

# The Language Teacher

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全国語学教育学会



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

**6**月には、日本のほとんどの地域が梅雨に入ります。この梅雨の後には、暑くてじめじめした夏が待っています。この湿った天気の子供であまり調子が出ない皆さんに、元気がでるアイデアがたくさん詰まった TLT 6月号をお届けいたします。

今月号の Terry Fellner による feature article は、従来の言語学習アプローチと野外学習を組み合わせた青空教室学習 (Outdoor Language Learning) について説明します。Readers' Forum では、2つの論文をご紹介します。Darren Lingley は、語彙を教える際の言語データの活用について述べ、Kyoko Miyazato は、日本人の英語教師とその役割に注目します。

My Share では、2つの新しいアイデアをお楽しみいただけます。Richard Hodson は、名刺を使って、個人的な情報を交換する練習を提案します。Bob Jones は、短いリーディングテキストを基にした会話を学生に作らせるリーディング+スピーキングの練習について述べます。

Book Reviews では、まず、Catlin Hanna が、*Beginners Preparing for the TOEIC Test* を紹介します。Salem Hicks は、オーラルコミュニケーションに重点を置いた EFL 学習者用の技能訓練中心テキスト *Discussion Process and Principles* について論評します。

TLT の編集部は、6月号を皆さんに楽しんで読んでいただき、初夏の教室を活性化するのに、少しでもお役に立ちたいと願っています。

日本語編集者  
高橋幸子

**W**ELCOME TO the June issue of *The Language Teacher*. In June, most parts of Japan are affected by *tsuyu* (rainy season), which heralds the start of the hot humid summer. This month we are delivering an issue full of vigorous *ideas* for those of you who may not be in high spirits due to the wet weather.

Our feature article by **Terry Fellner** explains Outdoor Language Learning (OLL) which represents a blend of several conventional language learning approaches and outdoor education.

Readers' Forum contains two articles. **Darren Lingley** outlines the use of authentic speech data for teaching vocabulary while **Kyoko Miyazato** looks at Japanese teachers of English and their role in EFL education.

In My Share you can enjoy two new ideas. **Richard Hodson** makes use of business cards to practice giving and exchanging personal information and **Bob Jones** offers up a reading and speaking exercise that allows students to create conversations based on short reading texts.

Book Reviews start with **Catlin Hanna's** review of *Beginners Preparing for the TOEIC Test*. **Salem Hicks** then provides a thorough evaluation of *Discussion Process and Principles*, an EFL



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skills-based textbook with an emphasis on oral communication.

Finally, all the staff at *TLT* hope you enjoy reading this June issue and that it helps to revitalize your early summer classroom.

*Sachiko Takahashi*

*Japanese Language Editor*

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## CHALLENGING



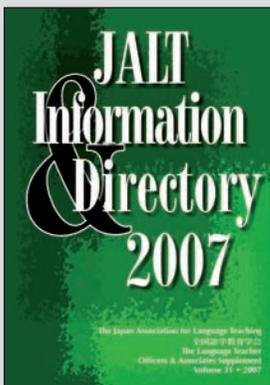
## ASSUMPTIONS

## JALT2007

November 22–25, 2007

National Olympics Memorial Youth Center, Tokyo, Japan

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## JALT Information and Directory 2007

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# Outdoor language learning: A novel approach to language learning through outdoor education

## Keywords

environment, language learning,  
motivation, outdoors, tasks

This paper attempts to introduce and justify the use of Outdoor Language Learning (OLL), as a useful approach to enhance traditional classroom language learning. OLL represents a blend of several conventional language learning approaches and Outdoor Education (OE). The paper first discusses the theoretical basis for OLL and then presents nine reasons why educators should find outdoor language learning compelling to use in enhancing their regular language teaching. It proposes that while OLL can be used in nearly any foreign or second language learning context it may be particularly useful for developing nations. The paper concludes by outlining several factors teachers should keep in mind when developing an OLL program

本論では、伝統的な教室での言語学習の効果を上げるのに役に立つアプローチとして、青空教室学習 (OLL) を導入することを提案する。OLL は、従来の言語学習アプローチと野外活動教育を組み合わせたものである。まず、OLL の理論的な根拠について論じ、次に、教師が通常の語学教育を高めるためにOLLを使いたくなる9つの理由を述べる。OLL は、どのESL/EFLプログラムの国でも使うことが出来るが、特に発展途上国で役に立つものであると提案する。最後に、OLL プログラムを展開するとき教師が注意しなければならない点を説明する。

## Terry Fellner

### Saga University

**T**HIS ARTICLE attempts to explain and justify the implementation of a relatively new methodology called Outdoor Language Learning (OLL), which can complement and enhance English learning in both second language (ESL) and foreign language (EFL) contexts. The article will first illustrate how OLL is a sound methodology by outlining the theories which support its implementation in formal language education. The paper then discusses nine reasons why language teachers should seriously consider using outdoor language learning to enhance and enrich the language teaching experiences of their students. The paper will also detail some practical considerations language educators must take into account when they are preparing an OLL program and then conclude by proposing that outdoor language learning, while suitable for all language learning situations, may hold particular promise for language learning situations in developing countries.

## What is outdoor language learning?

Outdoor language learning, sometimes referred to as *intensive English camps* (see Halvorsen, 2005), is an experiential process of language learning that takes place outside of the traditional classroom typically, but not always, in the outdoors (Fellner, 2003, p. 41). It is largely a blend of contemporary Second Language Acquisition (SLA) theory and pedagogy with outdoor education principles and the out-of-doors environment. OLL makes use of tasks and activities, which are learner centered in nature, and where the target language is used as the vehicle that drives the tasks to completion. It focuses on the personal, first hand experiences of learners, and places particular emphasis on

the role of *guided reflection* where learners make sense of and create new linguistic and non-linguistic understanding of their learning experiences. Guided reflection also serves as a forum where students are encouraged to give voice to their experiences and feelings through use of the target language. It is through the participation in outdoor language learning tasks and the subsequent reflections on their experiences that students achieve new learning outcomes and gain a more complete understanding of their abilities, linguistically, physically, and emotionally. In short, OLL is a holistic approach to language education that occurs in the out-of-door environment where students are engaged in meaningful and purpose driven communicative tasks (Fellner, 2003, p. 72).

### Theoretical background of OLL

Outdoor language learning represents an interactional approach to language learning where language is used "as a tool for the creation and maintenance of social relationships" (Richards & Rodgers, 1986, p. 17). At its most simple OLL represents a combination of at least two highly regarded and firmly established teaching methodologies; those of task-based learning (TBL) and outdoor education (OE). However, it is not solely restricted to these two methodologies but also shares aspects with experiential language learning and total physical response.

### Experiential language learning

Experiential language learning (ELL), as the name implies, represents the field of language pedagogy that places great importance upon the experiential strategies of language teaching. ELL employs student-centered activities where the target language is used in order to complete them. In ELL the focus is on communication rather than linguistic accuracy. As a result activities often lack specific grammatical or linguistic targets and instead focus on acquiring the target language naturally through exposure to and use of that language. It incorporates "activities that engage both left and right brain processing, that contextualize language, that integrate skills, and that point toward authentic, real-world purposes" (D. Brown, 1994, p. 224). Communication is facilitated through pair work and small group activities, as such activities not only ensure that learners engage with others in using the target language but also create a learning environment that is comfortable and free of unnecessary anxiety.

### Task-based learning

Task-based learning (TBL) is a form of ELL where language is acquired during the process of language discovery and experimentation, which occurs through *communicative tasks* (D. Brown, 1994, p. 83). Tasks are defined as stand alone fundamental units "in which learners use language to achieve a real outcome" (Willis, 1996, p. 53). As in other forms of ELL, learners do not practice specific language items but instead use language to negotiate meaning and in the process of negotiating meaning make inferences, hypotheses, and generalizations about the new language system (Skehan, 1996, p. 18). TBL reflects an important belief of communicative language teaching that learners best acquire the new language by the same means they acquired their L1, through exposure to the target language and their efforts to create meaning by using the target language (Nunan, 2001). This belief is supported by recent SLA research, which shows that "learners do not first acquire language as a structural system and then learn how to use this system in communication, but rather actually discover the system itself in the process of learning how to communicate" (Ellis, cited in Willis, 2004).

### Total physical response

James Asher's Total Physical Response (TPR) theory is a language teaching method constructed around the relationship of speech and movement (Richards, 1985, p. 29). Asher believes the process of language acquisition initially occurs through language input, which consists primarily of imperative statements (commands). Accordingly, language comprehension precedes language processing and over time learners begin to associate commands with specific physical responses (actions). The emphasis is on language comprehension and the use of physical actions to facilitate and reinforce second language learning. Interestingly, most proponents of TPR, including Asher, do not advocate using TPR by itself and instead feel that the method is most beneficial when it is used in conjunction with other methods and techniques.

### Outdoor education

The roots of outdoor education are traced back to philosophers and educators such as Johann Pestalozzi, John Dewey, Paulo Freire, Patrick Geddes, and Kurt Hahn (Higgins & Nicol, 2002, p. 2) who favored a *hands-on*, experiential approach to education. OE is a cultural construct, which

is “thought about and applied in different ways within countries and between countries” (Higgins & Nicol, 2002, p. 1). It has been used for environmental education, management training, survival skills training, programs for troubled youths, spiritual programs, outdoor sports, adventure programs, and enhancing regular school curriculum subjects and programs (Purdie & Neill, 1999). As a result, OE does not have a universally accepted definition. This paper defines outdoor education as an experiential process of learning that takes place outside of the traditional classroom where the “outdoors is used as the laboratory for learning” (Hammerman, Hammerman, & Hammerman, 2001, p. 5). The concept that learning can, and indeed, should occur outside of the classroom is not new. OE has been part of western academic curricula since the beginning of the 20th century (Wurr, 1996, p. 260), and has subsequently grown in scope and sophistication.

Outdoor education believes that students’ experiences and their interpretations and subsequent new understandings of these experiences are of key importance in learning. Guided reflection is used after the completion of tasks and activities to achieve new understandings. Here students are encouraged to express and discuss the feelings and emotions they had prior to, during, and after an activity or task. This not only allows learners to gain a greater understanding of themselves and what they have accomplished but it also provides a medium for students to achieve a greater and deeper understanding of others, the learning process, and the intended academic learning outcomes.

### Why outdoor language learning?

The use of the outdoor environment is not a revolutionary approach to education however the use of the outdoor environment within a largely task-based methodology such as that proposed by outdoor language learning does represent a rather novel approach to language learning and instruction. OLL as described in this paper, can be an effective means of learning a second language because it offers something that is all too often absent in the normal language classroom—reality. Or put another way, “if education is life, it cannot be isolated from the setting where living takes place” (Hammerman, et al., 2001, p. 23). OLL takes place in the real world and therefore offers some advantages to language teachers. The advantages are increased motivation, a contextually rich learning environment, utilization of eight multiple intelligences, development of positive

attitudes, curriculum enhancement, flexibility, focus on real communication; it is cost effective and leads to increased environmental awareness. It also plays a role in answering the call issued by Mohan, Leung, and Davison (2001, p. 6) that “educators must go beyond the traditional second language teaching assumptions”, and “challenge social institutions as learning organizations to learn from change and transform themselves for a new reality” (Mohan, et al., 2001, p. 5).

### Increased motivation

Outdoor language learning is motivating. Firstly, being outdoors is intrinsically motivating. This is important as McGroarty (1996, p. 8) points out that increasing student motivation plays a critical role in assuring learning success. Research by Csikszentmihalyi and Knauth (cited in Dornyei & Otto, 1998), indicates a strong negative relationship exists between being in a classroom and feeling motivated. Taking students out of the classroom (as advocated in OLL) is an ideal way to combat students’ loss of motivation.

Secondly, outdoor language learning makes use of fun but challenging, student-centered tasks that increase motivation (Boniface, 2000). This concept of *challenge* is instrumental in any learning situation and is the basis for learner motivation (Fellner, 2003, p. 29). OLL tasks contain a perceived risk of failure among students. The perception that failure is a real possibility motivates students to use and develop their target language skills because the tasks require them to do so.

A third reason OLL increases student motivation is that students use English for real purposes to achieve real outcomes. The focus from the students’ perspective is not to use English but to complete the task. English is the medium of communication with which they can do this. Additionally, the use of guided reflection following the task provides students with the forum and motive to use the target language (both verbal and written), in order to express feelings and experiences that were and are real and meaningful to them.

### Contextually rich environment

The out-of-door environment offers a contextually rich environment that stimulates all five senses. This is significant when compared to the regular language classroom that is often contextually void and usually makes use of only two senses. OLL takes place in the real world with all the ambient sounds, smells, and feelings that make the learning longer lasting.

### *Utilization of multiple intelligences*

Gardner (1999, p. 34) proposes that there are eight different intelligences found in each person that can be developed and measured. They are linguistic, logical-mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal, and naturalist (Gardner, 1999, p. 48). OLL tasks and activities develop a variety of intelligences (Wurr, 1996; Higgins & Nicol, 2002, p. 7) and with proper task selection all eight can be incorporated (Halvorsen, 2005). This enables teachers to develop and enhance the preferred learning styles of their students thereby increasing their interest and chances of success.

### *Development of positive attitudes*

Student attitudes towards the target language and culture have an enormous effect on the learning process and learning outcomes (Walqui, 2000). Educators such as Ellis (1994, p. 200) and Walqui (2000) have shown that positive attitudes towards the target language lead to better and longer lasting learning. OLL develops positive attitudes among students because the tasks are fun and enjoyable and students view English as not only a useful tool but also as a necessary language to master in order to have fun.

Additionally, positive attitudes towards the self are also developed through outdoor language learning. Since OLL tasks are physically and linguistically challenging, the successful completion of these tasks will lead to an increase in learner's confidence. Confidence in one's ability to successfully complete a task or series of tasks, referred to as self-efficacy (Bandura, 1994, p. 72) is important as "successful learning necessitates overcoming inhibitions and learning to take reasonable risks" (Oxford, 1990, p. 142).

### *Curriculum enhancement*

OLL is not meant to be a stand-alone approach to language but rather it is intended to enhance regular language classrooms' curricula. Outdoor education has been used for over a century in this capacity and there is no reason why OLL would not be able to provide the same function for language teachers. The combination of a task-based approach along with outdoor education creates learning contexts that require meaningful language and provides an element of authenticity and realism to what is occurring in the classroom.

### *Flexibility*

Outdoor language learning is incredibly flexible in regards to locations and time. The environment beyond the classroom abounds with language learning possibilities. Teachers can make use of the schoolyard, community playground, practically any urban setting, and the natural environment (Hammerman, et al., 2001, p. 21; Halvorsen, 2005). OLL tasks have no set time outdoors and can range from mere minutes to weeks outside of the classroom. The only requirement is that the students are engaged in real communicative tasks. To borrow a common phrase heard among outdoor educators, "anything is everything" and teachers are only limited by their imaginations.

### *Focus on real communication*

The communicative nature of outdoor language learning tasks require students to use the language for real and meaningful purposes. Students find they simply have to use the target language to complete the task. Additionally, guided reflection not only allows students to interpret and make sense of their experiences and feelings but also provides them with the forum with which they can fulfill the need to express themselves. For example, after completing a challenging task such as a canoe trip or a ropes course, students would be grouped together to discuss the challenges they faced. They are encouraged to explain and describe how they felt before, during, and after completing the task. The need and desire to create meaning and for self-expression, during tasks and through guided reflection provides unlimited opportunities for real communication.

### *Cost effective*

Outdoor language learning experiences can be surprisingly inexpensive. Many tasks require no costs at all. Even overnight stays can be accomplished for as little as 1,000 yen per person (Halvorsen, 2005). Longer, more intensive excursions such as camping trips for a week need not cost more than 30,000 yen per student if properly planned and budgeted. The benefits of increased motivation, the development of positive attitudes towards English and themselves, and the creation of memorable experiences students cherish for a lifetime are all realized with very little investment.

### *Increased environment awareness*

An important benefit derived from OLL is an increase in environmental awareness among students. Outdoor language learning often takes place in the natural environment and familiarity with the outdoors leads to an increased awareness of the environment and a greater appreciation of the natural environment (Hammerman, et al., 2001, p. 17). Increased insights such as these may very well provide the first step for many students to become more environmentally friendly individuals.

### **Outdoor language learning in developing countries**

While the author believes that outdoor language learning is an effective means of enhancing language learning in nearly any situation, he feels that OLL can be particularly effective in developing countries. OLL not only provides a theoretically sound methodology for language education but perhaps more importantly offers a cost effective method of teaching a foreign language. In countries where educational resources are extremely scarce the use of effective pedagogical practices are limited. All that is necessary for OLL is a creative use of the environment found meters outside the classroom door. This is already being done in developing countries such as Nicaragua, Costa Rica, Honduras, and Mexico where they are using outdoor language learning type tasks to teach local citizens to become nature guides and English teachers (C. Brown, 2000). Simply put, OLL provides a useful and cost effective approach to enhance and possibly supersede language programs in less affluent nations.

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## JALT-Tunes: Highlights and Coming Attractions

*This is Phil, your DJ, mixing it up for you at the national conference program studio in beautiful downtown Fukushima. Giving YOU an update on YOUR choices for YOUR (conference) listening and participating pleasure. Here is what our playlists are starting to look like . . .*

### Front Row Playlist

The plenary speakers for JALT2007 have been signed to the JALT2007 record label. Ronald Carter, Paul Nation, John M. Norris, and Amy Tsui will all be on-site and in good form giving us at least two presentations/performances apiece. Information on these speakers, and details about our 11 Featured Speakers, will be available soon.

### Top 25 Most Played

Here are the classic formats you can expect . . . JALT Domestic Forum, JALT Junior, JALT Asian Scholar, Best of JALT and of course all the SIG Annual Meetings and Forums. Don't forget the pre-conference (technical) skills workshops for the inept and expert alike.

### Recently Played

Some events tried in the past are back again with a different spin . . . Job Information Center (JIC) with Job Search Skills Workshops, Meet the Experts Session (face time with your favorite author/authority/personality) and the Story Space. Plus, selected Featured Speaker Presentations have been moved to the pre-conference program—remember to pre-register, as space is limited.

### On-The Go 1:

A venue in the heart of Tokyo—just one train stop from self-contained and convenient Shinjuku—

JALT2007 has many on-site meal choices and a limited number of on-site accommodation packages. Stay tuned!

### Party Shuffle

Many of the regular social events are being organized, with some new-billed events in the works. But with Shinjuku so close, and the night still young, there's no limit to the possibilities. Whether you are a morning person or a night owl, you are sure to be happy.

### Recently Added

Updates and all the information you need are coming to you live at <[conferences.jalt.org/2007](http://conferences.jalt.org/2007)> and in future issues of this publication—*The Language Teacher*.

About to sign off here but one last word . . . What's the theme about: *Challenging Assumptions: Looking in, Looking Out?* Here's my rephrase: Don't believe everything you hear: Think about it and speak up. Contemplate where you fit in the big picture and get ready for new discoveries.

The national conference program is always an eclectic mix of classic acts, remixes, and new releases. Where is that perfect mix?

*Keeping It Real* and this time really signing off. . . your DJ, Phil McCasland—a.k.a. Director of Programs.

# Prefabs in authentic spoken language: Helping students structure discourse

## Keywords

vocabulary, prefabs, MWUs, spoken language

This paper shows how teachers can place greater emphasis on prefabricated institutionalized chunks of language in the teaching of vocabulary by using authentic speech data. A university commencement speech, selected as a good resource for its informal register and intrinsic motivational value to students, is offered as part of a text-based approach for exploiting prefabs. Prefabs are highlighted here as a key multi-word unit (MWU) category of vocabulary learning in need of more focused instruction.

本論では、実際のスピーチ・データを使って語彙を教えていく際に、教師がいかに既製の慣用固定表現を利用できるかについて論じる。大学の卒業式の祝辞は、インフォーマルな言語使用域の素材源や学生に対する内発的動機づけとして、よく利用されるが、本論では、既製表現を活用するためのテキスト中心のアプローチの1つとして提示する。より焦点を絞った指導が必要とされる語彙学習における大切なマルチ・ワード・ユニットとして、既製表現を取り上げる。

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**P**REFABRICATED CHUNKS of language, often referred to as prefabs or lexical phrases, are defined by Moon (1997) as “preconstructed phrases, phraseological chunks, stereotyped collocations, or semi-fixed strings which are tied to discursive situations and which form structuring devices” (p. 47). Language, especially spoken language, is filled with these fixed (or semi-fixed) expressions which help us to structure speech, express shared meaning and streamline our communication. Common examples include *as a matter of fact*, *by the way*, *that reminds me of* and *come to think of it*. University commencement speeches can be exploited to focus on prefabs as devices for signaling and shaping speech. Prefabs are highlighted here as a key multi-word unit (MWU) category of vocabulary learning in need of more focused instruction. While the spoken sample of speech presented here can also be mined to teach other categories of MWUs such as idiomatic expressions and phrasal verbs, prefabs are selected for explicit focus because these set expressions are an essential part of speaker’s lexical competence, and lend a sense of organizational fluency to spoken language.

Fixed expressions are a feature of everyday spoken language and need to be learned as whole chunks. A sample of authentic speech will be used to show how teachers can address this important part of spoken language to help students organize what they want to say in a more natural way. Examples of discourse organizing expressions and structuring devices will be highlighted to show how students might improve fluency in recounting a story, in explaining what another person has said or in building argumentation. It will be suggested that we need to place greater emphasis on MWU prefabs in language teaching, and studying texts of spoken language in context are one way of doing this.

## The learning context

The course for which the materials were developed is an English-language Intercultural Communication and Comparative Culture seminar. The six upper intermediate-level learners taking this course, five Japanese and one Chinese, all rated vocabulary as a language area in need of work. An oral follow-up session based on their language learning profiles, showed that their primary method of learning vocabulary to this point had been through memorization of word lists with very little time having been spent trying to understand words from context. Like many Japanese learners, they had mainly approached texts on a word-by-word basis in previous study. None of the students had previously considered MWUs as a target for learning but each expressed strong interest when MWUs were explained in detail and believed them to be of use to improve their fluency. The students also expressed a strong preference to work with authentic speech rather than written language samples.

## Rationale for commencement speeches as authentic spoken data

Commencement speeches, or graduation speeches, are an annual tradition of North American universities and high schools in May and June. Commencement speaking has also become a small industry with many well-known speakers using the platform not only to inspire graduates but also to bring out issues of personal importance. Commencement speeches were originally intended as authentic cultural content for an intermediate-level Comparative Studies seminar. These speeches were chosen because the target audience is young people of roughly the same age as the learners and therefore of interest and motivational value. Guariento and Morley (2001) have noted the motivational impact of authentic texts in giving "the learner the feeling that he or she is learning the 'real' language; that they are in touch with a living entity, the target language as it is used by the community that speaks it" (p. 347). While vocabulary specialists have raised justifiable caution about the use of authentic texts (see Waring, 2006, p. 46, for example) and argue for graded introduction of vocabulary items and emphasis in high frequency items, it is argued here that authentic text studies have something additional to offer to the intermediate and advanced learner.

Many commencement speeches are readily accessible online as both text and audio files (see

Appendix A). Three to four speeches are used in a unit lasting about 6 weeks. Speeches are chosen that are of interest to the learners and to match the target cultural content of the seminar. A commencement address given at the University of Pennsylvania in 2004 by Irish rock star Bono from the band U2 was selected for its "poverty in Africa" content in developing a global issues unit and because students were familiar with the entertainer.

Though the context is obviously ceremonial, commencement speeches vary in terms of formality with the more formal speeches merely spoken versions of written texts featuring carefully selected vocabulary, smooth topic transitions and greater text density. The more informal and increasingly popular commencement speeches feature more colloquial language and humour, and though perhaps prepared and rehearsed, exhibit more aspects of spoken language and seem much less polished. The Bono speech, while certainly containing elements of prepared written speech throughout, is clearly at the spoken end of the spectrum – there are slips and self-corrections, expletives, heavily idiomatic use of language and metaphor, rhetorical questions to the audience and several instances where he responds naturally to audience feedback and distractions. On listening to or reading the speech, Bono very much seems to be conversing with the listeners and uses many conversation-building set expressions such as *come to think of it*, *as I say* and *I just want you to know*. He may be speaking from notes but he is clearly not reading a written text.

## Spoken language and vocabulary pedagogy

McCarthy and Carter (1997, p. 38) suggest that more spoken language input is needed in language teaching and vocabulary instruction to reflect the reality that in everyday life we are exposed to more spoken than written language. Bono's speech has many expressions and vocabulary items that will be encountered by students in natural speech situations and can therefore be mined for various language teaching purposes. However, as McCarthy and Carter point out, these aims will necessarily differ from those where written texts are used for vocabulary learning. A key difference has to do with how the general lack of the lexical density in spoken language is addressed. On first exposure to the text, students remarked that the Bono speech seemed more accessible than the written texts they had studied. This is likely due to the low

density of vocabulary items which is misleading for students in two ways. First, it may mean that because the text is lexically less dense in terms of vocabulary items, students may feel they have a better understanding of the content than they actually do. Secondly, they may see such a text as having little to offer in terms of improving their vocabulary. McCarthy and Carter state that the "lexical load may not necessarily be greater in spoken language programmes, but it will certainly have different priorities and emphases" (p. 39). They note that the "pervasiveness of multi-word units" (p. 39) in speech needs to be addressed in our vocabulary teaching approaches.

### MWU prefabs: Phrases and expressions structuring the discourse

As fixed expressions are a feature of spoken language not easily accessed with dictionaries, learners need to be exposed to them in other ways. The Bono speech sample has many such items which provide the teacher with a chance to address a part of spoken language that helps students organize what they say in a more natural way. The discourse organizing expressions Bono uses are useful in a variety of speaking situations such as informal conversation where a student may wish to recount a story or explain what another person said. For example, they would need organizing expressions such as *they were like ~*, or *and he goes ~*, to introduce quoted speech naturally. When a student has to explain an opinion orally, set phrases like *But the point is...* and *I would suggest...* might provide the focus for a lesson on building argumentation.

Most interesting for students working with Bono's speech was the use of an expression they all had used on countless occasions – *by the way*. This item is learned early on in English language education in Japan and is used very frequently though not always naturally. English learners in Japan use it exclusively as a topic changing device, directly translated from *tokoro de*, and it is always used at the beginning of a sentence to open a new discussion topic. The speech sample has one such usage (sentence 32) but Bono also uses it several other times in the middle or at the end of a sentence to modify or qualify a point or introduce a point as an aside which is not directly related to the topic being discussed. These common and more natural functions of *by the way* in the flow of a single stream of spoken language rarely appear in the English production of Japanese learners and bringing it to their attention and providing them with time to practice

it in their own speech serves to improve spoken fluency and naturalness. Other expressions that function similarly as modifying discourse markers are *in my opinion*, *I would argue*, *as I say/as I said* and *I suppose*. A sample list of prefabs found in the speech can be found in Appendix B. The functional use of these expressions by the speaker and how they can be used at different points in a sentence is largely unknown even to intermediate level learners and in need of teaching attention.

Lewis (1997, p. 257) notes the importance of learning vocabulary as whole chunks or institutionalised utterances such as sentence heads. He suggests that items such as *If I were you...I'd ...* are very useful to learners. Our text also includes this sentence head as well as others like *I'd just like to say...*, *Because if you don't mind me saying...*, and *I just want you to know...*, that are very common organizers for what we want to accomplish with speech. Introducing students to how these are used in natural speech helps them to better organize their own spoken language and adds useful and natural features to their spoken repertoires. Lewis's approach calls for teachers to "search for, and direct attention toward the chunks of which all naturally occurring language consists" (p. 269) and that teachers need to include more awareness-raising activities in their vocabulary teaching.

While the materials and approach suggested here are designed for intermediate-level learners, teachers can find ways to use prefabs and other categories of MWUs with beginners as well. McGroarty and Taguchi's 2005 study evaluating the communicativeness of EFL textbooks in Japanese secondary schools found that "linguistic forms are presented with little attention to their communicative functions and contexts" (p. 222) revealing a shortcoming in the early stages of language education which could be at least partially addressed with more exposure to language samples highlighting natural communicative functions. Teachers of all levels, and perhaps most importantly at the beginner level, need to look for alternative methods and materials for introducing speech samples along discourse functional lines so that the communicative limitations of textbooks can be addressed. For example, a shorter extract from Bono's speech can effectively target more common prefabs like *by the way* and *as a matter of fact* to demonstrate to students the range in functions of well-known fixed expressions. Identifying these chunks and providing students of all levels chances to produce them in role plays and simulations addresses the dearth of "creative expression" communicative exercise types noted

in McGroarty and Taguchi (p. 215). Real world spoken texts are an excellent resource for this.

### Suggestions for classroom focus on prefabs

While text-based study might be considered receptive in nature, prefab expressions offer excellent opportunities for learners to practice productively. Students may prepare their own brief speech, attempting to integrate these items naturally. Another is to set each learner the task of working with a different commencement speech or other speech sample resource, and report back to the class on the set expressions (or other target MWU category) encountered in the spoken text. Finally, asking students to keep detailed vocabulary notebooks, as Fowle (2002) has recommended, for the unit on commencement speeches with an emphasis on recording prefab MWUs further entrenches this kind of vocabulary learning as central and facilitates independent (and productive) learning. Newton (2001) has shared how this can be done cooperatively through communicative tasks like vocabulary logs and interactive glossaries. McCarthy has also noted the value of encouraging students to "collect items along discourse-functional lines" (1991, p. 87) citing the self-reliance organizational value for an area of learning usually left to the individual learner.

### Conclusion

Teachers can place greater emphasis on prefabricated institutionalised chunks of language in the teaching of vocabulary by using authentic speech data. A university commencement speech, selected as a good resource for its informal register and intrinsic motivational value to students, has been offered as part of a text-based approach for exploiting prefabs from the perspective of discourse studies. Such a method can be valuable for learners looking for ways to sound more natural in their speaking and is suggested as particularly effective for intermediate to advanced level learners. The text can also be mined for other MWUs such as idiomatic expressions and phrasal verbs which can be brought to the attention of learners both to get a deeper level understanding of a text and to add to their repertoires in their quest for greater fluency.

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## Appendix A. Internet resources for commencement speeches with Global Education themes

University	URL	Speaker	Topic	Audio
UPenn	<a href="http://www.humanity.org/voices/commencements/speeches/index.php?page=bono_at_penn">www.humanity.org/voices/commencements/speeches/index.php?page=bono_at_penn</a>	Bono	Poverty in Africa	Yes
Johns Hopkins	<a href="http://www.c-span.org/commencement/">www.c-span.org/commencement/</a>	Al Gore	Environment	Yes
Vassar College	<a href="http://www.c-span.org/commencement/">www.c-span.org/commencement/</a>	Tom Hanks	Environment	Yes
Berkeley	<a href="http://www.humanity.org/voices/commencements/speeches/index.php?page=albright_at_berkeley">www.humanity.org/voices/commencements/speeches/index.php?page=albright_at_berkeley</a>	Madeline Albright*	Iraq sanctions	No
Tufts	<a href="http://www.humanity.org/voices/commencements/speeches/index.php?page=steinem_at_tufts">www.humanity.org/voices/commencements/speeches/index.php?page=steinem_at_tufts</a>	Gloria Steinem	Gender issues	No
Wellesley	<a href="http://www.wellesley.edu/PublicAffairs/Commencement/1996/speechesnephron.html">www.wellesley.edu/PublicAffairs/Commencement/1996/speechesnephron.html</a>	Nora Ephron	Gender issues	No

\* This speech includes a strongly opposed valedictory response from Fadia Rafeedie, a Palestinian student.

## Appendix B. Sample list of MWU prefab items (Bono speech)

Expression	In-text example	Sentence #
Don't get me...	<i>Don't get me</i> too excited because I...	2
I'd just like to say...	<i>I'd just like to say</i> to the parents, your children are safe...	3
Come to think of it...	<i>Come to think of it</i> , Bono is a four-letter word.	4
It's a bit like when...	<i>It's a bit like</i> when people put their King Charles spaniels in little tartan sweats and hats.	6
I think it was...	1...and they were here with me <i>I think it was</i> seven years ago. 2...and on a memorable night in the late seventies, <i>I think it was</i> Newton's law of motion sickness. 3. ... he was saying to me in Amharic, <i>I think it was</i> , I said I can't understand what he's saying;	9 16 90
...all I can think about...	Doctor of Law, <i>all I can think about is</i> the laws I've broken.	15
They were like, "..." It's like, "hey..."	1. The Clash <i>were like</i> , "This is a public service announcement - with guitars." 2. <i>It's like hey</i> , look there's the moon up there, let's take a walk on it	27 169
By the way... (*)	1. <i>By the way</i> I felt like that myself until recently. 2. If anyone here doesn't know what a mullet is, <i>by the way</i> , your education's certainly not complete. 3. (they are debts, <i>by the way</i> , that keep Africans poor) 4. ...this is the metaphor part of the speech <i>by the way</i> .	32 39 106 196
I would suggest	For a lead singer like me, a mullet is, <i>I would suggest</i> , arguably more dangerous than a...	41
Because if you don't mind me saying....	<i>Because if you don't mind me saying so</i> , this is a strange ending to an Ivy League education.	46
I just want you to know...	<i>I just want you to know</i> , I think this is obvious...	144
I guess it was...	<i>I guess it was</i> at that point when your Trustees decided...	13
As I said...(*)	1. <i>As I said</i> yesterday I made my pilgrimage... 2. It's a proving ground, <i>as I said earlier</i> , for the idea of equality.	164 189
As I say...	The debt burden, <i>as I say</i> , unfair trade, <i>as I say</i> , sharing our knowledge... <i>But as I say</i> I come from punk rock...	122 199
You know...	<i>You know</i> , I used to think the future was solid or fixed...	193
...truth be told.	Not very big in Europe, <i>truth be told</i>	157
Now if I were...	<i>Now if I were</i> a folksinger I'd immediately launch into...	198
...in my opinion...	Franklin had a few, so did Justice Brennan and <i>in my opinion</i> so does Judith Rodin.	57
...I would argue...	And cheaper <i>I would argue</i> than fighting wave after wave of terrorism's new recruits.	134
...at least what I say...	Africa makes a mockery of what we say, <i>at least what I say</i> , about equality.	84
...but I'll tell you this...	I've tried them all out <i>but I'll tell you this</i> , outside this campus, and even inside it, idealism is under siege...	149
...I don't know.	Notism, Graduationism, Chismism; <i>I don't know</i> .	150

**Advert: Thomson**

# 日本人英語教師の現状—ネイティブ・ノンネイティブ問題の視点から

## Keywords

JTE, NS-NNS, team teaching, JET Program, native speaker fallacy

The purposes of this paper are to overview the previous literature concerning NS-NNS issues, both in Japan and in the field of SLA, and to suggest JTEs' (Japanese Teachers of English) roles in EFL education in Japan.

While some SLA researchers have started to critically view English and its sociopolitical power, Japanese people and society still generally support the supremacy of NSs and their English (Butler, 2005; Samimy & Kobayashi, 2004). For example, in recent years, JTEs have tended to take a more passive role in team teaching, acting as "interpreters" (Mahoney, 2004; Tajino & Walker, 1998) in spite of the official status differences: the JTE as lead teacher and the AET (Assistant English teacher) as assistant. In order to cope with the reality of the vast English-speaking population, JTEs' active roles are recommended through increasing their language power and establishing appropriate teacher identity from the perspective of World Englishes.

本論は、日本人英語教師 (JTE) の現状を、ネイティブ・ノンネイティブ問題の視点から、先行研究を概観・検証し、日本人英語教師の意識や役割について提言することを目的とする。

SLAにおいては、英語や英語の持つ社会的政治的力を批判的に見る研究者がいる一方で、日本人と日本社会は、一般的にNSやNS英語の優位性を支持している。例えば、チームティーチングにおいて、「主たる教師はJTEでAETは助手」という公式の役割分担があるにも拘らず、JTEが「通訳」として消極的な役割を担う傾向が指摘されている。世界で増大する英語人口に対処するため、JTEの英語力を強化し、英語を世界言語としてみならず観点から彼らの適切なアイデンティティーを構築することを通して、JTEの積極的役割が望まれる。

## Investigating present realities of non-native English teachers in Japan: From the perspectives of NS-NNS issues

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### はじめに

政府推進のCommunicative Language Teaching (CLT)、及び、native speaker (NS)の人気を背景に、JET (Japan Exchange and Teaching) Programは6,000人近くの外国語指導助手 (ALT) を雇用しているが、近年、チームティーチングなどにおいて日本人英語教師 (JTE) の役割が英語指導助手 (AET) を補佐することに限定されつつある (Mahoney, 2004; Tajino & Walker, 1998)。これは、生徒やその親、JTE自身、ひいては教育界や社会による「オーラルコミュニケーション(OC)の授業はNS中心が望ましい」とする考えが一因である。NSであれば自動的によりよい語学教師であるという考えは、Phillipson (1992) によってNS信仰 (native speaker fallacy) と呼ばれ「誤信」と位置づけられたが、日本の英語教育界において、この考え方はどの程度受け入れられてきたであろうか。英語教育界や社会を含め日本人の大半は、NSや彼らの話す英語の優位性を支持している (パトラー, 2005; Kubota, 1998; Samimy & Kobayashi, 2004)。本論では、日本における NNS 英語教師の現状を、NS-NNS (ネイティブ・ノンネイティブ) 問題の観点から先行研究を概観・検証し、JTEの意識や役割について提言することを目的とする。

### 日本におけるNNS 英語教師の現状

#### オーラルコミュニケーション・チームティーチング 導入の背景

日本の国際化による、日本人の英語コミュニケーション能力向上への必要性が強調され (Wada, 1994, p. 9)、従来の文法重視・訳読中心の英語教育への批判からCLTへと政策転換されたことが、OC導入の

背景にあると言われている (Gorsuch, 1999, pp. 2-3)。しかし、伝統的文法中心の教授法に慣れ親しみ、コミュニケーションのための十分な英語運用能力を持つJTEは限られていたため、AETとのチームティーチングを通してCLTを普及することになったとSamimy & Kobayashi (2004) や Mahoney (2004) は説明している。同時に、JTEに対し、NS英語教師との定期的なチームティーチングを通して英語力やCLTなどの教授法を再教育する場として導入されたという見方も指摘されている (Gorsuch, 2002; McConnell, 2000; 和田, 1996)。

AET招聘のためのJET Program発足の経緯に関して、McConnell (2000, p. 43) は、JET Program 発足以前にもMombusho English Fellow (MEF) や英国人英語指導教員招致事業としてのBritish English Teacher Scheme (BETS) などがあり、それらを JET Program に統合・拡大したという見解もあると説明している一方、英語教育改善プログラムとしてだけでなく、むしろ日本の国際化への政治的圧力による文化交流のための事業であると位置づけている (p. 1)。McConnell によると、JET Programは、1980年代中盤の日本の対米経済黒字による日米貿易摩擦の緩和策として、1986年のサミットにおいて、アメリカへの一種の「贈り物」の意味で設立され、日本が国際化を実現させる政治的手段として、主にアメリカ人の青年を日本に招聘し、日本で好意的な滞在経験を本国に「輸出」することで日本への批判を和らげようとしたと、説明している。実際、JET Programの実質的な運営を行っている自治体国際化協会 (CLAIR, 2003) によると、5,406人のALTのうち、半数近い2,582人がアメリカ出身であると報告している。

### JTEのチームティーチングにおける役割の現状とその背景

JET Program発足当初は、二者の役割分担に関して、日本の教員免許を持たず教師未経験者が多いAETが、文字通りJTEのアシスタントの役目を果たすことで解決すると考えられていた。しかし、JTEにより“living tape recorder”としてAETが扱われる状況が批判を浴び、二者の役割分担及び力配分に混乱を引き起こした (Mahoney, 2004; McConnell, 2000)。しかし最近では、JTEが「通訳」としてより受身的役割を担い主導権がAETに譲渡されている傾向があり、これは学習者や教育界におけるAET主導型のチームティーチングへの期待が背景にあるとされている (Mahoney, 2004; Tajino & Walker, 1998)。

JTEのチームティーチングへの受身的関わりの要因として、多くの研究者たちに指摘されていることは、JTEの英語力不足である (Kamhi-Stein, 1999; McConnell, 2000; Miyazato, 2006)。2005年7月18日の読売新聞「先生が力不足じゃ・・・」の記事によると、公立中・高のJTEの中で、TOEIC 730点 (TOEFL 換算で550点) 以上の保持者は中学校レベル (n=19,200) で8.3%、高校レベル (n=19,600) で16.3%に留まっている。また、英語で授業を行っているJTEの割合は中学校で (n=12,000) で3.9%、高校で (n=3,800) で1.1%に過ぎないと報告している。JTEの英語力不足の背景として、Gorsuch (2002) は戦後の英語教師の需要増による教員免許取得の簡易化を挙げており、その結果、教員の読み書き能力が重視され (Henrichsen, 1989)、特にスピーキング能力とリスニング能力に自信のないJTEが相当数存在していると考えられる。

更に、日本における英語およびNSに対する高い社会的文化的イメージも一因であろう。具体的には、学習者のNSの本物英語への憧れ (杉野, 2002; Miyazato, 2003) や、親によるJTEの英語力不足への不安とNS教師を好む傾向 (Takada, 2000)、並びに社会全体に見られる英語・NSへの憧れ (バトラー, 2005; Kubota, 1998; Samimy & Kobayashi, 2004) などが挙げられる。Sturman (1992) も外国人教師の存在=国際化の証という日本の学校の姿勢を指摘しており、菅 (2002) に至っては、日本は学歴詐称もまかり通るNS天国であるとし、日本社会のNS崇拜の態度を批判している。

### 日本におけるNS至上主義

Kubota (1998) は、EFL環境にある日本において、NSや白人優位のイデオロギーにより、日本人の英語学習者がJTEを軽視する傾向があり、これは日本社会全体の英語及び西洋への劣等感に起因すると述べている。これは、ALT人口のうち、イギリス、アメリカ、オーストラリアなどの主要英語圏 (Kachru, 1992) 出身者が95.6% を占めている (CLAIR, 2003) ことから推察されるが、鈴木 (2001) は、日本人の外国語・外国文化への歴史的受容性の高さについて触れ、7世紀の遣隋使、遣唐使による中国文化受容や明治の文明開化による西欧化とともに、第二次世界大戦後のアメリカ化として近年のNS崇拜の傾向を捉えている。更に、鈴木 (1999) は、植民地化を経験しなかった日本が、外国語不信感なしに外国語や外国文化を積極的に自国の発展のために受け入れてきただけでなく、受け入れの中心的役割を果たしたエリート層のイメージとだぶらせて捉えていると指摘している。また、Kubota (1998) は、日本人が外国語学習に反撥せず好意的に受け止める背景には、日本語や日本文化の独自性信仰、いわゆる Nihonjin-ron により言語的少数派としてのアイデンティティを保護しているという見解を示している。

### 世界におけるNS-NNSの現状—NS-NNS 二極分化の視点から

#### NS優位の立場から

NSを英語教師の理想とする立場は長い間広く受け入れられ、特に、NSの話す英語の「本物志向」と「正確さ」ゆえに (Widdowson, 1994)、NSは言語的に唯一確かな情報源として捉えられ、不動の地位を享受していたと Ferguson (1992) は指摘している。加えて、発音の正確さや高い社会的・文化的イメージもNS崇拜に貢献してきた。NSの発音やアクセントが高級感の象徴となり (Canagarajah, 1999)、カナダにおける少数派のESL教師を対象にした Amin (1999) の研究に至っては、白人のアクセントを持つことがNSとしての必要条件であると述べている。Braine (1999) は、このような英語の持つ社会的・文化的力の影響で、ESL・EFL学習者がNS教師に教えられることを好む傾向にあり、結果としてNNS教師は雇用において差別待遇を受けていると述べている。Li (2006) によると、以下に挙げる批判的イデオロギーの芽生えにも関わらず、NS至上主義がESLにおいて今なお広く浸透していると報告している。

#### 「NS至上主義」への批判的アプローチ

Canagarajah (1999) は、旧英国植民地のバイリンガル英語話者の存在を背景に、NSの定義そのものに疑

問を投げかけ、言語面でのNS優位の考え方に反論した。また、経済のグローバル化により、英語を世界言語と見なす意識が芽生え、世界で話される多様な英語に関心を向ける研究者も現れた(Kachru, 1992; Canagarajah, 1999)。

英語の国際化の見地のみならず、批判的イデオロギーの見地からもNS優位が問題視されている。Phillipson (1992) はその著書のなかで、1961年ウガンダで開催されたNS教師の優位性の提言をしたMakerere reportに反論し、NS信仰を提唱すると共に、英語支配力の一極集中を英語帝国主義と批判した。Tollefson (2002) も特に、アジアで見られる英語推進政策を言語の植民地化と呼び、Skutnabb-Kangas (2000) に至っては、「言語的人権」(linguistic human rights; Skutnabb-Kangas & Phillipson, 1995)、「言語少数派への言語的民族虐殺」(linguistic genocide)などの表現を用い、NS至上主義を痛烈に批判している。

### NNS優位の立場から

一方、NNSの長所を強調し、NNS優位を提唱する学者も存在する。その理由として、言語面・文化面においては、学習者との母語共有(Canagarajah, 1999; Medgyes, 1994) やNNSの多言語使用者としての言語的才能(Cook, 1999) が長所として認識され、心理面・教授面においても、外国語学習経験者としての学習者への共感や理解(Medgyes, 1992, 1994; Kamhi-Stein, 1999)、英語知識・英語学習法のより効果的伝授や学習者の学習モデル的役割(Medgyes, 1994)などが挙げられている。また、社会面では、Tang (1997) により、自国の言語政策(指導要領や入試)の理解や学校行政におけるNNSの社会的・文化的力もNS教師にない長所として報告された。また、日本の高校におけるティームティーチングの教師間の関係を扱ったMiyazato (2006)の研究においては、インタビューを受けた日本人高校生の多くが、JTEがNS教師との言語・文化・精神面でのギャップに対し仲介的役割を果たし、心理的に安心感をもたらす存在であると報告している。

これらの長所にもかかわらず、依然として残るNNSの英語力不足によるNS-NNS間の力の不均衡が指摘されており、NNS優位の立場を主張するMedgyes (1994)でさえ、NNSを「言語的少数派」と呼び、NNSの力不足を認めざるを得ない現実を次のように吐露している。

NSs have an "advantage...so substantial that it cannot be outweighed by other factors prevalent in the learning situation, whether it be motivation, aptitude, perseverance, experience, education or anything else." (Medgyes, 1992, p. 342)

ネイティブスピーカーの持っている利点はあまりに大きく、動機、適性、忍耐力、経験、教育、その他学習状況に見られるどんな要因であろうとも、これに勝ることはできない。(筆者による和訳)

### 考察・今後の課題

前述の通り、世界においてはNS信仰が疑問視されつつある中、日本では、JTEの英語力不足と英語の持つ

社会的・文化的影響力により、JTEはNS教師に比べて極めて弱い存在であり、彼らの置かれている現状は依然厳しいことが窺える。本章では、JTEの英語力不足と、日本人が抱く英語やNSに対する憧れという2点について、今後の課題を交えて考察したい。

まず、JTEの英語力不足に関しては、JTEにできるだけ海外留学・研修などの機会を与え、自身の英語力に十分な自信をつけることが、政府レベルで考慮すべき最重要課題であると考えられる。また、異文化理解という観点からも、海外に一定期間住まうJTEの実体験が、ALTの置かれた立場を理解する上で有意義であると推察する。しかし、2003年に文科省が出した「英語を使える日本人育成のための行動計画」(文部科学省, 2003)によると、独立行政法人教員研修センターが平成15年度に海外研修の機会を与えたJTEの数は、1年間留学が15人、6ヶ月研修が85人となっている。つまり、新規に開設した2ヶ月研修200人を除き、長期間にわたる研修の機会を与えられるJTEの数は年間たったの100人程度なのである。毎年、6,000人近くALTに最低1年間の招聘を行っているJET Programの規模に比べると、あまりにも少ないと言わざるを得ない。バトラー(2005)も指摘する通り、毎年、大学を出たての教師経験がほとんどないNSに月30万円もの高給を支払い英語教育に携わらせているJET Program自体が、残念ながら、政府レベルのNS信仰の産物であると言っても過言ではあるまい。

確かに現在でも、2004年から義務化された10年目研修を始め、様々な教科指導研修がJTEに課されている。しかしながら、現実には、日頃の授業に加え、教科外活動の指導・監督、生活指導、入試や就職の指導、PTA・学校行事や各種校務などの雑務に追われる日々の中、年間30回という10年目研修やAETの世話役などを課されているJTEの仕事量は限界に近い。ましてや、他の教科の教師にはないこれらの責務や英語力の早急な向上というプレッシャーは、消極的ティームティーチング関与などJTEを追い込んでいる原因の一つと言えるのではなからうか。まずは、中・高レベルの教師たちの過大な仕事量を軽減するよう改革することが求められるが、同時に、JTEの置かれている立場や仕事環境に関しても特別な配慮がなされるべきである。ある程度の時間的、精神的余裕があって初めて、自身の英語力や指導力の向上という観点に目が向けられ、研修活動も効果的に普及するのだと感じる。

しかしながら、現実的には、英語力不足によるNNSのNSに対する劣等感、英語教師である限り完全には払拭することができないであろう。それでは、NNSは英語力不足により、常にNSに劣る存在なのだろうか。NS=最良の英語教師という図式は、言語教育と文化教育を区別しない因襲的教育観に起因しており、学習者の自国における言語的・文化的ニーズや現実に配慮のない見地であるとPhillipson (1992, p. 195)は批判している。そして、学習者の精神的・社会的・文化的背景を理解し、共通言語を通して無理なく意思疎通ができるJTEの指導力は、Medgyes (1994)も指摘している通り、NSの英語力に匹敵する大切な資質であろう。例えば、TESL環境で編み出された教授法を、日本の教育環境や日本人学習者の心理面・社会面に精通するJTEが率先して日本人にあったものに手直していくなど、英語教師としての指導力を伸ばしていくことは、われわれの存在意義をアピールする上で重要なことである。

次に、日本人の抱くNS信仰に関してだが、鈴木 (1999, 2001) の示す通り、西洋並びに英語やNSに対する憧れはエリート的イメージとして広く受け入れられており、この問題を解決するのは容易ではない。特に、バトラー (2005) も述べているように、日本のようなEFL環境においては、主要英語国出身のNSによる「本物」の英語に学習者ができるだけ多く触れさせるほうが効果的とするのが、現在の日本英語教育界の大勢の見方であろう。しかし、Takada (2000, p. 23) によると、学習者やその親に強く見られるNS教師崇拝により、第二言語取得の理論や最先端の教授法を熟知している熱心で経験豊富なJTEでさえ、NS英語教師の前では見劣りしてしまうなど、英語教育の現場でもこの問題は大きな影響を及ぼしている。そこで重要になってくるのは、NNS英語教師としての適切なアイデンティティー確立であると考えられる。やみくもにNSと競合したり、NSを最終目標とするのではなく、NNS英語教師としての長所を認識し、それを授業に活用していくことである。具体的には、英語のインプットを増やすことは重要だが、最近の傾向として見られる完全な英語オンリーの授業を強行するより、状況に応じて母語をうまく取り入れながら授業を行うことも大切なのではないか。前述の通り、学生の心理やバックグラウンドなどの学習者の心理面・学習面や、入試や学校制度・社会規範などの社会面にも精通し、自身も英語学習者としての経験を持つJTEは、目的言語・文化と母語・母語の文化をつなぐ大切な役割を担っている。NNSとしての英語力やアイデンティティーを卑下することなく、JTEだからこそできることにも目を向け、教師としての指導力を向上させていく姿勢を持つことが望まれる。

こうしたJTEの取り組みは、学習者や社会のNS信仰を軽減する努力と平行して行っていく必要がある。そのために、世界言語としての英語教育を示していくのも、JTEの役目であろう。急増する英語人口の中、これからは英語を母語としない人同士の英語でのコミュニケーションが益々増えていくこと、そしてそれにより、イギリスやアメリカの英語のみならず多様な英語に触れていくであろう事を踏まえ、Takada (2000, p.23) も指摘しているように、特有のアクセントのある外国語や第二言語として話される英語も国際社会においては十分通用することを紹介することは、学習者に現実に見合う学習目標を促し、結果として彼らの自信を高めることに繋がるであろう。

また、NS-NNS間のコミュニケーションや異文化理解にも対処するべく、日本の教室に多少なりとも多文化学習環境を作り出すことも一案であろう。まずは、英語主要国からだけでなく、Kachru (1992) の言う、インドやシンガポールなど植民地化により第二言語・公用語として英語を使用している外円 (Outer Circle) や韓国、中国などの外国語として英語が話されている拡大円 (Expanding Circle) の国々からも有能な英語教師を雇用し、学習者が様々な英語や文化に触れながら学習していくことが望まれる。それにより、教師自身も多種多様な教え方や価値観に出会い、それが更なる教師としての成長につながると共に、「JTEのNNS英語」「ALTの本物英語」というNS-NNS間の二極分化志向に歯止めをかけ、日本人が抱くNS信仰を軽減させることに貢献すると推察する。

## 終わりに

Graddol (1999) によると、もはや外国語として英語を使用している人の数は、英語を母語や公用語として

使用している人を、はるかに上回っているという。また、Strevens (1992) は、英語のNSは世界の英語人口のたった1/5と見積もっており、Crystal (1997) に至っては、90年代後半においてNSが3.7億人、英語を第二言語として話す人が3.7億人、英語を外国語として話す人が7.5億人という具体的数値を提示している。更に、Canagarajah (1999) は、この膨大な英語人口を支える英語教師の80%がNNS教師であると述べている。つまり、NNS教師によってほとんどの英語の授業が教えられているのが現実なのである。これに鑑み、OCを含めた英語の指導において、バトラー (2005) も指摘する通り、NS教師だけに頼らずに指導できる体制作りを目指すことが肝要であり、現在のようなJTEがNS教師の補佐的存在で居続けることは、急速に変化している英語をとりまく状況から見ても、改善していかなくてはならないと考える。

そのためにも、英語を特定の国民が所有する言語としてではなく世界言語としてみ直すという概念をJTE自身が理解し、積極的に学習者に教育していく姿勢がわれわれJTEに必要なであろう。そしてNS教師と競合するのではなく、互いの長所を尊重し短所を補い合いながら共生・協力を目指すことが、この莫大な英語人口を支えていく上で重要であると感じている。本論において一人のJTEとして日本社会にはびこるNS信仰に敢えて異論を唱えたが、これにより日本における英語教育を支えているJTEの意識や在り方が再考され、よりよい学習・教育環境になることを期待してやまない。

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## ...with Jerry Talandis

<my-share@jalt-publications.org>



We welcome submissions for the My Share column. Submissions should be up to 1000 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

### MY SHARE ONLINE

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**R**ICHARD HODSON provides our first activity this month, one that makes use of business cards to practice giving and exchanging personal information. Next, Bob Jones offers up a reading and speaking exercise that allows students to create conversations based on short reading texts.

# My meishi: Using business cards to review personal information

**Richard Hodson**

**Nagasaki College of Foreign Languages**

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## Quick guide

**Key words:** Personal information, prepositions of place, clarification language, etiquette, roleplay

**Learner English level:** False beginner

**Learner maturity level:** Final year of high school, college, or adult

**Preparation time:** 30 minutes for the creation of a worksheet

**Activity time:** 60 to 90 minutes depending on learner level and time spent on optional activities

**Materials:** Real business cards, sample and blank business cards, or a worksheet featuring representations of them

Giving and asking for basic personal information (such as name and occupation) is one of the earliest tasks that many learners of English encounter. Similarly, spellings, numbers, and prepositions of place are fundamentals that appear right at the beginning of many language courses. Mastery of these skills is essential for many practical tasks outside the classroom, but their basic nature may lead teachers to assume that older students have already acquired them. In addition, some students may feel that they are being patronized by an overt focus on something so simple.

The creation of business cards provides a compact, practical, and mature medium for reviewing these skills and vocabulary. A simple communicative task gives students speaking and listening practice, with an opportunity to use clarification language realistically.

## Preparation

This activity can be carried out using either sample and blank business cards, or a worksheet featuring representations of them. Use of the worksheet requires more preparation time, but allows space for note-taking and can be set up with spaces for labels for a more structured lesson. Sample cards are more realistic and available for follow-up speaking activities, but their small size makes them less practical and easier to lose.

To add authenticity, I use a worksheet showing a scanned image of my own business card, one that contains English information on one side and Japanese on the other. Teachers reluctant to disclose personal information to a class in printed form might want to create a business card of a fictional character or famous person as a model.

## Procedure

**Step 1:** Show a business card to the students and elicit the English word for it.

**Step 2:** Ask your students to demonstrate and explain to you the procedures involved in giving and receiving a business card in their home country.

**Step 3:** Distribute worksheets of sample and blank business cards to the class.

**Step 4:** As a whole class or in small groups,

ask your students to identify and appropriately label the different kinds of information given on the sample business card. Typical labels might include title, name, job title/occupation, place of work, address, telephone number, and email address. The labeling may first be done in the students' L1, with a parallel business card provided for L2 labeling. You may wish more confident students to stick to L2 throughout.

**Step 5:** Have students fill in their own personal information on the first blank business card. At this stage, the handout follows a standard format, requiring all students to enter the same information in the same location on the card.

**Step 6:** Once the first blank card has been filled out, students imagine that 10 years have passed. They are now doing their dream job, living perhaps in another city or country. Some students may have acquired a professional title such as professor or doctor, while others may have married and possibly changed their names.

**Step 7:** Students enter this new personal information into another blank business card. At this stage, they are free to change the format or location of the items, and add additional information such as a homepage URL, logo, or picture.

**Step 8:** Divide students into pairs and demonstrate a simple roleplay activity with a pair of volunteers. One student plays his or her future self, making a telephone call to a business card printing company to order copies of the card she or he has designed. The other student is a representative of the company, asking questions to elicit and confirm details of the information to be printed, as well as the chosen design. Students should not show their card designs to each other until the end of the activity.

**Step 10:** If necessary, review the vocabulary and language forms that students may need to complete the task. These might include prepositions of place (such as *at the top*, *in the middle*, *on the right*, or *below*) to describe the business card, clarification language (*How do you spell that? Could you say that again?*), and for very low level students, simple questions about personal information.

**Step 11:** While in pairs, the students can sit back to back and simulate a telephone conversation. As they ask and answer questions about the information and design contained on their partner's card, the *printing company* student fills in the information on a blank card or appropriate space on the worksheet.

**Step 12:** Students reverse roles and repeat the task.

**Step 13:** On completion of the task, students compare the finished cards or worksheets, checking the printing company version against the original student design for accuracy of information and closeness of design.

**Step 14:** As a follow-up activity, to provide useful added value for college students with an eye on the job market, the completed business cards can be used as props in *meet and greet* speaking practice or as the basis for a mini-cultural lesson on the etiquette of giving and receiving business cards. (Step 2 could be repeated here).

## From newspaper account to conversational story

**Bob Jones**

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### Quick Guide

**Key Words:** Conversational storytelling, spoken vs. written language

**Learner English Level:** Intermediate and above

**Learner Maturity:** High school and above

**Activity Time:** One 90-minute lesson or two 50-minute lessons.

**Preparation Time:** Minimal, though you may need to spend some time looking for suitable newspaper stories for the second part of the lesson

**Materials:** Story handout, worksheet, copies of selected newspaper stories

The lesson described in this article is based on a World Cup story taken from an English language newspaper. The lesson is designed to raise students' awareness of some of the techniques they can use when they retell such stories in conversation.

The story (Walker, 1998) appeared in the *Daily Yomiuri* during the 1998 World Cup, and tells how a language barrier problem that occurred in an

earlier World Cup tournament inspired a British referee to devise the red and yellow card system to indicate foul play. The story provides a good example of a complication-resolution narrative as described by Eggins and Slade (1997).

## Procedure

**Step 1:** Tell your students the story of how red and yellow cards came into being. The transcript in Appendix A is the author's own version. Use this version or make up your own.

**Step 2:** Write the following story structure on the board and use it to elicit the main details of the story:

- Which teams? Where? When?
- What happened?
- Why was it a problem?
- How did they solve it?

**Step 3:** Hand out the story text (Appendix A) and read it through with your students. This transcript contains the spoken version of the story and the original newspaper account.

**Step 4:** In groups, the students discuss what differences there are between the two versions. To encourage discussion, suggest the following questions:

- Which version has more dialogue?
- Which version gives us the name of the Argentinian player?
- Find the sentence beginning: *The game was marred by...* How is this sentence expressed in the spoken version?

**Step 5:** Give out the worksheet (Appendix B) to help the students take a closer look at some of the differences. Students can work either individually or in pairs while doing this exercise.

**Step 6:** Lead a whole-class discussion about what differences were found and what conclusions can be drawn about the art of telling stories in conversation. Points that could be brought up include:

1. When telling a conversational story, it is not always necessary to include facts like names of characters and exact numbers (e.g., the fact that it was in the 36th minute).
2. Use of dialogue can make the story more vivid and entertaining.
3. Words and phrases like *apparently* and *they reckon* are useful when recounting something you've heard from another source.

**Step 7:** Distribute newspaper accounts of other interesting news stories. Stories should be en-

tertaining and focused on a single incident. An example, taken from the world of sport (the Sydney Olympics), is provided in Appendix C. As students prepare their stories, remind them that it is not essential to remember names—a *woman judo player* will suffice—and that the inclusion of some dialogue may help to embellish the story.

## Conclusion

Consciousness-raising activities such as the one described in this article can help students increase awareness of the typical features of conversational storytelling. Further practice can be given by providing similar news stories for students to turn into conversational stories. Stories should be chosen for their entertainment value and for their simplicity (i.e., they should focus on one simple incident or event without too many twists and turns). Many stories will follow the complication-resolution structure described above, but others may follow what Eggins and Slade refer to as an anecdote structure of *orientation, remarkable event, reaction*. As storytelling is a developmental skill that improves with practice, it is recommended that students be given regular practice with this skill throughout their course.

Such stories may often be found in the inside pages of newspapers and magazines, especially in sections with titles such as *Strange but true*. One source I have found particularly useful is Roger Barnard's *Good News, Bad News* (1998). For a more detailed account of the structure of conversational stories, I recommend Eggins and Slade (1997: 236-272).

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## Appendices

The appendices can be viewed at <[jalt-publications.org/tlt/myshare/resources/0706a.pdf](http://jalt-publications.org/tlt/myshare/resources/0706a.pdf)>

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**T**HIS MONTH'S column begins with a review of *Beginners Preparing for the TOEIC Test*, by Catlin Hanna. Salem Hicks then provides a thorough evaluation of *Discussion Process and Principles*, an EFL skills-based textbook with an emphasis on oral communication.

## TOEIC Test for Beginners

[Frank Graziani. Tokyo: Hokuseido, 2005. pp. 217. ¥2,000. ISBN: 4-590-01183-2.]

**Reviewed by Catlin Hanna, Iwate Prefectural University/Morioka Jr. College**

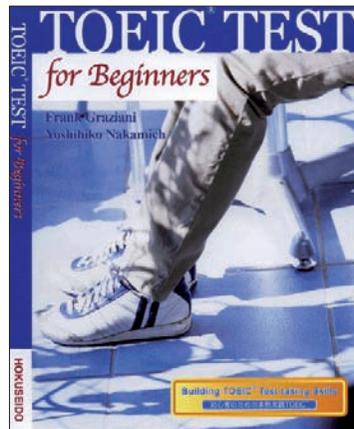
With *TOEIC Test for Beginners* instructors now have another choice of textbook aimed at low-level students with little or no experience with the TOEIC test. The text follows the same style and format as the TOEIC, but with simplified vocabulary and structure. This sounded ideal for my class of 10 second-year junior college students just starting to look for jobs or prepare for university transfer exams.

The book begins with an overview of the TOEIC test with tips and tricks for each section. The remainder of the book is organized into twelve units titled mini practice tests. Each unit focuses on one grammar point, such as pronoun agreement, infinitives, and gerunds. The units consist of five questions for each of the three types of TOEIC Listening Comprehension questions fol-

lowed by fifteen incomplete sentence questions and fifteen error recognition questions. These are followed by four short reading passages with three questions accompanying each passage. At the end of the book is one full-length practice test with questions testing all of the grammar points that have been covered. Since the text is organized by grammar point, a pre-test that identified the grammar point tested in each question and allowed students to identify their weak areas in advance would have been a nice addition, as well as a Japanese translation of the unit titles.

What this textbook has that many others do not have is a separate Japanese supplement that introduces the TOEIC test and gives hints for each section, a concise translation and explanation of every question, and complete transcripts

of the listening section. Even the reading passages are translated, assuring that students can thoroughly understand their mistakes, rather than simply check whether or not they have chosen the correct answer. I believe this supplement is essential for



students at the beginner level, and because it is a separate book, instructors can easily control its use in the classroom.

Unfortunately, the book makes no mention of the changes to the TOEIC implemented in May 2006. These changes include, among others, elimination of the error recognition questions that feature prominently in this textbook and the requirement for test-takers to answer questions by reading two interrelated passages instead of a single passage. *TOEIC Test for Beginners* contains only questions based on single reading passages. In an effort to make the test more closely resemble real-world situations, the creators of the TOEIC exam have also modified the listening section to include a variety of English accents instead of only American English (Ewing, 2006).

As this is a textbook for beginners, the limitations I have pointed out do not significantly lessen its usefulness. The students that I used the textbook with found the book quite helpful. A few students said it was a bit too easy for them, but

most found the review and focus on one grammar point at a time very effective. We devoted one 60-minute class period to each chapter of the book, doing one half of the exercises in class and the other half as homework. This was rather awkward because if the students were confused about a question, it was much easier for them to read the Japanese explanation in the supplement than listen to my English explanation. I decided to have the students refrain from looking at the Japanese explanation in class and instead focus on my explanation in English, letting them consult the supplement outside of class for further study. This strategy worked fairly well, but in the end I felt that the book is really more suited to self-study than classroom use especially if the medium of class instruction is English. This view is supported by Robb and Ercanbrack's (1999) study of the effect of test preparation on the TOEIC scores of Japanese university students. They found that TOEIC preparatory materials are of little benefit to students enrolled in a comprehensive program of English study but may boost the scores of students enrolled in university-level general English courses.

In light of this research, I think *TOEIC Test for Beginners* would be a good choice for a university self-access study center or for students doing independent test preparation. It provides good supplementary material for high beginning level students with no TOEIC experience who are starting to prepare for the exam and any student needing basic grammar review with Japanese support.

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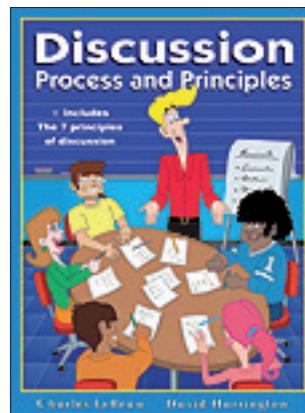
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# Discussion Process and Principles

[Charles LeBeau & David Harrington. Eugene, Oregon: Language Solutions, 2006. pp. vi + 126. ¥2,180. ISBN: 1-929274-77-7; CD ¥3,480. ISBN: 9781929274796; Teacher's Book ¥5,040. ISBN: 9781929274802]

Reviewed by Salem K. Hicks, Kyoto Sangyo University, GALE-SIG

Although the concept is still somewhat controversial, several prominent researchers since the 1970s have advocated the benefits of helping learners develop an awareness of the learning process and strategies to help them learn. Recent studies have shown that students are positively influenced by strategy training in oral communication (Nakatani, 2005; Naughton, 2006). Many EFL students in Japan often struggle to understand *how* to engage in a Western-style discussion and thus would most likely benefit from a step-by-step understanding of the process and principles of discussion.



*Discussion Process and Principles* is an interesting EFL skills-based textbook which attempts to make discussion strategies more explicit to students. This book is aimed at students who need to learn how to understand and construct a discussion in English. It provides some very necessary skills for

students to improve their metacognitive abilities in oral communication and addresses many of the common problems that Japanese students face.

The textbook is divided into three distinct *Discussion Stages*: sharing, exploring, and decision making. The authors have identified seven discussion techniques which they call *loops*: sharing experiences; sharing ideas; exploring positions; searching for the best position; identifying criteria; listing the options; and choosing the best

solution. Each loop is ruled by a different discussion *principle* such as respecting every voice, celebrating all ideas, and looking to your values.

Discussion labs introduce and practice the main points of the unit. A short scenario introduces each discussion topic followed by background information. Students are not overwhelmed by input information and so are allowed to focus more on the discussion techniques. They are encouraged to share the results of their discussion with other classmates through various extension activities.

Although the accompanying CD contains several listening activities that tend to be somewhat over-dramatised, they illustrate the aims of the activities and are easy for students to understand. In each loop there is a listening activity illustrating the discussion principle. The first listening gives an example of a poor or failed discussion followed by some comprehension as well as reflective questions. Then a second listening is given in which the participants utilize the target principle, suggesting a more desirable outcome. These listening activities are very effective in exposing dysfunctional tactics and illustrating superior discussion examples.

The teacher's manual helped me to better understand the intentions of the authors. Their approach is thoughtful and deserves attention to fully appreciate and effectively utilize these materials. I tested activities in the textbook with high beginner to low intermediate non-English majors. The students enjoyed many of the playful illustrations, which often illustrate the point of each activity. The first discussion stage focuses on sharing personal experiences, where students found being a good listener and being an active and supportive participant to be particularly insightful and enlightening. The activity on being a good listener identifies many of the classic behaviours that present obstacles to a functional discussion group. As the book is illustrated well and has an accompanying audio track, students could recognize their behaviour in a discussion group and examine attitudes and actions that are more appropriate. After I tested this activity with students, many of them reported in their learning journals that they are now conscious of the positive and negative affects of their behaviour during their group discussions. This has subsequently lead to more effective and meaningful interactions for many students.

In attempting to approach discussion in a unique way, the textbook does incur some weaknesses. The book includes activities to encourage

reflective learning such as answering self-assessment questions at the end of a group discussion. Students are also asked to reflect on their performance and to consider how they can improve their discussion. One glaring omission is that students are not asked to reflect on whether or not they spoke English in their discussions. Also, the text does not include any vocabulary, pronunciation, or grammar building exercises. It does, however, provide a useful phrase bank just before each model discussion, and students are encouraged to check which phrases they have used in their discussions.

Overall, *Discussion Process and Principles* is well thought out and is a valuable resource for decoding discussion techniques for lower to mid-level Japanese students. Its most important contribution to EFL pedagogy perhaps is that it makes salient many of the techniques that native English speakers utilize so naturally during a discussion. It is a wonderful alternative to the multitude of textbooks which offer stimulating discussion possibilities but which fail to equip students with the necessary discussion skills and strategies.

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- \* *The Active Learner: Communication Strategies for the Real World, Book 1*. Maybin, D. W., & Maher, J. J. Tokyo: Macmillan Languagehouse, 2007. [Incl. class CD, teacher's manual].
- \* *Adventures Abroad: English for Successful Travel*. Fuller, D., & Cleary, K. Tokyo: Macmillan Languagehouse, 2007. [Incl. class CD, teacher's manual].
- ! *Countries of the World* (elementary / intermediate reader series of 24 books, including Canada, Kenya, Vietnam, etc.). Dahl, M., et al. Mankato, MN: Bridgestone, 1999.
- \* *Encounters Abroad*. Critchley, M. P. Tokyo: Nan'un-do, 2007. [Incl. two editions, with or without Japanese rubrics and support; student CDs; mini-workbooks; teacher's edition; online support].
- Language and Our World*. Clankie, S., & Kobayashi, T. Tokyo: Sanshusha, 2007. [Incl. CD, teacher's manual].
- ! *Lecture Ready: Strategies for Academic Listening, Note-taking, and Discussion* (levels 1, 2, 3). Sarosy, P., et al. Oxford: Oxford University Press, 2007. [Incl. DVDs].
- \* *Making Friends 1: Social English for Adult Learners*. Williamson, D., & Williamson, M. Tokyo: Macmillan Languagehouse, 2006. [Incl. class CD, teacher's manual].

- \* *Tactics for TOEIC Speaking and Writing Tests*. Trew, G. Oxford: Oxford University Press, 2006. [Incl. CDs, answer key, tapescript].

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

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- \* *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis*. Salaberry, R., & Lafford, B. A. Washington, D.C.: Georgetown University Press, 2006.

*The Experience of Language Teaching* (Cambridge Language Teaching Library series). Senior, R. Cambridge: Cambridge University Press, 2006.

*A Friendly Approach to English for Academic Purposes*. Strain, S. S. Tokyo: Shohakusha, 2006.

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

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## The next net: Digital broadcasting

### Paul Daniels

#### Kochi University of Technology

**W**ITH THE success of sites such as YouTube, iTunes, and Blip.tv, video over the Internet has finally hit the mainstream. It is an exciting chapter in the history of language teaching, given the fact that a wealth of authentic video content can be uncovered with a few clicks of your mouse. While finding video on the Internet is rather straightforward, competing media players, incompatible video formats, and missing codecs make for treacherous waters as we develop and deliver video content for classroom use.

This month's Wired column focuses on familiarizing readers with the basic concepts of digital video formats and recommends software and

sites for searching, recording, and streaming digital video content.

Let's start with a basic overview of the common video formats used to broadcast video over the Internet. There certainly are many more video formats than listed below, but the listed formats are the most popular. A helpful comparison of digital video formats is located at: <www.videohelp.com/comparison.htm>.

### Basic video formats

- (*mpeg*) Mpeg-2 is most commonly associated with DVDs. DVDs consist of VOB files which are essentially mpeg-2 files. High-definition DVD and High-definition TV can also use mpeg-2 video compression. Mpeg-2 is fine for shorter video clips, but because of its high video bit rate, it is not recommended for distribution of full length movies over the Internet.
- (*mp4*) Mpeg-4 evolved from the QuickTime file format. It has a considerable lower video bit rate than its predecessor (mpeg-2) and therefore it consumes much less digital bandwidth. Video files downloaded from the Apple Store are in the mpeg-4 format. In addition, the video your students shoot with their mobile phones with the .3gp file extension is based on mpeg-4. Since mpeg-4 is scalable, it can be used to send and receive video on devices ranging from cell phones to satellite TVs. Mpegs can be viewed using QuickTime or VLC player. Windows Media Player will most likely need additional codecs installed to view mpeg video.
- (*flv*) Flash video or FLV is a format developed by Adobe Systems (originally Macromedia). If you are an avid YouTube addict, you can appreciate Flash video. Because of its low bandwidth consumption, it is ideal for deploying e-Learning content as well. Although Flash video is a proprietary format, the flash media player is available for free for both Macintosh and Windows platforms.
- (*rm*) RealMedia is another variable video bitrate format like mpeg-4 but is even more compact; it only consumes 2-5 megabytes per minute of video. It is ideal for streaming video over the Internet but requires users to download and install the Real Player which is available in both Macintosh and Windows versions.
- (*wmv*) Windows Media Video is a popular format for delivering video over the Internet but can also be used for distributing high definition video. Unsurprisingly, WMV files

play best if using Windows Media Player on a Windows computer but can also be opened using QuickTime if you install a helper application called Flip4Mac. Windows Media Player 9 is available for Macintosh but the audio codec support is weak.

- (*divx*) DivX is a compressed digital video format or codec that was originally developed to deliver movies over the Internet. It started out as free software, but it is now proprietary and is based on the mpeg-4 video format so the video quality and compression is fairly good. Note that DivX encoded video files can have an .avi file extension. DivX players are readily available for both Mac and Windows users.
- (*xvid*) Xvid is an open source video codec designed to run on most computer platforms. It is also based on the mpeg-4 format so it has good video compression without much loss of picture quality.

## Downloading and recording from the web

Once you have installed your basic media players, such as Flash player, QuickTime, Windows Media player, and Real player, watching video on your PC is as easy as pointing and clicking. But once you get hooked on watching the latest online videos, you may want to learn to record and save video from the web to use in the classroom. Unfortunately, depending on the type of media you wish to download, you need to download and install separate applications.

One of the easiest methods to download flv, mov, avi or mp4 files from the web is to use a free Firefox extension called VideoDownloader <[javimoya.com](http://javimoya.com)>. After downloading, for example, a video from YouTube, you must change the file extension to .flv since YouTube videos are delivered in the Flash format. Finally, to play the video, download the popular VLC media player available for Windows, Macintosh, and Linux from <[www.videolan.org/vlc/](http://www.videolan.org/vlc/)>.

To download streaming video such as Windows Media, try an application called SDP or the Streaming Download Project <[sdp.ppona.com](http://sdp.ppona.com)>. Downloading a video is not a simple one-click process like it is with VideoDownloader. First you must copy the URL media target, which would be an .asx file for Windows media, and then paste the URL into the SDP application before downloading it. The SDP website offers a nice tutorial on how to use their software, but the application is only available for Windows.

Replay A/V is a Windows shareware application that claims to be able to capture video streams from Windows Media, Real Media, streaming MP3, Flash animations, and Flash video. It can be downloaded from <[www.applian.com](http://www.applian.com)>.

## Converting files

With all of the competing video formats, compression rates, and codecs available, matching a video file with the appropriate player can be downright frustrating, particularly when the codec is designed for a specific platform, typically either for a Macintosh or for Windows. There will undoubtedly be occasions when you need to convert video files to be able to play them with your media player or times when you want to compress a video file for web distribution. One of the more likely scenarios film enthusiasts face is the progression from mpeg2 to mpeg4. Most movies, for example, are stored on DVDs, which are in mpeg-2 format. If you wish to create a digital library and stream media using, for example, the popular Apple TV console, or if you want to play your DVD movies on your iPod, you will need to convert your media to mpeg-4. To distribute video files to a larger audience of students, converting your files to Flash is recommended.

Here are some freeware or shareware video conversion tools:

- *CinemaForge* <[www.cinemaforge.com/downloads/](http://www.cinemaforge.com/downloads/)> A free application for Windows that allows you to convert between mpg-4, Flash, AVI, Windows Media video, Real Video.
- *SUPER* <[www.erightsoft.com/home.html](http://www.erightsoft.com/home.html)> or the *Simplified Universal Player Encoder & Renderer* is just that: an application that both converts and plays almost any type of multimedia file. It is freeware for Windows.
- *Riva FLV Encoder* <[rivavx.com/?encoder](http://rivavx.com/?encoder)> is a simple Windows application that encodes your video files to Flash video format.
- *Handbrake* <[handbrake.m0k.org](http://handbrake.m0k.org)> has developed a free application called *MediaFork* for Windows, Macintosh and Linux users that can convert DVDs to mpeg-4 for your iPod or Apple TV.
- *MP4 Converter* <[www.mp4converter.net/](http://www.mp4converter.net/)> offers Apple users several shareware video conversion tools on their website.
- *MyCometG3* <[www003.upp.so-net.ne.jp/my-cometg3/](http://www003.upp.so-net.ne.jp/my-cometg3/)> is a site in Japan that offers several QuickTime video conversion tools for Macintosh users.

- *VisualHub* <[www.techspanion.com/visual-hub/](http://www.techspanion.com/visual-hub/)> claims “Fast conversion from nearly every video format to iPod, PSP, DV, DVD, Tivo, AVI, MP4, WMV, MPEG and Flash,” although the speed will really depend on your hardware.

## Video download locations

Now that you have the video codecs and conversions worked out, it's time to discover some video content. While YouTube seems to be dominating the video sharing market, several less known sites are striving to catch up. Here are a few up and coming sites:

- *Veoh* <[www.veoh.com](http://www.veoh.com)> is a promising video sharing site similar to YouTube. Its vision is to become a virtual television network, distributing full screen TV quality video. It's P2P (peer-to-peer) network and unlimited file space for uploading video makes it a popular video site.
- *TV-Links* <[tv-links.co.uk](http://tv-links.co.uk)> is a simple video sharing startup site with a good selection of popular TV shows and some movies with a preference towards UK shows, although dead links and lack of full screen video can be frustrating for users.
- *TVARK* <[tv-ark.org.uk](http://tv-ark.org.uk)> offers viewers a *television museum*. Historical television programs are being archived and can be viewed in real video format to bring back memories. Most of the content on the site is delivered using Real Video.
- *TIOTI* <[tapeitofftheinternet.com](http://tapeitofftheinternet.com)> could be the next great startup but it hasn't really gotten off the ground yet. Their website claims to index more than 2,000 TV shows and 90,000 episodes. Currently they are only accepting beta users. I registered for an account a few weeks ago but have not yet heard anything.
- *Joost* <[joost.com](http://joost.com)>, a startup from the same innovators of Skype and Kazaa, fuses television with the Internet, allowing users to search video content from websites as well as flip through hundreds of TV channels. Currently it has over 80 TV channels listed to offer content over the Internet. You can even create your very own TV channel.
- *SuTree* <[sutree.com](http://sutree.com)> is another beta site that allows users to search video lessons, for example, on how to play classical guitar or on how to how to introduce yourself in French. Sutte is a video search engine and doesn't host any video content; it simply links to video content on other websites.

Be aware of adult content, pop-ups and malicious software, and copyright laws when visiting video sites.

## Streaming video

If you have a large video collection that you wish to stream to a number of users, for example, to students in a CALL environment, you can convert the media to Flash and use Flash Media Server, especially if multiple users will be accessing the same content concurrently. For video content that will not be accessed concurrently, try either mpeg-4 with QuickTime or .wmv with Windows Media Player.

To stream video content to a TV, give Apple TV a try. I recently purchased one and was pleasantly surprised with its wireless streaming capabilities. Note that you need a newer HDTV or at least a TV with an RGB component jack. Out of the box, Apple TV only streams mpeg-4 files; the type of video files downloaded from iTunes. If you are interested in using an Apple TV to play other file formats, there is an excellent article on hacking your Apple TV at <[www.slashgear.com/apple-tv-plays-divx-files-234456.php](http://www.slashgear.com/apple-tv-plays-divx-files-234456.php)>.



## JALT Journal

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

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

For more information and submission guidelines see <[www.jalt.org/jj/](http://www.jalt.org/jj/)>

**Advert: Nellie's**

**...with Joseph Sheehan**

<jalt-focus@jalt-publications.org>



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

**JALT FOCUS ONLINE**

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

**JALT Calendar**

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

- ▶ 1-3 Jun 2007: JALTCALL 2007 "CALL: Integration or Disintegration" at Waseda University, Tokyo. See <jaltcall.org/conferences/call2007> for more information.
- ▶ 16-17 Jun 2007: National Executive Board Meeting (EBM); Tokyo Medical and Dental University in Ochanomizu (same as January meeting)
- ▶ 24 Jun 2007: TOL/Pragmatics SIG Mini-Conference "Authentic English and Elderly Learners: A Day of Sharing Theory and Practice" at Temple University, Tokyo
- ▶ 22-25 Nov 2007: JALT2007 "Challenging Assumptions: Looking In, Looking Out" at the National Olympics Memorial Youth Center, Tokyo.

**JALT Watch**

JALT National news and announcements in brief.

- ▶ If you need to contact JALT Central Office, note that the email address is now <jco@jalt.org>.

**JALT Notices****JALT Calendar**

An oft-overlooked feature of the JALT Calendar is its *keitai* phone capabilities. You can look up JALT events by month, by prefecture, or by group (chapter or SIG) through your phone. Visit <jalt.org/calendar> on your mobile phone, or use the QR code printed in each month's *TLT* on the chapter events page.

**JALT2007 Job Information Center**

Job adverts are now being accepted for the Job Information Center at the next JALT conference. The Center provides employers an opportunity to advertise for staff at no cost. Interview facilities are also available. If you would like to place a notice, contact Kent Hill <kenthill@mac.com>.

**Best of JALT**

*Best of JALT* is a 10-year-old program to honor the speakers who make JALT's local and regional meetings such valuable experiences. Every chapter and SIG in JALT has the opportunity to name the person who gave the best presentation in the 2006 calendar year. Nominations should be submitted to Margaret Orleans <tomnpeg@interlink.or.jp> by September 15th. Certificates will be presented at the JALT2007 conference Ordinary General Meeting.

*Margaret Orleans  
Best of JALT Coordinator*

**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.

***JALT2007 Conference Proceedings***

... is seeking qualified candidates for the position of Co-Editor for the 2007 volume.

***Publications website editor***

The JALT Publications Board invites applications for the position of Web Editor for the JALT Publications website.

***More information***

Job descriptions and details on applying for these positions are posted on our website <www.jalt-publications.org/positions/>.

## ...with Theron Muller

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



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

**T**HIS MONTH in Showcase Paul Moritoshi, author of *Basic Parts of Speech* (Thomson Learning Japan, 2007), shares his textbook writing experience. Have your own story to share? I look forward to hearing from you.

## SHOWCASE

## Paul Moritoshi

During a JALT presentation I gave on writing publishing proposals, it was suggested that fear of rejection is one reason people don't submit proposals for textbook ideas. In this column I aim to persuade you to overcome such worries and make your idea a reality.

First, writing a publishing proposal is not the overwhelming task publisher websites might make it seem. It takes time, thought, and work, but can be broken into smaller, manageable tasks. Prioritise these tasks then deal with each in turn. Remember, if a publisher rejects your idea, it's

*their* loss not yours: submit to other publishers.



Writing a textbook is definitely not a solitary activity. Feedback and suggestions from friends and colleagues are invaluable. Also, once your proposal is accepted, your editor will offer advice to help complete the book. Publishing brings various rewards, including a healthier bank

balance, an enhanced résumé, and presentation opportunities. I have also learnt much about the publishing industry that will be useful in future ventures and have enhanced my project management skills. Perhaps I have also won some measure of respect and admiration from my peers. However, the most valuable benefit is a reinforced belief in my own potential. So, if I can do it, what's stopping you?

## ...with Joyce Cunningham &amp; Mariko Miyao

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



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

**I**N OUR first report, Kevin Ryan believes that money is the plasma in the lifeblood of JALT's volunteers. In the second report, Rie Shoji, one of our precious volunteers at JALT2006, shares her experiences and insights with us all.

Incoming! Treasurer!  
Watch out!

As I get older, I find myself gravitating to activities that require greater and greater attention to detail. I would guess that money might be the

holy grail for JALT volunteers in that arena. What is it like to be JALT's incoming National Treasurer? As I'm writing this article for a purely selfish reason (I'm looking for a replacement), I figure that giving a little insight into the job will make it less foreboding, especially with esoterics like balance sheets, liabilities, and cash flow. At this



point, I have been treasurer for a mere 2 weeks, so you are all getting the bright, doe-eyed version

of events, with a tinge of experience beginning to show through the shadow of the capable past treasurer, Peter Wanner.

I've been able to continue, for the last 23 years, working with JALT through a regimen of volunteering for a position, then stepping back for a year, then returning to a different position. First I was in the Tokyo chapter during the roaring 90s, supporting president Don Modesto and a crack team organizing the first JALT mini-conferences (annual chapter conferences before SIGs existed) with some 400 people attending over a weekend. We would use the phone and fax and were discovering this thing called email. We had face-to-face meetings and learned the ropes of conference organizing together: little details like "Why don't we put signs over the doors to change the confusing number system (Room 2L3D6) to one that everyone can understand (Room 206)?"

After acting as VP, secretary, and newsletter editor for the Tokyo chapter, it was on to the new thing—SIGs. A founding member of CALL, I helped Kazunori Nozawa and David Kluge get things rolling. I later became secretary, then president of the SIG, and finally became editor of the SIG's newsletter, C@lling Japan. I'm still on the periphery of the CALL SIG.

About 4 years ago, there was a change of guard at JALT, and Alan MacKenzie got me involved at the national level assisting business manager Mark Zeid set up the publishers' area at the conference (aka EME). After a couple of years doing the EME in Shizuoka, I took a year off and then succeeded Mark as the business manager for 2 years. Steve Brown convinced me that it was Peter Wanner who needed a break more than me, so here I am, heading up a team of more than 60 money-handlers.

Building a team is the best part of JALT. I've lucked out again by being on a new crack team, the board of directors. It sounds intimidating, but with guidance from past officers, the tasks are merely a challenge. With regular effort, it doesn't overtake my life, my wife, my daughters, my paying hobby (work), or my bicycling.

Now I am looking forward to building the financial team to serve JALT through belt tightening. I've got wonderful support from all sides. Outgoing treasurer Peter Wanner has set up a solid process that I hope to streamline and automate with my computer skills. Since I have almost no accounting skills, I am glad to report that I am able to count on the support of the office staff and volunteers like Robert Swanson, Kevin Cleary, and Barry Mateer, who all bring continuity and

expertise. I'm most happy when working with people, and the financial team is big—comprising over 60 people. A million details can seem daunting at first, but if broken down and reassembled, the manual becomes a Wiki, an FAQ, and spreadsheets get pop-up definitions. It *all* becomes more manageable.

So if this appears enticing, sign up to become a chapter or SIG treasurer, or ask someone in this position to show you what they do. It may seem dry at first, but when you consider that money is the plasma in the lifeblood of volunteers in an organization like JALT, it gains a whole new frisson. If you look at money as bottled up time, it also becomes a tool to help make JALT work better.

As I carry on a small part of the work JALT does, I look forward to having fun building a dynamic team. I've already spent 2 days at the central office, 2 weekends at meetings, and hours and hours learning spreadsheets. The interactions are invigorating. Can't beat that.

Kevin Ryan

Showa Women's University

<treasury@jalt.org>

## Student volunteer: Out of the classroom

For 3 days last November, I took part in the JALT2006 conference in Kitakyushu as a volunteer. Later, my teacher, Andrew Zitzmann, encouraged me to write about and share my experiences. I was exposed to a lot of wonderful things there, which I would never have known had I only been in the classroom. In addition, volunteering helped me practice my English. There were so many foreigners that I wondered sometimes whether I was really in Japan or not. Since I've never been abroad, this experience was really cool. First of all, I was surprised by the general mood, since I had imagined the conference would be silent and formal. However, I realized I was completely wrong. It was like a party. Whenever I had free time, I could take a break, look around the EME, and get some sample textbooks.

What pleased me most was that I made friends and talked with them in English. They were university students, too, and were majoring in English. In my case, I am not majoring in English, and I hardly ever study it in my college, so it was instructive for me to talk to my new-found friends and to know how they study English in university.

Each day, my job involved setting up the projectors before speeches as well as helping presenters connect their laptops to the equipment. Almost none of the presenters could speak Japanese. Others did not speak it even though they were Japanese. In addition to having to communicate in English, five or six times I had to answer questions alone, without any help. Of course, I didn't speak beautiful English nor could I listen to or understand all the words, so I was really tired by the end of the first day. However, on the second and third day, my ears gradually got used to spoken English and I also got into the rhythm of conversation. After that, I enjoyed short dialogues that had nothing to do with my job. Little by little, I realized that we can continue a conversation in English if we don't give up and say, "I'm sorry. I can't speak English." In my opinion, if Japanese students are to study English communication at schools, MEXT should offer more opportunities like I had at the conference. Each day, there were words I didn't know and other situations in which I had to explain my feelings or ideas. I realized I needed to study, and this inspired me to study more.

Since my job was to set up projectors and help presenters with equipment, I couldn't listen to any speeches, but fortunately, I was able to listen

to one discussion. The presentation was about the best time for students to go abroad and study. I was really interested in this topic because I am going to England to study English this April. According to the discussion, they recommended studying abroad from high school on. There were several reasons given for doing this. First, if young people go during their childhood, they risk not being educated by their parents about the rules of their society. Second, it may be more difficult for them to understand a foreign culture. Finally, children may forget their valuable experiences and lose the English skills they learned while abroad. I couldn't catch many of the details, but the presenters first explained their ideas clearly and then repeated them a couple of times with some illustrations, which I appreciated. Sometimes they made jokes and laughed. Had I been able to understand the presentation better, I would have enjoyed it even more.

Anyway, I was glad to be able to communicate with others in English. This conference influenced me deeply and I love English more than before.

Rie Shoji

Nishinippon Institute of Technology (NIT)  
Kitakyushu, Fukuoka

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## COLUMN • SIG NEWS

## ...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 at <www.bsigsig.org> for more information.

当研究会は複数言語で生活する家族および日本におけるバイリンガ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, national conference, regional workshops, publications [✉️] [💬]

The JALTCALL Conference 2007 *CALL: Integration or Disintegration?* is scheduled for 1-3 Jun and will offer the opportunity to attend several

excellent, exciting, and innovative presentations. The featured speaker is **Mike Levy** from Griffith University; our plenary speaker is **Yasunari Harada**, Professor of Law at Waseda University, Director of the Institute for Digital Enhancement and Cognitive Development, and member of the Research and Development Team of the Japanese PhonePass® Automated Speaking Test. More at <jaltcall.org>.

### College and University Educators

[📖 tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching] [📖 *On CUE*—3x year] [🗣️ Annual SIG conference, national conference, regional workshops, publications]

Information about what is going on in CUE can be found at <allagash.miyazaki-mu.ac.jp/CUE/>. Check for regular updates on the 15th of each month.

### Gender Awareness in Language Education

The GALE SIG, in collaboration with other JALT SIGs and the Osaka Chapter, will hold a 2-day conference 6-7 Oct. The plenary lecture is *Gender and Leadership: Some Socio-Pragmatic Considerations*, by **Janet Holmes**, Victoria University of Wellington, followed by a discussion on 6 Oct 18:00-20:00 at TUJ-Osaka campus. On 7 Oct there are paper presentations 10:00-17:00 at Kansai University and a panel presentation with Janet Holmes as the discussant. More information at <gale-sig.org/events.html>.

### 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 <kcates@fed.tottori-u.ac.jp>.

### Japanese as a Second Language

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

2007年4月2日にニュースレター6号を発行しました。会員でないかたで、サンプルを希望の方はお送りしますので、イーメールで連絡ください。

We published our bilingual newsletter #6 on 2 Apr 2007. The newsletter is sent to all JSL SIG members. Sample copies are available to non-members on request.

### Junior and Senior High School

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

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

### Learner Development

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

### 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 at <groups.yahoo.com/group/jaltmwsig/>.

Our website is at <[uk.geocities.com/material-writersig/](http://uk.geocities.com/material-writersig/)>. To contact us, email <[mw@jalt.org](mailto:mw@jalt.org)>.

### Other Language Educators

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

OLE has issued Newsletter 42, containing a JALT2007 OLE-related events overview; French, Spanish, German, Japanese, and English conference announcements; the concluding second part of Alexander Imig's European Language Portfolio paper; ample information about submissions for JALT2007; and a PanSIG 2007 update. OLE was honorably requested to include information about the extremely high profile Goethe Institute/DAAD event *Learn European!—Monolingualism's Misery* (30 Mar).

### 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 ] [ ✉️ ]

Be sure to read *Pragmatics Matters*, the Pragmatics SIG newsletter. There should be reports on pragmatics-related presentations from the TESOL Convention in Seattle (21-24 Mar 2007) and from the Pragmatics and Language Learning Conference in Honolulu (26-28 March 2007). It is clear from just these two conferences that research and interest in the area of pragmatics is growing worldwide. If you have a contribution for the newsletter, contact the editor <[ahoward@miyazaki-mic.ac.jp](mailto:ahoward@miyazaki-mic.ac.jp)>. See also <[groups.yahoo.com/group/jaltpragsig/](http://groups.yahoo.com/group/jaltpragsig/)>.

### 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](http://www.debito.org/PALE)>. Also, anyone may join our listserv <[groups.yahoo.com/group/PALE\\_Group/](http://groups.yahoo.com/group/PALE_Group/)>. For information on events, visit <[www.jalt.org/groups/PALE](http://www.jalt.org/groups/PALE)>.

### Teacher Education

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

### 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 at <[groups.yahoo.com/group/tcsig/](http://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](http://www.tcsig.jalt.org)>.

児童教育部会は子どもに英語(外国語)を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回発行しております。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト<[groups.yahoo.com/group/tcsig/](http://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も新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<[www.tcsig.jalt.org](http://www.tcsig.jalt.org)>をご覧ください。

### Teaching Older Learners

[ 🗨️ 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 TOL 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/](http://www.eigosenmon.com/tolsig/)>). For more information or to join the mailing list, contact Amanda Harlow

<amand@aqu.livedoor.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。TOL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@aqu.livedoor.com>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

## Testing & Evaluation

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

Nearly 100 different articles, interviews, book reviews, and opinion pieces are now online at <www.jalt.org/test/pub.htm>. The website features convenient keyword, topic, title, author, and chronological search engines. The Apr 2006 issue of SHIKEN was recently placed online. That issue features an interview with **Barry Sullivan** about testing business English and a review of one of his recent books as well as articles about standardized testing and theoretical perspectives in SLA assessment.

## COLUMN • CHAPTER EVENTS

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### ...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.

**J**UNE is a month of mini-conferences. Look for one at a chapter near you. 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—Promoting Lifelong Learning** by **Deryn Verity**, Osaka Jogakuin, and **Heidi Nachi Evans**, Ritsumeikan University, plus others. Co-sponsored by JALT CUE SIG and JALT Nagoya and Toyohashi chapters. Join us for this 2-day mini-conference in Nagoya. Verity will do a featured workshop on *Neo-Vygotskian Psycholinguistics* and Evans will do one titled *Self-Assessment and Learner Development: Instrument Design and Implementation*. There will be a full schedule of presentations on both days plus various social activities. Workshops and papers will be on motivation, lifelong learning curricula, self-assessment, and critical thinking. Visit <jaltcue-sig.org/node/5>. Pre-register online before 8 Jun and get Saturday lunch included. *Sat 23 Jun 09:00-17:00 and Sun 24 Jun 9:00-14:00; Sugiyama Jogakuen University, Hoshigaoka, Nagoya; one-day members ¥6000 for 2 days, ¥3500 for 1 day.*

**Gunma—Teaching Liaison (Blends) to Enhance Listening Skills and Responsive Skills** by **Asha Van Nimmen**. By learning liaison and blending sounds, students are able to understand and process more naturally spoken English. Van Nimmen will discuss ways to teach these skills, suggest ways students can practice, and provide example sentences. Van Nimmen has been analyzing data from classes and private students and developing this method for 6 years. *Sun 24 June 14:00-*

16:30; *Maebashi Institute of Technology (Maebashi Koka Daigaku)*, 460-1 Kamisadori, Maebashi; one-day members ¥1000.

**Hamamatsu—Upcoming** by **Kip Cates**. Cates is a wonderful speaker as well as being a highly credentialed Japan veteran. He is well known for his work in Global Issues in Education. Be sure to keep 17 Jun open on your calendar. More details to follow. *Sun 17 June 10:00-12:00; ZAZA City Palatte, 5F; one-day members ¥1000; free for first-timers.*

**Hokkaido—Ancient Cobblestone Stained With Lifeblood and Other Speech Contest Titles to Avoid** by **Joe Booth**. In the conception and development phase, Booth will discuss what kinds of speech topics are appropriate and how to guide students through the process of putting their ideas into a coherent and meaningful speech. In the preparation and delivery stage, he will focus on a range of communication skills, including pronunciation and body language, that are inherent to giving speeches, as well as how to direct students ultimately to a successfully delivered speech. *Sun 24 Jun 13:30-16:00; Hokkai Gakuen University, Subway Building 6, 3F; one-day members ¥500.*

**Ibaraki—Annual Mini-Conference**. 10:00-noon: *Teaching Techniques for an Oral Class* by **Jonathan Owens**; *Vocabulary Training With the Computer and With the iPod* by **Markus Rude**; *Cultural Learning Through Online Writing* by **Joyce Cunningham**; *“Phrase Method” — A Spice for Your Students* by **Tomoko Yamaguchi**; *Teaching Text Patterns* by **John Racine**. 13:30: *Culture and Affect in Vaulting the Rubicon: Stories of Highly Proficient English Language Learners* by **James Elwood**, University of Tsukuba. Updates <[www.kasei.ac.jp/jalt/](http://www.kasei.ac.jp/jalt/)>. *Sat 23 Jun (registration starting 9:30); Ibaraki University Mito Campus (directions at the main gate); one-day members ¥500.*

**Kagoshima—Ten Fun and Effective Ways to Utilize English Newspapers in English Classrooms**. by **Mayuka Habbick** and **Naoko McLellan**. Children learn through experience. In this workshop, the presenters will share fun ideas using English newspapers. Newspapers are handy, inexpensive, and most of all FUN! With the learning process of children in mind, we will share a selection of activities for all ages ranging from traditional to sensuous! *Sat 23 Jun 14:00-16:00; In Sendai—Place TBA; one-day members ¥1000.*

**Kagoshima—Teaching Children Conference in Kagoshima: Meeting the Goals of the Elementary School Curriculum**. Co-sponsored by the Teaching Children SIG. For more information please go directly to our conference website <[jalt-kagoshima.org/prog/conference/TCC2007.htm](http://jalt-kagoshima.org/prog/conference/TCC2007.htm)>. *Sun 24 Jun 9:00-17:00; Kagoshima University, Korimoto Campus, Sogo Kyoiku Kenkyu Tou; one-day members ¥2000.*

**Kitakyushu—Searching for Authentic Materials** by **Daniel Droukis**. Taking a trip to another country offers an excellent opportunity to collect authentic materials. The result of a little effort can be a thick folder full of materials that can be used many times. Using them encourages quiet, passive JHS students to ask questions, and ESP students to create conversations. The materials make classes much livelier. What can be found and where? What to do with the materials? Find out. *Sat 9 Jun 19:00-21:00; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from the Kokura train station); one-day members ¥1000.*

**Kobe—Managing and Teaching in Coordinated English Language Programs** by **Heidi Evans** and **Juanita Heigham**. In many universities, new departments and existing programs are moving towards coordination, meaning teachers use common syllabi and materials to reach shared goals and objectives across course sections. This presentation will focus on how coordination benefits an institution, teachers, and students. The facilitators will begin with a short overview of their contexts, followed by a discussion of the rewards and challenges of coordinated programs. *Sat 30 Jun 16:00-18:00; Kobe YMCA (2-7-15 Kano-cho, Chuo-ku, Kobe (t: 078-241-7204); one-day members ¥1000.*

**Kyoto—Pedagogical Issues Relating to the Study Abroad Experiences of Japanese University Students** by **Michael Furmanovsky**. The survey results of 25 students studying at a language center in Melbourne, Australia, will be presented. Then the speaker will focus on the pedagogical implications of the qualitative data and discuss two single-semester classes that he created at his university. *Sat 23 Jun 2007 18:30-20:30; Kyoto Kyoiku Bunka Center, Room 204; see <[www.kyotojalt.org](http://www.kyotojalt.org)> for directions; one-day members ¥1000.*

**Matsuyama—Prepare Your Students for Academic Studies** by **Kayo Taguchi**, Oxford University Press. Students need preparation to enable them

to enter a college or university armed with the strategies they need to listen, take notes, and discuss ideas independently and confidently. *Lecture Ready* is the only video-based series that trains students in the listening and language skills they need to understand and excel during lectures in their future studies. *Sun 10 Jun 14:15-16:20; Shinonome High School Kinenkan 4F; free for all.*

**Miyazaki—*The Center Shiken: A New Perspective* by Mike Guest**, Miyazaki University. Guest analyzed the 2004 and 2006 versions of the Center Shiken and compared them to a 1981 version. He will give an overview of the role and function of the exam. He will then offer interesting examples from his comparative research, shedding some light on recent positive qualities of the exam, and will also demonstrate how these could have a positive backwash on high school English pedagogy. For information, contact Steve Davies <sdavies@miyazaki-mic.ac.jp>. *Sat 23 Jun 15:00-17:00; Miyazaki Municipal University, Room 310, Funatsuka 1-1-2, Miyazaki (t: 0985-20-2000); free for all.*

**Nagasaki—*Experiences With Action Research: Seeking Effective Ways to do Japanese Writing and English Grammar Lessons* by Howard Doyle**, Kochi University, and **Fumiko Ishinuki**, Sasebo National College of Technology. Doyle will present the inspiration and dynamic of a project focusing on the evolution of a holistic approach to grammar in the language classroom. Ishinuki will present a study of the Year 8 class at the Sydney Saturday School of Japanese that investigated the strengths and weaknesses of a genre-based approach to *Dokushokansobun* (literally, post-reading reflective essays) for improving students' writing. *Sat 30 Jun 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

**Nagoya—*Mini-Conference on Promoting Lifelong Learning***. See Gifu announcement for details.

**Okayama—*Zen and the Art of Statistics* by Gregory Sholdt**. Within the community of language instructors and researchers, a division emerges when considering the wide range of proficiencies in statistics. The result is a communication gap that prevents quantitative researchers from fully reaching their intended audience and restricts the availability of valuable information for many of those who want it. The purpose of this workshop is to equip participants with multiple techniques

and resources that encourage deeper understanding, decrease anxiety, and facilitate independent study. *Sat 9 Jun 15:00-17:00; Sankaku A Bldg., 2F (near Omotecho in Okayama City); one-day members ¥500.*

**Omiya—*My Share*. Ricardo Kuma** will examine creating customized activities. Creativity can be broken down to 8 steps: connect; relate; experience; analyze; transform; and explore. **Masa Tsuneyasu** will demonstrate practical techniques for improving student listening. **Chikahiko Okada** will show how to make use of good pictures in books, newspapers, magazines, catalogs, and brochures for learning foreign languages. **Abdel Ibrahim** will use translations of popular children's songs and TPR to help young learners understand stress timing in spoken English. The meeting will be preceded by the JALT Omiya AGM with officer elections. *Sun 10 Jun 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); one-day members ¥1000.*

**Shinshu—*Discussion and Debate Made Easy* by Charles LeBeau**. High schools and universities are including discussion and debate in their curricula. But many students and teachers are unfamiliar with the techniques of discussion and the basics of debate. LeBeau will focus on the basics of debate: how to build a case, present a case, and attack a case. He will look at seven principles of discussion, then suggest ways for combining discussion and debate activities. Activities from *Discussion Process and Principles* and *Discover Debate* will be used. *Sun 17 Jun 14:00-16:45; Iruifu Plaza (ILF), Okaya, 3F, Room 1 (Dai-ichi Kenshushitsu); one-day members ¥1000.*

**Toyohashi—*Bring the World Into Your Classroom Through Video* by Kip Cates**. Learn how to internationalize your English language classroom with innovative video activities that deal with world peoples, foreign cultures, and world problems. Find out how videos designed around global issues can stimulate your students' sense of world citizenship while developing their English language skills. This workshop will introduce a number of videos from the field of global education that can be used to promote global awareness and international understanding in English language classes. *Sun 17 Jun 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥1000.*

**Yamagata—Vancouver, Canada in Terms of its History, Culture, Education, and Language** by **Ryan Odamura**, Yamagata City International Relations Center. The topic will be presented in terms of English as a means of global communication in the 21st century. *Sat 2 Jun 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15 (t: 0236-45-6163); one-day members ¥800.*

**Yokohama—Dynamite Debates: A Case Study** by **Tom Anderson**, Aoyama Gakuin University, Tokai University. Every autumn, Anderson teach-

es a debate class in an interdepartmental program. He will discuss ways in which he has made this class a learning environment. He will look at team formation, learning contracts, team member roles, learning about debate elements, the debate itself, and evaluation. He will also present student feedback and examine how debate could be adapted for lower level students. *Sun 10 Jun 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama subway Isezaki-chojamachi); one-day members ¥1000, students ¥500.*

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## COLUMN • CHAPTER REPORTS

## ...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.

**Gifu: March—Multi-Sensory Teaching** by **Kim Horne**. Multi-sensory teaching means using more than one of the senses at a time to convey lesson material. Multi-sensory techniques are useful for all students, especially those with visual-perceptual problems, fine motor problems, and the memory problems often associated with learning disabilities. The audience were given a practical demonstration on how to utilize all senses as teaching tools. From touching activities that can often calm down the students to guided imagery that can evoke strong sense events, multi-sensory teaching can help to alleviate student anxiety. Horne's idea is that each sense is a like a plug and teachers have to find the right plug for lesson material to be connected. It is generally believed there are five senses, but Horne's presentation ended with the discovery that there can be anywhere up to 27 of them. The 27 plugs available should be useful as it is believed people remember 50% of what is heard and seen at the same time, compared to 90% of what is heard, seen, said, and done.

*Reported by Buzz Green*

**Hokkaido: March—The Perfect TOEIC Course** by **Grant Trew**. Trew's presentation focused on the new TOEIC test. Trew has been an item writer for ELT, the company that developed the TOEIC test, and has written a book called *Oxford Tactics for the TOEIC test*. Trew's presentation consisted of going over each part of the test and discussing the strategies that would best suit a student trying to do well on the test. Trew is a great speaker, and using personal experience and professional knowledge he was able to break down the test to allow us to see how it works and how best to prepare our students for this test. He discussed what he called the perfect TOEIC course and pointed out that teachers need to construct their lessons to cover both test-taking skills and test-taking strategies. Although he did his best not to sound like he was pushing his own writing on this topic, it was easy to see that he has a firm understanding of TOEIC and that his book might be a good place for the teacher to find valuable resources.

*Reported by Bricklin Zeff*

**Kitakyushu: March—My Share: 1) First Day Ice Breakers** by **Daniel Droukis**. Droukis explained how to help students relax and be less intimidated from the first day of classes, while offering the instructor an opportunity to check out their individual ability levels by getting them to stand and shout out questions to shouted answers. **2) Using Movies** by **Dave Pite** with **Dennis Woolbright**. Pite demonstrated how to exploit movies in the classroom with "dictation questions" marked for written and comprehension accuracy and showed ice-breakers for learning names, practicing casual introductions, and fluency practice which Woolbright elaborated on. **3) Rhythmic Fluency**

**Practice** by **Lynda Batty**. Batty demonstrated rhythmic fluency practice involving hands, knees, and snapping of fingers. 4) **Learning About Others in English** by **Bill Pellowe**. Pellowe showed an exercise to help students get to know each other in English while learning others' names with alternating group and pair-work using name badges. 5) **Scavenger Hunt** by **Margaret Orleans**. Students find answers to English questions that are somewhere in her classroom. 6) **Fluency Training** by **Ken Gibson**. Gibson's first class starts with fluency training, having students stand and question each other with stock phrases about names, hobbies, favorites, etc.

*Reported by Dave Pite*

**Omiya: March—Getting to Know STEP and the EIKEN Test** by **Michael Todd Fouts**. EIKEN (*Test in Practical English Proficiency*) has been the leading English language assessment in Japan for more than 40 years. The annual number of examinees is 2.5 million, and the test is administered at 15,000 test sites in Japan. Fouts, a representative of the STEP organization, overviewed the history and purpose of STEP (a nonprofit organization) and outlined its two aims: 1) to advance English education in Japan, and 2) to encourage the study of practical English. He outlined the test contents and design of EIKEN—a comprehensive assessment of the four skills. As an open test, EIKEN asserts that it is more accountable to the public than similar English proficiency tests. Questions are not reused and the papers are released for study material. Peer review is integral to maintaining quality standards.

The test is increasingly being accepted for admissions to schools in North America and Australia because: 1) EIKEN is more accessible, affordable, and familiar than other tests in Japan; 2) with EIKEN, Japanese students can qualify for admission without taking other tests, thereby removing a potential barrier to study abroad; and 3) EIKEN has a strong correlation with TOEFL.

*Reported by Masa Tsuneyasu*

**Sendai: January—Teaching Debate and Structured Discussions in EFL Classes** by **Mark Neufeld**. Neufeld reviewed the format and structure of debates and talked about his experiences teaching debate at the senior high school level in Japan, concluding that teaching debate in its traditional form is time consuming, difficult for weaker students, involves archaic or specialized vocabulary and forms, and can be extremely stressful for

students due to the public performance element. This led Neufeld to search for a way to allow his students to practice the same critical thinking and discussion skills in a more accessible way.

Neufeld introduced an alternative to traditional debate that he calls structured discussions, which borrow extensively from process writing and involve students brainstorming, outlining, and practicing conversation management skills. Eventually even weaker students are able to hold 15-minute discussions on topics, having practiced planning, turn taking, and conversational strategies. A handout was provided showing how to structure and conduct a short (15-hour) course, currently used at a junior college. Participants practiced using the techniques in pairs.

*Reported by Ben Shearon*

**Yokohama: April—Teaching Micro-Skills for the TOEFL iBT Speaking Tasks and Integrated Writing Task** by **Terry Yearley**. Yearley suggested students need a balance of English language study and test technique to succeed at TOEFL, gaining useful skills such as note taking, skimming, and scanning for academic study. Various sources include: <[www.ets.org/toefl](http://www.ets.org/toefl)>, the Friday edition of *The Daily Yomiuri*, the *ETJ* discussion list, and *JALT*. YoJALers trialed speaking tasks 1 and 2, discussing problems students might face. One member felt the speaking involves recording a monologue rather than negotiating a conversation; another suggested students train initially in Japanese to get a feel for the task. Yearley navigated task 1 with a five-second topic sentence repeating question vocabulary, followed by three ideas each expanded to 10 or 15 seconds. To negotiate the time constraints of the second task, he suggested choosing one option and again thinking of two or three supporting ideas. For both tasks, clear structure positively signals to the examiner that the question is being addressed. For the integrated writing task, clarifying the three main points of each passage/lecture is vital for comparison purposes. Finally, NPR, BBC, and CBC *Quirks and Quarks* podcasts <<http://www.cbc.ca/quirks/>> were suggested as tools to train students in listening and note-taking skills.

*Reported by Renata Suzuki.*

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

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024-522-3121(h); <mccaslandpl@rocketmail.  
com>; <allagash.miyazaki-mu.ac.jp/CUE/>
- ▶ **Computer-Assisted Language Learning**—  
Paul Daniels (Coordinator); <sig-coordinator@  
jaltcall.org>; Journal editorial team <sig-  
newsletter@jaltcall.org>; <jaltcall.org>
- ▶ **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@fed.tottori-u.ac.jp>;  
<www.jalt.org/global/sig/>
- ▶ **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.jalt.org/>
- ▶ **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>
- ▶ **Teacher Education**—Paul Beaufait;  
<pab@pu-kumamoto.ac.jp>
- ▶ **Teaching Children**—Naoko McLellan;  
<popriipop@hotmail.com>;  
<tcsig.jalt.org>
- ▶ **Teaching Older Learners**—Eric Skier;  
<skier@ps.toyaku.ac.jp>;  
<www.eigosenmon.com/tolsig/>
- ▶ **Testing and Evaluation**—Jeff Hubbell;  
<01jhubbell@jcom.home.ne.jp>;  
<www.jalt.org/test>

## ...with Derek DiMatteo

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email Derek DiMatteo, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the

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

### Job Information Center Online

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

is easily visible. Include all of your personal information, especially your phone number and email address, along with your full name, nationality, and street address. Be sure to also include which job you are applying for, since many schools have more than one position to fill.

The most important criteria for most jobs are education, certifications, and qualifications. List your latest certification or degree first and work backwards. Please note that more schools are requiring proof of the degrees and certifications earned. Many of them require applicants to submit official transcripts along with copies of their degrees. While the submission of official records will take place at a later time, it is important to remember that you will have to prove everything you claim on your resume.

When listing job experience, list only the jobs for the past 10 to 15 years—the exception being a job you held in the distant past that directly applies to the job you are seeking. For example, including the part-time job you had in college 25 years ago as a technician at a medical laboratory is only relevant if you are applying for a position at a medical school. Employers are mainly interested in what you are doing now, not what you did 20 years ago (this advice also applies to publications).

When examining your work history, most employers are looking to see what your job responsibilities were in order to ensure that you have the necessary job experience. However, employers are also looking at your accomplishments to see what you did that goes beyond your job description. In today's work force, many organizations have to do more with fewer people, and they are looking for individuals who see job descriptions as starting points and not limitations.

Community and professional activities outside of work are also important, for example, professional memberships and positions held in organizations such as JALT. Other memberships and activities (e.g., church positions, sports teams) can also be included. At the end of the resume you can also list miscellaneous hobbies, past clubs, and interests. (This can be good in Japan, where schools hire the whole person—those who are interesting and well qualified.)

If you apply for jobs in a non-English speaking country and submit only an English version of your resume, be aware that it will probably be translated by someone for hiring committee members who don't read English. Keep your language simple to avoid translation-related confu-

## The Resume

### Mark Zeid

#### Central Texas College

**A**LMOST EVERY business-writing textbook has chapters on how to write a resume, yet the last time I reviewed resumes for a hiring committee, I was amazed at how many teachers submitted poorly-crafted resumes. For example, 20% of the resumes we received didn't include personal information such as phone numbers or email addresses. We also received some resumes that were five to seven pages long. While these are some ways to get your resume noticed, the idea is to make a good impression. Here are some suggestions for writing and sending resumes.

Resumes should be limited to two pages, and since most employers only quickly glance at the resume, make sure all of the essential information



sion and misunderstandings. For example, many people do not understand the military or military jargon, so explain your role and accomplishments in the military using simple language.

Layout, paper choice, and formatting matter. Make sure your resume is considered by using lots of white space so committee members can immediately see that you meet the minimum qualifications. Using different colors, a unique type of paper, fancy type faces, or fancy borders (e.g., flowers) is distracting and can work against you. Remember that the resume gets you the job interview, so create a professional image from the beginning.

Finally, three tips for sending a resume by email. First, include a cover letter and keep it professional. Second, include your resume in the text of the email message as well as sending it as an attachment (sometimes the unexpected happens). Third, include your name in the document's filename (don't name it *resume.doc* unless you want it to get lost).

## Job Openings

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

**Location:** Hawaii, USA

**School:** University of Hawaii-Manoa

**Position:** Assistant/ Associate professors (two, tenure-track)

**Start Date:** 1 Aug 2008

**Deadline:** 15 Sep 2007

**Location:** Kanagawa-ken, Fujisawa-shi

**School:** Keio Shonan-Fujisawa Junior & Senior High School

**Position:** English teacher (fulltime)

**Start Date:** 1 Apr 2008

**Deadline:** 12 Jul 2007

**Location:** Niigata-ken

**School:** International University of Japan

**Position:** English language instructors, summer

**Start Date:** Jul 2007

**Deadline:** Ongoing until filled

**Location:** Saitama-ken

**Company:** Shumei Gakuen

**Position:** Teacher of English (fulltime)

**Start Date:** 1 Sep 2007

**Deadline:** Ongoing until filled

## COLUMN • CONFERENCE CALENDAR

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### ...with Alan Stoke

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



New listings are welcome. Please email information to the column editor by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 June is the deadline for a September conference in Japan or an October conference overseas. Feedback or

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

### Upcoming Conferences

**1-3 Jun 2007—JALT CALL SIG Annual Conference 2007: *CALL: Integration or Disintegration?*** at Waseda U., Tokyo. To address the current fragmentation of CALL and its reintegration into

more traditional disciplines and the widening scope of CALL, e.g., into wireless learning and electronic dictionaries. The featured speaker will be Mike Levy from Griffith U., Australia. **Contact:** <[jaltcall.org](http://jaltcall.org)>

**23-24 Jun 2007—JALT CUE SIG Mini-Conference 2007: *Promoting Lifelong Learning***, at Sugiyama Jogakuen U., Nagoya. To discuss student and teacher motivation; curricula that promote lifelong learning; student self-assessment; and critical thinking in the university classroom. **Contact:** <[allagash.miyazaki-mu.ac.jp/CUE/](mailto:allagash.miyazaki-mu.ac.jp/CUE/)> <[CUE\\_2007\\_Sugiyama@yahoo.com](mailto:CUE_2007_Sugiyama@yahoo.com)>

**24 Jun 2007—First Teaching Older Learners/ Pragmatics SIG Mini-Conference: *Authentic English and Elderly Learners: A Day of Sharing Theory and Practice***, at Temple U., Tokyo. Pre-

senters include Curtis Kelly, Rieko Matsuoka, Eric Skier, Julia Harper-Tanaka, Naoko Yamaga, and Sayoko Yamashita. **Contact:** <[www.eigosenmon.com/tolsig/images/flyer.pdf](http://www.eigosenmon.com/tolsig/images/flyer.pdf)>

**1-3 Jul 2007—32nd Annual Congress of the Applied Linguistics Association of Australia: *Making a Difference: Challenges for Applied Linguistics***, at U. of Wollongong. **Contact:** <[www.uow.edu.au/conferences/ALAA/home.html](http://www.uow.edu.au/conferences/ALAA/home.html)>

**2-3 Jul 2007—BAAL Language Learning and Teaching SIG Third Annual Conference: *Towards A Researched Pedagogy***, at Lancaster U., UK. **Contact:** <[www.baal.org.uk/sigs\\_learn teach.htm](http://www.baal.org.uk/sigs_learn teach.htm)>

**5 Jul 2007—Second Lancaster University Postgraduate Conference in Linguistics and Language Teaching**, UK. **Contact:** <[www.lancs.ac.uk/fass/events/laelpgconference/index.htm](http://www.lancs.ac.uk/fass/events/laelpgconference/index.htm)>

**7-8 Jul 2007—Japanese Society for Language Sciences Ninth Annual International Conference**, in Sendai. **Contact:** <[aimee.gsid.nagoya-u.ac.jp/jsls2007/wiki.cgi?page=English](mailto:aimee.gsid.nagoya-u.ac.jp/jsls2007/wiki.cgi?page=English)>

**8-13 Jul 2007—10th International Pragmatics Conference: *Language Data, Corpora, and Computational Pragmatics***, in Göteborg, Sweden. **Contact:** <[ipra.ua.ac.be/main.aspx?c=\\*CONFERENCE2006&n=1295&ct=1168&e=1511](http://ipra.ua.ac.be/main.aspx?c=*CONFERENCE2006&n=1295&ct=1168&e=1511)>

**27-30 Jul 2007—Third Corpus Linguistics Conference**, at the U. of Birmingham, UK. **Contact:** <[www.corpus.bham.ac.uk/conference2007/index.htm](http://www.corpus.bham.ac.uk/conference2007/index.htm)>

**1-3 Aug 2007—ICTATLL Workshop 2007: *Information and Communications Technology in Analysis, Teaching and Learning of Languages***, at International Education Center, Hiroshima International U. **Contact:** <[www.ictatll.org/](http://www.ictatll.org/)>

**3-5 Sep 2007—Fifth International Conference on Third Language Acquisition and Multilingualism**, at U. of Stirling, Scotland. **Contact:** <[www.ioe.stir.ac.uk/L3conference/](http://www.ioe.stir.ac.uk/L3conference/)>

**6-8 Sep 2007—40th British Association for Applied Linguistics Annual Conference: *Technology, Ideology and Practice in Applied Linguistics***, at U. of Edinburgh. **Contact:** <[www.baal.org.uk/](http://www.baal.org.uk/)>

**11-14 Sep 2007—17th Annual Conference of the European Second Language Association: *Interfaces in Second Language Acquisition Research***, at Newcastle U., UK. **Contact:** <[www.ncl.ac.uk/niassh/eurosla17](http://www.ncl.ac.uk/niassh/eurosla17)>

**15-17 Sep 2007—Sixth Symposium on Second Language Writing: *Second Language Writing in the Pacific Rim***, at Nagoya Gakuin U. To provide an international forum for the discussion of various issues of interest to L2 writing teachers and researchers. **Contact:** <[logos.unh.edu/sslw/2007/](mailto:logos.unh.edu/sslw/2007/)>

**20-22 Sep 2007—Second International Conference on Task-Based Language Teaching: *TBLT: Putting Principles to Work***, at U. of Hawai'i. **Contact:** <[www.tbtl2007.org](http://www.tbtl2007.org)>

**5-8 Oct 2007—Third International Conference of the Independent Learning Association: *Exploring Theory, Enhancing Practice: Autonomy Across the Disciplines***, at Kanda U. of International Studies, Chiba. Leading scholars will present, including Henri Holec, James Lantolf, Klaus Schwienhorst, and Kathleen Graves. **Contact:** <[www.independentlearning.org](http://www.independentlearning.org)>

**11-14 Oct 2007—30th Annual Second Language Research Forum: *Second Language Acquisition and Research: Focus on Form and Function***, at U. of Illinois. **Contact:** <[slrf-2007@uiuc.edu](mailto:slrf-2007@uiuc.edu)>

**13-14 Oct 2007—First Annual Japan Writers Conference**, at Ochanomizu U., Tokyo. **Contact:** <[www.viversimples.ezhoster.com/writerconference.html](http://www.viversimples.ezhoster.com/writerconference.html)>

**27-28 Oct 2007—15th Korea TESOL International Conference: *Energizing ELT: Challenging Ourselves, Motivating Our Students***, at Sookmyung Women's University, Seoul. **Contact:** <[www.kotesol.org/?q=2007intcon](http://www.kotesol.org/?q=2007intcon)>

21-24 Nov 2007—**Second International Conference on Language, Education and Diversity**, at U. of Waikato, NZ. Keynote speakers from Canada, Israel, South Africa and USA. **Contact:** <www.led.ac.nz>



## JALT2007

22–25 Nov 2007

National Olympics  
Memorial Youth  
Center, Tokyo

<conferences.jalt.org/2007>

22-25 Nov 2007—**JALT2007 International Conference: Challenging Assumptions: Looking In, Looking Out**, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <conferences.jalt.org/2007>

21-26 Jul 2008—**18th International Congress of Linguists**, at Korea U., Seoul. **Contact:** <cil18.org> <bspolsky@gmail.com>

24-29 Aug 2008—**15th World Congress of Applied Linguistics: Multilingualism: Challenges and Opportunities**, in Essen, Germany. **Contact:** <www.aila2008.org>

### Calls for Papers or Posters

**Deadline: 15 Jun 2007 (for 6-7 Oct 2007)**—A 2-day conference sponsored by the Gender Awareness in Language Education (GALE) SIG with other JALT SIGs and the Osaka Chapter, at Temple U., Osaka (6 Oct, 18:00-20:00) and Kansai U. (7 Oct, 10:00-18:00). Janet Holmes (Victoria U. of Wellington, NZ) will present the opening lecture, *Gender and Leadership: Some Socio-Pragmatic Considerations*, and will also lead a closing panel discussion. **Contact:** <gale-sig.org>, <www.osakajalt.org>

**Deadline: 1 Jul 2007 (for 2-7 Nov 2007)**—**GLOCAL 2007: Globalization and Localization in CALL**, at Hanoi U. (2-4 Nov) and Ho Chi Minh City (5-7 Nov). **Contact:** <glocal.org>

**Deadline: 13 Jul 2007 (for 23 Sep 2007)**—**Fourth JALT Hokkaido Language Conference**, at Hokkai Gakuen University, Sapporo. Presentations, in English or Japanese, are invited on any aspect of teaching. Time slots are 45 minutes; however, where justified, presenters may request a double (90-minute) session. All submissions of abstracts will be vetted; notifications of acceptance will be sent out in the first week of August. To facilitate planning, please submit your abstract, in English or Japanese, as early as possible. **Contact:** for online submission: <www.jalthokkaido.net>; Conference Program Chair, Michael Mielke: <conference@jalthokkaido.net>

**Deadline: 31 Jul 2007 (for 12-14 Dec 2007)**—**12th English in South-East Asia Conference: Trends and Directions**, at King Mongkut's U. of Technology, Bangkok. **Contact:** <arts.kmutt.ac.th/sola/esea>

**Deadline: 20 Aug 2007 (for 1-3 Nov 2007)**—**Language Planning: The Need or the Desire to Standardize?** at Agder U. College, Kristiansand, Norway. **Contact:** <www.hia.no/hum/nordisk/norm/engelsk-ind.htm>

**Deadline: 30 Nov 2007 (for 26-29 Jun 2008)**—**Ninth International Conference of the Association for Language Awareness: Engaging with Language**, at U. of Hong Kong. To address language awareness in the learning and teaching of languages and, more generally, in literature and education. **Contact:** <www.hku.hk/clear/ala>

### THE JIC

The primary goal of the Job Information Center at JALT2007 is to bring employers and potential applicants together. For employers, the JIC provides the facilities to post jobs, review resumes, and interview applicants on site. The result is one of the most efficient methods of finding teachers for any position. For the applicants, the JIC offers job listings from all over Japan, a chance to network with other teachers and learn about the job market, and participate in a resume workshop. Furthermore, since the people running the JIC have several years experience, they can offer valuable insights into the job market and how to get the kind of job you are looking for. The best part is all of this is free and open to all conference participants.

Mark Zeid & Ken Hill—JIC Co-coordinators

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

日本国内での語学教育に関する投稿をお待ちしています。できるだけ電子メールにリッチ・テキスト・フォーマットの添付ファイルでお送り下さい。郵送の場合には、フロッピーディスクかCD-ROMにラベルを張り、プリントアウトしたものと一緒にお送り下さい。書式はアメリカ心理学会(APA)スタイルに基づき、スタックリットページにある各コラムの編集者まで締め切りに着信して、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。3,000語以下で、英文・和文の要旨、短い略歴および日本語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 1,000 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

**マイシェア:** 学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,600字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気を付け下さい。My Share 担当編集者に電子メールの添付ファイルでお送り下さい。

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

- show a thorough understanding of the material reviewed 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: 15<sup>th</sup> of the month, 1<sup>st</sup> / 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/ltl/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/ltl/focus/>で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーは Conference Calendar で扱います。

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

**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。

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### The Japan Association for Language Teaching (JALT)

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

#### Annual international conference 年次国際大会

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

#### JALT publications include:

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

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

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

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# Old Grammarians...

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

## Who said it first?

*I shall return.* This is attributed to the American military general Douglas MacArthur as he left the Philippines in the wake of a Japanese invasion during WWII. In fact it was Australian Prime Minister John Curtin who said it first, to MacArthur, while stepping away briefly from the Scrabble table one night in Adelaide in 1942, ostensibly to use the restroom. Certain historical revisionists believe that Curtin actually left in order to peek at a dictionary in the drawing room.

*Veni, vidi, vici.* Literally "I came, I saw, I conquered." Thought to have been said by Julius Caesar in a message to the Roman Senate after winning a battle in Turkey. It was actually Caesar's friend, Marcus Licinius Crassus, who first used the phrase, in a blunt, cheeky boast about his victory at a truffle eating contest. Marcus and his eating habits, incidentally, are how we get the word *crass*.

*Hasta la vista, baby.* A Spanish/English phrase. "Hasta la vista [until I see you]" was a catchphrase oft repeated by an enigmatic Austrian-American politician who claimed to have come from the future for two important purposes: to destroy the human race, and to govern the State of California. Unfortunately he was mangling a battle cry from 19th century Mexico, "Hasta viste la baby," which roughly means "Until I dress the baby." *Baby* refers pejoratively to the renegade Mexican province of Texas, which had seceded from Mexico to become a US state, thereby sparking the Mexican-American War. (Note to linguists and historians: This explanation, like the others herein, has no truth to it whatsoever.)

*The play's the thing.* Most of us would owe this to Shakespeare's most famous and tormented character Hamlet, but it was actually Sir Francis Bacon who coined it first. Bacon was explaining the rules of soccer to poor William after he had tried to score a goal during halftime, while all the other players were in the locker room getting rubbed down. (His shot went wide to the right.) Bacon was simply stating in cryptic (and thus poetic) terms the fact that goals must be scored during regulation *play* in order to count for any-

thing. Shakespeare was so humiliated by his flub that he scratched the entire soccer scene from the last act of his tragedy and chose instead to "catch the conscience of the king" by thespian deceit.

*When the question is sand in a bowl of boiled rice, the answer is a stick in the soft mud.* There may be little debate over authorship of this dusty old Zen saying, since few people have any idea at all who said it. It is attributed to the Chinese monk Wumen. The reason I add it to this list is that it is in fact *incorrect*. Wumen may have spent dozens of years silently contemplating this equation, but when he got to writing it out he forgot to carry the 2, and amazingly no one in the last seven centuries has had the "sand" to call him out on it. When solved correctly, the answer to the question is not *a stick in the soft mud*, but rather *a partridge in a pear tree*.

*Na, na, na, na na na na, na na na na, hey Jude.* No, the Beatles didn't just make this up out of nowhere (and neither did the 37 other people singing it during the recording session). The first part is a transcription of the morning song of the green-billed malkoha, a bluish Indian bird that the band often encountered nibbling at stray "crumbs" in their rucksacks while they studied with the Maharishi in 1968. The "hey Jude" part was Paul McCartney's reply to Brian Wilson's encoded cries for help in the Beach Boys' *Pet Sounds* album. It's actually a Liverpoolian take on the "Hey, dude" of California surfer slang. Whatever Wilson may have found comforting in this mantric repetition of meaningless monosyllables is still a mystery.

*Boys, be ambitious.* Any Japanese person will tell you this was William Smith Clark, and they'll be absolutely right. But ask them who first said it on American soil, and they won't have a clue. (Why would they?) Actually, I was the first to say it, to my teammates in the defensive huddle during an elementary school flag football game in 1974. With all our helmets on, though, nobody could hear what I said, and following the play (a touch-down for the other team) somebody went back to the coach and said I told them all to be *imbeciles*. I was benched for life, or until our team scored a point, whichever came first.

# What would Picasso say . . .

**Picasso:** That is quite an impressive image. What's it all about?

**Eric:** The image goes very nicely with our conference theme *Challenging Assumptions: Looking In, Looking Out*, wouldn't you agree?

**Picasso:** Yes, it is quite "eye-catching!" What goes on at such a conference?

**Eric:** Actually there is something for everyone interested in language education. We have some great plenary and featured speakers: true experts in their fields. Then there is the Domestic Forum, a panel discussion, chaired by Kensaku Yoshida, which will focus on SELHi – specially designated high schools with specialized English curricula.

**Picasso:** That sounds fascinating, but what if I am interested in materials and teaching younger children?

**Eric:** Well, there is always the Materials Expo, the largest in Asia! There will be publishing houses, materials producers, and even several universities (in case you want to brush up on your teaching qualifications). As for children, we have JALT Junior, an entire two-day program for those who teach younger learners.

**Picasso:** How about if I am a job-hunter and want to touch up my resume?

**Eric:** Not only do we have the Job Information Center, with tips on resume writing and how to be a successful interviewee, but don't forget this is the place to meet new faces and old friends—doing that all-important networking.

**Picasso:** True, indeed—when great minds meet, one never knows what to expect. Reminds me of the time I was in my Blue Period in Paris. Those were the days!

**Eric:** Well, there's still more. Skill-up Workshops, Meet the Experts, Story Space . . .

**Picasso:** I always felt that one is never too old to learn!



**Eric:** . . .and of course all kinds of social events. Be sure to circle these dates: November 22, 23, 24, and 25 on your calendar!

**Picasso:** Actually, I prefer cubes to circles. Sorry, but I couldn't help myself!

—Eric M. Skier, Conference Publicity Chair

For more information

<[conferences.jalt.org/2007](http://conferences.jalt.org/2007)>

# From newspaper account to conversational story

Bob Jones

REJ English House

## Appendix A: Origin story of the red and yellow card system

(From J. Walking, The Daily Yomiuri July 2, 1998)

A: Do you know the origin of the red and yellow card system in soccer matches?

B: No idea.

A: Well... I read about it in the paper this morning. Apparently, it started during the World Cup in 1966. There was a game between England and Argentina and there were quite a lot of fouls from both sides. Anyway, it seems that one of the Argentinean players committed a serious foul against one of the England players and the referee said, (hand gesture) "Right! You – off!" and the Argentinian player said, "Sorry. No speak English. No speak English." So, the referee said to him again, "You – off!" and again the Argentinean said, "Sorry. No speak English. No speak English," and they reckon it took about 8 minutes before this guy finally left the pitch. So, anyway, that evening one of the referees was driving home and he was thinking, "What can we do about this language problem in football?" and he was coming up to some traffic lights and they changed from yellow to red and he suddenly thought, "Hey – that's it! Red card, yellow card!"

B: Aaah!

A: And that was it – they started using red and yellow cards in football.

B: That's interesting. Is it true?

A: I don't know. I only read it in the paper this morning but I've got the article here if you'd like to see it.

**Red card origin:** The idea for yellow and red cards, used by soccer referees throughout the world to issue a warning or expulsion, originated from a bitterly disputed quarter final match between Argentina and England in the 1966 World Cup, FIFA spokesman Keith Cooper said Tuesday.

That game was marred by numerous fouls on both sides.

The referee ejected Argentine captain Antonio Rattin in the 36th minute. But Rattin refused to leave because he didn't understand the referee. He finally walked off the field after eight minutes.

Cooper said that after driving home from the match, English referee Ken Aston thought about a way to show more graphically what a referee is trying to convey to the players. When he stopped his car for a traffic light and saw it change between red and yellow, Aston came up with the idea for red and yellow cards.

## Appendix B: Worksheet template

Look at the extracts from the newspaper account in the chart. What are the corresponding expressions in the conversational story?

Newspaper Account	Conversational Story
The game was marred by numerous fouls on both sides.	
The referee ejected Argentine captain Antonio Rattin in the 36th minute.	
Rattin refused to leave because he didn't understand the referee.	
He finally walked off the field after eight minutes	
When he stopped his car for a traffic light and saw it change between red and yellow, Aston came up with the idea for red and yellow cards.	

The newspaper account contains some pieces of information that are missing from the conversational version. What examples can you find?

- Do you think the speaker has seen the 1966 England-Argentina match?
- How do you know?\*

\*Note: The most obvious indication of the fact that the speaker hasn't seen the match is the comment, "Well...I read about it in the paper this morning." Less obvious indications are his use of the expressions, *apparently* and *they reckon*.

## Appendix C: Sample story

Debbie Allan, Britain's medal hope on the judo mat, was forced to pull out of the Games yesterday when she failed to make the weight. The 25-year-old fighter had an agonizing 3 hours to lose 400g. and, in the desperate last minutes, even cut off her hair. But in the end it made no difference: when the deadline came she was 50g. over the 52 kg. limit, about the same as a tablespoon of flour.

(*Guardian*, September 18, 2000)

Available <[www.guardian.co.uk/theolympian/article/0,,369993,00.html](http://www.guardian.co.uk/theolympian/article/0,,369993,00.html)>