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Special Issue: A Taste of JALT2006

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全国語学教育学会

JALT
THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

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In this month's issue . . .

Special Issue: A Taste of JALT2006

THE HEAT of summer is gradually fading and teachers across Japan are returning to their classrooms for the fall term. At this time every year JALT members are also busy preparing for the upcoming national conference. To whet your appetite, in this issue of *TLT* we feature thirteen summaries from last year's proceedings.

Christine Pearson Casanave, Dean Charles, Michael Cholewinski, Steve Cornwell, Brian Cullen, Donna Fujimoto, Amanda Gillis-Furutaka, Naoko Harada, Juanita Heigham, Cheryl Kirchhoff, Shannon Kiyokawa, Laura Kusaka, Yuka Kusanagi, Alice Lee, Mitsutada Metoki, Susan Sakayori, Kazuyoshi Sato, Miguel Sosa, Kristen Sullivan, Satoko Suzuki, Nobuyuki Takaki, John Thurman, and **Suzanne Yonesaka** all offer intriguing glimpses of the wide range of topical presentations and high quality of scholarship represented at the conference and in the proceedings. If you're interested in reading their full articles or perusing the dozens of other articles included in the JALT2006 Proceedings, please visit <jalt-publications.org/proceedings/2006/>.

In our regular columns **Brian Rubrecht** and **Lori Ann Desrosiers** satisfy your demand for back to school activities in My Share. Book Reviews are by **Daniel Dunkley** and **Michael Thomas**.

I hope you find this issue stimulating and that it gives you further incentive to attend JALT2007 in Tokyo next month. Feel free to stop by the JALT publications table during the conference to meet the editors and staff in person.

Theron Muller
TLT Associate Editor

CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

JALT2007
22–25 Nov 2007
National Olympics
Memorial Youth
Center, Tokyo

<conferences.jalt.org/2007>

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▸ 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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Foreword

夏の暑さも次第に薄れ、日本中の先生方が秋学期のために教室に戻ってきます。毎年この時期には、JALT会員は目前に迫った全国大会の準備に忙しくなってきます。皆さんに興味を持っていただくために、今月号のTLTでは、昨年のProceedingsの中から13件の選りすぐりの論文要旨を特集いたします。

Christine Pearson Casanave, Dean Charles, Michael Cholewinski, Steve Cornwell, Brian Cullen, Donna Fujimoto, Amanda Gillis-Furutaka, Naoko Harada, Juanita Heigham, Cheryl Kirchhoff, Shannon Kiyokawa, Laura Kusaka, Yuka Kusanagi, Alice Lee, Mitsutada Metoki, Susan Sakayori, Kazuyoshi Sato, Miguel Sosa, Kristen Sullivan, Satoko Suzuki, Nobuyuki Takaki, John Thurman, Suzanne Yonesaka の23人が、大会やProceedingsで散見した幅広い話題と質の高い学識の 一端を、ここで紹介します。彼らの論文 全体 やJALT2006 Proceedingsの掲載論文すべてをお読みになりたい場合は、 ウェブサイト の<jalt-publications.org/proceedings/2006 > をご覧ください。

さて、本誌の通常のコラムの紹介です。My Share では、Brian Rubrecht と Lori Ann Desrosiers が夏休み明けに役立つ学習活動を紹介します。Book Reviewsは、Daniel Dunkley とMichael Thomasによるものです。

本誌を読んで、皆さんが来月東京で開かれるJALT2007に是非参加したいと思っていただければ幸いです。大会会期中には、どうぞ、JALT publications tableに立ち寄って、編集者やスタッフに会っていってください。

Theron Muller
TLT Associate Editor

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Visited TLT's website recently?

Difficulties in L2 songwriting
Brian Cullen, Nagoya Institute of Technology

本論は、英語で作曲作詞を行っている日本人の問題点を明らかにする。作詞作曲家へのインタビューを行い、その中で彼らが気づいた点を説明する。また、作詞作曲ワークショップに参加した教師の立場からの見解も述べる。言語能力、アイデンティティ、翻訳、歌詞と曲との整合性、作詞作曲の技術などについての問題点を確認していくことによって、作詞作曲家向けの教材を開発していくことが可能かもしれない。

AN INCREASING number of Japanese songwriters are writing their songs in English. This paper outlines the difficulties facing them as identified by the songwriters themselves in interviews and by me in songwriting workshops.

The songwriter's view

Understandably, language ability is the greatest difficulty cited by L2 songwriters, sometimes termed as weak grammar, but more commonly as insufficient vocabulary. The songwriters feel that weakness in vocabulary makes it difficult to find the words to express their thoughts and feelings. Even songwriters who have a good command of English misunderstand the nuances of words and feel that this limits their creative originality.

The songwriters also cited identity as an issue. The theme of JALT2006 recognized that the ability and motivation to use language for a particular purpose such as songwriting is tied to identity, but achieving creative satisfaction in L2 songwriting can be difficult. One interviewee noted, "I am extremely particular about lyrics and there's no way that I can come anywhere near my instincts … in a foreign language." Two important identity areas emerged: lack of language experience, or as interviewees put it, "If … the singer doesn't understand the lyrics … how can they sing their emotions, their feelings, their lives" and "the only thing that I know is textbook English so I think that for native speakers, my songs are not natural"; and lack of life experience, described as, "I can't do that … in English…because my experiences in L2 are limited." To overcome this lack of L2 life experience, some write first in Japanese then translate into English, believing this reduces their reliance on L2 life experience. However, translation raises its own problems. One songwriter explains the importance of life experience by describing seeing an American boy selling hotdogs in a baseball stand. His sales chant was like

rap music, displaying an unconscious knowledge of the rhythm that runs through life and music, so he was "not really noticing about those kinds of rhythms because it's natural born thing." These are the kinds of experiences and understandings that non-native speakers lack.

Other difficulties given included: more time is required to write in English, pronunciation is difficult, differences in phrase length between Japanese and English, and the use of rhyme in English.

The teacher's view

Lack of vocabulary was also cited as a major problem. Sometimes the songwriter cannot find the words to match a mental image. Conversely, sometimes the chosen words do not produce the image they want. For example, one writer wanted to use the phrase "stand by me," but didn't recognize it as a cliche. However, mistakes in vocabulary may lead to interesting results, something unlikely with grammar. For example, the line "driving to the beauty ocean" is grammatically inaccurate and would grate upon the ear of most native speakers, but the replacement, "Driving to the crystal ocean" is interesting even though it would be **unlikely to be used by native songwrit**ers. Another interesting example is "that's just one more rainy reason." Here a spelling mistake changes "rainy season" into the much more interesting "rainy reason."

Matching words and music is a primary characteristic of songwriting. Japanese differs from English in phonemes, rhythm, stress, and intonation. For example, if Japanese students are asked to write English haiku, syllable counting is difficult for many of them. While many L1 songwriters count syllables unconsciously, it is an important aspect of matching words to music. The stress of lyrics is another area of difficulty in L2 songwriting. The primary stress of lyrics in English generally falls on the primary beats of the musical rhythm (not true for many other languages including Japanese) and a mismatch between word stress and rhythm can make a song sound unnatural. Other difficulties include rhyme, unfamiliarity with English song structure, unsuitable titles, and abstractness.

Summary

L2 songwriting is a formidable task. Difficulties arise through a range of factors including linguistic ability, identity, matching words and music, and songwriting skills. By identifying these difficulties, it may be possible to design teaching materials to help songwriters achieve their goals.

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A sense of community through Nikkei identity

Donna Fujimoto, Osaka Jogakuin College, Laura Kusaka, Aichi University, Susan Sakayori, Ryukoku University and Doshisha Women's College

長期滞在の北米日系人たちが討論グループを結成し、日本での体験を研究し始めた。本論は、その中の4人のメンバーがグループ・ダイアリーを作成し、テキスト分析を行ったものである。第1に当事者たちはどのような困難を経験したのかを明らかにし、第2に彼らが日本で他者にどのように見られているかに焦点をあてた。日系人は本来、日本人になることが容易であると考えられているが、本論はその実態を報告するものである。

In 2003 a group of long-term Nikkei residents of Japan formed a discussion group, the Nikkei Gathering, where members shared their experiences. A study in which many of these group members were participants was conducted by Noguchi in 2006. However, members found that the study was based on a flawed research framework and that the assumptions and findings were misleading. In both human interest and research articles on Nikkei in Japan, Japanese (and American) writers often use the words *return, reverse immigration,* and *return migration.* This directly conflicts with the views of Nikkei Gathering members who see this terminology as demonstrating a clear Japan-centric bias. As several have expressed, "We say we *WENT* to Japan; we did NOT *return* to Japan. Japan was a foreign country to us when we first came here. When we *return,* it means we are returning to *America.*"

This makes it all the more important that the Nikkei themselves get involved in this kind of research, and the meetings of the discussion group, which have all been videotaped, provide rich possibilities for this. A good start was made in 2005 (Fujimoto) when one member made a narrative analysis of several videotaped self-introductions from the first Nikkei Gathering meeting.

The current study is an attempt to delve more deeply into the Nikkei experience. It involves the text analysis of a collaborative journal of four Nikkei Gathering members, the main goal of which was to reflect more deeply on past experiences which were related to their Nikkei identity.

The text was then analyzed according to Creswell (2002) who suggests that the data should be divided into groups of sentences, called text segments, and the meaning of each segment should be determined. Words should be analyzed to "describe the central phenomenon under study" and then themes or broad categories of the participants' meaning should be developed (p. 56). Two research questions were: 1) What do the Nikkei writers express when they are striving and struggling? 2) How are they viewed by others?

To answer the first question a list was made of all the words which expressed a sense of struggle and the context was also recorded. From the resulting list, three themes stood out: 1) the difficulty of gaining acceptance into Japanese society, 2) the positioning of them by other native speakers of English as Japanese nationals, and 3) the challenges posed by not being a native speaker of Japanese.

For the second research question, a list was made of all sentences that contained a perception of how other people viewed the writers. The analysis showed Nikkei were viewed as:

- Japanese
- A person who only *looked* Japanese
- A non-insider (by Japanese)
- A non-Japanese who speaks Japanese
- A nonnative English speaker
- A native English speaker
- A monolingual English speaker
- A person who has knowledge of English and English speaking cultures

- A Nikkei
- A member of a minority who can relate to another minority

This multiplicity of perceptions provides a glimpse into the pulls and tensions that Nikkei routinely face.

People often assume it is easy for Nikkei to blend in as a Japanese or to become Japanese citizens. This research reveals intentional and unintentional underlying factors which hold them slightly apart.

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A TASTE OF JALT2006: EXCERPTS FROM THE PROCEEDINGS   5

A comparison of the 4th grade curriculum and daily life in a Japanese public school and an international school in Kyoto

Amanda Gillis-Furutaka, Kyoto Sangyo University

本論では、典型的な日本の公立小学校とインターナショナルスクールとの違いについて述べる。大きな違いは1クラスの生徒数とカリキュラムの点にある。教師1人当たりが担当する生徒の割合にもかかわらず、親と教師間のコミュニケーションは、双方において同質なものである。カリキュラムと教育的なアプローチにも大きな違いがある。文科省の指導のもとに作成されたカリキュラムに従っている日本の学校に比べ、インターナショナルスクールはさまざまなトピックを基にし、いくつかの学科科目を合体させたカリキュラムを用いている。教師中心である日本の学校に比べ、インターナショナルスクールは自主的学習や共同学習を積極的に行っている。評価方法も異なる。自身の子どもの教育を双方の学校で経験させた親の立場から、4年生学級の観察、教師との面談、4年生シラバス、評価方法を考察する。

IN ORDER to provide parents and educators with information about both systems, this paper will provide an overview of the differences between a Japanese public elementary school and an international school. The 4th grade curriculum at Shugakuin Shogakkou, a public elementary school with about 700 students and the combined 4th and 5th grade curriculum at Kyoto International School (KIS), with about 85 students are described. The author interviewed teachers and students in both schools and observed a day of classes at each school. Written documentation of the curricula and assessment tools were analyzed.

The main differences were class size and pedagogical approach. There were 30–40 children in the Japanese classes, but only 11 children in the KIS class. Moreover, the population in an international school is largely transient and culturally diverse. While some are native English speakers, others speak English as a second or third language. Consequently, there is greater emphasis on language learning at the international school.

Despite the difference in teacher to student ratios, the amount and quality of parent-teacher communication is comparable. However, curricula and pedagogical approaches are different. Japanese public schools follow the MEXT curriculum, which sets the syllabus and number of class hours for each subject. KIS follows the IBO PYP curriculum, in which six Units of Inquiry (UOI) are studied each year, based on different topics and combining several subject areas. In both schools children work in groups some of the time, but lessons in the Japanese school are generally teacher centered. At KIS students mostly work independently of the teacher and reinforce learning by teaching classmates and children in other grades what they have studied, which is also part of the evaluation process. Differences in hours of study by subject are summarized in Table 1.

In the Japanese school the class teacher evaluates student performance through appraisals and tests. At KIS all subject teachers, classmates, and students are involved in evaluation. There are also yearly criterion-referenced tests, administered by the Australian Council for Educational Research, which test reading literacy, mathematical literacy, and writing.

Shugakuin Shogakkou has 205 school days compared with 180 at KIS, but KIS spends more

Table 1. Comparison of subject class hours per year (1 class hour = 45 minutes)

KIS		Shugakuin	
Subject	Class hours/year	Subject	Class hours/year
Language arts	354	Japanese	235
Science/Social studies (UOI)	210	Math	150
Math	174	Integrated Studies	105
Japanese	174	Science	90
Computers	105	PE	90
PE	105	Social studies	85
Music	34	Music	80
Art	34	Art	60
Others	90	Ethics	35
		Lifestyle (gakkatsu)	35

time on academic subjects. Shugakuin Shogakkou emphasizes social skills and responsibility through students doing jobs around the school such as fetching and serving lunch, clearing tables after meals, and cleaning the classroom before afternoon classes. The aim is for students to learn cooperation and service. At KIS, students fetch milk and tidy their rooms, but not to the same extent. They also have a voice in the running of school through the Student Council.

When asked to compare the two schools, my children, who have attended both, made the following observations:

- They prefer the regular schedule and length of the school day at KIS to the schedule at Shugakuin Shogakkou, which changes each week.
- The smaller numbers of students at KIS means field trips are more frequent and to more exciting locations.
- At KIS students can join as many clubs and after school activities as they like. Opportunities and choices are more limited at Shugakuin Shogakkou.

- International school classmates live far away and often leave Japan, so the local school offers an opportunity to have more school friends to play with regularly because they live nearby and don't move so often.
- The international school provides a global perspective, whereas the local school provides roots in the neighbourhood.

Resources

- Australian Council for Educational Research <www.acer.edu.au/tests/school/isa/intro.html> (Details on the International Schools' Assessment (ISA) tests)
- International Baccalaureate Organization <www.ibo.org>
- Kyoto International School <www.kyoto-is.org>
- MEXT <www.mext.go.jp> (Japanese) <www.mext.go.jp/english/index.htm> (English)
- Shugakuin Elementary School <www.edu.city.kyoto.jp/hp/syugakuin-s/> (Japanese only.)

Wife's birthday? –Nope, that's not till next month …

Taxes paid on those private English classes?? Yep, always careful about declaring those …

Research bulletin paper? Nah, wrote that months ago …

So, what is it I'm forgetting?? Hmmmm …

Wait a minute … that's it! Pre-Registration for JALT 2007. I saw the supplement in the July TLT! When's the deadline? October 22!?! Cripes, better hurry!!!

The treatment of identities in postwar EFL textbooks for ninth graders

Naoko Harada, The Senior High School Affiliated With Japan Women's University

本論では、戦後日本の中学校英語の教科書に登場した人物がどのような歴史的変遷を辿ったかをアイデンティティの枠組みを通して探求した。学習指導要領改訂直後に出版された教科書のうち、1949年版、1972年版、1993年版、2006年版の中学3年生の教科書、計11冊を調査対象とした。調査に用いた枠組みは、ジェンダー、役割、英語話者文化圏の3つのアイデンティティである。これはTing-Toomey (1999)のアイデンティティの領域とKachru (1985)のThree Circlesを融合したものである。大きな変化が見られたのは1993年版である。2006年版には、環境や基本的人権の問題に取り組む実在人物が従来よりも多く登場する。こうした実在人物の記述を通して、中学生は多様な人間像を知ることができる。現存する中学の検定教科書発行社6社が、一層魅力的な登場人物を描き続けることが期待される。

ALTHOUGH THERE has been research into junior high school English textbooks in Japan after World War II, few studies have investigated changes in the identities of textbook characters and the communities they represent. This study examined postwar authorized EFL textbooks (ninth grade level) published in Japan over the past sixty years in order to understand the historical transition and nature of such identity changes.

Textbook authorization

Textbook writers, editors, and publishers in the private sector have traditionally worked under two major constraints. One is the four-year publication cycle. The other is the Course of Study issued by the Ministry of Education. For a textbook to be authorized by the Ministry, its contents must meet the requirements of this curriculum guide, or it cannot be published and distributed.

Identity domains

This paper treats identity as how people conceptualize the self by understanding how they are perceived by others. This study employs Ting-Toomey's (1999) identity domains and Kachru's (1985) three-circle categorization of English speakers and combines them to create an analytical framework using the following three identity domains: gender identity, role identity, and identities of English-speaking cultures. Main characters from each unit of the three major ninth-grader textbooks were coded using the above framework. Data was collected from a total of eleven textbooks published immediately after the major revisions of the Course of Study for the following four years: 1949, 1972, 1993, and 2006.

Trends of textbook characters

The results show that the 1949 textbooks were dominated by the presence of males and male historical figures from Anglo-Saxon societies. In 1972, women as housewives and mothers in nuclear families were more visible. By this time, Japanese characters appeared in EFL textbooks. By 1993, gender-fair language and ethnic leaders could be seen. Finally, in 2006, women in professional roles thought to be male-dominant could be recognized. Global issues such as environmental concerns and human rights became more widespread; Severn Cullis-Suzuki, a twelve-year-old Japanese-Canadian environmentalist, represented children speaking as global citizens equal to adults. One 2006 textbook uses the word "identity," indicating an awareness of identity issues among textbook writers.

Real life characters

Real life characters, non-fictional people who actually exist or existed in the past, are listed in the appendix of the proceedings article to highlight personal histories. Reading stories about real life characters can motivate students to learn about people that are not mentioned in history classes, ranging from Clara Barton, the American Red Cross founder, to Brazilian soccer fans.

The 2006 generation of texts includes socially diverse characters such as Louis Braille, inventor of the Braille alphabet, and refugee children. In terms of peace education, characters with similar stories appear in three ninth grader textbooks. A good example is Sadako Sasaki, who died as a result of the atomic bombing of Hiroshima. However, in order to meet local needs, there remains a need for further innovation in materials. For example, a student in Nagasaki may wonder why he cannot learn about the bombing of Nagasaki in English. Using stories of real life characters will inspire students to study English and at the same time learn more about their own cultures.

Conclusion

1993 marked a turning point. Textbooks published in this year contained characters exemplifying a greater degree of diversity regarding identities of gender, role, and English-speaking cultures than in previous texts. By 2006, textbooks portrayed real life characters with memorable achievements.

My hope is that the current six EFL publishers in Japan will continue to evolve, thereby providing interesting stories with well-balanced characters. Encountering the rich variety of people in our global communities through English study will be a source of inspiration to students, cultivating their future dreams.

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Using group dynamics in the classroom
Cheryl Kirchhoff, Meiji Gakuin High School

教室での集団力学は、学習環境に影響を与え、授業の効果にもその影響を及ぼす。生徒の不安、内気、社会的な壁、クラスメートによるマイナス要因などは、生徒の授業離れを起こしてしまう。しかし、生徒に互いを共同学習者として受け入れさせれば、授業の目標を達成させることができる。授業における集団力学の形成には、目標に向かっての信頼と協力関係を育てることが大切である。共通の目標に向かって、互いに協力できる環境を作ることで、集団の結束性は高まる。集団力学をうまく活用するためには、共通の目標を作ること、教室での規範を作ること、互いの関係を受け入れることが必要である。

LEARNING TO speak a foreign language is a cognitive and social challenge. Communicative classrooms often require students to take risks as they speak to classmates. The students' relationships can cause any well-planned lesson to succeed or fail. Classroom dynamics significantly affect the learning environment and thus the effectiveness of our lessons.

Anxiety, shyness, social barriers, and negative attributions of classmates all distract students from what the teacher is trying to do in the classroom. When students' basic needs for safety, belonging, and self-esteem are not met their attention is drawn to these needs and away from the content of the lesson. What a language student needs is a teacher who will shape the social environment so that it becomes a safe place to try out the target language.

Teachers can direct the dynamics of a group in order to build a social environment in which students will cooperate with classmates on interactive tasks and thus be able to focus on learning. Researchers find an increase in quantity and quality of speaking in classrooms where students experience good social dynamics. If a positive social atmosphere is developed in the classroom, students will be more involved in language use with their peers and be able to learn and perform to their potential. Thus the processes of forming and maintaining good classroom dynamics become important aspects of the classroom that teachers should be aware of and nurture. These processes are dealt with separately below.

Forming good classroom dynamics

In the formative period of a classroom group there are three priorities: educational goals, classroom norms, and accepting relationships.

Educational goals

Learning a foreign language is a never-ending road with few milestones along the way to mark progress. Therefore short-term goals can be used as the milestones that the class can work towards accomplishing. Common goals, attainable by all, can function to help individuals overlook individual differences.

Classroom norms

These are the rules for accepted classroom behavior. On the first day of class I give my students a handout entitled, "OC is a safe place to practice English" to describe the ground rules of my oral communication class. I tell them that learning to speak English is like learning to play a sport; it uses the mind and the body. I use tennis as my example, pull out a racket, a tennis textbook and make some balls out of crumpled paper. I mimic learning tennis, looking at the book, making mistakes, practicing form. I emphasize that I cannot become good alone; I need a partner. I do not need a tennis pro to play with, just someone at

my level. This emphasizes an educational goal of speaking with classmates and some of the class norms, such as accepting mistakes.

Accepting relationships

Students who accept each other are the foundation of a safe classroom. The teacher must incorporate activities to help the students accept everyone in the classroom group as co-learners. Acceptance will not happen naturally. Acceptance can be developed in the following ways: help students get to know one another (including learning names), frequent interaction activities, tasks that require the whole group to cooperate, and inter-group competition.

Maintaining good group dynamics

Growing trust and cooperation on educational goals are the key elements of a cohesive classroom group. Group cohesion occurs when there is a relational environment in which members cooperate with each other toward a common learning goal. A cohesive classroom is more than just a pleasant environment; it also leads to higher performance.

Learning to speak a foreign language requires risk-taking and relationships. When the students have trust in me and in each other they can participate without fear. They are focused on the content of the lesson and their manner of relating to one another supports the goals of the class. They are rewarded with enjoyment and success. I too am rewarded by seeing students perform their best.

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Using drama to motivate EFL Students: Building classroom communities and student identities

Dean Charles, Tokyo Christian Woman's University
Yuka Kusanagi, Akita Prefectural University

ドラマは、教室内コミュニティの英語発話活動を促進し、英語学習者の学習動機の向上とアイデンティティの意識化に役立つ。本論は、初級レベルの教科書に多く見られる典型的なダイアログを用いたドラマ活動の1つの例を紹介する。この活動案は、言語教育におけるドラマ・アプローチの目標と利点を示し、教師がそれぞれの教育において、どのようにドラマ活動を活用できるかを考える助けになる。

MANY **E**NGLISH teachers in Japan encounter the challenge of teaching shy and reserved students who do not wish to stand out in the classroom. This limits their opportunities to use English and communicate with each other. How can we help these students become more confident and motivated in communicating in English? How can we build positive English speaking classrooms? Introducing drama is one approach to overcoming this challenge. This paper introduces EFL teachers to the benefits of the drama approach, and helps them adapt it to their own situations.

Background

We consider drama as classroom activities rather than a stage play. Drama provides a genuine context for communication and makes the target language more real, leading to improvement in language, communication, and social skills.

Drama lessons typically begin with physical activities and improvisation. For some students, improvisation is easier than script drama because it does not require memorizing lines; thus students are able to use their own words and nonverbal cues. However, students in regular English classes tend to feel uneasy with such activities. In these cases, teachers begin by using scripts because reading a script is considered a more normal classroom activity. Although script drama begins from words, physical movements become more natural when the lines are learned by heart. Both drama approaches offer many benefits.

The phases of a script drama lesson

Warm-up

Teacher reads a short dialogue aloud, asking students to repeat. Then the call-response is varied until students become more comfortable with the

script. This simple activity provides students with an easy and familiar classroom activity.

English script

Teacher asks a few questions to make sure that students understand the language and context. Then students are divided into small groups, given roles, and instructed to practice the dialogue.

Adjectives

Teacher writes basic adjectives describing personalities on the board and asks each student to select an adjective. Students are then asked to exchange adjectives with other group members to create more of a challenge.

Preparation

Groups are asked to rehearse a presentation of the script with a time limit. They are told to remain standing, as it encourages students to incorporate movement and gestures into their practice, as they are more likely to demonstrate ideas physically.

Presentation

Students watch other groups' presentations and guess which adjective each group member chose. They can observe how interpretations of the roles are changed enormously by choosing the adjectives, and how powerful nonverbal cues are in communication.

Fast forward

Groups imagine their characters one year into the future. What would happen to their relationships? With this activity, learners slowly move away from the platform of scripted interaction towards a freer form of presentation.

Further lessons

There is a wide range of ways that these techniques can be developed into writing: describing characters, writing new scripts based on the original script, and recording interviews in character.

Conclusion

Drama offers flexible group dynamics. Those who prefer to express themselves verbally in English can bring their skills to the drama, and those who are more kinetically aware can bring those skills to the task. This increases self-confidence and motivation.

Drama also provides playful learning. Non-threatening environments affect student attitudes. These positive psychological effects help create good classroom communities. Everyone can find a position in the classroom and in this way the classroom community is strengthened.

Identity, in terms of role, lowers student anxiety. Errors are not made by the students but by the characters they play. Nevertheless, they can claim successful performances as their own. They also become aware of English speaking communities by comparing these communities with their own.

All in all, we believe that the drama approach allows students of various ages and linguistic abilities to develop their skills in a way that is challenging and enjoyable at the same time.

Creating a community of self-directed learners

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神田外語大学学部留学生用の一般的な英語能力（4技能）を養成する英語科目（EPFS）と、その中でも、入門および初級の学習者向けに特別に設置された自律学習（IS）に関する報告である。EPFSはコミュニカティブ・アプローチにより、教科書に基づいて4技能を教授しているが、ISは、さらなる個別学習を補強するものである。本論では、ISの主な特徴を説明し、収集した学生のフィードバックをもとに、学生たちが自主的な学習者として自らのアイデンティティーを創り出していく事例を紹介する。本研究は、英語学習において自律学習を経験していない学生でも、適切な指導とサポートを受けることによって、誰もが学習態度を変化させ、自律学習の恩恵を受けることができることを示唆している。

IN THIS summary, I provide an overview of a process whereby classes of students can start to form an identity as self-directed learners. I first explain the background and main characteristics of a year-long, classroom-based, structured Independent Study (IS) course component for students learning English at Kanda University of International Studies (KUIS). Subsequently, I highlight initial student feedback showing positive changes in attitude and motivation.

Background

Since 2001, increasing numbers of Korean and Chinese students have entered KUIS as undergraduates. Due to their comparatively lower ability in English, the English Program for Foreign Students (EPFS) was created in 2004 to accommodate their special needs.

The EPFS aims to develop both the students' language proficiency and skills useful for autonomous learning. At the same time as taking textbook-based, integrated skills English classes, students at the Beginner and Basic levels also participate in a 90-minute per week course component called Independent Study (IS).

About independent study

IS creates the time and opportunity for students to pursue a more individualized way of learning English. The following comprise the IS scaffolding:

Teacher support

The IS instructor assumes multiple roles in the learning process. For example, the instructor gives advice on how to learn English, offers encouragement and feedback, explains concepts such as learning strategies and styles, manages IS resources, and is available as a human resource during lessons.

Content support

Content support, namely learner training, incorporates self-assessment, introduction to general language learning strategies and how to apply them, and learning cycles conducted by the students.

For each 3-7 week learning cycle, students set goals, outline a plan, conduct their study, and engage in guided, written self reflection. They then use their reflections to plan the next cycle. After initially working alone to become accustomed to the process, students can opt to work with a partner.

A key element in this process is timely intervention by the IS instructor in the form of written and oral feedback before, during, and after a learning cycle.

Materials support

Materials support is offered by a trolley, containing learning resources and equipment, which is transported to and from the classroom.

The issue of control

In addition to the scaffolding summarized above, a high degree of control is given to students; they decide the content and management of their learning and the place they wish to learn. Once students check in with the instructor, they can go anywhere on the university campus to carry out their learning during the class period.

Through the repeated process of self-experimentation, students can gain better knowledge of themselves, how they learn, what methods and strategies work best for them, and their own strengths and weaknesses.

General student feedback

During 2004-05, data was gathered from all IS students (29 total) in two classes. Results show that the students generally liked English better by the end of the school year. Also, those who initially resisted self-directed learning started to like it by the end of the year. Most students reported gaining confidence in their ability to set and reach personal learning goals. Many stated they realized the importance of goal-setting.

In addition, students generally attributed success in learning English to effort (or lack of it) rather than innate ability, implying an awareness of personal responsibility.

Conclusion

While further research and program improvements are necessary, initial feedback suggests that the IS was mostly a positive and beneficial experience for the students regardless of their previous experience and background learning English. Changes in attitude, confidence, and sense of personal responsibility indicate that the students have started to form an identity and community as self-directed learners.

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Communities of supportive professionals

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教師への教育に関する最近の先行研究において、教師が協力的に学び合うコミュニティを形成する重要性が強調されているが、そのようなコミュニティが実際どのように形成されたのかは、ほとんど研究されていない。外国語教師への教育の研究分野においては、Murphey & Sato (2005) の Communities of Supportive Professionals が唯一の先行研究となっている。Murphey & Sato によれば、教師は協力的に学び合うコミュニティに参加することによって専門性を向上させ、その結果、生徒の学習成果を上げることができる。本研究には6名の研究者が参加し、学校内外においてコミュニティを形成したいと願っている教師を対象にフォーラムを開催した。本論では、様々なコミュニティがどのように形成されたのか、どのようなストラテジーが有効だったのか、どのような困難や成果があったのかについて具体的に述べる。

ALTHOUGH THE current literature in general teacher education emphasizes the importance of creating a collaborative learning community, there has been little documentation as to how such a community is actually created (McLaughlin & Talbert, 2001). Within the area of foreign language teacher education in particular, there has been little published on the subject except for *Communities of Supportive Professionals* (Murphey & Sato, 2005). In this book Murphey and Sato have documented that participation in such collaborative communities generates many opportunities for professional development, which in turn can increase student learning.

Studies on teacher learning emphasize the importance of building a collaborative learning community. Research on effective schools and teaching cultures has identified two general types of schools: *learning-enriched* and *learning-impoverished* (Kleinsasser, 1993; McLaughlin & Talbert, 2001; Rosenholtz, 1989; Sato & Kleinsasser, 2004). For example, Rosenholtz examined 1,213 teachers in 78 elementary schools in the United States and found only 13 schools to be learning-enriched. In these 13 schools, teachers consistently collaborated with one another, set goals with principals, and challenged students' diverse learning needs. In contrast, in the learning-impoverished schools, teachers were uncertain about their practices, were isolated from colleagues, and reinforced routine practices (Lortie, 1975). Moreover, McLaughlin & Talbert (2001) found that teacher collaboration led to better student outcomes.

Although some teacher learning communities (TLCs) are found within schools, many others

exist outside as well. Lieberman and McLaughlin (1992) suggested that networks built outside of schools attract more teachers than conventional in-service groups, which typically aim at knowledge transmission. Networks focus on specific activities, establish a climate of trust and support, offer intellectual and emotional stimulation, and provide leadership opportunities. Nevertheless, the power of networks has been underestimated (Lieberman & Miller, 1994), and "little is known about how such networks are formed, what they focus on, and how they are sustained" (Lieberman & Grolnick, 1999, p. 292).

In this paper, six authors from *Communities of Supportive Professionals* report on their struggles and achievements in setting up their respective collaborative communities.

Those stories include:

1. The surprise of collaboration in curriculum innovation (Heigham & Kiyokawa)
2, Building a collaborative school culture through curriculum development (Cholewinski)
3. Keeping a grassroots teacher development group growing (Takaki)
4. Co-constructing a community of qualitative researchers (Cornwell)

Furthermore, the authors highlight several strategies to cultivate more collaborative communities.

Wenger (1998) contends that "learning is, in its essence, a fundamentally social phenomenon" (p. 3). The four stories these authors share describe how they have been socially engaged in creating TLCs in and out of schools. Heigham, a language program director, initiated a curriculum reform in her department, involving both full and part-time teachers. Some part-time teachers such as Kiyokawa played a significant role in developing a professional learning community. Cholewinski described a similar effort to renew an old curriculum through student evaluation, goal setting, communication, and collaboration, which are all necessary ingredients for changing school culture. On the other hand, Takaki and Cornwell shared about how they created TLCs outside of school. Takaki detailed the development of a volunteer teachers' group. Starting with his university graduates who became junior high school teachers, Takaki helped them take more leadership roles through newsletters, action research, email lists, and yearly publications. Cornwell highlighted a group of graduate students in Japan who formed

a qualitative research group and described how such a self-initiated group developed into a collaborative learning community.

Communities of Supportive Professionals lays out these teachers' **stories and provides read**ers a glimpse of a variety of TLCs. It argues that creating collaborative communities can be a great motivational factor for professional development, and it aims to encourage other teachers to form and actively participate in similar teacher learner communities.

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Difficult students: Who, why, and responses

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本稿は、いわゆる「扱いにくい学生」、つまり、やる気がなく、授業に参加しようとせず、手に負えない学生たちに関する考察である。このような学生の多くは、学習に対する動機も興味もなく、目的意識に欠けているのが特徴である。まず、いくつかの事例を紹介し、次に、学生が授業に参加しない原因を探り、彼らにどう応えるべきかを提案する。最終的な目標は、扱いにくい学生にもっと理解をもって接し、手が届かない学生に関して教師が罪の意識を持たずに対処できる方法を探すことである。

Some students in EFL classes seem impossible to teach. They are absent mentally and physically, seem to have little interest, and engender endless complaints from teachers. For the purposes of our discussion, we characterize difficult students as those who seem to lack motivation, interest, and purpose. There are students, for example, who attend most classes and perfunctorily do the work, but without enthusiasm. As Sosa learned about one of his students who was planning to study in Europe and learn French, their interests may lie elsewhere. Others have reputations as troublemakers. Teachers may accept these labels without exploring their origins, ignoring such students or moving them to other classes before trying to discover why the students are so unhappy. The simple act of showing interest in such a student, uncovering what *does* motivate them if not English, can help students turn their lives around and can change our attitudes toward them as people.

Our readings on motivation, autonomy, and agency, (e.g., Deci, 1995; Dörnyei, 2001; Ford, 1992) and on the motivational and educational value of deep engagement in interesting and challenging activities (Csikszentmihalyi, 1997; Gardner, 1999) have helped us understand why some students are difficult. Within a test-driven inflexible institutional system that is linked to corporate culture rather than to the life of the mind (McVeigh, 2002), and within the required, rather than elective English class, students and teachers may naturally feel constrained and uninspired to go beyond the grammar exercises and irrelevant reading topics students find so boring. We should not be surprised at their apathy or other forms of resistance. We may be powerless to change the system, but are we powerless within our own classes? Ultimately, our responses will be very personal ones, involving our interactions with particular students and groups.

We ask readers, therefore, to reflect on their experiences with specific kinds of difficult students, to ask what might be causing the difficulties, and to consider what possible responses there might be to difficult students that may help both students and teachers deal with the difficulties. Fundamental to this reflection is the value of listening closely to students' stories about important issues in their lives, and sharing our stories with them. By doing so, we may discover a) that student disengagement is a rationale choice; b) that teachers can serve as models of engagement and lifelong learning; and c) that it is possible to offer students real choices, including the choice not to participate, and to respect their choices and them as people.

Institutional constraints will not disappear, and not all difficult students can be "saved." But many difficult students simply crave some attention and some sign that an adult is interested in them. Teachers who show genuine curiosity about who their students are can thus go a long way toward reaching out to some students that have been labeled difficult. We may need to let go of others, without anger or guilt, and with respect for their choices.

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Pros and cons of a class podcast project: Evaluating a classroom innovation

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教育者は様々な理由をもって、今まで使ってきたアクティビティーを改良する努力をする。授業改善は、教育者の専門性の育成の一つともなりうる。授業改善を行うと、教室の雰囲気や学生の学習意欲が良い方向に変わっていくと一般的には信じられている。しかしながら、本論では、授業改善は必ずしもよい結果につながらないことを指摘する。学生によるポッドキャスト作成授業を教室に導入した際に得た経験、および、学生による授業評価に基づき、授業改善を導入する際に発生する問題と注意すべき点を紹介する。授業改善を導入する際には教育上の目的を明確にして、その目的が実現されるように計画する必要がある。また、授業改善を導入した後も、その目的が正しく実践されているかどうかを確認し、必要であれば状況に合わせてさらなる工夫をすることが大切である。

THERE ARE many reasons why teachers decide to experiment with their regular classroom activities and procedures. It may be to keep things interesting personally, to challenge themselves professionally, or to incorporate ideas picked up from the literature. At other times, teachers may implement a classroom innovation in specific response to a perceived problem or opportunity for improvement identified in their own classroom.

It is probably fair to say that most of us associate innovation in the classroom with positive change. Personally, I believe that the constant evaluation and improvement of classroom practices is a natural part of a teacher's professional development. However, in "Pros and cons of a class podcast project: Evaluating a classroom innovation" I ask the reader to reflect a little more critically on innovation in the classroom and suggest that the introduction of classroom innovation may not necessarily result in improvement or change in the way that we expect. In this paper I refer to my own experiences in implementing a class podcast project to discuss some of the problems which may be faced by teacher-innovators.

Podcasting is a buzz word in the field of English language teaching and learning. While the use of podcasting for listening practice is gradually becoming more common, student authored podcasting has yet to pick up in the same way, making it in some sense an innovative and novel activity for the EFL classroom. In the 2nd semester of 2005 I decided to create a class podcast project with my 3rd year university students taking an oral communication class for non-English majors. The idea behind the project came from two sources. Firstly, in the previous semester I had noted

that many students were often off task and were overusing Japanese. I decided to try to improve this situation in the following semester. Second, I wanted to challenge myself professionally by trying something new in the classroom. Podcasting at that stage was still quite new and seemed a novel way to organize an oral communication class. I presumed that the injection of something new into the classroom–in this case podcasting–might lead to an increase in student motivation and ultimately to the students staying on task.

During the 12 week course, the class worked in several small groups to produce their own podcasts. The podcasts were not only original, creative, and well-prepared, but were also unique to the students' worries and personalities. However, personal observations of the class suggested that the issues which motivated the project had remained unchanged. Moreover, students indicated that they felt the emphasis on small group work had not given them enough opportunities to interact with all class members and feel part of a class community. What is to be made of this evaluation? In this article I demonstrate how the undoing of this project can be located in its design. I argue that classroom innovations should have a clearly defined *pedagogical* goal, and should be designed in a way that ensures the achievement of this goal. Moreover, projects must be constantly monitored and adapted to ensure that these goals are actually being achieved.

In "Pros and cons of a podcast project" I discuss the details of the podcast project, problems which arose, and ideas for other teachers to avoid similar problems in their own classrooms. I also describe how the podcast project has been successfully modified in subsequent classes. It is hoped that this article will provide food for thought for teacher-innovators as well as teachers interested in introducing podcasting in their own classrooms.

Raising children in two languages and communities

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日本語と英語が自由に使える子どもに育てるためには、いくつかの要素を含んだ方法を構築する必要がある。本論では、バイリンガル子育てについて蓄積されてきた研究とバイリンガリズムに関連した言語心理学の研究成果に立脚し、その重要な要素を考察する。子どもは親の計画や希望どおりに成長することはない。しかし、もし親が子どもの現状を理解していれば、子どもをバイリンガルへと導くことができるだろう。バイリンガル子育てにはうまくいかないことがつきものだが、それに失望するのではなく、起こると予想される難題を知り、対処し、粘り強く継続することが大切である。本論は、父母やもうすぐ父母になる人々、子どもをバイリンガルに育てる実践的・論理的方法に興味を持つ教師や学生達に役立つ。

N ORDER to raise children to be bilingual in Japanese and English, certain factors should be considered and approaches planned. This essay discusses important factors based on reviews of the literature of bilingual child raising, interviews with bilingual children, and findings of psycholinguistics related to bilingualism. These factors are likely to be useful for teachers who want to learn about bilingualism and for anybody who wants to raise children bilingually in the Japanese context. The factors are stated generally enough so that readers can select the ones that are most relevant to their own bilingual child raising and to supporting bilingual children in public areas such as schools.

Important factors to raise Japanese/English bilingual children in Japan include the following:

First of all, plan the bilingual child raising strategy before the child is born. This helps you to choose a method that is easy to implement, easy to continue, and effective.

Then, interact with children as much as possible using the second language before they go to elementary school. The period from birth to about age 6 is the time that children do not think of languages as things in themselves. Languages are part of the activity of communicating with others. This period is also the best chance for parents to control their children's bilingual ability because their world hasn't expanded beyond home and family yet. Thus, it is the best time for children to get what Leopold (1949) called a "speech feeling" (p. 154), which is a language mode people should be in when using each language.

Next, parents can balance the child's two languages. The tips are, for example, parents exposing children to English everyday if possible, offering an immersion environment, teaching English literacy skills before children learn Japanese literacy skills, and passing the period from age 5 to 7 with an established two-language pattern.

A positive attitude towards biculturalism/bilingualism, which is an identity related issue, is also critical. Having this attitude is necessary to maintain bilingual ability since bilingual children avoid using the second language if they feel negative about it and its culture.

In addition to the suggestions above, which are for all parents, there is some specific advice for Japanese parents who wish to raise bilingual children. If parents speak English to their children, they should not try to teach the language as an object of study, such as translating or teaching words outside of context. If the parents' English ability is low, parents can learn the language positively together with their children and once their children are on the right track, parents monitor, plan, and help their children learn both languages simultaneously.

Lastly, parents should keep in mind how they react to their children's developing language ability. For bilingual children, an equal balance of languages is rare, and sometimes there is a shift of dominance from one language to the other. Thus, becoming aware of the possibility of a language shift and not worrying about or trying to balance it is important. Parents should take a child-centered attitude for developing a child's bilingual ability by helping children develop both languages according to their own personalities and purposes.

Raising bilingual children in Japan is challenging but possible, if you plan what to do. You can make mid-course corrections to keep children on a bilingual path. It is important not to despair in the face of apparent failures, but to persevere knowing the general outlines of what to expect. You and your children change all the time; you should always question yourself and think deeply about how you want to raise your children. If you do, you can raise children bilingually at your own pace, being flexible in choosing what is best for your children.

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Choice of task topic: Are the students more motivated?

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どのような選択肢が与えられるかは、様々な場面で人の動機付けに影響を及ぼす。本論では、3種類のタスクを行う場合、選択肢の与え方の違いがタスク遂行の動機付けにどのような変化をもたらすかについて調査した。学習者がタスクのトピックを決定する際に、1）選択肢なし、2）3つの選択肢から1つを選ぶ限定的選択、3）自由選択、の3段階を設定した。その結果、選択権がまったくない場合より、限定的に選択肢を与えた方が、学習者の動機が高まった。しかし、自由選択が、明らかに学習者の動機を高めるということはなかった。最後に、この研究結果が実際の教育にどう影響するかについて示唆する。

A QUESTION TO guide presentations at JALT2006 concerned the factors which motivate our students. The aim of this research was to discover whether student motivation to do a task improves when they have a choice of topic.

Choice is a crucial variable in enhancing an induced sense of control. A theory of motivation that operationalizes choice as an important component is the theory of self-determined motivation. The keystone of this theory is intrinsic motivation, and an important component of intrinsic motivation is autonomy. For increased autonomy, the most important device is choice. If there is no choice, there is no autonomy, and if there is no autonomy, there is no intrinsic motivation.

However, recent research has revealed that choice, and therefore autonomy, may be viewed differently in different cultures. Western society may regard the availability of choice as preeminent in daily life. However, Iyengar and her colleagues (e.g., Iyengar & DeVoe, 2003; Iyengar & Lepper, 1999) used the paradigm of Markus and Kitayama's (1991) theory of independent cultures, where the self is seen as separate from other groups or the family and interdependent cultures, where the self is seen as part of the group or family. These authors proposed that those from cultures that have more interdependent selves, mostly in East Asia, value independent choice less and choose according to group norms or are more highly influenced by others, e.g., parents, than those from cultures that have more independent selves.

For this study, there were three different types of tasks: descriptive, narrative, and decision-making. Choice was operationalized into three levels: no choice, where students do the task topic preselected by the teacher; limited, where students choose from one of three pre-selected task topics; and complete, where students can choose any topic within the confines of the task.

This study utilized a counterbalanced, 3x3 repeated measures design. In total, there were nine different treatments. Students completed the tasks in pairs and then completed after task surveys. Results indicate there is greater motivation to do a task with a limited amount of choice. This may be because of feelings of well-being engendered by the power to choose. However, this was not evident when students could choose any topic within the framework of the task. This could come from two sources: this level of choice may have required more work from the students or there was choice overload and the students found the task more difficult because of the frustration involved in choosing a topic.

With more motivation from increased autonomy, the students may do the task longer and the gains might include an increase in task output (Swain, 1995), which may enhance learning a foreign language in a task-based language learning environment. With a simple change of adding choice, students may increase output, leading to improved language skills.

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Teacher use of students' first language: Introducing the FIFU checklist

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被授業者の第一言語を授業者が授業中に用いるべきか否かに関して多くの議論がなされてきた。本論では、授業者が第一言語をどのように用いているかを簡単に確認するチェックリスト（FIFU）を紹介する。FIFUは全ての英語教師に役に立つが、特に中等教育の英語を母語としない教師(Non-Native Speaker)が、教室内での 第一言語使用を自分で確認するための助けになる。

THE DECISION to use or avoid students' first language (L1) in the EFL classroom is critical because it impacts pedagogy significantly. We introduce an observational instrument, *Functions of Instructor First-language Use (FIFU),* to help all teachers, but especially secondary non-native speaker teachers of English (NNS), examine their classroom use of students' L1.

First, there are four possible stances teachers can take regarding their use of students' L1: (1) L1 should be excluded; (2) L1 should be a last resort; (3) thoughtful L1 use can enhance instruction; and (4) L1 instruction is most effective.

We believe the third option is achievable for most NNS teachers and that they should aim to use limited amounts of the L1 in a disciplined and meaningful way. To reach this goal, they must first recognize the role of L1 in their lessons.

Functions of L1 use

The term *functions of L1 use* is commonly used to refer to both the what and the why of L1 use. However, we define functions of L1 use (the what) as observable pedagogical behaviors. In contrast, the reasons or intentions of L1 use (the why) can be provided only by the teacher through introspection or interviews. Furthermore, various reasons can be attributed to a single function and a single reason for L1 use can be realized via various functions.

After extracting functions from the literature, we organized them into a framework from classroom discourse analysis. Pennington (2002) has proposed that classrooms have several discourse frames that can be pictured as nested boxes. We used these frames to identify the teacher's roles: language teacher or informant, classroom teacher, member of an institution, and person.

The checklist was translated into Japanese and piloted in eight junior and senior high school English classrooms. After follow-up interviews, it was refined, re-piloted, and re-translated. We also created a self-study training packet using real and simulated data. Please contact the authors for a copy of the packet.

The FIFU checklist

Teacher's role: Language teacher

1. Translate lesson item or instructions; translate an L2 utterance by a student, team-teacher or oneself.
2. Make lesson item or content comprehensible by paraphrasing or summarizing rather than by translating; summarize an L2 utterance spoken by a student, team-teacher or oneself.
3. Teach grammar, vocabulary formation, or pronunciation explicitly; ask display questions to elicit the target forms.
4. Provide supplementary background or cultural information to make lesson comprehensible.
5. Comment on languages or language learning in general.

Teacher's role: Classroom teacher

6. Give students feedback on their language, progress, etc.
7. Give procedural instructions.
8. Check student comprehension of content.
9. Manage or control student behavior to keep them on task.
10. Comment on the flow or structure of the lesson; link content of lesson to previous lessons or to future lessons, homework, or tests.
11. Comment on classroom equipment, materials, supplies.

For the complete text of this article: JALT2006 Conference Proceedings online <jalt-publications.org/proceedings/2006/>

Teacher's role: Member of an institution

12. Explain institutional information beyond the scope of this lesson.

Teacher's role: Person

13. Chat with students about topics unrelated to the lesson.

Conclusion

We believe that using FIFU to observe and analyze lessons will make teachers aware of intended and random L1 use. This should lead them to consider whether particular functions might be better performed in the L2 and whether their classroom actions reflect their beliefs about L1 use.

References

Pennington, M. (2002). Examining classroom discourse frames: An approach to raising language teachers' awareness of a planning for language use. In H. Trappes-Lomax & G. Ferguson (Eds.), *Language in language teacher education* (pp. 142-172). Amsterdam: John Benjamins.

RESOURCES • MY SHARE | 21

…with Jerry Talandis
<my-share@jalt-publications.org>

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

THIS MONTH we have two activities geared especially for university-level and above learners. First is a fun *Concentration*-style card game submitted by Lori Ann Desrosiers, an activity that engages students in a practical application of new vocabulary. Following that, Brian Rubrecht shows how the popular *Grammar Girl* podcast can be used in a writing course.

Personality Concentration
Lori Ann Desrosiers
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Quick Guide

Keywords: Card game, vocabulary application, interactive
Learner level: Intermediate and upwards
Learner maturity level: University and adult
Activity time: 30 minutes
Preparation time: 15 minutes or longer, depending on how many sets of cards are used
Materials: One set of cards per group of three to five people

Introduction

This is a *Concentration*-style card game whereby learners match vocabulary with situations. The purpose is to engage students in a practical application of vocabulary. Presenting situations to analyze versus simply recalling definitions requires learners to call up their schematic knowledge. Half of the cards will each have one personality characteristic written on them (such as generous, considerate, or gullible). The other half will have one situation about a person written on each card. For example, for a card with the personality adjective *considerate*, the matching card could read,

Rumi was asked out on a date by Hajime. She knows that her friend likes him a lot so she said, "No."

Through this activity, learners become very interactive as they discuss the situations and adjectives on the cards. Due to the nature of the game, students will be turning over cards again and again until matches are made. As a result, repetition will enhance the retention of target vocabulary.

Preparation

Step 1: Make one copy of the adjectives and situations pages for each group of learners (see Appendix A).

Step 2: Cut out the adjectives and situations and glue each onto a card so that the words cannot be read through the paper. I use a heavyweight A3 card and cut it into 16 small cards (about 10.5cm x 7.5cm).

Step 3: Put a rubber band around the adjective cards and another around the situation cards. Then place one more rubber band around the whole set.

Step 4: Prepare a small set of model cards to use when explaining how to play the game.

Procedure

Step 1: Make groups of three to five players and have them sit around one desk or table.

Step 2: Hand out one set of cards to each group, and have the students place the adjective cards and situation cards faced down with a big space between the two groups of cards.

Step 3: Allow a moment for the players to decide the order of play.

Step 4: Use your model cards to explain how to play the game:

- Pick up one adjective card and read it. Then, do the same with a situation card. Ask learners if it is a match or not. (Show them a *no match* first.)

- When this no-match situation happens, they should return the cards back to the table, face down, in the places they were picked up from.

- Repeat the procedure, picking up one card each from the adjective and situation cards. (This time show them a match.)

- When a player makes a match, she or he can keep the pair of cards and take another turn.

Step 5: Play the game. Remind learners to read each adjective and each situation out loud as they pick up the cards. If learners are unsure if they have found a match or not, have them raise their hands. Walk around to check that the matches are correct. If there is a mismatch, ask the player to return the cards to the table.

Extension

For homework, or in-class work, have students write some of their own situations for a few of the personality adjectives.

Appendices

Appendix A: "Personality adjectives and matching situations" and Appendix B: "Answer key" can be viewed at <jalt-publications.org/tlt/my-share/resources/0710a.pdf>

Using listening for writing? Playing podcasts in composition courses

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Quick Guide

Key words: Writing, composition, grammar, podcasts
Learner English level: Intermediate and above
Learner maturity level: University
Preparation time: Varies
Activity time: 30 minutes
Materials: Internet access, MP3 player, speakers, transcript copies

Introduction

University composition students do not need to be taught most grammar points so much as they need to be made more aware of them and to keep them in mind when writing. Reintroducing gram-

mar in engaging and novel ways can encourage this awareness. I have found that the use of podcasts, particularly those related to English grammar and writing, accomplishes this task admirably.

There are a number of ways to incorporate podcasts into composition courses, with your imagination essentially being the only limit. The following activity is an example of how to incorporate an English grammar podcast into a writing course via use of the *Grammar Girl's Quick and Dirty Tips for Better Writing* podcast. Other podcasts focused more on improving English speaking and listening skills can be used as long as they include some discussion of grammar points applicable to writing. One advantage of the Grammar Girl show is that complete transcripts are readily available from the website:

Preparation

Step 1: Subscribe to the Grammar Girl podcast via iTunes or your podcatching software of choice. Alternatively, you can download episodes directly from the website.

Step 2: Select episodes based on potential student interest, need, or simply what you feel students should be reintroduced to.

Step 3: Prepare a handout by copying and pasting selected text from the transcript at the Grammar Girl website into the text-editing software you normally use. Since the transcript does not always follow the podcast word-for-word, and because playing entire episodes is usually unnecessary, some tidying up is usually required.

Procedure

Step 1: Inform students they will listen to a short podcast dedicated to a specific writing topic.

Step 2: Distribute copies of the transcript and play the episode twice while the students read along.

Step 3: Present the students with a synopsis of the episode, taking care to explain any areas that may have given them difficulty. Explain again the examples Grammar Girl provided (if any) while presenting some original ones.

Step 4: To demonstrate their understanding, assign students the task of coming up with their own examples (provide them with writing themes or contexts as necessary).

Step 5: Check their examples before having them share their work with classmates. Throughout this entire process, monitor the class to see if students have any questions or comprehension problems.

Conclusion

This article describes but one method of using a podcast to bring grammar points to the attention of university writing students in a way that is novel, useful, and that steers clear of dull and often superfluous grammar instruction. To reiterate, the purpose of using such podcasts is not to teach grammar per se, but rather to focus students' attention on grammar areas they already know and need to become more conscious of, or things they should know when involved in the writing process (such as proofreading or how to start a writing assignment). Should podcast lessons be adopted, encourage students to include any grammar or other points studied in future writing assignments and be sure to check for them.

Certainly, other EFL and grammar-related podcasts exist and more are being added all the time. With a little tweaking and imagination, many podcasts could be meshed quite easily with a composition course. Other, more advanced possibilities for podcast use include instructors creating their own shows (alone or with other instructors) or different groups of composition students recording podcast episodes on varying grammar issues (assigned and checked by the instructor prior to wider dissemination). As the proliferation of portable MP3 players continues, podcasts are increasingly becoming an interesting and viable option for educational purposes worthy of consideration and further exploration by instructors.

Reference

Fogarty, M. (2006) Grammar girl's quick and dirty tips for better writing podcasts.

Correction

The Sept 2007 My Share activity *Raising Awareness of English Loanwords in Japanese* contained the following error:

In Appendix A, the author forgot to include F in the commentary for Box B. The loanword for F should be *inishiachibu* イニシアチブ (initiative), while *haroowaaku*, incorrectly labeled F, is G. The next word, *mentaritii*, should be H, and so on.

…with Robert Taferner

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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S column features *A Practical Guide to Using Computers in Language Teaching*, which is evaluated by Michael Thomas, and *Workout for the TOEIC Test Books 1 and 2*, reviewed by Daniel Dunkley.

A Practical Guide to Using Computers in Language Teaching

[John de Szendeffy. Ann Arbor: University of Michigan Press, 2005. pp. 254. ¥4,196. ISBN: 0-472-03048-5.]
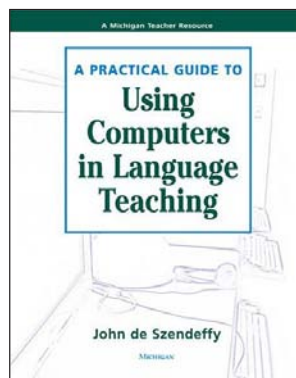
Reviewed by Michael Thomas, Nagoya University of Commerce and Business

The book begins with the bold declaration that computers are "the most powerful dimension of the second or foreign language learning experience since the advent of the teacher" (p. xi). Nevertheless, the motivation to write it sprang from the need to "solve the mystery" of how to integrate computers into language learning environments (p. xii). As the title implies, the author is concerned above all with providing a "concise, accessible, practical guide" (p. xii) to the use of computers, while at the same time establishing a context for CALL aimed at the nonspecialist

teacher, graduate student, and administrator. One of the most successful aspects of the book is that it is not a technical manual or limited by current operating systems or versions of software. While similar in scope to Towndrow and Vallance (2004), its value lies in its usefulness across platforms and applications, as well as the fact that unlike many such books, it addresses the Internet as a CALL tool, rather than as the absolute horizon of task-based resources.

The book is divided into four parts. Part 1, What is Computer Assisted Language Learning? consists of three chapters: The Wonderful World of Computer Assisted Language Learning (CALL); Getting Started; and Ten Suggestions for Teachers with Limited CALL Experience. One of the real strengths of the book is evident in this section, in which a number of foundational issues are covered in a nonspecialist's introduction to the history of CALL. It focuses on the advantages of computers in language learning, the evolution of analog language labs, analog versus digital technology, the teacher's role in CALL activities, and a clear rationale for the use of CALL. The chapter on getting started continues this emphasis by reviewing debates on the computer as tutor versus tool, CALL concepts and procedures, and the attempt to incorporate existing computer knowledge into CALL activities. A basic overview of simple applications and background computer knowledge is also provided, as well as where to find help and extra training. Part 1 concludes with Ten Suggestions for Teachers with Limited CALL Experience, perhaps the most valuable section of the book, and one that could easily prove very useful to teacher training sessions on CALL. Each tip is appositely illustrated with a class example to consolidate the point, and a list of potential pitfalls for new CALL teachers. In Tip 1, for example, *Focus on activities, not software titles*, teachers are given sound advice on how to be led by factors concerned with skills development first, rather than the potential of the technology.

Part 2, CALL Classroom Activities, contains a further six chapters: Writing Activities; Internet Activities; Audio/Video Activities; Project Activities; Text-based Activities; and Content Activities. As the central core of the book, Part 2 is rich in

activities, suggestions and technical help aimed at developing resources for students across all of these areas, from writing, Internet, and audio and video, to project, text, and content-based activities. Each chapter contains a thorough list of activities and variations, including guidelines for use covering teacher-and-student skills, content objectives, and notes on hardware and software used. Other sections focus on the learning potential of each activity, teacher preparation, and steps for students involved in the activities. The layout of these chapters is especially clear, with the use of additional information in textboxes used to good effect. Though there are useful sections on digitalizing and converting audio, one of the weaknesses of the book is that there is no mention of podcasting, neither in the chapter on audio nor in the index. For a book published in 2005, this is the one glaring omission. Apart from that, the activities' sections are difficult to fault, and there is a wealth of contextual information that should be of value to the novice and specialist alike. The chapter on content activities is especially noteworthy, as is the detailed list of custom lesson types and authoring software for CALL practitioners.

Part 3, Technical Considerations, includes only one chapter on issues relating to the choice of platform and computer compatibility. Useful pointers on choosing between Macintosh, Windows, and Linux are discussed, including those relevant to language educators, such as multilingual support and character sets.

Finally, Part 4, Appendices, consists of eight extremely useful sections, dealing with a range of practical issues, including: Glossary of Terms; File Saving and Sharing Options; A Thinking Person's E-Mail (Netiquette); Web Browser Basics; Clear and Simple Web Authoring; Fair Use Guidelines for Educational Multimedia; Simple Letter to Secure Publisher Permission to Digitize or Distribute Material; and Selected CALL Resources. The appendices are short and detailed and once again should be immensely valuable in a teacher-training context, where they provide contextual information and facts in a nonintimidating way.

The book's major omissions—no reference to wikis, blogs or podcasting in the activities or Index—do indicate that it was completed prior to the emergence of Web 2.0 technologies (Richardson, 2006). While this is a limitation, the book is certainly one I would recommend to teachers with limited CALL experience, as well as specialists who want a clear, well-structured account of the potential of computers in the language classroom.

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Workout for the TOEIC Test Books 1 and 2

Book 1 [Rie Ooga, Jeffrey Hubbell, Kiyoko Hubbell. Tokyo: Seibido, 2003. pp.vi+110. ¥2,000. ISBN 4-7919-0060-X.]

Book 2 [Rie Ooga and Nancy Pierson-Umezu. Tokyo: Seibido, 2003. pp.v+120. ¥2,000. ISBN 4-7919-0061-8.]

Reviewed by Daniel Dunkley, Aichi Gakuin University

Although there has been criticism of the TOEIC tests, such as O'Sullivan's claim that "there is clearly some confusion as to the underlying construct..." (2006, p. 18), it remains a popular measure of general English proficiency in Japan among students and employers. For their part, teachers of TOEIC© courses have a wide choice of materials. However, not just the number of texts available, but the style has changed in the last few years. Whereas they used to be voluminous and organized by grammar points, now the trend, especially among Japanese publishers, is for short topic-based texts. These are well-suited to one-semester courses at Japanese universities.

After finding most texts too difficult for the average nonspecialist 1st- and 2nd-year student coming to TOEIC for the first time, I was attracted to *Workout for the TOEIC Test*. The authors claim that the text is "for students with little or no experience of TOEIC or those who want to improve their score" (Book 1, p i). The units are thematic, each dealing with a high-frequency topic for the TOEIC test, such as travel and restaurants. They are also fairly short and manageable in one 90-minute lesson, especially
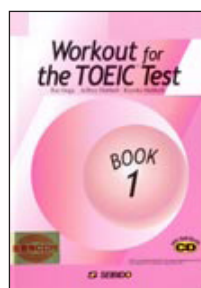
if the reading section exercises are given as homework. In addition, the 150-page teacher's guide provides the necessary background materials.

The two books are similar but not identical in form. In both books the units start with a warm-up vocabulary exercise, mainly matching English to Japanese words. In both books a three-page format is used for the sample questions, and two or three questions are given for each part of the test.

Turning to the differences between the two books, we notice contrasting chapter organization. Book 1 is divided into seven main thematic chapters, while Book 2 consists of twelve longer chapters. Both books give full-length practice tests, which are necessary antidotes to the relative ease with which a succession of questions on the same topic may be answered. Teachers who like a storyline should look at Book 2, as it follows the fortunes of a company selling translation software.

How did the text fare in practice? There were several good points. Firstly, the thematic organization of the books provides stimulus for communication activities. This is necessary because, as Davies points out, we are faced with the "strange paradox of a TOEIC *communication* course that actually has very little to do with communication" (2005, p. 9). For example, it is easy to find suitable speaking activities for the chapter topics. Thus, the section on travel naturally links to a survey of students' summer vacation activities.

Secondly, the teacher's guide gives plenty of bilingual support, providing both tapescripts and Japanese translations. Students appreciated the explanation and translation of unfamiliar vocabulary in the listening sections. In addition, there are brief explanations of each answer with longer *A tip on TOEIC* sections, pointing out effective strategies. Many essential TOEIC tricks are explained, for the benefit of both the teacher and the student. This guide makes the book easy to use for Japanese teachers, while for native speakers it provides a stimulus to brush up their Japanese. Finally, the transition from everyday situations in Book 1 to business-specific situations in Book 2 gives a welcome sense of progress over a year's study.

On the other hand, a few weaknesses emerged in practice. Firstly, many of the questions are unrelated to the stated theme of the chapter. Secondly, while vocabulary (in Books 1 and 2), and grammar (Book 2) are presented systematically, there are no hints on listening, surely a problem when the test has such a large listening component. Thirdly, the recorded voices are all North American, which is out of step with current TOEIC practice. Finally, and less importantly, there are a few instances of mistakes in the tapescripts and of unnatural vocabulary usage.

Workout for the TOEIC Test is a good text for intermediate-level TOEIC students or for a listening course. It provides plenty of practice for students and room for teachers to use their initiative.

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Recently Received

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

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

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

Books for Students (reviewed in *TLT*)

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

! 細かく言い表し伝えたい英会話フレーズ2220 [*2220 English Conversation Phrases to Express Yourself Clearly*]. Kobayashi, T., & Clankie, S. M. Tokyo: Sanshusha, 2007.

誕生から永遠の別れまで英語で言ってみるMy Life [*Talking about My Life in English from Birth to the Final Farewell*]. Kobayashi, T., & Clankie, S. M. Tokyo: Goken, 2007. [Incl. CD].

Let the Debate Begin! Effective Argumentation and Debate Techniques. Konishi, T., Kanke, T., Collins, P. Hadano, Japan: Tokai University Press, 2007. [Incl. teacher's manual, textbook mainly in Japanese].

Moving on with English: Discussion, Role Plays, Projects. Bray, E. Tokyo: Nan'un-do, 2007. [Incl. CD, teacher's manual].

THE LANGUAGE TEACHER

WIRED

…with Paul Daniels & Malcolm Swanson

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

Speech to text and back: New voice tools for CALL

Lawrie Hunter
Kochi University of Technology

RECENT ADVANCES have made text-to-speech and speech-to-text software usable in a very practical sense, and we can now cheaply and effectively 1) create text by speaking naturally and 2) listen to electronic text being spoken by software.

Seamless speech-to-text

A number of assistive technology products have been on the market (or free with computers) for some years now that allow the user to control the computer hands free, notably *J-Say,* which was developed for the vision disadvantaged (as was the typewriter!). The latest version of *Naturally Speaking* is another thing altogether; it seamlessly decodes speech with minimal training.

No more typing. No more reading. Free hands. Composition by speaking! Information acquisition by listening! It all sounds like a dream, but the user really must decide for herself. The latest version of *Naturally Speaking* will type your spoken words almost perfectly, with just 5 minutes of training. This is a huge improvement over the 5 hours of training required to get previous versions to the point where they could type quite horribly. Television watchers will no doubt have seen simultane-

ous subtitles on some newscasts recently. That is the work of *Naturally Speaking.* Caveat: although *Naturally Speaking* works better if you speak rather quickly and continuously, you will have to calm yourself down and speak drily, and it doesn't catch single words very well at… are… arm… Anne… at all, but it can learn from correction and from the body of writing in your hard drive. There are also spoken commands for editing what you've dictated. You can select a word or phrase by saying, "Select XXXX." Then, for example, "Scratch that" is the equivalent of Undo; "Cap that" will capitalize a word. *Naturally Speaking* comes with headset; be sure to follow the directions explicitly.

Generally human-like speech from text

TextAloud decodes text phonetically rather better than many of my 2nd-year students, though periods and line breaks do make for stumbl ING blocks. The cadence is a bit off, and the blending is not perfect, but this software is usable in the sense of getting students listening to reasonable oral production of their own writing. *TextAloud* only works this well if you buy some of the 16khz voices such as AT&T *Natural Voices* available from the *TextAloud* website.

For the native speaker, *TextAloud* is useful for listening to text (processed text, not podcasts) while working out or otherwise manually or visually occupied. You wouldn't want to listen to *TextAloud* speech for long periods of time, nor would you want to hear it read your favorite literature or a research paper full of formulae or special vocabulary. Do not equate *TextAloud* with the Mac equivalent, *AbleReader,* which is not much different in quality from Apple's built-in text-to-speech utility, i.e., not great.

Is any of this useful for second language learners?

Only a little research has been done to answer this question. Mitra et al. (2003) have done research in India on using *Naturally Speaking* as a pronunciation feedback mechanism, and they claim effectiveness similar to human feedback in correcting pronunciation. This remains unexplored research territory.

One instructor at my university has experimented with *Naturally Speaking* to enable a hearing disadvantaged student to follow the activities in class by reading what the instructor was saying. No clear benefit was reported. It's hard to imagine much beyond a vague feeling of reassurance on the student's part, given the amount of information noise that gets mixed in with intended messages. After all, *Naturally Speaking* does

decode everything it hears!

In *Audio-Vision* (1994) Chion identifies three kinds of listening: causal listening, which is listening to identify the source of a sound; semantic listening, which always refers to a code or language to interpret a message; and reduced listening, which focuses on the traits of the sound itself. This made me wonder if my students could discriminate between recorded human voice and voice generated by text-to-speech software, so I played sets of three sound files for them, an archive recording of a famous poet, a recording of my own reading of the same text, and a rendering of the text by *TextAloud.* My foreign doctoral students did not perfectly identify source in terms of human/machine; a few identified my voice as machine generated. Half thought the software-generated speech would be suitable for listening practice. Second year university Japanese students of English performed much more poorly at identifying machine/human source. Many said that for listening practice they would prefer the text-to-speech voices to human ones.

Research opportunities

Armed with the software, a group of subjects, and a solid basic grasp of what's been written (little) about speech software, an eager researcher will find endless possibilities for useful investigations. The bibliography below is a sufficient foundation for developing questions and knowing roughly what's germane. Certainly the User Experience work of Nass and Brave (2005) will provide some surprises. For example, it seems to be true that video with a flawed sound track results in better remembering than video with flawless sound. Much of the User Experience work centers around native speakers and around synthesized voice/avatars in call centers, but it speaks volumes to CALL design.

The theory end is rich

The classic work in the field is Ong's (1982) *Orality and Literacy.* In that time of more primitive technological capability, Ong claimed that cultures that do not have a system of writing (primary oral cultures) and those that do (chirographic cultures) think differently as a result of the writing difference. Ong said that a second orality dominated by electronic modes of communication has emerged in Western culture. This second orality has aspects of both oral and chirographic modes. Ong suggested that orality-literacy differentiation would influence our interpretation of various kinds of writing. If text-to-speech-to-text empowerment were to become broadly used,

hypertext, which is just settling into a mainstream niche, would have to undergo a severe framework reconstruction.

Also, thanks to these new software empowerments, working memory as modeled by Baddeley (1986, 2000, 2001) can now be externalized to some extent, which would in turn impact on cognitive load in language tasks. Baddeley's model of working memory has (since 2000) four components: the phonological loop, the visuospatial sketchpad, the central executive, and the episodic buffer. Workable text-to-speech and speech-to-text promises to change the nature of cognitive load constraints in language learning tasks. Baddeley's concept of working memory looks like a most promising task design tool.

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Lawrie Hunter teaches critical thinking and academic writing at Kochi University of Technology. He is program chair of East Shikoku JALT, co-author of *Critical Thinking* (Asahi, 2001) and author of *Thinking in English* (Thomson, in press). Please visit <www.core.kochi-tech.ac.jp/hunter/>. Inquiries welcome at <lawrie@ace.ocn.ne.jp>.

…with Joseph Sheehan
<jalt-focus@jalt-publications.org>

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

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

JALT Calendar

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

▸ 6-7 Oct 2007: JALT GALE SIG Conference: "Gender and Beyond" at Temple University Japan, Osaka (6 Oct) and Kansai University, Osaka (7 Oct) <www.gale-sig.org>

▸ 14 Oct 2007: The 2nd Joint JALT Tokyo Conference: "Innovation in Language Teaching" at Toyo Gakuen University (Hongo Campus), Tokyo.

▸ 22 Oct 2007: Pre-registration deadline for JALT2007 in Tokyo <conferences.jalt.org/2007>

▸ 22-25 Nov 2007: JALT2007 "Challenging Assumptions: Looking In, Looking Out" at the National Olympics Memorial Youth Center, Tokyo.

JALT Notices

Announcement of Second Ordinary General Meeting of 2007

- Date: Sat 24 Nov 2007
- Time: 17:55–18:55
- Place: National Olympics Memorial Youth Center, Tokyo
- Room: 417

Agenda:

- Item 1. Important issues concerning the administration of JALT

Donna Tatsuki <records@jalt.org>
JALT Director of Records

平成１９年度第２回通常総会のお知らせ

- 日時:平成１９年１１月２４日(土)
- 時間:午後５時５５分〜６時５５分
- 場所:東京都 国立オリンピック記念青少年総合センター
- 部屋:４１７

議題:

- 第1号議案　当学会運営に関する重要事項

Minutes of First Ordinary General Meeting of 2007

- Date: Sun 17 Jun 2007
- Place: Tokyo Medical and Dental University, Ochanomizu, Tokyo

Agenda:

- Item 1. Business Report (2006/04/01 -2007/03/31)—Report accepted unanimously.
- Item 2. Financial Report (2006/04/01 -2007/03/31)—Report accepted unanimously.
- Item 3. Audit Report (2006/04/1 -2007/03/31)—Report accepted unanimously.
- Item 4. Business Plan (2007/04/01 -2008/03/31)—Plan accepted unanimously.
- Item 5. Budget (2007/04/01-2008/03/31) —Budget accepted unanimously.
- Item 6. All motions that were passed by the EBM in January 2007 and June 2007 were accepted.

平成１９年度第1回通常総会議事録

- 日時 平成19年6月17日
- 場所 東京医科歯科大学

議題

- 第1号議案 平成18年度事業報告
  事業報告は満場一致で議決された
- 第2号議案 平成18年度収支決算
  収支決算は満場一致で議決された
- 第3号議案 平成18年度監査報告
  監査報告は満場一致で議決された
- 第4号議案 平成19年度事業計画
  事業計画は満場一致で議決された
- 第5号議案 平成19年度予算
  予算は満場一致で議決された
- 第6議案 平成１９年１月及び７月の執行役員会で可決された全動議は満場一致で議決された

JALT Financial Report for the Fiscal Year 2006

Balance Sheet as of March 31, 2007

ASSETS

CURRENT ASSETS

Cash	35,470,382
Time Deposit	5,000,000
Accounts Receivable (Chapters)	1,651,620
Accounts Receivable (Other)	3,122,424
Pre-paid Expense	157,500
TOTAL CURRENT ASSETS	**45,401,926**

FIXED ASSETS

Property and Equipment	
Computer Equipment	2,192,277
Accumulated Depreciation	-1,463,675
Net Property and Equipment	728,602
Other Fixed Assets	
Lease Deposit (Central Office)	896,000
Telephone Rights	86,423
Computer Software	215,621
Total Other Fixed Assets	1,198,044
TOTAL FIXED ASSETS	**1,926,646**

TOTAL ASSETS	**47,328,572**

LIABILITIES AND FUND BALANCE

CURRENT LIABILITIES

Accounts Payable (SIG)	769,500
Accounts Payable (Other)	11,562,499
Advance Payments from Members	15,581,498
Employees' Withholding Tax	155,683
Income Tax Payable	70,000

TOTAL CURRENT LIABILITIES	**28,139,180**

CAPITAL

Beginning Fund Balance	15,957,721
Net Profit	3,231,671
Ending Fund Balance	19,189,392

TOTAL CURRENT LIABILITIES	**47,328,572**

貸借対照表（平成１９年３月３１日現在）

資産の部

流動資産

現金預金	35,470,382
定期預金	5,000,000
未収入金（支部）	1,651,620
未収入金（その他）	3,122,424
前払費用	157,500
流動資産合計	**45,401,926**

固定資産

器具備品	2,192,277
減価償却累計額	-1,463,675
器具備品残額	728,602
その他の固定資産	
事務局家賃保証金	896,000
電話債券	86,423
コンピューターソフト	215,621
その他の固定資産合計	1,198,044
固定資産合計	1,926,646
資産合計	**47,328,572**

負債と資本の部

流動負債

未払金（分野別研究部会）	769,500
未払金（その他）	11,562,499
前受金	15,581,498
未払従業員源泉徴収税	155,683
未払法人税等	70,000
流動負債合計	**28,139,180**

正味財産

元入金	15,957,721
当期純利益	3,231,671
正味財産合計	19,189,392
負債正味財産合計	**47,328,572**

JALT Income Statement (for the period April 1, 2006–March 31, 2007)

REVENUES:

Membership fees	26,968,431
Conferences fees	29,874,427
Advertisement Revenue	3,970,902
Publication Sales & Services	2,821,734
Other Revenue	4,813,470
TOTAL REVENUES	**68,448,964**

EXPENSES

Grants	5,019,670
Central Office	20,523,526
Administration	1,935,568
Meetings	3,641,788
Services and Fees	7,335,774
Publications	12,229,557
Conferences	14,531,410
TOTAL EXPENSES	**65,217,293**

NET PROFIT	**3,231,671**

損益計算書（自平成１８年４月１日至平成１９年３月３１日）

収益

会費	26,968,431
年次大会収入	29,874,427
広告収入	3,970,902
出版収入	2,821,734
その他収入	4,813,470
収益合計	**68,448,964**

費用

支部等経費	5,019,670
事務局経費	20,523,526
管理運営費	1,935,568
会議費	3,641,788
専門的業務用経費	7,335,774
出版経費	12,229,557
年次大会経費	14,531,410
費用合計	**65,217,293**

当期純利益	**3,231,671**

Auditor's Report

Based on the relevant articles of the NPO JALT Constitution, I performed the following duties for the period of April 1, 2006 to March 31, 2007:

1. Inspection of the status of business conducted by the directors;

2. Inspection of the status of assets of NPO JALT;

3. Auditing of the activity report made by the Director of Programs;

4. Auditing of the inventory of assets, balance sheet, and statement of the revenues and expenditures made by the tax accountant and audited by the independent auditor.

As a result of the performance, I have found no improper conduct or important facts indicating violation of laws, regulations, or the NPO JALT Constitution.

Tadashi Ishida, JALT Auditor
June 17, 2007

監査報告

当監事は、特定非営利活動法人全国語学教育学会定款の規定に従って、平成18年4月1日から平成19年3月31日までの当学会に関して、次に掲げる職務を行いました。

(1) 理事の業務執行の状況の精査

(2) この法人の財産の状況の精査

(3) 企画担当理事の作成したこの法人の事業報告書の監査

(4) 税理士が作成し、独立監査人の公認会計士が監査したこの法人の財産目録、貸借対照表及び収支計算書の監査

上記職務を行った結果、当監事はこの法人の業務又は財産に関し不正の行為又は法令若しくは定款に違反する重大な事実を認定しませんでした。

平成19年6月17日
特定非営利活動法人全国語学教育学会
監事　石田正

Independent Auditor's Report

We have examined the balance sheet of NPO The Japan Association for Language Teaching (JALT) as of March 31, 2007, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen.

Our examination was made in accordance with auditing standards, procedures, and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we

considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2007, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Kimiichiro Kuramochi
Certified Public Accountant
June 8, 2007

独立監査人監査報告書

平成１９年６月8日

公認会計士 倉持公一郎

　平成１９年３月３１日現在の法人の貸借対照表及び関連する平成１8年度の収支決算書と正味財産残高を精査しました。精査は日本で受け入れられ、適用されている監査基準、手続き及び慣行に準拠して実施されました。それゆえ、状況によって必要と考えられる会計記録の検査及び他の監査手続きが含まれています。

　私は上記の財務諸表は平成１9年３月３１日現在の法人の財産の状態を適正に表示しており、平成１8年度の会計処理は日本で一般に受け入れられている会計原則と慣行に準拠し、かつ、前事業年度と同一の基準に従って継続的に適用されていることを認めます。

2007-2008 Budget

REVENUES

Membership Fees	28,572,500
Advertisement Revenue	2,850,000
Publications Revenue	1,800,000
Conference Revenue	29,804,000
Other Revenue	95,000
TOTAL REVENUES	**63,121,500**

EXPENSES

Chapter/SIG Grants	5,880,000
Meeting Expenses	3,590,000
Administration	1,005,000
JCO	21,100,000
Services and Fees	8,664,000
Publications Expenses	10,115,000
Conference Expenses	12,734,000
TOTAL EXPENSES	**63,088,000**

PROFIT	**33,500**

Robert Swanson
Financial Steering Committee Chair

2007年度 予算

収入

個人会員会費	28,572,500
広告収入	2,850,000
出版収入	1,800,000
年次大会収入	29,804,000
その他の収入	95,000
収入合計	**63,121,500**

費用

地方支部及び分野別研究部会経費	5,880,000
会議費	3,590,000
管理運営費	1,005,000
事務局経費	21,100,000
専門的業務用経費	8,664,000
出版経費	10,115,000
年次大会経費	12,734,000
費用合計	**63,088,000**

差引収益	**33,500**

ロバート・スワンソン
財務運営委員会委員長

JALT2007 Job Information Center

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

Publications positions available

The Language Teacher and *JALT Journal*

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

JALT2007 Conference Proceedings

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

More information

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

…with Damian Rivers

<memprofile@jalt-publications.org>

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

Please address inquiries to the editor.

I**N THIS** month's Showcase, the languagecaster team share their experiences setting up and running an EFL podcast for football fans.

SHOWCASE

Languagecaster.com

Languagecaster.com was established in 2006 by Damon Brewster and Damian Fitzpatrick in order to promote our weekly football podcast for learners around the world wishing to improve their English abilities. Both of us were interested in using technology in the classroom, as well as giving learners the opportunity to engage in independent learning. We felt that using podcasts would enable them to do this. We also felt that the combination of this technology with appropriate and authentic content would make an effective tool for language learners.

To do this, we decided that football would be the ideal vehicle for this project. Not only is it the most popular sport in the world, but it also functions as a narrative, making it relatively easy for learners to follow. Our *stories* mainly focus on the European football season, although we also feature stories from other countries.

The 20-minute show incorporates a regular format that provides the necessary framework, temporal and in register, to support learners who bring their own internal motivation to the programme. This format includes: a footballing review of the previous week, a report on current news stories, predictions, and specific vocabulary for football. After the first month, we decided to add a second weekly show, called the Learners' Podcast, which lasted between 5 and 7 minutes. When recording interviews and reports we did not reduce our speech, nor avoid high-level lexical items or idiomatic phrases, in an attempt to make the show's content as authentic as possible.

We used Wordpress, a powerful but simple way of handling the content, and the plug-in Podpress as our podcasting software. Most of the podcast shows were downloaded via automatic feeds with others taken directly from the site.

Producing two weekly shows for 30 weeks proved to be a big challenge—at one stage we were in different countries yet still managed to meet the weekly deadline. I would say that working as a team and personally enjoying the content of our work made the whole experience a pleasure for both of us.

…with Joyce Cunningham & Mariko Miyao

< grassroots@jalt-publications.org >

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

THIS MONTH, Paul Collett informs us of all the various possibilities at our disposal on the JALT website to keep abreast of upcoming events and happenings. We warmly invite you to submit 750-word contributions of chapter interest in English, Japanese, or both.

What's in the news: A jalt.org primer

Want to know what's going on with JALT? While *TLT* is an excellent place to start, don't forget the JALT website as a source for news, as well as a portal to JALT's online communities and discussion groups. What follows is a brief outline of some of the resources available online.

JALT news page: The JALT news page <jalt.org/main/news> is where news and information about happenings of importance in the world of JALT should be found. If you want to keep up-to-date with what's going on within JALT, here's a good place to start. Look out for an RSS feed you can subscribe to via a news aggregator* or the RSS function of your web browser sometime soon to make it even easier to see what's going on.

Chapter and SIG pages: All chapters and SIGs have a basic information page available at the URL <jalt.org/groups/groupname> where *groupname* is the chapter or SIG name. Content varies by group, but includes general information, upcoming events, news, and so on.

JALT calendar: The events calendar <jalt.org/calendar/> is probably one of the most visited information sources on the JALT site. This is where chapters and SIGs post information on their upcoming events. Depending on the chapter or SIG, you can find details of upcoming meetings as far as 6 months or more in advance—perfect for planning your schedule around. On the administrative side, each chapter and SIG should have one or two designated publicity people who have the username and password to access this site and are responsible for adding chapter/SIG event details where appropriate. If you forget your username/password, contact either the calendar administrator, Bill Pellowe <billp@gol.com>, or me <collett@jalt.org>.

The JALT forum: The aim of the forum <forums.jalt.org/> was to provide a community resource for our members to discuss and share ideas and resources on all aspects of teaching in Japan—a virtual extension of our national and regional events. Unfortunately, the forum never really developed, and has languished for a want of up-to-date postings. The future of the forum is currently unclear. New membership registration has been disabled due to excessive numbers of dubious membership requests, and we haven't had a compelling post in months. Anyone who signed up previously should still be registered— though people who are registered and haven't logged in during the last year or so will have their accounts deleted. If in the near future interest grows, we might consider reopening registration, but currently it seems a forum is not really what our members need.

While the forum is pretty stagnant, there are a couple of areas where people are encouraged to post information. These are the *Conferences* and *Resources—Call for papers* sections. Feel free to use these boards to submit details of international or national conferences or calls for papers/presentations. Any information posted here is mirrored on the JALT site <jalt.org/main/events>, so if there's a conference or event you want publicized, do it via the forum for increased exposure.

JALT mailing lists: Various mailing lists exist for internal discussion within officer and executive groups; if you are a chapter or SIG officer you should check the officers' resources area of the website for details. At the national level, we have the relatively new iJALT mailing list. Similar to the JALT forum in intent, hopefully this resource

will see a little more use. To sign up for the mailing list, go to <groups.google.com/group/jalt>, where you can also view the list archives.

Officer-specific resources: A number of backend or administrative areas have been set up on the JALT hosting server to allow our officers to keep in touch and access useful resources. More and more we're moving towards a *paperless* administrative system. As well as the officers' resources section, accessible from the main site via the *groups* menu, we have the JALT Wiki. This is a resource-in-development to allow officers to set up a shared repository for information on officer duties, responsibilities, and so on. We're also

working on creating a shared calendar function where upcoming JALT business can be posted— EBM details, deadlines for audits, and the like.

Of course, there's much more to the JALT website than the above, and with time it will grow. Join us online, keep abreast, and where possible, contribute to jalt.org.

Paul Collett
JALT Web Administrator <collett@jalt.org>

* For a quick, simple guide to RSS and news aggregators see <www.whatisrss.com>, <rss.softwaregarden.com/aboutrss.html>, and <www.commoncraft.com/rss_plain_english>.

JALT FOCUS • OUTREACH   35

…with David McMurray

<outreach@jalt-publications.org>

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

OUTREACH EDITOR David McMurray interviews Arifa Rahman, president of the Bangladesh English Language Teachers Association (BELTA) based at the University of Dhaka. Leading the 800-strong teaching association for nearly 4 years and having just completed a nation–wide impact assessment of a formal teacher training program for rural, non-government secondary school teachers of English, she's ready to reach out

to teachers all over the country. Preferring to be called Arifa, this competent international spokeswoman for Bangladeshi teachers won this year's Asian Scholar travel award and will be presenting at JALT2007 (Fri 23 Nov 17:55-18:20, room 417 and Sat 24 Nov 9:50-10:50, room 512).

Language teaching in Bangladesh

Outreach: Please share an anecdote about what teaching is like in Bangladesh.

Arifa: I once went to a rural area to observe a secondary school English class. Eighty students were crowded onto long, narrow benches, seated five or six to a bench. They were 12 or 13 years old. The English teacher, a bearded middle-aged man, started writing on the blackboard with a piece of white chalk. The blackboard was the only teaching resource in the class, the norm for Bangladesh. The teacher had a composition book open in his left hand and he wrote sentence after sentence about a journey. In pin-drop silence, the whole class copied word for word into their notebooks. At the end of an excruciating 20 minutes, the teacher stopped and told his class to memorize what they had written (most schools don't have photocopying facilities). This was his lesson on writing a narrative of a journey that a student had taken in the past. After the class, I asked him what he had been doing in his English class and

he said, "Why madam, I was doing CLT—Communicative Language Teaching!"

. . . will make you want to be a teacher a thousand times over

Outreach: How does BELTA assist teachers to learn more about teaching methodology?

Arifa: CLT is a buzzword in Bangladesh English teaching circles today. And that single experience in a rural classroom demonstrates how BELTA activities can contribute to teaching and learning. My most recent research includes classroom-

based studies on attitudes of teachers to CLT and their classroom behavior. The most important thing for us is to reach out to the regions and to teachers at the grassroots. We're trying to achieve that by opening regional chapters of our association. BELTA organizes the events and provides all logistic support. I can tell you it's a lot of hard work but we feel it's really worth it. I must add here that BELTA is a purely voluntary organization. We all give a lot of our time and energy to it and when people ask us why, the only answer we can give is that we feel very passionately about BELTA. We believe we're doing some service to our profession by our efforts to link, support, and empower English Language teachers at all levels.

Outreach: Please describe one of your BELTA members.

Arifa: A typical member is a secondary school English teacher, usually male, from a Bengali medium school, often without a teaching qualification, who is not very proficient in English and probably has never been to a workshop or in-service training seminar on ELT. Each of his

classes has 60 to 80 students. His teaching career has depended upon straitjacketed guidebooks churned out by publishers who have a stranglehold over the teaching, learning, and testing of students. Therefore our BELTA events are an eye opener for the typical member mostly because we provide a platform where he finds an identity and a voice that can relate to the concerns of all teachers of English in the country.

Outreach: Where do you teach?

Arifa: At a university, I teach both English language support courses and a Masters in ELT program. My favorite class is a group of motivated adults who first came to my class with the realization that their 12 years of English learning in the formal system have produced no results and this was their last chance to improve their English. The way these learners respond to the participatory activities is enough to make you want to be a teacher a thousand times over. I also like my teacher education classes in the MA program. It's a joy to see the light in trainee-teachers eyes when they discover home truths about facilitative teaching in their practicum.

Outreach: What kind of materials do you use?

Arifa: We are free to choose our own materials. Although the textbook *Headway* is an all-time favorite, I like to use a lot of supplementary materials, particularly topical stuff taken straight from the newspaper or off the Internet.

Outreach: Have you participated in overseas academic exchanges?

Arifa: I have been on an American cultural program for ESL teachers and trainers and spent a week each at Georgetown University, the University of Pennsylvania, and Delaware University. This was long ago in the 80s. Currently there are exchange programs for university faculty, especially with universities in the UK. More importantly, we have recently taken part in programs targeting high school teachers for 6-week ESL training in the US. BELTA has nominated members to take part in two such programs. We are delighted that our teachers who would normally not have had such an opportunity are now able to go on these visits overseas and come back with experience and vigor. These US-trained teachers are encouraged to be agents of change in Bangladesh to produce a cascade effect.

Outreach: A 22-24 August ELT conference on *Building teaching through learning* was held at the National Academy for Educational Management in association with BELTA. Why do you want foreign language teachers from Japan to attend these kinds of conferences in Bangladesh?

Arifa: It would bring variety to the presentations. Also the conference was followed by a 2-day training seminar where resource persons from Japan participated.

Outreach: Is there something particularly memorable that a teacher or student has said about the visiting conference-goers and teacher-trainers from Japan?

Arifa: The participants often have a lot of nice things to say about Bill Balsamo and his team. The usual is "they're so kind and hardworking." I feel that Bill, Steve Cornwell, and Pat Dougherty are true friends, professionally and personally. I first met Bill in South Korea at an Asia TEFL Conference in November 2003 and immediately became friends as he had made previous links with Bangladesh. The next year he visited Dhaka and met our BELTA group. At that meeting he proposed bringing a voluntary group of trainers to offer workshops for ESL teachers. This materialized in March 2005, was repeated in March 2006, and again at our August 2007 event. Bill organizes all this through his Teachers Helping Teachers website. The best part is the spirit behind this venture—the resource persons fund their own travel and sometimes even their own accommodation. We seem to be on the same wavelength where helping teachers is concerned and perhaps that's why we can smile and shrug off glitches and still fell very positive about our joint ventures. We at BELTA always welcome them with open hearts whenever they visit Bangladesh.

The president of BELTA can be contacted c/o the Institute of Modern Languages, University of Dhaka, Ramna, Dhaka-1000, Bangladesh, and more information about the association can be found at <www.belta-bd.org>.
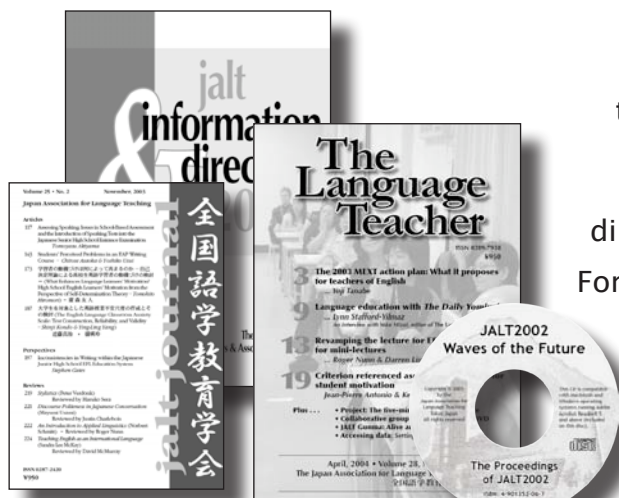
CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

JALT2007

22–25 Nov 2007

National Olympics
Memorial Youth Center, Tokyo

<conferences.jalt.org/2007>

…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 at <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 CALL SIG is proud to announce the theme for the 2008 conference: *New Frontiers in CALL: Negotiating Diversity*. The conference dates will be Sat 31 May-Sun 1 Jun (with possible pre-conference workshops on Fri 30 May). The 2008 conference will be held at the Nagoya University of Commerce and Business Administration. Please check our website for further information, <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]

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

Gender Awareness in Language Education

The GALE SIG, in collaboration with other SIGs, the Osaka Chapter, and the Pragmatics Society of Japan, will hold a 2-day conference 6-7 Oct. The plenary lecture is *Gender and leadership: Some socio-pragmatic considerations*, by **Janet Holmes**, Victoria University of Wellington, on 6 Oct 18:00-20:00 at TUJ-Osaka campus. On 7 Oct there will be paper presentations 10:00-17:00 at Kansai University and a panel presentation with Janet Holmes as the discussant. Details at <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.jalt.org/global/sig/>. For further information, contact Kip Cates <kcates@fed.tottori-u.ac.jp>.

Japanese as a Second Language

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

Call for Papers: JALT 日本語教育論集 *JALT Journal of Japanese Language Education*. Japanese as a second language researchers, teachers, and learners

are invited to contribute articles, research reports, essays, reviews, and letters. Submissions are due by 5 Dec 2007 and the publication date is 30 Dec 2007. For further information visit <jalt.org/groups/JSL>.

論文・記事大募集：JALT 日本語教育論集を2007年12月30日に発行。論文、研究報告、評論、小論、手紙など、募集。日本語教育研究者、指導者、学習者の皆様、応募お願いします。原稿締め切りは2007年12月5日。詳しくは ＜jalt.org/groups/JSL＞ 参照。

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] [🐟]

Interested in meeting with LD SIG members in your area? Check out the *community* section of our website <ld-sig.org/community/> for local contact opportunities. Groups are meeting currently in Tokyo, Kyoto, Kobe, and Nagoya. Building on these discussions, this year's forum at JALT2007, *Connecting and sharing ideas*, will be facilitated by Etsuko Shimo and Jodie Stephenson. In the meantime, don't miss the ILA conference in Chiba, 5-8 Oct! <www.independentlearning.org/>.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese so-

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

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

Pragmatics

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

The Pragmatics SIG is joining with other SIGs to sponsor the JALT GALE-SIG 2-day conference with the theme Gender and Beyond. This will be a unique event. On Sat 6 Oct the action will be at Temple University Japan, Osaka, and then on Sun 7 Oct the conference will move to Kansai University, Osaka. The opening lecture, *Gender and leadership: Some socio-pragmatic considerations*, will be given by **Janet Holmes**, University of Wellington, New Zealand.

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions at <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] [🐟] [💬]

…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.

THE COOLER weather is a great time to pick up some new ideas. Mini-conferences in Hokkaido, Osaka, and Tokyo offer wonderful opportunities. If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Gifu—*TPR-S storybook fun* by **Melinda Kawahara**. Even the best teachers sometimes run out of ideas for their next class. Especially with young learners, lessons must be well prepared and full of fun. In this hands-on session Kawahara will demonstrate how to use TPR-S storybooks for children, including games and activities. A detailed lesson plan will be outlined and everyone will be given the opportunity to write their own personalized story. *Sat 20 Oct 19:00-20:45; Heartful Square (southeast section of Gifu JR Station), Gifu City; one-day members ¥1000.*

Hokkaido—*Creative CALL* with **Goh Kawai**. The seventh annual CALL Workshop will be held at the CALL laboratories of Sapporo Gakuin University. The featured speaker will present *Managing 1200 freshmen university students in an all online English program* and *The Goh-phone: Online telephone conversations and pronunciation recording*. This is a practical forum for all teachers interested in everyday teaching via the Internet and computers. Over 15 sessions will focus on training in software applications, successful classroom activities, new developments and research, and reports from active CALL developers. *Sat 20 Oct 10:00-17:00; Sapporo Gakuin University in Ebetsu; one-day members ¥500 yen.*

Kitakyushu—*Poems for Mother Earth* with **David McMurray**. This Kitakyushu International Week event is in cooperation with Seinan Jo Gakuin University and Fukuoka International Exchange Foundation (FIEF). The first part is an International Haiku Workshop where participants will learn how to write their own English haiku. The second part is a traditional Japanese music concert followed by McMurray's lecture and the awards ceremony for the 2007 Kitakyushu International Haiku contest. Information at <haiku@seinan-jo.com>. Lecture will be in English with simultaneous translation in Japanese. *Sun 14 Oct 10:00-15:00; International Conference Room, Kitakyushu International Association, Yahata; free for all.*

Kyoto—*Teaching nonverbal communication in English classes* by **Kathi Kitao**, Doshisha Women's University. Nonverbal communication is an important, though often neglected, aspect of communication. How a person dresses, how classrooms are arranged, how far apart two people stand, and so on, all communicate or influence communication. Students of English can benefit from learning about nonverbal communication. This presentation will demonstrate how nonverbal communication can be introduced and presented in English language classes. *Sat 20 Oct 18:30-20:30; Kyoto Kyoiku Bunka Centre, Room 204; (see <www.kyotojalt.org> for directions; one-day members ¥1000.*

Matsuyama—*Encouraging holistic communication in the classroom* by **Simon Capper**, Japanese Red Cross Hiroshima College of Nursing. Many language learners (and teachers) have a tendency to overly focus on linguistic features, at the expense of the paralinguistic and nonverbal aspects of communication. Similarly, language teaching materials often fail to acknowledge the importance of these crucial channels. This workshop will demonstrate materials and activities that raise awareness of these important features. *Sun 7 Oct 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Nagasaki—*Using online video slideshows as a tool for English learning* by **Sergio Mazzarelli**, Kwassui Women's College and *Teaching the strategies of speaking* by **Alastair Graham-Marr**, Tokai University/ABAX Publishers. Mazzarelli will report on his own experiences in letting college students create video slideshows and sharing them through the Internet with students in other countries. Then Graham-Marr, author of *Communication Spotlight*, a new text that teaches students how to use certain strategies, will examine the reasons for teaching strategies and the sort of strategies he argues should be taught. *Sun 14 Oct 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

Nagoya—*TPR-S storybook fun* by **Melinda Kawahara**. (See Gifu Chapter for details.) *Sun 21 Oct 14:30-17:00; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1000.*

Nara—*Zen and the art of presenting naked* by **Garr Reynolds**. Join us for an afternoon with one of the world's most respected design and presentation authorities. Using the tenets of Zen aesthetics and the science of multimedia research, Garr explains how a good understanding of content structure, visual communication, and the power of basic graphic design can help you create the kind of presentations that will set you apart from the crowd. For more information about Garr Reynolds visit <www.garrreynolds.com>. *Sat 20 Oct 14:00-17:00; Tezukayama University Gakuenmae Campus facing south exit of Gakuenmae Station on the Kintetsu Nara Line; free for all.*

Okayama—*Writing reports at Japanese universities* by **Ian Willey**, Kagawa University. Japanese expository writing and English expository writing have long been dichotomized. However, unlike in North America, no uniform writing instruction exists at any level in Japanese education, suggesting a complex reality. In order to clarify the implementation of and approaches towards university report tasks, a questionnaire was given to students. Results show a diversity of approaches, and perhaps a need for formal instruction. *Sat 20 Oct 15:00-17:00; Sankaku A Bldg. 2F (near Omotecho in Okayama City); one-day members ¥500.*

Osaka—*Gender & beyond: A 2-day mini-conference*, co-sponsored by GALE, GILE, Pragmatics, CUE, TED, and PALE SIGs, as well as the Pragmatics Society of Japan. The opening lecture, *Gender and leadership: Some socio-pragmatic considerations* will be given on 6 Oct by **Janet Holmes**, Victoria University of Wellington, New Zealand. Various presentations, discussions, and workshops on a wide range of themes will also be held as well as a closing panel discussion led by Holmes. For more details see <www.Osakajalt.org>. *Sat Oct 18:00-20:00; Temple University Japan, Osaka Ekimae Bldg 3, 21F* and *Sun 7 Oct 10:00-18:00; Kansai University, Senriyama Campus, Iwasaki Kinenkan, one-day members TBA.*

Tokyo—*The second JALT joint Tokyo conference: Innovation in language teaching* by **Joe Falout** (*Re-motivating the demotivated*), **Yukio Tono** (*Corpus-based analysis of learner language*), **Bill Pellowe** (*Using video iPods to deliver class content*), **Yuri Komuro** (*Dictionary instruction in the classroom*), **Chuck Sandy** (*Critical thinking for active communication*), and **Tim Murphey** (*In honor of Wilga Rivers—Hothousing innovative interactive language teaching: Dare to imagine*). Conference website <www.tokyojointconf07.info/>. All followed by coffee with the presenters. To pre-register, email Andy Boon <andrew.boon@tyg.jp>. *Sun 14 Oct 9:45-17:30; Toyo Gakuen University, Hongo Campus <www.tyg.jp/e/other_information/access_information.html>; one-day members ¥3000.*

Toyohashi—*TPR-S storybook fun* by **Melinda Kawahara**. (See Gifu Chapter for details.) *Sun 21 Oct 11:00-13:00; Aichi University, Bldg 5, Room 543; one-day members ¥500.*

West Tokyo—*The second JALT joint Tokyo conference: Innovation in language teaching*. (See Tokyo Chapter for details.)

Yamagata—*Arizona's history, culture, and education* by **Payton Tyler Hatch**. The speaker will discuss how his background growing up in America in the state of Arizona relates to his role as an English conversation instructor in Yamagata. *Sat 6 Oct 10:00-12:00; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome 2-15 (t: 0236-45-6163); one-day members ¥800.*

…with Heather Sparrow

<chap-reports@jalt-publications.org>

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

East Shikoku: June—*Professional development workshop* featuring presentations by **Von Holt, Jennie Kern, Kaoru Watanabe, Sean Burgoine, Maiko Ogasawara, Charlie Robertson, David Grant,** and **Mike Sharpe.** This was the second of a two-part workshop-style professional development presentation. Veteran members provided mentoring over a 4-month period for these very active younger teachers interested in pursuing academic careers. At this, the second stage meeting, workshop participants gave 20-minute presentations followed by 10-minute Q&A sessions in standard formal academic mode.

Topic areas receiving attention included multiple intelligences, extensive reading, TBLT, vocabulary, high school oral communication courses, video for both input and output, *Moodle*, and ESP materials writing.

Focus and tension were heightened by the use of a feedback form, the design of which was made known to the presenters in advance. Intended to elicit detailed comments on mechanical aspects of the presentations, the form asked specifically about information clarity, speech (pausing, pace), diction, *PowerPoint* design and use, rhetorical coherence and citation to support claims.

The audience was an even balance of presenters and nonpresenters, and post-session written feedback from the presenters indicated increased confidence, considerable insight from peer evaluation, and appreciation of the benefits of mentoring. Other chapters interested in doing this kind of support work are invited to contact Darren Lingley <lingley@cc.kochi-u.ac.jp> or Lawrie Hunter <lawrie_hunter@kochi-tech.ac.jp>.

Reported by Lawrie Hunter

Fukuoka: July—*TUJ and Fukuoka JALT 2nd annual applied linguistics colloquium, July 2007. Plenary: Teaching fluency for speaking and listening* by **J. D. Brown.** Brown presented his developing ideas in regard to connected speech forms and their importance in teaching speaking and listening. These forms, such as word and sentence stress, timing, reduction, weak forms of words, elision, transition, assimilation, and contraction make speech easier. They are also an outcome of pragmatics. Brown talked about the problems students of English face in understanding authentic speech. He made the point that French is taught from the very beginning as a connected system of speech but that English language education has traditionally focused on discrete entities and "proper" forms of speech. Countering this approach, he said that connected speech is proper speech and that if the speech of the Queen of England were analysed one would find it full of connected speech forms. He noted that Ladefoged has said that nonnative speakers who make insufficient use of the forms sound stilted and artificial. Students find new things interesting, so by teaching them these forms you can increase their motivation as well as improve their English, particularly listening. He gave some practical examples of how these could be taught in a classroom.

Reported by Stephen Farmer

Gifu: June—*Moving up with music* by **Patrick Jackson** and **Brian Cullen**. This was an interactive and practical workshop using music to teach language in a wide range of academic settings. The participants were shown whole brain integration and kinesthetic learning theories related to music. The workshop featured songs from the *Potato Pals* publications authored by Patrick Jackson and Rie Kimura. Participants discussed how they use music in the classroom and why they thought using music is useful for linguistic skill development. A short video was shown and participants analyzed it noting the calm positive energy and eye-level focus between the students and the teacher. Jackson and Cullen outlined a four-stage model using music as a tool to shift language acquisition from a simple receptive process to an active, creative one. Using a song, participants evaluated their own emotional responses when asked to a) listen passively; b) listen and respond non-linguistically; and c) listen and sing simple choruses. Small groups created short, often funny, original songs. The most engaging songs used the winning formula of well known melodies

(Twinkle, Twinkle…) and simple key phrases, fitting perfectly with the rhythm of the music.

Reported by Alex Burke

Gunma: June—*Teaching liaison (blends) to enhance listening skills/responsive skills* by **Asha Van Nimmen.** Highlighting the importance of liaison, Van Nimmen noted that when nonnative speakers (NNS) ask a native speaker (NS) to repeat something, the NS will usually speak slower but will continue to blend words together leaving the (NNS) confused. Students need to be aware of liaison in the target L2 if they are to be able to function in a native language environment. Van Nimmen outlined an extensive array of listening techniques, some of which are noted here: 1) teaching listening strategies (specific, gist, inference, and enjoyment); 2) designing clear tasks (make the task easier, not the text); 3) doing pre-listening activities; 4) using audio and video (to enhance exposure to the L2); 5) schema activation, personalization, dictation, open-ended questions, top-down and bottom-up processing, shadowing, and "can do lists" (to enhance student autonomy). Van Nimmen emphasized that when shadowing, students don't need to understand but only to imitate what they have heard. Comprehension can follow later. Shadowing will eventually allow them to understand more in a real world environment.

Reported by Harry Meyer

Hiroshima: June—*Can we communicate without using strategies?* by **Chiaki Iwai**. Iwai discussed *communication strategies* (CSs). First the fundamental concepts of the relatively-young field of CSs were explored. Next definitions and contrasting concepts were discussed. Participants were told to question themselves and imagine the possible effectiveness of their ideas. Then, in terms of CS teachability, Iwai stressed that language learners were not just language users. Procedural knowledge and being able to perform demonstrated that knowledge could be easily transferable from learner to learner. In conclusion, Iwai emphasized that CS instruction is not a panacea and it is necessary for the teacher to consider when to teach, to whom to teach, and how to teach. Tailoring CSs placed emphasis on the individual.

Reported by Ewan Ferguson

Hokkaido: July—*Learning pragmatics in foreign language classrooms* by **Gabriele Kasper**.

The challenge for foreign language teachers as explained by Kasper is "How can L2 pragmatic development be supported through L2 teaching?" Pragmatic competence includes both *interactional* (speaking) and *textual* (reading and writing) competence, as well as hybrid forms such as computer-mediated communication. In the foreign language context students cannot easily practice outside of the classroom what they've learned in class. Although Kasper acknowledged that only 12 studies were analyzed, preliminary research seems to show that explicitly teaching pragmatics is more effective than relying on implicit methods. One way is to point out the similarities between languages. Politeness is important in English too.

Some potential classroom practices include: teaching conversational openings and closings; conversational organization and discourse markers; active listening (recipient tokens); and specific speech acts such as requests, complaints, refusal, and compliments.

Participants analyzed request sequences in authentic email messages and produced a number of useful ways of working with students to produce their own pragmatically competent English email messages.

Reported by Wilma Luth

Kitakyushu: July—*The new TOEIC tests: Understanding the challenges, preparing for success* by **Grant Trew**. March 2006 marked the first change in the TOEIC test in 25 years, including speaking and writing components for the first time, to supplement the standard listening and reading. Trew further debunked the commonly-held opinion that TOEIC is primarily a grammar test by giving examples of questions that test knowledge of English as it is used in the real world, stressing that the best preparation is familiarity with natural English.

Further revelations from this veteran TOEIC author included the fact that accurate predictions can always be made about what you are going to hear by reading the listening comprehension questions carefully. Trew knows because he has tried to thwart this in making questions and found it impossible. *Main purpose* questions usually come first, followed by comprehension questions in the order of the presentation. Time management skills are most important; they are not natural and have to be taught. If you do not know an answer, just guess and move on; agonizing over it is as counterproductive as in a real-world conversation.

Trew likes the TOEIC test; it's challenging but focused on important aspects of language teaching and learning.

Reported by Dave Pite

Nagasaki: July: *1) Gender in language* by Clem Hiemstra. Hiemstra discussed the difficulty of defining gender, language and gender, and how language affects how a culture's values are shaped. Participants, in small groups, discussed how gender works into language, how men and women speak differently, and how people talk about men and women in different languages. Clem then discussed the concept of *markedness* and how it can be used to detect imbalances in power. *2) Giving peace studies a chance* by Tim Allan. Three types of peace studies were highlighted and methods of teaching peace studies (using biography projects, roleplays, and games) were shown to and tried by participants. Allan offered many practical and thought-provoking activities that could be used in the classroom and gave out sample lesson plans and board games.

Reported by Melodie Cook

Nagoya: July—*Curriculum coordination: Building a professional community of teachers* by **James Venema, Kathi Emori,** and **Douglas Jarrell.** To improve curriculum and syllabus, Venema, Emori, and Jarrell have set forward their curriculum coordination movement. Venema suggested building professional learning communities. This includes: 1) *a focus on learning* (What do we want students to learn? How do we know when each student has learned it? How will we respond when a student has failed to learn it?); 2) *a culture of collaboration* (Regular time is allotted to allow teachers to meet; teachers share details of their classroom; teams are continually working towards refining and improving instruction and learning); 3) *judgments are based on results* (Results are determined on the basis of measurable student learning; learning is assessed; teams work toward specific learning goals.)

At Nagoya Women's University, there is no communication between foreign part-time teachers and Japanese fulltime teachers, and very little communication between foreign fulltime teachers and Japanese fulltime teachers. After negotiating, teachers have reached an agreement to adopt curricular co-development next year and they believe their program will make the English curriculum more dynamic.

Reported by Kayoko Kato

Okayama: February—*Ten things you can do to improve your life in Japan* by **Arudou Debito.** Arudou touched upon the many issues and difficulties affecting foreign-born residents living in Japan. Why do some foreign-born residents enjoy their experience in Japan immensely, while others become frustrated and leave? He believes that there are measures that one can take to avoid the latter, and offered his views and advice on what can be done to make the most of your personal and professional life in Japan.

Arudou presented ten points which he feels will improve one's life in Japan. Each point was used as a springboard to elicit discussions with the audience; the most time and emphasis being placed on labor issues. There were many chances for additional questions, and the audience was encouraged to discuss and debate each point as it came up.

Arudou recounted his story of the *Otaru Onsen Case* and other endeavors to bring awareness to issues he has been actively involved with, namely, in certain instances, the tendency in Japan to treat non-Japanese residents as unequal.

Reported by David Townsend

Omiya: July—*Picture books, storytelling, and imaginative learning* by **Patricia Daly Oe.** Daly Oe discussed the value of using picture books and storytelling when teaching English to children. In class, picture books are for: 1) enjoyment, 2) vocabulary development, 3) listening comprehension, 4) pronunciation and fluency, 5) stimulating the imagination, and 6) long-term memory. Four characteristics of effective books are: 1) stories that capture the imagination; 2) simple, helpful, applicable language; 3) repetition, rhyme, and rhythm; and 4) appealing or stimulating pictures.

Storytellers need to identify the main theme and pre-teach essential vocabulary. With various vocal and facial expressions, storytellers can effectively read a story, and to consolidate understanding, follow with a comprehension check.

Oe illustrated her talk and interactive activities using many examples of books by a number of different authors as well as her own materials. In class, teachers can incorporate many activities such as: 1) eliciting vocabulary, 2) asking questions about the story or giving a quiz, 3) reading out loud, 4) drama, 5) drawing, 6) making things, 7) singing and dancing, 8) storytelling, and 9) writing. Participants created their own story, drew some pictures, and were surprised by their achievements.

Reported by Masa Tsuneyasu

Sendai: June—*Perspectives on learner demotivation* by **Joseph Falout.** Learner demotivation is a cause of stress for both learners and teachers and research shows that: 1) teacher behaviours have the strongest influence on learner motivation and 2) past demotivation correlates with present negative affect and proficiency.

Falout started his talk with an overview of surveys on demotivation, both outside and inside Japan, and Dornyei's definition: "external forces that reduce motivation." He then led participants in a brainstorming session to create a list of reasons for student demotivation, which was compared to the reasons highlighted by research. Perhaps unsurprisingly, teachers tended to assign blame for demotivation to the learners, while learners tended to blame the teachers.

Factors that cause demotivation as well as factors that allow students to resist it were also introduced. Students who take credit for their successes and blame external factors for their failings were least likely to become demotivated.

Falout made three structural recommendations with a view to reducing student demotivation in English classrooms in Japan: 1) streaming learners by ability; 2) increasing teacher training; and 3) increasing learner training, i.e., teaching learners effective strategies and encouraging learner autonomy.

Reported by Ben Shearon

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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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…with Derek DiMatteo

<job-info@jalt-publications.org>

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

Job Information Center Online

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

The JIC at JALT2007

By Mark Zeid, Central Texas College; and Kent Hill, JIC Conference Coordinator

ONE OF the benefits of large international conferences such as JALT2007 is the opportunity to network and develop leads for future jobs. The Job Information Center at the conference is expanding its role to make it easier for everyone to do just that.

The Job Information Center (JIC) is no longer just a place where schools post jobs. It now has dedicated human resources staff working to provide assistance and guidance for those looking for jobs and those looking for employees.

At this year's conference, the services for job applicants are being expanded. As in years past, again the JIC will be offering a workshop in resume writing, specifically tailoring it for the Japanese job market, on Sat 24 Nov at 13:50. However, in addition to the resume workshop, a second workshop on doing a job search in Japan will take place on Fri 23 Nov at 13:50. The job search workshop will not only show participants where to find jobs, but also how to network to find jobs not listed and how to research the schools and agencies offering jobs. Also, information on how to obtain necessary qualifications or a graduate degree will be available for those who need it. Furthermore, job applicants can have their resumes reviewed and critiqued at the JIC and ask the staff questions concerning the job application process in Japan. Members of the staff will even be able to offer specific advice on how to write cover letters for resumes and how to deal with job interviews.

The JIC is also looking into the possibility of providing a computer for applicants to use to revise their resumes. WiFi Internet service will again be available this year, but for those without a notebook computer, be sure to bring your own memory stick along with your resume hard copies.

In addition to the two scheduled workshops, the JIC will host several meetings/workshops on professional development. Some topics under consideration are presentation skills, leadership skills, dealing with different types of management styles, and Japanese business manners. Since many of these meetings/workshops are informal, the participants can use them to ask questions that apply directly to them and their job situations.

This year, the JIC will begin offering more to recruiting schools and agencies. In addition to providing a space for schools to interview applicants, the JIC is looking to see how we can expand the quality of our service to those looking for new employees. Some ideas are to make it easier for schools to post jobs and to encourage schools to seek applicants through professional development organizations such as JALT to gain greater access to the most qualified applicants. The JIC will also offer recruiters the opportunity to meet with the staff and discuss their specific needs and how the JIC can help them.

The JIC is also looking to increase its support and service with JALT chapters and SIGs. First we would like to encourage all JALT members to ask their schools to post jobs at the JIC. It benefits the school by providing a free venue for advertising to qualified applicants, and it enriches the JALT community. A second service would be a network of recruiters and JALT members working together to promote schools and other job opportunities.

Volunteers who would be willing to spend a day in the JIC area are needed! You get great access to job marketplace info and people, and more. To learn more about volunteering with the JIC, contact JIC coordinator Kent Hill <jic.coordinator@gmail.com>. Thank 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: Gunma-ken, Tamamura-machi
School: International Community School
Positions: One fulltime preschool, and one fulltime elementary
Start Date: Apr 2008
Deadline: 15 Nov 2007

Location: Kanagawa-ken, Sagamihara
School: Aoyama Gakuin University, English Department
Position: Part-time English teachers
Start Date: 1 Apr 2008
Deadline: 1 Mar 2008

Location: Niigata-ken, Shibata-shi
School: Keiwa College
Position: Visiting instructor (fulltime)
Start Date: 1 Apr 2008
Deadline: 31 Oct 2007

Location: Niigata-ken
School: Niigata University of International and Information Studies
Position: English instructor (fulltime)
Start Date: 1 Apr 2008
Deadline: 30 Nov 2007

Location: Tokyo-to, Hachioji
School: Chuo University, Faculty of Law
Position: Content-based instructors (part-time)
Start Date: Apr 2008
Deadline: 31 Dec 2007

Correction

The JIC September column mistakenly used 準教授 for associate professor. Madoka Kawano of Hoshi University wrote to tell us that according to Monkasho, the correct kanji to use in junkyojyu is 准 instead of 準. She also noted that Monkasho has asked universities to replace the title of assistant professor 助教授 with associate professor 准教授. Thank you Madoka!

…with Alan Stoke

<conferences@jalt-publications.org>

New listings are welcome. Please email information to the column editor by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 Oct is the deadline for a Jan conference in Japan or a Feb conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

5-8 Oct 07—Third International Conference of the Independent Learning Association: *Exploring Theory, Enhancing Practice: Autonomy across the Disciplines*, at Kanda U. of International Studies, Chiba. **Contact**: <www.independentlearning.org>

6-7 Oct 07—JALT GALE SIG Mini-Conference: *Gender and Beyond*, at Temple U., Osaka (6 Oct) and at Kansai U. (7 Oct). Janet Holmes (Linguistics Chair, Victoria U. of Wellington, NZ) will give the opening lecture, *Gender and leadership: Some socio-pragmatic considerations*, and take part in a panel discussion. **Contact**: <www.gale-sig.org>

13-14 Oct 07—First Annual Japan Writers Conference, at Ochanomizu U., Tokyo. **Contact**: <www.viversimples.ezhoster.com/writerconference.html>

14 Oct 07—Second JALT Joint Tokyo Conference: *Innovation in Language Teaching*, at Toyo Gakuen University, Hongo, Tokyo. Presenters include Joe Falout, Yukio Tono, Bill Pellowe, Yuri Komuro, Chuck Sandy, and Tim Murphey. **Contact**: <www.tokyojointconf07.info/>

27-28 Oct 07—Sixth Annual Conference on Peace as a Global Language: *Cultivating Leadership*, at Kyoto U. of Foreign Studies. **Contact**: <www.kufs.ac.jp/MUN/> <www.pgljapan.org>

27-28 Oct 07—15th Korea TESOL International Conference: *Energizing ELT: Challenging Ourselves, Motivating Our Students*, at Sookmyung Women's U., Seoul. **Contact**: <www.kotesol.org/?q=2007intcon>

2-4 Nov 07—BUCLD 32: Boston University Conference on Language Development, in Boston. **Contact:** <www.bu.edu/linguistics/APPLIED/BUCLD/>

2-7 Nov 07—GLoCALL 2007: *Globalization and Localization in CALL*, at Hanoi U. (2-4 Nov) and in Ho Chi Minh City (5-7 Nov). **Contact:** <glocall.org>

5-9 Nov 07—15th International Conference on Computers in Education: *Supporting Learning Flow through Integrative Technologies*, in Hiroshima. **Contact**: <www.icce2007.info/>

21-24 Nov 07—Second International Conference on Language, Education and Diversity, at U. of Waikato, NZ. **Contact**: <www.led.ac.nz>

22-25 Nov 07—JALT2007 International Conference: *Challenging Assumptions: Looking In, Looking Out*, at National Olympics Memorial Youth Center, Tokyo. **Contact**: <conferences.jalt.org/2007>

CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

JALT2007
22–25 Nov 2007
National Olympics Memorial Youth Center, Tokyo

<conferences.jalt.org/2007>

29 Nov-1 Dec 07—Discourses and Cultural Practices, at U. of Technology, Sydney. **Contact**: <www.education.uts.edu.au/research2/conferences/conferences.html>

6–8 Dec 07—New Zealand Discourse Conference: *The Challenge of Discourse Analysis*, at AUT University, Auckland. **Contact**: <www.aut.ac.nz/research/research_institutes/icdc/news_and_events/upcoming_events.htm>

12-14 Dec 07—12th English in South-East Asia Conference: *Trends and Directions*, at King Mongkut's U. of Technology, Bangkok. **Contact**: <arts.kmutt.ac.th/sola/esea>

14-16 Dec 07—GALA 14th International Conference: *Advances in Research on Language Acquisition and Teaching*, in Thessaloniki. **Contact**: <www.enl.auth.gr/gala/>

19-21 Dec 07—PAAL 2007: 12th Conference of Pan-Pacific Association of Applied Linguistics, in Pattaya, Thailand. **Contact**: <paaljapan.org/conference2007/index.html>

7-11 Jan 08—Responding to Change: Flexibility in the Delivery of Language Programmes, in Hong Kong and Chiang Mai, Thailand. An international conference sponsored by Hong Kong U. of Science and Technology, and Payap U., Chiang Mai. **Contact**: <lc.ust.hk/~centre/conf2008/>

7-9 Feb 08—VALS-ASLA Conference 2008: *Changing Societies: Methodological Challenges for Applied Linguistics*, in Lugano, Switzerland. **Contact**: <www.vals-asla.ch>

13-15 Mar 08—AACL 2008: American Association for Corpus Linguistics, at Brigham Young U., Utah. **Contact**: <corpus.byu.edu/aacl2008/>

29 Mar-1 Apr 08—AAAL 2008 Annual Conference, in Washington DC. **Contact**: <www.aaal.org/aaal2008/index.htm>

2-5 Apr 08—42nd Annual TESOL Convention and Exhibit: *Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity*, in New York. **Contact**: <www.tesol.org/2008convention>

7-11 Apr 08—42nd Annual International IATEFL Conference and Exhibition, in Exeter, UK. **Contact**: <www.iatefl.org/content/conferences/2008/index.php>

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

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

Calls for Papers or Posters

Deadline: 26 Oct 07 (for 23-24 Feb 08)—4th CamTESOL Conference: *Building Bridges to the World*, in Phnom Penh. In English, and designed to be practical and of direct benefit to practicing teachers. **Contact**: <www.camtesol.org/2008conference/Index.html>

Deadline: 31 Oct 07 (for 17-19 Mar 08)—International Conference on Foreign Language Teaching and Learning 2008: *Innovating Minds, Communicating Ideas: Reinventing Language Teaching and Learning*, at Hilton Petaling Jaya Hotel, Malaysia. **Contact**: <imcicon.mmu.edu.my/index.php>

Deadline: 31 Oct 07 (for 18-20 Jun 08)—Language Issues in English-Medium Universities: A Global Concern, at U. of Hong Kong. **Contact**: <www.hku.hk/clear/conference08>

Deadline: 31 Oct 07 (for 25-28 Jun 08)—30th Language Testing Research Colloquium: *Focusing on the Core: Justifying the Use of Language Assessments to Stakeholders*, in Hangzhou, China. **Contact**: <www.sis.zju.edu.cn/sis/sisht/english/ltrc2008/main.html>

Deadline: 30 Nov 07 (for 26-29 Jun 08)—Ninth International Conference of the Association for Language Awareness: *Engaging with Language*, at U. of Hong Kong. **Contact**: <www.hku.hk/clear/ala>

Deadline: 30 Nov 07 (for 3-5 Jul 08)—Fifth Biennial Conference of the International Gender and Language Association, at Victoria U. of Wellington, NZ. Proposals are invited on any topic related to language, gender, and sexuality. **Contact**: <www.vuw.ac.nz/igala5/>

Deadline: 30 Nov 07 (for 10-11 Jul 08)—CADAAD 2008: Second International Conference of Critical Approaches to Discourse Analysis across Disciplines, at U. of Hertfordshire. **Contact**: <cadaad.org/cadaad08>

Deadline: 15 Dec 07 (for 3-4 May 08)—2008 International Conference on English Instruction and Assessment: *Change from Within, Change in Between*, at National Chung Cheng U., Taiwan. **Contact**: <www.ccu.edu.tw/fllcccu/2008EIA/English/Eindex.php>

Deadline: 25 Dec 07 (for 23-26 Oct 08)—NCYU 2008 International Conference on Applied Linguistics, in Taiwan. **Contact**: <web.ncyu.edu.tw/~chaochih/ncyu2008ical.htm>

Deadline: 31 Jan 08 (for 26-28 Jun 08)—Building Connections with Languages and Cultures, at Far Eastern National U., Vladivostok. **Contact**: <feelta.wl.dvgu.ru/upcoming.htm>

Deadline: 15 Feb 08 (for 10-11 May 08)—Seventh Annual JALT Pan-SIG Conference 2008: *Diversity and Convergence: Educating with Integrity*, at Doshisha U., Shinmachi Campus. To be hosted by the Pragmatics SIG, Testing and Evaluation SIG, Teacher Education SIG, Materials Writers SIG, Other Language Educators SIG, Gender Awareness in Language Education SIG, Lifelong Language Learning SIG, and Kyoto Chapter. **Contact**: <www.jalt.org/pansig/2008/pansig08/>

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 1,000 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

マイシェア：学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,600字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気をつけ下さい。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内の進捗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 online submissions form.

掲示板：日本での論文募集や研究計画は、オンライン<www.jalt-publications.org/tlt/focus/>で見ることができます。できるだけ前もって掲載しますが、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日までに、2ヵ月前までに電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Chapter Reports editor.

支部会報告：JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600文字程度で簡潔にお書き下さい。支部名、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、および海外の会議に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
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員（5名以上を対象とし、JALT出版物は5名につき1 部）:1名6,500円

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

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Old Grammarians...

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

Advice for presenters at JALT2007

—Arrange time before your presentation to scout out the room you'll be presenting in. You should especially take note of emergency exits (in case of fire, hostile audience, etc.).

—Always be prepared with two or more types of media for your visuals. You never know when, having requested a PC projector, you might end up stuck in a room with nothing more than a flannel board and some cloth alphabet cutouts. It is perhaps extreme, but not unheard of, to have your PowerPoint slides tattooed up and down each arm.

—Don't eat Oreos before your presentation; they stick in your teeth.

—When employing audience accomplices to bolster your arguments, be sure to select people who are less charismatic than yourself (if possible) so that they successfully direct attention toward *you* rather than themselves. I've experienced, after some of my own presentations, the depression of seeing a shill I had personally groomed and planted standing by the door passing out more business cards than me.

—If you're going to tell a joke in your presentation, I recommend using one from the *New York Cab Drivers Joke Book*. I've already told all the ones from the *New York Bartenders Joke Book*. (Another option: *101 Jokes Banned from Television in 101 Countries*.)

—Schedule your hair implants several months in advance so as to avoid presenting with the embarrassing "rice field" effect visible on your forehead. Indeed, if you're not already out of your bandages by now, perhaps you should consider canceling your presentation.

—If presenting for 60 minutes or more, you might want to allow a break midway through for a few reps with a Billy's Boot Camp video.

—If presenting for only 25 minutes, rather than boil your 3-year research project down to a nearly meaningless quarter of an hour (accounting for late arrivals looking for seats as well as for aggressive Q&A-narchists hijacking your last 5 minutes), present only your subjects and methods, and promise to deliver your results and discussion next year—same JALT time, same JALT channel. (Hint: When you resubmit the same project for JALT2008, be sure to change the title of your presentation.)

While we're on the subject of dubious presentations, I'd like to present here my Top 11 Rejected Presentation Proposals at JALT2007:

11. Conversation Analysis of Students Mimicking My Voice in the Hall when They Think I'm Not Around.
10. Does Body Piercing Improve 2nd Language Input?
9. Abbot & Costello & Dr. Seuss: Horton Hears Who's Using Relative Pronouns Incorrectly.
8. The Yellow Chalk Conspiracy: Did Saddam Turn to Africa for Stockpiles of WMD (White Medium Dustless)?
7. Making the Most of the Unused Sink in the Corner of Your Classroom.
6. The Ethics of Assigning the Seven Deadly Sins as Culture Class Homework.
5. BOSSANOVA—The Dance Floor King of Statistical Methods.
4. Outsourcing Faculty Meetings to Developing Countries.
3. The Learnerless Classroom.
2. What That Little Blue Button on Your Electronic Dictionary is For.
1. The Imaginary Input Hypothesis: When i + 1 Equals .

I was so excited by some of these inexplicably rejected presentations that I briefly considered single-handedly staging a JALTernative2007 conference in Tokyo this fall, at which radical ideas like these could be aired. But when I talked with some former JALT conference organizers (JALT has graciously constructed a special care facility for them on an isolated beach in Toyama Prefecture), I had to admit that I lacked some very fundamental conference-organizing skills, such as using the telephone, counting, painting arrows on signs, etc. In the end all I can say to these maverick presenters is that I hope they will stick to their guns and find a suitable forum for their unique perspectives. If your local chapter won't accept you, try the Daidogei International Street Performance World Cup in Shizuoka. That'll be in November, too.

Personality Concentration

Lori Ann Desrosiers, Maebashi Kyoai Gakuen College

Appendix A: Personality adjectives and matching situations

Personality adjectives	*Matching situations*
Considerate	<u>Jun</u> smokes cigarettes, but when he visits his brother's house he never smokes there. He knows that his brother hates smoking. Also, his brother has two children and Jun knows that the smoking is dangerous for them. Jun is _____.
Outgoing	No matter where <u>Miki</u> goes, she always says "Hello" to people, even if she doesn't know them. She enjoys talking with strangers about all kinds of things. She makes many friends easily. Miki is _____.
Materialistic	<u>Sachiko</u> likes nice things. She wants to live her life wearing diamonds and going on expensive trips around the world. As a result, she is going to marry Yousuke because he is rich, not because she loves him. Sachiko is _____.
Generous	<u>Hiroyuki</u> enjoys going out with his friends to eat in restaurants or going to karaoke. He often pays for everybody! Hiroyuki is _____.

Personality adjectives | *Matching situations*

Supportive

Izumi is having a lot of problems. One problem is that her mother is in the hospital and can't take care of the family. Her friend <u>Eriko</u> decided to go to Izumi's house every day and help with the cooking and washing.

Eriko is _____.

Brave

<u>Taichi</u> came home one night after work. His house was on fire! He ran into the burning building as fast as he could so he could save his dog.

Taichi is _____.

Cheap

<u>Yuichiro</u> is going to buy his girlfriend a birthday present. He is shopping and sees a beautiful necklace that he knows she would love. He has enough money, but he decides to buy her a very inexpensive T-shirt instead so that he can buy some new CDs for himself.

Yuichiro is _____.

Moody

It's not easy to be friends with <u>Keiko</u>. She might be smiling and happy at one moment, but then someone says something and she becomes angry even though that person didn't say anything bad.

Keiko is _____.

Personality adjectives	*Matching situations*
# Irresponsible	Yuka wanted to be the leader of her club activity, but no one agreed to that. She is always late for the meetings or sometimes she doesn't come at all and never tells anyone. She never pays her money on time, she doesn't practice, and she loses things a lot. Yuka is _____.
## Trustworthy	Daisuke got sick and went to the hospital. His friend, Yukinari, got Daisuke's bank card and took money to pay for all of Daisuke's bills. He also talked to all of Daisuke's teachers and took care of Daisuke's cat. Yukinari is _____.
## Hardworking	After classes are finished, Satoko goes to the library to study. After a couple of hours, she goes to her part-time job until 10:00 p.m. Then she does her homework for 2 or 3 more hours at home before going to bed. Satoko is _____.
## Gullible	Taira believes that his teacher has met aliens from another planet. Taira is _____.

Personality adjectives   *Matching situations*

Stubborn

<u>Hiroshi</u> always wears the same old hat every day. His girlfriend hates it. She tells him not to wear it, but he doesn't listen to her at all and continues to wear it every day.

Hiroshi is _____.

Strict

<u>Sachi</u> won't allow her daughter to stay out with her friends past 8 p.m. even though she is a university student.

Sachi is _____.

Honest

<u>Aki</u> paid some money for a sweater she just bought. The clerk gave her too much change (money) back, so <u>Aki</u> told the clerk about the mistake and gave the extra money back.

Aki is _____.

Open-minded

Momoe fell in love with a man who was not Japanese. They wanted to get married. She thought her <u>parents</u> would be unhappy about that. However, they were very happy and looked forward to an international family.

The parents are _____.

Personality adjectives	*Matching situations*
Practical	Miku is going to get married next year. She really wants to have a gorgeous wedding and honeymoon, but she knows that it would be better to save the money to buy a house for her and her husband to live in. She decides to have a simple wedding and honeymoon. Miku is _____.
Conceited	<u>Taro</u> passed the entrance examination to Tokyo University. His friends said, "Congratulations!" But Taro said, "Oh, yes. No problem. It was so easy for me." Taro is _____.
Bossy	<u>Akira</u> is always telling other people what clothes to wear, what food to eat, where the best places to visit are, what movies to see, and how to solve their problems. He thinks that he always has the best idea and he makes others do things his way. Akira is _____.
Optimistic	When <u>Yukari</u>'s boyfriend broke up with her she said, "That's OK. I'll get a nicer boyfriend." When she failed to get into university, she said "That's OK. I can try again next year." When she had an accident and broke her leg, she said, "That's OK. I can take a long rest." Yukari is _____.

Appendix B: Answer key

- Generous/Hiroyuki
- Materialistic/Sachiko
- Brave/Taichi
- Supportive/Eriko
- Strict/Sachi
- Stubborn/Hiroshi
- Gullible/Taira
- Hardworking/Satoko
- Outgoing/Miki
- Considerate/Jun
- Honest/Aki
- Open-minded/parents
- Optimistic/Yukari
- Conceited/Taro
- Trustworthy/Yukinari
- Moody/Keiko
- Irresponsible/Yuka
- Bossy/Akira
- Practical/Miku
- Cheap/Yuichiro