
2. It's about the size of a child.
3. It has a dish on its head.
4. It loves cucumbers and sumo.

Answer: a kappa

36/128

1. They often stand by the road.
2. They are usually made from stone.
3. Many people give them gifts.
4. They usually wear a red bib.

Answer: O-Jizo-San

37/128

1. They are a group from the U.K.
2. They fired their first drummer.
3. You may have sung their songs in English class.
4. Two members are still alive.

Answer: the Beatles

38/128

1. He's a famous child.
2. He can fly.
3. He wears green clothes.
4. He lives in Neverland.

Answer: Peter Pan

39/128

1. It's a popular sport.
2. It's played inside or outside.
3. Players use a racquet and a birdie.
4. It's a popular club sport.

Answer: badminton

40/128

1. Japan is famous for them.
2. You take off your clothes to get in.
3. They are good for your health.
4. They are very hot.

Answer: onsen

41/128

1. It's a robot.
2. It helps a Japanese boy.
3. It has a pocket.
4. It lives with Nobita.

Answer: Doraemon

42/128

1. It lives in the forest.
2. It's about 2-3 meters tall.
3. It sometimes rides a cat bus.
4. His friends are Mei and Satsuki.

Answer: Totoro

43/128

1. It's a big city in Japan.
2. It's the second largest by population.
3. It's in the Kanto region.
4. It's very close to Kawasaki.

Answer: Yokohama

44/128

1. It's a popular Japanese drink.
2. Some people put sugar in it.
3. Shizuoka is famous for it.
4. It has many vitamins in it.

Answer: green tea

45/128

1. They are a five member group.
2. They are very popular.
3. They sometimes cook on TV.
4. One of their songs is about Celery.

Answer: SMAP

46/128

1. It's a popular Japanese food.
2. It's made from noodles.
3. It often has seaweed.
4. It also usually has red ginger.

Answer: yakisoba

47/128

1. It's a cat.
2. It waves to people.
3. It asks people to come to a shop.
4. It is often white, but some are black.

Answer: a maneki neko

48/128

1. She's a character from a book.
2. Goes to a private school.
3. She's from the United Kingdom.
4. Her parents are dentists.

Answer: Hermione Granger 49/128

1. It's an animal in the ocean
2. It's shaped like a tube.
3. It can change colors quickly.
4. It has ten legs.

Answer: a squid 50/128

1. It's a Broadway musical.
2. It's about a ghost.
3. He wears a mask.
4. He lives in an opera house.

Answer: The Phantom of the Opera 51/128

1. It's a TV program.
2. People watch people cook.
3. People choose their favorite dish.
4. You see Mr. Sekiguchi & Mr. Miyake.

Answer: Dochi-no-ryori-sho 52/128

1. It's a Japanese food.
2. It's round.
3. You eat it with a brown sauce.
4. There are two main styles: Hiroshima and Osaka.

Answer: okonomiyaki 53/128

1. It's a tall building.
2. It's in Yokohama.
3. It has many clothing stores and restaurants.
4. The Royal Park Hotel is in it.

Answer: Landmark Tower 54/128

1. It's a movie.
2. It's not a new movie.
3. It's about an alien and his friends.
4. Steven Spielberg directed it.

Answer: E.T. 55/128

1. It's a Japanese cartoon.
2. It's very popular and is on TV.
3. It's about a family with a white cat.
4. The cat's name is Tama.

Answer: Sazae-san 56/128

1. He is Japanese.
2. He lives in the United States.
3. He's a famous athlete.
4. He went to Seiryō High School.

Answer: Matsui 57/128

1. It's a series of movies.
2. "Force" is a key word.
3. The first movie was IV.
4. It's about a war in space.

Answer: Star Wars 58/128

1. It's worn in summer.
2. It's Japanese.
3. You need a sash when you wear it.
4. Some people wear it to festivals.

Answer: a yukata 59/128

1. He's an actor.
2. Many middle-aged women love him.
3. He's from Korea.
4. He's in Winter Sonata.

Answer: Be Yong Jun 60/128

1. It's a famous statue.
2. Many tourists visit it each year.
3. It has a crown on its head.
4. It's in New York.

Answer: The Statue of Liberty 61/128

1. It's a popular place in the U.S.
2. Many people go there to gamble.
3. It has many shows.
4. It's in Nevada.

Answer: Las Vegas 62/128

1. It's a very popular place.
2. There are five now.
3. The first one is in California.
4. Each place has its only own magic castle.

Answer: Disneyland 63/128

1. It's a famous place in Japan.
2. It has some very beautiful shrines and temples.
3. Tokugawa Ieyasu is there.
4. It is famous for monkeys too.

Answer: Nikko 64/128

1. He is a famous man.
2. He changed the United States.
3. He worked hard in the Civil Rights Movement .
4. He gave the "I have a Dream" speech.

65/128

Answer: Martin Luther King Jr.

1. It's a city in Eastern Japan
2. It was an old capital of Japan.
3. It is in Kanagawa Prefecture.
4. "To build a good country."

Answer: Kamakura

66/128

1. This is a day.
2. We get presents.
3. This is a special day for Christians.
4. This is Christ's birthday.

Answer: Christmas

67/128

1. This is a Japanese actor.
2. He is a friend of Tom Cruise.
3. He was in Batman Begins.
4. He was a samurai with Tom Cruise.

Answer: Ken Watanabe

68/128

1. It's a Disney movie and musical.
2. Many animals are in it.
3. The story is in Africa.
4. It's about a lion who becomes a king.

Answer: The Lion King

69/128

1. He's an old man.
2. He loves children and children love him.
3. He wears a red and white uniform.
4. He is very busy on Christmas.

Answer: Santa Claus

70/128

1. It's a food.
2. It's made from beans.
3. It is usually bitter, dark or milk.
4. Many people love it.

Answer: chocolate

71/128

1. He's an actor.
2. He's from France.
3. He speaks five languages.
4. He is in the DaVinci Code.

Answer: Jean Reno

72/128

1. It's an musical instrument.
2. It's made from wood or steel.
3. It usually has six or twelve strings.
4. Electric or Acousitic are common.

Answer: a guitar

73/128

1. It's an animal.
2. It looks like a horse.
3. It's from Africa.
4. It has black and white stripes

Answer: a zebra

74/128

1. It is a vegetable.
2. It is usually orange.
3. We use it to cook stew and curry.
4. Rabbits love it.

Answer: a carrot

75/128

1. It's an animal.
2. It's from China.
3. It loves bamboo.
4. It's white and black.

Answer: a panda

76/128

1. It's a Japanese character.
2. He helps his friends.
3. He has a red nose and cheeks.
4. He has a red uniform.

Answer: Anpanman

77/128

1. It's small and hard tool.
2. Most people have more than one.
3. It is important to have for security.
4. It's used at home and work.

Answer: a key

78/128

1. It's a softdrink.
2. It is usually white.
3. It is very sweet.
4. The package has white and blue dots.

Answer: Calipis

79/128

1. This is a country.
2. It is between Spain and Germany.
3. Its flag is red, white and blue.
4. Napoleon was a leader there.

Answer: France

80/128

1. It's a game.
2. It is very noisy.
3. You have to knock down ten pins.
4. You score "strikes" and "spares".

Answer: bowling

81/128

1. It's a sport from the US.
2. It's played indoors or outdoors.
3. Its a very tough sport.
4. You should wear a helmet and pads.

Answer: American Football

82/128

1. This is a place in Japan.
2. People fish for fish there.
3. It is in the Kinki Region.
4. It is the largest lake in Japan.

Answer: Lake Biwa

83/128

1. This is a famous building in Japan.
2. It is in Kyoto.
3. Yukio Mishima wrote a book about it.
4. It is covered in gold.

**Answer: The Golden Pavillion
(金閣寺)**

84/128

1. It's a Japanese food.
2. It is made from sticky rice.
3. Some people eat it with soy sauce.
4. It is very popular at New Years.

Answer: mochi

85/128

1. This is a famous character.
2. He sometimes wears a bowl on his head.
3. His best friend is a bird.
4. He also has a friend Charlie.

Answer: Snoopy

86/128

1. He is a big baby.
2. He can fly.
3. He has very big ears.
4. He is a very cute elephant.

Answer: Dumbo

87/128

1. It's a vegetable from the US.
2. It sometimes weights more than 10 kgs.
3. You can make a pie with it.
4. It was used for Cinderella's coach.

Answer: a pumpkin

88/128

1. They are big flowers.
2. They are about two meters tall.
3. The seeds are used for cooking oil.
4. Vincent van Gogh painted some.

Answer: sunflowers

89/128

1. It is a Japanese instrument.
2. It is played on the floor or a table.
3. You play it with two hands.
4. It has thirteen strings.

Answer: a koto

90/128

1. It's a musical instrument.
2. It's about two meters tall.
3. It has four or five strings.
4. It's voice is very deep.

Answer: a bass

91/128

1. It's a kind of snack food.
2. It's usually shaped like a ring.
3. Many people love it.
4. It is like deep-fried bread.

Answer: a doughnut

92/128

1. It's an animal.
2. It can live for a long time.
3. It can grow very big.
4. It runs a race with a rabbit.

Answer: a turtle

93/128

1. It's a flower.
2. It has many colors.
3. It is usually used to show love.
4. It can hurt you.

Answer: a rose

94/128

1. He was a musician.
2. He died in New York City.
3. He was killed on Dec. 8, 1980.
4. He wrote and sung Imagine.

Answer: John Lennon

95/128

1. It's a machine.
2. It can carry a lot of people.
3. It can take us to far away places quickly.
4. It can fly.

Answer: an airplane

96/128

1. It's an animal
2. It's the largest land animal.
3. It has a long nose.
4. There are two types African and Asian.

Answer: an elephant

97/128

1. It's a popular Japanese snack food.
2. It has sweet bean paste in it.
3. It is shaped like a fish.
4. It is usually golden brown.

Answer: taiyaki

98/128

1. This is a useful machine.
2. There are many different designs.
3. Both men and women use it.
4. You usually wear it on your wrist.

Answer: a wrist watch

99/128

1. It is a type of play.
2. It is from Japan.
3. The actors wear a lot of makeup.
4. The only professionals are men.

Answer: kabuki

100/128

1. This is a fun place to visit.
2. It is from the United States.
3. It is in Osaka.
4. The theme for the place is movies.

**Answer: Universal Studios
Japan**

101/128

1. Most people use this every day.
2. It's usually made from plastic.
3. It comes in many colors.
4. We use it to clean our teeth.

Answer: a toothbrush

102/128

1. It's red and white.
2. It is very tall.
3. It is in Tokyo.
4. It is the symbol of Tokyo.

Answer: Tokyo Tower

103/128

1. She is from Japan.
2. She likes cakes and sweets.
3. She has a big smile on her face.
4. She stands outside of a sweet shop.

Answer: Peko-chan

104/128

1. He wrote music.
2. He was born in Germany.
3. He lost his hearing.
4. He is from music's Romantic Period.

Answer: Ludwig von Beethoven

105/128

1. It is a special soap.
2. It makes lots of bubbles.
3. It usually smells good.
4. You wash your hair with it.

Answer: shampoo

106/128

1. She is a pixie.
2. She is very cute.
3. She is about as big as your hand.
4. She helps her friend Peter.

Answer: Tinker Bell

107/128

1. It's a drink.
2. It's usually brown.
3. Most people drink it without sugar.
4. It's from China.

Answer: Oolong tea

108/128

1. It's has a face but doesn't smile.
2. It helps us every day.
3. It has many designs.
4. It usually has two or three hands.

Answer: a clock

109/128

1. It's a TV program.
2. It tells us about the world.
3. This show talks about the economy, sports and weather.
4. Most TV stations have this show.

Answer: the news

110/128

1. He is a famous artist.
2. He was born about 600 years ago.
3. He wrote his notes backwards.
4. He painted the Mona Lisa.

Answer: Leonardo Da Vinci

111/128

1. It's a type of dessert.
2. It has many sizes and shapes.
3. We usually cut it to eat it.
4. We often eat it at weddings or on birthdays.

Answer: a cake

112/128

1. It's an sport.
2. It's very popular in Australia and the UK.
3. The ball looks like an egg.
4. You don't wear pads to play it.

Answer: rugby

113/128

1. It's a a flat disk.
2. It holds music or data.
3. It is usually silver.
4. It is not a DVD.

Answer: a CD

114/128

1. Its a popular Japanese food.
2. It is made from Wheat Flour.
3. It is a white noodle.
4. You can eat it hot or cold.

Answer: udon

115/128

1. They are things you wear.
2. They are made from glass, plastic or metal.
3. Some people need to wear them.
4. Some people only wear them on sunny days.

Answer: glasses

116/128

1. It is a type of clothing.
2. There are many styles and colors.
3. You don't wear it every day.
4. You use it to go swimming.

Answer: a swim suit

117/128

1. It is a popular snack food.
2. It comes from the United States.
3. It is crunchy.
4. Many people eat it while watching movies.

Answer: popcorn

118/128

1. It's a box or bag.
2. Many students use it every day.
3. It's usually a rectangle.
4. We use it to hold pens and pencils.

Answer: a pencil/pen case

119/128

1. It's a sweet fruit.
2. You need to peel it to eat it.
3. Sometimes we eat it on pizza.
4. There are many in Hawaii

Answer: a pineapple

120/128

1. It is an animal.
2. Some people are allergic to them.
3. It can jump well.
4. They usually land on their feet.

Answer: a cat

121/128

1. It is a popular job.
2. They play a lot of music.
3. They use records or CDs.
4. They are the ones mixing the music.

Answer: DJs

122/128

1. It's an animal.
2. It lives in the forest.
3. Some are black, brown or white.
4. It loves honey.

Answer: a bear

123/128

1. It's an Olympic sport.
2. The player uses special shoes.
3. It is done in singles or doubles.
4. It is done on ice.

Answer: figure skating

124/128

1. It's usually a big place.
2. Weekdays, many children go there.
3. Students study hard there.
4. The students are usually twelve to fifteen years old.

Answer: junior high school

125/128

1. It is a popular place in Tokyo.
2. Many young people go there.
3. Fashionable clothes are often cheap here.
4. It is between Shibuya and Shinjuku Stations.

Answer: Harajuku

126/128

1. It is a job.
2. They have to study hard.
3. They use special tools.
4. They help many people.

Answer: doctors

127/128

1. It's a musical instrument
2. It makes a sound when we hit it.
3. Some you can play with your hands, but some need sticks.
4. Most bands have one.

Answer: a drum

128/128

Using a deck of playing cards to practice using the future tense

Annie Menard, Tokai University Shonan Campus

Appendix: Helpful classroom English for facilitators

Phrases to improve comprehension:

- Could you please speak louder?
- Would you repeat that, please?
- Pardon me? / Excuse me?

Phrases to encourage discussion:

- What's your opinion?
- What do you think?
- How do you feel?
- That's a good point!
- How about you?

Response paper questions

- What was easy about facilitating?
- What was challenging about facilitating?
- What did you learn about yourself?
- What did you learn about your classmates?
- How does this style of teaching differ from other classes you've attended?
- What are the benefits and disadvantages of student facilitation?