The Language Teacher

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The JALT2007

Conference Proceedings

is now available online

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In this month's issue . . .

THE LONG, hot days of August may have sent you to the mountains, the beach, or even further to escape the heat. But, before you know it, September will bring us back into the classroom to see old students, and maybe some new faces too. In this month's TLT, we have plenty for teachers to think about before returning to the classroom, and some practical ideas to help you once the term begins again.

This issue opens with a *Feature* article in which **Christian Burrows** describes some of the problems teachers may face in introducing Task Based Learning to the classroom and provides some positive responses. In *Readers' Forum*, **James Venema** reports on the process of developing negotiation in a university language program while setting objectives for courses.

Myles Grogan and his new co-editor **Mark de Boer** have extra *My Share* articles for busy teachers getting ready to teach again after a well-deserved break. Learn students' names, get more out of music and video, and use summaries in your classes: **Simon Handy**, **Andrew Woollock**, **Tomonori Ono**, and **Mike Lidgley** all help. **Russell Hubert** has a book review for you, and future job seekers can find some CV advice in the *JIC* as well. Enjoy the rest of your holiday if you are lucky enough to have one, and see you again in September.

Ted O'Neill
TLT Co-Editor

8月は毎日暑い日が続くので，多くの読者が山や海，あるいはもっとずっと遠くに行って，この暑さを逃れようとしていることでしょう。でも，あっという間に9月になって，あの学生たちが教室に戻ってくるのです。新しい学生もいるかもしれません。*TLT* の今月号では，教室へ戻っていく先生のために沢山のアイデアを用意しています。新しい学期が始まったらすぐに使えるような役に立つものが満載です。

今月号は，Christian Burrows の特集記事で始まります。彼は，タスク中心の学習法を教室で導入する際に教師が直面する問題点を挙げ，その対処法を述べています。*Readers'Forum* では James Venema が，大学の言語プログラムの各コースの目的を設定する際の教師間の交渉過程について報告しています。

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

TLT Japanese-
Language Editor:
Sachiko Takahashi

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<www.jalt-publications.org>

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Contact

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

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Myles Grogan と新しい *My Share* 共同編集者の Mark de Boer は，夏休みというご褒美が終わった後の授業の準備に忙しい教師のために，特別記事を提供します。学生の名前を覚える，音楽やビデオを授業に取り入れる，授業で要約をさせる，などなど，Simon Handy Andrew Woollock, Tomonori Ono, Mike Lidgley の記事はどれも皆さんのお役に立ちます。Russell Hubert は今月号の書評を書いています。仕事を探している読者は，*JIC*で，CV に関するアドバイスを得ることができます。運よく夏休みをとることができた皆さんは，残りの日々をお楽しみください。9月号でまたお会いしましょう。

Ted O'Neill
TLT Co-Editor

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Don't be left behind!

Technology in Language Teaching (TnT) Workshops
Date: Friday 31st October 2008 – 13:00 to 17:00
Location: National Olympics Memorial Youth Center, Tokyo, Japan
Details: <jalt.org/conference/tnt>

## PAC7 at JALT2008 — Tip #17

"Don't forget to bring your meishi. There are so many people that when you get home and want to follow-up with some cool person you met, finding those scraps of paper is a nightmare."

PAC7 at JALT2008 — Tip #99

"The breakfast menu in the restaurant on the top floor of the on-site accommodations building was delicious, reasonably-priced, and had a great view!"
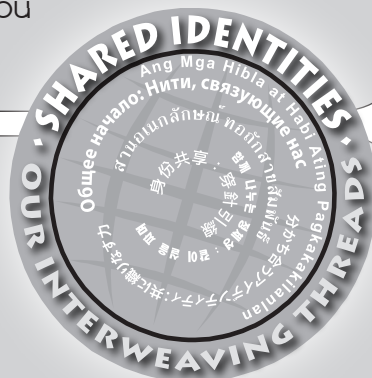
Now is the time!

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 organization by posting the ballot postcard in this issue. You don't have to wait until the final postmarked date, Thursday, 2 Oct, 2008. Now is the time!

Timothy Gutierrez, 2008 NEC Chair

今年も選挙の時期がやってきました！

夏が近づいて参りました。今年もJALTの選挙の時期となりました。少し時間を割いて候補者の意見をご覧になってください。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。それぞれの方がどのように貢献してくださるのか、書かれています。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投票ハガキにご記入の上、是非投函してください。最終日は１０月２日です。もちろん、それまで待たれる必要はありません。今すぐにどうぞ！

ティモシー・グティエレズ　２００８年選挙管理委員長

BALLOTING CLOSES 2 October, 2008
Please remember to cast your ballot by having it postmarked by this date.

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

Candidate for the Office of NPO JALT President

Caroline Lloyd

JALT Service

- Hiroshima Chapter President for 10 years between 1998-2008
- 2004/05 4C Coordinator
- Hiroshima Chapter Programme Chair 3 years between 1997-2003
- Hiroshima Chapter Web Editor 2002-2003
- 1996 National Conference Handout Center
- 2007/2008 National Conference EME

私のJALT歴

- 2003年 – 現在..広島支部会長
- 2005年6月 – ４コーナーツアー　コーディネーター
- 1998年 – 2003年 広島支部副会長
- 1997年 – 1999年 広島支部プログラム担当役員
- 1996年 – 全国大会資料管理担当

Work Record • 私の職歴

- 2005 - present Vice Principal Hiroshima YMCA International Kindergarten
  2005年―現在　YMCA国際幼児園副園長
- 2005 - present West Japan YMCA Coordinator/
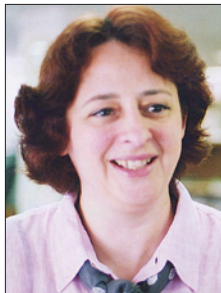
Teacher trainer
2005年―現在 西日本ＹＭＣＡコーディネーター／ティーチャートレーナー

- 2004 - Hiroshima Institute of Technology attached High School
  2004年―広島工業大学高等学校
- 2006-Run my own school Bluestone Studio
  2006年―ブルーストン・スタジオ経営
- Part-time teacher Hiroshima Jogakuin University, Hiroshima Dental Hygienist College
  広島女学院大学、広島高等歯科衛生士専門学校　非常勤講師
- 2003 - present Chief Coordinator Hiroshima YMCA School of Languages
  2003年―現在 広島ＹＭＣＡ外語学院　チーフコーディネーター
- 1997-2003 Hiroshima YMCA International Business College Head of Department
  1997年－2003年 広島ＹＭＣＡ国際ビジネススクール主任
- 1988-1997 Coordinator Junior/Senior High
  1988年―1997年　ＹＭＣＡ外語学院　中高生学科コーディネーター
- 1986- present Teacher at Hiroshima YMCA School of Languages
  1986年―現在 広島ＹＭＣＡ外語学院　専任講師
- Cambridge Examination examiner
  ケンブリッジ英検 試験官
- TOEFL Assistant Supervisor for 15 years
  ＴＯＥＦＬテストアシスタント監督者(15年間)

Education Record • 私の教育歴

- Junior/Senior High Teacher's License Hiroshima Prefectural Board of Education 中学校補助教員資格（広島県教育委員会）、

- Teaching Certificate Sheffield Hallam University 教育資格（シェフィールド・ハラム大学）

- BA Education Central Pacific College 教育学学士号（セントラル・パシフック大学）

Statement of Purpose

As a member of JALT and a resident of Japan for over 20 years, I have seen the English teaching community face many challenges and diversely confront the ever changing face of the English language classroom. As a YMCA coordinator and teacher I experience both the weekly rituals and daily surprises of interacting with and educating Japanese students. I understand the breadth of knowledge and creativity it takes to not only encourage learning but to create an enjoyable and stimulating classroom atmosphere.

In addition to continuing the development of my academic proficiency, I want to contribute more toward the society of people from which I reap support, JALT. For many years I have benefited from the conferences, seminars, and community that JALT has provided for me. Now I want to give back to that community in a way that is enriching both personally and professionally and that guides educators and students into the future.

In 2010, English will become compulsory for all elementary schools within Japan. English teachers will be asked to meet head-on the necessary integration of the English language into the existing curriculum. This will require new, innovative ideas and ambitious research to satisfy the requirements for students, parents, and administrators alike. JALT will be in a vital position to provide a backbone from which teachers can obtain materials and direction.

I believe it is the diversity and grassroots collaboration of our organization that will manifest the initiative required of our community to continue both quality and originality for future classrooms and teachers. My experience as Coordinator for Junior High School courses, Language School classes and the International Kindergarten has instilled in me the organizational, interpersonal, and administrative tools to promote the advancement of JALT's contribution to the English language classroom. I look forward to being a part of JALT as a National officer.

私の立候補主旨

日本での20年以上の生活の中で、ＪＡＬＴの会員として、日本の英語教育現場のさまざまな問題点またいろいろな変化を目の当たりにしてきました。ＹＭＣＡのコーディネーター又現場に立つ英語講師として日々英語教育現場に驚きを感じてきました。

学習をより効果的に進めるだけでなく、楽しく、魅力的な学習環境をつくるには知識の深さと創造力が必要不可欠だと考えます。

自分自身の学問的な熟達だけでなく、これからは、ＪＡＬＴから受けた恩恵を還元していく事が私の役割と考えています。長年にわたり、全国学会や支部例会から受けてきた事をこれからは、会員一人一人へお返ししていく時だと考えました。

教育者、学習者両方の総合的な向上の為に英知を注ぎたいと考えています。

2010年には、日本の公立小学校での英語教育が義務教育化されます。

現在の時間数の中へ、英語教育を組み込んでいかなくてはいけません。そのためには、既存の教育方法ではなく、児童、保護者、教育者の必要に適合する意欲的な研究に基づく、画期的な教育法が求められます。

ＪＡＬＴは、現場教育者が教育現場で活かす事ができる、教材を含む様々なアイデアを適切な形で提供していく役割を果たす必要がでてきます。

近い将来、現場教育者に多様性と基盤の融合した魅力的な提案をＪＡＬＴは明示できると確信しています。私の中学生から国際幼児園の幼児までの、幅広い年齢層への教授経験とカリキュラム作成の経験は、個人および組織対象に大きな役割を果たしていくＪＡＬＴの発展に大いに役立つと思います。

Candidate for the Office of NPO JALT President

Peter Wanner

Biodata

- Current Position: Associate Professor Graduate School of International Cultural Studies, Sendai, Tohoku University

- Chapter Affiliations: Currently-Sendai; Past-Shizuoka, Kyoto, Kitakyushu, and Fukuoka

- SIG Affiliations: College University Educators, Bilingualism, Computer Assisted Language Learning, Long Life Learning, Learner Development, Testing & Evaluation

- Other Affiliations: Japan Society Language Sciences (JSLS), International Society for the

Study of Behavioral Development (ISSBD), International Association for Cross Cultural Psychology (IACCP)

Education:

- B.A. Humanities (Interdisciplinary: Japanese, Business Management, Political Science. University of Portland, Portland, Oregon, USA.
- TESOL Certificate, Georgetown University, Washington D.C. USA
- M.S. Linguistics:, Georgetown University, Washington D.C. USA
- Ph.D. Informatics, Human Informatics, Nagoya University, Nagoya, Japan

Work Experience

I have been teaching EFL, ESL, and Linguistics in Japan for 20 years. Currently, I help coordinate programs for teacher training in Teachers Helping Teachers (THT) in Vietnam. I give seminars related to theoretical applications as well as practical applications for EFL and ESL there. Likewise, I am involved in specialized studies of Psycholinguistics and language acquisition processes. Lately, my studies are specialized on brain mapping and involve clarification of various theoretical views on how first and second language acquisition is acquired in logographic and alphabetic languages.

JALT Service

I have been a JALT member since 1988; From 1988-2005, I was an officer in various chapters such as the Kyoto Chapter where I served as President from 2000-2004. I was also JALT SIG Treasurer Liaison from 2000-2001, the 1st Annual Pan-SIG 2001 Conference Chair, JALT Director of Treasury 2001-2006, and 6th Annual Pan-SIG 2006 Conference Chair.

Statement of Purpose

JALT has developed strong international connections with many other international organizations such as PAC and TESOL. I will strive to continue to maintain that high international presence. I believe my experience representing JALT as JALT National Director of Treasury provides me with past knowledge of the international relations we have maintained and what is necessary to continue strong international relations.

Besides the international stature of JALT as an organization, it is still one of the largest organizations representing domestic teachers of all languages in Japan at all levels. Therefore, I will try to further current domestic affiliations as well as possibly develop some new ones if they are not currently affiliated with us.

Finally, in standing for President, I will strive to build on the successful communication mechanisms of the past three presidents I have served under as Director of Treasury. The past two years I have strongly supported the various SIGs and my current chapter by presenting at various conferences. I am strongly encouraged by the cooperation between Chapters and SIGs in providing high quality programs to assist teachers in search of new methods or ways for TESL or TEFL. I will continue to actively support these and try to attend as many as possible. Likewise, I will fully support all the efforts of the numerous volunteers who make the important publications available such as the TLT and the JALT Journal. These are an important source of information for teachers and are highly recognized in the TESL and TEFL communities internationally.. As president, I will strive to help JALT continue to move forward with the support of all the JALT community.

経歴

- 現職: 東北大学大学院国際文化研究科准教授
- 所属支部: 現在 - 仙台; 過去 - 静岡、京都、北九州、福岡
- 所属分野別研究部会: 大学外国語教育研究部会(CUE); バイリンガリズム研究部会(BIL); コンピューター利用語学学習研究部会(CALL); 生涯語学教育研究部会(Lifelong Language Learning); 自主的学習(LD); 試験と評価研究部会(T&E)
- その他加盟団体: 言語科学会(JSLS); International Society for the Study of Behavioral Development ISSBD) (行動発達研究の国際学会); International Association for Cross Cultural Psychology (IACCP) (異文化間心理学研究の国際協会)

学歴

アメリカ合衆国オレゴン州ポートランド大学にて、日本語、経営学、政治学の分野で人文学学士号を取得。ワシントンDCにあるジョージタウン大学においてTESOLを取得、また、同大学において言語学の修士号を取得。日本では、名古屋大学において、人間情報学と情報学の博士号を取得。

職歴

私は日本で２０年間、EFLとESL、そして言語学を教えてきました。現在、ベトナムのTHTという教師養成機関で、教師養成のプログラム作成を手伝っています。そこでは、EFL とESL向けに、実践的な指導だけではなく、理論の応用に関するセミナーを開いています。同様に、言語心理学や言語習得過程などの専門的分野の教育にも携わってきました。最近では、私の研究対象は脳機能マッピングに特化しており、どのように第一言語と第二言語が表語文字とアルファベット文字において習得されるかに関して、様々な理論的視野からの解明をしています。

JALTにおける実績

私は1988年以来のJALT会員です。私は、京都支部で2000年から2004年まで会長として努めたのを始め、1988

年から2005年までの間、所属した各支部で役員を務めてきました。また、支部活動以外にも2000年から2001年まではJALT　分野別研究部会の会計連絡係、2001年には、第一回Pan-SIG大会の大会委員長、2001年から2006年までJALT本部の財務担当理事、そして、2006年の第6回Pan-SIG大会で大会委員長を務めました。

目標声明

　　JALTは、PACやTESOLを始め、多くの国際機関と強い関係を築いてきました。私はそのようなJALTの国際的存在感を更に強めていきたいと思っています。私は、JALT本部の財務担当理事として努めた経験の中で、これまでの国際関係を維持し、更に強い国際関係を保つために必要な知識を得ることができたと信じています。

　　JALTは　機関としての国際的信頼はありますが、日本国内においては、まだあらゆる言語の様々なレベルにある教師たちを代表する最も大きな機関のひとつにすぎません。それゆえ私は、現在まだこの学会へ入会していない人々に入会を促すとともに、国内の加入者や加盟団体の活動を更に活発化していきたいと思っています。

　　最後に、会長立候補に際して申し加えます。私は、過去3人　の会長のもと財務担当理事として努める間、それぞれの会長と上手に連携しながら仕事をする方法を学んできました。そのような連携体制を今後も理事の運営に根付かせていきたいと思っています。過去２年間、私は様々な大会で発表することにより、多くの研究部会や私が現在所属する支部を強力に支援してきました。　私は、TESLやTEFLの新しい教授法を模索している教師たちを支援する質の高いプログラムを提供ためには、支部と研究部会との間の協力が重要であることを実感してきました。今後も支部や研究部会の活動に積極的に参加していきたいと思っています。同様に、TLTやJALT　Journalのような価値のある出版物の作成に関わってくださる多くの有志たちの努力を全面的に支援していきたいと思います。これらの出版物は教師にとって重要な情報源であり、国際的にもTESLやTEFLの団体によって高く評価されています。会長として、私はあらゆるJALTのコミュニティの支持を得て、JALTが邁進し続ける力になれるよう努めて参りたいと思います。

Candidate for the Office of NPO JALT Vice-President

Cynthia Keith

Biodata
Work Record (Japan)
- 1993 - Various Part-time teaching positions in Kagoshima
- 1993-1997 Dai Nihon Language Club - Head Teacher for Minami Kyushu
- 1997 - Current - Principal Jelly Beans English School
- 1998-1999 MBC Radio Talk BAck Co-Host "Kimamana Douyoubi"
- 2000- C.E.O. J B Consulting Ltd
- 2000- Part -Time Teacher, Kagoshima University -Dept. of Engineering
- 2000- Part -Time Teacher, Kagoshima Tanki Daigaku
- 2000- English Instructor, Kukita Kango Senmon Gakko
- 2005 - Local Secretary of Cambridge Exams Centre Kyushu
- 2008 - Principal J B Kids English (Branches Opening April - Makurazaki / July - Tarumizu / August -Okuchi)

Education Record
- 1979-1983 St Norbert College Queenspark (High School Graduation)
- 1984-1988 University of Western Australia (BA Degree South East Asian Studies)
- 1987 REIWA (Real Estate License, Western Australia)
- 1992 St Mark's International College, Western Australia (CTEFLA)
- 2003-2005 Cambridge ESOL Qualified Examiner (YLE-CPE)

JALT Service
- 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
- 2007/8 National Vice President
- 2008 TC SIG Publications Officer

Statement of Purpose

In 2006 I was very fortunate to have been nominated to stand for the position of National Vice President. I was even more fortunate to have been elected to the position formally in the elections at the end of that year. During the past two years I have been involved in the completion of the new database system, which incorporates a full Accounting package, Conference Management package and Full Membership Data base. I have also worked closely with the JALT Central Office to update and streamline processes, and whilst we still do have along way to go, there have been many new systems put in place to increase efficiency and reduce overall running costs.

If elected I would like to continue my work in the JCO updating and modernizing the office and office practices. I will also be looking at the renewal of various service contracts which come up for rebidding and to prepare JCO for the various new transitions it will see over the next two years.

I thank you all for considering my re-election.

経歴
職歴

- 1993 - 鹿児島市にて、複数の職場で非常勤講師として勤務
- 1993-1997 大日本ランゲージクラブ― 南九州地区主任講師
- 1997 -現在 ジェリービーンズ・イングリッシュ・スクール校長
- 1998-1999 MBCラジオ「気ままな土曜日」レギュラー出演
- 2000 - 現在 有限会社ジェイビーコンサルティング CEO
- 2000 - 現在 鹿児島大学工学部非常勤講師
- 2000 - 現在 鹿児島県立短期大学非常勤講師
- 2000 - 現在 久木田看護専門学校英語指導担当
- 2005 - 現在 ケンブリッジ英検九州テストセンター 事務局長
- 2008 - 現在 JBキッズイングリッシュ校長（枕崎教室、垂水教室-7月開校、大口教室-8月開校）

学歴・資格

- 1979-1983 St Norbert College Queenspark 卒業（高校）
- 1984-1988 西オーストラリア州立大学University of Western Australia 卒業（学士：東南アジア学）
- 1987 REIWA (西オーストラリア州宅地建物取扱主任者資格)取得
- 1992 西オーストラリア州St Mark's International College (CTEFLA資格)
- 2003-2005 ケンブリッジESOL認定試験官（YLEからCPEまで）

JALTにおける経歴

- 2003 鹿児島支部副会長
- 2004-2006 鹿児島支部会長
- 2004 4コーナーズツアー コーディネーター
- 2005 会計渉外担当
- 2006 全国大会プログラム委員長
- 2007/8 副会長
- 2008 児童語学教育研究会(TC)出版担当

志望動機（所信表明）

2006年、私はJALT副会長に推薦をいただき、幸運なことにその年末には選挙で正式に選出されました。この２年間

私は、会計ソフトウェア、会議管理ソフトウェアおよび会員データベースを組み込んだ新しいデータベースシステムの完成に取り組んできました。また、このシステムの更新と効率化処理をJALT事務局と緊密に協力して行ってきました。改善の余地はまだあるものの、事務処理の効率と運営経費の削減のために多くの新しいシステムが導入されています。

もし、再選していただきましたら、事務局と事務処理の効率化のために、JCOの更新に引き続き取り組みます。また、入札を含むさまざまなサービス契約の見直しを検討し、今後2年間のさまざまな変革のためにJCOの整備に努めます。

私の再選をご検討下さる皆様に、心よりお礼を申し上げます。

Candidate for the Office of NPO JALT Auditor

Tadashi Ishida

Biodata
General

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, 26 years running a language school and 20 years as a director of an international exchange committee for local government concurrently. Currently I am an instructor at the international exchange committee and at local government community centers.

JALT Experience

4 years as SIG Treasurer Liaison; 5 years as National Vice President including 5 months as Acting JALT President; Founder of Lifelong Language Learning(LLL) SIG; 4 years as Auditor

Statement of Purpose:

I served as National Vice President for 5 years after JALT got an 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 would like to serve as Auditor for another two years to ensure what I have done to help NPO JALT integrate into the Japanese educational infrastructure and become more stable (in Japanese terms) without losing its independence.

I think that my previous legal experiences with the concerned governmental authorities, my careers as an accountant and my JALT experiences could contribute toward performing the following duties of Auditor.

1. Inspect the status of business conducted by the directors by attending Executive Board Meetings and Ordinary General Meetings as well as by subscribing to official NPO JALT mailing lists.

2. 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 NPO JALT President promptly after the closing of every business year for the approval of the General Meeting.

3. Report to the General Meeting 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 is discovered

4. Convene the General Meeting, if necessary, to submit a report as specified in the preceding item

5. Present opinions to the Directors on the status of business conducted by the Directors or the status of assets of NPO JALT

6. Arrange an annual audit of NPO JALT, including chapters and SIGs.

略歴:

中央大学商学部卒　著書「はじめよう！生きがいとしての英語」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(26年)、東京都台東区国際交流委員会理事(20年)　現在、台東区国際交流委員会および台東区教育委員会生涯学習事業の英会話講師

当学会:

分野別研究部会会計報告役員(1996-1999)、副理事長

所信証明:

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。私は監事としてもう2年務め、当学会がその独自性を失わずに、一日本法人として、日本の教育界に安定し

た基盤を築けるように助力したいと思います。そして、これまでの特定非営利活動法人の所轄庁との法律的折衝、会計の実務および当学会の役員の経験を生かして、下記の監事の職務を行いたいと思います。

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を監査します。

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します。

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します。

4. 前号の報告をするために必要がある場合には、総会を招集します。

5. 理事の業務執行の状況又は当学会の財産の状況に就いて、理事に意見を述べます。

6. 支部および分野別研究部会を含む本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をします。

Candidate for the Office of NPO JALT Director of Membership

Nathan Furuya
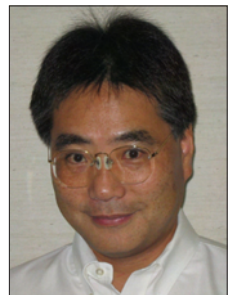
Biodata
Work Record
- 1985 - present Assistant Professor, Kansai Gaidai University-Hotani, Hirakata, Osaka
- 2002 - present Part-time Lecturer, College of Science and Engineering, Ritsumeikan University BKC, Shiga

Education Record
- University of Massachusetts-Amherst (BA in Education)
- Teachers College, Columbia University (MA in TESOL)

JALT Service
- 2002 Kyoto Chapter Vice–President
- 2003 Kyoto Chapter Vice-President/Program Chair
- 2003 Kyoto Chapter President-pro tem
- 2004 Kyoto Chapter President

- 2005 Kyoto Chapter President
- 2006 National Election Committee Assistant-Chair

Statement of Purpose

Many years as a JALT member with six years of experience holding chapter-level officer's positions has provided me with an understanding of the internal workings of the JALT National organization. The experience and knowledge gained from those years will help me to carry out the administrative responsibilities of the Director of Membership and to enact initiatives that I feel are necessary to ensure a healthy JALT organization.

With an understanding of the ongoing efforts to streamline the administrative practices of JALT, I will be able to immediately step in and provide guidance in the formulation and implementation of essential JALT policies especially those governing membership issues.

If duly elected, I will continue the efforts of the incumbent JALT National Board of Directors to further raise the efficiencies of the new database system. It is my hope that any potential improvements to the system will enable chapter and SIG membership chairs as well as the general JALT membership to experience an increase in the quality of JALT membership services.

I look forward to the challenges of the position of Director of Membership and humbly ask for your support.

私は長年、特定非営利活動法人全国語学教育学会の会員であり、支部幹部としては6年間の経験があります。この数年間で培われた経験や知識は、理事長としての責務を成し遂げるために、そして健全なJALT組織（特定非営利活動法人全国語学教育学会）の運営を実践するために有効であると思っております。

会員担当理事の職位を切望しておりますので、ご支援を賜りますようお願い申し上げます。

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.A. Ap. Ling.(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
- 2006-2007: Research Grant Committee Member 研究助成事業会員
- 2006: OLE Treasurer, PAN SIG06 website manager　その外国語教育研究部会会計、全研究部会06'webマネージャー
- 2007-2008: JALTCALL Program Chair
- 2008: Yamagata Membership Chair

During my term as the JALT National Membership Chair, I would like to open communication with all chapter membership chairs, in order to maintain a stable level of member participation. For example, smaller chapters could be encouraged to apply for special chapter event funding, or their members could apply for the research grant. Also I would like to increase local networking in order to improve presentations and turnout. Finally, as the membership chair I would be working with a team of professionals whose goals are to be responsible leaders during a time of challenges.

JALT全国会員委員長の任期中に、私は全国の支部会員委員長とのコミュニケーションを活発にし、会員の参加を安定したレベルに保つよう努めたいと思います。例えば、比較的小規模の支部も支部イベント特別助成金に応募したり、そうした支部の会員が研究助成に応募するよう働きかけたいと思います。また、発表や投票への参加を高めるために、地方のネットワーキングを向上させることも検討したいと考えています。最後に、会員委員長として、私は信頼できるリーダーを目指す専門家チームと協力して働いてまいりたいと思います。

Candidate for the Office of NPO JALT Director of Programs

Philip McCasland

Statement of Purpose

These last two years have certainly been a big learning curve for me. Working with such a diverse group of motivated and dedicated volunteers within the many departments of this great organization remains an exciting challenge. Thank you for your patience and support. The focus of my effort this past term has primarily been the management of the national conference—a creature with a life of its own, demanding almost daily attention for the better part of ten months. This responsibility should, I believe, be transferred from my portfolio to a newly-appointed person, a Conference Manager, who would be answerable to the BOD and EBM. This change, which is already in the works, will allow the Director of Programs the time and space to focus on strategic long-term program planning. My goals for the coming term, should I be re-elected, are to continue what has already been started: 1) improving long-term planning, up to 4 years in advance, for national conferences and other annual events including the 4-Corners Tour; 2) standardizing the conference committee jobs; 3) instituting shadowing of all coordinator positions to provide easy advancement and decrease the rate of volunteer burnout; 4) working with the business manager in making JALT programming more mutually beneficial for AM's and our other partners; and 5) continuing strategic planning with the BOD and the EBM for the long-term success of JALT. So with a bit more to do, I respectfully ask for two more years and *your* continued support of the national program of JALT.

Biodata

- B.A. TESOL and Bible, Hobe Sound Bible College (1993).
- M.A. TESOL. Biola University. (1996).
- Conversation school in Chongju, Korea (1994-1995).
- Japanese Universities since 1997, formerly at Human International University—Japan, and Tokai University.
- Currently, Associate Professor, Faculty of Economics and Business Administration, Fukushima University.

JALT Experience

- Director of Program, 2006-present.
- Conference Manager, 2007.
- College and University Educators (CUE) SIG Coordinator, 2003-2006.
- Mini-conference Program Co-chair—The Kobe Conference 2003
- (CUE & Learner Development SIGs). October 2003.
- CUE SIG Treasurer, 2001-2003.
- JALT member since 1997.

　この２年間は、私にとって非常に実りのあるものだったと思います。多岐の部署にわたって、たくさんの献身的なボランティア　の方々と共に働く事は、やりがいのある課題であると考えております。みなさまのあたたかいご支援とご協力に感謝いたします。先の任務期間では、私は主として、年次大会をよりよいものにするための運営に日々、力を注ぎました。この任務は、現行のDirector of Programから新しくConference　Managerに移行されるべきであると思います。Conference　Managerは、年1回指名され、BODあるいはEBMに説明責任を果たすべきものです。こういった変革は、JALTにおける戦略的な計画及びその実行に従事する時間とスペースを私に与えてくれると思います。私が再選出されましたなら、すでに実行にこぎつけている以下の目標を継続することをお約束します。

1. 年次大会および４-Corners Tourを含めた他のイベントに対して、４年前から前もって長期的な計画を促す。
2. 大会に参加するボランティアやアシスタントの仕事内容を標準化する。これにより彼らの昇進が容易になり、ボランティアの燃え尽きを減らす。
3. JALTのプログラミング部門をAM'sならびに我々の他のパートナー、相互にとってより利益のあるものにするために、ビジネスマネージャーと連携する。
4. 長期的なJALTの発展・成功のために、BODならびにEBMと協力して、戦略的な計画を今後とも継続する。

　さらにもう２年間Boardに残り、私に依然として残された任務を遂行したいと考えております。みなさまのJALT Nationalプログラムに対するご支援、今後ともよろしくお願いいたします。

経歴

- Hobe Sound Bible CollegeにてTESOL及び聖書学を専攻　学士号取得（１９９３）
- Biola UniversityにてTESOLを専攻　修士号取得（１９９６）
- 韓国のChongjuの英会話学校（１９９４－１９９５）

- １９９７年以来、ヒューマン国際大学及び東海大学で勤務
- 現在、福島大学経済経営学類　准教授

当学会
- Director of Program 2006年から現在
- Conference Manager, 2007年
- 大学外国語教育研究部会及び学習者ディベロプメント研究部会にてコーディネーター
- ２００３年から２００６年
- ２００３年10月神戸大会研究会プログラムにて共同議長を務める
- 大学外国語教育研究部会にて会計係　２００１年から２００３年
- １９９７年より当学会会員

Candidate for the Office of NPO JALT Director of Public Relations

Emi Itoi

Biodata • 経歴

- 現職(2001年より)：　文教大学　文学部　英米語英米文学科　専任講師
- Current Job: Full-time instructor at Bunkyo Univ. Faculty of Literature, Dept. of English Literature and English Language
- 1986 - 1991: 民間英会話学校(ECC, YMCA等)、専門学校、企業などで英語を教える。Teaching English at various institutions, including ECC, YMCA, a vocational school, companies.
- 1991 - 1998: フリーランス翻訳業。Freelance translator.
- 1999 - 2001: 日本大学歯学部、日本工業大学、文教大学、東京経済大学で非常勤講師 Part-time English teacher at Nippon Univ., Nihon Kogyo Univ. and Tokyo Keizai Univ.

Educational background • 学歴

- '78 - '82: 東邦大学理学部生物学科 (Toho Univ., Faculty of Science, Biology Dept. of Biology)
- '82 - '84: Edinboro Univ. of PA, Graduate Studies, Biology Program
- '94 - '96: 神田外語大学大学院言語科学研究科修士課程　(英語学　コミュニケーション・コース) Kanda Univ. of International Studies, Graduate School of Language Science, English Communication Course
- '02 - '05: Temple Univ. Japan, TESOL Master's Program
- '05 - : Temple Univ. Japan, TESOL Doctoral Program

JALT Experience

- Member since 2004
- TOL SIG Coordinator 2004 – 2006
- LLL SIG Program manager 2006

Statement of Purpose

I joined JALT in 2004, and in the same year I was elected to be Coordinator for TOL SIG (currently named LLL) in Nara. Since I was new to JALT and didn't know much about the organization, I felt uneasy and worried about how I could manage and coordinate the SIG. However, with generous support from various members of the organization, I could fulfill a two-year duty.

Through the last four years of experiences at JALT, I have not only learned about the organization, but also found how rewarding it is to get involved in JALT activities.

I was also fascinated by talented and earnest professionals from all over Japan whenever I participated in JALT events. Consequently, I became a big fan of JATL. Now I wish to play a more active role in the organization and serve as Director of Public Relations with your support.

Thanks to hard work by the current Director of Public Relations, Sayoko Yamashita, we have successfully tightened the relationships with MEXT and JSPS and could become a very well-known organization in and out of Japan. The JALT Promotion Kit has been well received as a successful promotion tool. If elected, I will further develop the relationship with MEXT, JSPS, and corporate sponsors. And I would also like to make JALT a more diverse organization with teachers of various languages and to promote JALT widely especially among language teachers and media in local areas in Japan.

I would appreciate if I could get support from you.

2004年にJALTに入会すると、その年の奈良大会でTOL SIGの代表に選出されました。当時は、JALTのことは右も左も分からない状態でしたので、どうやってTOL　SIGを運営していけばいいのか、不安だらけでした。しかし、多くの人に支えられたお陰で無事に２年間の任期を終えることができたのです。

JALTに入会してからこの４年間で、JALTに対する理解が深まり、JALTに係わることがいかに有意義であるかを実感しました。JALTのさまざまイベントに参加する度に、すばらしい才能を持つ熱心なメンバーに出会うことができ、すっかり私はJALTファンになってしまったのです。

　この度、役員選出の時期を迎え、微力ながらもJALTの役に立ちたいと考えるに至り立候補を決めました。

　山下広報理事の活躍のお陰で、JALTは文部科学省や日本学術振興会との関係を強化でき、国内外でその存在が広く認められるようになりました。宣伝のためのプロモーション・キットも盛況です。私が広報理事に選ばれましたら、この関係をさらに大切にし、深めていきたいと思います。また、英語以外の言語を教える教師や地方で働く語学教師にも広くJALTを知ってもらいたいと思います。みなさんからのご支援をお願いします。

Candidate for the Office of NPO JALT Director of Public Relations

Rieko Matsuoka

Biodata

- Current Position: A professor at the National College of Nursing
- Chapter Affiliations: Currently in West Tokyo. Previously in Yokohama
- SIG Affiliation: Pragmatics
- Other Affiliations: JACET, PAAL, AsiaTEFL, EuroSLA and the Shonan Society of English (as Editor)

Education:

- B.A. in International Relations, Tsuda College, Tokyo, Japan
- M.A. in Applied Linguistics, Columbia University, New York, USA
- Ed.D. in Education, Temple University (TUJ), Philadelphia, USA

Work Experience

I have been teaching English and related subjects in Japan for 20 years and have experience of teaching Japanese in the USA for 11 years. Currently, I teach English to undergraduate students, teach research methodology to graduate students and supervise graduation theses at the National College of Nursing. My research interests include learners' willingness to communicate, communication apprehension, age factors in second language acquisition, discourse analysis, and language relativity in translation. I have presented and/or written on all these topics.

JALT Service

I have been a JALT member since 1997 and have been a co-chair of public relations at the Pragmatics SIG since 2006. I have also worked as a site chair for the National Conference at the Tokyo Olympic Center in 2007 and I will do the same this year. I enjoyed being a program chair for the PanSIG in 2008.

Statement of Purpose

Working as a site chair last year suddenly made me aware of and active in the JALT community. Being involved in organizing the national conference, I was surprised at how I enjoyed dealing with even the most challenging of things. It reminded me of what I did as the leader of student councils when I was a junior and senior high school student decades ago. Also, it was a great privilege for my students to work as interns at the conference site. They enjoyed the experience of speaking English to the participants there and being among people from many cultural backgrounds.

　Now I have decided to stand for the post of Director of Public Relations. I would like first of all to try my best to promote relationships with domestic organizations, so that English educators in Japan will be better aware of the research activities in language education that JALT has been conducting. Secondly, as a frequent presenter at international conferences overseas, I would make efforts to expand connections with other international organizations, as JALT has already done with PAC and TESOL. Faced with a decrease in the number of members, I hope to emphasize JALT's international and academic status, in order to boost new membership.

　I hope that you will choose me and I can become a successful Director of Public Relations. I look forward to working as part of the wonderful JALT community.

経歴

- 現職:国立看護大学校教授
- 在籍支部: 現在 東京西部 – 過去の在籍支部:横浜
- 在籍分野別研究部会: 語用論部会(Pragmatics)
- 他の加入学術学会: 大学英語教育学会 (JACET); 環太平洋応用言語学会 (PAAL); アジア英語教育学会 (AsiaTEFL); ヨーロッパ第二言語習得学会 (EuroSLA); 湘南英文学会:編集者 (Shonan Society of English)

学歴

- 津田塾大学国際関係学部にて学士号取得

- アメリカ合衆国ニューヨーク州コロンビア大学にて応用言語学修士号取得
- アメリカ合衆国ペンシルベニア州立テンプル大学にて教育学博士号取得

職歴

私の日本における教歴は、20年、合衆国における教歴は11年　に及びます。現任校では学部生の英語、大学院生の研究方法を担当し、卒論の指導を行っています。目下の研究テーマはコミュニケーション意欲、および不安、　第二言語習得における年齢要因、談話分析、そして翻訳における言語相対性で、現在それぞれについて研究を進めております。

JALTにおける職務

JALTに加入したのは、1997年ですが、語用論部会の広報担当の役員となったのは2006年で、2007年には全国大会の実行委員長を務めました。今年度は、PanSIGの大会のプログラム委員長を務め、来る全国大会の実行委員長の任務を受けました。

目標声明

昨年の全国大会で実行委員長を務めさせていただいたことで、突然ＪＡＬＴに深く関わるようになりました。その任務を果たしながら、はるか昔、生徒会の副会長　などを経験したことを懐かしく思い出し、困難なことも含め楽しむことができました。また勤務大学の学生がインターンとして貴重な経験ができたこともすばらしい機会でした。

そしてこのたび広報担当の理事として立候補することと致しました。まず、ＪＡＬＴの教育活動および研究活動が日本における英語教育の質の向上に有意義であることを国内の諸機関に周知させていきたいと思っております。さらに、海外の国際学会に参加する機会には、ＪＡＬＴがすでに連携しているＰＡＣやＴＥＳＯＬのように、他の国際学会との連携を探る努力をしていきたいと考えております。会員数の減少という現実に直面しておりますが、ＪＡＬＴが高い学術　性や国際性を有する学会であることを周知させることで、会員数も増加すると考えます。

ＪＡＬＴの会員の皆様、ご支援のほど、どうぞ宜しくお願い申し上げます。

Candidate for the Office of NPO JALT Director of Records

Aleda Krause

Biodata

- Have run my own ESL school for children for 20 years
- Have taught "Teaching English to Children" at Seigakuin University since 2000
- Do teacher training all over Japan and internationally
- Author of two series of textbooks for children
- MA in Linguistics from the University of Michigan

JALT experience

- JALT2007 and 2008 Conference Program Chair
- *TLT* Assistant Editor since 2005
- *TLT* Chapter Events column editor since 2004
- Internal auditor of chapter and SIG accounts since 2007
- Treasurer of the LLL SIG since 2007
- Treasurer of TC SIG since 2006
- Founding Coordinator of the TC SIG from 1996-2004
- National Treasurer for 6 years between 1982 and 1993
- Conference Handbook editor, Registration Chair, Inputter, and Treasurer at various times between 1987 and 2001
- Conference Site Chair in 1990, 1992, and 1998
- Financial Steering Committee Chair and Chapter Treasurer Liaison for too many years!
- Omiya Chapter president 1988-1989
- Omiya Chapter Program Chair 1999-2001
- Member since 1978 when I arrived in Japan

Statement of Purpose

Taking notes and keeping records for JALT is one thing I have not done. It will be an opportunity to try to collect and organize JALT's more than 30 years of history. Not a simple task, but with my long experience in JALT, I feel I am up to it.

The Director of Records is also responsible for keeping JALT members informed of decisions taken at the Executive Board Meetings and by the Board of Directors through the JALT Focus column in *The Language Teacher*. I believe this is a very important responsibility because all JALT members should have the opportunity to know what is being done. I will take the responsibility seriously.

Through the years, my work with JALT has given me the chance to meet many people, make many friends, and admire the professionalism so many of JALT's volunteers show. I am proud to be a part of this organization.

Donna Tatsuki has done careful work in this position. I hope to be able to continue and expand JALT's records.

私はメモを取り記録に残す事をJALTの為にやった事がありません。私としては、JALTの30年以上の歴史を集め、整理する良い機会になると思います。決して簡単な仕事ではないでしょうが、永年JALTで活動している私に適していると感じています。

書記担当理事はこの他に、JALTの会員に執行委員会や取締役会で決定された事を、*The Language Teacher*内のJALT Focus フォーラムで伝える役割があります。私はJALT会員が、今何が決定されているのかを知る権利を持っていると思い、TLTで議事内容を知らせることは書記担当理事にとってとても重要な責任であると考えています。私はその責任を真剣に受けとめます。

永年のJALTでの活動で、私はいろんな人に会い、多くの友人を作り、JALTのボランティアたちが見せるプロ根性に感銘しました。この組織の一部である事を、私は誇りに思っています。

Donna Tatsukiはこの役職を注意深くやりこなしました。私もそれに続き、そしてJALTの議事録を後世に残していきたいと思っています。

Candidate for the Office of NPO JALT Director of Treasury

Kevin Cleary

Biodata
Work Record:
- Japan: Lecturer of English at Tokyo University of Science (from 1995) and Sophia University Community College (from 1991). US: Lecturer of Accounting, Loyola University of Chicago (1988-1991).

Education Record
- B.S., Accounting and Economics, Oklahoma State University
- J.D., Loyola University of Chicago

JALT Service
Treasurer, Tokyo Chapter, since 2002; Chapter Treasurer Liaison, 2006-2007; Financial Steering Committee Chair, 2007-2008 term; Internal Audit Coordinator, 2008.

Statement of Purpose
Since joining JALT I have been involved in treasury duties in various positions. In each new position, and in each year, I have seen JALT continuously increase its professionalism. As other treasurers who have served for a few years can attest, the documentation and procedural requirements for treasurers are getting more user-friendly each year, as Peter Wanner and Kevin Ryan made great efforts to help treasurers understand and comply with their responsibilities. I look forward to supporting the trends they put into action. As I have been the treasurer for Tokyo Chapter for the past five years, I have a few ideas that I feel could help streamline the treasurer function even more. JALT's finances have improved markedly under my predecessor's stewardship, and again I would hope to be able to continue that positive trend. As we are all depending on a fiscally healthy JALT for our career development I am aware of the great responsibility the position entails.

Before coming to Japan I was an accounting lecturer. As I told my students in Chicago, "Accounting is a foreign language." Now I teach accounting in English to adult students, compounding the foreign quotient of the language. The ability to demystify bookkeeping for such diverse audiences has been very useful in my JALT service so far and I look forward to making more efforts in that regard. My main goal, if elected, would be to help identify ways of minimizing costs, increasing membership (and accordingly revenue), and thus helping give JALT a firm financial standing upon which we can continue to build our organization.

趣旨
私はJALTに加入して以来様々な立場で会計責務を遂行してきました。そして各年度、各立場に置いてJALTがそのプロ精神を向上し続けるのを見て来ました。 会計係が内容を理解し責務を果たせる様に、ピーター ワーナーとケビン ライヤンが助力に骨を折ったおかげで、会計役務の為の資料と手続き上必要物が 年々使い易くなっている事を数年にわたり関わった会計担当者たちは証言しています。私も彼らが合理化させたこの動向をサポートしたいと考えています。 私は過去5年に渡り東京支部で会計を担当し、会計機能をより合理化させるためのアイデアを幾つか持っています。 JALTの財力は前任者達の会計の役目の下著しく向上しました。私もこの建設的な動向を維持する事を望んでいます。 私たちは皆自分たちの職業上の成長の為にJALTが財政的に安定していることを頼みにしています。この役務の内含する大きな責任を感じています。日本に来る前私は会計学を教えていました。シカゴの学生達には『会計学は外国語』だと話していました。現在、社会人学生に英語で会計学を教え、「言語」の異質性を混ぜ合わせています。このような多様な人々に簿記を明確にしてきた経験はJALTでの役務上有効であり、この点に於いても今迄以上に 力を入れようと考えています。選任された場合の私の主な目標は、コストを最小限にし、会員を増やす（それに伴う定期収入）方法を見い出す事です。 そうする事により私たちが組織を維持し続けて行く為の安定した経済基盤をJALTにもたらすでしょう。

Socio-cultural barriers facing TBL in Japan

Christian Burrows
International Pacific University (Okayama, Japan)

This paper aims to highlight potentially problematic areas when introducing task-based learning into the Japanese university classroom. It argues that factors prevalent in collectivist environments, such as Japan, minimize what Willis (1996) claims are the main strengths of task-based learning. It further hopes to demonstrate this weakening of the approach is due to a combination of the model's structure, in addition to socio-cultural and cognitive influences. In conclusion, suggestions are made which could reduce the influence of these factors and lead to a more productive language learning experience.

本稿では，日本の大学で「タスク中心の学習」を導入する際に問題になり得る領域に着目する。日本のような集団主義の国で起こる様々な要因によって，Willis (1996) が「タスク中心の学習」の主な長所と呼ぶものが最小限の効果しか上げることができないと著者は主張する。さらに，このアプローチを弱めるのは，社会文化面や認知面での影響に加えて，このモデルの構造とのコンビネーションであることを論証したい。最後に，これらの要因を減らし，より生産的な言語学習経験ができるような示唆をする。

Real-life interaction

In recent years applied linguistics has seen a move away from a linguistic syllabus to one built around the sequencing of real-life, communicative tasks. This shift, it is argued, offers a richer exposure to language use, while providing the motivation required for students to build on their existing language repertoire. Proponents claim this use of the language satisfies what is known about second language acquisition, by furnishing contexts that make the learning process closer to real-life language situations, as:

> People of all ages learn languages best, inside or outside a classroom, by not treating the languages as an object of study, but by experiencing them as a medium of communication. (Long & Robinson, 1998, p.18)

Fulfilling these objectives led to the development of task-based learning (TBL), an offshoot of the communicative language approach (CLA), which views the learning process as inextricably linked to the completion of goal-orientated, meaning-focused activities. These activities or tasks, which lack a restrictive grammatical focus, afford students a range of specific, non-linguistic outcomes to be reached through communicative interaction. This corresponds with Nunan's (1989) definition of tasks as:

> A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. (p.10)

Despite these goals, the effectiveness of TBL is influenced by several factors prominent in "collectivist countries" such as Japan (Hofstede, 1986, p.312). The factors include: (a) the learning style of Japanese students, (b) the learning expectations of Japanese students, (c) socio-cultural differences, and (d) the structure of TBL. After a brief review of TBL's pedagogic aims, each of the above factors will be addressed. Finally, suggestions are

made that, if incorporated into the TBL approach, may help to improve the effectiveness of the approach in Japan. These suggestions are intended to apply to TBL in Japan and represent possible solutions rather than endorsement of particular teaching methodologies.

The aims of task-based learning

The different phases of TBL are intended to maximize the pedagogical and interactional focus on completion of the task (Seedhouse, 1999), thereby satisfying the four conditions of exposure, motivation, real language, and a focus on form, which Willis claims are needed to effectively learn a second language (Willis & Willis, 1996, p. 59). This emphasis on "fluency as the basis for linguistic accuracy" (Willis & Willis, 1996, p. 45) maintains that the variety of interaction produced is more productive to language development than the actual linguistic forms used. This divergence from a typical CLA approach affords students the linguistic freedom to choose from their existing resources to focus on a broader range of lexicon when completing the task, rather than "bits and pieces of language" in isolation (Brown, 1994, p. 229).

Such a rejection of traditional form-focused activities assumes students can internalize grammatical features, in addition to producing the rich and varied lexical items necessary to help language competence gradually improve (Willis, 1996). It is claimed that it is this application of existing linguistic knowledge which links cognitive learning to linguistic functions encompassed by task completion, allowing "the unit of syllabus design to drive [students'] systems forward" (Willis & Willis, 1996, p. 10). This interaction at the heart of TBL means success (however one measures it) depends on the degree and nature of student involvement.

The learning style of Japanese students

Willis (1996) recognizes that TBL's expectations of autonomous learning and student independence represent learning strategies that vary from Japan's pedagogical traditions. Such "Western cultural approaches" (Jones, 1995, p. 229) can render expectations of student input and active participation unrealistic, as they fail to acknowledge Japanese students' cognitive processing style or "an individual's preferred and habitual approach to organizing and representing information" (Riding, 2001, p. 48). What has been labeled a "lack of predominant learning style" (Reid, 1996,

p. 336) can be evident during the TBL pre-task brainstorming stage, when some students have difficulty completing activities that call for their own creative input. Furthermore, TBL claims that students enjoy working independently from the teacher are not supported by my own research (Burrows, 2005), which reveals a preference for more opportunities to interact directly with the teacher, and to receive reassurance, correction, and encouragement.

Japanese students' different cognitive profile suggests they should be taught ways to learn (Jones, 1995), in addition to the language itself. If given the freedom to choose a preferred learning style, they will do so based on their own experience, thereby negating the purpose of being afforded the choice. To overcome these preconceptions, teachers need to raise "awareness about the pedagogical approaches" (Bygate, 1994, p. 243) and explain the rationale underlying the selection of each task. Students must also be made to recognize that learning an autonomous approach (which TBL ultimately is) is not a simple transmission of knowledge, but a collaboration as they attempt to express their own meanings for their own learning purposes.

Further assumptions of TBL, in regard to students being able to notice or induce the information required, are not supported by a 5-month evaluation (Burrows, 2005). This highlights that it is not enough for students to immerse themselves in the target language and hope acquisition takes place. I am suggesting students should not simply be provided with comprehensible input, but that it is important to present tasks that tap into, but don't rely on, student learning styles. Without such activities, too heavy a burden may be placed on students ill equipped and unaccustomed to such learner autonomy.

Student expectations

Due to different teacher-student beliefs in regard to the role of the learner, the classroom will not always be seen as a meeting place between student expectations on the one hand, and curricular content and pedagogical appropriateness on the other. The teacher-centered nature of the Japanese education system "shapes and maintains students' beliefs and concepts they hold in regard to the language learning process" (Wenden, 1991, p. 34). Like many other Asian countries this system tends to value group consensus, and employs rigid, teacher-centered teaching practices. In such an environment the teacher's knowledge is bestowed to the student, while s/he passively lets

"the wisdom 'pour into' him" (Brown, 1994, p. 17). This results in a reluctance among students to engage, interact with, or question the teacher. As a result, instances of student dissatisfaction are likely when teaching is inconsistent with student beliefs (Burden, 2002). The strength of these expectations is recognized as a potentially significant element when making the transition to the "apparent randomness" of TBL (Bowen, 2004). Awareness of this discrepancy or "hotspot," as referred to in research by Woods (1996, p. 71), is potentially problematic as students move from a teacher-centered system to an autonomous learning environment. It is therefore imperative that these kinds of false assumptions and prejudices which underlie students' attitude towards their role in learning are not ignored.

These "mismatches" between expectation and the teaching approach (Rausch, 2000) clearly illustrate that Japanese students and their foreign language teachers do not share the same understanding of what comprises proper classroom behavior. Nunan (1989) concurs that:

No curriculum can claim to be truly learner-centered unless the learner's subjective needs and perception relating to the processes of learning are taken into account. (p. 177)

The strength of this influence means that students' knowledge and attitudes are the key to language success, and involving them in the collaborative process, through incorporating their cognitive and learning preferences, is essential.

Socio-cultural differences

Even within the classroom the situation is not only determined by cognitive and expectancy concerns, but also affective dimensions. Such is the strength of these dimensions that they often determine the level of participation among students, and even render opportunities to communicate and express feelings unproductive. Consequently, rather than be a motivation to use the L2 (as TBL maintains), TBL activities can often result in the prominent use of L1, labeled by teachers as "the most prominent difficulty" during a TBL lesson (Eldridge, 1996, p. 306). From my experience this is evident in activities where students could easily use their L2, when the context is personalized and relevant, yet those activities still result in minimal L2 interaction. Other socio-cultural manifestations which can be observed in the Japanese classroom are: (a) students seldom initiate discussion, (b) students generally avoid raising new topics, (c) students rarely seek clarification, and (d) students are reluctant to volunteer answers (Anderson, cited in Wadden, 1993, p. 102).

The significance of this is illustrated in the following common complaint among native English teachers in Japan.

[Students] seldom volunteer answers, a trait that many Western instructors find extremely frustrating. Most Japanese will only talk if specifically called upon, and then only if there is a clear-cut answer. This does not necessarily signify an unwillingness to comply, but may simply indicate that the student is too nervous to respond, or too uncertain of the answer to risk public embarrassment. (Anderson, cited in Wadden, 1993, p. 102)

TBL interaction

The nature of the task in TBL also has a direct influence on the type and characteristic of the interaction produced, with linguistic forms treated as a vehicle of minor importance (in accordance with Willis' 1990, p. 127 definition). It is even recognized (Nunan, 1999) that certain activities (e.g., categorizing is often used in the pre-task stage) may or may not actually involve the production of language itself. Therefore, the lack of structure, in addition to the linguistic freedom it accords, means that it is the task itself, argues Seedhouse (1999), which actually constrains the kinds of linguistic forms used, in effect minimizing linguistic output.

Another weakness of TBL, cited as one of its main strengths, is its claim to improve student motivation. The omission of a focus on form only seems to restrict the lesson to "teaching how to do tasks better" (Nunan, 2001, p. 279), rather than providing opportunities for students to focus not only on language but also on the learning process itself. As a result, the type of interaction produced during the task-cycle also raises questions about how much students' language proficiency is being extended. It is clear that TBL can overemphasize the importance of just "getting the job done" (Robinson, 2001, p. 184) at the expense of improving target language ability. This is supported by Seedhouse (1999) who highlights that TBL interaction often seems "very unimpressive" (p. 153) as there is:

A tendency to produce very indexical interaction, (i.e., interaction that is content-bound, inexplicit, and hence obscure to anybody reading the extracts). Interactants in a task seem to produce utterances at the lowest level of ex-

plicitness necessary to the successful completion of task. (p. 153)

Lack of empirical evidence confuting such claims has lead to questions about what has actually been proven in TBL. Seedhouse notes the results from the Bangalore project seem to be "less than conclusive" (1999, p. 154) and only tentatively support the claim that grammar construction can take place through a focus on meaning alone. If the primary function is "to facilitate the unfolding of the learner's powerful internal syllabus" (Robinson, 2001, p. 184), it appears to be contradicted by evidence (Burrows, 2005) that much of the negotiation occurs in L1. Students seem to distinguish between the tasks, which are conducted in L2, and negotiation of meaning in L1. Therefore, the first objective of using tasks as a means of encouraging more L2 use appears unsuccessful.

Implications

TBL's emphasis on first acquiring lexical forms before grammar does not address the difference between the Japanese and English language. Without a chance to use targeted language (not target language), not just to practice forms but also to achieve tangible results, the limited nature of TBL interaction becomes apparent. Without a more structured lesson, assuming that awareness will occur is presumptuous as it fails to provide the correct context for Japanese students. Students will not start to notice differences; realise preferred learning styles; and put aside cultural, social, and affective factors because of this approach. Without explicit instruction Western teaching strategies will not instigate or motivate a feeling of the onus being on students to develop communicative competence.

Furthermore, a lack of communicative opportunity during the lesson can influence not only linguistic ability but more lastingly motivation. A lack of perceived linguistic improvement is evident with many Japanese university students regarding themselves as beginners, despite almost seven years of instruction. This can affect motivation and result in what McVeigh (2001) terms an "apathetic attitude" resulting in a loss of academic interest. Students see this failure to improve proficiency as essentially due to a lack of ability. One of the advantages of CLA is that students can view the progress being made. CLA's provision of opportunities to practice and master each linguistic target has a direct effect on motivation in addition to confidence. This achievement encourages a "sense of accomplishment, a sense of value

in the instruction itself, and a resultant confidence boost" (Burden, 2002). Therefore, although the aim of TBL is not to perfect student production of the target language, this is how it will be viewed by many Japanese students, resulting in any failures of production being perceived negatively (Burden, 2002).

TBL's opportunities to use the L2 freely can be appreciated, yet assume a certain level of linguistic competence. There is much practice that is required before this can be achieved, from simple exercises, to more complex and lengthy activities. In designing task sequences it is important to consider that this process is recognized in the salience of the pedagogic goals of the task. It therefore requires particular emphasis placed on activities that provide students with a sense of achievement and personal accountability, and help them think about the process of language learning and how to approach it more effectively. Also, a focus on teaching the principles of interaction, interdependence, and individualism in the language learning process is also needed. These cooperative strategies may alleviate the otherwise negative self-perceptions that evolve from poor individual performances. Repeated failure is demotivating for students, so the concept of a "reasonable challenge" (Crookes & Schmidt, 1991, p. 46) has to be realistic in what can be achieved.

Conclusion

Although TBL appears to have strong theoretical and pedagogical arguments which offer students more of a challenge than the display activities used in CLA, it is my conclusion that it leads to less productive lessons in a collectivist culture like Japan. The desire for students to be able to negotiate real situations is a learning objective most English language teachers would aspire to. However, a teaching approach which places too heavy a burden on students is not only unrealistic but also unreasonable. Few would argue that the teacher dominated, initiation-response-feedback pattern needs to be used more often, but the other extreme of merely "furnishing conditions in the classroom" (Krashen, 1982, p. 72) also seems equally undesirable.

The different shades of TBL demonstrate the possibility for a more fused form of the model, incorporating a certain focus on form. In which case, a compromise or hybrid (Nunan, 1989) could be developed which integrates a systematic approach to grammar and lexis in a comprehensive approach adaptable to changing student needs (Bowen, 2004). This hybrid would need to

have a balance between a focus on form, accuracy, and complexity, with a focus on communication. This has resulted in some teachers adopting a mixed approach where form-focused components are added to complement task-based activities. These activities have very specific outcomes, making it easier for students to evaluate their success. Another option could be to incorporate more tasks which are loosely structured with a less specific goal.

It is my opinion that because of the strength of cognitive and socio-cultural factors, they cannot be overcome regardless of the teaching methodology. Their influence may be minimised, but this would require teachers acknowledging and bearing responsibility in adopting teaching methods or methodologies which recognise the importance of culture. This necessitates teachers adopting activities which may seem too teacher-centred, but meet student expectations and maximise student involvement in the learning process.

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Christian Burrows has been teaching at various levels within the Japanese education system over the past 9 years. Since April 2007 he has been teaching at International Pacific University, Okayama. He graduated from the University of Sheffield (England) with a BA in Politics and the University of Birmingham (England) with an MA in TESOL. When he is not devising ways to make Japanese students speak in English during class he continues the struggle of mastering the Japanese language.

Negotiating objectives in a language program

James Venema
Nagoya Women's University

This paper outlines, with specific references to a 1st-year English course, the interactive and ongoing process of developing program-wide objectives in a language department at a private women's university in Japan. This process is acieved by facilitating consensus among teachers in coordinated courses as well as developing curriculum by facilitating teacher dialogue. The narrative concludes with practical suggestions for program developers who are considering implementing program-wide objectives in Japan. Interested readers may access the supporting program documentation online at <www.nwuenglish.org/teachers/>.

本稿では，日本の私立女子大学の言語学科におけるプログラムの目的を開発するインタラクティブなプロセスについて述べる。その中でも，特に1年生の英語コースに着目する。このプロセスは，教師の対話を促しながらカリキュラムを開発していくと同時に，複数の教師が担当するコースの中で教師間のコンセンサスを形成する一つの方法として説明されている。本稿の最後では，日本でプログラムの目的を実践しようとしているプログラム開発者達に示唆を与える。関心のある読者は，オンライン上で，次のサポート・プログラムにアクセスできる。<www.nwuenglish.org/teachers/>

THE IMPORTANCE of goals and objectives in language programs has long been stressed (Breen & Candlin, 1980; Brown, 1995; Mager, 1975; Richards, 2001). However, while there is information on the introduction of objectives in individual courses (Griffee, 2004), much of the literature on TEFL education at universities in Japan suggests many language programs have failed to implement clear objectives (Cowie, 2003; Hadley, 1999; McVeigh, 2001; Prichard, 2006). Cowie, describing a national university, writes that:

> Teachers have a great deal of freedom as to what and how they teach. They are assigned course titles such as: 'English Conversation 1' and 'Writing 1' and so on, but beyond these simple labels it is entirely up to each teacher to devise and deliver a curriculum. (p. 41)

A transition from this situation to a curriculum with coordinated objectives involves a significant paradigm shift. Even assuming some consensus on the importance of coordinating course objectives, the critical and often controversial question remains as to what form those objectives might take. Over the past 3 years at Nagoya Women's University (NWU), the International English Program (IEP) has undergone the transition from just such an assortment of course titles to a coordinated program with objectives for all English courses. Implementing objectives was not a one-time occurrence but has, instead, proven to be an ongoing, and cyclical, process involving teacher negotiations and syllabus adaptations. This paper presents this evolution in a 1st-year general English course and then outlines suggestions for educators considering the introduction of program-wide objectives.

Initiating objectives

The implementation of detailed written objectives for all courses began in 2006 with the introduction of goals and classwork checklists, written by three full-time teachers. According to Richards (2001), objectives differ from more general goals in that they describe end-goals in smaller units of learning; provide a more concrete basis for organizing classroom activities; and offer descriptions of learning in terms of observable behaviour (p.123).

Writing the objectives in the form of checklists and sharing them among teachers and students encourages reflection on the objectives at both the outset and completion of the course. Objectives have been divided into *skills* and *classwork*: for both teachers and students it is important to not only define language skills but also the work that students are expected to complete over the course of the semester to acquire those skills.

A creative process

Creating objectives is best seen as a process. Pennington and Brown (1991) note that this involves negotiations and choices that will "be significant in defining the ultimate character of the ever-evolving curriculum" (p. 63). This process of negotiation is less likely to succeed when it fails to include the teachers who teach the courses. The tertiary system in Japan often relies on a high percentage of part-time teachers (Hadley, 1999), presenting significant coordination challenges for program developers, especially in creating opportunities for inclusion in teacher dialogue.

In an attempt to get over this hurdle, the IEP has taken several steps to facilitate dialogue (Venema, 2007), perhaps the most important of these is coordinating meetings. (Venema, 2006) To allow both full-time and part-time teachers to meet and share information on the courses they are jointly teaching, all teachers in a given course, which meets at the same time and day, finish classes early twice a semester for 30-minute meetings.

Since 2006, minutes have been kept of all meetings by one full-time teacher. These minutes summarize each teacher's input and are distributed to participating teachers after the meeting. Keeping minutes serves to recognize all teachers' input and provides a record of their contributions. For the purposes of this paper, minutes also provide a record of teacher dialogue, albeit limited. Individual teacher contributions, recorded in an abbreviated form, cannot provide information on the dynamics and subtleties of the

dialogue taking place. Still, particularly where information on classroom activities for individual teachers or suggestions for improving the course is documented, the minutes do provide useful information to highlight the ongoing negotiation of course objectives. Excerpts of these minutes illustrate the program development process in the Basic English course.

Basic English: The course

Basic English (BE) is a compulsory, interdepartmental 1st-year course first written and introduced by a full-time faculty member in the spring of 2005 (Barker & Venema, 2005). Taught over two semesters, (BE1 and BE2) it is a conversation course with the primary goal of tapping into students' existing knowledge of English in order to develop their ability to take part in simple conversations. For most teachers the following aspects of the syllabus required significant shifts:

There is no textbook for the course: the content primarily originates with the students themselves in the form of (teacher corrected) questions and answers, compiled and recorded by students in their notebooks.

A common oral final exam was set where teachers did not grade their own students. Instead, teachers swapped classes for the exam and graded students using a common rubric (Appendix 1).

A more detailed description, including objectives and teacher notes, can be found in the current version of the *English Teachers' Handbook* (Venema, Emori, & Jarrell, 2008, p. 17–19).

Negotiating objectives
Coordinating classes and teachers

The objectives for BE 1 were first set as checklists in April of 2006 (Appendix 2). However, the minutes of coordinating meetings revealed lingering disparities, where Teachers A, B, and, to a lesser degree, C appear to be working toward diverging objectives such as role-plays and functional topics, instead of conversations on everyday topics as outlined in the course checklist.

Teacher A is focusing on functional topics (role plays) upon which he can solicit and provide students with structural input. He is presently working on the topic "planning a party" with structural input on modals of advice and suggestions.

Teacher B has been working on role plays on the travel theme, including restaurant role

plays, hotel role plays, and shopping role plays. He intends to focus more on conversation from this point on.

Teacher C has been focusing on functional topics (*How do you…?*) and on themes such as travel. He has been expanding on topics from the first semester by providing students with language input in the form of worksheets.

Teacher D talked about a separate class in a different department. This is a review class where students have been focusing on the basics of conversation as outlined on the class goals checklist. These skills include question making, expanding on responses, and asking follow-up questions.

(Coordinating meeting minutes, Basic English, October 2006)

Indeed, some questions arose when, as outlined at pre-semester orientation and written in the course outline in the *English Teachers' Handbook* (Venema, Emori, & Jarrell, 2008), teachers swapped classes to evaluate students on a 5-minute conversation test. It quickly became clear that students in some teachers' classes were unprepared for the oral test, indicating that classes throughout the semester had been devoted to objectives diverging from those set for the course. Six months later, however, coordinating meeting minutes indicate significantly more consensus among the teachers:

Teacher B

1. Explained details of the oral test at the outset of course to motivate students.

2. Has added materials from the textbook *Nice talking with you.*

3. Has incorporated a flowchart with Question/follow-up Question/How about you?

Teacher C

1. Based decisions on the checklist.

2. Included an extra topic – self introductions.

3. Has now finished family topic and will start on free time.

4. Has incorporated handouts from the textbook *Talk About It.*

5. Students get questions from two sources – brainstorming in groups and *Talk About It.*

6. Is using the notebook as suggested in syllabus notes.

7. Averages about 30 minutes of free talking time per class.

Teacher E

1. Starts every class with free conversation – multiple partners.

2. Added materials from textbooks *Nice Talking with You* and *Many Things.*

3. Included instruction on discourse markers in conversations.

(Coordinating meeting minutes, Basic English, May 2007)

While teachers are incorporating different materials, and different kinds of activities, all of them, including Teachers B and C from the earlier coordinating meeting, do appear to be working towards the main objectives of the course. While a common oral test no doubt played an important role in coordinating teacher efforts, the opportunity for teacher dialogues, and their potential for awareness-raising regarding course objectives, was also important.

Adapting objectives

Educators should avoid viewing the setting of objectives as a single task. Instead, the negotiation that results from efforts to arrive at consensus is also an opportunity for ongoing curriculum development. This dynamic process is readily evident in BE, particularly in BE2, the second semester of the year-long course. As the course became increasingly coordinated, it was suggested that the objectives themselves might be inadequate for a full-year course:

Teacher B

1. Inquired as to how the bar could be raised in BE 2.

2. Feels that students need to be challenged more in second semester.

Teacher D responded that they are now considering 2 ways to raise the bar:

1. Incorporate anecdotes

2. Include longer conversations and topic change.

(Coordinating meeting minutes, Basic English, July 2007)

Indeed, the two innovations, anecdotes and topic change, were incorporated in BE2 in 2007 (Appendix 3). As with any changes to the objectives of a course, the process is best seen as provisional and ongoing. This is evident in the minutes of a different block of BE2, for students in a different department:

Teacher F

1. Will assess students separately from other teachers and will not be swapping students with another teacher for final oral test (agreed at first coordinating meeting).

2. Has been focusing on basics of conversation not anecdotes – students still have serious structural issues and tend to rely on Japanese.

Teacher G

1. Will be able to evaluate course and the incorporation of anecdotes after test.

2. Ss have no problem in keeping conversation going 5 minutes.

3. Weak point of students is anecdotes.

4. Wonders if Ss may feel uncomfortable monopolizing conversation long enough (30 seconds) to tell anecdote.

Teacher H

1. Ss needed to be stopped after 10 minutes speaking – no problem in keeping conversation going.

2. Ss can tell anecdotes but have trouble fitting them in to a conversation (overuse *By the way*).

3. Takes over a minute for students to tell anecdote – enough time on test?

Teacher I

1. Anecdotes are good, most Ss were also successful in inserting them into conversations on mock tests.

(Coordinating meeting minutes, Basic English 2, December 2007)

In this block of BE, there are 4 different classes, where students selected one of three levels:

• Level 1 (Teacher I): Those students who felt BE1 was not challenging enough and want to move at a faster pace.

• Level 2 (Teachers G and H): Those students who felt BE1 was about the right level and want to continue at the same pace.

• Level 3 (Teacher F): Those students who felt that BE1 was quite difficult and would like the opportunity for review and consolidation.

Teacher F, in Level 3, negotiated a set of objectives without anecdotes included, in response to the needs of students in the lowest level class. Of the remaining three teachers, only Teacher I in Level 1 was confident that his students had attained the objective of incorporating anecdotes into conversations. BE2 evidently requires further

fine-tuning; specific questions that need to be addressed include:

1. Does BE2 need diverging objectives for different levels?

2. Is the objective of incorporating anecdotes in conversation an appropriate one in a compulsory 1st-year course?

3. Does the time required for students to contribute anecdotes detract from the larger goal of conversation? How long should the anecdote be?

These questions need not be seen as failures of the objectives or the course. Instead, the ongoing re-evaluation of objectives is an important part of the continuing process of curriculum development.

Suggestions for program developers in Japan

There are serious challenges for tertiary language programs that attempt the move from a loose collection of course titles to courses with common objectives. Some tentative suggestions offered here are based on the experiences of teachers at NWU, including both successes and failures.

Lay the groundwork

The implementation of common objectives in a tertiary setting such as outlined by Cowie (2003) is a significant paradigm shift, and a reasonable degree of consensus, particularly among full-time professors, is of obvious importance. Program coordinators might be wise to start with the coordination of specific syllabi and courses, before trying to tackle the implementation of broader department-wide objectives.

Take the long view

See the process of implementing objectives as just that, a process, and not a one-time description with subsequent efforts devoted to ensuring that teachers toe the line. Where teachers can be brought together, the best form of persuasion is indirect: the evident enthusiasm and competence of other teachers who are already on board. Programs moving towards increased coordination may be dealing with teachers who have been operating with complete autonomy for years, if not their entire career. It is only sensible to offer teachers both time to adapt and the opportunity for input.

Be transparent

Communicate what you are doing and why, and be sure to outline expectations of teachers. While it is important to allow for both time and negotiation, coordinated objectives ultimately demand the cooperation of teachers. Despite making efforts to achieve consensus some teachers may refuse to comply. Part-time teachers, on yearly contracts, ultimately have the job flexibility to seek employment elsewhere.

Provide unifying goals

Be sure to outline both general goals as well as specific objectives. While objectives provide crucial information for assessment and the organization of classroom activities, their very detail may cause confusion as teachers and students struggle to find the time to meet all objectives for a course. In the end, program developers should be sure to clarify one big idea which teachers and students find both worthwhile and attainable. This goal can serve as the guide through the inevitable highs and lows of a semester or year-long course.

Provide concrete examples of classroom activities

While well-written objectives do provide a basis for organizing classroom practices, concrete ideas on classroom activities can help clarify them. The most valuable are those that have proven successful previously. These suggestions can be provided in handbook or in course files made available to all teachers. Perhaps more importantly, where teachers are given the opportunity to meet, the sharing of classroom ideas is a natural outcome of teacher dialogues.

Define how objectives will be assessed

Be sure to clarify how each of the objectives will be assessed, and consider omitting objectives from course descriptions that you are unable or unwilling to assess. Where some objectives are being clearly assessed and others not, the result is typically that teacher and student efforts are devoted to the former at the expense of the latter. In the end, there should and will be learning occurring that is not specified in any syllabus. A program developer need only clarify core objectives.

Remember the big picture

Any given course is only part of a larger interconnected whole, a curriculum working towards a coherent vision of language competency. Individual teachers, particularly part-time teachers, may often be unaware of all aspects of the general program. Gaps in students' ability in one course may be better dealt with in other courses. Similarly changes to one course may have implications for another.

Conclusion

Although goals and objectives are only one part of a wider program and curriculum, they are a critical part. For teachers, as well as program developers, goals and objectives provide a provisional description of what it is the program and courses are working towards, and a means by which to gauge success. An interactive process of developing objectives, while complex and even problematic, can also be a dynamic and clarifying one, making assumptions about language learning and student needs explicit. Language programs which do not take steps toward the developing objectives not only fail in an opportunity to develop a coherent sense of purpose, they also miss out on a critical and dynamic tool of curriculum development.

Acknowledgements

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Appendices

Appendices 1 to 3 can be viewed online at <jalt-publications.org/tlt/resources/2008/0808a.pdf>
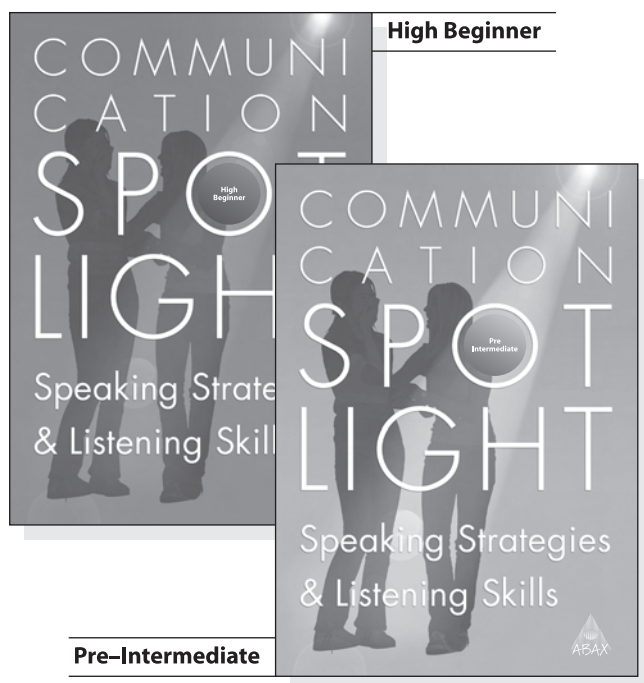
…with Myles Grogan

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

MY SHARE ONLINE

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

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

IN A bumper column this month, Simon Handy gives us ideas for learning student names. Andrew Woollock combines music and vocabulary building. After that, Tomonori Ono focuses our attention on using summaries to close lessons. Finally, Mike Lidgley uses short video clips to get students talking, listening, and writing.

Learning student names

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Quick Guide

Key words: Group dynamics, name reinforcement, remembering names

Learner English level: All

Preparation time: 5-20 minutes

Activity time: 10-20 minutes

Materials: Photographs, paper, cards, pens

Learning all your students' names is not easy, but it is achievable and it has effective classroom benefits. Kenny (1994) found that a vast majority of university students thought it was important that teachers remember their names, but that most teachers did not do so. In addition, students whose names were remembered tended to perform better than students whose names were not recalled. Why should this be so?

Imagine you are a student and you know that the teacher knows your name. How do you feel about that teacher and their lessons? More positive certainly, and perhaps ready to try your best. On the other hand, how would you feel if the teacher does not know your name? Most likely this may negatively impact your impression of the class. The following activities provide a number of suggestions for helping you remember the names of your students, thus making sure they have the best possible learning experience in your classes.

Procedure

Step 1: Make the decision that you are going to remember your students' names. Starting with a positive mind-set is half the battle.

Step 2: There is a strong link between location and memory, so take advantage of the fact that students tend to sit in the same places. During spare moments in class, write down the names of all the students and where they are sitting. In the next class, move them around and repeat. This process helps reinforce names through spatial location.

Step 3: Get the students to supply you with a passport-sized photograph. Glue the photos to a single A4-sized card. In addition to helping you learn names, this card is useful for grading purposes.

Step 4: Alternatively, give each student a card on which they must fix a photograph of themselves. Have them provide background details, such as where they were born, hobbies, and part-time job. Emphasize that students are free to decorate their cards as they wish. These cards will provide you with memorable mental imagines of each student.

Step 5: In-class activities can be utilized for name retention by making sure you always us a student's name when moving them around or calling on them for answers. If you can't remember someone's name, ask for a hint, such as the first letter. This small prompt usually stimulates your brain enough to enable recall of their name.

Additional ideas

For more ideas, try using your students and colleagues as a resource. For a more computer-based

interaction, simply type "remembering names" into your favourite search engine. Many sites will come up with interesting tips, ideas, and strategies.

Conclusion

Discipline in class is improved when each student knows that their teacher remembers their name and so could easily call on them if they were to misbehave. As a result, students stay *on task* more of the time. Class fluidity is thus enhanced because it is much easier to call on students or move them around. Making the effort to remember your students' names is a simple and effective way of demonstrating your commitment to teaching them. The more effort you put in, the more you will get out.

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Using music to stimulate free-association and promote vocabulary building

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Quick Guide

Key words: Abstract and intuitive thinking, free-association, spatial reasoning, vocabulary building, aural exercise

Learner English level: Elementary and above

Learner maturity level: High school and above

Preparation time: 15 minutes

Activity time: 30-45 minutes

Materials: Handout (See Appendix A), CD, CD player

This is a simple and effective aural activity. The focus is not to listen for anything per se. The aim, rather, is to use a variety of music and music styles as a facilitator for language production. The music simply acts as a tool to stimulate free association of vocabulary, which the students then discuss.

Preparation

Step 1: Make a handout (similar to the one in Appendix A) that provides a place for students to write down words that will come to mind in the following categories: color, country, season, age, emotion, food, weather, time.

Step 2: Prepare a CD player.

Procedure

Step 1: Pass out a copy of the handout to each student.

Step 2: Explain the basic concept of the lesson and the goals: i.e., that students will listen to some songs and are to write down any word or part of speech that comes to mind.

Step 3: Go through the words on the left of the sheet and check that they understand them. On the sheet above the English word, there is a white box; this is for the students to write the Japanese (if applicable).

Step 4: Once the students understand the words and feel comfortable with the task, elicit some examples of appropriate vocabulary.

Step 5: Play the CD, but not for too long. By allowing insufficient time to complete all the boxes, you can encourage the students to not only think faster but to also be less possessive about the vocabulary they choose.

Step 6: Before the CD ends, while the students are still writing, put an appropriate structure or dialog on the board.

Step 7: After the CD finishes, explain and model your speaking activity.

Step 8: Once the students have understood the task, have them begin performing the speaking activity.

Variations

There are numerous ways to work with the speaking activity. To stimulate your creativity, you might like to consider the following possibilities:

- Have the students write the names of (for example) five students who have the same an-

swers. This is guaranteed to get them moving and forming new pairs.

- Get the students to record each other's answers and direct them during a Q&A session. This is a good way to check they are paying attention to each other.

- With higher-level students, try having them work with the information as a starting point for short thematic conversations.

- Draw a simple grid (like the one in Appendix A) and fill it with randomly elicited responses from the students. This can be fun since responses are often very unusual and abstract. The resulting intrigue and surprise can create a very jovial atmosphere.

- You might also like to play the music while the students perform the speaking activity so as to stimulate their senses.

Conclusion

When you make the CD, try and choose from a wide variety of musical styles. It's advisable to choose non-Japanese music and also music outside of both the mainstream and their usual listening scope (See Appendix B for an example compilation). This activity can act as a catalyst for students to broaden their musical interests and thus support their wider learning development.

Appendices

Appendix A: Aural exercise handout, and Appendix B: Sample CD are available online at <jalt-publications.org/tlt/myshare/resources/0808a.pdf>

Closing ESL/ EFL lessons with summaries

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Quick Guide

Key words: Closure, lessons, summaries
Learner English level: Beginners and above

Learner maturity: High school, university, or adult

Preparation time: 1 minute

Activity time: 10 minutes

Materials: Blackboard or whiteboard, two chalk or pen colors

Since closure is an integral part of a lesson, a practical understanding on how to end lessons is beneficial for ESL/EFL teaching pedagogy. In particular, Duff and Uchida (1997) classified patterns of ending lessons as part of teachers' knowledge, more specifically referred to as "procedural knowledge embedded in teaching practices." Appropriate closure is thus one more factor that needs to be considered when designing our lesson plans. During the planning stage, we typically invest more energy into implementing a suitable opening to the lesson and tend to neglect focusing a proportional amount of energy towards adequate closure. Considering the expectation of closure serves to structure the learning experience of students (Thornbury 1999), this disparity is unfortunate. Dörnyei and Murphey (2003) further reinforce this point by mentioning that there is a need for appropriate closure due to its impact on students' future learning. However, despite the availability of literature on this area, very little practical information can be found on how to close lessons. The following lesson summary technique is easily replicated and can be successfully applied to most situations when closing a lesson.

Procedure

Step 1: Spatially divide the board in two by drawing a line from the top of the board to the bottom.

Step 2: Label one-third of the board on the right side under the heading summary. Left-handed instructors might find it more practical to use the left side of the board.

Step 3: Use only two-thirds of the board for the actual lesson. You can erase this active part and write into it again if further space is required.

Step 4: Using a different color, bullet list each key point of your lesson topic as you go along teaching the class. Since you should not erase the summary column, consider carefully the amount of space required to write down the key points.

Step 5: Indent all key sub-headings using the → symbol.

Step 6: For visual reinforcement, use darker colors for key points, lighter colors for sub-head-

ings on whiteboards. For blackboards, the reverse applies.

Step 7: Finish the actual lesson 10 minutes before class ends.

Step 8: Erase the active two-thirds of the board.

Step 9: Use the last 10 minutes of class time reviewing some of the key points that were covered in the lesson.

Step 10: Try to elicit students' responses by asking specific questions about the lesson. This helps the students review mentally what was covered.

Tips for PowerPoint presentations

When using PowerPoint to present a lesson or lecture, the process of creating lesson summaries is easier since the slides have been created beforehand.

- Use a larger font size in bold for the key points.
- Excessive usage of colors should be avoided since colors do not necessarily show up well on all slide backgrounds.
- Sub-headings are best presented indented and underlined.
- Italics tend to be difficult to read at best, thus the use of italics should be limited within the slide.
- When sequencing the slides, it is preferable that the lesson summary slide appears at the end after the concluding slide (and reference slide, if any).
- Preparing a few additional slides at the very end of the slide show containing the key points of the lecture is also a useful technique to quickly answer questions the students might have.

Conclusion

Lesson summaries are one possible technique through which ESL/EFL teachers can end a lesson. Topics covered in class can thus be reinforced, making the lesson a more efficient learning experience. This could be achieved in two ways: either by explicitly stating what was covered in the lesson or by asking the students what they thought were the most important points of the lesson. This technique can be practical in terms of improving the quality of the students' comprehension and note taking skills, as long as the layout of the summary is in a well-structured synthesized format.

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Speaking and writing activities based on a video clip

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Quick Guide

Key words: Information gap, interviews

Learner English level: Low intermediate and above

Learner maturity level: Junior high school and above

Preparation time: 20 minutes

Activity time: Up to two 90-minute classes

Materials: 3-minute video clip of a scene from an old movie, VHS or DVD player

Video recordings have long been recognized as a motivating and entertaining source of material for helping students develop their listening, discussion, and essay writing skills, as well as for teacher training, development, and student assessment (Daniels 2004, Humphries & Takeuchi 2004). In this activity, students will complete an activity that practices all these skills by watching a 3-minute clip from an old movie.

Preparation

Prepare a transcript of your video clip and whiteout key vocabulary.

Procedure

Step 1: Tell the students they are going to be working in pairs with one as witness of an incident (on video) and the other as detective. The detectives will not see the incident, but will have to produce a detailed written report based on their interviews with the witnesses. It is therefore their responsibility to interrogate the witnesses thoroughly.

Step 2: Elicit a list of six likely questions that the detectives might ask, and write them on the board, such as:

- Where did it take place?
- How many people were there?
- What did they look like?
- What were they wearing?
- How old were they?
- What time was it?
- What happened exactly?

Step 3: Elicit that while the action is taking place, the witnesses mostly use the present continuous. However, once the action has stopped and the video paused, they must use the past tense.

Step 4: Rearrange the students so that they are sitting in pairs facing each other with the detective's back to the screen. This arrangement allows the witness to explain what is happening on screen in real time while the detective takes notes.

Step 5: Play the first minute of the clip with the sound down.

Step 6: Switch off the video player and tell students to conduct their interrogations and note taking for several minutes. Move around the room and help out weaker students.

Step 7: Elicit a report of the action so far from the detectives only and write it on the board. Then ask the witnesses to add, change, or confirm the details.

Step 8: Have the witnesses and detectives exchange roles and repeat Steps 5, 6, and 7 with the second minute of the video clip.

Step 9: (optional writing activity): Students brainstorm in pairs or small groups what has happened and is going to happen next, then write the story up as a narrative to be shared and compared with the class (with a class blog, for example).

Step 10: All students now watch the third minute of the video clip.

Step 11: Watch the entire clip again with the sound up and have the students complete the cloze exercise print based on the transcript.

Conclusion

This can be used successfully (with slight modifications) with a wide range of students and levels, including groups of trainee teachers. Old films tend to work best since the students are less likely to have seen them, and because they tend to use longer takes that give the students more time to speak (although the pause button can also be used for this).

References

Daniels, P. (2004) *TLT* Wired: Video Bytes II, *The Language Teacher, 28*(1).

Humphries, S., & Takeuchi, H. (2004) Discussion and presentation based on watching a movie, *The Language Teacher, 28*(3).

THIS MONTH'S Book Reviews column features *Let the Debate Begin!* evaluated by Russell P. Hubert, a classroom textbook designed to develop students' analytical, rhetorical, and presentation skills.

Let the Debate Begin! Effective Argumentation and Debate Techniques

[Takuzo Konishi, Tomohiro Kanke, and Peter J. Collins. Tokai University Press, 2007. pp. x + 125. ¥2,000. ISBN: 978-4-486-01756-1; Teacher's Edition, pp. x + 187. ¥7,400. ISBN 978-4-486-01757-8.]

Reviewed by Russell P. Hubert, Kyoto Sangyo University

Let the Debate Begin! is a textbook designed for English debate courses at Japanese universities. Incorporating debate into the EFL curriculum not only improves students' English ability but also develops their analytical, rhetorical, and presentation skills (Byron, Goldstein, Murphy, & Roberts, 1993). The combination of content study, language practice, and critical thinking equips students with communicative skills that are needed for academic study and also in many work environments (Stewart, 2003).

The competitive nature of debate can also be an educational advantage. Students who may be reluctant to express their opinion on a given issue to avoid conflict in normal conversation may feel freer to do so in the context of debate (Luckett, 2006). With these considerations in mind, I field-tested this textbook during preparations for a campus-wide English debate competition. This contest, sponsored by the university's international exchange office, was open to students from all departments. Both the students and staff found the explanations and worksheets in this new textbook valuable and easy to use.

The majority of the textbook is written in Japanese to build a solid foundation in the theory of debate in the students' native language. However, all appropriate debate expressions, propositions (arguable statements), and activities are introduced in English. Chapter titles, subsection titles, and many of the explanatory tables and diagrams are also provided in English. An instructor will find enough to follow the organization and basic content of the text, but at least an intermediate level of Japanese proficiency is required to become completely familiarized with it, especially for instructors unaccustomed to debate.

The student textbook is organized into 12 chapters. Chapters 1 to 3 explain the basic concepts of debate, its various formats, and the importance of the proposition in a debate. Chapters 4 and 5 deal with the construction of debate arguments. Chapter 6 covers researching and using logical support. Chapters 7 and 8 discuss cross-examining and responding to arguments. Analyses of advantages, disadvantages, and counter plans for propositions of policy are covered in Chapters 9 through 11. Finally, the preparation and judging of a classroom-based debate is taken up in Chapter 12. Following these chapters, 11 sets of English worksheets for the activities in Chapters 3 to 10 are included for students to prepare arguments and practice the techniques presented in the textbook. An overview page with chapter references, goals, and step-by-step instructions in English for the worksheets is also provided. Additionally, separate English and Japanese indices are included, with English translations also listed for each entry of the Japanese index for easy cross-reference.

The teacher's edition incorporates the full student text and provides extensive notes in Japanese in the margins. There are an additional 24 photocopiable English worksheets to supplement those in the student edition. The appendices have several other useful resources, including a list of debate propositions and topic areas, a compilation of online resources, and two full sample English debates in transcript form, with explanatory notes in Japanese. A one-year, once a week debate course syllabus and example examinations complete the teacher's edition.

Perhaps the most difficult part of preparing Japanese students to participate in English debate is explaining its theory, structures, and strategies. To this end, *Let the Debate Begin!* is superb in its approach by using the native language of the students to convey these difficult concepts. The supporting English materials and worksheets guide students through all stages of debate development and practice. The usefulness of this text will mostly be limited by the typical university EFL curriculum, since it is designed for a debate-specific, yearlong course. It is also intended for students with a relatively high level of English proficiency. Although universities that hold an English debate as a school-wide activity will find this textbook a valuable resource, language instructors who seek to supplement regular English speaking and discussion classes with debate activities would likely feel overwhelmed with the volume of theoretical and explanatory material in this excellent text.

References

Byron, S., Goldstein, L., Murphy, D., Roberts, E. (1993). Interdisciplinary dimensions of debate. *Hong Kong Papers in Linguistics and Language Teaching, 16*, 31-52.

Luckett, J. W. (2006). Basic concepts for teaching and learning debate. *Hokusei Review, 43*(2), 111-122.

Stewart, T. (2003). Debate for ESOL students. *TESOL Journal, 12*(1), 9-15.

RESOURCES • RECENTLY RECEIVED | 33

…with Greg Rouault
<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/tlt/reviews/>

* = new listing; ! = final notice. Final notice items will be removed 31 Aug. Please make queries by email to the appropriate JALT Publications contact.

Books for Students
(reviewed in *TLT*)

Contact: Greg Rouault
<pub-review@jalt-publications.org>

A World of Difference. Redford, S. Nagoya: Perceptia Press, 2008.

! *Beyond Boundaries: Insights into Culture and Communication.* Ikeguchi, C., & Yashiro, K. Tokyo: Kirihara Shoten (Pearson Longman), 2008. [Incl. CD, answer key with Japanese abstracts].

! *Reading for Speed and Fluency.* Nation, P., & Malarcher, C. Santa Fe Springs, CA: Compass Publishing, 2007. [Incl. downloadable MP3 files].

Very Easy TOEIC (2nd ed.). Taylor, A., & Byrne, G. Santa Fe Springs, CA: Compass Publishing, 2007. [Incl. CDs, practice test, answer key].

! *World Around.* Cleary, M. Crawley, UK: Helbling Languages, 2008. [Incl. CD, teacher's book w/ CD, downloadable website resources].

Books for Teachers
(reviewed in *JALT Journal*)

Contact: Yuriko Kite
<jj-reviews@jalt-publications.org>

! *The Handbook of Educational Linguistics.* Spolsky, B., & Hult, F. M. (Eds.). Malden, MA: Blackwell, 2008.

Idioms: Description, Comprehension, Acquisition, and Pedagogy. Liu, D. New York: Routledge, 2008.

! *Language and Education in Japan: Unequal Access to Bilingualism.* Kanno, Y. Houndmills, UK: Palgrave Macmillan, 2008.

* *Professional Encounters in TESOL: Discourses of Teachers in Teaching.* Garton, S. & Richards, K. Houndmills, UK: Palgrave Macmillan, 2008.

! *Talk in Two Languages.* Gafaranga, J. Houndmills, UK: Palgrave Macmillan, 2007.

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/>

Demonstrating online applications— offline

Paul Collett & Paul Daniels

Demonstrating a web-based application online, such as a Moodle installation, blog software, or other online applications, either in the classroom or as part of a presentation, can be fraught with all sorts of potential hurdles. Assuming the classroom or presentation room you are in actually has a network connection, will it be fast and reliable enough for your purposes? Can you connect to the network and bypass firewalls or other security settings? Will your site be accessible when you need it? Do you have a backup plan in case all goes wrong?

Perhaps the easiest way to ensure your demonstration or presentation goes as planned is to take the online application offline. By configuring your computer to serve web pages, and by installing some easy-to-use applications, you can have full control over your web-based applications, and can focus on demonstrating exactly how they are supposed to work. An added benefit is that you can allow people to work with and test an application without needing to worry about the test data appearing on the *live* site.

Great for testing, too!

Even if you're not planning on demonstrating an online application, it makes sense to run a test or a development version of web applications on your local machine. This allows you to keep a fully-functional backup and to easily try out modifications without compromising your live site, or without filling up your online database with unwanted test data. Tweak things to your liking on your development version and then apply the final, working changes to the online version for seamless application updates. Testing and developing directly on your local machine saves time and bandwidth, too.

Outlined below are the steps required to get a full LAMP (Linux, Apache, MySQL, PHP) based application installed and mirrored on either a Macintosh running OS X or a Windows machine.

Using OS X

While OS X comes with the Apache webserver and the PHP coding language pre-installed (turn it on in the system preferences under *sharing → web sharing*), it involves a bit of technical tinkering to get anything but the most basic static HTML pages to display using the localhost server. With the upgrade to OS 10.5, it's become even more confusing. My advice is to skip this setup entirely and instead look at using an application like MAMP <www.mamp.info>. It's advertised as a "one-click solution for setting up your personal webserver," and that's pretty much all you need to know. Setting this up couldn't be simpler—you download a disk image and install from there. MAMP gets installed in your applications folder, and the installation includes the Apache server (2.0.59), PHP versions 4.4.7 & 5.2.5 (with Zend Optimizer & eAccelerator), MySQL (version 5.0.41) and SQL, as well as the phpMyAdmin and

SQLiteManager database admin tools. Note that these are not the latest versions of the various packages, however you should have no problems running your web-based applications with this configuration.

It's probably best to only run MAMP when you need it, so as to preserve CPU power. To start things, you can use either a dashboard widget that comes with the installation, or there's a small application through which you can start and stop the Apache and MySQL server, as well as set the application preferences—the ports you will use to access Apache and MySQL, and the path to the document root directory (MAMP should automatically set these preferences for you). Because MAMP is a fully self-contained application, it's very simple to upgrade (just download the newest version) or delete (move the entire MAMP folder to the trash).

Once you've got the online application running, you can create a backup of the site you want to work with and move the entire online document root directory (public_html on most standard linux-based servers) into the MAMP document root directory (the *htdocs* folder). Then, if you're using a database, save a copy to your computer from your server and set up your local database (using a tool like PhPMyAdmin), edit any configuration files to point to the database, and that's it. You should now have a fully-functioning copy of your online application on your computer, accessible via your web browser. You can install things in the exact same way as you have them set on the online server, and all internal links should work—just remember to change configuration file directory paths, database names, and passwords to point to the localhost directory where needed. For example, I run a demo version of a student site on my laptop at <localhost:8888/school>—8888 represents the Apache port number set in MAMP's preferences, and /school is the name of the folder I have all the site files stored in within the MAMP document root (Applications/MAMP/htdocs) directory. Not all the classrooms at my workplace have Internet access, so this has already proven invaluable for demonstrating the site to students, as well as for creating and testing the initial site.

Selecting and installing a WAMP package for Windows

The difference between LAMP, MAMP, and WAMP (Windows, Apache, MySQL, PHP) is the Windows element. While there are more WAMP install packages available for Windows than you would probably care to sort through, a useful comparison chart can be found at <en.wikipedia.org/wiki/Comparison_of_WAMPs>. Since several WAMP install packages are no longer being maintained, it is best to look at the release dates and version numbers to find a package that is both up-to-date and has gone though a few versions of debugging.

The WAMP package which I recommend and have been using over the years is WampServer, formerly WAMP5. The latest version of WampServer is 2.0c and was released on 5 May 2008. It includes Apache 2.2.8, MySQL 5.0.51b, and PHP 5.2.6. It also comes bundled with PhpMyAdmin and SQLitemanager, two useful tools for administering your databases. You can download the WampServer.exe file, a 20Mb executable file, from <wampserver.com/en/index.php> and double click on the .exe file to install it. I would advise installing it at the root level, for example 'c:\wamp'. After the install is complete, you will notice a small icon in the Windows task bar. WampServer will also appear in your startup menu. Simply click on the Wamp icon in the task bar and select "Start all services" to start the Apache webserver and the MySQL database server.

Starting and stopping services

You can start and stop both Apache and MySQL services from the icon in the task bar. Since you are most likely going to be using your local webserver for either testing or demonstrations, you probably don't want the webserver running continuously in the background consuming valuable system resources. To check what services start up automatically on your Windows computer, go to the Windows control panel, open Administrative Tools, double-click on the *services* icon and scroll down the list to find the Apache and MySQL services. Double-click on the title of the service to verify that the Apache and MySQL services are set to start manually. While you have the services window open, you may want to check what other services are stealthily running in the background and set them to rest as well.

Backing up and moving data

Once Apache and MySQL are running (you can verify this by the small icon which looks like a meter in the task bar), fire up your favorite web browser and enter *localhost* or *127.0.0.1* as the web address. You should see WAMPServer's start page. Now you can copy the web content

which you would like to demonstrate from your online server to your local PC using FTP. On your local computer, save all web files to: 'c:\wamp\www' or if you are not sure where you installed WampServer, search for *wamp*. If you want to move an existing online application to your local server that includes a database, such as Moodle, you can use PhpMyAdmin to backup your online database as a SQL text file and restore it on your local computer. There is a useful guide at <docs.moodle.org/en/Backup_FAQ> which outlines how to back up and restore Moodle's database, but this guide is also applicable to other types of online applications that require a database. You can install a fresh copy of the web application (such as Moodle or WordPress) on your computer and then if you need to copy any student content over from the database, use PhpMyAdmin to backup the original database as a SQL file and import it (again using PhpMyAdmin) on your Windows computer running the WAMP package.

Configurations

In most cases you won't have to worry about the configuration files for Apache, MySQL and PHP, but it is good to know where they exist and that they can easily be edited using a text editor. When installing applications such as Moodle, PHP warnings occasionally pop up. Typically, warnings about magic quotes, memory limits to process scripts, and file upload limits can be remedied by editing the php.ini file. From the task bar, select the same WAMP icon used to start and stop MySQL and Apache, and look under the *config file* menu to find the *httpd.con* file for Apache, the *php.ini* file for the PHP processor, and the *my.ini* file for MySQL configuration.

Setting up a WAP

It is even possible to set up your computer as a WAP (Wireless Access Point) in the room that you are presenting in. This would allow participants who have a wireless network card in their computer to access your webserver which you installed the WAMP application on. On several occasions I have given Moodle workshops in a room with no computers or network. Participants brought along Wi-Fi enabled notebooks and connected to my notebook computer, set up as a WAP, to access Moodle running on my PC. More information on setting up your computer to serve as a WAP can be found here: <www.microsoft.com/windowsxp/using/networking/expert/bowman_02april08.mspx>.

While most web-based applications will run on a notebook computer, your notebook will probably not perform as well as a dedicated server will. Applications may be slower, particularly with large databases or if several people are accessing your computer. To speed things up, you can try increasing the amount of memory dedicated to running scripts. You can also upgrade the amount of memory on your computer as well as shut down applications and services running in the background that are not needed.

NPO JALT 2008 National Elections

…with Marcos Benevides

<jalt-focus@jalt-publications.org>

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

JALT FOCUS ONLINE

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

JALT Calendar

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

‣ 10 Sep 2008: Pre-registration deadline for presenters at PAC7 at JALT2008 in Tokyo <jalt.org/conference>

‣ 2 Oct 2008: Balloting closes for the NPO JALT National Elections. Further information is at the beginning of this issue of TLT, or at <jalt.org>

‣ 6 Oct 2008: Pre-registration deadline for PAC7 at JALT2008 in Tokyo <jalt.org/conference>

‣ 5 Oct 2008: JALT 3rd Annual Joint Tokyo Conference at Toyo Gakuen University, Hongo Campus, Tokyo.

‣ 1-3 Nov 2008: PAC7 at JALT2008 at the National Olympics Memorial Youth Center, Tokyo. See <jalt.org/conference> for more information.

✓OTE

NPO JALT 2008 National Elections

JALT Notices

Report from the EBM, held June 28-29

Three times each year, the JALT Executive Board, including national elected executives, chapter presidents, SIG coordinators, appointed officers, and conference committee members, officially convene in order to brainstorm, discuss, and vote on a wide variety of issues affecting the organization. This time the meeting was held at Osaka Gakuin University in Osaka. The following report is intended as a brief snapshot. For the full nitty-gritty, please contact your chapter president or SIG coordinator.

JALT President Steve Brown kicked off the meeting on a solemn note, with a minute of silence in honor of Bill Balsamo. Bill's absence at this EBM was keenly felt by those of us lucky enough to have known him, but we could also get some comfort from the fact that his legacy will live on: A motion was passed to create the Teachers Helping Teachers SIG, based on the highly active volunteer group founded by Bill in 2004. THT gathers together EFL teachers in Japan to travel to developing countries in the Asia Pacific region, where they put on a variety of teacher training seminars free of charge. We hope that many JALT members will support this new forming SIG and make it an even bigger success.

Vice President Cynthia Keith reported on her recent ongoing work on the new membership database. This is a massive project to bring JALT's systems into the 21st Century, and would not be possible without support from many inside JALT, but especially the hardworking staff at the JALT Central Office. As of this month, the new database, member, conference and accounting bases have all been tested and the final small bugs and fixes are being sorted out. Negotiations on final payment and the new service contract to the developer are in their final stages and might take a further month or two. Cynthia also updated us on the search for new JCO staff to fill a recently vacated position (see announcement below), research into new leases on office equipment, and connecting the JCO to a fiberoptic network to help speed up processing. Finally, she informed us that bidding has officially opened for the JALT website contract (see announcement below).

Ann Maeda, Director of Membership, reported that JALT membership currently stands at 2,704 souls, about the same as at this time last year, and

seems to be holding steady. She also noted that work has been done on streamlining the online membership registration system, so if you have had problems with this in the past, there's a good chance they have now been sorted out. Remember that feedback is always appreciated so that we can make the process even better.

Phil McCasland, Director of Programs, reported that, "With 153 days until our national conference…all systems are up and running smoothly… and we are on schedule." We have had a record number of presentation submissions this year, which gave the team of reviewers a larger than expected task. On the other hand, it also means that we can expect an even better and well-attended conference than ever before. You can get a taste of the presentations in store this year by visiting the all-new JALT forums at <jalt.org/forums>.

Other highlights from directors included the report from Sayoko Yamashita, Director of Public Relations, who updated us on several of her endeavors, including the new JALT publicity brochure, which will be available soon. Director of Treasury, Kevin Ryan, reports that our financial forecast is generally healthy, but that we still need to continue building a reserve fund against possible catastrophic events. For example, if JALT's main revenue engine, the annual national conference, were to be canceled one year due to a natural or other disaster, JALT's finances would be in serious trouble indeed. Kevin also reports that the 2008 audit process is proceeding smoothly, but that a few chapters and SIGs have not yet filed the necessary paperwork.

Steve Quasha, Chapter Liaison, reported that although a few chapters have experienced some difficulties in retaining members, others, including Osaka, Shizuoka, and Gifu, have each managed to increase membership by well over 20%. Megumi Kawate-Mierzejewska, SIG Liaison, also reported positively, noting that this year brings JALT three all-new SIGs: Study Abroad, Extensive Reading, and Teachers Helping Teachers.

In conclusion, the second EBM of the year was a very productive and positive meeting. Thank you to all those in attendance, and especially to our hosts, Curtis Kelly and Osaka Gakuin University.

Announcements

Call for bids: Web services contract 2008

NPO JALT is now accepting bids for its Web Services Contract, which will cover up to a 3-year period beginning 15 October, 2008. The successful bidder will be presented with a completed contract on or before 7 October, 2008. The deadline for bids is 30 September 2008.

Duties to be outlined in the Web Services Contract include, but are not limited to: maintenance of JALT's server, maintenance and development of JALT's website, annual creation and maintenance of JALT's conference website, handling of all officer data, maintenance and supervision of JALT's email, mailing lists, updating and monitoring of JALT forums, consulting with JALT officers and providing online solutions as needed, ensuring server and data security.

All bidders are required to provide the following details: hourly/monthly charges for web service support, maximum number of support hours per month, any special conditions on services provided and an outline of past experience with JALT projects if any.

In addition, the successful bidder must demonstrate: a professional level of skill and experience, the ability to get the work done on a regular basis and all year round, and at the lowest possible cost to the organization. A working knowledge of JALT's organizational structure is useful but not mandatory.

Please submit all bids and queries to Competitive Bidding Committee Chair, Cynthia Keith <vp@jalt.org>.

Call for *TLT* proofreaders

The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, regular Internet access, and a computer that can process MS Word files. The position will require several hours of work each month and subscription to a mailing list for announcements and support. We give newcomers a friendly welcome, as much help as they need, and good opportunities to become familiar with every aspect of producing TLT. When annual or occasional editorial staff vacancies arise, the best qualified candidates often come from the current proofreading staff. Joining *TLT* as a proofreader is a great way to get experience in publishing. Please submit your curriculum vitae and a brief cover letter to the Publications Board Chair <pubchair@jalt.org>.

*The Language Teacher*の日本語副編集長募集

このたび本誌では，日本語副編集長を募集しています。任期は2年間で，毎月の日本語編集と日本語論文採択に関

して，日本語編集長を補佐します。望ましい条件は以下の通りですので，　興味のある方は略歴・業績表を応募理由とともに日本語編集長まで添付メールでお送りください。なお, 締め切りは8月末とさせていただきます。

- JALT会員である
- 第二言語教育分野での業績がある
- 日本語と英語が堪能である
- 編集作業の経験がある
- ウェブ上での編集ができる

JALT Central Office part-time staff position

NPO JALT is looking for a bilingual/bicultural office liaison well versed in both Mac and Windows systems and with a good working knowledge of File Maker, Word, and Excel to fill a part-time position at our central office in Tokyo. The successful applicant will be a team player who has some understanding of the JALT organization. Some marketing and advertising experience would be beneficial. Good organizational skills are a must. The office liaison is JALT's primary contact with our foreign educational publishers and other associate members. The ability to interact gracefully in a multicultural environment is essential.

Please reply with your bilingual résumé and a photograph to: Vice President, NPO JALT, Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 by 15 August, 2008. Interviews will be ongoing throughout August.

JALT FOCUS • SHOWCASE   39

…with Damian Rivers

<memprofile@jalt-publications.org>

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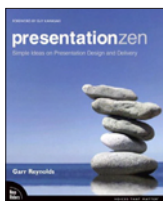
Please address inquiries to the editor.

I**N THIS** month's *Showcase*, Christopher Stillwell reflects on his journey toward producing a better presentation.

SHOWCASE

Christopher Stillwell

Between my experience attending a number of great presentations over the past year, and my recent reading of Garr Reynolds' *Presentation Zen*, I have become convinced that use of images is the key to a persuasive presentation. Reynolds makes the point brilliantly by contrasting two slides—one with the title *Blogs are like sharks* followed by five bullet points, the other with the same title over a large image of a shark on patrol. Which presentation would you rather attend?

Professional presenter George Pickering impressed me with his fresh ideas for use of photos to personalize his content. First, he illustrated early points with pictures of the conference venue itself. By doing so, he built a sense of community with his audience and made it plain that his content had been tailored for us. Next, he supported an anecdote about a family discussion with a recent photo of himself standing between his parents. While providing a nice visual for the narrative, the photo provided a shorthand way of getting to know George, generating more investment in what he might have to say.

Angi Malderez's teacher training workshop used a giant picture of a swan to represent teachers—calm, serene, and purposeful on the surface, but working like crazy underneath. As I develop my own presentations, I think perhaps presenters should be similarly swanlike. By taking sufficient care to match spoken text with appropriate images, we can be persuasive with the carefully planned but seemingly effortless delivery of our material.

Christopher Stillwell is a Lecturer at a private university near Tokyo and can be contacted at <stillwellc@aol.com>.

…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.

I**N THIS** issue, Clair Taylor reports on JALT West Tokyo and creating more choices about how you feel and react to events in the classroom. In the second report, Gregory Strong writes that with record numbers, New York's TESOL 2008 Conference showed the growth of ELT and classroom innovation around the world.

JALT West Tokyo Chapter Micro-Conference #7

by Clair Taylor
Toyo Gakuen University
<clairmtaylor@gmail.com>

The 7th JALT Micro-Conference, *Teacher Development: Perceptions and Reflections*, was held on Sunday, April 27 at Tokyo Keizai University. Over 25 people attended this full day event.

In the morning session, *NLP (neuro-linguistic programming) and teacher perception*, Dean Charles encouraged us to explore the way we experience things internally. We were invited, for example, to take the image we had of a negative teaching experience and change it by blowing it up to make it larger. Then, we were asked to shrink it to the size of a postage stamp and so on. By modifying the "submodalities" of an experience (such as the size or color of an image, the direction or volume of a sound) we can change the way it makes us feel.

Charles also had us recall an argument, but from a "fly-on-the-wall" perspective, so that we could "see" ourselves arguing from a further and more neutral viewpoint. We were invited to explore ways of using various perceptual positions in our teaching. By the end of the session participants had been introduced to a basic "toolkit" of NLP techniques to use creatively in our working and daily lives, from getting up in the morning to changing negative beliefs that might be limiting our teaching.

After a light lunch kindly provided by OUP, the afternoon began with a session I led myself entitled *Your baseline teaching state*. In pairs, participants worked through a series of questions to raise awareness of habitual teaching states. This included the manner in which we hold our bodies, our level of energy, and our predominant emotion. I then presented the results of an Action Research project in which I experimented with deliberately changing my state to a "listening state" prior to sessions in a conversation lounge, which led to students taking longer turns and improved conversational flow.

In the next session, *On becoming reflective,* Andy Boon began by sharing his technique of giving each lesson a score as he leaves the classroom, in order to jog his memory when reflecting on that lesson at a later time. Next, Boon had us list problems we were having in our teaching, and then reframe them as something within our control, so that, "The students are late!" becomes, "I need to find out why my students are late." Finally, teachers were given some guidelines on the basics of Co-operative Development—how to listen in a non-evaluative way. In pairs, one person took the role of listener whilst the speaker talked about one problem in his/her current teaching situation until, through the experience of verbalizing and being heard, the speaker was able to move forward and find a possible solution.

Finally, John Fanselow presented *Take 1, Take 2, Take 3,* a session which explored the use of transcription as a means of reflecting on teaching. We began by transcribing, line by line, a piece of transcript from a lesson, read aloud by participants in the room. This made us very aware of the concentration required to listen carefully and record accurately, as well as the difficulties inherent in trying to interpret the data. Fanselow suggested that there is much to be gained by having students transcribe classroom instructions and teacher questions, along with their own answers and the answers provided by other students. This encourages close listening and noticing of language, as

well as increased comprehension and attention. Fanselow also recommended that teachers exploit transcripts of their own classes and experiment with rewriting their responses to incidents in the classroom. The teacher then has an alternative script to use if a similar situation arises again and a choice of different ways to respond.

There were a number of themes running through Fanselow's presentation, and it is likely that each participant took away something very different. Issues that were foregrounded included hierarchy and power structures, the role of making mistakes in learning, the value of unfinished learning, and the importance of quality questions. It was a stimulating, thought-provoking session which brought to a close a really inspiring day.

There are two more micro-conferences planned for September and December of this year. More details will be available soon. Please check the events calendar <jalt.org/calendar/> or the JALT West Tokyo's webpage <jwt.homestead.com/home.html>. Additionally, the 3rd Joint JALT Tokyo conference will be held on 5 October at Toyo Gakuen University.

JALT West Tokyo meets four times a year on Saturday or Sunday afternoons. To be added to their mailing list, please contact Andy Boon <bromleycross@hotmail.com>.

Building community at TESOL 2008

**by Gregory Strong
English Department, Aoyama Gakuin University**

TESOL 2008 packed all the appeal of a great conference with the lure of a big city like New York. Record numbers attended "Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity" which ran from 3-5 April.

Responding by email, Lisa Dyson, TESOL Director of Conference Services, compared this year's conference, which 9,300 people attended, to TESOL2007 in Seattle with 7,700 conference goers. TESOL, which has 14,306 members as of 2008, drew people from 117 different countries to the conference and hosted 1,150 education sessions (including poster presentations), and 163

publishers and other commercial exhibitors. Featured sessions included Jim Cummins, Michael McCarthy, David Nunan, and Jack Richards.

Among eight stellar plenary speakers were William Grabe, Bonny Norton, and Penny Ur. JALT members may remember Grabe and Ur for their practical, hands-on presentations here a number of years ago. Grabe, an applied linguistics professor at Northern Arizona University, provided the audience with *Ten good ideas for teaching second language reading*, including reading comprehension, learning vocabulary, reading fluency, and discourse awareness. As was frequently the case at TESOL 2008, Grabe generously made his Powerpoint presentation available as a download from his website, <www.cal.nau.edu/english/faculty/grabe.asp>.

In *Correctness and correction*, Ur, who heads the MEd program in foreign-language teaching at Oranim Academic College of Education in Israel, defended the practice of teacher correction of language learners. However, some positions she described, for example, that correction hurts students' feelings, or conversely that students don't take it seriously, were easily refuted. Besides citing the current literature, Ur introduced her 2006 survey of the attitudes of 1,000 Israeli elementary and high school students. She found that students overwhelmingly sought teacher correction, did not like peer correction very much, and mostly understood the value of correction when they undertook rewrites.

Norton's plenary, *TESOL identities,* challenged several fundamental premises of second language acquisition research. Norton, from the Department of Language and Literacy Education at the University of British Columbia, Vancouver, Canada, examined them from the perspective of feminist and critical theories. She disputed the notion that learner identity and motivation are fixed. Presenting quotations from adult language learners, as well as recordings and images of African school children, she argued that learners have multiple identities and different motivation levels. The identity of student, parent, and employee all may describe the same person but in different social contexts, an argument best understood by reviewing the speech on her website, <lerc.educ.ubc.ca/fac/norton>.

With a plethora of offerings over just 3 days, the conference began each morning at 7:30 a.m. and finished at 7:45 p.m. It often proved very hard to decide which event to attend, what with breakfast sessions with key speakers, pre- and post-convention workshops, plus chance meetings

with old friends. School visits were also offered to exemplary ESL programs like the American Language Program at Columbia University or the free language classes in the Riverside Language Program as well as two innovative high schools offering an international teaching curricula. The TESOL job fair never looked better with many files available through computers at the site. And as always, TESOL 2008 provided EFL teachers from Japan with the opportunity to interact with their peers from around the world and ESL teachers in America. The hottest teacher presentations covered digital media, particularly podcasts, followed by using wikis to create collaborative online learning. Various online sites offer primers on this, among them, <www.wikispaces.com/>.

Still, the conference was not without its weaknesses, especially in crowd management. Long lines for registration on the first morning and the chaotic first few hours of presentations could

have been much better handled. The scene at the hotel resembled the capsizing Titanic. As the corridors clogged with people, the hotel security briefly closed all elevator access to presentations and assigned a security detail for the remainder of the conference. Also disappointing was that at the end of the conference, no provision had been made for delegates to recycle their plastic badges or the reams of paper, including the fat conference booklets, that these events inevitably create. Given worldwide concern with environmental degradation and our role as educators, these were glaring omissions.

But overall, TESOL 2008 showed the value of a major international educational conference. And reflecting upon the topic of identity, one could see that as language teachers, our profession is growing and changing with the introduction of new technologies and ideas and the evolution of English as global language.

42   COLUMN • SIG NEWS

…with James Hobbs

<sig-news@jalt-publications.org>

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

SIGs at a glance

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

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

Bilingualism

[⌖ bilingualism, biculturality, 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.bsig.org> for more information.

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

Computer Assisted Language Learning

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

The Computer Assisted Language Learning Special Interest Group (The JALT CALL SIG) seeks persons interested in the various methods of technology that educators and like-minded individuals use to help language learners improve their proficiency. For more information check our website <www.jaltcall.org>.

College and University Educators

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

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

Extensive Reading (forming)

Gender Awareness in Language Education

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

Come to the GALE Forum/Discussion at JALT2008. Four international researchers report on their research concerning the following topics: expatriate gender and racial relations of power in East Timor; an English-language retraining program for *entertainment* women in Cambodia; a sociolinguistic analysis of Japanese women's pilgrimage for language learning, traveling, and careers in tourism in Australia; and an examination of the limits of thought towards gender and sexuality in language education. Visit our website <www.gale-sig.org>.

Global Issues in Language Education

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

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

Japanese as a Second Language

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

JALT日本語教育論集２００８年１２月第１０巻１号 (ISSN: 1343-3113) 記事募集中。記事受け付け締め切りは２００８年１２月１日です。

Call for papers: *JALT Journal of Japanese Language Education*, December 2008, Volume 10, No. 1, ISSN: 1343-3113. We are accepting articles from JSL researchers, teachers, or learners. Deadline is 1 Dec 2008. To contact us for information, see SIG Contacts in this issue of *The Language Teacher*.

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] [ ]

Lifelong Language Learning

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

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

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版

を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン< jalt.org/lifelong/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp> 。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

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

Other Language Educators

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

OLE has issued NL 47 covering the 3 days of JALT2008, with 11 OLE-related events, 30 speakers, and 30 presentations—some individual; some in the French, German, Spanish, and CEFR workshops; and some in the multilingualism and OLE SIG forums. Presentations will deal with Chinese, Korean, Hungarian, Italian, and Thai. NL 47 includes a preliminary schedule, long abstracts, summaries, and announcements about Pan SIG 2009 and other events. More information to come in OLE NL 48.

Pragmatics

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

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

Professionalism, Administration, and Leadership in Education

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

Study Abroad (forming)

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

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

Teacher Education

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

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four

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

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

Testing & Evaluation

[🔆 research, information, database on testing]
[📖 *Shiken*—3x year] [🎤 Pan-SIG, JALT National]
[🖅] [💬]

COLUMN • CHAPTER EVENTS   45

…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, but take a look at the listings. There just might be a party near you! (The Gunma Summer Seminar has a wonderful reputation.) If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Gunma—*Kusatsu Summer Seminar* with **Kim Bradford-Watts**. Lectures: 1) *Speaking skills: Theory and materials we use*, and 2) *Classroom management in the speaking class*. Bradford-Watts currently teaches at Kyoto Women's University and Kyoto University. Kim has been teaching in the Kansai region for the past 20 years. She has published teaching-related papers and textbooks. Presentation: You are welcome to apply to give a presentation. Indicate the title on the registration form. There are five slots (30 min. each) for presentations. Contact: Morijiro Shibayama <mshibaya@jcom.home.ne.jp>; Barry Keith <barryekeith@gmail.com>; Michele Steele <psisnowar@ybb.ne.jp>. *Sat-Sun 23-24 Aug; Kusatsu Seminar House, 737 Kusatsu, Kusatsu-machi, Guma-ken (t: 0279-88-2212, fax 0279-88-8030); one-day members: TBA.*

Kitakyushu—*Kitakyushu JALT 2008 Summer Social*. While we won't be holding a regular meeting in August, please join us at our annual summer social event at the fabulous Mojiko Hotel Beer Garden. Relax, eat, and drink while enjoying the company of other local JALT people. Bring a friend! *Sat 9 Aug 18:00-20:00; Mojiko Hotel Beer Garden; one-day members TBA.*

Nagasaki—*August News*. Summer greetings from Nagasaki JALT! We are looking ahead to our next meeting planned for Sat 27 Sep 14:00-16:00; see our websites and newsletter for more information later, as well as next month's *TLT* Chapter Events column. In the meantime, check our evolving news updates at <jalt.org/groups/Nagasaki> and <www.kyushuelt.com/jalt/nagasaki.html>; and our email newsletter signup site at <kyushuelt.com/jalt/nagamail.php3>. Feel free to join our new Nagasaki JALT and Friends Facebook Group, going strong with more than 75 members, 40 photos, and 10 discussion topics!

Okinawa—*Annual Okinawa Chapter Family BBQ Beach Party/Picnic/Pot Luck* for **Everyone and anyone who participates!** This annual event is open to everyone, not just JALT members. Spouses and children are also welcome! This is a fun, informal, pot luck event. Be sure to bring food to share, for example some meat/fish to BBQ, or salads, desserts, or snacks. We will provide iced tea. You may bring your own juice and/or canned beer (no glass bottles). We will bring some games (beach volleyball, some children's games) but you can bring your own, too. Note: The beach is on USMC Camp Schwab. *Sat 2 Aug 14:00-19:00; Oura Wan Beach, Henoko, Nago; free for all (just bring food to share).*

Sendai—*The History of ELT in Japan* by **Charles Adamson**. *Sun 31 Aug 14:00-17:00; Sendai Mediatheque, map <www.smt.city.sendai.jp/en/info/access/>; one-day members ¥1000.*

Yamagata—*Northern Ireland in terms of its History, Culture, and Education* by **David Khattak**. The speaker is an ALT in Yamagata Prefecture who will share his background in Northern Ireland and how it relates to his role as an Assistant Language Teacher in Japan. *Sat 9 Aug 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.*

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…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.

East Shikoku: May—*Materials creation for professional development* by **Neil Heffernan**. Heffernan showed how creating and writing textbooks can be achieved and provided details about how the process works based on his involvement in the creation of two recent textbooks for Japanese learners. He discussed the specifics of finding a publisher to suit the author's ideas and needs. Much of the talk was framed from the perspective of materials creation as an extremely worthwhile professional experience for teachers who want to contribute to the field in a manner that will benefit other teachers and, of course, the learners in their classrooms. Heffernan further provided the results of a recent survey that investigated teachers' attitudes and actions towards copyright laws when developing and using materials in the EFL classroom. The results, as reported, should help developers formulate materials for classroom use. His talk was informative and resulted in a number of questions from the audience.

Reported by Takahiro Ioroi

Hamamatsu: June—*Extensive reading for everybody* by **Atsuko Takase**. Extensive reading allows students access to reading books targeted specifically at their individual English language skill levels. Takase explained how she had been working for 10 years trying to convince the high school and universities she taught at to put an abundance of extensive reading books in their school libraries. Slowly, people began listening to her. Currently, there are 3,000 English books at the high school. She guides Japanese students to try and read English so that they can understand meaning directly without translating back to Japanese; even at the university level, children's picture books are appropriate for this purpose. She says students need in-class sustained silent reading time—even just 10 minutes, but sometimes a full class period. For classes that did extensive reading in comparison to ones that did not, there was a significantly higher rise in scores on the Secondary Level English Proficiency Test (SLEP) showing that reading a lot improves students' understanding.

Reported by Dan Frost

Hiroshima: April—*Teaching oral presentation skills in English: 1) High-quality podcasts for learning English* by **Joe Lauer**. Lauer introduced his specialty—the 3-minute presentation—through a personal framework and informed us that he concentrates on three distinct types: (a) presentations that explain, (b) others that give opinions, and (c) those that introduce a famous person. The procedural part was discussed with an active audience and a plethora of advice was given on how to write a good speech and how to

rehearse one. Lauer continually emphasized the importance of connecting with the audience and never failing to give them what they want to hear. Participants were given a chance to dream up their own presentation and work in pairs presenting for one another. A few volunteers demonstrated their creations for the entire group. *2) My share* by **Ewen Ferguson**. Ferguson discussed realia and how it can build more bridges than is usually thought.

Reported by Ewen Ferguson

Ibaraki: February—*Teaching phonetics for multiple purposes—One approach* by **Joe Tomei**. Tomei gave practical hints on course organization, useful activities and techniques for making students aware of different sounds, the differences between Japanese and English sound systems, and good movies for teaching different accents and raising students' awareness of "Englishes." He went beyond explaining mere techniques and was more concerned about how to develop students' potential through well-organized activities and assignments. Some of his activities include: reading, summarizing, and essay writing which all teach students the importance of independent thinking and individual written expression. While teaching phonetics, the presenter educates by pulling the best out of his students.

The Ibaraki Chapter appreciated the co-sponsorship of PALE SIG.

Reported by Michiko Komatsuzaki

Kitakyushu: April—*A three-dimensional understanding of communicative language ability* by **Yusuke Yanase**. Yanase posits three dimensions of communicative language teaching: (a) physical, (b) linguistic, and (c) "mind reading ability." Yanase was baffled in high school when his teacher brought a tape recorder to class because he thought English language learning was synonymous with translation. Yanase is dismayed by the quantitative values applied to English communicative competence via TOEFL and TOEIC scores and emphasizes educational goals as opposed to the business goals relevant in commercial ELT companies. Invoking theories of communicative competence, Yanase discussed considerations of language usage appropriate to situations and the various ways communication is negotiated through anticipation of intended meaning, pointing out that while talking he was watching participants' reactions; these in turn affected his performance, which implied participation also

tends to happen in all verbal interactions. Via diagrams, Yanase explained how linguistic knowledge combines with world knowledge to provide strategic competence—the real driving force behind meaningful conversation. As observed by one member of the audience, this presentation helped put into perspective what teachers are actually trying to do in the classroom, even if they are unaware of the theoretical rationale.

Reported by Dave Pite

Nagoya: April—*Our English and how it got this way* by **David Kluge.** Using DVDs and lyrics, Kluge explained how English has developed as an international language. He started with Julius Caesar's conquest of Britain and explained, with a *Beowulf* passage and DVD, how Old English was formed among the Anglo-Saxons during the Germanic migration. A passage from *The Canterbury Tales* by Chaucer was used to explain how Middle English developed through 300 years following the Norman conquest. Shakespeare increased English vocabulary. *The King James I Bible*: *The Authorized Version*, *Samuel Johnson's Dictionary*, and William Caxton's printing machines settled the spelling. Kluge discussed various kinds of English. He enumerated the characteristics of Cockney; Scottish English was shown using Robert Burns' *Auld Lang Syne*; Irish writers Yeats and Synge launched the movement of the Celtic Revival. Australian English was influenced by both Cockney and Irish English because of the exile of criminals from the lower classes of London and Irish political criminals, but New Zealand English was affected by the immigration of Scottish people.

Reported by Kayoko Kato

Okayama: February—*Roles of anaphoric nouns and nominalizations* by **Nobuko Tahara**. Tahara provided great insight into one aspect of the difficulty of translation between English and Japanese. Her research looks into how English authors refer to bundles of information within their texts using the noun (*anaphora*) or noun phrase (*nominalization*). Based on larger research, she used understandable, concrete examples to show that where English generally uses nominalizations, the Japanese language uses longer sub-clauses. She raised many interesting research questions and proposed that Japanese and English language pedagogy could be improved by introducing students to these differing patterns of discourse referencing.

Reported by Simon Thornley

Shinshu: March—*Teaching young learners with the Montessori Method* by **Karen Ricks**. Trained to be a doctor in the late 1800s, Maria Montessori came to see that children were not empty vessels which need to be filled but rather had an innate desire to learn and would blossom when set free in a nurturing setting. After introducing Montessori's background, Ricks explained key concepts Montessori developed to provide a nurturing setting such as observation, "sensitive periods," independence, sensual awareness of and respect for surroundings, and practical life activities. Participants then experienced numerous hands-on classroom activities in five key areas: practical life, mathematics, language, sensorial, and cultural. Activities are introduced slowly and deliberately in "three period lessons" which consist of the teacher: (a) showing the activity, (b) asking students about it, and (c) letting them do it. Ricks was trained to be a teacher and was also a student under the Montessori system. Between activities, she offered practical tips on how to teach numbers, writing, and songs, as well as how to talk with children and foster concentration and respect. Participants came away with material which could be adapted to the foreign language classroom.

Reported by Mary Aruga

48 COLUMN • JOB INFORMATION CENTER

…with James McCrostie

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

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

Pimp my Résumé

This month's column offers hints for teachers polishing off their résumés. Readers may smirk at some of the suggestions, but they all come from mistakes witnessed by Job Information Center staff.

1. Tailor your résumé to each job. Don't just mass-mail the same résumé to every school advertising on <gaijinpot.com>.

2. While schools in Japan often ask for marital status, don't write "Marital Status: not married, not engaged, not in a serious relationship with any man or woman." If you were the person that put this on your résumé last year, you now know why you never got an interview. A simple *married* or *single* will suffice.

3. Don't fool yourself, even for an instant, that an email address such as <8pintdrinker@dataminingfreemail.com> is professional enough for a résumé.

4. Leave out the details for non-teaching jobs. List them to avoid gaps, but just the company, job title, and dates are enough. Likewise, avoid going into overly detailed specifics for academic history unrelated to teaching.

5. Don't use your résumé to show how conceited you are. No one cares about your Mensa membership or about your astronomical SAT, GRE, or LSAT scores.

6. Avoid abbreviations, with the exceptions being: UK, USA, TESOL, and EFL.

7. Check the *Skills* section of your résumé and cut out all the non-skills that people delight in listing these days including: *flexible*, *culturally aware*, *team player*, *critical thinking*, *positive*, *strong communicator*, and especially *genki*.

8. Keep your lists of publications and conference presentations separate, even if you only have one of each. One section for publications and another for presentations is the accepted standard.

9. Never, ever pad your list of publications with meaningless terms such *in progress* or *revising for publication*. Spend your time finishing your paper instead of inventing ways to pad your résumé.

10. Run spell check. Schools might forgive a hard to catch typo but mistakes easily caught by a spellchecker remain unforgivable. Because gaffes such as mixing verb tenses, nouns and verbs that fail to agree, and apostrophe abuse are depressingly common even in English teacher résumés and cover letters, please bribe, beg, or borrow a friend to proofread your CV.

11. Think twice about attaching that vacation picture of you wearing a hideous Hawaiian shirt. Using it instead of one with business attire (a passport-sized head and shoulders shot, please and thank you) will get your résumé noticed but won't help you get hired.

12. Ignore the voices in your head telling you to make your CV stand out by printing it with clever fonts on cute paper. Just because your students use Hello Kitty paper is no reason for you to borrow some for your résumé.

13. Don't list references unless they're requested. When supplying references, get in touch with the people you'll list and let them know: a) that you want to use them and b) the details of the job you applied for. Informing references is common courtesy and will (hopefully) help them to say nice things about you.

Job Openings

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

Location: Tokyo and Osaka
School: British Education Office
Position: Full-time/part-time English instructors
Start Date: 1 September 2008
Deadline: 20 August 2008

Location: Aichi, Nagoya
School: Nanzan University
Position: two full-time contract lecturers
Start Date: 1 April 2009
Deadline: 31 August 2008

Location: Hyogo, Nishinomiya
School: Kobe College
Position: Three full-time positions (one tenured, two contract)
Start Date: 1 April 2009
Deadline: 1 September 2008

Location: Chiba, Chiba
School: Kanda University of International Studies
Position: Full-time contract lecturers
Start Date: 1 April 2009
Deadline: 1 September 2008

Location: Hyogo, Sanda
School: Kwansei Gakuin University
Position: Full-time contract lecturer
Start Date: 1 April 2009
Deadline: 7 September 2008

Location: Fukuoka, Kurume
School: Kurume University
Position: Part-time instructor
Start Date: 1 April 2009
Deadline: 26 September 2008

Location: Kanagawa, Sagamihara
School: Aoyama Gakuin University
Position: Part-time instructors
Start Date: 1 April 2009
Deadline: 30 September 2008

Location: Ehime, Matsuyama
School: Matsuyama University
Position: Full-time contract instructor
Start Date: 1 April 2009
Deadline: 30 September 2008

VOTE
NPO JALT 2008 National Elections

…with Alan Stoke

<conferences@jalt-publications.org>

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 August is the deadline for a November conference in Japan or a December conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

5-6 Aug 08—WorldCALL2008: Third International Conference, in Fukuoka. **Contact**: <www.j-let.org/~wcf/modules/tinyd0/>

20-23 Aug 08—36th JACET Summer Seminar: *Perspectives on Language Teacher Development*, at Kusatsu Seminar House, Gunma (limited to 40 participants). Simon Borg (U. of Leeds) will present on: Introducing Language Teacher Cognition; Teacher Cognition and Grammar Teaching; Teacher Cognition and Teacher Education; and Teachers' Conceptions of Research. **Contact**:

23-24 Aug 08—20th Annual Kusatsu Summer Seminar, at Kusatsu Seminar House, Gunma (limited to 40 participants, on a first-registered, first-in basis). Featured speaker Kim Bradford-Watts will present on Speaking in English as an L2. **Contact**: See details and registration form at <www.harahara.net/JALT/kusatsu.htm>

24-29 Aug 08—15th World Congress of Applied Linguistics: *Multilingualism: Challenges and Opportunities*, in Essen. **Contact**: <www.aila2008.org>

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

11-13 Sep 08—JACET 47th Annual Convention: *What is Global English Communicative Competence? A Reconsideration of English Education in Japan*, at Waseda U. **Contact**: <jacet.org/2008convention/index.html>

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

18-20 Sep 08—2008 English Australia Conference: *Engaging with the Many Dimensions of ELICOS: Learning, Teaching, Supporting, Marketing, Leading*, in Canberra. (ELICOS means English Language Intensive Courses for Overseas Students.) **Contact**: <www.eaconference.com.au>

26-27 Sep 08—Technology for Second Language Learning Sixth Annual Conference: *Developing and Evaluating Language Learning Materials*, at Iowa State U. **Contact**: <apling.public.iastate.edu/TSLL/>

27–28 Sep 08—2008 Peace as a Global Language Conference, at Seisen U., Tokyo. **Contact**: <www.pgljapan.org>

5 Oct 08—JALT 3rd Annual Joint Tokyo Conference: *Exploring and Evolving Classroom Environments*, at Toyo Gakuen U., Hongo. Presenters include Rob Waring, Neil Cowie, Keiko Sakui, Kevin Ryan, Alastair Graham-Marr, Tomio Uchida, and Alan Bossaer. **Contact**: <jwt.homestead.com/home.html>. Pre-register by email to <andrew.boon@tyg.jp>.

17-19 Oct 08—31st Annual Second Language Research Forum: *Exploring SLA: Perspectives, Positions, and Practices*, at U. of Hawaii, Manoa. Pre-register by 15 Aug. **Contact**: <www.nflrc.hawaii.edu/slrf08/>

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

25-26 Oct 08—KOTESOL 2008 International Conference: *Responding to a Changing World*, in Seoul. **Contact**:

26 Oct 08—Linguapax Asia 2008: *Language and Propaganda: The Uses of Linguistic Influence*, at U. of Tokyo, Komaba. **Contact**:

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

7-12 Nov 08—GLoCALL, in Jakarta and Yogyakarta. **Contact**: <glocall.org>

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

4-6 Dec 08—13th International Conference on English in Southeast Asia: *Englishes and Literatures-in-English in a Globalised World*, at National Institute of Education, Singapore. **Contact**: <www.ell.nie.edu.sg/esea2008/ESEAhome. html>

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

8-10 Dec 08—Inaugural Conference of the Asia-Pacific Rim LSP and Professional Communication Association: *Partnerships in Action: Research, Practice and Training*, at City U. of Hong Kong and Hong Kong Polytechnic U. (LSP means Languages for Specific Purposes.) **Contact**: <www.engl.polyu.edu.hk/lsp/APacLSP08>

15-17 Dec 08—CALPIU Conference 2008, the first open conference arranged by the CALPIU network for the study of Cultural and Linguistic Practices in International Universities, at Roskilde U., Denmark. **Contact**: <imw.ruc.dk//calpiu/ calpiu/conference>

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

Calls for Papers or Posters

Deadline: 15 Aug 08 (for 21-24 Mar 09)—AAAL 2009 Annual Conference, in Denver. **Contact**: <www.aaal.org/conferences/aaalConferences. php>

Deadline: 1 Sep 08 (for 11-13 Jun 09)—International Society for Language Studies Conference: *Critical Language Studies: Focusing on Power*, in Orlando. **Contact**: <www.viethconsulting.com/members/proposals/propselect. php?orgcode=ISLS&prid=48559>

Deadline: 22 Sep 08 (for 31 Mar-4 Apr 09)—43rd Annual International IATEFL Conference and Exhibition, in Cardiff. **Contact**: <www.iatefl.org/ content/conferences/index.php>

Deadline: 3 Oct 08 (for 21-22 Feb 09)—Fifth CamTESOL Conference on English Language Teaching: *The Globalisation of ELT: Emerging Directions*, in Phnom Penh. **Contact**: <www. camtesol.org/2009conference/Index.html>

Deadline: 31 Oct 08 (for 13-16 Sep 09)—Third Biennial International Conference on Task-Based Language Teaching: *Tasks: Context, Purpose and Use*, in Lancaster, UK. **Contact**: <www.lancs. ac.uk/fass/events/tblt2009/index.htm>

Deadline: 17 Nov 08 (for 16–19 Apr 09)—CATESOL 40th Annual State Conference: *Whole Learner, Whole Teacher*, with H. Douglas Brown as a featured speaker, in Pasadena. **Contact**:

Deadline: 8 Dec 08 (for 18-20 Jun 09)—LPLL 2009: Language Policy and Language Learning: *New Paradigms and New Challenges*, hosted in Limerick by the Irish Association for Applied Linguistics. **Contact**: <www.ul.ie/~lcs/ lpll2009/>

Deadline: 31 Dec 08 (for 20-23 Jul 09)—Fifth Corpus Linguistics Conference, at U. of Liverpool. **Contact**: <www.liv.ac.uk/english/CL2009>

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

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

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体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語彙数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

読者フォーラム：日本での言語教育、及び言語学習に関する思慮的なエッセイを募集しています。日本での語学教師に関連していて、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語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

書評：本や教材の書評です。書評編集者<pub-review@jalt-publications.org>に問い合わせ、最近出版されたリストからお選びいただくか、もし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, 1 1/2 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日までにお送り下さい。掲載は1月後半になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Submissions can be sent through the JALT Notices on-line submissions form.

掲示板：日本での論文募集や研究計画は、オンライン<www.jalt-publications.org/tlt/focus/>で見ることができます。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カラムを使用できます。会議、プレゼンテーション、出版物、論文募集、連絡代表者などの情報を記入下さい。締め切りは出版の2か月前の15日までに、SIG委員長に電子メールの添付ファイルで送ってください。

Chapter Events. Chapters are invited to submit upcoming events. Submissions should follow the precise format used in every issue of *TLT* (topic, speaker, date, time, place, fee, and other information in order, followed by a 60-word description of the event). Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 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日前までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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

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

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The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
  -1976年に設立された学術学会

- working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています

- over 3,000 members in Japan and overseas
  -国内外で約3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
  -毎年1,500名から2,000名が参加します

- hundreds of workshops and presentations
  -多数のワークショップや発表があります

- publishers' exhibition
  -出版社による教材展があります

- Job Information Centre
  -就職情報センターが設けられます

JALT publications include:

- *The Language Teacher*—our monthly publication - を毎月発行します

- *JALT Journal*—biannual research journal - を年2回発行します

- Annual Conference Proceedings - 年次国際大会の研究発表記録集を発行します

- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

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

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

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

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

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

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000

- Student rate (undergraduate/graduate in Japan) 学生会員（日本にある大学、大学院の学生）: ¥6,000

- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員（同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部）: ¥17,000

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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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Old Grammarians...

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

Excerpt from an imaginary interview with Jacques Derrida

NOTE: Jacques Derrida is known as the "founder of deconstructionism" (if that's not a subtle contradiction in terms). Deconstruction's connection with language teaching can at best be described as...textual. Nevertheless this exclusive interview for TLT, *which never took place, took place during a road trip in a rental car somewhere in western Japan.*

OLD GRAMMARIAN: Mr. Derrida, you've been quoted as saying that post-structuralism could be a springboard for political movements such as feminism, etc., as long as they didn't simply replace the existing hierarchy with their own hegemonic system.

JACQUES DERRIDA: Yes, I have.

OG: Do you consider yourself a supporter of the feminist movement?

JD: As long as it doesn't simply replace the existing hierarchy with its own hegemonic system.

OG: I see you've already read this interview.

JD: I have not read it, I have *misread* it.

OG: I'm not sure you understood my question.

JD: Nor did you.

OG: Uh, do you encourage those who would use your ideas for political gain?

JD: They are not my ideas, they have always already existed. I have only funneled them from one text to another for the purposes of—

OG: Could you please not wave your arms around like that when you talk? It distracts me when I'm driving.

JD: I'm sorry. It's just that sometimes these concepts are easier to follow if I gesticulate vigorously.

OG: I see. Well, if I ever get a budget for video podcasting I'll be sure to give you another call, but unfortunately for now we're confined to words on a page.

JD: Ah, and ever were we thus...

OG: Huh? [*Pause.*] Um, seeing as we're in an Asian context here, do you feel there is any connection between your ideas of perpetual misreading of texts and, say, Zen ideas about "understanding" coming from recognizing one's eternal inability to understand?

JD: Well, they are all variations on the same theme, aren't they? We can approach it via texts, à la myself; or via the self, à la Zen; or via societies, à la someone like Edward Said, who said that—

OG: I like those.

JD: What, my "via"s and "à la"s?

OG: No, those tricks people play with words, sometimes unintentionally. Words that are spelled the same but pronounced differently.

JD: You mean homographs?

OG: Yes, those.

JD: *Said said*?

OG: Exactly. [*Chuckles.*] I like those. And of course there's your own *différence* and *différance*.

JD: No, you fool, you've no idea what you're talking about! For one thing, *différence* and *différance* are homophones, the exact opposite of *Said said*, and for another they are completely irrelevant to the point I was making!

OG: Sorry, sir. Do homographs carry the same weight verbally that they would on a written page?

JD: [*Sighs.*] Oh, who cares? It's all a stinking play on words, anyway. [*Pause.*] Why are you turning here?

OG: I thought you might want to get some udon or something.

JD: The sign said the airport was the other way.

OG: Yeah, but who can trust a sign? I mean, you said so yourself—

JD: I wish to return to my hotel, please!

OG: All right, I'm turning around, I'm turning around! [*Pause.*] So...is this interview over, or is it just...umm...*deferred*...until later? [*Chuckles.*]

JD: I'll just sit here quietly and let you figure that one out on your own...

Negotiating objectives in a language program

James Venema, Nagoya Women's University

Appendix 1:

BE 1 Oral test rating scales

Grade	Pronunciation and intonation	Interaction and involvement	Fluency	Questions and Answers	Language Use	Total
A	Easy to understand with some elements of English style. Generally able to use various intonation appropriately.	Overall body language shows interest and is highly conducive to effective conversation. Verbal responses are appropriately expressive.	No exaggerated pauses or 'sticking points'. Able to fill in uncomfortable silences left by partner.	Asks a range of appropriate questions. Consistently asks follow up questions. Expands on their answers. Explores topic in some depth.	Uses all the basic language, such as questions and answers, taught in class on given topic accurately and appropriately. May use more challenging language.	**23 points or over**
B	Japanese style pronunciation, but with expression in the voice. Mostly easy to follow.	Body language shows some level of involvement in the conversation. Gives some verbal responses but occasionally not very expressive and/or appropriate.	Mostly fluent, but with occasional pauses. Makes an effort to fill in when pauses get really uncomfortable. Somewhat reliant on partner.	Asks questions but range is limited. Sometimes asks follow up questions. Sometimes expands on their answers. Generally stays on topic.	Uses some of the basic questions and answers on given topic effectively. Makes **some obvious mistakes**. Has some gaps in knowledge.	**16-22 points**
C	Japanese pronunciation in a monotone voice. Not easy to understand.	Overall body language is stilted and indicates a low level of involvement in the conversation. Gives few, if any, verbal responses.	Lots of pausing and hesitation, but basically able to complete most of the test. Very reliant on partner.	Responds to questions with short answers. Rarely asks questions and basically contributes the bare minimum to keep the conversation going.	Makes a lot of mistakes in basic questions and answers. Has obvious gaps in language knowledge	**8-15 points**
D	Often incomprehensible.	Overall body language is a serious obstacle to the conversation. Basically does not respond in any way to partner.	Unable to speak sufficiently fluently to complete the test.	Is generally unable to ask or answer questions.	Is generally **unable to put to**gether comprehensible questions or answers.	**Less than 8 points**

A=6 points A/B=5 points B=4 points B/C=3 points C=2 points C/D=1 point

Appendix 2
BE 1: Introduction to English conversation

Skills
1.   Can you have a *five-minute conversation* in English on these topics:
• Free time
• Family
• Food
• School
• Travel
2.   Can you ask and answer *10 questions* on each topic covered in class?
3.   Can you *return questions* to your partner using 'how about you'?
4.   Can you expand on your answers in a conversation? *(A+1)*
5.   Can you ask follow-up questions in a conversation? *(Q+1)*
6.   Can you use *classroom English* to ask the teacher for help in class?
7.   Can you give the teacher an oral *self-assessment* of your performance in the course?

Classwork
1.   Did you join actively in regular *classroom conversations*?
2.   Did you write all *students' names* in your notebook and add extra information about those people throughout the semester?
3.   Did you do all the *textbook exercises* assigned by the teacher from 'Fundamentals of English Grammar'?
4.   Did you write down at least *10 questions* in your notebook for each topic?
5.   Did you write down your *answers* to the questions on a different page?
6.   Did you visit *Conversation salon (CS)* at least once this semester?

Assessment
• Oral speaking test
• Teacher-student interview and Self-assessment
• Student notebook
• Classroom participation

(Venema, Emori, & Jarrell, 2008, p. 16)

Appendix 3

Skills and coursework checklist, Basic English 2

Basic English 2: Extended conversations

Skills

1. Can you have a *five-minute conversation* in English on the topics covered in class using the skills from BE 1?
2. Can you *change topics* in a conversation?
3. Can you give *anecdotes* in a conversation?
4. Can you use *classroom English* to ask the teacher for help in class?
5. Can you give the teacher an oral *self-assessment* of your performance in the course?

Classwork

1. Did you join actively in regular *classroom conversations*?
2. Did you write all *students' names* in your notebook and add extra information about those people through the semester?
3. Did you write down at least *10 questions* in your notebook for each topic?
4. Did you write down your *answers* to the questions on a different page?
5. Did you visit *Conversation salon* at least twice this semester?

Assessment

• Oral speaking test
• Teacher-student interview and self-assessment
• Student notebook
• Classroom participation

(Venema, Emori, & Jarrell, 2008, p.19)

Using music to stimulate free-association and promote vocabulary building

Andrew Woollock, Ritsumeikan University

Appendix A: Aural exercise handout

Name	Course	Teacher	Date

Aural Exercise

*You are going to hear **six songs**, please **listen** to the music **carefully**. When you hear the songs, try to **imagine**; a **colour**, a **country**, a **season**, an **age**, an **emotion**, a **food**, some **weather** and a **time of the day**.*

*In the space provided, please write any words that you think **suits the music**.*

*Remember that whatever you think is O.K. **there are no 'correct' answer.***

	1	**2**	**3**	**4**	**5**	**6**
colour						
country						
season						
age						
emotion						
food						
weather						
time						

Appendix B: Sample CD compilation

Key: Track name | Artist | Album

1. Sometimes / B-Tribe / Sensual
2. Is This Love / Bob Marley & The Wailers / Legend
3. Lascia Ch'io Pianga, Almirena's Air From "Rinaldo" / Christophe Rousset / Farinelli, il castrato (soundtrack)
4. You'd Be So Nice To Come Home To / Jim Hall / Concierto
5. Bhajana In The Raja Kaushi Kanada Tala Rupaka / Lakshmi Shankar / Spirit Of India II (Disc 1) Traditional
6. グノシエンヌ 第1番 / R•K works / Satie piano album
7. Electrolite / R.E.M. / New Adventures In Hi-Fi
8. Get Off My Cloud / Rolling Stones / Forty Licks (CD #1)
9. A Plane Scraped Its Belly On A Sooty Yellow Moon / Soul Coughing & Roni Size / Spawn (soundtrack)
10. Higher Ground / Stevie Wonder / Innervisions