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The Japan Association for Language Teaching

全国語学教育学会



JALT2006 Conference News

— Educational English Testing in Japan —

The 4th JALT Domestic Forum
1:15 – 4:00, Friday, November 3, 2006

"...postwar education, which has focused on entrance examinations, has ruined society."

—Takamitsu Sawa, Institute of Economic Research, Kyoto University, Nobel Forum Special: *Creativity toward the 21st Century: Democracy, individualism in Japan* questioned in The Daily Yomiuri, December 14, 1999 p.12.

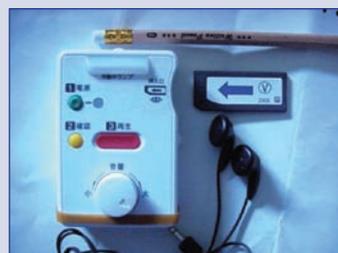
"The high cost and lack of quality of entrance examinations ought to be considered an ethical issue...The average testing fee for an entrance examination is roughly 9 times the cost of the S.A.T. [the college entrance exam in the USA]...Most schools don't even bother to learn from their mistakes by conducting post-hoc item analyses on their high stakes admissions tests."

—Steven Ross, Kwansai Gakuin University (JALT2005)

» Bring your questions and comments to this year's Domestic Forum.

» Submit your questions for our panelists and let your voice be heard.

At the Domestic Forum this year, we wish to look at the panorama of testing in Japan, not solely entrance exams. We want to notice what is changing and how we might encourage more productive change in the area of testing and assessment, particularly for English education. Kensaku Yoshida, Sofia University, our Panel Chair, will first review new initiatives in elementary through high schools and what may be happening with testing. Then an invited MEXT representative will present on the feedback about the new listing part on the Center Shiken, and other entrance examination considerations. Takeo Niwa, Kawaii Juku Vice President, will present the private juku sector's involvement in the making of exams for universities. Steven Ross, Kwansai Gakuin University, will describe recent efforts professionalize testing practices in Japan through several new organizations. Cecilia Ikeguchi, Tsukuba University, will talk about our increasing uses of TOEIC in universities for a variety of reasons. Yoshinori Watanabe, Akita National University, will conclude with a serious look at the ethics and washback of exams in Japanese society.



"Of all the problems inherent in the Japanese education system, probably the most unwieldy and most often criticized have been the 'entrance examination system' and 'educational credentialism.' Despite numerous deliberations and efforts to reform the entrance examination system, little has changed in the negative effects that it levels at society and education."

—Doyon, P. (2001). A review of higher education reform in modern Japan. *Higher Education* 41, p.433-470.



Community,
Identity, Motivation
Kitakyushu, Japan
Nov. 2–5, 2006
<conferences.jalt.
org/2006/>

— CORRECTION —

We would like to apologise for the error in last month's inside cover JALT2006 promotion article in which the incorrect pre-conference CALL workshops were listed. Please refer to page 4 of the Pre-Conference Supplement included with the July *TLT* for the correct information.

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In this month's issue . . .

WELCOME TO the August issue of *The Language Teacher*. For me, summer means swimming, eating lots of fruit, and relaxing with some good reading material. This month's issue makes for excellent summer reading! First, **Meredith Stephens** details the results of a survey of student attitudes towards the use of Japanese by teachers in the *Feature* article. Next, in *Readers' Forum*, **Kristie Sage** summarizes the initiatives taken by some high schools to cultivate the English abilities of their students in accordance with MEXT guidelines reported at the 43rd Annual Chubu Region Private Schools Seminar, English Division, and **Roger Nunn** discusses exploiting songs in order to teach rhythm and stress timing. **Junko Matsuzaki-Carreira** and **Mike Guest** have contributed the articles for *My Share*, and *Book Reviews* have been written by **Michael Thomas** and **Geoffery Pierce**. And you will also find all of your favourite columns!

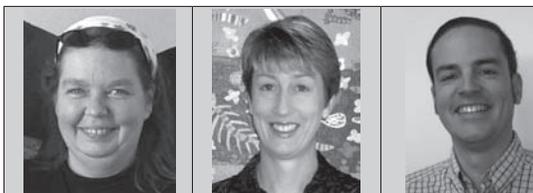
Psst! Since you have a moment, please note that the deadlines for pre-registering for the JALT2006 conference in Kitakyushu are fast approaching. Presenters must pre-register. Please check the details at <conferences.jalt.org/2006/>. While you are there, you can book your travel package or hotel. What a great way to spend a lazy summer afternoon.

Kim Bradford-Watts
TLT Co-editor

夏 といえば私にとって、水泳をしたり、たくさんのフルーツを食べたり、のんびり読書をしたりすることを意味しますが、TLT 8月号は夏の読書に最適です。

さて、今月の論文はMeredith Stephens氏によるもので、教師が日本語を使用することに対する生徒の態度について調査し、その結果を詳細に報告しています。読者フォーラムでは、Kristie Sage氏が文科省のガイドラインにそって行われた高校での英語力育成の取り組みについて要約し、Roger Nunn氏はリズムやストレスを教えるために歌を用いることについて論考しています。さらにマイシェアでは、Junko Matsuzaki-Carreira氏とMike Guest氏の記事がありますし、Michael Thomas氏とGeoffery Pierce.氏による書評もあります。

最後になりましたが、北九州で開催されるJALT2006全国大会の事前登録の締め切りが迫っています。発表者は事前登録を必ずしなくてはなりません。詳しくは<conferences.jalt.org/2006/>でご確認ください。また、ツアーやホテルの予約もすることもできますのでどうぞご利用ください。



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

JALT Publications Online

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

<www.jalt-publications.org>

July 2006 Online Access

- ▶ To access our online archives:

[login:aug2006 / password:nud507]

Publications Forum

- ▶ Information, commentary, and feedback can be found on our forum page:

<forum.jalt-publications.org>

Contact

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

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

- ▶ Thomson Learning 12

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Job Information Center

Dear JALT community,

In September, the Job Information Center (JIC) will move from simply announcing job openings to also providing informative articles. To make room for both, the listings for the jobs will be shortened to provide only information such as location, institution, position, starting date, and application deadline. Complete details including duties, qualifications, salary and benefits, application materials, and contact information will be available only on the JIC web site. We ask those wishing to announce new positions to use the newly created online form for job submissions. Of course, the JIC still accepts announcements by email. To access the forms, please browse to the JIC site at <jalt-publications.org/tlt/jobs/>.

Sincerely,

Derek DiMatteo, JIC Editor

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Now is the time!

Hopefully, with summer here, you have a few moments to look over the statements from the candidates in this year's NPO JALT National Elections. They encompass both candidates standing for reelection and for the first time. Each, of course, has much to offer, as you will see. Support their efforts in standing and contributing so positively to our organisation by posting the green ballot postcard enclosed in this issue. You don't have to wait until the final postmarked date, Saturday 30th September. Now is the time!

Anthony Robins, 2006 NEC Chair

今年も選挙の時期がやってきました!

夏が近づいてきましたが、今年もJALTの選挙の為に少し時間を割いて候補者の意見をご覧ください。継続して立候補される方も新たに立候補される方もいらっしゃいますが、それぞれの方がどのように貢献していただけるかを書いてあります。候補者の貢献への熱意と努力へのご支持を示すためにも今回同封されている緑色の投票ハガキにご記入の上投函してください。最終日は9月30日ですが、それまで待つ必要はありません。今すぐにどうぞ!

アントニー・ロビンズ 2006年選挙管理委員長

BALLOTING CLOSSES SEPTEMBER 30, 2006
Please remember to cast your ballot by having it postmarked by this date.

Election news and updates: <http://jalt.org/main/news>

Candidate for the Office of NPO JALT President

Steve Brown

Biodata

Work Record

- Professor at Faculty of Letters, Konan Women's University, Kobe.
- In Japan since 1984. Previous teaching experience: UK and Kuwait.

Academic Record

- 1978: BEd in English and Drama, Leeds University (Bretton Hall College), UK
- 1998: MA in TEF/SL, University of Birmingham (Centre for English Language Studies), UK
- Currently PhD candidate, University of Birmingham (Centre for English Language Studies), UK

JALT Service

- 2000 – 2003: Coordinator, Learner Development SIG
- 2002: SIG Liaison
- JALT2002: Facilities Chair
- JALT2003: Site Chair
- JALT2004: Programme Chair
- 2004 ~ : President

Statement of Purpose

I have been President of JALT for the last two years and I have found it to be an immensely rewarding and stimulating experience. To say that it has been a great privilege and joy is no empty cliché: I have been invigorated by the energy and enthusiasm I have encountered in all areas of the organisation.



As President, I have enjoyed the opportunity to visit several chapter and SIG events and to talk with many members as they pursue their personal and professional development within JALT. I have been reminded in the process that we are an organization of great diversity and richness. We have much to be proud of.

I have also been reminded that, while that diversity can produce its challenges when it comes to managing the organization, it is unquestionably our strength. JALT is a grassroots group, which depends on us working collaboratively to sustain steady development, but at the same time allowing people in all corners of the organisation to get on with what they're doing.

I am standing again, because I believe I can help JALT move forward. With your support, as President I make two pledges:

1. I will continue to ensure that JALT remains a

diverse and interactive organization, and to work towards greater collaboration.

2. I will not stand beyond a second consecutive two-year term: that would be unhealthy for the openness and inclusiveness of JALT.

2年前にJALTの理事長に就任以来、この間とても価値のあるそして刺激的な経験をさせていただきました。そのことは、私にとって非常に光栄でかつ嬉しいことであり、ひとえに当学会の皆様方のお力添えとご熱意の賜物と感謝いたしております。

理事長として、いくつかの支部および研究部会のイベントに出席し、個人として、さらにプロフェッショナルとしての成長を目指している沢山のJALT会員の方々と話し合いができたことは、有意義でした。そして、そのことを通じて、改めて当学会が多様性と可能性を大いに備えた組織であると認識いたしました。このことを大変誇りに思っております。

さらに、多様性があるということは、組織運営上において、時には難しい局面をむかえることもあります。疑いなく当学会の強みであるということを確認いたしました。つまり、JALTは草の根的活動の団体であり、着実な発展を遂げるためには、私たち全員相互の協力が不可欠であるとともに学会内における個々の活動を尊重することも大切であると考えております。

私は、JALTの更なる発展に寄与いたしたく、再立候補いたします。もし、皆様のご支持がいただけるならば、私は2つのことを誓います：

- 1 JALTが多様性と相互作用のある組織として一層発展することを、また、今後とも、更なるメンバー相互の協力関係を築いてまいりたいと考えております。
- 2 今回、再選されましたら、その任期のあと、続いて立候補いたしません。JALTの組織の開放性および透明性のために、そういうことは不健全であると思っております。

Candidate for the Office of NPO JALT Vice-President

Cynthia Keith

Biodata

Educational Qualifications

- High School Graduation - St Norbert College, Perth, Western Australia 1979-1983
- B.A. South East Asian Studies - University of Western Australia 1984-1988
- REIWA Real Estate Licence, Western Australia 1987
- CTEFLA - St Mark's International College, Western Australia 1992
- Cambridge ESOL Qualified Examiner YLE - CPE 2003-2005

Work Experience:

- Roy Western Subiaco - Real Estate Agent Franchisee 1989-1991
- Real Estate Accounting Computer Trainer 1992-1993
- Various Part Time English Language Teacher Positions 1993
- Dai Nihon Language Club Head Teacher for Minami Kyushu 1993-1997
- Jelly Beans English School 1997>Current
- MBC Radio - Talk Back Co-host 1998-1999
- C.E.O. J B Consulting Ltd 2000> Current

JALT Experience

- Member since 1993
- 2003 Kagoshima Chapter Vice-President
- 2004-2006 Kagoshima Chapter President
- 2004 National 4 Corners Tour Coordinator
- 2005 National Chapter Treasurer Liaison
- 2006 National Conference Programme Chair

Statement of Purpose



I have worked in executive positions within our local Kagoshima Chapter and on the National Executive board for a number of years and have become very involved with the inner workings, which keep this organisation working smoothly. Having owned businesses since I was 21, I feel that

I have a great deal of administrative skills which could be useful to JALT. In 2004 Steven Nishida wrote that among his top priorities were the bringing of "simple, intelligent administrative and database management". I feel that with my background I am very well qualified to continue with his work here and hope to suggest further ways of streamlining the admin systems to allow Junko and her staff more time to enjoy the work they do on our behalf. I also look forward to working closely with the other members of the Board of Directors to further solidify and stabilize JALT, build on the confidence that comes from stability and work towards increasing the number of overall members to our Association.

私は、長年にわたり鹿児島支部の管理職および本部役員を務めてきました。そして、その関係上、JALTの円滑な運営を支えている組織の内部機能について深

く関わる機会に恵まれました。21歳のときから事業を行ってきたことから、私は、十分な管理経営能力を持ち、それをJALTに役立てることができると感じています。2004年にSteven Nishida は、彼の最優先事項のひとつは、「シンプルで知的な運営管理とデータベース管理を実現すること」と書いていますが、私はこれまでの経験をもとに、彼の仕事を引き継ぐ能力があると考えております。また、順子さんとスタッフのみなさんが私たちのための仕事をもっと楽しんでやれるように、管理システムをさらに合理化できる方法を提案したいと思っております。

そして、本部役員会のメンバーと密接に活動することで、JALTの結束と安定を促進し、その安定がもたらす自信を基礎に会員数を増やせるように努力いたします。

Candidate for the Office of NPO JALT Vice-President

Beverley Elsom Lafaye

Biodata 履歴

- BA Joint Honours in French and Politics, Hull University, UK イギリス、ハル大学 フランス語及び政治学共通優等学位
- MSc in Teaching English for Specific Purposes, Aston University, UK イギリス、アストン大学 専門英語での修士
- Present position: Associate Professor of English, Tokai Gakuen University 現職：東海学園大学 人文学部人文学科助教授
- Teaching: Academic Studies, Discourse Analysis, Academic / Creative Writing, Advanced English Communication, Media Literacy, TOEIC strategies. 教授科目：基礎演習、講和分析、創作作文、上級英語、メディア リテラシー、検定英語
- Membership: AsiaTEFL, IALIC, IATEFL JAF, JALT 所属会員：Asia TEFL, IALIC, IATEFL, JAF, JALT
- Examiner 試験管: IELTS, UCLES (KET, PET, FCE, CAE) EIKEN

JALT Experience 経験

- TLT Proofreader TLT 校正者 1999-2001
- Presenter 発表 1998
- Member 会員 since 1993

Statement of Purpose

Principal goals:

- to see voting and membership numbers up,



and the numbers of female officials rise;

- to grow grassroots involvement generally, particularly in the NSIG and Chapter areas.

I bring to you a passion for teaching, and good organization skills amassed during years working in administration. You will see energy and the enthusiasm to promote what is an exceptional community of educators. Though I have had a very low profile in the organization to date, having only presented at the conference, proofread TLT and paid my subscription dues, trust me, I can do more. In leadership positions I have been able to get people on board and show them what they have to contribute, knowing that reticence often makes way for enthusiasm, diligence and satisfaction; as a team player I have shared burdens, discussed and negotiated diplomatically; as a teacher I constantly worry if we are doing enough for our students, if so we can build on that, if not we owe it to ourselves and them to do more; questioning the status quo has to be the first step in moving along.

The new kid on the block always starts on a steep learning curve and I don't doubt that my two years of office would be as much of a learning experience as a 'doing' role. Nonetheless, I feel up to the challenge to contribute whatever my experience can bring to JALT – if you will have me.

主な目標

- 会員の数をもっと増やし、より多くの人に投票してもらうこと。そして女性の役職員数を多くする。
- 一般会員の参加を募る、特にNSIGや支部において。

私には教えることに対しての情熱と、何年か会社で働いて蓄積された申し分のない組織化する能力があります。この優れた教師の組織をさらに良くするためのエネルギーと強い興味があります。今までJALTでは、たった一度の会議での発表、TLTでの校正、そして年会費の支払いしかできませんでした。でも、私を信頼してください。私にはもっとできます。

リーダーの立場で、私は多くの人々を参加させ、彼らに何に貢献すべきかを教えることができました。なぜなら、人がやりたくないことをすることによって、熱心さ、勤勉さ、そして満足ということがわかるからです。つまり、チームの一員として、苦勞を分かち合い、議論し、そして外交的に協議する。また、ひとりの教師として、生徒たちに十分にやっているかどうかつねに心配します。もし十分にやっているのなら、より良くできるでしょう。もしそうでないのなら、私たち自身や彼らに対して、もっとやるべき義務がある

でしょう。現状について問いかけることで初めて変わることができるのです。

ニューフェイスはいつも多くを学びます。私は、副会長としての2年で、その役割を努める以上に多くを学ぶことを確信します。そして、JALTのために私の経験を生かして、精一杯貢献できると思います。—もしあなたが私を選んで下さるなら。

Candidate for the Office of NPO JALT Auditor

Tadashi Ishida

Biodata

B.A. in Commerce, Chuo University, Tokyo; Published a book for teaching English to older learners in 2005; 5 years as an accountant in foreign companies; 9 years as a director of non-profit organizations for international student exchange programs, 23 years running a language school and 17 years as a director of an international exchange committee for local government concurrently. Currently I am a part-time instructor at a vocational school and at local government community centers.

JALT Experience

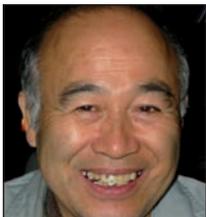
5 years as National Vice President including 5 months as Acting President; One year as Coordinator of TOL SIG; 2 years as Auditor.

略歴

中央大学商学部卒 著書「はじめよう！生きがいのための英語」春風社刊、会計課長(7年)、留学団体東京事務所長(9年)、英会話学校経営(23年)、台東区国際交流委員会理事(17年) 現在、各種学校および東京都台東区教育委員会生涯学習事業の英会話講師

当学会

副理事長(2000-2004)、理事長代理(2002)、生涯語学教育研究部会代表(2004)、監事(2005-2006)



Statement of Purpose

I served as National Vice President for 5 years after JALT got NPO status from the Tokyo Metropolitan Government in 1999. I reorganized JALT based on the Non-Profit Organization (NPO) Law while acting as a liaison with The Tokyo Metropolitan Government and The Legal Affairs Bureau of The Ministry of Justice. I think that my previous legal experiences with the concerned governmental authorities as well as my career as an accountant could contribute toward performing the following duties of Auditor.

- (1) To inspect the status of business conducted by the directors by attending Executive Board Meetings and Ordinary General Meetings (OGM) as well as by subscribing to official NPO JALT mailing lists.
- (2) To inspect the status of assets of NPO JALT by auditing the activity report, inventory of assets, balance sheet and statement of the revenues and expenditures made by the NPO JALT President promptly after the close of every business year for the approval of the General Meeting.
- (3) Report to the OGM or The Tokyo Metropolitan Government, if, as a result of the inspection specified in the preceding items, improper conduct or important facts indicating violation of laws, regulations, or the Articles of Incorporation with regard to the business or assets of NPO JALT are discovered
- (4) Arrange an annual audit of NPO JALT, including chapters and SIGs.

私は当学会が平成11年に東京都より特定非営利活動法人格を取得して以来、5年間副理事長を務めました。その間、東京都及び法務局と密接な連絡を保ちながら、特定非営利活動促進法に基づき、当学会を再組織化してきました。所轄庁との法律に関するこれまでのやりとりや会計課長としての私の経歴が、監事の下記の職務を遂行するために寄与すると思います。

- (1) 執行役員会及び総会に出席し、且つ当学会の公式の電子メールリストを閲覧することにより、理事の業務執行の状況の監査する
- (2) 毎事業年度終了後、理事長が作成した当学会の事業報告書、財産目録、貸借対照表及び収支計算書等決算に関する書類を検査することにより、当学会の財産の状況を監査する
- (3) 前2号の規定による監査の結果、当学会の業務又は財産に関し不正の行為又は法令若しくは定款に違反する重大な事実があることを発見した場合には、これを総会又は東京都庁に報告する
- (4) 支部および分野別研究部会を含む当学会の財務状況に関して、年一回の監査が実施されるよう手配する

Candidate for the Office of NPO JALT Director of Membership

Nicolas Gromik

Biodata

- Current Position: Lecturer - Tohoku University
現職：東北大学 講師
- Education: BA 学歴：学士号 (Griffith University) PGDTeach ディプロマ (University of Queensland)

- M.Ed. 修士号 (教育学、応用言語学 (University of Southern Queensland), M.ApLing. (USQ))
- Work Experience: Language Other Than English (French) Teacher; 職歴: フランス語講師 Australia
- English Teacher (Eikawa, JET Program) 英語講師 (英会話、Jet プログラム)

JALT Service 関連

- 2004-05: Sendai Chapter President 仙台支部会長
- 2005: PALE Treasurer
プロフェッショナル研究部会会計
- 2005-06: Research Grant Committee Member
研究助成事業会員
- 2006: OLE Treasurer, PAN SIG06 website manager その他外国語教育研究部会会計、全研究部会 06' web マネージャー
- 2006: founder of www.filmedworld.com
www.filmedworld.com を立ち上げる

Statement of Purpose



Since joining JALT in October 2004, I have been involved in various chapters or SIGs in need of some assistance. This determination to strengthen JALT at the grassroots level demonstrates my genuine interest in the greater organization and the many services it provides to members.

Upon becoming a member, I joined JALT and three other SIGs. The total cost was a surprise. That is why as a regular member of JALT, I believe that the one-free-SIG campaign was a great idea. It is, in my opinion, too early to dismiss it. I would like to work towards introducing similar options in order to make JALT a more competitive organization. For example, it could be possible to offer the first SIG at a cost reduced by 50%, the second SIG at 75% and the last one as a full fee.

As a past chapter representative, I realized that some of the members were financially unable to become regular members. I think that the local membership is a great opportunity for every chapter to invite new members who may either not have the time or interest in the benefits which regular members receive. By promoting the local membership nationally, JALT would become more accessible at the grassroots level and extend its services to all educators.

A stronger local chapter involvement creates a stronger National involvement within the mem-

bers and officers of the organization. With this in mind, I would like to serve on the Board of Directors as the Membership Chair. I look forward to your support.

2004年10月にJALTに参加し、地方支部 (chapters) や分野別研究部会 (sigs) に出席することで、組織のあり方や会員へのサービスをさらに向上させたいという気持ちを抱くようになりました。

私は会員になると、早速JALTと他に3つの研究部会に参加しました。その費用は衝撃的なものでした。かつて実施されました、一回無料研究部会キャンペーンは多くの会員に大盛況だったと思います。私はこういった形のキャンペーンを設けることで、現在改革的な組織として機能するJALTに、より多くの教育者が積極的な姿勢を示すだろうと考えます。例えば、最初の研究部会参加費を現状の50%、2回目を75%、最後は全額を免除することで、会員の負担が軽減されることは間違いないと思います。

経済的な負担で実際正会員になれなかった人もいます。私自身支部に携わったこともあり、この状況を深く把握しております。そこで、例えば時間がなかったり正会員が受ける特典に無知であったりする新会員を支援する機関、つまり地方会員団体 (Local Membership) を設置すれば、各支部がすべての教育者にJALTのサービスを提供することができると思います。

各地方支部の貢献は国の組織をより意義のあるものにします。私はこの地方会員団体を立ち上げ、皆様のお役に立ちたいと思っております。皆様のご理解とご支援、どうぞ宜しくお願い致します。

Candidate for the Office of NPO JALT Director of Membership

Ann Mayeda

Biodata

- B.A. Economics, University of Washington
- Currently enrolled in the M.A. TEFL/ TESL, University of Birmingham (Centre for English Language Studies), UK
- Lecturer at Osaka Shoin Women's University
- Consultant, teacher trainer and materials writer for public and private elementary schools and language teaching organizations in the Kyoto and Nara area
- In Japan since 1987 working mostly with young learners and striving to maintain their love for learning.

JALT Experience:

- Nara Chapter President (2005-present)
- Nara Chapter Membership Chair (2003-2004)

Statement of Purpose



Since joining JALT in 2003 I have served consecutively as Membership Chair and President of our local chapter. This swift induction into the inner workings of the organization has allowed me the pleasure of working with many individuals dedicated and committed to improving the language learning and teaching situa-

tion in Japan. The level of commitment and cooperation I have observed in this short time propels me to new challenges within the organization. It is in this spirit of collaboration that I seek the position of Director of Membership.

The many member services now automated online, the increased efficiencies to communication protocols and the membership database implemented by the incumbent director and a team of dedicated individuals places the incoming Director of Membership in the enviable position of being able to focus her/his energy on developing projects to increase the membership base. Together with chapter and SIG officers, I hope to concentrate my efforts on creating new membership drives appealing to a wider swath of language educators throughout Japan. I am particularly interested in increasing the number of Japanese members and expanding the diversity within JALT. There is, I believe, more to this than meets the eye and would like the opportunity to explore this avenue more fully.

I am constantly amazed by the energy and enthusiasm of the volunteers who make JALT happen and I ask for your support in allowing me to be a part of this team.

2003年に私はJALTに入会し、以来、私どもの地方支部において会員委員長と支部長を引き続き勤めてまいりました。組織内の中心的な活動にすぐに身を置いたおかげで、日本の語学学習状況を改善しようと専念しておられる多くの方々と共に仕事をする機会を得ることができ、大変嬉しく思っております。短期間ではありますが、皆様の献身的にご参加されているお姿を拝見し、私も組織の中で新しい挑戦を試みようという気持ちが湧いてきました。私が会員理事というポジションを希望するにあたっては、このような協調の精神が土台となっています。

現在オンライン化されている多くの会員向けサービスや、現理事と担当の方々のチームが作成された通信方式及び会員データベースといった大変効率のよいものが増えたおかげで、後任の会員理事は会員増強プロジェクトの開発に集中することができるという恩恵に授かることができます。私は、支部及び分野別研究部会の役員と共に、日本全国の語学教育者のより幅広い

層に呼びかけ、会員向けのイベントを新たに創りあげていくことに専心努力してまいりたいと思います。私が特に関心を持っているのは、日本人会員数の増加とJALT内での多様性の拡大です。これに関しては、一見したところわからないより深い問題があると思いますので、さらに掘り下げていきたいと考えています。

私はいつも、JALTを創りあげてきたボランティアの皆さんの熱意と行動力に驚かされています。そして、ここに私がこのチームの一員となりますことをお許しいただき、皆様のご支援をお願いする次第です。

Candidate for the Office of NPO JALT Director of Program

Philip McCasland

Biodata 経歴

- B.A. Bible and TESOL (Double Major), Hobe Sound Bible College (1993) Hobe Sound Bible Collegeにて聖書学及び英語教授法(二重専攻)を専攻、学士号を取得。(1993年)
- M.A. TESOL. Biola University. (1996) Biola Universityにて英語教授法を専攻、修士号を取得。(1996年)
- Taught at a conversation school in Chongju, Korea for one year 韓国のChongjuの英会話学校で1年間勤める。
- Taught here in Japan for the past nine years, formerly at Human International University—Japan, and Tokai University 日本では、ヒューマン国際大学と東海大学で9年間教員として勤める。
- Currently Associate Professor, Fukushima University 2006年4月、福島大学の助教授に着任し現在に至る。

JALT Experience 当学会

- College and University Educators (CUE) SIG Coordinator—2003 to present 国語教育研究部会の議長を務める(2003年から現在)
- Mini-conference Program Co-chair—The Kobe Conference 2003 (CUE & Learner Development SIGs). October 2003 10月神戸大会2003研究部会プログラムにて共同議長を務める(2003年) (大学外国語教育研究部会及び学習者ディプロメント研究部会)
- CUE SIG Treasurer—2001 to 2003 大学外国語教育研究部会にて会計係を務める(2001年から2003年)

Statement of Purpose

JALT programs are a vital function of our mission, and by extension, an essential expression of



our image; therefore, all of our events must be expertly organized, well publicized, and appropriately funded. Our membership's needs, interests, and levels of commitment vary greatly as do the functions of the local chapter, the regional or co-sponsored event, and the annual national convention—making program

decisions all the more challenging. However, each event, I believe, should promote intellectual engagement, social interaction, and personal involvement. The job of Director of Program is to coordinate efforts at the local and regional levels with those at the national level. If elected, I am committed to 1) maintaining and improving the quality of our annual national conference; 2) encouraging the current trend of cooperation between SIGs and Chapters which has brought quality theme-focused programs to smaller venues; 3) making sure that the outlying chapters and rural members have access to expert presenters and quality programming; and 4) finding innovative ways to attract other groups of language educators whose interests are not yet represented at our events. Having been a member of JALT for nine years, and having become increasingly more involved in the past five, I now look forward to serving with the directors and the executive board and working with all of the other committed volunteers of this great organization.

JALTのイベント、大会といったプログラムは私たちのきわめて重要な任務であり更に私たちのイメージするものを真に表現する場であると思います。したがって、これらのプログラムは専門的に運営され上手く宣伝し適切に資金助成されるべきであります。JALTによって運営される3つの基本的なプログラム（地方支部会議、地方共同開催イベント、年次大会）には、それぞれ知的刺激、社会的相互作用、そして個人的な関わりの要素が含まれるべきであると思います。Program Directorの職務は、他のDirectorの方々と共に働きながら地方あるいは地域レベルでの成果を国レベルに結び付けていくことであると考えております。もし、私が選ばれましたら以下の4点をお約束いたします。

1. 現在の年次大会の質を保ちながら、より良く改善していきます。
2. 小さな開催地では、現在の分野別研究部会と各支部の協力体制によって提供されているテーマに絞ったプログラムを今後とも継続されるよう努力します。
3. 小さな支部や地方のJALTメンバーに対して、専門的な講演者や質の高いプログラミングを提供します。
4. 他の言語教育者団体に、私たちのイベントの有益さ

を知ってもらい参加していただくために革新的な方法を考案します。

JALTのメンバーになって9年になりますが特に最近の5年間はより深く関わるようになりました。Directorや理事会の方々はもちろんのこと、JALT組織のすべての献身的な奉任者と一緒に働くことを楽しみにしています。

Candidate for the Office of NPO JALT Director of Public Relations

Sayoko Yamashita

Biodata

- Professor, International Student Center, Tokyo Medical and Dental University
- Chapter Affiliation: Tokyo
- Education: B.A., Linguistics, International Christian University, Tokyo
- M.Ed. TESOL, Bilingual Education, University of Houston, Texas, USA
- Ed.D. TESOL, Curriculum, Instruction & Information Technology, Temple University (TUJ), Philadelphia, USA
- Publications: <http://www.tmd.ac.jp/isc/full-time/yamashita-e.htm>

Work Experience

I have been teaching JSL and EFL in Japan and overseas. Currently, I teach ESP and JSP to Japanese and overseas medical students, and am involved with teacher education programs.

JALT Service

Member since 1986; Pragmatics SIG co-founder and Coordinator 1999-2004; *JALT Journal* Japanese Editor 2000-2004; SIG liaison 2002-2004; Tokyo Chapter Board Member since 2004; representative for Japan Science Council 2003-2006; JALT Director of Public Relations since 2004

Statement of Purpose

First of all, I would like to express my appreciation for your support during my first term as Director of Public Relations. It was a challenge for me to join the JALT Executive Board and work for JALT. My aims for the first term were to promote JALT in the media, to cultivate our relations with other educational organizations, and to open the lines of communication between membership and the Executive Board. I tightened connections with domestic organizations such as the Ministry of



Education (MEXT), and Japan Society for Promotion of Science (JSPS). As a result, JALT received official full-support acknowledgment or Koehn Meigi for its international conference for the first time in 2005, and a special grant for a publication database (Of course it was not only my effort, but JCO and Publication Board did a great job). The JALT

Promotion Kit including a banner, T-shirt, table-top cloth, etc. for each chapter was well received.

In standing for Director of Public Relations for a second term, I would like to (1) continue promoting relationships with other domestic organizations including MEXT and JSPS, so that JALT will be more visible in Japan language teaching society, and (2) open the lines of communication between Japanese members and non-Japanese members. JALT is a unique language teaching organization in Japan, where roughly 40% of the members are Japanese, and 60% are non-Japanese. We want to establish more active ways of exchanging and sharing information so that every member gets the benefits. Naturally, I would like to hear your suggestions of what else you would like to add in the JALT Promotion Kit! I am very much looking forward to working with JALT members. My work as Director of Public Relations will not be successful without your support.

まず初めに、広報担当理事としての私の第一期目を暖かくサポートして下さいましたことにたいしてお礼を申し上げます。広報理事の仕事は私にとってとてもチャレンジングなものでした。一期目の目標は、(1) JALTの活動を広くメディアに周知し、国内および海外の学会との連携をさらに進めていくこと、(2) JALT会員と理事会とのパイプ役になる、の2点でしたが、一応の目的を達成できたと思っています。特に、文部科学省や日本学術振興会 (JSPS) との連携を密にし、その結果2005年の国際学会は初めて文部科学省から後援名義を獲得しました。また、JSPSからはJALT刊行物のデータベース化に対して助成金を受けることもできました (もちろん私一人の仕事ではなく、関係者の努力があったわけですが)。新しいロゴのついた旗やTシャツ、JALTカラーのテーブルクロスを含むJALTプロモーションキットも新たに企画したのですが、地区部会などでの活躍が大いに期待できます。

一期目を終わる今、これまで行なってきたことをさらに進め、またやり残したことを達成するため、私は再度広報理事に立候補することにいたしました。二期目の目標として次の2点を挙げたいと思います。(1) 引き続き国内の関係機関や学会との連携を深める。特に文部科学省やJSPSからの情報を会員に周知し、また関係機関にはJALTの存在をより明確に理解してもらうべく努力する。(2) 日本人会員が40%、外国人会員が

60%という構成のユニークな学会であるJALTの両会員が、お互い親しみ、情報交換がより活発に行なえるようコミュニケーションのパイプを太くし、その結果すべての会員が同様の利益を得られるようにする。もちろん、PRキットの企画は続きます。何か新たに加えたものがありましたらぜひお知らせ下さい。JALT会員のために全力をつくします。サポートをよろしくお願いたします。

Candidate for the Office of NPO JALT Director of Records

Donna Tatsuki

Biodata

- Current position: associate professor, Kobe City University of Foreign Studies
- Education: Ed.D. Temple University, M.Ed. Temple University, B.Ed. University of Toronto
- Teaching experience in Japan: part time work for various universities and a junior high school (1986-1998), Full time positions (Kobe University of Commerce, 1998-2002; Kobe City University of Foreign Studies, 2002-present).

JALT Experience

- Acting Director of Records since February 2006
- JALT Journal—Editor 2002-2004; Associate Editor 2001-2002
- Pragmatics SIG – Newsletter Editor (1999-2004), Publications Chair (2004-present)
- Video SIG—Swap Shop section Editor, (1989-1991), Coordinator (1992-1993)
- Member since 1986 (with occasional brief lapses such as after the Hanshin Earthquake in 1995)

Statement of Purpose

I took over the duties of Director of Records when Mary Christianson (Immediate-past Director of Records) left Japan early this year. My goal for this office is simply to continue serving JALT as I have been doing, by:

1. Keeping JALT members informed of relevant business through the JALT News column in *The Language Teacher*, and
2. Preparing the JALT Executive Newsletter (JENL) and the minutes from important meetings for the members of the executive board.

There has been a lot to learn and I am still a bit nervous about all the responsibility that being on the Board of Directors involves. However, I have



enjoyed the experience so far because it has given me the opportunity to work with talented and earnest professionals from all over Japan.

During my 20 years of JALT membership I have had the privilege to serve the organization in a number of other ways, for instance, as the editor of JALT Journal and through active involvement in the Video and Pragmatics SIGs. Through these experiences I have met many dedicated people who believe in and volunteer for JALT. Also, through my experience on the Board of Directors, I have learned a great deal about this organization and am thankful to have had such an opportunity this year. I hope that with your vote, you will allow me to continue to learn and to serve for the coming term.

目標声明

私は前書記のMary Christianson氏が今年はじめに離日されたときから書記の仕事を引き継いでいます。私がこの仕事の目標とすることはこれまでしてきたように、JALTの為に以下のことをして役立つことです。

1. TLTのなかのJALT NEWS 欄を通して JALT会員に適切な情報をお知らせすること。
2. JALT EXECUTIVE NEWS LETTER [JENL] と理事会の議事録を作成すること。

今まで多くのことを学びましたが、まだ理事が負う責任の重さに少し緊張しております。しかしながら私は日本中の優秀で熱心な研究者たちと働く機会を得てこれまでこの経験を楽しんできました。

JALT会員としてのこれまでの二十年間 JALT JOURNALの編集長として、又ビデオや語用論SIGの活動を通じてなどこの組織にかかわる恩恵をうけてきました。これらの経験を通じて私はJALTを信じボランティアする多くの献身的な人々に出会いました。又理事としての経験を通じてこの組織がよく理解でき、今年このような機会を得たことに感謝致しております。あなたの投票によって私が学び続け次期も役立ち続けることができることを希望いたします。

Candidate for the Office of NPO JALT Director of Treasury

Kevin Ryan

Biodata

- Taught English at Berlitz while on Study Abroad in Barcelona (1976)
- BA Psychology, Manchester College, Indiana (1978)
- Teaching in Barcelona Instituto NorteAmeri-

cano, Chicago City Colleges, Tokyo Sundai Senmon Gakko

- MA University of Illinois, Chicago (1989)
- Teaching Postgrad scientists in Nanjing, China (1990)
- Showa Women's University Associate Professor (1991)

JALT Experience:

- Member for more than twenty years
- Tokyo Chapter - various positions in mid-90's, first multi-day chapter events
- CALL SIG newsletter editor, VP and President (twice).
- EME Coordinator (except Nara) since 2002
- Business Manager (2005-)

Statement of Purpose



JALT finances are currently in a delicate state, with the balance cycling toward the bottom part of the curve. The cardinal rule is to have enough in reserve to operate for one full year. We now have enough to operate for only 3 months. A conference cancelled because of bird flu might bring JALT to its knees.

This means belt-tightening and revenue increase for at least the next two years, until we achieve another surplus that we can spend just as wisely as we have this one. As Treasurer I see it as my job to maintain the fiscal health and responsibility of the organization, but to let the organization decide how best to spend that surplus, once we get it back.

If elected, the watchword of my administration would be *streamlining*. I would work during the first year to minimize the paperwork needed for completing audits, and to rationalize the process through training and information access to all on the financial engine of JALT. I will work to spread responsibility as well as accountability throughout the organization and enforce strict deadlines by withholding funds from noncompliant organizations within JALT. After my term of 2 years (I do not plan to renew), I hope to hand over a volunteer position that is not overtaxing, with the smooth system from Peter Wanner further honed. I have no accounting experience but do understand economics.

Advert: Thomson

The use and abuse of Japanese in the university English class

Meredith Stephens
Matsuyama University

Keywords

L1 support, language of instruction, English-only principle, Japanese teacher of English, native speaking teacher of English

For many years the English-only approach has been popular, but recently this has been challenged. Many scholars suggest that judicious use of the students' L1 is indeed beneficial to many learners. The current study is a survey of the attitudes of 167 university students regarding their preferences for the amount of Japanese to be used in English classes taught by both Japanese teachers of English and native English speaking teachers. Furthermore, students highlighted the advantages and disadvantages of the use of English by teachers. Students indicated a wide range of preferences, but it is suggested that minimal use of Japanese by teachers is in the students' best interests. Students should exploit their knowledge of their L1 in the pursuit of English acquisition, but teachers should restrict themselves to providing both quantity and quality of English input.

THIS STUDY was motivated by the many conflicting messages I received concerning the use of Japanese in EFL classes in Japan. In most EFL conversation schools and some universities, the English-only rule is strictly enforced. Furthermore, my experience as a student of Japanese influenced my views on the use of the students' L1 in the L2 class. Having been used to the exclusive use of the L2, I was surprised when the Japanese teacher utilized the occasional English word as a shortcut to explain a Japanese word. Although initially resistant to the notion of my L1 being used in the L2 class, I gradually came to realize that this did not detract from my acquisition of Japanese. To the contrary, the use of a single English word sped up the comprehension process, which might have otherwise required a prolonged diversion.

Views concerning the use of Japanese in EFL classrooms in Japan range from a hindrance to communication to a tool for refining the comprehension of texts. Perhaps it is not simply the use of Japanese in the classroom that is the issue, but how it is used. Prodromou (2002, p. 5) alerts us to the critical distinction between using and abusing the mother tongue in the foreign language classroom. Clearly both students' and teachers' views on this issue must be solicited.

Literature review

The issue of the use of Japanese in the EFL classroom dates back to at least 1927, when Harold Palmer relented to allow the use of Japanese because of unanticipated difficulties with the Oral Method (Masukawa, 1978, p. 245). More recently, researchers recommend the exploitation of the L1 for a myriad of reasons. Storch and Wigglesworth (2003) argue that the L1 provides students with "additional cognitive support that allows them to analyze language and work at a higher level than would be possible were they restricted to sole use of their L2" (p. 760). Guest (2004) reminds us that adult learners "cannot completely bypass using L1, so they might as well use it to their benefit"

(p. 14). Importantly, the exclusion of the L1 is in conflict with the aims of English as an International Language (EIL). Xu (2002) argues, "EIL doesn't repel the students' knowledge and use of their mother tongues. Instead, together with these other tongues, EIL produces multi-competent users of English" (p. 235). Furthermore, the English-only approach has been severely criticized in ESL classes because it reinforces the dominance of the English-speaking majority.

Whether or not we support the use of learners' L1s is not just a pedagogical matter: It is a political one, and the way that we address it in ESL instruction is both a mirror of and a rehearsal for relations of power in the broader society. (Auerbach, 1993, p.10)

Barker (2003) argues that Auerbach's view, although intended to address the issue of ESL instruction, "applies equally to the EFL classroom" (p. 7). However, in one important way it does *not* apply to the EFL context in Japan because of the completely different power relations between English and Japanese. While English enjoys a high level of prestige in Japan, Japanese is the national language and naturally enjoys an even higher level of prestige. The discouragement of Japanese in the EFL classroom is usually for pedagogical reasons and not because of an imbalance of power. Thus, Barker's extension of Auerbach's argument against the exclusive use of English in ESL to the EFL context in Japan is questionable.

Quantitative studies, which have addressed the question of Japanese students' views concerning the use of their L1 in the EFL classroom, include Critchley's (1999) study of 160 students, Burden's (2001) study of 290 students and 73 teachers, and Burden and Stribling's (2003) study of 151 students. The current study differs from the others in two important ways. Firstly, students were asked the proportion of their L1 they would like their JTE (Japanese teacher of English) and NS (native speaker) teachers to use, and aims to find if there are different expectations of these teachers. The second difference is that students were asked to state the advantages and disadvantages of the use of the L1 by JTE and NS teachers.

Methodology

A questionnaire (see Appendix) was administered to 167 students studying English at a university in western Japan. Approximately 10% were English majors with the remainder representing the faculties of law, economics, and commerce. All responses were open-ended in order to avoid

prejudicing the answers by suggesting possible responses, and to allow students to think of a genuinely personal response. It was also hoped that an open-ended question would allow them to provide a deeper level of response than simply selecting from a list. The questions were in Japanese and students were instructed to respond in Japanese. However, a small number responded in English. The students' responses were translated into English and classified according to the categories that emerged. Finally, the opinions of seven JTEs were solicited to uncover any additional perspectives.

Results and discussion

Japanese has traditionally been the language of instruction for Japanese teachers' of English (Hosoda, 2000) and English has been the language of instruction for NS teachers. This dichotomy reflects the beliefs about the acquisition of English; the JTE's role is considered to be the explanation of grammatical rules of English, and the NS' role is to facilitate communication in spoken language. Hence students are presented with models of teachers who almost exclusively use their own L1.

Accordingly, most students (72%) expected the JTE to use more Japanese in the English class than the NS teacher. Furthermore, most students indicated a preference for the teacher to speak in their L1 most of the time, while 60% indicated they would prefer the JTE to speak in Japanese 50% or more of the time, and 81% indicated they would like the NS teacher to use Japanese less than 50% of the time. This response would seem to indicate that the instructor should spend most of their time speaking their L1. Unfortunately, this also suggests that students have low expectations of their teachers as role models of second language acquisition.

The proportion of Japanese the respondents would like the JTE to use (72%) was thus much higher than expected. This may be a reflection of the methodology students had grown used to in junior and senior high schools, and a belief that an explanation in their L1 is necessary for comprehension. However, this attitude may need to be challenged as tolerance of ambiguity and the use of guessing strategies are characteristic of successful language learning (see Rubin, 1975).

The proportion of Japanese that students indicated they would like the NS teacher to use in class was also much higher than anticipated. Several of the respondents indicated they would

like the NS teacher to speak Japanese up to 80% of the time. Only 11% of students said they would like the NS teacher not to use any Japanese at all. Students' perceptions of the advantages of L1 support related overwhelmingly to comprehension (82%). As the responses were unsolicited this suggests that comprehension is a serious concern. This could either be a misplaced belief or a genuine problem.

EFL university classes in Japan differ from many other countries in that usually they are compulsory. Japanese students in EFL classes are composed of a cross section of students, not just the linguistically able. Students who major in mathematics, engineering, medicine or law must obtain credits for compulsory English classes. Many of these students may be less motivated than those who have come to university specifically to study English. In contrast, enrollment at university in a foreign language course in English-speaking countries is not compulsory. Western teachers cannot generalize from their own experience as students in foreign language classrooms in universities that were composed of a select group of students. The widespread preference for L1 support may be because the majority of respondents were non-English majors.

The need for reinforcement in Japanese

Many students often indicate that they would prefer an English explanation to be followed by a Japanese translation. Burden (2001) argues that this is a result of conditioning in high schools in which preparation for exams is achieved more quickly in the L1. The preference for L1 back up is confirmed by many students in this survey:

英語で言われたことを理解することができる点。

We can understand what has been said in English more quickly.

聞き取れなかった英語でも理解することができるから。

We can understand even when we couldn't understand the English.

聞き取れなかったりした場合、授業内容が分からなくなってしまいうことを避けられること。

We can avoid not understanding the lesson when we haven't understood the English.

However, these comments suggest that the very purpose of the lesson is not being achieved; if the

teacher has to resort to the students' L1 the objective is lost. The student who made the final comment specified a disadvantage of the NS teacher speaking Japanese as:

きれいな英語に触れ、聞き取りの力などを鍛えるきっかけのチャンスなのでもったいないこと。

It's a waste because it's a special chance to come into contact with proper English and develop our listening ability.

The following view indicates that a message conveyed in Japanese that could have been conveyed in English is perceived as a missed opportunity:

理解できないとすぐに日本語が使われると授業の意味がなくなってしまう。

The lesson becomes meaningless if the teacher uses Japanese straight away when we don't understand.

Disadvantages of speaking Japanese in the EFL classroom

Unlike the previous section in which there was a clear majority of similar answers, the section relating to the disadvantages of speaking Japanese was much less defined. Student responses included the following:

- *Waste of an opportunity*
- *Students become dependant on the teacher speaking Japanese*
- *Students stop thinking for themselves*
- *Loss of motivation*
- *The role of the native speaking teacher becomes meaningless*
- *Loss of concentration when listening to English*
- *Missing out on hearing the native speaker's pronunciation*
- *Students' English does not improve*

Some students indicated that time spent speaking Japanese could be time spent speaking English, and the response *mottainai* (wasteful) was frequently cited as a disadvantage of the NS teacher using Japanese. The reason for the wasted opportunity was that there are relatively few opportunities for the average student to use English in a communicative context:

普段ネイティブの英語を聞く機会があまり無いので授業でしっかり勉強したい。

Ordinarily we don't really have the chance to hear a native speaker, so I really want to study it in class.

Furthermore, most students indicate different preferences for Japanese use by NS and JTEs. Only a minority of students (19%) indicated a preference for the same amount of use of Japanese by NS and Japanese teachers. Describing a disadvantage of the NS teacher speaking Japanese in class, one student argues:

ネイティブスピーカーの意味が無い、せっかくきれいな英語を聞けるのだから英語を使うべき。

It's meaningless to have a NS teacher. The teacher must use English because it's a special chance to hear the proper pronunciation.

One student who indicated she would like the NS teacher to use no Japanese, and her Japanese teacher of English to use 60% Japanese in the classroom, cites an advantage of her JTE using Japanese to teach English as follows:

細かい日本語との違いを分かりやすく理解できる。

I can easily understand in detail the differences from Japanese.

These students expect the NS teachers to focus on their L1, and the Japanese teachers to give detailed and precise explanations of English use in Japanese. A student whose preference was 50% use of Japanese by the NS teacher and 90% by the JTE, lists an advantage of the JTE using Japanese as:

より深く英語を理解できるから。

I can have a deeper understanding of English.

A further disadvantage cited by students is that the use of Japanese creates a dependence on Japanese. They would prefer to be presented with the challenge of the exclusive use of English.

生徒が日本語に頼ってしまうこと。

Unfortunately the students depend on Japanese.

ネイティブスピーカーだから日本語を使う必要がないと思う。言われたことが何なのか考えることをしなければ英語は上達しないという点

Because the teacher is a native-speaker I think there is no need for them to use Japanese. Our English won't improve unless we think about what has been said to us.

日本語慣れをして、それに頼ってしまって英語のリスニングにならないこと。

We become used to hearing Japanese and depend upon it, and we are not doing English listening practice.

L1 support to create solidarity

Hosoda (2000) suggests the use of Japanese by the JTE creates "informality and friendliness" (p. 78). According to Burden (2001), "both teachers and learners recognized the value of occasional Japanese use to relax the students, to serve their basic psychological need of not having their language rejected" (p. 8). In contrast, many students in this study view the relaxed atmosphere created by the use of their L1 as a barrier to the tension that may provide the stimulus to promote learning:

言われたことが何なのか考えることをしなければ、上達しないという点。

We won't improve unless we think about what has been said to us.

少し安心して、英語を本気で聞き取ることがなくなってしまう。

We feel a little reassured and don't need to really try and listen to the English.

先生が英語で言っているときに、生徒の聞こうとする集中力が少し減るのではないかという点。

Maybe the students lose concentration when the teacher is speaking English.

The dilemma is whether the friendly relationship created by the use of a common code leads to an atmosphere that is conducive to good communication, or whether the tension which is inherent in communicating exclusively in a foreign language provides the impetus for learning to occur. The latter view is confirmed by one of the teachers surveyed, who indicated *students may feel more embarrassed speaking English when they really do not have to*. They may try to avoid losing face by the inevitable risk-taking that accompanies communication in the L2.

Teachers' views

Teachers' views largely confirmed the students' views but also included additional comments. Advantages of the NS teacher using Japanese included the explanation of abstract concepts and a model of communicative language use with possibly less accuracy of form. One teacher suggested a demonstration of comprehension of Japanese in order to prevent the students chatting. Disadvantages of the NS teacher speaking Japanese include the absence of negotiation of meaning in English.

Advantages of the JTE using Japanese included the explanation of difficult grammatical points, saving time, and the explanation of abstract concepts. Disadvantages included the class becoming teacher-oriented and reinforcing the dichotomy between learning English and communicating in English.

Conclusion

Although there has recently been a backlash against the English-only movement, limiting the teacher's use of spoken Japanese is still in the students' best interests. Unlike the ESL context, there are few opportunities to use English communicatively in Japan. Both JTEs and NS instructors must resist the temptation to provide a quick Japanese translation when the concept could be explained in English.

Furthermore, there is a place for non Japanese speaking EFL instructors as they provide a genuine opportunity for meaningful exchanges in English without feigning ignorance of Japanese. The issue of whether monolingual EFL instructors should learn Japanese is external to the debate about the students' classroom needs, other than the provision of a role model of second language acquisition.

The students themselves may need to draw upon the resources of their L1 in order to facilitate comprehension, but this is largely external to the role of the teacher. Hence both the use of bilingual dictionaries and note taking in the L1 should be encouraged. Students use their L1 as a basis for developing abstract ideas that can be later expressed in the L2 (see Auerbach, 1993). This position differs from the traditional *all English* position in that it does not demand that students banish their L1 from their reasoning processes. Students should be provided with written explanations in Japanese of grammatical points that are not acquired by mere exposure. A judicious use of spoken Japanese by EFL instructors may occa-

sionally be necessary, but generally the English-only principle provides the impetus for successful language acquisition.

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- Meredith Stephens** has lived in Japan for 12 of the last 25 years. She began her sojourn here as a student of Japanese at Tokyo University of Foreign Studies in the early eighties, and continued her studies at Yokohama National University in the early nineties. She obtained her Master's degree from Macquarie University in 1999, and since 2000 has been mainly teaching at Matsumoto University.

Appendix

Language preference questionnaire

1. 英語のネイティブスピーカーの先生には、英語の授業でどのくらい（何パーセント）日本語を使ってもらいたいですか。(What percentage of Japanese would you like your native speaking English teacher to use in your English class?)
2. 日本人の英語の先生には、英語の授業でどのくらい（何パーセント）日本語を使ってもらいたいですか。(What percentage of Japanese would you like your native speaking Japanese teacher to use in your English class?)
3. 英語のネイティブスピーカーの先生が英語の授業で日本語を使うことの良い点は何ですか。(What are the advantages of a native English speaking teacher using Japanese in your English class?)
4. 英語のネイティブスピーカーの先生が英語の授業で日本語を使うことの良くない点は何ですか。(What are the disadvantages of a native English speaking teacher using Japanese in your English class?)
5. 日本人の英語の先生が英語の授業で日本語を使うことの良い点は何ですか。(What are the advantages of a native Japanese speaking teacher using Japanese in your English class?)
6. 日本人の英語の先生が英語の授業で日本語を使うことの良くない点は何ですか。(What are the disadvantages of a native Japanese speaking teacher using Japanese in your English class?)

以下の質問に日本語か英語で答えてください。なお、できるだけ詳しくわかりやすく書いてください。(Please answer the following questions in either Japanese or English. Please give as much detail as you can. Please write clearly.)

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Improving students' English abilities in the four skills

43rd Annual Chubu Region Private Schools Seminar, English Division: *Improving students' English abilities in the four skills*
13th - 14th October, 2005

Keywords

conference report, high school, innovative curricular, MEXT guidelines

The 43rd Annual Chubu Region Private Schools Seminar was held in Takayama on October 13th and 14th, 2005. The conference theme encouraged discussion of teaching methods designed to improve the English abilities of students and encompassing the four skills (reading, writing, listening, and speaking) implemented at these schools. To round up after the two days of presentations, the plenary address was given by Ryukichi Terashima of the Faculty of Education at Gifu University.

2005年10月13日と14日に、第43回中部地区私学教育研修会が高山市で開催され、生徒の英語能力を伸ばす教授法と4技能に関する討論が行われた。研修会の締めくくりとして、岐阜大学の寺島教授による講演があった。

Kristie Sage

Komazawa University and Gakushuin University

THE 43RD Annual Chubu Region Private Schools Seminar was held in Takayama on October 13th and 14th, 2005. The English Division was sponsored by Takayama, Gifu Prefecture, in association with a number of private senior high schools. Participants representing 35 schools came from Gifu, Mie, Ishikawa, Aichi, Nagano, Yamanashi, Shizuoka prefectures. This year, presentations reflecting the conference theme were given by representatives of the four private senior high schools rostered for the task: Kotah Gakuen Goshu, Yamanashieiwa, Meijo University Senior High School, and Gifu Girls' High School. Gifu Girls' High School was also responsible for chairing the two-day event. The conference theme encouraged discussion of teaching methods designed to improve the English abilities of students and encompassing the four skills (reading, writing, listening, and speaking) implemented at these schools. To round up after the two days of presentations, the plenary address was given by Ryukichi Terashima of the Faculty of Education at Gifu University.

On the 13th, the first presenter was Masakazu Kimura, who explained that Kotah Gakuen Goshu Junior and Senior High School in Shizuoka Prefecture is a member of the International Baccalaureate Organization (IBO) and hence adopts its educational philosophy, methodology, and the International Baccalaureate Program (IBP). The diploma course, available only at the senior high school level, is an immersion program. Referred to as a *bilingual course*, it operates as an adjunct to the general school streams with all lessons conducted in English.

The learning materials are translated versions of the textbooks used in the general courses. The IBP diploma course characteristically uses a hexagonal symbol to indicate the process learning approach of the six core content-based subjects in which students are required to produce extended essays and demonstrate understanding of Theory of Knowledge (TOK) and Creativity, Service, and Action (CAS). Kimura suggested that bilingualism is an achievable outcome if the points of the hexagon (representing the subjects) are linked to the center of the hexagon's teaching practices (extended essays, TOK, CAS) and are combined with the IBO holistic marking schemes. The students are thereby prepared for the TOEFL test, and their global communication skills are heightened through the administration of the IBP.

The second speaker, Mika Kikuta, reported about how participation in intensive English classes (IEC) at Yamanashiwa has improved the English levels of students. These classes are primarily taught by Japanese teachers of English (JEs). The IECs are complemented by two different types of English lessons and, as both have a native speaker (NS) present, provide important opportunities to improve English communicative competence. The first is a team-teaching arrangement in which the NS leads the class (JE translates as needed), and the second is called English Expression (EE), in which the NS follows a two-year syllabus. The curriculum is ultimately designed for the NS to expose students to a variety of genres, such as Christmas cards, bible passages, and comparative culture essays (between Canada and Japan). This allows for thought processing across the four skills and for production of previously encountered forms. In order to adequately prepare learners for the 21st century, Yamanashiwa considers the following factors as necessary:

1. English education for students' future career paths
2. team-teaching
3. assessment based on participation as well as exams
4. fostering an English curriculum that
 - a. promotes awareness of English's place in the international environment and capitalizes on it
 - b. employs a credit-based system awarding marks separately for the four skills
 - c. reinforces in-class Canadian studies by an overseas experience
 - d. utilizes the textbook, *Progress in English for the 21st Century*

On the following day, the first presentation was given by two representatives from Meijo University Senior High School who focused on the International Class (IC) course which acts as a bridge to a humanities degree, due to the school's affiliation with Meijo University. In the first year of IC, students make contact with the Nagoya International Center. Second year students are exposed to NS cultures and international examination preparation, for example, the TOEIC test. Furthermore, students in the second and third years participate in a once a week lesson conducted by NSs at the campus. Activities that prepare students for the third-year home-stay trip are included throughout the program. However, the final year is geared toward connecting classroom activities to the real world via productive language applications such as English speeches and maintaining communications with host families. Some factors identified as being influential in raising learner language levels include:

1. direct entry into Meijo University's humanities course
2. unchanging class membership for the duration of the course
3. English conversation and grammar taught by a NS
4. an overseas study experience opportunity
5. weekly involvement in a university class

In addition, this school incorporates online interactive web link-ups to cultivate international communicative skills from within the classroom. A live demonstration from the conference room linked us up to three outside locations: two domestic—the classroom and the NS at the university—and the other international—the NS teacher from the exchange school in New Zealand. A four-way conversation was conducted among all parties.

Masao Yamauchi then spoke about the administration of the English curriculum for advanced stream students at Gifu Girls' High School, called the *bunrika* course. Strongly advocated at this school is a methodology based on read-aloud training, alleged to foster the ability to comprehend longer sentences and short essays and increase the speed at which this is done. Using CDs, the training routine uses the following pattern:

1. Look at the English word, sentence, phrase, or idiom while listening to the CD and confirming its meaning
2. Read the target English aloud together with the CD
3. Read aloud without using the CD

4. Listen to the CD and confirm understanding without looking at the target English or reading aloud

It was suggested that, as well as understanding grammatical patterns and attaining vocabulary, this technique provides occasion for students to monitor their intonation and rhythm. Further, in the final year, read aloud training is supplemented by intensive listening, vocabulary, and grammatical review and confirmation testing, conducted before, during, and after school to prepare students for university entrance examinations. Yamauchi's research findings were presented to the audience and showed positive results in all four skills as a result of this program.

To wrap up the training workshop, Ryukichi Terashima from Gifu University spoke on a range of topics. The crux was based on his personal principles pertaining to English education in Japan. Inclusive of Krashen's comprehensible input theory ($i + 1$); his stance differs from traditional grammar translation and cognitive learning styles. Terashima argued that the ability to think and discuss using the English language, as required in the international arena, should be better encouraged by English language educators in Japan. He also suggested that by aiming for *media literacy* in the classroom, students might become more active in pursuing the improvement of their own English, because it would relate more directly to daily events in their lives. He stressed the benefit of accessing information in an individual's own time through utilizing such resources as the Internet.

In order to conclude this report and summarize the seminar as a whole, it is necessary to consider the guidelines set by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In sum, the goal is to cultivate "Japanese with English Abilities – Upgrading English in Japan" (MEXT, 2002), through the MEXT Action Plan (MEXT, 2003). Comparing the MEXT guidelines with what was discussed at the seminar, it may be fair to say that some schools are attempting to incorporate more innovative, productive, and less conventional practice towards achieving these goals, through, for example, the IBP or communicating live over the Internet to NSs in other countries. At the same time, it must also be acknowledged that by utilizing more traditional methods, schools can enhance results for the university entrance examinations. Thus, a dichotomy is at play. Until productive skills are taught simultaneously and to the same degree as receptive skills—and testing reflects this—improving the four skills and "upgrading English in Japan"

may not be possible in Japan in the short term. This seminar showed that there *are* schools trying to achieve a balance in both.

N.B. More information about the schools and programs described in this report may be found on the websites in the Appendix.

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Appendix. List of schools in report

- Gifu Girls' High School, Gifu
<www.gifujoshi.ed.jp>.
- Kotah Gakuen Goshu, Shizouka
<www.katoh-net.ac.jp>.
- Meijo University Senior High School, Aichi
<www.meijo-h.ed.jp/index.html>.
- Yamanashieiwa, Yamanashi
<www.y-eiwa.ed.jp/index.html>.

For **Kristie Sage**, learning the ropes of educational institutions in Japan over the years and the EFL environment that prevails in Japanese classrooms from kindergartens to universities has proven to be both challenging and rewarding. She hopes to continue to apply her MA in TESOL and looks forward to further discussion and research with colleagues regarding the positive impact that can be made in English language education.



**Community,
Identity, Motivation
Kitakyushu, Japan
Nov. 2–5, 2006
<conferences.jalt.org/2006/>**

Breakfast with Paul McCartney: Rhythm, stress-timing and scrambled lyrics

Roger Nunn

Petroleum Institute, Abu Dhabi

Keywords

pronunciation, rhythm, stress-timing, teaching with songs

Unlike lexical or syntactical components of a message, it is more difficult to assign meaning to stress and rhythm in spite of the enormous potential for misunderstanding when these are misplaced. This paper provides a theoretical background discussion, then considers how song lyrics can be exploited to raise consciousness and provide practice in these important features of English pronunciation.

リズムと強勢が不適切な場合、しばしば誤解が生じる。本論は英語の強勢とリズムに関する理論的背景について説明をし、歌詞を用いて発音の重要な特徴に対する意識を高める練習について検討する。

STUDENTS FROM so-called *syllable-timed* language backgrounds (French, Japanese, and many others) are said to have difficulty with the complex stress patterns of spoken English. However, it is probably more accurate to say that the perceptual subtleties of rhythm and stress are difficult for all learners regardless of background. The relationship between rhythm and stress is an extremely complex phenomenon (See for example Giegerich, 1992, pp. 249-290, Laver, 1994, pp. 511-533). Giegerich (1992) points out that “speech rhythm is a perceptual phenomenon at least as much as it is a feature of speech production” (p. 258). In the flow of conversation, subjective perceptions of stress and rhythm can be responsible for attributing attitudes that were never intended. Unlike lexical or syntactical components of a message, it is more difficult to assign meaning to stress and rhythm in spite of the enormous potential for misunderstanding. Even for experienced teachers, it is difficult to know how to get to grips with subjective perceptual phenomena, so it is understandable that many teachers choose to ignore the problem completely.

One way to provide a simple introduction to a very complex phenomenon is to exploit the rhythm of songs and their lyrics. Using songs which mimic everyday language helps to provide a common perception of rhythm and stress in a way that is often impossible with natural speech. Specialists in phonetics such as Laver (1994) point out that our auditory system “is extremely sensitive to phenomena that are genuinely rhythmic” and that “listeners seem particularly good at registering the regularity of the rhythmic beat in music” (p. 425). In this paper, I will consider four types of activities: awareness-raising activities that lower affective barriers, practice activities based on regularities in the rhythm of some well-known songs, activities that transform songs into speech, and creative activities where students create parallel lyrics to well-known rhythms.

Important Background

As teachers of spoken communication, we need to be fully aware that the rhythm of naturally occurring spoken language is complex. English is often referred to as a *stress-timed* language. O'Connor (1980) states that "the fundamental rule of English rhythm is this: each stress group within a word group is given the same length of time" (p. 98). Each word group has at least one stressed syllable. A *stress group* is defined as a stressed syllable with any unstressed syllables that follow it, such as *ALL of them*. In an utterance such as */all of them/came/late*, following this rule, all three groups would have equal length. As O'Connor puts it, "the stressed syllable and the following unstressed syllable(s) share the amount of time which a single stressed syllable would have," adding that unstressed syllables before a stressed syllable "are all very short, as short as you can make them" (p. 96). *She was in the BATH* would then have four very rapid unstressed syllables with weak vowels preceding the stressed *bath*.

Calling English a stress-timed language seems to imply that the rhythm of natural speech can easily be exploited and adapted to the regular rhythmic structure of song lyrics. Unfortunately, this convenient view is too simple. Rhythm is defined by Crystal (1991) as "the perceived regularity of prominent units in speech," contrasting it with *metrical* which refers to "maximally regular patterns, such as are encountered in many kinds of poetry" (p. 302). Some phoneticians, such as Giegerich (1992), use the metrical term *foot* to refer to "the interval stretching from the onset of one stressed syllable to the onset of the next stressed syllable" (p. 259).

Roach (2000) also refers to rhythm as "some noticeable event happening at regular intervals of time" (p. 134). He presents the view that English has a regular stress-timed rhythm as a plausible theory but points out that speech rhythm never has the regularity of a clock. The modality in the following statement is indicative: "Stressed syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not" (p. 134). Roach goes on to explain that scientific attempts fail to show real differences between so-called stress-timed and syllable-timed languages and that "we tend to hear speech as more rhythmical than it actually is" (p. 138). Furthermore, Giegerich (1992) points out that "in the long history of experimental measurements of foot duration in English, it has not been unequivocally shown that foot isochro-

ny 'exists' on the production side of speech" (p. 259). Cruttenden (2001) agrees that "all attempts to show such timing instrumentally have been unsuccessful, and such groups are clearly far from ISOCHRONOUS" (p. 251) and suggests that "the occurrence of full vowels generally predicts the rhythm of English rather more usefully than any notion of stress" (p. 251), positing "the one simple rule of English rhythm is the BORROWING RULE, whereby a syllable with a reduced vowel 'borrows time' from any immediately preceding syllable containing a full vowel" (p. 251). This means that words with similar stress patterns such as *wallabies are ...* and *porcupines aren't ...* will normally not have the same length, the four full vowels of *porcupines aren't...* making it longer than the one full and three reduced vowels of *wallabies are ...* Roach concludes that the use of stress is a complex context-bound phenomenon and that students of English should, therefore, not be made to speak English "as though they were reciting verse" (p. 138). Using song lyrics, while pedagogically attractive, might then seem to run the same risks as using recitation to practice rhythm.

In the 1960s, some popular song lyrics deliberately moved away from the facile lyricism of the post-war years. "Two hearts gently beating were murmuring low, 'My darling I love you so'" became "I can't get no satisfaction". At the same time, sixties songs such as *I can't get no satisfaction* by The Rolling Stones favoured highly repetitive, pulsating, almost mesmerizing rhythmical structures that were inevitably reflected in the lyrics. The rhythm of the keyword, satisfaction, is repeated almost ad nauseam, but at the same time it appears to mimic the rhythm of colloquial spoken language: I can't GET no, satisFACTION. If there were an easy formula for writing hit songs, I would probably not be writing this paper now. However, one clue seems to have been to develop the skill of fitting colloquial language, such as "I can't get no" into the rhythmical pattern of a simple melody, the music mimicking the rhythm of a key concept word, such as 'SATisFAction', or 'YESterDAY'.

Song lyrics that mimic normal speech can be a useful way of leading into the notion of *prominence* just because the rhythm of song lyrics is so much more regular than the rhythm of speech. Brazil (1994) defines *prominence* as a means of making syllables "more noticeable" or "sound more important" (p. 9) within the tone units of which they are a part, demanding "special attention from the listener" (p. 20). Ways of making a syllable prominent include "special pitch

treatment, extra intensity, and greater length" (Brazil, 1995, p. 252). Brazil (1995) states that "the function of prominent syllables is to indicate that the containing word represents an existential selection" (p. 252) from a set that is limited by the immediate situation of the communication, and suggests that "the set of choices that can be assumed to be available at any point comprises the existential paradigm" (p. 249), the speaker selecting from an existential set which is valid "for the peculiar here-and-now circumstances of the communication" (p. 249). In other words, the key syllables of prominent words are selected because they have immediate communicative significance. The purpose might ultimately be to highlight new information or to emphasize an important part of the message: *But he DID come*. Pedagogical means of demonstrating prominence can include exaggeration using greater physical intensity, lengthening or *stretching* a syllable or pausing before a prominent word. Other important features of prominence, such as *pitch movement* and *key* are melodic in nature but paradoxically cannot easily be taught while singing because the musical melody dominates. Another difference between prominence in songs and in natural speech is that the here-and-now spontaneous choices are made only at the time of creation, enabling the students to pay more attention to sound alone.

From theory for teachers to practice for students

Recent work linking theory and research specifically to the teaching of pronunciation such as Wells (2005; In press) addresses the need to provide extensive practice in the perception and production of basic suprasegmental phenomena in relation to their discourse function. For pedagogical reasons, Wells reduces the emphasis on complex tone patterns in the O'Connor (1980) tradition, focusing rather on basic principles and functions of intonation. His practice booklet, appropriately entitled *Where does the nucleus go?* provides extensive practice (sixty pages of exercises) in locating the nucleus and placing it in the most appropriate place according to its function in context. In terms of international intelligibility, based on her research into the pronunciation needs of users of English as an international language, Jenkins (2000) also identifies the interactive function of prominence as an important teaching focus on her list of common core features important to non-native students of English. In her detailed review of research into discourse intonation and its pedagogical implica-

tions, Chun (2002) too focuses on finding simple ways to improve both perception and production, emphasizing new speech technologies as a support to learning intonation.

Whether low or high-tech solutions are favoured in the different contexts in which pronunciation is taught, experience of teaching and learning new languages always seems to expose a basic pedagogical dilemma. How do we simplify a complex phenomenon without distorting it to such an extent that it no longer reflects reality? But for many of us, songs are an important part of our everyday reality. They are worthwhile in themselves simply because we enjoy living with them and can communicate the kind of enjoyment that most of us cannot feel for theoretical phonetics. Songs such as *Yesterday* are also important cultural documents in their own right. A simple song with a repetitive rhythm is a useful first step in raising awareness of prominence and providing simple practice.

Paul McCartney's *Yesterday* illustrates the importance of prominence in the creation of a song. I lead into a pronunciation activity with a mini-lecture/note-taking activity or a close exercise from a text that narrates how the entire melody of *Yesterday* came to Paul McCartney in a dream. He was afraid his memory was playing tricks on him and worried that he had remembered someone else's melody in his sleep. To remember the rhythmical structure of the melody he first sang the words, "scrambled eggs" at the breakfast table. After a succession of phone calls to confirm that the memorable melody was, indeed, his own, he went on to compose the lyrics for "Yesterday," which is now one of the most frequently recorded songs in the history of popular music (Owen, 2006).

This anecdote illustrates how the rhythm of the lyrics is intimately connected with the melody. SCRAMbled EGGS became YESterDAY. The secondary stress—weak vowel—nuclear stress pattern is used to carry the key *existential selections* throughout the song:

YESterDAY — FAR aWAY —HERE to STAY
— YESterDAY— SUDdenLY—USED to BE —
Over ME— SUDdenLY—YESterDAY—GAME
to PLAY—HIDE aWAY— YESterDAY

The memorable rhythmical structure of the lyrics can be exploited to practice prominent sound in four stages. First, a consciousness-raising stage provides students with a diagrammatic explanation of the rhythm of the word, YESterDAY. They then attempt to identify any phrase with an iden-

tical pattern by listening to the song, resulting in the above list. In a second stage, the repetitive end-of-line phrases can be drilled before asking students to read the lyrics aloud, emphasizing the prominent sound but trying to sound as if they are speaking naturally.

YESTerDAY,
All my troubles seemed so FAR aWAY,
Now it looks as though they're HERE to STAY,
Oh I believe in YESTerDAY.

The third stage is to sing the song. Teaching students to recite and sing the "scrambled eggs" lyrics always seems to appeal to even the most reticent. Reading lyrics aloud and singing them can also provide very useful practice in contrasting strong vowels on prominent syllables with weak forms on words such as *of* and *for*. In this way, songs encourage the memorization of sound patterns using phenomena that are present in speech.

SCRAMbled EGGS
Have an omelet with some MUNster CHEESE
Put your dishes in the WASHbin PLEASE
so I can clean the SCRAMbled EGGS.

JOIN me, DO
There are lots of eggs for ME and YOU
I've got ham and cheese and BACon TOO
so go get two and JOIN me, DO,

Fried or SUNny-SIDE
just aren't right. The MIX-bowl BEGS.
Quick - go GET a PAN
and we'll scram-ble UP some EGGS, EGGS,
EGGS, EGGS

SCRAMbled EGGS
Good for breakfast, dinnerTIME or BRUNCH
Don't buy six or twelve - BUY a BUNCH
and we'll have lunch on SCRAMbled EGGS.

Having raised consciousness of the pattern in this song and lowered inhibitions, it is important to get students to move from recognition and repetition to creation in a fourth stage. One way is to ask them to compose one verse of their own invention for each version without disturbing the rhythm:

YESTerDAY,
In the class my mind was FARaWAY,
But you are asking me to SING toDAY,
Oh, I believe in YESTerDAY.

This paper has limited itself to the rhythmical potential of song lyrics. However, once the idea of prominence has been established through songs, it is then possible to exploit this experience by encouraging students to notice and use prominence in the conversations and presentations that form part of a class in spoken communication.

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...with Jerry Talandis

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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

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

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

THE FIRST activity in this month's column, from Junko Matsuzaki-Carreira, helps beginners learn about an aspect of Japanese culture (rice varieties) as they practice English family member vocabulary. The second activity, from Mike Guest, introduces a process for students to create and mark their own tests.

Family tree of rice activities

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Quick guide

Key words: Japanese rice, content-based instruction, period for integrated study

Learner English Level: Beginner

Learner Maturity Level: Grades 5 to 6 of elementary school

Preparation Time: about 40 minutes

Activity Time: 40 minutes

Materials: A4-sized cards featuring varieties of Japanese rice and family members

The "period for Integrated Study" is "time that schools use, considering their own circumstances, to address interdisciplinary, broad subjects such

as international understanding, information technology, the environment, social welfare, and health: topics based on students' interests, or topics based on the regional or school characteristics" (MEXT, 2001, p. 121). Some schools have chosen to develop student awareness of Japanese culture during this time by focusing on topics such as rice (ibid). The following activities combine cultural awareness with English practice. Students learn about the many varieties of Japanese rice by looking at them as if they were a family while learning English family member vocabulary in the process.

Preparation

Step 1: Create Japanese rice cards. Write the following rice names on A4 drawing paper: *Nouin 22-gou*, *Koshihikari*, *Nourin 1-gou*, *Koshijiwase*, *Hounenwase*, *Hatsunishiki*, *Sasanishiki*, *Akita-komachi*, *Hitomebore*, and *Hinohikari*.

Step 2: Create family cards. Draw pictures of the following family members: father, mother, grandfather, grandmother, uncle, aunt, oldest child, second child, third child, middle child, youngest child, and nephew.

Procedure

Step 1: First, explain to the students about several types of Japanese rice using the Japanese rice cards. Refer to Appendix A for instructions.

Step 2: Have the pupils learn words for family members in English by using the Japanese rice cards. Put the cards on the blackboard and draw lines to create a family tree of rice (see Appendix B). Refer to Appendix C for instructions on how to explain this step.

Step 3: Remove all the cards from the blackboard. Practice the family words following the directions in Appendix D.

Step 4: Give the cards to the students and have them practice introducing the family members on each card. When there are not many pupils in a class, make sure everyone introduces family members using the cards. When there are many students, have them pass around the cards while music is playing. As the music stops, the pupils holding cards introduce the person on the card.

Step 5: Have the students play the following games in order to practice the sentences in Appendix D.

Meet and Janken

Step 1: Divide the class into an even number of groups, each with up to six students.

Step 2: Put the family cards face up in a line on a long table.

Step 3: Have two teams stand at opposite ends of a table.

Step 4: One pupil from each team starts moving down the line, touching the cards and naming each item (*This is my father... This is my mother...*).

Step 5: When the two meet, have them play *janken* (Rock, scissors, paper).

Step 6: The student who loses rushes back to his/her team while another player begins moving down the line, starting at the first card. The winner keeps moving.

Step 7: The first team to touch the card nearest the opposite team is the winner.

Relay Race

Step 1: Divide the class into two teams, with each team sitting in a row.

Step 2: Assign a sentence (e.g., *This is my father*) to the first pupil in each row (S1), who then repeats the sentence to the next person in the row (S2).

Step 3: The students continue in this manner until the information reaches the last person in the row.

Step 4: At this point, the last person races to the teacher to whisper the sentence in the teacher's ear. If the sentence is correct, the teacher says a new sentence. If it is wrong, that group starts again from the beginning. The first team to deliver all the information wins.

Conclusion

It is important to have students develop an interest in Japanese culture as well as foreign cultures. The family tree of Japanese rice activities achieve this goal by enabling students to learn not only about Japanese rice, but also family words and phrases in English.

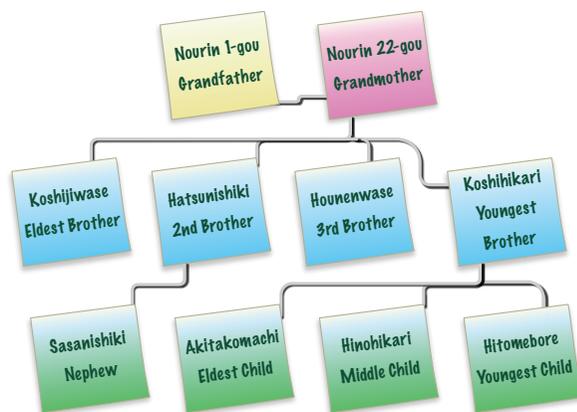
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Appendix A

- How many types of rice are there in Japan?
- It is said that there are about 400 varieties.
- Which type is the most produced in Japan?
- *Koshihikari* is the most commonly produced in Japan. *Hinohikari* is the second. *Hitomebore* is the third. *Akitakomachi* is the fourth.

Appendix B: The Koshihikari Family Tree



Note: This graphic can also be downloaded from jalt-publications.org/tlt/myshare/resources/0608a.pdf

Appendix C

What are the relationships between varieties of Japanese rice? They are like a family. Look at the family tree of rice. *Koshihikari* was first produced in 1956. *Koshihikari* is the most popular rice and is cultivated in one-third of the rice fields in Japan. *Nourin 22-gou* is *Koshihikari*'s mother, and *Nourin 1-gou* is *Koshihikari*'s father. Cross-pollinating *Nourin 22-gou* and *Nourin 1-gou* created *Koshihikari*. *Koshihikari* has three brothers and is the youngest. The oldest child is *Koshijiwase*, the second child is *Hounenwase*, the third is *Hatsunishiki*, and the youngest is *Koshihikari*. *Koshijiwase* and *Hounenwase* are produced even now. In 1963 *Hatsunishiki* became a father and produced *Sasanishiki*, so *Koshihikari* is his uncle. *Sasanishiki* is as delicious as *Koshihikari*. *Koshihikari* is the father of *Akitakomachi* and *Hitomebore*, meaning that *Akitakomachi* and *Hitomebore* were cross-pollinated with *Koshihikari*. *Koshihikari* is also the father of *Hinohikari*, the second most commonly produced variety in Japan. Various other varieties of rice have been developed from the *Koshihikari* family, but it is difficult to match the popularity of *Koshihikari*.

Appendix D

Sample sentence patterns:

- Who is this?
- This is my <family member>
- Is this your <family member>?
- Yes, she/he is.
- No, she/he isn't.
- My <family member> likes apples.
- My <family member> doesn't like apples.

Student-made tests: A motivating alternative to standard testing

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Quick guide

Key words: Testing, test-making, learner autonomy

Learner English level: Intermediate and higher

Learner maturity: High school and higher

Preparation time: One full class

Activity time: One full class

Materials: Pencils and paper sheets, previous lesson materials or textbooks

If you are required to give course achievement tests to your students, one of the more productive ways of doing so is to have them make the tests themselves. As we shall see, student-made tests offer several pedagogical and diagnostic benefits that standard tests cannot. There are, however, several caveats and considerations to note in order to make them work properly.

Procedure

Part one: Preparation phase

Step 1: Begin with a question-making stage,

which will require one full class period. Have students work in groups, with three members being optimum. Require each group to make at least five questions for the test.

Step 2: Clearly outline which previously taught chapters, sections, or lessons are to be included on the test. Also indicate which specific learning areas or points are of most concern. Students will have to review these materials in order to formulate meaningful questions.

Step 3: Provide the students with a handout that shows samples of various types of closed and open-ended questions, such as fill-in-the-blank, multiple choice, matching, or spot-the-error (see Appendix A). Highlight those language forms necessary for making cogent test questions.

Step 4: Require that all questions made within a group be of a different question *type* (see Step 3 above). Require that all questions be derived from different lessons/chapters so that students cannot focus upon a single lesson or repeat a single type of question pattern. Also require that each group create at least one open-ended question.

Step 5: The following points are crucial: Each group must write the answers on the back of their question papers. In addition, inform the students that this question making process is *part of the test*, comprising 20% of the overall grade.

Step 6: At the end of this question-making class, each group submits their completed question sheets to the teacher. Require that all members' names be written on their question sheets.

Part 2: Editing phase

Step 7: Edit the student's questions in your spare time. This involves four sub-steps:

1. Review the student-made questions and decide which ones will remain on the test for the final version and cross out those you choose to eliminate.
2. Edit remaining questions for clarity and accuracy.
3. Assign a grade for the quality of the questions (See Step 5).
4. Assign a point-value to all questions. This weighting must be indicated on the test sheets.

Step 8: Make one copy of each final, edited test sheet for each group because the students will also take the tests in the same groups that they made them in (If there are 10 groups, it means each group will have nine test sheets to answer,

since groups obviously don't need to answer their own test questions).

Part 3: Testing and marking phase

Step 9: At the test, have your students get in the same groups they were in during the preparation class. To ensure that one student is not doing the bulk of the work, require that all members of the group answer all of the test sheets and initial them when finished. Each test sheet must therefore be initialed three times before completion. This also allows any student in the group to re-check and correct another member's faulty answers.

Step 10: In the marking process, have one member of each group deliver the completed test sheets to the groups that made the questions. Tell the students that they will be marking all the questions (except the open-ended ones).

Step 11: As students mark all test sheets as a group, remind them that each member should initialize each sheet marked for consistency and quality control's sake.

Step 12: The total score must be written at the top of the test sheet. Have one member of each group return the completed, marked test sheets to each group of test-takers. All students may now see their test results.

Step 13: At the end of the class, collect all test sheets in order to mark the remaining open-ended questions and calculate final scores (include the important question-making grade as explained in Step 5). Return the tests to the students the following week.

Conclusion:

I have used student-made tests over the past 3 years and have seen them provide a noticeably greater degree of student motivation than seen with *normal* tests. I can identify six reasons for this:

1. Students feel a sense of responsibility for the test content as they are actively participating in their own education.
2. Making the test serves as a useful review of material previously covered.
3. Students can learn and practice test-making skills.
4. Student-made tests allow the teacher to observe what the students deem important, as well as areas that they have apparently not absorbed well.

5. The entire process is truly a group effort, with all members taking responsibility by collaborating on both making questions and giving answers.
6. The collaborative process allows students to learn from each other as they develop and revise both questions and answers. In addition, they receive immediate feedback regarding their work.

Appendix A: Handout of various question types

Question varieties:

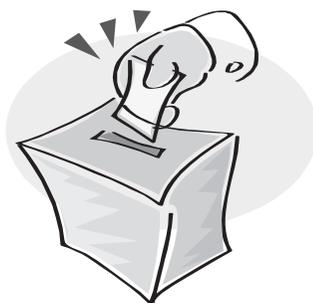
1. Closed questions (objective—only one possible answer)
 - Multiple choice
 - Fill-in-the-blank
 - Match (a, b, c, d, 1, 2, 3,4)
 - Find and correct the mistake
2. Open-ended questions (more subjective)
 - What's the difference between X and Y?
 - What should you say if/when.
 - Explain X in English.
 - Translate X into English.

Appendix B: Student-made test sample (post-editing)

This can be downloaded from
jalt-publications.org/tlt/myshare/resources/0608b.pdf

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...with Robert Taferner

<reviews@jalt-publications.org>



If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership. Note that submissions should be within 750 words.

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S Book Reviews column features *Traveling the World in English* reviewed by Michael Thomas and *Introductory Guide to the TOEIC Test* evaluated by Geoffrey Pierce.

Traveling the World in English: Hotels, Restaurants and Tours

[Karl Nordvall. Tokyo: Hokuseido, 2005. pp. 172. ¥1,800. ISBN: 4-590-01177-8.]

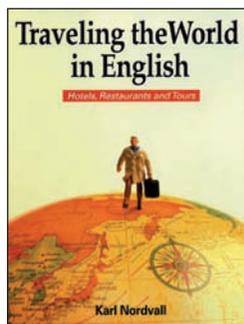
**Reviewed by Michael Thomas,
Nagoya University of Commerce
and Business**

Traveling the World in English: Hotels, Restaurants and Tours, was originally published in 2003 under a different title, *Talk About Travel* by Compass. This new version is aimed at intermediate-level Japanese students and travelers and workers in the tourism industry. It is accompanied by a booklet containing a Transcript and Answer Key, and listening exercises on two CDs. The aim of the book is to develop all four skills by using practical tasks and a learner-centered approach.

The book's 20 units are divided into three chapters: Going Abroad (Chapter 1); Staying at a Hotel (Chapter 2); and Sightseeing (Chapter 3). The six units in Chapter 1 deal with: reservations, check-

in, flight attendants, in-flight announcements, immigration, and car rental. Chapter 2 contains four units, on hotel reservations, hotel registration, food and beverage service, and check-out. Chapter 3 provides sightseeing information about 10 cities, mostly located in the USA, Canada, Australia, and the Philippines. Each unit is divided into five task areas in the following order: Vocabulary Preview, Topic, Reading Comprehension, Listening and Speaking, and Authentic Materials.

The Vocabulary Preview pre-teaches key words that are central to the exercises on the pages that follow. Students are then asked to read a half-page topic article containing vocabulary items, which are highlighted in bold print. For example, in Unit 1, Making a Reservation, the article concerns how to book a ticket for a plane journey, and includes vocabulary such as *bargain*, *destination*, *preference*, *travel agent*, *itinerary*, *purchase*, *options*, *over the Internet*, and *air fares*. A list of all key words with Japanese translations is also included in a box entitled Notes.



The Reading Comprehension section contains multiple-choice questions about the text, requiring students to understand vocabulary, expressions, and complete sentences, before choosing A, B, or C. The Listening and Speaking section contains a warm-up matching exercise, cloze-based listening comprehension dialogues with True/False or comprehension questions, and some follow-up exercises involving roleplays for consolidation. Each unit ends with reading comprehension questions based on the use of authentic materials relevant to the unit's theme. Unit 1, for example, concludes with a reproduction of an airline ticket from Korean Air and six comprehension questions about information it contains. To give an indication of the practical nature of these authentic materials, some of the other units include: a boarding pass (Unit 2), a customs declaration card (Unit 3), an arrival card (Unit 5), a car rental application form (Unit 6), a customer's complaint letter (Unit 10), a traveler's check (Unit 11), and tour information (Unit 16).

The new title—a change from *Talk About Travel* to *Traveling the World in English*—rightly places the emphasis on the book's ability to help with the practical *process* of traveling to an English-speaking country, from buying a ticket to checking out of a hotel. The target audience therefore

includes both adults and university students, particularly those embarking on study abroad, employment, or internship programs. Both the layout and content of the book help it to accomplish its main aim of providing an effective introductory overview of traveling as well as some practical tips for tourists. The use of black and white photographs adds to the simple but engaging layout, and although all the units have the same structure and format, familiarity with what comes next does not detract from its appeal. The use of authentic materials is an especially noteworthy feature and provides opportunities for teachers and students to develop the book's activities further.

We used the book with sophomore students preparing to study abroad and found a number of spelling mistakes in addition to the six typographical errors identified by the publisher. The new title may have been selected to give the book more of an international appeal; however, as the list of sightseeing destinations exemplifies, the *world* is largely restricted to North America, which accounts for 8 of the 10 listed. It might have been more helpful for Chapter 3 to include units on sightseeing in some European or additional Asian cities.

Regardless of these shortcomings, student feedback was overwhelmingly positive. The level was precisely apposite to Japanese university students, and the context is particularly motivating for students about to study abroad and in need for some helpful hints as well as reassurance. The book's compact size makes it a practical addition to study abroad orientation programs, and it provides a strong basis for the addition of supplementary exercises and authentic materials.

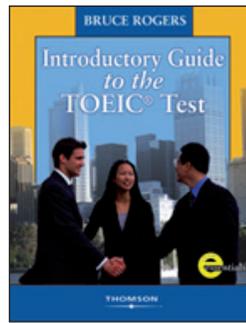
Introductory Guide to the TOEIC Test

[Bruce Rogers. Singapore: Thomson, 2006. pp. vi + 319. ¥2,000. ISBN: 1-4130-0891-7.]

Reviewed by Geoffrey Pierce,
Meiji Gakuin University/Seisen
Women's University

Choosing a TOEIC text for a university class can be a frustrating experience. Many of the texts available are designed for home study and do not lend themselves well to large group lessons.

Other texts are too difficult for the false beginners so often found at the undergraduate level. It is in this light that I decided to try Bruce Rogers' *Introductory Guide to the TOEIC Test* with my students. As stated in the introduction to the book, it is written for "high-beginning and low-intermediate students" (p. 1)—in TOEIC terms, for those who have a score below 600. I tried it out with a mixed group of students, half of whom were in their 1st or 2nd year of study. Student experience with the test ranged from those who had never taken the test to some who had already achieved a score of 600. The majority of those who had previously taken the test reported scores in the 200–400 range.



The text consists of two core sections, one focused on listening comprehension and the other on reading. There is also an introduction to the TOEIC Test, which includes some FAQ's, as well as two full-length practice tests. The listening comprehension section works through the first four sections of the test in sequence:

photographs, questions and responses, short conversations, and short talks. Each section includes an introduction, some helpful tips, a preview test, coverage of the main testing points, a review test, and a vocabulary list. The reading section follows a similar pattern. It takes the learner through the three sections of the reading component in the order: sentence completion, error identification, and short passages. The entire text is interspersed with reference material (e.g., lists of commonly confused words), which I found to be of limited use in class, although the students seemed to appreciate their inclusion for home study.

From a teaching perspective, the Testing Points sections are perhaps the most useful as they contain a variety of exercises which can be used to stimulate discussion. However, most of the vocabulary preview exercises are structured in exactly the same manner. Keeping these activities varied and interesting requires a bit of creative input from the instructor.

A teacher's manual is not available for this text, so in this regard the instructor faces the familiar challenge of coming up with a number of his or her own activities. However, an audio script and answer key is available. This booklet is quite user-friendly, as the answers and script appear side by side, a merciful gesture which prevents needless

flipping from one page to another. The audio recordings, which consist of four CDs (tape cassettes are also available), are clear and easy to follow.

Overall, student reactions to the text were very positive. Over 80 percent of 1st and 2nd year students rated the level of the material as *just right* or *a little difficult*. Fifty percent of 3rd and 4th year students rated the material *just right*, while 50 percent found it *easy*. Almost all students in all levels rated the book as *useful* or *very useful*. A small minority of dissenters rated the material *average* or *not useful*. The most interesting result, from my perspective, was that students were quite satisfied with the text as a classroom tool. They enjoyed using it with each other, in an interactive manner, and felt they walked away from the lessons feeling they had learned something. I likewise felt that I had actually *taught* them something.

The one unfortunate drawback to this text is its relevancy. While the more challenging version of this series, *Complete Guide to the TOEIC Test*, has been updated to reflect the latest changes in the

test format, the *Introductory Guide* has not. The new version of the test, implemented from May 2006 here in Japan, contains a number of modifications that this text just does not address. For example, the new version uses a wider variety of accents in the recordings, and error-recognition questions have been replaced with fill-in-the-blank questions (Shimizu, 2006). Thomson Japan informs me that an updated edition should be available some time in 2007, and that it will also include material for the even newer speaking and writing components of the TOEIC, which are slated to be introduced either late this year or in 2007. Provided the updated version addresses the new demands of the TOEIC test in a similar manner, I would certainly recommend it as a useful text for the university classroom.

Reference

Shimizu, K. (2006, May 1). TOEIC revisions mean big change in English study. *The Japan Times*, p. 2.

...with Scott Gardner

<pub-review@jalt-publications.org>

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

RECENTLY RECEIVED ONLINE

An index of books available for review can be found at:

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

* = first notice; ! = final notice. Final notice items will be removed 31 August. For queries please write to the email address above.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

! *Animal Wise Series*. Stockland, P. M., & Ouren, T. Minneapolis: Picture Window, 2005. [Illustrated, hardbound elementary readers about animals; six titles].

* *The Calendar Series*. Murphy, P. J. Mankato, MN: Capstone, 2005. [Incl. four hardbound basic readers on days, weeks, months, and years].

Japanese in MangaLand 3. Bernabe, M. Tokyo: Japan Publications Trading, 2006.

! *On Campus*. Department of English, University of Tokyo, Komaba. Tokyo: University of Tokyo Press, 2006. [Academic English reader with Japanese notations].

! *Oxford Tactics for the TOEIC Test*. Oxford: Oxford University Press, 2006. [Incl. CDs, tapescript, answer key, practice tests].

* *Synergy* (4-level series). Tennant, A., et al. Oxford: Macmillan Education, 2006. [Incl. student book, teacher's guide, resource pack, video activity book, CDs, DVDs].

Books for Teachers

(reviewed in *JALT Journal*)

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

Japanese Female Professors in the United States: A Comparative Study in Conflict Resolution and Intercultural Communication. Hamada, M. Lewiston, NY: Edwin Mellen, 2005.

* *Practical English Language Teaching*. Nunan, D. (Ed.). New York: McGraw-Hill, 2003.

* *Practical English Language Teaching: Grammar.* Nunan, D. New York: McGraw-Hill, 2005.

* *Practical English Language Teaching: Listening.* Helgesen, M., & Brown, S. New York: McGraw-Hill, 2007.

* *Practical English Language Teaching: Speaking.* Bailey, K. M. New York: McGraw-Hill, 2005.

* *Practical English Language Teaching: Young Learners.* Linse, C. T. New York: McGraw-Hill, 2005.

RESOURCES • TLT WIRED

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THE LANGUAGE TEACHER

WIRED

...with Paul Daniels
& Malcolm Swanson

<tlt-wired@jalt-publications.org>



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

TLT WIRED ONLINE

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

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

or go to the forum at:

<forum.jalt-publication.org>



Bots for language learning

Luke Fryer

Language teachers would agree that practice is fundamental for successful language learning, but in EFL situations practice is a precious commodity that is difficult to find outside the classroom. What

if this so desperately desired practice could be found free online? Would you be interested?

The Turing Test

AI (artificial intelligence) is an idea which, in one form or another, has been with the human race for thousands of years (e.g., The Greek myths of *Hephaestus* and *Pygmalion*). The concept of AI officially moved from myth to theory with Alan M. Turing's seminal paper *Computer Machinery and Intelligence* (1950). The brilliance and lasting power of this paper lies in Turing avoiding the complicated questions about how we might define AI, and instead devising a test for intelligence. Using human beings as his reference, Turing created a simple game where a human (A) communicates (via text messaging) with a human (B) and a computer (C). If A is as likely to think C is a human as B is, then the computer is intelligent (Turing, 1950). Though Turing's theory about intelligence has been contested, the Turing test is still the benchmark all AI hopefuls wish to pass.

The Loebner Prize

The Loebner Prize is "the first formal instantiation of a Turing Test" (Loebner, 2003). It began in 1990, underwritten by Hugh Loebner, and is administered annually by The Cambridge Centre for Behavioral Studies. For the AI that one day manages to pass the Turing Test, there is a grand prize of \$100,000. As AI is still years away from this level of sophistication, there is a bronze medal prize and \$2,000 given out each year for the most human-like AI. This contest has done a great deal to encourage development in the field of AI, and even start some healthy competition. The Loebner prize website <www.loebner.net/Prizef/loebner-prize.html> has a list of past bronze medal winners and a variety of other useful links.

Chatbots

Chatbots (also referred to as chatterbots and bots), "short for *chat robot*, a computer program that simulates human conversation, or chat,

through artificial intelligence,” (webopedia, n.d.) have been around since the 1960s. The first chatbot was designed in 1966 by Joseph Weizenbaum. This bot, ELIZA, was designed to fool users into thinking it was intelligent and at the same time learn from conversing, as its whimsical name implies. It was designed to interact in a fashion similar to a Rogerian psychotherapist, prodding its conversant to talk with vague psychoanalytical questions (Weizenbaum, 1966).

Bots today, which in some respects have come a long way from ELIZA’s simple beginnings, remain true to her principles. They are designed to appear intelligent, learn from their users, and encourage conversation.

If you search online for *chatbot* or *bot* you will find more than you have time to experiment with. Though it will seem like there are many chatbots to choose from, after some scrutiny you will realize that most of the bots online are actually just variations on one bot or another. ALICE might be the most common bot type online.

ALICE

ALICE, a three-time winner of the Loebner bronze medal, was written initially by Richard S. Wallace in 1995. It is by far the most common bot-type on the net. It was written in AIML (Artificial Intelligence Markup Language) computer language, is open source, and largely free (Bush, 2005). There are a few ways a teacher might make use of ALICE and her clones. You or your students can access them online for free at <www.pandorabots.com/pandora/talk?botid=f5d922d97e345aa1> (For the original ALICE), pay \$9.99 a month for the silver edition (which has a good quality synthesized voice), or download your very own copy (www.alicebot.org/downloads/). A copy can be edited to ask questions and produce responses more suited for ESL. Nearly anyone can manage this, but at the very least a strong interest in computers and some free time is necessary as there is a significant learning curve involved (instructions are available along with the necessary software downloads).

For the interested ESL \ EFL teacher, ALICE is perhaps most useful as an editable download. If a teacher wants to use a chatbot online, as is, then perhaps Jabberwacky <www.Jabberwacky.com> is a better choice.

Jabberwacky

Jabberwacky, 2005 winner of the Loebner Prize as the most convincingly human program, is differ-

ent from ALICE by design. Jabberwacky uses language it has learned from literally millions of interactions with people online. Jabberwacky does not rely on hard-coded, predetermined responses written by a programmer. Jabberwacky had, as of 2005, learned more than 7,000,000 conversational patterns on its own (Fryer & Carpenter, 2006). For this reason it can come up with unusual, often disconcerting questions and responses, but it is never boring.

Before using the Jabberwacky with students it is important for the teacher to carefully read the instructions for the chatbot interface (button on the upper right hand side). Finally, a few quick downloads will enable students to both listen to and read what Jabberwacky has to say. Be sure to try the *say it out loud* button at the bottom of the page.

How useful chatbots are to your students is of course completely up to you. Before you make any decisions, get online and play around with either of the bots described or choose one of the many other bots available. (<directory.google.com/Top/Computers/Artificial_Intelligence/Natural_Language/Chatterbots/> and <www.geocities.com/brizglace/botlist.htm> are two good and long—though often overlapping—lists of bots). Even a few minutes of experimentation will tell you a bot’s uses and limitations. Two useful points for any bot are: 1) Try to remember that if a chatbot gets off track or is difficult to understand, simply pushing *enter* a few times will generally start a fresh conversation. 2) Always check to see if the bot offers transcripts of conversations. These can be a great learning tool for students.

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...with Joseph Sheehan[<jalt-focus@jalt-publications.org>](mailto: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/>](http://jalt-publications.org/tlt/focus/)

JALT Calendar

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

- ▶ September 15: Pre-registration deadline for JALT2006 (presenters)
- ▶ September 30: Ballots close for NPO JALT National Officer elections
- ▶ October 6: Pre-registration deadline for JALT2006 (general attendees)
- ▶ November 2–5: JALT2006 in Kitakyushu

JALT Watch

JALT National news and announcements in brief.

- ▶ JALT Publications releases the latest in its JALT Applied Materials series: A CD-ROM of "Classroom Resources." For more information: [<jalt-publications.org/jam>](http://jalt-publications.org/jam)
- ▶ JALT National Officer elections will take place before this year's conference. See the candidate statement and voting information in this issue of *TLT*.
- ▶ If you need to contact JALT Central Office, note that the email address has changed to [<jco@jalt.org>](mailto:jco@jalt.org). Please change your address books.

JALT Notices**Chiba chapter**

The JALT Chiba chapter is looking for speakers to give presentations throughout 2006 and beyond. We are interested in receiving proposals on a wide variety of themes and invite those interested to contact the chapter Program Chair, Blagoja (Bill) Dimoski [<bdimoski@jiu.ac.jp>](mailto:bdimoski@jiu.ac.jp), with a short description and abstract of their proposal.

Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator at [<peergroup@jalt-publications.org>](mailto:peergroup@jalt-publications.org) for further information. We do not at present have Japanese members, but that is because none have applied so far. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

JALT Publications: Staff recruitment

The Language Teacher and *JALT Journal* are looking for people to fill the following positions: Associate Editor, English language proofreader, and Japanese language proofreader. Job descriptions and details on applying for these positions are posted on our website [<www.jalt-publications.org/positions/>](http://www.jalt-publications.org/positions/).

JALT Publications: Institutional Subscriptions

From September 1, 2006, the Institutional Subscription rate for JALT Publications will be ¥25,000 for print only and ¥30,000 for print and online access. A subscription will include 12 issues of *The Language Teacher* and 2 issues of *JALT Journal*.

Visited *TLT*'s website recently?

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

...with Theron Muller

<memprofile@jalt-publications.org>



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

THIS MONTH in Member's Profile Paul Hackshaw of Ryukoku University shares some of his story of living and working in Japan, including his PhD research and employment issues. I'm happy to welcome him to the column and am looking forward to hearing from other JALT members interested in sharing their stories.

MEMBER'S PROFILE

Paul Hackshaw

I first arrived in Japan from Auckland, New Zealand in April, 1987. I first worked at a small language school in Takamatsu, Shikoku, teaching company employees located in Kagawa and Tokushima. The following year I worked at NOVA. At that time, NOVA was a small but fast growing company in Osaka.

After NOVA I worked for several years teaching at language schools. I even enjoyed a stint teaching English to officers in the Japanese Self Defense Forces. Around the early 1990s I began part-time study for my Master of Education at Temple University Japan, Osaka, and worked part-time at several universities in Kansai. I graduated from Temple in 1994 and continued working part-time until March 2000.

In April of that year I began working as a contract lecturer for the Engineering Department at Kyoto Institute of Technology, a national university in Kyoto. I taught 1st- and 2nd-year non-English majors, conducted classroom research, wrote articles for the school journal, and taught students preparing for the TOEIC test. Several joint PAN-SIG conferences were held at my campus while I was there and I participated in organizing them.

I am currently studying towards a PhD in Applied Linguistics, completed by distance at the University of Birmingham, UK. My area of study includes qualitative research into reforms implemented at Japanese elementary schools by MEXT, known as the period of integrated study and English teaching for children. The reforms aim to introduce young children to English and promote the teaching of communicative English in school. I'm interested in examining how these reforms affect curriculum change in Japanese elementary schools, and am specifically looking into development and training of Japanese homeroom teachers in elementary schools. I was interested in this area as there are many changes in the elementary school curriculum regarding the teaching of English. This is causing anxiety for teachers who don't have sufficient language skills or training to manage communicative English classes.



Classes are led by native English-speaking ALT teachers sent by private companies, which causes a conflict between providing professional language instruction and the need for low cost teachers, compromising teacher quality. Additionally, ALT teachers and homeroom teachers have trouble communicating effectively and agreeing on

the best way to teach children English, which is a lingering problem with these latest curriculum reforms, and an issue my research hopes to explore.

I'm currently a term contract lecturer in the law department at Ryukoku University in Kyoto. In the last few years I have been teaching TOEIC, freshmen and sophomores, and reading and speaking classes, as well as preparing questions used in departmental English proficiency tests for incoming students. I also undertake research activities, including my dissertation research, when I have time.

For relaxation I spend a lot of time on various ESL bulletin boards assisting newcomers to Japan with questions about living, working, and teaching here. I am interested in language teacher labor rights and often post labor-related responses on various forums. University labor issues hit home for me last year when I became personally involved in a labor dispute at the university where

I was teaching part time, between the university and its full-time foreign contracted personnel, resulting in severe industrial action. The fall in the number of 18-year-olds entering universities, and the expansion of outsourcing companies offering low salaries for teachers to work at universities contribute to a shrinking demand for teachers employed by universities. It is important that teachers' jobs and labor rights are protected from employer abuse and exploitation. I also lend my support to the General Union based in Osaka.

I have two bicultural children, Emma (12) and Chris (7), and my family's medium-term goal

is to raise them bilingually. This is hard living in a Japanese-only environment as they attend Japanese elementary schools we hope for them to attend school in Australia and have them learn English there. The uncertainty of employment in the university environment also makes planning difficult.

If you would like to contact me regarding teacher rights issues or my research, my email is <hackshaw@law.ryukoku.ac.jp>.

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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

Researching ELT in the Japanese context: JALT Shinshu & the Shinshu ELT Research Group

The second annual mini-colloquium was held on 19 March at Seisen Jogakuin College in Nagano city. This daylong event was the second time JALT Shinshu and the Shinshu ELT Research Group have collaborated to provide an event for local academic presentations. A national special events award was granted for facilities, presenter honoraria, and a printed summary of the proceedings.

Eight presenters spoke on a variety of themes related to research into classroom practices in ELT and Japanese as a second language. Students from the Birmingham University distance MA in TESL/TEFL were invited to present and take advantage of a special research consultation session held between presentations. This face-to-face advice session was invaluable for participants, who were conducting research involving qualitative methodology, team teaching, local interpretation of national policy guidelines, discourse analysis, and corpus linguistics.

In keeping with the principles upon which the Shinshu Research Group was founded, the event invited both experienced and less experienced presenters to speak, some for the first time. In this sense, the idea of providing a constructive entry point into the academic community was emphasized. Aligned with this academic *nurturing* ethos,



IN THIS issue, you will read about the Shinshu chapter and the Tokyo English Life Line (TELL). Finding your way into the ELT research community can be a daunting prospect. The Shinshu ELT Research Group and its local JALT chapter are working towards the creation of an academic community in the region to support both experienced and new researchers in their academic activities. One of the greatest difficulties the Tokyo English Life Line (TELL) faces is the continual loss of phone counselors due to the transient nature of the foreign community. As such, recruiting new volunteers each year is crucial in the ongoing operation of the Life Line.

slightly longer presentation times and question and answer sessions were offered to encourage more presenter/audience interaction.

Fraser-Osada started the day with a talk based on her studies into Japanese perceptions of varieties of spoken English. This fascinating paper served to remind us of the occasionally contradictory nature of these perceptions: Her research revealed how Japanese preferred native speaker accents, yet, in reality, were often unable to recognize different native speaker Englishes.



Brown, currently undertaking his MA with Birmingham, and a first-time speaker, discussed research he had conducted into student word associations. He explained how beginning learners tended to produce associations which relied on meaning and personal experience, but that more advanced learners tended to create more complex associations, for example, between words with opposite or similar meanings.

Osada, a first-time speaker recently returned from his MA studies in Edinburgh University, presented a paper on appropriate lengths of monologic texts in the new listening tests for university entrance examinations. His data showed that such listening tests are longer than those used in actual class practice, making it difficult for positive backwash to take place.

Matsuzawa, currently employed at IBM, presented a proposal to help students of Japanese as a foreign language better understand the complex counting system in Japanese. This session discussed the difficulties inherent in the numeral plus counter system as well as identifying irregularity rules.

Muller and Thomas presented research conducted with 1st-year students at Seisen Jogakuin College in Nagano. They researched student motivation to learn English, hypothesizing that

students in higher streams may exhibit more motivation than students in lower streams. They also detailed problems with the research design and suggested some future improvements.

Otsuki, from Shinshu University in Matsumoto, looked at the effectiveness of a context-based approach (from cognitive science) for English listening practice using movies. She put forward a methodology that enabled students to listen to movies in their L1 and English numerous times in out-of-class activities. Tracing their TOEIC scores revealed some improvement over time using this innovative approach.

Jones, a Nagano prefectural coordinator for International Relations, explained his quest to innovate ALT visits to Japanese schools, which are generally one shot. He detailed an international exchange program where a book written by Japanese students, *Mugen no Hoshi* (無限の星) or *The Endless Stars*, has been shared with schoolchildren in countries as far away as Wales and Brazil. He explained how the sense of accomplishment students felt encouraged them to be interested in future studies and exchanges.

In sum, the second mini-colloquium proved to be an interesting day of academic exchanges, which brought together those already participating in the research community with those wishing to enter into it. It is hoped that a scaffold has been created in the Shinshu area for those seeking to participate constructively in our community.

Papers will be available soon for online viewing at <www.eltresearch.com>.

For enquiries about the Shinshu ELT Research Group, contact John Adamson <johnadamson253@hotmail.com>.

Reported by John Adamson (Shinshu Honan College and AtoZ Language School) and Theron Muller (Seisen Jogakuin College and Noah Academy). Pictures by Joel Thomas (Seisen Jogakuin College).



Tokyo English Life Line (TELL)

Whether you have just relocated to Japan or have been here for a while, living in this unique country can be a constant challenge. Living in Japan is not just about learning how to ride the trains, setting up a house, learning *hiragana*, or being able to buy food. Regardless of whether you are here on your own or with family, living in Japan involves the whole impact—both physically and emotionally—of moving from your familiar home to an unfamiliar country and culture.

Culture shock is an *inevitable and normal* part of the moving process, one that will touch us all, in different ways and at different times as we adapt to this new life in a foreign culture. While new friends and organizations in the foreign community are frequently a source of help, there are occasions when some form of additional support or professional guidance can be extremely helpful.

You may have a concern or problem that is directly linked to your experience of living in Japan, or it may have little to do with the fact that you are living in a foreign country. Either way, getting help can be more difficult given issues of language and culture. In fact, even finding information about services and support that are available in Japan can prove challenging. Thousands of times each year, people pick up a phone and call Tokyo English Life Line (TELL). Some need information, some are lonely, angry, or upset, and a few are suicidal or experiencing other kinds of crises.

TELL has been providing confidential counseling and support for the international community since 1973. It was founded with the support of several churches and the Japanese suicide prevention hotline, *Inochi-no-denwa*. In November 1972, TELL held its first training session, with 7 trainers and 50 trainees, and took its first call in April 1973. In TELL's first 8 months of operation, it received 1,016 calls. In 1992, the year preceding its 20th anniversary, it received more than 10,000 calls, and as the foreign community grows, TELL is helping more people than ever.

In 1991, TELL expanded to include the TELL Community Counseling Service, a fully accredited Samaritan Center, offering face-to-face counseling in English and Japanese. TELL therapists work with children, teenagers, and adults, as well as with couples and groups; they also conduct workshops for corporations and the general public. In March this year, TELL's application for non-

profit organization (NPO) status was approved by the Japanese government Cabinet Office. TELL is the first organization providing comprehensive mental health services to the international community in Japan to receive NPO status, and this change opens a new chapter in the development of a counseling organization that has been helping people for more than 30 years.

While TELL does offer a wide range of services, many of them are only made possible through the generosity and dedication of volunteers. Some TELL volunteers help on an as-needed basis, in areas like IT, public relations, and fundraising; others devote regular time each month as telephone counselors on the Life Line.

In order to keep the Life Line operating, however, we need people on the other end who are willing to be there and actively listen to callers. For those interested in serving in this capacity, TELL offers 12-week training programs in the spring and fall each year. This training is open to English-speaking volunteers in the community, and provides participants with a wide variety of special skills needed to listen and provide support for callers to the Life Line. By joining the TELL team, you are not only helping an organization which has supported the international community in Tokyo (and Japan) for more than 30 years,



but you also learn skills that can help you in both your personal and professional life. And by the end of the training you

will have also developed new, deep, and meaningful friendships with a very diverse group of people.

Our next training course will begin in mid-September, and will be held on Tuesday and Thursday evenings. If you are looking to get more involved in the community and have a few hours each month to give, please email us or visit our webpage for further information. Tokyo English Life: (03) 5774-0992 every day of the year from 9:00 to 23:00. TELL website <www.telljp.com>. For information about training please email Vickie Skorji, Assistant Director, Life Line Services <lls.assist@telljp.com>.

*Reported by Vickie Skorji,
Assistant Director, Life Line Services*

...with James Hobbs

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

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

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

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

Computer Assisted Language Learning

[🔗] technology, computer-assisted, wireless, online learning, self-access] [📖] *JALT CALL Journal Newsletter*—3x year] [👤] Annual SIG conference, national conference, regional workshops, publications] [✉]] [💬]]

Planning for the JALTCALL 2007 Conference has begun! This event will be held at Waseda University. The featured speaker will be Mike Levy from Griffith University, Australia. For more information, visit <jaltcall.org>.

Also, a call for presentations is open for the CALL Workshop 2006, 21 Oct, Sapporo Gakuin University. Submit proposals at <englishforum.sgu.ac.jp/callworkshop/> by 15 Sep. The theme is *Everyday Teaching with CALL*. The invited speaker is Wichian Sunthian of Chiang Mai University, Thailand. For details, contact Don Hinkel-

man <hinkel@sgu.ac.jp> or Bob Gettings <bgettings@mac.com>.

College and University Educators

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

Information about what is going on with 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 researches gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published in spring, summer, and fall) on theoretical and practical topics related to our aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, visit <www.tokyoprogressive.org.uk/gale>. Send submissions to Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, use the form in the back of *TLT* or contact Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

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] [✉️]

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] [✉️]

Thanks for a successful LD/Osaka mini-conference! LD members without research funding may apply for our JALT2006 grant—deadline 31 Aug. What else? Out at the conference is our noteworthy *More Autonomy You Ask* (MAYA)! Also, teachers from TC Columbia, Tokyo Campus will do a workshop on learner and teacher autonomy at the LD Forum. For further details and information about publishing articles related to learners and learning, visit <ld-sig.jalt.org/> or contact co-coordinators Marlen Harrison <scenteur7@yahoo.com> or Stacey Vye <stacey.vye@gmail.com>.

Materials Writers

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

The MW SIG helps members turn fresh teaching ideas into useful classroom materials. We offer information and share practical advice on ways to create better language learning materials. We also

advise on publishing practices and (with certain conditions) can provide a free ISBN. Our newsletter is published three or four times a year and members communicate through our Yahoo discussion forum and mailing list at <groups.yahoo.com/group/jaltmwsig/>. Our website is at <uk.geocities.com/materialwritersig/>. To contact us, email <mw@jalt.org>.

Other Language Educators

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

Pragmatics

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

The Pragmatics SIG welcomes articles relating to how we use language both in and out of the classroom. Articles will be considered for the SIG newsletter, *Pragmatic Matters*, published three times per year. Everyone who teaches language should know more about the field of Pragmatics. The best way to learn more about it is to join our SIG. For newsletter inquiries, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>. For details about the SIG, contact Donna Fujimoto <fujimoto@wilmina.ac.jp>.

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

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 to share ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. Please join us for one of our upcoming events. For more information, visit <www.tcsigjalt.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<tcsig@yahoogroups.com>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.tcsigjalt.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 impacted the number of people eager to study English as part of lifelong learning. This 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/tol-sig/>). For more information or to join the mailing list, contact Amanda Harlow <amand@aqualivedoor.com> or Naoko Miki <hinancy705@yahoo.co.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/tol-sig/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますので どうぞお気軽にご入会ください。お問い合わせは Amanda Harlow <amand@aqualivedoor.com>。または広報担当 三木 直子<hinancy705@yahoo.co.jp>まで ご連絡ください。

Testing & Evaluation

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

JALT Central Office Research Services

Photocopy Service

On request, the JALT Central Office will provide photocopies of past or current articles from *The Language Teacher* and *JALT Journal*. Please include as much bibliographic information as possible: author name, article title, year, issue number, and pages.

Library Search Service

JALT Central Office will also search for *The Language Teacher* and *JALT Journal* articles in the JALT library. Provide keywords, approximate date, author, title, or other information in as much detail as possible.

In Japan, please pay by postal stamp (郵便切手); overseas, by bank check in yen, with an additional ¥1,500 bank charge, or by international postal money order. Please include ¥500 postage for all international orders. Please include payment with order, and allow 2 weeks for mailing after receipt of request.

Back Issues

Back issues of *The Language Teacher*, *JALT Journal*, *JALT Applied Materials*, and *Conference Proceedings* are also available. Please inquire by fax or email whether the publication is in stock before ordering.

Payment

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 up to 10 pages ¥500 per article
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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.

AUGUST is a quiet month in JALT. Maybe it's just too hot! But check out some cool chapter events to counter the heat of the summer. If your local chapter isn't listed, go to the online calendar to find late-breaking news.

Gunma—The 18th JALT-Gunma Summer Workshop at Kusatsu with William Grabe, Northern Arizona University. Theme: Teaching and Learning of Reading in English as an L2. Grabe will give two workshops. Tentative titles are *Research on L2 Reading Instruction: Implications for L2 Teaching* and *Effective L2 Reading Instruction*. There will also be presentations by participants. Registration will be accepted on a first-come-first-served basis (max 40). For details, see <www.harahara.net/JALT/> or contact Morijiro Shibayama <mshibaya@jcom.home.ne.jp>. *Sat 26 Aug 11:00-21:00—Sun 27 Aug 8:00-14:00; Kusatsu Seminar House, Kusatsu, Gunma, t: 0279-88-2212, f: 0279-88-8030; program fee ¥3000, room and board ¥6000.*

Nagasaki—August News. Best summer wishes to everyone from JALT Nagasaki! No meeting is planned for August, but we are still entertaining requests and suggestions for future programming. Also, members and potential members are invited to consider taking part in the local executive in 2007. More information about nominations and election procedures will be coming soon. Webpage <www.kyushuelt.com/jalt/nagasaki.html>; signup site for our monthly email newsletter <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—From ABC to Reading Extensively by Junko Yamanaka, Trident Language School. How can Japanese children learn to read English successfully in a typical EFL environment and with a limited amount of time? This workshop will provide hints, ideas, and stimulation for teachers who want to see their students enjoy reading in English. Picture books, readers, activities, and theories will be introduced. *Sun 27 Aug 13:30-16:00; Nagoya International Center 3F, Lecture Room 2; one-day members ¥1000.*

Sendai—Double-feature! Two discussions! 1) English Imperialism by Fujinami Tomoko, Izumi High School. The adoption of English as the medium in international communication has resulted in problems. How is the mythology of global English working through the school system? Critical education should make students aware of the relationship between language and power. **2) Why Taku and Honko Can't Learn English by Tony Crooks**, Miyagi University of Education. This discussion will be based on Mike Guest's article "Japan's struggle with English—Why?" from the *Daily Yomiuri*. The article proposes eight reasons for this phenomenon. Is there really a major problem with English education in Japan? *Sun 27 Aug 14:00-17:00; Sendai Mediatheque 7F, Room B, map <www.smt.city.sendai.jp/en/info/access/>; one-day members ¥1000.*

Shinshu—Phonics and Animating your Children's Classes by Akemi Takagi. This workshop is geared toward teachers of children; however, it should provide inspiration to any language teacher. Areas to be covered include: 1) From listening to reading—phonics activities; 2) Nonverbal communication; and 3) How to use chants to animate your classes. Takagi, a longstanding member of Matsuka Phonics Institute and teacher of children, has been a seminar instructor for 5 years. *Sun 27 Aug, 14:00-16:45; Matsumoto M-Wing, Room 4-2 (across from PARCO); one-day members ¥1000.*

Yamagata—Denver Colorado in Terms of its History, Culture, Education, and Language by Matthew Niemi. Niemi is the Coordinator for International Relations at the International Affairs Office of Yamagata Prefectural Government. He will discuss the current status of language education in Colorado and the relationship to learning English in Yamagata. *Sat 5 Aug 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-2-15, t: 0236-45-6163; one-day members ¥800.*

...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.

Chiba: May—*Systems for Success* by Roger Pattimore. Pattimore explained that the job of every teacher is to provide a mini-English speaking world in which students can engage in natural and meaningful communication using the target language. To this end, and using an interactive approach, he was able to demonstrate to participants how activity systems, which he has independently developed for his junior and senior high school and university speaking classes, can provide language learners with a practical framework for success. These systems are flexible and empower teachers to generate activities independent of textbooks and resource books. He recommends that teachers begin developing such independent systems as soon as possible and continually adapt them to their changing needs. Pattimore showed footage of high school students, whom he had trained using his systems for success, engaging in natural and spontaneous conversations. Specifically, these systems incorporate activities based on info-gap, giving reactions, follow-up questions, row / team games, student presentations, speed and automaticity training, to name a few. All are aimed at helping students engage in natural conversations in English. Rewarding students who work hard helps keep them interested and maintain high levels of motivation.

Reported by Blagoja Dimoski

Gunma: February—*Ecotourism and the Environment: Concepts, Definitions, and Diagrams* by Paul Cunningham. Over the past several decades there has been a growing interest in the natural environment and the ways in which we interact with and impact upon it. Cunningham's presentation focused on how this topic might be used in the language classroom and highlighted the use of diagrams to conceptualize and define environmental issues.

Participants were given the opportunity to work with consciousness-raising activities designed to stimulate discussion on this topic. They were made aware of the distinctions between nature-based tourism, sustainable tourism, and ecotourism. Cunningham then displayed a sample syllabus and sample assignments. The syllabus placed a strong emphasis on defining and conceptualizing ecotourism and various environments—natural, built, and social. The sample assignments required the students to submit a one-page diagram explaining these topics (one page per topic), and then give a short presentation on them.

As the topic of a content-based course, *Ecotourism and the Environment* has the potential to be very effective in motivating students to use and develop their English skills.

Reported by Harry Meyer

Gunma: April—*Feminist Pedagogy in the ESL/EFL Classroom* by Reiko Yoshihara. Yoshihara discussed the reasons she has heard from instructors for why they will not teach gender issues. Some teachers have claimed that because they are not experts on gender-related topics, they don't feel they can teach them. Sometimes male teachers question whether or not it is appropriate for them to teach gender issues. Yet Yoshihara explained that gender issues and feminism are human issues. Discrimination of any sort is an issue of human rights, and she feels that educators can and should bring such issues to the classroom. Feminist pedagogy seeks to raise awareness about discrimination of all kinds—racism, homophobia, and so forth.

She referred to the work of educators such as John Dewey, Paulo Freire, and Bell Hooks, who have promoted progressive education. She has been inspired by Chris Casanave, who views language as a means of developing personally as well as intellectually. Yoshihara believes that language in the EFL/ESL classroom can be used as a tool to develop awareness and humanity.

Activities Yoshihara introduces into the classroom include self-exploration exercises such as writing on the topic *Who am I?* This particular activity seemed often to empower students with a sense of self-understanding. She also makes use of dialogue journals between teacher and student, or between students, and she joins her students in cooperative learning activities to help decrease fear and anxiety in learning English. Yoshihara stressed that students are given the opportunity to discuss issues that they might not have previ-

ously considered. She referred to the work of David Peaty, who believes that it is important for students to learn alternative ideas since they have already learned the mainstream ideas. Yoshihara suggested that the ESL/EFL classroom can provide an opportunity for different, often new ideas to be explored.

Reported by Michele Steele

Gunma: May—Corpus-Informed Materials: A New Era in Language Learning by **John Letcher**. Letcher discussed corpora, and how information gathered from a corpus can be adapted into language learning. To demonstrate this, he drew upon examples from *Touchstone* (published by CUP). He explained what a corpus is and the actual use of corpus information by showing some examples from the *Cambridge International Corpus* (CIC). He introduced five qualities of good conversation, as determined by analysis of spoken corpora within the CIC. Those were: active listenership, cooperative speaking, reciprocity, managing the conversation, and creating commonalities. He then introduced some activities to let participants categorize a conversation by using those five qualities as a reference. Finally, participants were given the opportunity to write a conversation of their own using the five qualities.

Reported by Natsue Nakayama

Kobe: May—Controversial Issues in EFL: Part of the Solution or Part of the Problem? by **Trevor Sargent** and **David Peaty**. Sargent's students select the issues they wish to debate in order to make the topics more relevant and manageable for them. Students generate their own resolutions to debate in roleplay format. By asking them to investigate and include a variety of views, he hopes to enhance the students' empathic understanding of perspectives that they may not agree with.

Sargent has strong reservations about Global Education as he feels it is being promoted by JALT. Peaty, a member of Global Education practitioners and materials writer for Global Education in the EFL environment, tries to promote multiple perspective-taking where controversial issues are concerned. He maintains that "social responsibility is more important than impartiality" and presented seven issues and seven guiding principles for educators derived from those issues.

In a dialogue on global warming, Sargent maintained that, in general, in the interests of pursuing

a global perspective of an issue, students should be given access to the reasoning and conclusions of a variety of interested parties, such as governmental organizations, NGOs and NPOs, and business. Peaty argued that many of the arguments presented and promoted by the US government and many business interests with regard to the issue of global warming were based on "junk science," and that we would do our students a disservice by presenting such arguments as equally worthy of their attention.

Reported by Jan Visscher

Miyazaki: May—Can't Get No Satisfaction?: Role Perception Among Native-Speaker Tertiary EFL Educators by **Paul Hullah**. In 1997, while at Okayama University, Hullah pioneered and produced collaborative research exploring the degree and type of (dis)satisfaction among English native-speaker tertiary teachers in Japan. Now, 9 years later, the basis and conditions of much tertiary education in Japan has changed and Hullah wants to know if job satisfaction has changed accordingly. Using the same questionnaire used in the 1997 research, Hullah had participants fill out the questionnaire and then outlined some of the salient and significant results from the past study. Foremost among the results was that native-speaker tertiary educators were frustrated about the discrepancy between perceived and actual roles in their respective institutions, generally wishing to be a more valued member of the staff and having more involvement than just classroom EFL instruction, as well as worries about job continuity and status. Interestingly, gripes about salary were not evident in the research.

Reported by Mike Guest

Nagasaki: May—Strategies to Help Students Communicate Now by **Roger Palmer**. Palmer introduced a textbook with the theme of strategies for communication, defined communication strategies versus learner strategies, explained the different types of communication strategies, and then had participants brainstorm ideas based on his co-authored text *Communicate Now*.

Reported by Melodie Cook

Sendai: May—Learner Psychology and Motivation by **Curtis Kelly**. Kelly presented *The Psychology of Difficult Students* and discussed four theories in psychology that can be applicable to students: talking about motivation, student needs, treating students as adult learners, and

giving respect and acceptance to all students. Participants seemed to coalesce into two distinct groups towards the end of this session, namely those who saw themselves as “whole human developers” and those who saw themselves as teaching a subject or skill.

Kelly talked about *Stories for the Heart*—the importance of storytelling in his classes, and introduced guidelines for choosing and recounting stories. According to Kelly, the accessibility of a storytelling format makes it ideal for the EFL classroom, and by providing visual clues teachers can “scaffold” the language to help all students to understand.

Reported by Ben Shearon

Shinshu: April—Communication Through Drama by **Sue Fraser-Osada**. Fraser-Osada led the participants through several drama techniques to explore the various facets of verbal and nonverbal communicative language. The main focus of the first half was on how to effectively communicate meaning with the body only. Actions included movement, gesture, posture, facial expression, and mime. Participants worked in small groups to represent various concepts such as *spring*, *cherry blossoms*, and *flowers*.

Next, the use of voice was introduced. The audience learned how to use intonation, pitch, volume, and speed to communicate emotions and feelings. The final half of the workshop introduced several types of performance arts such as improvisation, scripted and nonscripted scenarios, and finally ad-lib and impromptu events (thankfully, comedy and not tragedy).

Drama is nonthreatening, noncompetitive, helps to break down student inhibitions, builds confidence, requires cooperation amongst students even if they are of differing levels of communicative ability, can be used in both large and small classes, helps with pronunciation, introduces vocabulary in context, and fosters autonomy because the students are learning by doing something of interest to them. All four aspects of communicative competence are involved using drama.

Reported by David Ockert

Shinshu: May—The 17th Annual Suwako Charity Walk by **Hirokazu Takahashi**. More than 130 participants from around the Shinshu area gathered at 8 a.m. for either an 8-km walk around the west side of the lake or an 8 1/2-km walk on the east side. Teachers, JALT members, families,

students, and local members of the community all joined in for the event, which raised more than ¥36,000 to be donated to the Suwa Kankyou Machizukuri Kondankai, a local Suwa-based environmental group. Shinshu University researchers accompanied the two groups, explained environmental issues involving the lake, and answered questions from group members both young and old.

After the walk, participants heard a brief talk by Takahashi followed by an interesting quiz about Lake Suwa and lakes in general with prizes going to the top three persons who answered correctly. This was followed by musical entertainment provided by JALT members Mark Brierley and Oliver Carter.

Reported by David Ockert

Yokohama: May—Making a Small-Class Atmosphere in Big University Classes by **Theron Muller**. Acknowledging that a large-class atmosphere created a barrier to language learning, Muller demonstrated how a structured series of tasks and the use of smaller groups increased student-to-student interaction and fostered greater communication. Classroom management and expectations of both the teacher and learners were also addressed.

Classroom management examined: 1) the notion of cheap and expensive solutions in terms of teacher time; 2) working the crowd and manipulating zones to avoid goofing off; 3) employing a “say, see, do” procedure to promote success in following instructions; and 4) discipline and the value of calm in avoiding conflict.

Sharing his 1st-day lesson, Muller showed how students’ expectations could be shaped and his own teacher expectations made explicit to his classes. An easy-to-follow series of opening tasks enabled teacher and students to get to know each other as well as set the stage for the rest of the year.

A task-based framework began with individuals then progressed through working in pairs and small groups, then whole class. With tasks ranging from easy to difficult, moving from private to public performance, learners were taken on a journey from informal intimate language to more formal language use.

Participants learned practical classroom activities and a framework for sequencing tasks that would help to overcome the big classroom barrier and create a small-class atmosphere.

Reported by Philip Shigeo Brown

...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/>

Dear JALT community,

In September, the Job Information Center (JIC) will move from simply announcing job openings to also providing informative articles. To make room for both, the listings for the jobs will be shortened to provide only information such as location, institution, position, starting date, and application deadline. Complete details including duties, qualifications, salary and benefits, application materials, and contact information will be available only on the JIC web site. We ask those wishing to announce new positions to use the newly created online form for job submissions. Of course, the JIC still accepts announcements by email. To access the forms, please browse to the JIC site at <http://jalt-publications.org/tlt/jobs/>.

Sincerely,

Derek DiMatteo, JIC Editor

Applicants for the position advertised in the Faculty of Humanities, University of Toyama (TLT Vol. 30, No. 7 July 2006)

Dear Applicants:

Thank you for your interest in the position on the Faculty of Humanities at the University of Toyama advertised in the July issue of *The Language Teacher* and on the JALT website.

I would like to take this opportunity to personally apologize for the appearance of the announcement, which was erroneously transmitted

to JALT and published by that organization in good faith. I regret to have to inform you that there are currently no vacant positions on the Faculty of Humanities for instructors of English.

Please accept my sincere apologies for any inconvenience this has caused.

Yours truly,
Masato Hamatani
Dean, Department of Humanities
University of Toyama

Aichi-ken—Nagoya University of Commerce and Business (NUCB) seeks a dynamic and enthusiastic individual to strengthen its activities within the field of English language teaching and research. The position is from 1 Sep 2006 to 1 Apr 2007 at the level of Professor, Associate Professor, or Assistant Professor, depending on experience. **Duties:** Teach courses in English computer applications, business English, TOEIC, and English communication. **Qualifications:** PhD in a language-related field from a highly reputable institution, experience teaching at the university level, publications in peer-reviewed journals, and a keen and proven interest in research. Experience using MAC OS, as well as teaching Word and PowerPoint, is preferred. **Salary & Benefits:** Salary and rank is commensurate with experience and qualifications. NUCB offers an excellent pay, vacation, and research package. Visa, healthcare, and assistance finding suitable housing are also provided. **Application Materials:** Send a CV, a letter of interest, and the contact details of three referees by email to <nathalie@nucba.ac.jp>. For more details and application procedure, please see <www.nucba.ac.jp/en/info.html>. **Deadline:** 30 Jun 2006. **Contact:** Nathalie Kennedy, Executive Assistant to the President, Nagoya University of Commerce and Business, 4-4 Sagamine, Komenoki-cho, Nisshin-shi, Nagoya, Aichi-ken 470-0193; f: +81-561-75-2430.

Aichi-ken—Nanzan Junior College seeks an Associate Instructor for a non-tenure track position teaching English on a 3-year contract (Apr 2007–Mar 2010), renewable for one additional 3-year term. **Duties:** Teach 1st and 2nd year oral communication courses in a unified Oral Communication Program as well as courses in Teaching English Through Drama, Speech, and Debate. **Qualifications:** Native-level English speaker with an MA or higher in linguistics, TESL, drama, speech, debate, or a related field. **Salary & Benefits:** Base salary is based on a teaching load

of seven 90-minute periods per week, but the teacher should expect to teach 10 periods. **Application Materials:** CV, statement of career goals, official undergraduate and graduate transcripts, and three letters of recommendation (at least one from a present employer, or if presently not teaching, from most recent employer). **Deadline:** 1 Sep 2006. **Contact:** Makoto Omi, Chair, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya, Aichi-ken 466-0833.

Fukuoka-ken—Kurume University's Institute of Foreign Language Education seeks an English instructor to start 1 Apr 2007 on a 1-year contract, renewable up to 5 years (the option to extend for an additional 5 years is offered at the discretion of the university). **Duties:** Teach six classes per semester (one class is 90 minutes per week); serve on committees; conduct research; and carry out other university-related responsibilities. **Qualifications:** Native-level English speaker; MA degree (TEFL/ TESL or equivalent is preferred; Japanese language proficiency (sufficient for teaching and related administrative work). **Salary & Benefits:** University scale based on experience and qualifications. **Application Materials:** CV in Japanese (University form); list of research publications with two main papers circled (University form) and copies of the two circled papers; record of professional, academic, and social activities (University form); copy of most recent educational diploma; essay on English education at the university level (in Japanese, 2000 characters in Japanese on A4 paper); medical certificate of health issued by a hospital or medical office. **Deadline:** 31 Aug 2006. **Contact:** Satomi Hama, 1635 Mii-machi, Kurume-shi, Fukuoka 839-8502; t: 0942-43-4411; f: 0942-43-0574; <www.kurume-u.ac.jp/>.

Japan—reallyenglish.com is looking for teachers who would be interested in grading and correcting short business emails (100-150 words) submitted online. The grading is on a bespoke online course for a Japanese client. This is an ongoing contract with courses starting in Sep 2006 and Feb 2007. Each course runs for 20 weeks with 120 students. There are 20 lessons in the course and each student submits a first and final draft of a writing task for each lesson (one lesson per week x two drafts per student). **Duties:** Take responsibility for a group of 12 students per course with 6 hours of grading per week (a smaller or greater commitment is also possible). Grading has a turnaround time of 2 days. Full training prior to the course will be given. **Salary & Benefits:** Each task graded and corrected will be paid at a rate of ¥700 per task. The grading

and correction time is an average of 15 minutes per task. **Application Materials:** Send cover letter, CV, and availability. **Deadline:** ongoing. **Contact:** Glynn Jones, Human Resources/Project Director, reallyenglish.com, 87 Worship Street, London EC2A 2BE, UK; t: +44 (0) 207-456-1071; f: +44 (0) 207-456-1072; <glynnj@reallyenglish.com>.

Kanagawa-ken—Keio SFC Jr. and Sr. High School, the newest secondary school associated with Keio University, is seeking applicants for full-time English teaching positions in 2007. Our students go on to Keio University, one of the most competitive private universities in Japan. SFC Jr. and Sr. High School differs from other secondary schools in that more than two-fifths of the students have lived abroad for extended periods. Many of these students already speak English or other languages fluently. The school provides training in computing, language, and intercultural communication in an effort to equip the students for active roles in the global community. The contract is from 1 Apr 2007 and is renewable up to 3 years. **Qualifications:** Native-level English speaker and an MA in TESOL or a related field. Junior or senior high school experience (particularly in Japan) a strong advantage. Conversational Japanese is an advantage. **Duties:** Teach up to 19 hours/week (16 core English classes, two electives, one homeroom). Full-time staff work 5 days per week (Sunday and one other day off) and are occasionally asked to come to school on holidays for school events and other duties. Share typical homeroom responsibilities with a Japanese partner, including 1 hour/week supervising homeroom class. Assess students in accordance with school guidelines. Participate in all school events and supervise students during school trips, sports days, club activities, and so forth. Play an active role in departmental functions such as curriculum development, test writing, coordination of exchange programs, coaching students for speech contests. **Salary & Benefits:** Salary is based on age, qualifications, and year of graduation. Commuting allowance, annual book allowance, furnished apartment close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, details of publications and presentations (if any), at least one letter of recommendation from a recent employer, a professor in TESOL, or both. **Deadline:** 28 Sep 2006 (application materials to arrive by post ASAP). **Contact:** Mutsumi Miyata, English Department, Keio Shonan-Fujisawa Junior & Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111; f: 0466-47-5078.

Niigata-ken—International University of Japan is looking for temporary English language instructors to teach in its 2006 summer Intensive English Program for graduate level students from Japan and several other countries. The exact dates have yet to be confirmed, but the contract will probably run from Thu 13 Jul through Tue 12 Sep. The contract length will be 9 weeks: 1 week of orientation and debriefing and 8 weeks of teaching. The university is located in Minamiuonuma-shi, Niigata prefecture, (a mountainous region about 90 minutes by train from Tokyo). **Qualifications:** MA or equivalent in TESL, TEFL, or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication would be helpful. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level students up to 16 hours per week, assist in testing and materials preparation, attend meetings, write short student reports, and participate in extra-curricular activities. **Salary & Benefits:** ¥875,000 gross. Free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials:** Submit by post or fax a current CV, a short cover letter, and a passport-size photo. **Deadline:** Ongoing. Selected applicants will be offered interviews. **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator, International University of Japan, 777 Kokusai-cho, Minamiuonuma-shi, Niigata-ken 949-7277; f: 0257-79-1187; <iep@iuj.ac.jp>.

Tokyo-to—The private Tokyo Denki University seeks a full-time, limited-term *shokutaku* lecturer to start 1 Apr 2007 in the Department of English serving the New School of Engineering and School of Technology for Future Life. **Qualifications:** Native-level English speaker, MA in TESOL or equivalent, at least 5 years experience teaching at university level, enthusiasm and ability to teach English to engineering students, and sufficient Japanese ability to participate in departmental meetings without translation. **Application Materials:** CV with an ID size (3x4cm) photograph, a list of courses taught, a complete list of publications, copies of three publications, a copy of a valid visa stamp for Japan. Submitted materials will not be returned. On the envelope write in red ink: Application for Shokutaku English position. Final candidates will be contacted for interviews. **Deadline:** 20 Sep 2006. **Contact:** Yuichiro Yoshinari, Chair of the Department of English, Department of English, School of Engineering,

Tokyo Denki University, 2-2 Kanda-nishiki-cho, Chiyoda-ku, Tokyo 101-8457.

Tokyo-to—The School of International Politics, Economics, and Business at Aoyama Gakuin University's Sagami-hara Campus is seeking versatile part-time teachers for the 2007-2008 academic year to teach English courses, communication courses related to public speaking, discussion/debate, English in the mass media, English for academic purposes, and advanced English courses related to specific themes, such as intercultural communication, comparative culture, media studies, gender awareness, conflict resolution/peace studies, global issues, and other subjects related to international studies. **Qualifications:** Resident of Japan (both native and non-native speakers); proper visa if non-Japanese; MA or PhD in relevant areas of the humanities, social sciences, or education (including TEFL/ TESOL); 3 years previous teaching experience at the university level, with at least 1 year in Japan; ability to teach language, communication, and advanced courses in English; publications and membership in relevant academic associations a plus. **Salary & Benefits:** Similar to other private universities in the Tokyo area. **Application Materials:** Send a complete resume, in English, that includes details about qualifications/ experience in the above areas. No personal responses (including replies to inquiries) will be made unless the applicant is being seriously considered for a position. **Deadline:** 30 Sep 2006. **Contact:** Send applications to Richard Evanoff, School of International Politics, Economics, and Business, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—The Waseda University School of Letters, Arts and Sciences is accepting applications for possible openings for part-time teachers for 2007–2008. **Duties:** Teach two classes 2 days a week: English for General Communication, English for Academic Purposes, or English for Professional Purposes. **Qualifications:** MA in TESOL, Applied Linguistics, Literature, or related field and at least 2 years of teaching experience at a Japanese university. **Salary & Benefits:** According to Waseda University regulations. **Application Materials:** Cover letter, and a resume in either English or Japanese with a list of related publications, if any. Only successful applicants will be contacted. **Deadline:** ongoing. **Contact:** Send application materials to: Part-Time English Teaching, Waseda University School of Letters, Arts and Sciences, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644.

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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**Community,
Identity, Motivation**
Kitakyushu, Japan
Nov. 2–5, 2006
<conferences.jalt.org/2006/>

...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please send information to the column editor by the 15th of the month, at least 3 months ahead (4 months for overseas conferences). Thus, 15 Aug is the deadline for a November conference in Japan or a December conference overseas.

Upcoming Conferences

18-20 Aug 2006—The 2006 Asia TEFL International Conference: *Spreading Our Wings: Meeting TEFL Challenges*, at Seinan Gakuin University, Fukuoka, Japan. Topics include: testing and evaluation; curriculum design; materials writing; teacher training; CALL; classroom-based research; teaching English through English; language and cultural awareness in the classroom; language acquisition; alternative approaches; and music, art, and literature in the classroom. **Contact:** <www.asiatefl.org/index.html>

26-27 Aug 2006—The 18th JALT-Gunma Summer Workshop at Kusatsu: *Teaching and Learning of Reading as an L2*, at Kusatsu Seminar House. The principal speaker, William Grabe, will give two workshops: (1) Research on L2 Reading Instruction: Implications for L2 Teaching, and (2) From Vocabulary to Motivation: Building Effective L2 Reading Instruction. Registration is accepted on a first-come-first-served basis (max 40). **Contact:** <mshibaya@jcom.home.ne.jp> <www.harahara.net/JALT/>

8-10 Sep 2006—JACET 45th Convention in Osaka: *Pedagogical Considerations for University English Instruction in a New Era of Open Admissions*, at Kansai Gaidai University, Nakamiya Campus. **Contact:** <www.jacet.org/2006/convention/>

14-16 Sep 2006—19th English Australia Education Conference: *Re-Evaluating Methodologies: How We Teach, Who We Teach*, in Perth, Western Australia. The aim is to provide practical, effective support and reinvigoration to all ELT professionals. **Contact:** <www.eaconference.com.au/>

20-22 Sep 2006—Diversity and Community in Applied Linguistics: *Interface, Interpretation, Interdisciplinarity*, at Macquarie University, Sydney. The aim is to provide an opportunity for applied linguists, language researchers, and language educators working in a variety of diverse and overlapping fields to consider the issues of interface, interpretation, and interdisciplinarity among their communities. **Contact:** <www.ling.mq.edu.au/centres/alle/conference.htm>

23 Sep 2006—23rd JALT Hokkaido Language Conference: *Enrich Your Teaching, Enrich Your Students*, at Hokkai Gakuen University, Sapporo. **Contact:** <conference@jalthokkaido.net> <www.jalthokkaido.net>

28 Sep-1 Oct 2006—Pragmatics, Semantics, and Cultural Awareness in ELT, at Hyatt Regency Hotel, Acapulco, Mexico. **Contact:** <anupi.org.mx>

29 Sep-2 Oct 2006—CLESOL 2006: *Origins and Connections: Linking Theory, Research and Practice*, at Pettigrew-Green Arena and the Eastern Institute of Technology, Napier, New Zealand. **Contact:** <clesol.org.nz>

7-8 Oct 2006—Teacher Education SIG and JALT Okayama Conference: *Professional Development in Language Teaching*, at Okayama University, Okayama. The conference will focus on the various career stages that teachers may go through including: initial teacher training, being a novice teacher, and the transition to an experienced professional. It will provide opportunities for practical workshops to examine how teachers can approach some of these life stages, and more formal presentations for teachers to share their research or work in progress. Issues of particular interest include: improving our teaching, raising standards in the profession, getting qualifications, working with colleagues, leadership, time-management, dealing with stress, and maintaining motivation. **Contact:** <www.esl-eft.info/conference/index.html>

19-21 Oct 2006—TESL Canada 2006: *Landmarks and Landscapes*, in Winnipeg. **Contact:** <http://www.tesl.ca./>

2-5 Nov 2006—JALT2006 International Conference: *Community, Identity, Motivation*, in Kitakyushu, Japan. **Contact:** <conferences.jalt.org/2006/>

16-19 Nov 2006—The Third Pacific Association for CALL Conference (PacCALL 2006): *Globalization and Localization of CALL*, at Nanjing University, China. Keynote speakers include Michael Coghlan and Cynthia White. **Contact:** <www.pacall.org/>

27-29 Nov 2006—CULI's 2006 International Conference, at Ambassador Hotel & Convention Centre, Bangkok, Thailand. Topics include: professional development; curriculum/materials development; technology in education; English for special purposes; assessment and testing; EFL/ESL research and review; approaches in EFL/ESL teaching; self-access learning centers; quality assurance in EFL/ESL; and learner autonomy. **Contact:** <www.culi.chula.ac.th/dia/DIA-WEB/Rationale.htm>

7-8 Dec 2006—Tertiary Writing Network Colloquium: *Old Text/Nu Txt: Writing for a Change*, at Napier War Memorial Conference Centre, New Zealand. Topics include: the impact of new technologies on writing practice; writing and the Internet; distance learning; innovative teaching practices; new research findings; journals and blogs in the classroom; constructions and deconstructions in writing; and plagiarism and authorship. **Contact:** <twm.massey.ac.nz/>

7-9 Dec 2006—The Second CLS International Conference: *CLaSIC 2006: Processes and Process-Oriented in Foreign Language Teaching and Learning*, at National University of Singapore. The aim is to bring together academics, researchers, and professionals from Asia and beyond for an exchange of insights, experiences, views and perspectives on current and future developments in foreign language teaching and learning. **Contact:** <www.fas.nus.edu.sg/cls/clasic2006/>

Calls for Papers/Posters

Deadline: 1 Oct 2006 (for 6 Nov 2006)—Teachers' Symposium on Professional & Organizational Development: *Dynamic Teacher Communities*, at Dokkyo University, Soka, Saitama, from 13:00 to 20:00. Poster presentation proposals welcomed. Plenary speakers will be Donald Freeman and Bonny Norton. Program coordinators in parallel sessions will look at professional development, collaboratively crossing borders, and curriculum revision. What structures and ecologies can help (full-time and part-time) teachers work together more beneficially and enhance collaborative dialog and professional development across tra-

ditional borders? All teachers welcome. **Contact:** <www.dokkyo.net/~teachersympo> <mits@dokkyo.ac.jp>

Deadline: 31 Oct 2006 (for 20-22 Sep 2007)—Second International Conference on Task-Based Language Teaching: *TBLT: Putting Principles to Work*, at University of Hawaii. Presentations are welcomed in a range of thematic areas, including: TBLT syllabus, curriculum, and program development; teacher development in TBL Education; TBLT and Technology; performance-based and task-based assessment; evaluation of task-based programs; psycholinguistic underpinnings of TBL learning; philosophical and educational underpinnings of TBL education; TBLT across contexts and cultures; and educational policy and TBLT. **Contact:** <www.tbtl2007.org>

Deadline: 20 Nov 2006 (for 11-14 Apr 2007)—Social and Cognitive Aspects of Second Language Learning and Teaching, University of Auckland, New Zealand. Papers are welcomed in these fields: social perspectives on cognitive theories; critiques of sociocultural theories of mind; social and cognitive issues for task-based language teaching; social and cognitive issues for learning theories based around interaction; the relative significance of acquisition and participation as key metaphors for a learning theory; implicit knowledge, explicit knowledge, and social context; social identity and cognition in language learning/teaching; social influences on attention in language learning; and social and cognitive dimensions of interlanguage pragmatics. **Contact:** <www.arts.auckland.ac.nz/sociocog>

Deadline: 1 Dec 2006 (for 14-16 Mar 2007)—Tenth Biennial University of Seville Conference on Applied Linguistics: *Issues in Teaching, Learning, and Using Vocabulary in an L2*, at University of Seville, Spain. Proposals for papers and workshops are invited in English or Spanish. **Contact:** <elia@siff.us.es>



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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、スタックリス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)をつけて下さい。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いて、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

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

Departments

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

- be up to 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を特に歓迎します。書評は、本の内容紹介、教室活動や教材としての使用法に触れ、書評編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

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

JALT Notices. Submissions should be of general relevance to language learners and teachers in Japan. JALT Notices can be accessed at <www.jalt-publications.org/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: 15th of month, 6 weeks prior to publication. Send as an email attachment to the SIG News editor.

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

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

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

支部イベント: 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日、2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. Submissions should:

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only – faxed and/or postal submissions are not acceptable
- be approximately 300 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.

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

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

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

Deadline: 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 as an email attachment to the Conference Calendar editor.

催し: コロキウム、シンポジウム、セミナー、会議のお知らせと、論文募集の案内です。Conference Calendar編集者に400語程度で電子メールの添付ファイルでお送り下さい。締め切りは毎月15日、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

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

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

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

Membership Categories 会員と会費

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

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

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

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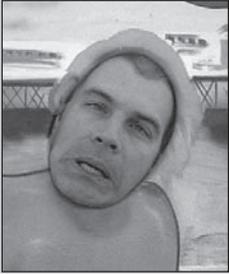
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Old Grammarians...

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

Some artistic ru(m)inations



LIKE MOST foreign teachers in Japan, I am constantly entertaining thoughts of a career change. Some avenues I've considered are: taxi driver, chef, *eikaiwa* poster model (unfortunately I don't have the right teeth), house builder, voice actor for

video games, tea importer, or leather-clad rock star. I know or have met foreign people in Japan working at all of these trades, but strangely, whatever degree of success they're having, they all still seem to maintain a healthy interest in a little private language teaching now and then. Why is it that people can so easily *do* language teaching on the side? No one ever says, "Gee, I can't hang out with you guys tonight. I teach a private 'bathroom fixtures installation' class on Thursdays." Even my dance instructor friend from Peru was filling his off hours with Spanish lessons. They say dance is a universal language, but I guess knowing the merengue won't get you through customs at the Lima airport.

As far as careers go, I have often fancied myself a novelist in embryo, although as an *embryo* I probably fit the description of what the Coneheads used to enjoy at mealtime ("Would you like some scrambled chicken embryos for breakfast, Beldar?"). Following is one of my early efforts at a short story that I've never been able to develop further, although I think it has enormous potential. I hope you'll forgive my audacity at showing it off here:

She waited in his living room while he finished whatever he was doing in some other corner of the apartment. The TV was on; it glowed—perhaps it hadn't been watched for hours—dumbly projecting the ghosts of cartoon rabbits over to the far wall. She saw a folded-up newspaper resting on the coffee

table. The crossword puzzle had only one word scribbled in it: LORNE. Absently she checked its reference to the left: 17 across, Greene of *Bonanza*. A nauseating dread came over her as she contemplated the next few hours of her date with the Solver of Seventeen Across.

I know it's not much, but I still get a little choked up when I read it. Those poor rabbits. . . .

And speaking of unwatched televisions, once upon a time I had visions of becoming a performance artist. My most ambitious idea was to appear on a major street in Manhattan, hail a taxi and fill the back seat with flowers, send it off to nowhere with a \$50 bill, then put on a bee costume and jump into another cab. Only the fates could decide if the two of us would ever meet again. To me that project had everything: tension, beauty, environment vs. consumerism, and an element of the head-scratchingly inexplicable. But my friends all said it seemed more like Candid Camera than Marcel Marceau. Their advice: stick to the daily classroom performance; don't take your show on the road yet.

Here's another idea that just came to me. I appear in downtown Strasbourg, France, at 3 p.m. on a Friday in August. Street performers everywhere. I run around to each of them and, in a variety of silly voices and languages, I shout, "Are you getting enough fiber?" until in anger they chase me down and pummel me with rotten chicken embryos. As they stand in a circle around me, each in their own unique attention-getting costume, they'll unwittingly resemble a team of victorious superheroes. Oh, the political gravity of it! All I need are a city permit, a bee costume, and some French lessons. Has anyone got an opening on Thursday nights?

Scott Gardner

What can we do?

10 small things we can do to play our part in JALT

We don't all have the time or resources to put a lot into JALT, but here are 10 small things that we can do to help the organisation. Each, on its own, will have little effect, but if we all help out, who knows??

- ✓ Bring a non-member friend! At the next chapter or SIG event you attend, bring a new face along. Pay their entrance fee, make them feel welcome, and introduce them around.
- ✓ Join a SIG! It costs just ¥1,500, gives you access to a whole new world of knowledge, and helps the SIG grow.
- ✓ Lend (don't give!) a non-member colleague a copy of your *TLT* or *JALT Journal* to read. Show them what's available online at the JALT Publications website <jalt-publications.org>.
- ✓ Make copies of the membership information page at the back of any TLT, staple surplus postal bank transfer forms from TLT to the pages and drop them in staff mailboxes.
- ✓ Come to the JALT2006 in Kitakyushu next November. Go back to your chapter or SIG and organise a post-conference sharing session to encourage people to come in 2007!
- ✓ Write something small—a review, a conference report, an interview, or a column article—and submit it to any JALT or SIG publication. Everyone starts somewhere!
- ✓ Get J - A - L - T tattooed across your knuckles . . .
- ✓ Download conference advertising material from the conference website, print out copies on good quality paper, and put them on notice boards around your school.
- ✓ Organise a group JALT membership with your colleagues or friends. It costs less, and helps introduce new people to JALT.
- ✓ Volunteer to do something small. Bake scones for a chapter meeting. Introduce a speaker at a SIG event. Spend 2 hours helping in the cloakroom at JALT2006.



For more information on JALT, visit
<www.jalt.org>