The Language Teacher

Special Issue: A Taste of JALT2007

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In this month's issue . . .

Special Issue: A Taste of JALT2007

WITH THE annual national conference only weeks away, it is time again for our annual look at some of the top presentations from last year's proceedings. This year we have tried something a bit different: To facilitate the selection process, the conference proceedings editors were asked to recommend one or two papers they found especially interesting or insightful. By relying on the collective wisdom of our editing team, we hope to provide a stronger representation of high quality scholarship to whet your appetite for next month's conference.

Leon Bell, Fergus O'Dwyer, Yoko Munezane, Tim Greer, Lori Rink, Mari Yamauchi, Terumi Miyazoe, David Heywood, Maggie Lieb, David Kluge, Matthew Taylor, Ben Fenton-Smith, Markus Rude, Chiho Kobayashi, Yuichi Kanemaru, Joeseph Falout, Tim Murphey, James Elwood, and **Michael Hood** have all provided short summaries of their conference presentations, ones that reflect the wide range of topics found at last year's conference. These and dozens of other full articles can be accessed at <jalt-publications.org/proceedings/2007/contents.php>.

In other regular columns this month, Mike Guest and Mark Rebuck offer up lesson ideas in My Share. *Reading Comprehension and Fluency,* by Naomi Fujishima, is also reviewed.

I'd like to thank all of the authors, editors, and proofreaders for all of the hard work they put into producing the JALT2007 conference proceedings articles and express my gratitude to all of the authors in this issue who cooperated so smoothly on such short notice. Finally, if you are planning on attending this year's conference, we invite you to stop by the JALT Publications table to meet the editors and staff. Hope to see you there!

Jerry Talandis Jr.
TLT Associate Editor

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年次大会をあと数週間に控え，昨年度の Proceedingsから代表的ないくつかを特集し，読み直す時期となりました。今年は，例年とは少し違ったことを試みました。原稿を選出する段階で年次大会のProceedings編集者たちはそれぞれ，特に興味深い内容や優れた見解を持つと考える2つの原稿の中から，推薦する1本を選び出したのです。編集チームの知恵も合わせて質の高い研究内容を再現し，来月の大会への皆さんの興味を喚起できれば幸いです。

Leon Bell, Fergus O'Dwyer, Yoko Munezane, Tim Greer, Lori Rink, Mari Yamauchi, Terumi Miyazoe, David Heywood, Margaret-Mary Lieb, David Kluge, Matthew Taylor, Ben Fenton-Smith, Markus Rude, Chiho Kobayashi, Yuichi Kanemaru, Joeseph Falout, Tim Murphey, James Elwood, Michael Hood が総結集して，年次大会での発表の要約を提供しています。いずれも昨年の大会の幅広いトピックを反映するものです。これ以外にもたくさんの抄録がありますので，<jalt-publications.org/proceedings/2007/contents.php> にアクセスしてみてください。

今月の定例コラムでは，Mike Guest とMark Rebuck が *My Share* で授業のアイデアを紹介しています。Naomi Fujishima による，*Cover to Cover: Reading Comprehension and Fluency* の書評も合わせてお楽しみください。

JALT2007年次大会のプロシーディングの原稿準備に協力してくださった著者・編集者・プルーフリーダーの皆さんに感謝いたします。短い期間で原稿を準備していただいた著者の方々に特にお礼申し上げます。最後に，本年度の年次大会に参加される方は，是非JALT Publications のテーブルに立ち寄って，編集者やスタッフに会いに来てください。では，会場でお会いしましょう。

Jerry Talandis Jr.
TLT Associate Editor

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 2008. I saw the supplement in the July TLT! When's the deadline? October 6!?! Cripes, better hurry!!!
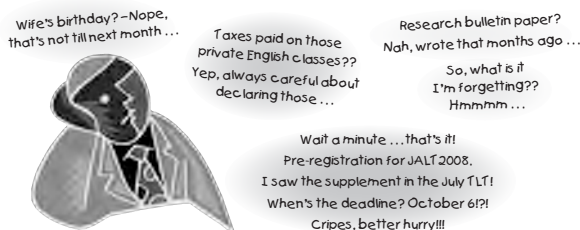
On JALT2007: Challenging Assumptions: Looking In, Looking Out

CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

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Introducing accents

Leon Bell & Fergus O'Dwyer, Momoyama Gakuin Daigaku/St. Andrew's University

アクセントの強い言葉を話す教師は，しばしば，学生を教える初期段階において，学生を自分の強いアクセントに慣れさせようとしている自分に気づく。本論は，こんな時間を最小限にするために，受容的（リスニング／リーディング）であり，産出的（スピーキング／ライティング）な方法を紹介する。この方法は，世界英語としてのアクセントに対する生徒の好奇心をかきたて，学生の苦手意識を取り払う事ができる。最終的には，学生に，今までと違った方法で話される英語に触れているという自信をつけることができる。

EFL STUDENTS in Japan are highly likely to have been exposed to Standard American English (SAE) during the course of their studies. Consequently, teachers with other accents are often forced to spend the beginning of academic terms familiarizing their students with the way they speak English. The authors of this article have witnessed this phenomenon repeatedly throughout their teaching careers given their non SAE linguistic backgrounds (Brisbane, Australia and Dublin, Ireland). However, it is possible to avoid this debilitating situation by following a series of receptive and productive exercises which can be used to raise awareness of accents and increase learners' confidence in approaching English spoken in unfamiliar accents. The procedure of the activities are as follows:

1. Introduce the concept of accent
2. Use examples of accents from the Japanese language
3. Showcase accents from around the English speaking world
4. Complete receptive listening tasks
5. Practice controlled accent production
6. End with a freer accent production exercise

The difference between dialects and accents is initially outlined using recordings of Japanese language dialects. It is impressed upon students that the ensuing material is not concerned with dialects, nor is the new teacher using a different dialect. The topic of accents is then introduced through sound recordings of Japanese language speakers. The next stage is the introduction of six select English accents (Australian, British, Canadian, Irish, Japanese, and American). Once students understand what an accent is, they are ready to undertake receptive and productive exercises.

The first activity introduces the concept of phonemes, minimal pairs, and how to use the numbered and lettered *tree* (see Figure 1). This forms the basis for the receptive part of the lesson using recordings of speakers from the USA, Australia, and Ireland. After learning about some principal characteristics of the featured accents, students attempt to differentiate accents by listening to four spoken sentences by two speakers. Controlled accent production comes next. This is essentially a variation of a mass *gap fill* exercise. In this activity, learners practice accents using given examples. Students then produce their own *phoneme tree* exercise for their partners, attempting to guide their partners to a desired letter by producing minimal pairs in a chosen accent. Accents and vocabulary can be chosen from previous receptive activities and controlled practice.

The authors have used this accent introduction approach to great effect in their classes. The
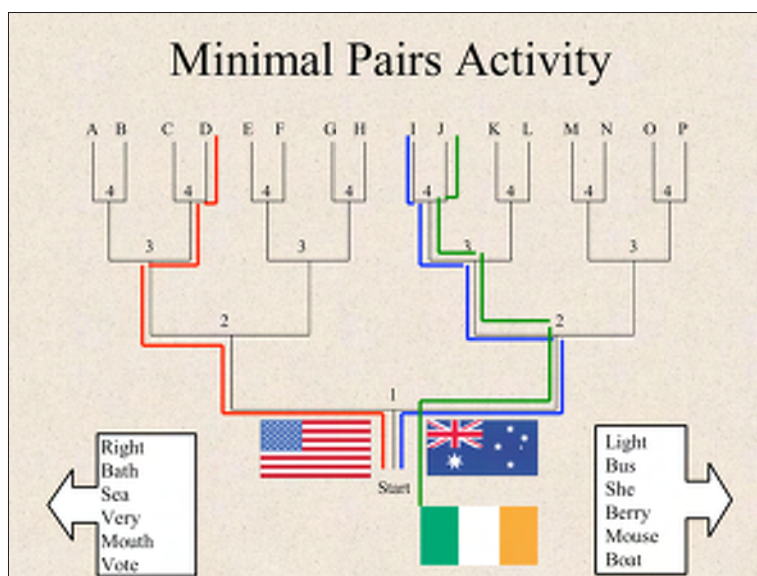

Figure 1. Minimal pairs activity with answers

receptive activities are not difficult and consequently help reduce anxiety. The controlled accent production promotes learner thinking about accents and pronunciation. During classes and the JALT2007 presentation, participants had fun throughout these activities, indicating the ultimate goal of lowering anxiety toward accents had been achieved. The easiest measure of success is seen in the dramatic decrease in time taken for learners to relax around their new non SAE-speaking teacher. An unexpected side effect of higher learner awareness of world English accents has been the number of students who have approached their instructors out of class time and talked about the different accents they have encountered. This is especially pleasing, as these learners have spoken about how phonemes are pronounced differently in the *new* accent – further evidence that non SAE is an interesting topic. The authors feel this approach could be used as a template to create supplemental materials for introducing different accents.

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Et tu, robots?: The first step toward an interdisciplinary approach

Yoko Munezane, University of Electro-Communications

人類の生活における科学技術面は加速的に進歩しており，未来は，我々が考えるより遙かに進んだものになるかもしれない。本論は，科学と未来社会，特にロボットやAI（人工知能）のテーマを大学の授業に取り入れた試みについての報告である。こうした授業は，学生のモーティベーション・英語のスキル・クリティカル・クリエイティヴな思考力を伸ばし，グローバルな問題としての技術革新における倫理的側面への認識を高めることに効果があった。また，理系の教師達との対話から，理系科目と英語の橋渡しをすることを目的として，将来的にカリキュラム共同開発の可能性を持つ共通基盤を見出すことができた。

WITH THE technological sphere of life changing at accelerating speed, the future could be far more surprising than most of us think. Teaching and learning about the future should play an essential role for constructing a better one (Tough, 1998), though there is little sign that the true importance of studying the future is recognized in school systems (Gidley & Hampson, 2005). This paper summarizes a report on a classroom project integrating the topics of science and future society, robots, and Artificial Intelligences (AIs) in science-oriented university English classes.

Background

According to Moravec (1999), human beings have two channels of heredity: biological and cultural. Cultural information is passed down through generations from mind to mind. Moravec argues that AIs, which grow and learn from us, will become the *children of our minds*, and that we, the parents, will gradually retire as our children grow beyond our imagination. Since computer power is growing exponentially, human-like robots will be possible in about five decades (Moravec, 2000).

Procedure

The project lasted eight weeks and was composed of the following lessons:

- An ABC News video on robot science
- A creative poster presentation about an ideal robot
- An ABC news clip on an artificial intelligence named *George*
- Viewing and discussing the science fiction film *I, Robot*
- A Financial Times article on the rights of robots

Finally, an essay on the following question was given: If scientists develop self-conscious robots that are fully integrated in society, do you think robots should have the same civil rights as humans, or should we ensure human control over robots through the legal system?

Outcomes

Results of an evaluative questionnaire showed that creativity flourished during the poster project as many interesting robots were proposed. Second, from an interdisciplinary point of view, students enjoyed studying English in this

manner because they were majoring in science. Students also noted their motivation to study was enhanced because the topic was interesting and thought provoking. Finally, through writing their argumentative essays, students had ample opportunities to look at both positive and negative aspects of technological development. Their critical thinking was sharpened and ethical awareness raised.

Common ground

Through talking with science professors, I found some common ground upon which future synergistic learning and teaching opportunities could be developed. First, the collaborative robot poster project could be referred to as a virtual real-life situation, where engineers from various fields collaboratively create new robots. In addition, science and English teachers will share a common goal of helping students become effective communicators by presenting their innovative ideas and achievements to the world in English. Finally, science and language teachers could share a common goal of raising awareness in ethical aspects of scientific development.

Conclusion

Lessons on the theme of robots and AIs were effective in enhancing motivation, English skills, critical creative thinking, and raising awareness of ethical issues regarding technological development. Students envisioned preferable futures and presented their ideas for a more sustainable future. Like the JALT2007 conference theme, *Looking in, Looking out*, looking into the classroom to think of students' needs and looking out to reach out to science professors to search for common ground was truly a valuable and enlightening experience.

References

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Pronunciation tasks for academic study skills

Tim Greer, Kobe University
Mari Yamauchi, Kobe Kaisei Women's College

英語を用いたアカデミックスキルを養成するコースの開発に際し，筆者らは，従来の同様のコースでは，発音指導や発音の訓練が十分に行われていないと考えた。発音の訓練をすることにより，アカデミックな課題における産出的な活動と受容的なタスクでの理解を促進させることができる。本稿では，筆者らの開発した語強勢・脱落・連結・カタカナ英語・文強勢・イントネーションなどの練習を含む自然な発音を身につけるための具体的な活動と，英語のアカデミックスキル養成プログラムにおけるそれらの活用を概観する。その上で，書き取り課題のデータから，母語話者や母語話者同様の発音をする話者の発話サンプルが，学生にはどのように聞こえるかを分析する。

Pronunciation within a study skills program

University educators are increasingly recognizing the need to teach academic study skills in English. In developing such a course, we considered pronunciation as one key area often inadequately addressed in study skills curricula, despite the fact that clear pronunciation facilitates comprehension in both productive activities (such as giving academic presentations) and receptive tasks (like listening to a lecture). Our paper outlines some activities we developed to foster greater oral and aural comprehensibility within that program. It also provides evidence of how students (mis)heard English sentences during pilot testing of these activities.

Pilot trial

Here we elaborate on the pilot test results from just one of the activities—a contextualized partial dictation exercise. Although not commonly used in communicative classrooms, dictation is widely used by Japanese teachers of oral English, and appears to be a valid means of determining student comprehension (Takeuchi, 1997). Students

are given part of a sentence and upon hearing the complete sentence, they fill in the missing word(s). This activity emphasizes the importance of pronunciation knowledge as a receptive skill. While piloting the materials, we were astounded by the extent to which our students were mis-hearing seemingly straight-forward utterances.

The data consist of dictation responses collected from 82 1st-year students in a general English course at a Japanese university. The test featured dictation exercises taken from throughout the course and consisted of a total of 90 items that assessed prosodic features such as word stress, elision, liaison, Japanese English, sentence stress, and intonation. Our proceedings paper contains more detailed results, but here we will focus only on word stress.

Word stress

English is a stress-timed language, whereas Japanese is syllable-timed, meaning that the stress in each word is generally consistent. Japanese learners may have difficulty hearing English words that have both stressed and unstressed syllables, such as the words in parenthesis in the following dictation task:

Yes, it (includes) a (Korean)-style lunch.

When this sentence was read to them, less than half of the participants were able to hear the word *includes*. About a third of them heard it as *is*, suggesting that they were able to pick up the first stressed syllable and the final /z/ sound, while 16% of the students made no attempt at a response.

Similar results were seen with the word *Korean*. While 44% of the students were able to identify it correctly, many others came up with responses like *clean*, *green*, and *create*. *Korean* exists as a loan-word in Japanese, but each syllable is stressed in order to fit with the Japanese morae, making it sound something like KO-RE-AN rather than koREan. The English audio prompt had only one stressed syllable, leading some students to hear it as a one-syllable word.

Word stress plays a significant role in determining how Japanese students interpret an English utterance. Making students aware of the difference between Japanese English and native-like stress patterns of English will therefore help them develop better receptive skills.

Discussion and conclusion

Our study emerged from a perceived student need for comprehensibility within the context of an English academic study skill program. We planned a set of dictation tasks and piloted them with a group of university students, in part to ascertain the success of the activities themselves. However, in doing so it became even more apparent that there was a very real necessity for Japanese learners to understand the differences in syllable and stress-timed languages in order to process spoken English at word and sentence levels. Using dictation activities proved to be a successful means for alerting students to such prosodic differences, as well as informing educators of how their utterances were being (mis)heard.

Reference

Takeuchi, O. (1997). Dictation: Is it really effective for language teaching? *Kansai University Audio-Visual Education, 20*, 55-63.

Using a CMS, Moodle, in campus-based teaching

Lori Rink & Mari Yamauchi, Kobe Kaisei Women's College

対面授業にテクノロジーを組み込む Blended learning が高等教育において広がりを見せており，多くの教育機関や教員が，CMS (course management system) を利用した教室でのコンピュータ活用を始めている。CMSは，対面でのやりとりを伴わない遠隔授業にも，大学での授業の補習の場としても利用できるが，教員はどうすればCMSを最も効果的に活用できるだろうか。本稿では，2人の教員が，クラス内の学力格差や学生の動機づけといった課題に取り組むために，どのようにオープン ソースの CMS であるMoodle を語学の授業に組み込んだかについて説明する。紙媒体の教材と比べたときのCMSの利点を明確にしながら，学習経験の質を高める活動について説明する。加えて，オンライン情報の整理や時間管理など，CMSの利用に関わるスタディ・スキルの指導についても考察する。

BLENDED LEARNING, integrating technology into face-to-face classes, is increasing throughout higher education. Many institutions and instructors are incorporating computers into the classroom with a course management system (CMS). However, how can teachers use a CMS most effectively? This paper describes how the authors, two teachers at a small college in Japan, integrated an open source CMS called *Moodle* into their language classes.

After considering motives and methods for blending class materials, Moodle was chosen for several reasons. First, Moodle includes tools for language learning, such as a blog, forum, chat, glossary, quiz, journal, and lesson. Second, grades, student information, outside resource links, and media files can be managed in one place. Finally, teachers can track student participation, revealing which resources are being utilized and which students need further guidance.

Incorporating blended learning with a CMS

One benefit of using a CMS is to accommodate students of all levels. Moodle helps instructors offer more choices of activities and resources than paper-based materials. For example, teachers can begin by creating basic tasks focusing on common learning objectives. Additional exercises of review for lower level students may then be added as well as incrementally difficult tasks for advanced learners. Ultimately, everyone is encouraged to stay focused on objectives.

Another benefit of Moodle is to enhance materials with multi-media and learning objects. Visual materials can include color images in the CMS as well as links to other learning objects, such as virtual tours. Audio files can provide additional support for learners. Also, helpful pop-up hints are easy to insert, providing students with immediate assistance. With a linked glossary, learners can navigate directly to a vocabulary term from other modules and resources.

Providing learning opportunities outside the classroom is another asset of a CMS. For example, one class avoided the difficulty of coordinating everyone's schedule for a group museum tour when the students were allowed to choose any date within a three-week period for an independent visit. Then students were required to share their experiences and feelings about the tour in Moodle's forum module.

Increasing students' abilities to communicate through computers and providing opportunities to use English outside the classroom for building personal relationships can be accomplished with a CMS. For example, Moodle offers instant

Figure 1. Choosing activities

messaging, chat, blog, and forum options. These tools help learners and instructors connect with each other at any time as they allow for asking questions, expressing personal opinions, and exchanging information away from the face-to-face classroom.

Coordinating activities

When using a CMS, there are several ways to provide support for students who may have difficulty with the variety of activities and learning objects. First, scaffolding activities on paper handouts to mirror those in the CMS creates an easy-to-follow layout of what to do. Second, make guidelines for how students should choose activities in the CMS. For example, in Figure 1, the indented activities are optional, while all others are required, and the number of stars indicates the level of difficulty. Third, consciously assign smaller steps when building up to a larger project.

Fostering autonomy

There are features throughout Moodle that help students become independent learners. For example, the immediate feedback in the quiz and lesson modules provides students with instant results, and teachers can include specific explanations in this feedback. Additionally, if allowed, students can attempt a quiz multiple times. Learners can also independently view the scores of completed assignments as well as see which tasks need to be done.

Conclusion

When the technology provides materials or media that cannot be readily made available in handouts, overheads, or other traditional materials, there is a lot to be gained from incorporating a CMS into face-to-face classes. This incorporation also meets the needs of classes with a large range of skills and abilities.

LMS-based EFL blended learning: Blackboard vs. Moodle

Terumi Miyazoe, International Christian University & Athabasca University

本稿は，2007年春学期に東京地域の2大学で行われたLMSベースのブレンド型授業(Blackboard Academic Suite 7.1 and Moodle1.7.2) に関する比較研究を報告する。両コースは，各2クラス（計4クラス）で，情報科学の基礎英語（ESP）およびアカデミック・イングリッシ（EAP）をコンテンツとし，授業はいずれも15週だった。両コースは比較研究のため，同一の授業設計を旨とし，LMSの使用法も統一した。LMSは，授業内では同期的な口頭によるインターアクションに重きを置き，授業外では非同期的なライティングによるインターアクシンに使用した。学期終了時にブレンド型コースデザイン・オンラインインタアクション・LMSのユーザビリティに関する学生の評価調査を行った。分析の結果，本研究の授業設計においてはBlackboard よりもMoodle のユーザビリティが高かった。また，LMS の操作性の高さ・学生のオンラインインタアクションへの参加率・通常授業に対するブレンド型授業の評価の高さの間にプラスの相関があった。

THIS PAPER reports on a comparative study of two Learning Management Systems (LMS), *Blackboard* and *Moodle,* in blended courses that were provided by the author in the Tokyo area in spring 2007. The purposes of the study were to examine how blending face-to-face and LMS instruction affected students' course evaluations and if different LMSs affected participation in online interaction. To answer these questions, semi-identical courses were designed to compare possible differences in what Blackboard and Moodle contributed to teaching and learning effectiveness. This comparison is unusual because Blackboard is a US-based commercial interface requiring institutionally paid license fees, whereas Moodle is freeware developed collaboratively by Dougiamas in New Zealand and can be run on a private server.

Prior to the present study, a literature review discovered that even though reports comparing LMSs are abundant, few studies comparing Blackboard and Moodle examined teaching and learning effectiveness or focused specifically on language education. Most comparative studies were conducted in the US and New Zealand and reported a higher level of usability and student satisfaction with Moodle. In addition, research conducted in a Japanese university context could not be found. As a result, the present study aimed

to target Japanese university students and look further at how differences between the two interfaces affected perceptions of learning and appreciation of blended course design.

In the study, courses taught by the author at two different universities had a semi-identical design and incorporated LMS usage for comparative purposes. The courses also featured synchronous oral interaction as well as asynchronous written interaction in English during classes. The LMSs were used exclusively for weekly announcements from the instructor, weekly presentation of the course materials, delivery of audio content, and bi-weekly short assignment forum discussions.

A post-course questionnaire survey was conducted, focusing on student evaluations of the blended course designs, online interaction, and LMS usability. The results indicated a preference of Moodle over Blackboard, perhaps due to its inherent support for a social-constructivist model of learning. In other words, in course designs seeking to increase interaction among students, Moodle may support the learning outcomes better than interfaces espousing different learning theories or other administrative foci.

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CHALLENGING
LOOKING IN **LOOKING OUT**
ASSUMPTIONS

Motivation and the awareness of JTEs as L2 users

David Heywood, Josei Gakuen High School

本稿は，日本の私立高等学校で行われた実地研究プロジェクトの報告である。日本人英語教師（JTEs）へのインタビュー・授業観察・生徒へのアンケートを通して，英語がこの学校でどのように教えられ，どのように使われているかという最初の調査が行われた。その結果，JTEsと生徒の両方が「英語を話すことに対して評価されること」への恐れを感じていることが明らかになった。これは，大学入学試験のための教育であることと，実際英語がほとんど授業で使われていないという状況に原因があることを示している。この問題を改善すべく，英語母語話者の教師による授業の一つ「ゲスト・インタビュー・シリーズ」に，学校のJTEsを第二言語ユーザーとして招いたところ，生徒はこの授業に積極的に興味を表した。また，JTEsに対しては，第二言語ユーザーとしてのイメージを強く持っていることが分かった。これらの結果は，JTEsが十分に活用されていないリソースであり，第二言語ユーザーが「生きたモデル」としての働きをすることによって，生徒をより積極的に授業に参加させる可能性があることを示唆している。

❝ **WHY DON'T** students like using English in the classroom? Why don't Japanese teachers use English with them?" Such questions led me to examine the situation in the high school where I work. As an oral communication teacher, I wouldn't be able to change the whole system, so what could I do?

In this action research project, the first step was to investigate the teaching of English in the school through classroom observations, student questionnaires, and interviews with Japanese teachers of English (JTEs). From the observations, it was clear that English was minimally used at school. This was partly due to the translation-based teaching method employed by the JTEs. A key finding of the questionnaire was a distracting native speaker focus among students, one that "obscured the distinctive nature of the L2 user and created an unattainable goal for L2 learners" (Cook, 1999). Consequently, students rated their language learning success and prospects poorly and expressed a general self-consciousness when speaking English, especially in front of peers.

In the interviews, JTEs suggested that the more difficult high school texts and the influence of university entrance exams were the main reasons a translation-based method was used. They also felt pressure to cover the material fully and keep classes test-specific. Interestingly, the JTEs also felt self-conscious speaking English with other Japanese people. Most said they had rarely heard other JTEs speak English.

I wanted to address the problem of low English use inside and outside the classroom at the school. In my view, as long as English use was considered an unusual event, it would continue to be a source of anxiety and self-consciousness for students and teachers alike. By having role models - Japanese people speaking English well - the students could be encouraged to change their attitudes towards English. These role models could not be native speakers, but people who had achieved success by starting from the same place the students had.

My long-term objective was to alter the culture of English use at the school and make speaking English a normal event. As a first step, I decided to invite JTEs into my class as interview guests. The main goals were:

- Motivating students by exposing them to Japanese role models with good L2 skills
- Raising the profile of JTEs as L2 users

The idea of doing interviews came from research done on the effect of near-peer role models Murphey (1998). The procedure followed three simple steps:

1. Students write questions for the JTEs
2. The NESTs (native English speaking teachers) ask JTEs the questions
3. Students perform written tasks based on the JTEs answers

Step 1 was done in the class preceding the interviews, giving the JTEs a chance to prepare. Step 2 was completed informally, with seating rearranged to create a talk-show atmosphere. For the final step, students wrote three things they had learned about the JTE, plus one further question they'd like to ask.

Written feedback by the students indicated increased motivation and an improved status for the JTEs as L2 users. They included a number of comments similar to these:

I thought she's great at English. I want to become fluent, too.

I was happy to hear Suzuki-sensei speak English for the first time. (name changed)

High school JTEs can have a strong influence on their students by assuming the position of role model language users instead of leaving spoken interaction to NESTs. NESTs, for their part, can easily implement the three steps outlined above to help develop the potential of their Japanese counterparts as role models.

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Music and listening: Learning gain without pain

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ギリシャ神話の musicas に端を発して，音楽と言語を関連付けた文献は多い。その相互関連性については，幼児期の言語習得に関する研究・認知心理学・脳科学などの研究分野で実証されている。さらに，第二言語習得の領域においても，Music-linguistic approach を含む自然主義の立場やコミュニカティブ・アプローチの側から，EFL 教室で果たす音楽の重要な役割に関心が集まっている。しかしながら，EFLのリスニング・スピーキング教育における音楽の有効性については定かではない。日本人学習者にはリスニングが不安を高めるとの研究例もある。音楽の導入が，学習動機の低い日本のEFL環境の問題に対処する鍵になるかもしれない。本研究では，特に，リスニング・タスク実施時における学習者が持つ不安の軽減に果たす音楽の効果，音楽が学生の英語学習一般に与える影響について調査した。調査結果からは，音楽に教育的な道具としての可能性があることが分かった。教育的道具としての音楽の可能性については，より包括的な研究が必要である。

BEGINNING WITH its origins as *musicas* in Greek mythology, there is a long, well-documented link between music and language. The three key components of verbal interaction (words, body language, and intonation) correspond directly with the three classical elements of music (verse, dance, and melody) (Del Campo, 1997, in Mora, 2000). Studies of early childhood language acquisition (Mora, 2000) as well as cognitive psychology and brain research offer further evidence of the interconnectivity between music and language. However, it is arguably in the teaching of EFL listening and speaking that music holds the greatest pedagogical potential as both these skills require processing of prosodic features of language such as intonation, pitch, rhythm, dynamics, and timber. Furthermore, evidence suggests that EFL listening provokes high anxiety among Japanese language learners, thereby creating a need to reduce

anxiety and increase success (Horwitz, Horwitz, & Cope in Koba, Ogawa, & Wilkinson, 2000). Because of its power to alleviate many forms of anxiety and increase positive associations in general, music could be key to addressing this and other pressing issues in the Japanese EFL context, such as low motivation. Despite this, however, some are resistant to the idea of using music as a pedagogical tool, thereby forgoing a promising opportunity to positively influence student achievement.

With this background in mind, a small scale study was undertaken which examined the following three research questions:

1. Can music increase positive attitudes towards learning English?

2. Can music decrease learner anxiety in EFL listening tasks?

3. Is there a link between musical ability and English proficiency?

The one-semester study was conducted with two groups of university EFL students, one beginner, one advanced. Musical listening activities were implemented weekly, and student attitudes were measured by means of pre- and post-treatment questionnaires.

The findings indicated a small but noticeable increase in students' enjoyment of learning English, perhaps attributable to a lowering of the affective filter (Krashen, 2003) and the associative power of music (Bancroft, 1985). Regarding learner anxiety, the results were inconclusive. A possible explanation could be the difficulty level of the activities selected, particularly those requiring precise listening as opposed to easier, less stressful, *essence listening.* For this reason, listening tasks must be carefully selected to avoid losing their affective advantage. Compounding the problem may have been the idea among many Japanese students that, "No pain equals no gain." If so, students may have felt that anxiety-producing listening tasks were good for their language development. Regarding the third research question, further study is needed to establish a direct connection between musical ability and English proficiency as both groups rated their singing ability as low. Although this may be due in part to the Japanese tendency towards humility.

Although results were mixed, the power of music to evoke emotion and inspire feeling is key to its potential for instilling positive associations with learning English and reducing anxiety in relation to listening tasks. Important questions about the potential of music as a pedagogical tool in the EFL classroom and the need to capitalize on well-documented links between music and language were also raised. Further comprehensive investigation of this topic would be very worthwhile, not only because of the pervasive impact of music on students' lives, but also because of its potential for offering "learning gain without pain."

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Should research paper writing be taught at Japanese universities? YES!

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本稿では，最初に，日本の大学で英語の研究論文の書き方を教える必要性について論じる。次に，研究論文の書き方に関連して，日本の大学における英作文教育の現状を述べる。特に，現在の日本の大学の「英作文教育のカリキュラム」と「セミナーで必要とされる研究論文」に焦点をあてる。最後に，日本の大学教育での基本的な研究論文の書き方に関する科目を提案する。

DECLINING ENROLLMENT due to changing demographics, and a focus on career preparation or utilitarian needs assessments have thrown the necessity of teaching research paper writing into question at Japanese universities. Simultaneously, many writing teachers may not necessarily lament this development, having often found students ill prepared, even on a very basic level, for the complex task of writing research papers. Nevertheless, we assert that teaching research skills is an essential part of university writing curricula.

Academic vs. ESL writing instruction

A review of the relevant research is given in the online paper. It supports the present view that writing based on a source text is an important academic skill, that content-based writing is considered an effective way for teaching writing, and that content-based writing in the teaching of academic writing is superior.

The case against research paper writing instruction in Japanese universities

In an attempt to answer questions on the necessity of research paper writing instruction for the Japanese context, a short survey was sent in 2007 to local Japanese university English program administrators (of which eight responded), inquiring about the requirements of their departments and the attitudes of the program administrators towards research paper writing instruction. The following list encapsulates the gist of their comments:

- *The teaching of research paper writing is difficult.*
- *Students do not like research paper writing and research paper writing instruction.*
- *Students prefer speaking to research paper writing instruction.*
- *Students, when they have the choice, prefer writing research papers in Japanese.*
- *Students will probably never write another research paper.*
- *There are other writing genres that would be more practical to teach than research papers.*
- *There is not enough time in a curriculum to teach all kinds of writing.*

Benefits of teaching research paper writing in Japanese universities

We acknowledge but do not agree with the opinions outlined in the previous section and feel that many benefits of teaching research paper writing either negate or outweigh such objections. In our view, research paper instruction:

- *Prepares students for department requirements*
- *Trains students in patterns of academic discourse*
- *Prepares students for study abroad*
- *Trains students in rhetoric and critical thinking*
- *Teaches students to gather information, evaluate, organize, format, and present information in an academic manner*
- *Introduces students to higher level, specialized vocabulary and sentence patterns*
- *Gets students to read a variety of sources*
- *Teaches students the connection between reading and writing*
- *Motivates students to practice typing and word processing skills*
- *Is part of a well-rounded college education*
- *Gives students a sense of accomplishment*

Writing curricula in Japan: A sample

The informal survey of eight university writing programs mentioned above revealed that although a research paper is required for seminars or graduation theses, very few of the universities actually teach students how to write them. See the online version of this article for the results of the questionnaire and a discussion of the results.

A proposal for a basic research writing course for Japanese university programs

The authors propose an academic writing curriculum for Japanese university programs that includes basic academic writing and ends with beginning and advanced research paper writing.

Conclusion

Since Japanese university departments often require students to write a research paper, students should be taught how to do it. Yet, beyond this, the teaching of research paper writing has compelling merits of its own and should be a valued part of the university curriculum.

Accountability and variety in extensive reading

Ben Fenton-Smith, Kanda University of International Studies

多読が第二言語習得に効果があることは広く認識されているが，教室での実施において最善な方法であるかについては同意に至ってない。授業での持続的黙読の利点はこれまでに述べられているが，理論的にも実用的にも適当ではない場合もある。本稿は，その理由を簡潔に述べ，不適切なアウトプット・アクティビティーを回避することについて検討する。学生に既読の内容を表現させることと，多読授業の単調な反復を回避することが，多読教材開発に不可欠な要素である。教材の具体的な例を挙げ，どのような教材が，創造性・自由・多読の成功の要素である楽しさを壊すことなく，学生の評価をすることができることを示す。

FEW ENGLISH language teachers would disagree that Extensive Reading (ER) is an effective way of improving learners' L2 proficiency. But there is less agreement on the best way(s) of implementing it in the classroom. Current orthodoxy insists on a simple plan: have students read. In the words of Day and Bamford (1998), "Ideally, …no post-reading work should be required, the act of reading being its own reward. Students read and that is all" (p. 140). Mason (2005) goes further, claiming that output activities result in insufficient reading and that "an excessive amount of speaking and writing actually detracts from students' ability to speak and write" (¶ 5). This is driven by the belief that input is what counts in language acquisition: output activities merely get in the way.

This presents ELT instructors with a dilemma. How do you formulate grades for ER without having students perform assessment tasks? On the one hand, experts tell us that output activities are bad. On the other hand, our administrative overseers tell us to evaluate students' work and reduce it to an A, B, or C. It is the teacher's lot to take on the (often idealistic) wisdom of researchers, synthesize it with the (often draconian) demands of administrators, and come up with a plan that does justice to those that matter most: the learners. This paper is an attempt to map out a middle path for ER instructors.

To begin with, I argue that ER teachers need to be freed of the notion that all output activities in class are bad. EFL students, for example, have precious few opportunities to speak the target language, given it is predominantly not used in the society around them. Many EFL programs therefore adopt a comprehensive skills approach: one where speaking/writing pervades all language classes regardless of lesson foci. Secondly, reading ceases to be a solitary activity when it is used as the basis for pair/group activities. Reading *for* the classroom community - having the chance to share ideas and feelings - adds purpose and motivation. Thirdly, output activities give students opportunities to recommend books to each other. Students know best what students like, and face-to-face book discussions are the best forum for exchanging information about subject matter, level of difficulty, and generational relevance.

If we accept the above, the next question is one of materials design: what kinds of output activities might be suitable for ER in the classroom? This is where the twin themes of accountability and variety become central. We need activities that make students accountable for what they

have read, ones that allow the instructor to make judgments about the students' reading efforts. On the other hand, we do not want to impinge on students' motivation and enjoyment, as these processes are essential to successful ER. To ensure that students remain stimulated, we must design materials that are not repetitive and encourage both critical thought and creative response. It is important that students do not, for example, simply fill in a standard book report every week, since such a task would eventually be perceived as a chore or mere assessment exercise.

The final section of this paper therefore showcases a series of ten activities that meet the two criteria of accountability and variety. These activities require students to reflect in written form in the first instance, but can also be used as a springboard for book discussions. It is argued that an ER course can benefit greatly from a large bank of creative tasks, working on the hypothesis that non-repetitiveness dovetails with high student interest.

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CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

Does vocabulary-training software support neuro-compatible vocabulary acquisition?

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本稿では，語彙トレイニングに関して，心的辞書・忘却・間をおいた繰り返し・キーワード記憶術の言語学や心理学における研究成果について再考する。また，数多くある語彙トレイニング・プログラム用ソフトウェアの中から5つを取り上げ紹介する。これらの5つのプログラムは全てコンピュータを用いたフラッシュカード・システムを取り入れている。jMemorizeはPCとマッキントッシュで用いることができる。ProVocはマルチメディアの面で優れているが，作動が可能なのはマッキントッシュのみである。これらの2つのソフトウェアとTeachMaster（PCのみで作動可能）は全てフリーウェアである。受賞ソフトウェアvTrainは教育機関においては無料で用いることができ，Mylörnはフラッシュカード500枚までは無料で使用できる。これらの全てのプログラムは，間をおいた繰り返しを実施することで忘却の回避を試みている。MylörnとTeachMasterは，連語・同等・上位・同義といった心的辞書における関連性を考慮した項目を提供している。脳研究の成果を取り入れた研究が増えつつあるが，これらのプログラムの効果は未だに十分に証明されてはいない。

For those new to vocabulary-training software, this report is an accessible introduction to its basic principles, advantages, and shortcomings. For teachers already familiar with such software, additional justification, inspiration, and viewpoints on its use are presented from linguistic and psychological perspectives. This paper reconsiders the following four points in conjunction with vocabulary training programs:

- *Mental lexicon*: Aitchison's *Words in the Mind* (2003) is the major source for citations, naming, and giving examples for the different links that exist among vocabulary entities.

- *Forgetting:* A serial learning experiment can be carried out, similar to the one Ebbinghaus did in his classic treatise on memory back in 1885.

- *Spacing effect:* Dempster (1988) is quoted in connection with this phenomenon, where the retention (and learning) is better if there are larger time intervals between repetitions.

- *Keyword method:* For mnemonics, the keyword method demonstrates how a mental detour (two successive mental links connecting L1 and L2 target words through a keyword) can help to remember an L2 target word when a single mental route (a direct mental link between L1 and L2 word pair) is not yet available.

From the numerous vocabulary-training programs currently available on both the Macintosh and Windows platforms, five are introduced in this paper. All programs utilize flashcard methodologies, mostly based on the *Leitner* system. *jMemorize* runs on both PCs and Macs. *ProVoc* has good multimedia features but runs only on the Mac. These two and PC-only *TeachMaster* are

freeware. The award-winning *vTrain* is free for educational institutions, and *Mylörn* is free for up to 500 flashcards. While all of these programs utilize spaced repetition and thus fight forgetting, only *Mylörn* and *TeachMaster* offer specific entries that mimic the links of our mental lexicon, such as collocation, coordination, superordination, and synonymy. Since this report was originally written, some of these programs have been been updated. In the latest version of *TechMaster*, for example, comments and synonyms are now separate entries. *ProVoc* has been discontinued, and although it can still be downloaded, it is no longer being maintained or developed.

This report holds benefits for instructors and autonomous learners alike. Teachers can become more responsible for telling students not only what to learn, but also for showing them how to learn efficiently and why the methods work. For autonomous learners, the report highlights advantages of the reported software, mainly the systematic and spaced repetition of items guaranteed by built-in time stamps and watchdogs. These features remind learners on program start which items should be repeated, thus creating a continuous incentive for regular study. Readers should not expect a final answer to the question posed by the title. However, partial answers about the incorporation of neurological research findings in vocabulary learning programs can be found.

In summary, this report provides an overview on some theoretical aspects of vocabulary learning and vocabulary training software. In its final part, classroom application hints for language instructors (such as introducing the keyword method and other concepts) and autonomous learners (such as working with flashcards for maximum benefit) are listed.

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CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

The use of pocket electronic and printed dictionaries: A mixed-method study

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本研究では，日本人大学生による電子辞書の使用状況を印刷辞書の使用状況と比較した。また，学生の電子辞書・印刷辞書に対する印象，これらの辞書がその使用方法に及ぼす影響について考察した。研究方法は，これらの課題について，量的および質的に探求した。学生は，自分の電子辞書に対する印象，電子辞書，印刷辞書の使用状況についてのアンケートに解答した。数人の学生はフォローアップ・インタビュー を受け，辞書の使用状況について，さらに詳しい質問を受けた。学生は，電子辞書と印刷辞書のそれぞれが他方にない利点があると認識していた。それぞれの利点が，電子辞書と印刷辞書の検索頻度の違い，辞書の機能・特色の使用方法の違いを作り出しているようである。

DURING THE past decade, the capability of electronic dictionaries (EDs) has increased greatly. As EDs have advanced technologically, their popularity among L2 learners has grown steadily, to the point where sales of EDs have exceeded those of printed dictionaries (PDs) in Japan.

As EDs have increased in popularity, studies have been conducted to examine how they are used among L2 learners (Bower & McMillan, 2007), as well as what impact they have on L2 learning (Koyama & Takeuchi, 2003). However, the relative advantages of EDs versus PDs are still inconclusive. In particular, given that most previous studies were quantitative, more research using qualitative methods is needed. The goal of this report was to comprehensively understand students' use of EDs and PDs through a mixed qualitative and quantitative methodology. Specific areas of ED and PD usage addressed were:

• Frequency and purpose
• Perceptions

• Word look-up

This research into dictionary usage was comprised of three studies. In Study 1, conducted in 2004, 279 Japanese students at three universities completed a questionnaire. In Study 2, a follow up also conducted in 2004, twenty-two students were selected from the Study 1 participants and were interviewed. In Study 3, which took place in 2007, 97 Japanese university students not associated with the previous studies completed a questionnaire. The results of this final study were included in this paper in order to indicate changes that had occurred since the previous studies were conducted.

The results confirmed that EDs are widely used among Japanese university-level learners of English. The majority of students owned an ED, and those who owned one tended to use it exclusively even though they also owned a PD. Furthermore, many students consulted the ED multiple times a week. Surprisingly, the ED percentage of ownership did not change greatly in the three years between the first and third studies. Moreover, the percentage of students who reported using both PDs and EDs depending on their needs remained stable. These unexpected findings suggested persistent demands for PDs.

PDs and EDs were perceived to have distinct strengths and weaknesses. EDs offered advantages in areas such as search speed, portability, functionality (jump, idiom search, example search), and the ability to access multiple dictionaries in one device. On the other hand, the quality and quantity of information was cited as the major disadvantage of EDs. Since recent ED models contain full versions of their PD counterparts, such perceptions were probably only subjective impressions, due in part because the small screens of EDs make it troublesome to retrieve detailed grammatical and usage information (Koyama & Takeuchi, 2003).

In contrast, PDs were perceived to be superior to EDs in such areas as the ability to make notations, the quality or quantity of information, the ease of use, and the availability of illustrations. These advantages, which sharply contrast with the disadvantages of EDs, may be the reason for the continuous demand for PDs discussed above. Preferences for either type of dictionary were related to differences between ED and PD users in the way they looked up words, how often they used a dictionary, their preferred methods for notating information, their desires of using different types of dictionaries, and their needs for other various functions and features.

In conclusion, EDs and PDs appear to benefit students differently. This suggests that rather than encouraging the use of one type or another, teachers should advise students how to use them wisely, each according to their strengths.

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16 A TASTE OF JALT2007: EXCERPTS FROM THE PROCEEDINGS

CHALLENGING
LOOKING IN **LOOKING OUT**
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Using lexical and task-based approaches for speech fluency development

Yuichi Kanemaru, Tokyo Metropolitan Hitotsubashi High School

何十年もの間，日本の英語教育では語彙力・文法・翻訳力が中心となっている。この事実は，日本の教育システムや入試の波及効果のようである。その結果，この偏った指導法は，コミュニケーション力の育成をしてこなかった。このギャップを埋めるべく，筆者は日本人大学生を対象に質的研究を行った。この研究では，スピーチの流暢さの発達のための，語彙中心の指導法とタスク中心の指導法がどのように効果的であるかを調べ，被験者が2つの指導法をどのように感じたかについても探った。28人の学生は，語彙中心の指導法とタスク中心の指導法に基づいた1ヶ月の英会話コースに任意で参加した。彼らの流暢さの発達は，コースの始まる前・中間・コース終了後の3回のインタビュー・テストによって測られた。データによると，タスク中心の指導法は，ある被験者群の流暢さの発達には著しい効果があった。しかし，語彙中心の指導法は流暢さの発達には効果がほとんど無かった。筆者は，このような結果を得た理由と被験者の両指導法に対する見解を述べる。

FOR DECADES, English instruction in Japan has centered on vocabulary, grammar, and translation skills- a washback effect of Japan's educational system and entrance exams. Consequently, this unbalanced pedagogy has not fostered communication skills. In an effort to close this gap, I conducted a qualitative study with Japanese university students, investigating how effective the *lexical approach* and *task-based instruction* (TBI) were for fluency development and how students perceived the two language teaching approaches. 28 students voluntarily participated in a one-month oral English course based on the lexical approach and TBI. Their fluency development was measured through three interview tests administered before, during, and after the instruction. All interviews were recorded to assess speech samples with respect to their flow and comprehensibility. The yielded scores for flow and comprehensibility were added and used as data to see how fluency changed over the treatment period. The results indicated that task-based lessons contributed to remarkable fluency development for a group of subjects; however, the lexical approach seems to have affected development only a little.

Implications for utilizing the lexical approach

Several subjects reported that listening to good English speaking classmates and the instructor was helpful in recognizing new, accurate collocations. This result confirmed that raising awareness of lexical items, especially collocations, is an effective way to enhance existing lexical knowledge (Woolard, 2000). In addition, teaching collocational competence was well worth the effort since "good quality input should lead to good quality retrieval" (Hill, 2000, p. 54). Having learners interact with each other for exposure to new expressions was a productive and effective source of language input.

Another implication for teaching lexical items was to make the most of what students already know (Lewis, 2000). Students came to realize there were many ways to convey similar messages, and that single words collocate with other words in a tremendous number of ways. Native English speakers daily use a limited number of words in a limitless number of ways, so extending students' existing knowledge is productive and practical (Hill, 2000). This is something Japanese teachers need to do more of to build fluency in their students.

Implications for utilizing task-based instruction

A most significant feature of task-based lessons is the pre-task phase, which is "non-obligatory but serves a crucial role in ensuring that the task performance is maximally effective for language development" (Ellis, 2003, p. 243). This idea was reflected in comments by subjects who had tried brainstorming to obtain information- doing so allowed them to successfully complete the tasks.

Because of this study's research focus, I repeatedly told the subjects not to be afraid of making mistakes, but rather to pay more attention to the meaning of their messages. As a result, many students reported they had changed their thinking on grammatical errors. In addition, some initially less competent students increased their amount of speech production.

Practically speaking, it would be quite difficult for many Japanese teachers to switch suddenly to a task-based curriculum. Grammar and translation skills should be taught as they are now. However, incorporating tasks with an aim of facilitating the internalization of grammar may be one way of incorporating TBI into common grammar / translation teaching methodology, providing a smooth and natural reshaping of English lessons in Japanese schools.

Conclusion

Japanese teachers at all levels need to provide students with more lesson time for meaningful interaction. By doing so, students' existing declarative English knowledge will be transformed into more practical and fluent communicative ability.

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Woolard, G. (2000). Collocation: Encouraging learner independence. In M. Lewis (Ed.), *Teaching collocation: Further developments in the lexical approach* (pp. 28-46). Hove, England: Language Teaching Publications.

CHALLENGING

LOOKING IN

LOOKING OUT

ASSUMPTIONS

Learner voices: Reflections on secondary education

Joseph Falout, Nihon University; Tim Murphey, Kanda University of International Studies; James Elwood, Tsukuba University; Michael Hood, Nihon University

EFL(外国語としての英語教育)の学習環境で英語を学ぶ大学生440人に，中学校や高校時代の英語学習の中での好き嫌いについてと，何が役に立ち，何が役に立たなかったと感じるかについてを尋ねた。集計したデータを質的・量的に分析し，得られた結果は2002年に行った調査結果と比較した。それらの結果については，研究協力者の分析も取り入れられた。本稿では，授業中の重要性や実践方法をどのように変えるべきかについて言及しており，すべての教育機関における教員への示唆を与えている。

THIS STUDY is a large-scale follow-up to Murphey (2002), where learners were asked to write open-ended letters of advice to junior high school (JHS) and high school (HS) teachers. The participants of these two studies learned English under two different Ministry of Education guidelines called the *Course of Study*, issued in 1994 and 2003 respectively (MEXT, 2003), the latter of which contained stronger emphasis on communicative ability.

The questionnaire at the heart of this study had two separate sections, each designated for comments to JHS or HS teachers. The questions asked students what they liked and did not like, what helped or did not help, and what suggestions they had for their teachers. Comments were first separated into three major categories: positive experiences, negative experiences, and wants, then further divided into subcategories and quantified. The data tables were analyzed by the participants in small groups during class, and their analyses provided insights for this study.

In soliciting learner voices, the present study draws on Dewey's (1910) concept of reflective thinking. The four phases of reflective thinking are experience, description, analysis, and intelligent action. Dewey stressed that reflection includes the responsibility to take action. We asked our learners to reflect upon and describe their experiences in secondary education, analyze the results, and make meaning of their own conclusions. Likewise, as we reflected upon and analyzed their experiences, we were transformed in terms of our classroom views and practices. In this way, learners' individual experiences contributed collectively to the analysis, leading to the insights of this study. EFL learner needs were found in three general categories: greater consistency, more communication, and better teaching.

Greater consistency

There was a drop in positive comments and an increase in negative comments from JHS to HS. This revealed that the current educational system has JHS catching learner interest in EFL with songs and games while HS prepares learners to pass university entrance exams with a heavy focus on grammar-translation. Interest generated in JHS gets disrupted by teacher-centered, depersonalized, and de-contextualized classes in HS.

More communication

When analyzing the results, learners recognized that learning contexts matter, and that there is a relationship between communication and motivation. Overwhelmingly, the majority expressed a desire for more chances and time to practice oral communication skills and less time on grammar. This finding mirrored that of the original study (Murphey, 2002) despite the stronger push for communicative competence under the Course of Study 2003.

Better teaching

Our data ranked "Teachers (Japanese)" as the top negative experience. Students said that teachers need to improve their teaching if they expect students to improve. Many reported boredom and particularly requested more enthusiasm and less teacher-centered classrooms. Also in disfavor were teachers who were overly strict or who often shouted when angry.

Conclusions

We believe the reflective thinking of educational experiences in this study increased learners' investment, interest, and agency in their own education. Seeking their fresh perspectives enabled us as teachers to reflect upon our classroom practices and make positive changes. We found that while EFL teachers in Japan are concerned about learner silence, ironically what learners want most in the classroom is to communicate. It

shows a mismatch between learner attitudes and educational practice. However, we rarely hear opinions from the learners because they are on the periphery. Their voices need to come to the center for developing sound lesson plans, curricula, and educational governance in the classroom and beyond.

References

Dewey, J. (1910). *How we think*. Boston: D. C. Heath.

MEXT. (2003). An action plan to cultivate "Japanese with English Abilities." Retrieved May 25, 2008, from <www.mext.go.jp/english/topics/03072801.htm>.

Murphey, T. (2002). From the horse's mouth: Advice from second-semester Japanese university students to JHS/HS English teachers in Japan. *Learning Learning, 9*(1), 2-10.

RESOURCES • MY SHARE | 19

…with Mark de Boer
<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/>

WELCOME TO this edition of My Share! In this edition, we have Mike Guest sharing an idea for "teaching students to recognize mistakes" in a fun and interesting way. It's a great activity to have students work at as a group! Carla Wilson gives us an idea for student interaction with questions and answers in a *running dictation* sort of activity. Both are great ideas! Give them a try in your classroom.

Grammar gambling
Mike Guest
University of Miyazaki
<michael@med.miyazaki-u.ac.jp>

Quick guide

Key words: Grammar, vocabulary, error correction, consciousness-raising

Learner English level: False beginner or higher

Learner maturity level: High school and above

Preparation time: 30 minutes

Activity time: 60-90 minutes

Materials: Play money in various denominations, *mistake sentence* handout

This game, where students use play money to gamble on their ability to identify and fix common mistakes, is an exciting and memorable way to address the issue of error correction and help your students learn.

Preparation

Step 1: Make a list of about 10 separate sentences, each containing only one grammar or vocabulary mistake often made by your students (see Appendix). You may want to consider adding distracters so as to not make the problem and solution too obvious. These "mistake sentences" should be both common and substantial. Also be aware of possible acceptable solutions other than the version that you have decided upon.

Step 2: Prepare enough copies of your list, one for each student (to be distributed after the activity).

Step 3: Collect or make some play money and divide it into at least three denominations. This money will be placed at the front of class and constitutes *the bank*.

Procedure

Step 1: Divide the students into teams of three or four.

Step 2: One student on each team is named treasurer.

Step 3: Decide on how much money should be allotted (the same amount for each team) and have

the group treasurers come to the front and collect this amount. Teammates should confirm the total.

Step 4: One student from each team becomes the secretary. Only the secretary may have a pencil and paper and write on behalf of the entire team.

Step 5: Write one of the *mistake sentences* from your list on the board and explain that all teams will have 2 minutes to find and correct this sentence by having the secretary write the correct form.

Step 6: Provide time warnings as the clock ticks down and when time is up, each team must place a bet by setting aside their amount from their treasury. Do not allow any writing during this step.

Step 7: After checking the bet amounts, write the correction on the board.

Step 8: Double-check the answers of any winning team (secretaries can proceed to the front to show you).

Step 9: Announce their rewards (based on the amount bet) and have the treasurer of successful teams retrieve that amount from the bank. Teams whose answer is not correct must return the amount bet to the bank. Partial rewards can be offered for borderline cases.

Step 10: Explain why the sample is a mistake and how it can or should be fixed. Students can now take notes.

Step 11: Repeat this process for the remaining sentences on your list.

Step 12: After the final sentence, each team should total up their treasury and announce the amount in English. The team with the highest sum wins.

Step 13: Pass out the *mistake sentences* handout to each student and have them complete it in class or for homework. Possible follow-up activities include having students make their own "mistake English quiz" for other students, using a combination of forms found in the gambling game or forms they come up with by themselves. The latter should also contain correct forms.

Appendix: Sample sentences containing one mistake

These sentences are adjustable to varying student proficiency levels:

- Almost Japanese people have studied English at some time in their lives.
  (Correct: Most Japanese people have studied English at some time in their lives.)

- Knife attacks have become popular among young people in recent years.
  (Correct: Knife attacks have become common/frequent/widespread among young people in recent years.)

- Come to my office until 6:00 and I will give you all of your money back.
  (Correct: Come to my office by 6:00 and I will give you all of your money back.)

- Living in a safety place is necessary for happiness.
  (Correct: Living in a safe place is necessary for happiness.)

- If you have time next weekend, let's go camping with us.
  (Correct: If you have time next weekend, let's go camping x/together.)

A team quiz for any topic
Carla Wilson
David English House
<carlaswilson@hotmail.com>

Quick guide

Key words: Team quiz, assessment, group work, reading and listening for specific information, relaying information

Learner English level: Any

Learner maturity level: Junior high and above

Preparation time: 45 minutes

Activity time: 40-50 minutes

Materials: Question sheet, information for searching, something to stick paper on walls, classroom big enough to move about in easily

Preparation

Step 1: Create an A4-sized text (font size 12) of some information that you would like your students to know, taken either from a newspaper article, the Internet, or something you have written yourself. The length of the text can be adjusted to fit the level of your class.

Step 2: With a copy machine, enlarge the information onto a B4 or A3 sized sheet so it is easy to read from a distance.

Step 3: Cut the enlarged text into five or six sections. Creating two or three copies of the text means that students will not have to fight in order to get to the information.

Procedure

Step 1: Divide students into groups of three or four and have each group choose a leader.

Step 2: Give each group a question sheet and ask them to read it. While they are reading, stick the snippets of your text around the room.

Step 3: Explain to students that the group leader will stay at the desk with the question sheet and a pencil. The other group members will search for the answers to the questions, returning to tell the answers to their group leader who will write down the answers. Encourage them to move quickly and start the activity like a race.

Step 4: While they are doing the activity, monitor and check their answers. Tell the group leaders about any wrong answers so they can ask their group members to look again.

Step 5: Stop the activity about 15 minutes before you want to actually finish. Tell students to sit down and give them about 5 minutes to try to memorize the answers. Meanwhile, take the information down from the walls. If some groups finish before the time limit, have them begin memorizing. If some groups haven't finished by the time limit, it doesn't matter.

Step 6: After 5 minutes, collect the question sheets. These are no longer needed.

Step 7: Ask the questions to the class in random order, accepting answers from students who raise their hands. Give points to groups for correct answers.

Conclusion

I have used this activity for various topics such as *Christmas in Britain*, *My Hometown*, and *Volunteer Work*. It can also be used to review grammar targets by writing a story about some character, incorporating the relevant targets. It is a good activity to use before a discussion on a topic that students know little about as it makes them familiar with the given topic. It also works well as a stand-alone activity.

RESOURCES • BOOK REVIEW   21

…with Robert Taferner
<reviews@jalt-publications.org>

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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S column features Naomi Fujishima's review *of Cover to Cover 1: Reading Comprehension and Fluency*.

Cover to Cover 1: Reading Comprehension and Fluency

Reviewed by Naomi Fujishima, Okayama University

Cover to Cover is a three-level series of textbooks that develops reading comprehension and fluency. Each unit is divided into three parts—the first two sections concentrate on intensive reading strategies and the third section focuses on extensive reading (ER) by introducing an extract from the Oxford Bookworms graded reader series. For

this review, I have used selected units from *Cover to Cover 1* in a one-semester Extensive Reading with Discussion elective course. The students were university level ranging from 1st year to 3rd year at various levels of ability.

The decision to use *Cover to Cover* was made because it was a good way for students to learn reading skills that would build up their fluency while at the same time read about topics that were of interest to them. At the end of one unit, students took a survey about their impression of *Cover to Cover*. It was clear from their comments that the book raised the students' motivation to read in English. Many wrote that the stories were interesting and made them want to learn more about the topic. With the variety of intensive and extensive reading exercises, the ultimate goal of this book is to practice strategies that help students understand reading passages better and help increase their fluency. In this way, students can appreciate the joy of reading for pleasure. In addition to building reading skills, there are numerous opportunities for students to practice speaking, with group or pair discussions to reflect on the passages.

In *Cover to Cover 1*, some of the comprehension strategies covered in Part One include looking for main ideas, guessing meanings from context, recognizing points of view, and recognizing reference words. In Part Two, fluency strategies such as scanning, skimming for the main idea, ignoring unknown words, and predicting the topic are touched upon. Each part has pre-reading questions for discussion, so students can think about the topic before starting the reading passages. Next, there is an explanation of the strategy to be practiced and then the reading passage itself. It is clear that the authors chose topics for each unit that would interest university students, especially in Japan. They also very skillfully chose passages that had the same theme in each part. For example, in the unit *Sleep*, the passage in Part One talks about people getting enough sleep in today's society. The passage in Part Two describes a young Korean student who survives on 3 and a half hours of sleep a day. Finally, the excerpt in Part Three, titled *The President's Murderer*, is about an escaped convict who is found asleep in an old woman's field. In this way, students can look at different and interesting aspects of the same theme. The graded reader excerpts are longer than the passages in Parts One and Two, and are designed to encourage students to read more. This textbook effectively fosters the curiosity and motivation in students that promote further learning.

The teacher's book is helpful for people who have not had much experience in teaching ER. It outlines the benefits of ER and how it introduces reading for enjoyment to students. This is especially beneficial for students in Japan as they are often only exposed to intensive reading and grammar translation-type activities. By introducing students to ER, they can find out for themselves how fun and easy it can be to read in their second language. These are key points in building up student motivation and a positive attitude to read more (Day & Bamford, 1998). Not only does the book give a good introduction to ER, it exposes students to effective reading strategies that will help them to become skilled readers themselves. (For more information on developing reading strategies, see Carrell, 1998). In the teacher's book, there are step-by-step instructions on how to teach each part of the units with answer keys for all of the exercises. In addition, there are photocopiable reading and vocabulary logs so students can keep track of graded readers that they read outside of the classroom.

For this textbook to be used to its full potential, it is important to have a library of graded readers for students to choose from. The book could be used on its own, but it would not let students get the most out of their reading experience. I would also recommend this book for any 1-year course, but it is too long and costly for a 1-semester course. Perhaps in the future, the authors would consider a split edition to rectify this problem. Overall, *Cover to Cover* is the perfect start for a reading course that emphasizes reading for fun and, at the same time, improving students' overall English skills.

References

Carrell, P. L. (1998). Can reading strategies be successfully taught? Retrieved August 6, 2008, from <www.jalt-publications.org/tlt/files/98/mar/carrell.html>.

Day, R. R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

…with Greg Rouault
<pub-review@jalt-publications.org>

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

RECENTLY RECEIVED ONLINE

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

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

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

Books for Students
(reviewed in *TLT*)

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

* *Hemispheres*. Cameron, S., Vargo, M., Iannuzzi, S., Renn, D., & Scarry, E. New York: McGraw-Hill, 2008. [4-level coursebook incl. CD, class CD, workbook, interleaved teacher's edition, DVD and workbook, EZ Test® test generator, teacher training DVD].

Our Sacred Health and Environment. Clankie, S. M., & Kobayashi, T. Tokyo: Seibido, 2008. [Incl. CD, task instructions and vocabulary notes in Japanese].

Our Unique Planet. Bowring, I., & Urbom, R. Tokyo: Seibido, 2008. [Upper int. science and technology reader; incl. CD, vocabulary glossary in Japanese].

Scholastic ELT Readers (*Spooky Skaters, X-Men, The Outsider, Spider-man 2, Pride & Prejudice*). Various authors and editors. London: Scholastic, 2007. [Four levels 300-1500 headwords, each with CD and free downloadable teacher resource sheets].

Teaching English to Young Learners: *Illustrated Guide for EFL Teacher Development*. Ong Fisk, M., & Murugesan, V. Santa Fe Springs, CA: Compass Publishing, 2007. [Incl. CD, trainer's handbook].

Understanding the News in English 5. Onoda, S., & Cooker, L. Tokyo: Kinseido, 2008. [Incl. CD, video, background and vocabulary notes in Japanese, answer key with bilingual transcripts].

What's on Japan 3: NHK BS English News Stories. Yamazaki, T., & Yamazaki, S. M. Tokyo: Kinseido, 2008. [Incl. CD, DVD, video, vocabulary glossary in Japanese, answer key with bilingual transcripts].

Books for Teachers
(reviewed in *JALT Journal*)

Contact: Bill Perry
<jj-reviews@jalt-publications.org>

Japanese Applied Linguistics: Discourse and Social Perspectives. Mori, J., & Ohta Snyder, A. (Eds.). London: Continuum International, 2008.

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

…with Marcos Benevides

<jalt-focus@jalt-publications.org>

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

JALT FOCUS ONLINE

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

JALT Calendar

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

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

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

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

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

JALT Focus

Carefully read the following very important announcements. If you wish, you may consult a dictionary. When you are finished, please continue reading quietly until the bell. Remember, you may be quizzed on this material at the conference.

Announcement of the 2nd Ordinary General Meeting of 2008

• Date: Sunday, November 2, 2008; 17:45-18:45
• Place: International Conference Room, National Olympics Memorial Youth Center, Tokyo

Agenda:

• Item 1: Approval of elected directors and auditor
• Item 2: Election of Nominations and Elections Committee (NEC) chair and alternates
• Item 3: Important issues concerning the administration of JALT

平成20年度第2回通常総会のお知らせ

• 日時：平成20年11月2日(日); 17:45-18:45
• 場所：東京都　国立オリンピック記念青少年総合センター　国際会議室

議題：

• 第1号議案　選出された理事と監事の承認
• 第2号議案　選挙管理委員長と選挙管理副委員長の選出
• 第3号議案　当学会運営に関する重要事項

For more information, contact Donna Tatsuki, JALT Director of Records: <records@jalt.org>

Minutes of First Ordinary General Meeting of 2008

• Date: Sunday, June 29, 2008
• Place: Osaka Gakuin University, Kishibe, Osaka

Agenda:

• Item 1: Business Report (2007/04/01-2008/03/31)－Report accepted unanimously.
• Item 2: Financial Report (2007/04/01-2008/03/31)－Report accepted unanimously.
• Item 3: Audit Report (2007/04/1-2008/03/31)－Report accepted unanimously.
• Item 4: Business Plan (2008/04/01-2009/03/31)－Plan accepted unanimously.
• Item 5: Budget (2008/04/01-2009/03/31)－Budget accepted unanimously.

- Item 6: All motions that were passed by the EBM in January 2008 and June 2008 were accepted.

平成20年度第1回通常総会議事録

- 日時　平成20年6月29日 (日)
- 場所　大阪学院大学 (大阪市吹田市)

議題

- 第1号議案　平成19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19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19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20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20年度予算 予算は満場一致で議決された
- 第6号議案　平成20年1月及び6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 2007

Balance Sheet as of March 31, 2008

ASSETS

CURRENT ASSETS

Cash on Hand	44,884,285
Time Deposit	5,000,000
Accounts Receivable (Chapters)	1,799,736
Accounts Receivable (SIGs)	163,946
Accounts Receivable – Other	2,744,102
Prepaid Expenses	157,500
Suspense Payment	264,355
TOTAL CURRENT ASSETS	**55,013,924**

FIXED ASSETS

Equipment	2,419,127
Accumulated Depreciation	-1,955,818
Net Equipment	463,309
Telephone Right	86,423
Computer Software	1,410,614
Lease Deposit (Central Office)	896,000
TOTAL FIXED ASSETS	**2,856,346**

TOTAL ASSETS	**57,870,270**

LIABILITIES AND FUND BALANCE

CURRENT LIABILITIES

Chapter Account (for safe keeping)	3,390,000
SIG Account (for safe keeping)	3,930,000
Account Payable	793,100
Deferred Revenue (Membership)	15,066,695
IATEFL Suspense Receipts	13,600
SIG Suspense Receipts	1,312,500
Other Suspense Receipts	3,090,241
Total Suspense Receipts	4,416,341
Wage Payable	348,126
Employment Income Tax Payable	61,280
Corporate Tax Payable	70,000
Consumption Tax Payable	338,500
Total Current Liabilities	**28,414,042**
TOTAL LIABILITIES	**28,414,042**

CAPITAL

Beginning Fund Balance	19,189,392
Net Profit	10,266,836
TOTAL CAPITAL	**29,456,228**

TOTAL LIABILITIES & CAPITAL	**57,870,270**

JALT 2007 年度会計報告

貸借対照表 (平成20年3月31日現在)

資産の部

流動資産

現金預金	44,884,285
定期預金	5,000,000
未収入金 (支部)	1,799,736
未収入金 (分野別研究部会)	163,946
未収入金 (その他)	2,744,102
前払費用	157,500
仮払金	264,355
流動資産合計	**55,013,924**

固定資産

器具備品	2,419,127
減価償却累計額	-1,955,818
器具備品残額	463,309
電話加入権	86,423
ソフトウェア	1,410,614
事務局家賃保証金	896,000
固定資産合計	**2,856,346**

資産合計	57,870,270	**NET PROFIT**	**10,266,836**

負債の部
流動負債

損益計算書収支決算書
（自平成19年4月1日至平成20年3月31日）

		収益	
支部口座預り金	3,390,000	会費	29,971,607
分野別研究部会預り金	3,930,000	年次大会収入	41,450,873
未払金	793,100	出版収入	6,071,892
前受会費	15,066,695	その他収入	59,183
仮受金 (IATEFL)	13,600	**収益合計**	**77,553,555**
仮受金 (分野別研究部会)	1,312,500		
仮受金 (その他)	3,090,241	**費用**	
仮受金合計	4,416,341	支部等経費	5,325,234
未払賃金	348,126	事務局経費	20,287,543
未払従業員源泉徴収税	61,280	役員経費	807,905
未払法人税	70,000	会議費	3,896,952
未払消費税	338,500	管理運営費合計	24,992,400
流動負債合計	28,414,042	専門的業務用経費	8,353,765
負債合計	**28,414,042**	出版経費	11,016,711
		年次大会経費	17,598,609
正味財産		**費用合計**	**67,286,719**
元入金	19,189,392		
当期純利益	10,266,836	**当期純利益**	**10,266,836**
正味財産合計	**29,456,228**		
負債正味財産合計	57,870,270		

JALT Income Statement (for the period April 1, 2007-March 31, 2008)

REVENUES

Membership fees	29,971,607
Conference	41,450,873
Publications	6,071,892
Other Revenue	59,183
TOTAL REVENUES	**77,553,555**

EXPENSES

Chapter Grants	5,325,234
Central Office	20,287,543
National Officers	807,905
Meetings	3,896,952
Total Administration	24,992,400
Services and Fees	8,353,765
Publications	11,016,711
Conference	17,598,609
TOTAL EXPENSES	**67,286,719**

Auditor's Report

Based on the relevant articles of the NPO JALT Constitution, I performed the following duties for the period of April 1, 2007 to March 31, 2008.

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, 2008

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19年4月1日から平成20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しませんでした。

<div align="right">

平成20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
</div>

Independent Auditor's Report

We have examined the balance sheet of NPO The Japan Association for Language Teaching ("JALT") as of March 31, 2008, 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, 2008, 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.

<div align="right">

Kimiichiro Kuramochi, CPA

June 8, 2008
</div>

独立監査人監査報告書

平成20年6月8日

公認会計士　倉持公一郎

　平成20年3月31日現在のNPO法人全国語学教育学会の貸借対照表及び関連する平成19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20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19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。

2008-2009 Budget

REVENUES

Membership Fees	28,220,000
Advertisement Revenue	2,950,000
Publications Revenue	3,110,000
Conference Revenue	39,450,000
Other Revenue	95,000
TOTAL REVENUES	**73,825,000**

EXPENSES

Chapter/SIG Grants	8,600,000
Meeting Expenses	4,100,000
Administration	1,970,000
JCO	21,034,500
Service and Fees	10,564,000
Publication Expenses	11,215,000
Conference Expenses	16,327,000
TOTAL EXPENSES	**73,810,500**

PROFIT	14,500

<div align="right">

Kevin Cleary

Financial Steering Committee Chair
</div>

2008年度　予算

収入

個人会員会費	28,220,000
広告収入	2,950,000
出版収入	3,110,000
年次大会収入	39,450,000
その他の収入	95,000
収入合計	**73,825,000**

費用

地方支部及び分野別研究部会経費	8,600,000
会議費	4,100,000
管理運営費	1,970,000
事務局経費	21,034,500
専門的業務用経費	10,564,000
出版経費	11,215,000
年次大会経費	16,327,000
費用合計	**73,810,500**

差引収益	**14,500**

<div align="right">

ケビン・クリアリー

財務運営委員会委員長
</div>

…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, Rachael Ruegg discusses her role in a peer-facilitated academic review system

SHOWCASE

Rachael Ruegg

Since April I have been a co-facilitator of the Professional Development Writing Circle at the university where I teach. The Writing Circle is a place where any staff member can send their papers for review before submitting them for publication. In the past there has been an unofficial writing circle but with many teachers feeling too busy to review their colleagues' papers a fresh system was necessary.

A rubric was created to expedite the reviewing process and to assist teachers who are not familiar with giving critical feedback. Rather than the reader typing out their feedback for the writer they simply have to rate papers in relation to set criteria. In addition to this, the writer can pose one specific question for the reader to answer. The benefit of being a member is that members can submit their papers for review by other members. Additionally, they get valuable experience in reviewing papers. I personally think that reading about research which is being carried out by my colleagues is an added benefit. Each paper is reviewed by two members and both the writer and the reviewer remain anonymous.

My role as co-facilitator of the Writing Circle is to maintain a list of members, making sure that they are rotated so that each person reviews an equal number of papers. In addition to this I receive and send papers for review and deal with any problems that arise from the process. It takes very little time and effort to maintain such a system and I recommend it for any kind of institution.

Rachael Ruegg can be contacted at <ruegg@ kanda.kuis.ac.jp>.

…with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>

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

THE OFT-MISUNDERSTOOD role of the chapter treasurer stops many volunteering. Jim Smiley explains what the position actually entails and attempts to whet your appetite to be one. In the second article, Rudolf Reinelt, coordinator for Other Language Education SIG, reminds us that JALT includes more than only teachers of English, and invites us to visit the OLE presentations at the conference.

Count me in: Volunteering as a JALT treasurer

by Jim Smiley
JALT Chapter Treasurer Liaison
<chapyen@jalt.org>

Among the many volunteer tasks in JALT, nothing strikes fear into hearts more than the role of Treasurer. Clouds of mystique surround the position. The treasury arouses awe. To hold the purse is to bear a dreadful responsibility few willingly assume. Yet the job is not demanding. The required tasks are straightforward and little thought is needed. Compared to the creativity desirable in the Programme, Membership, or Publicity Chairs, or the necessity for a broad overview in a President, the Treasurer has an easy ride. What can be simpler than keeping the books by going by the book? I will dispel some of the myths associated with the treasury and, hope-fully, inspire some readers to volunteer for the position at the next round of local elections that will hit chapters before the International Conference in Tokyo from October 31 to November 3.

Here is what treasurers do. When money goes out of or comes into the chapter, the transaction gets recorded in a JALT spreadsheet. This spreadsheet is emailed to JALT monthly. For chapter meetings, treasurers prepare cash to reimburse the expenses that other officers run up. Officers fill in and sign a form that shows how the money was spent. The dreaded audit is really only a checking of the compilation of the Officer Expense Claim (OEC) forms and the monthly spreadsheets against the revenue and expense receipts collected over the year.

My local chapter, Sendai, is one of the busiest in the country, having between 10 and 12 meetings annually. Here is how a typical month pans out from the point-of-view of a treasurer. For our meeting, the Programme Chair contacts our speaker and obtains information about travel and accommodation. The costs are tallied up on the OEC form and to that we add the honorarium. The Programme Chair signs and gives me the form and the receipts in return for the cash to reimburse the speaker. The venue is booked by our President, who fills in another OEC. The receipt and the OEC form come to me and the cash goes to our President. At the meeting, someone might renew their membership and there may be one-day members. Our Membership Chair deals with those giving me the membership dues and the receipts. We take the speaker out for a meal and cover the speaker's bill up to 3000 yen. Usually I take 50,000 yen out of our account to cover these expenses. The change goes back in the bank, and the various expenses and incomes are recorded on the spreadsheet. All-in-all no more than 1 hour of work is ample to complete the tasks described above.

What skills are required of a treasurer? Surprisingly accounting ability comes low on the list. If, when you hand over 1000 yen at a shop, you have some idea of the likely change, you have enough arithmetic ability. So the myth of mathematical genius can be discounted. The procedures of how to input expenses and revenue are listed point-by-point in the Treasurer Officer Handbook, so any belief in having a capability in creative accounting may also be dispelled. Genuine chapter expenses are, for the most part, obvious. For example, massage parlour receipts are probably questionable while meeting refreshments expenses are not. The notion that treasurers need to memorise dozens of rules may also be discarded. What treasurers

need is common sense and some degree of rigour in keeping accounts up to date. Experience with a computer-based spreadsheet package is also helpful. As treasurers are concerned with numbers, the treasury is ideal for native speakers of Japanese who want to volunteer but may feel uncomfortable in other officer positions.

If a treasurer encounters difficulty, help is always available in the Chapter Treasurer Liaison, first port of call for questions. If they cannot answer, the Director of Treasury steps in. The Treasury mailing list is a vital repository of useful information and an excellent venue for discussions. Whereas the Treasurer Officer Handbook does not make for an engrossing read, it and the online Treasurers' Wiki supply the answers to most of the questions a treasurer is likely to face.

Now that you can see the role more clearly, have a go for yourself. Volunteering at the Chapter level offers many rewards both professionally and personally. At election time put yourself forward and say, "Count me in."

Other Language Education (OLE) SIG: An introduction

by Rudolf Reinelt, Coordinator, Other Language Education SIG

Hello; dobr denj; kalimera; ni hao; guten tag; anyong hashimnikka; bonjour; buenos dias; hyvää päivää; bom dia; haisai; konnichiwa!

In a time when we can easily know where and how other people live, there is still only one surefire way to find out what they think individually or as a culture: to learn their language. As every culture contains specific patterns of thought and mindsets which cannot always be put into English or translated easily from one language to another, learning its language opens the door to that culture and the countries using it. The OLE SIG was founded in 1996 in order to serve the special needs of such learners and teachers.

Languages are also thought to be instrumental in developing cultural empathy, opening up our minds to other concepts and ideas, and enabling us to reflect on our own. In this way, OLE can also be considered part of peace education.

Although many teachers of German, French, Chinese, Korean, Spanish, Russian, and so on have their own teacher organizations, they need JALT with its powerful network across the nation and even outside of Japan in order to get more urgently needed representation on an overarching nationwide scale. On the other hand, JALT would simply be incomplete without representing the thousands of students learning and the hundreds of teachers teaching the above languages throughout Japan.

OLE at PAC7 at JALT2008

You can spend 3 full days with OLE in Room 514. This year we have nearly 30 presentations specifically targeted at teachers of languages other than English. Beyond the OLE SIG and the Multilingualism Forums, PAC7 at JALT2008 provides French, Spanish, and German workshops in their respective languages and Japanese, and a number of individual presentations in and on yet other languages such as Italian. Also, given that the Common European Framework of Reference (CEFR) has garnered much attention recently, this year's Multilingualism Forum will try to advance the discussion one step further.

So, please help us by letting your colleagues know that JALT is inclusive of *all* language teaching in Japan!

…with David McMurray

<outreach@jalt-publications.org>

Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.
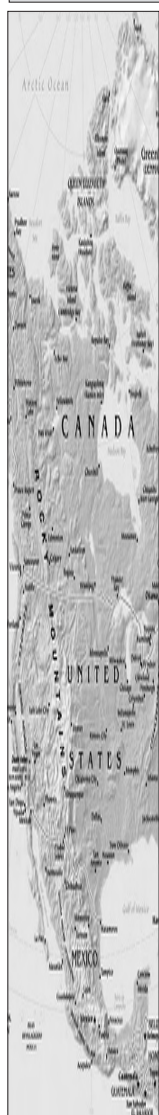
HISAKO **MORI** is completing her PhD at McMaster University in Hamilton, Ontario, in Canada where she teaches a tutorial on Japanese Civilization. In this article on teaching Japanese culture to students in Canada we learn how Mori introduces *haiku* to her students. "I get to do all kinds of experimental things," she reported during an interview conducted by email on January 29 and February 28, 2008.

Japanese language and culture study in Canada

Canada ranks among the top 10 countries in the world for the number of students enrolled in Japanese classes in primary and secondary schools and institutions of higher education, according to a survey conducted by the Japan Foundation (2007). Educational institutions around the world were asked to report on the number of Japanese-language learners, the number of Japanese-language teachers, and the reasons for studying Japanese.

11,043 students were identified as taking Japanese classes in Canadian primary and secondary schools, while 8,508 students were counted as learning Japanese at Canadian colleges and universities. The total enrolment of 19,551 students marks a 10 percent decrease since a 1998 survey conducted by the Japan Foundation reported that Canada had 21,736 Japanese-language students.

Students said they primarily studied Japanese to gain knowledge about Japanese culture, to become able to communicate in Japanese, and because of an interest in the Japanese language itself. In institutions of higher education, finding employment, to study abroad, and to gain knowledge of Japan's politics, economics, and society were the top reasons for studying Japanese and Japanese culture (Japan Foundation, 2007).

There are two major language associations in Canada whose members specialize in the teaching of the Japanese language and Japanese culture. The Japanese Studies Association of Canada (JSAC) composed of Canadian Japan specialists in all fields and all academics interested in Japan, provides opportunities to meet, to present papers, and to discuss the issues relevant to the study of Japan. The Canadian Association for Japanese Language Education, CAJLE, is headquartered in Toronto where it hosts conferences on the teaching of Japanese language and culture.

There are 50 academic institutions with Japan-related courses or programs in Canada. On a geographic basis, students studying Japanese are more concentrated in the provinces of British Columbia, Alberta, and Ontario. To foster student interest in the Japanese language as well as promote exchange among Japanese-language instructors, Japanese-language speech contests have been held in Toronto since 1989. In the 1970s, haiku was introduced in the curriculum of the Ontario Public School Board. Schoolteachers have been teaching children to write three-line poems with 5-7-5 syllables of English ever since.

Hisako Mori teaches haiku in her tutorial class at McMaster University in Hamilton, Ontario. The class is an example of how Japanese culture is taught at Canadian universities in terms of Western pedagogy. A mid-sized university with 19,500 full-time students, the curriculum for the Department of Religious Studies includes a 12-week course on Japanese Civilization from mid September to the end of November. Because the university only offers a minor in Japanese Studies, this course attracts students from Anthropology, Fine Arts, Business, Science, Mathematics, and

Religious Studies. Many of the students maintain various ties to Japan. For example, some students have lived in Japan, some plan to visit, and others take part in club activities related to Japan such as exchange programs, martial arts, and Japanese cooking. Shaul Katzenstein lectures for 2 hours on Japanese Civilization on Tuesday evenings, and Mori offers 1-hour tutorials twice a week. Participation in the tutorial accounts for five percent of the grade. Essays, tests, and exams cover the readings, classes, and tutorials. The main text is *Japanese Culture* by Paul Varley at the University of Hawaii.

The course is an introduction to Japanese history, society, and culture through a study of the religious traditions, literature, and art of Japan. The course aims to familiarize students with Japanese Civilization, stopping to note major developments and their historical context. Katzenstein (2007) cautions in his syllabus for Japanese Studies, "while efforts will be made to read in primary materials (in translation!), and to observe visual arts, most of the material will be covered through textbooks. As such, this course is but an introduction to the rich culture of Japan."

During the week that students are given a class on the Edo Period of Japanese history (1603-1867), Mori explains about haiku in her tutorials. She reviews the life of Matsuo Basho. The students then read some translated verses of *hokku*, the opening lines to linked verses by Basho (Cobb, 2002) and haiku by the contemporary Canadian haikuist George Swede (Swede, 2000).

Furyu no hajime ya oku no taue uta
The beginning of poetry
the song of the rice-planters
in the province of Oshu

passport check:
my shadow waits
across the border

Mori explains about *kigo*, the season words that are used in haiku poetry and asks students to create their own *saijiki*, a list of words they feel relates to one of the four seasons. "As Canadians, my students got excited about winter season words. We got some good ones like *road salt* and *tobogganing*," Mori reports. Students then were asked to compose haiku using one of the season words. Students managed to write about four before the end of the tutorial. According to Mori, "My tutorial is usually not that exciting, but this tutorial was received fairly well. . . students said they were both extremely excited about the possibility of their haiku being published." Stephen Branston, from Ontario, penned this haiku in 5-7-5 syllables:

Quiet wilderness
my skate blades cut a white path
the sparkling dust falls

Chris Rowles, a 2nd-year anthropology and geography major from Hamilton, composed a haiku about a cold winter night.

Listless sleep
the cold bites within
pyjamas

Sarah Thornhill, a 3rd-year fine arts and religious studies major from Whitby, Ontario, laments the plight of Canada's most famous migrating bird.

Canadian goose
wades through garbage and dirty trash
lost and far from home

References

Cobb, D. (2002). *Haiku: The poetry of nature.* New York: Universe.

Japan Foundation (2007). *Survey report on Japanese-language education abroad 2006: Present condition of overseas Japanese-language education summary.* Tokyo: Japan Foundation Japanese-Language Institute.

Katzenstein, S. (2007). *McMaster University calendar of religious studies / Japanese studies.* Retrieved March 7, 2008, from <www.socsci.mcmaster.ca/relstud/emplibrary/2PO6%20Outline.pdf>

Swede, G. (2000). *Almost unseen.* Illinois: Brooks Books.

…with James Hobbs

<sig-news@jalt-publications.org>

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

SIGs at a glance

Key: [☼ = keywords] [📖 = publications] [🎤 = other activities] [📧 = email list] [💬 = online forum]

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

Bilingualism

[☼ bilingualism, biculturality, international families, child-raising, identity] [📖 *Bilingual Japan*—4x year] [🎤 monographs, forums] [📧]

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

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

Computer Assisted Language Learning

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

The JALT CALL SIG proudly announces that the next annual JALTCALL conference will be held on 5-7 Jun 2009 at Toyo Gakuen University's Hongo Campus in Tokyo. We invite all members, interested persons, and others with queries regarding both presenting and attending the conference to visit our website <www.jaltcall.org>.

College and University Educators

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

JALT2008: Please join us Sat 11 Nov at 13:15 for the CUE Forum. The theme for this year is Research design: The backbone of academic inquiry, presented by **Peter Neff** (Doshisha University), **David Beglar** (Temple University Japan), and **Matthew Apple** (Nara National College of Technology). The CUE Annual General Meeting will be held immediately following the Forum. For more details, visit the CUE webpage <jaltcue-sig.org/node/18>. Hope to see you there!

Extensive Reading (forming)

The ER SIG exists to help teachers in Japan start and improve Extensive Reading and Extensive Listening programmes. Our newsletter, *Extensive Reading in Japan* (ERJ), is full of ideas for those new to ER and experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <www.jaltersig.org>.

Gender Awareness in Language Education

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

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

Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for lo-

cal, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! Our website is <www.gilesig.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

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

　論文・記事大募集：JALT日本語教育論集を2008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2008年12月1日。新しいホームページをご覧ください＜www.jalt.org/jsl＞。

Call for Papers: 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. Submission due date is 1 Dec 2008, and publication date is 30 Dec 2008. Please visit our new website <www.jalt.org/jsl>.

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] [🎗]

Keen to explore connections between learning and teaching and to share your experiences with other teachers? Please join us Sat 1 Nov at JALT2008. Our forum, Scaffolding: Looking Through Learners' Eyes, will be facilitated by

Deryn Verity. Then, following the SIG's annual general meeting (AGM), we will hold a joint party with the CUE SIG at The Pink Cow. For more information/ reservations contact Stacey Vye <stacey.vye@gmail.com>. Our website is <ld-sig.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 society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <jalt.org/lifelong/>). For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

　成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<jalt.org/lifelong/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または　Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

The MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. On certain conditions we also provide free ISBNs. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mail-

ing list <groups.yahoo.com/group/jaltmwsig/>. Our website is <uk.geocities.com/materialwriter-sig/>. To contact us, email <mw@jalt.org>.

Other Language Educators

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

OLE has issued Newsletter 48 with all abstracts of presentations in workshops and individual presentations related to other foreign languages at JALT2008; a 750-word proposal for an introduction to OLE; and an updated handy schedule of presentations in the OLE room, 514. Copies of NL 47 (workshop abstracts) and NL 48 are available from the coordinator <reinelt@iec.ehime-u.ac.jp>.

Pragmatics

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

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

Professionalism, Administration, and Leadership in Education

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

Study Abroad (forming)

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

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

Teacher Education

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

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. We also have an online discussion group. Contact <ted@jalt.org> or visit our website <jalttesig.terapad.com/>.

Teaching Children

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

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

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

開催するイベントに是非ご参加ください。詳細については<www.tcsig.jalt.org>をご覧下さい。

Testing & Evaluation

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

COLUMN • CHAPTER EVENTS   37

…with Ben Lehtinen

<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.

October is a huge month for JALT chapter events around Japan. Take a little break from your busy schedule to participate in an event or presentation at your local chapter. If your local chapter is not listed, or for further details, go to the online calendar. There may be newly added events and updates

The 34th Annual JALT International Conference—Shared Identities: Our Interweaving Threads, PAC7 at JALT2008 International Conference with plenaries by **Yuko Goto Butler, David Graddol,** and **Andrew Kirkpatrick,** National Olympics Memorial Youth Center. Join the biggest language teaching event in Asia as JALT (the Japan Association for Language Teaching) hosts PAC7 (the Pan-Asian Consortium), as well as the Sixth Asian Youth Forum. Hundreds of cutting-edge presentations and workshops across all language teaching areas. Thousands of teaching resources to browse through at the Educational Materials Exposition. *Fri 31 Oct to Mon 3 Nov; for more information: <www.jalt.org/conference>.*

Gunma—*Exploring portfolio assessment in the EFL classroom* by **Steve Quasha**. This workshop will demonstrate how portfolio assessment plays an integral part of communicative English courses at a Japanese women's university. Participants will experience tasks and activities that will enable them to develop their own grading rubrics and peer assessment projects and learn how shared accountability improves language acquisition based on interactional theories of language. *Sun 26 Oct 14:00-16:30; MIT: Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members ¥1000, first-timers free.*

Hokkaido—*2008 CALL Workshop* with plenaries by **Wichian Sunithan** and **Nicholas Gromick.** The seventh annual CALL Workshop, the largest conference on technology and language learning in northern Japan, will include practical demonstrations and workshops designed to help teachers use new technology wisely and appropriately. This year features blended learning rooms, which allow teachers to use regular desks and chairs along with an online network. *Sat 18 Oct 10:00-17:00; Sapporo Gakuin University <www.sgu.ac.jp / information/do050b00000007s2.html>; ¥500.*

Hokkaido—*2008 JALT Hokkaido language teaching conference Hokkaido nabe—helping students to help themselves* with plenaries by **Robert Courchene** and **Cynthia Keith**. Presentations will cover a wide range of topics including teaching techniques or theory for pre-school, elementary, junior high school and high school, university, tertiary education, *eikaiwa*, older learners, test classes, and computer-assisted language learning. *Sun 19 Oct 9:30-16:30; Hokusei Gakuen University; <www.hokusei.ac.jp/en/support/access/index.shtml>*

<www.jalthokkaido.net/conference/conference_index. html>; JALT members free, guests ¥2000, pre-registered ¥1000.

Kagoshima—*Kagoshima JALT AGM and officer elections* and *From inside the elementary classroom* by various**.** All Chapter members are strongly urged to come along and participate in our general meeting and officer elections. Following the general meeting, a look into the challenges within the English classroom will be explored. We will hear from elementary school teachers about successes and difficulties they have encountered and put our heads together to help find solutions. *Sun 26 Oct, General Meeting 13:00-14:00, Presentation 15:00-17:00; Seminar Room 117, Ground Floor, Kousha Biru (Shinyashiki opposite the Shinyashiki tram stop); General Meeting free, Presentation one-day members ¥1000.*

Matsuyama—*Speaking of Speech and other delights* by **Charles LeBeau**, Language Solutions. This is the world premier of the new edition of *Speaking of Speech.* The author will preview the new features of the book, which now includes a high quality DVD of sample speeches. Participants will be able to try out some of the new activities for the Physical Message, the Visual Message, and the Story Message. The relation between speech and debate will also be explored. *Sun 12 Oct 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Nagasaki—*Planned and unplanned speech acts using Yackpack/practical uses of songs in the EFL classroom,* with **Andrew Meyerhoff**. Meyerhoff will analyze the progress of first year non-English majors' speech over a 5-week period using Yackpack. In this context, he looks at speech differences between apparent planned and unplanned speech acts. Next, he will provide a short presentation and workshop on how to use songs effectively in the language classroom. <jalt. org/groups/Nagasaki>, <www.kyushuelt.com/jalt/nagasaki.html> or monthly email newsletter <www.kyushuelt.com/jalt/nagamail.php3>. *Sat 18 Oct 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

Okayama—*Storytelling in the language classroom* by **Kusumika Chatterjee**. Kusumika Chatterjee, a professional storyteller from England, will give a workshop on how mime and music can be used to teach English grammar, poetry, and literature. She has extensive experience in multicultural education and has a background in language education and drama. She has taught English grammar (similes, metaphor, prepositions, sentence making) all through expressive nonverbal actions such as mime, movement, and music. She also teaches literature through mime and movement. *Sun 26 Oct 15:00-17:00; Sankaku A Bldg. 2F (near Omotecho in Okayama City); one-day members ¥500.*

Omiya—*What makes a good workshop?* by **Phil Brown** and **Colin Skeats**. This hands-on workshop will encourage participants to reflect upon qualities of successful workshops. There will be a demonstration creating a successful workshop that will provide participants with guiding principles and a practical framework. There will be opportunities for everyone to apply this knowledge and practice relevant skills in order to better design and facilitate their own workshops, presentations, and/or classes. Bring any ideas you would like to develop into your own workshop. *Sun 19 Oct 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); one-day members ¥1000.*

Sendai—*Input double header: iPods and ER* by **Mark Neufeld** and **Ken Schmidt**. The October meeting will feature two sessions by local members. In his presentation, Neufeld will demonstrate a number of iPod-based activities for enhancing English lessons. He will also discuss the use of student-generated content, including video and photos. Schmidt will discuss enhancing the graded reading experience by creating activities which promote students to engage graded reading and maintain motivation over the course of a term and beyond. *Sun 26 Oct 14:00-17:00; Sendai Mediatheque <www.smt.city.sendai.jp/en/info/access/>; one-day members ¥1000.*

Shinshu—*Function rather than form as a basis for teaching* by **Trevor Keith Landles**. While certain functions are often dealt with in EFL material, coursebooks and syllabi are often based on various structures and modal verbs. This workshop will look at how lessons, syllabi, and material can be based primarily on various functions such as arranging, expressing regrets, or telling anecdotes. It will also examine how this approach can simplify tasks for teachers and students as well as demonstrate how lessons can be more empowering and communicative. *Sun 19 Oct 14:00-17:00; location TBA; one-day members ¥1000.*

Shizuoka—*A practical activity for a TOEIC preparation class* by **Shizuno Seki**. This presentation will introduce a practical activity to get students more involved in a TOEIC preparation class. In the activity, students make a presentation about the company they want to work for, using their TOEIC textbook. The presenter will also report the results of a questionnaire survey about the activity. *Sun 26 Oct 13:00-17:00; Kyoiku Kaikan, in the basement (across from Shin-Shizuoka, 5-minute walk north from JR station); one-day members ¥1000.*

Tokyo—*Huh? Oh. Aha! Differences between rote memorization and active thinking* by **John F. Fanselow**. The least efficient way to move anything into our memory is through rote memorization. The most efficient way to move something into our memory is through predicting and projecting meanings—connecting what we do not know with what we know. During the session, we will do a range of activities to contrast learning through predicting and projecting and rote memorization. *Fri 3 Oct 19:15-20:45; Temple University Japan Room 213; one-day members ¥1000.*

Toyohashi—*Language learning and the lexical approach* by **Gary Littlecott**. The lexical approach takes the view that lexis plays the central role in language learning and communication. It proposes that learning words and word combinations (lexical phrases or chunks) are the most important guarantor of conversational fluency. This presentation will discuss the lexical approach and its practical application in the classroom. Materials will be presented and activities tried out, including whole class communicative exercises, listening tasks, and self-study worksheets. *Sun 19 Oct 11:00-13:00; Aichi University, Bldg 5, Room 543; one-day members ¥500.*

West Tokyo—*The JALT 3rd Annual Joint Tokyo Conference—Exploring and evolving classroom environments* by **Rob Waring, Neil Cowie, Keiko Sakui, Kevin Ryan, Alastair Graham-Marr, Tomio Uchida,** and **Alan Bossaer**. This day will be filled with presentations including ideas for blending technology into the ELT classroom, the use of a corpus in oral communication courses, group dynamics, building an interesting extensive reading library, the benefits of output, and learner comprehension. Pre-register with Andy Boon <andrew.boon@tyg.jp> or check out <www.jalt.org/tokyo/joint_conference>; *Sun 5 Oct 9:45-17:30; Toyo Gakuen University, Hongo Campus <www.tyg.jp/e/other_inform ation/access_ informa-tion.html>; one-day members pre-registered ¥2500/ non-registered ¥3000.*

West Tokyo—*Astonishing Research—TESOL Action Research Mini-Conference 2008* by **Fiona Copland, Andy Boon,** and **Mike McDonald**. Professional development for EFL teachers: Aston University in collaboration with the JALT West Tokyo Chapter, Toyo Gakuen University, and Oxford University Press invite you to an evening of presentations exploring the topics of research, writing, corpus, ethnography, and linguistics. *Thu 30 Oct 18:00-21:00; Toyo Gakuen University, Hongo Campus <www.tyg.jp/e/other_informa tion/access_in-formation.html>; free for all.*

Yamagata—*Nova Scotia, Canada in terms of history, culture, and education* by **Colin Rennie**. The speaker will relate his background in Canada and how it prepared him for his work as a local CIR with the Yamagata prefectural government. *Sat 4 Oct 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome 2-15, t: 0236-45-6163; one-day members ¥800.*

EMAIL ADDRESS CHANGED?

DON'T FORGET TO LET US KNOW... ‹JCO@JALT.ORG›

…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.

Akita: June—*Debate and structured discussions in the EFL classroom* by **Mark Neufeld**. Neufeld explained "parliamentary" style debate as he had used it in his classes which yielded less than favorable results. The students were having trouble with the rigidity and demands of debate, not to mention they weren't having any real conversation. To counter this Neufeld devised a class structure based on *structured discussions*. The students are given an essay to deconstruct, while building arguments so they can defend their pro or con positions. At the end of the deconstruction exercise students engage a partner in a 10 to 15 minute conversation. This was much more successful in that it got all the students involved, it worked well with a mixed class, and in Neufeld's own words, "It has so much support built-in," the students couldn't help but succeed. The students performed admirably. The meeting was closed with a quick test run of the structured discussion format. It was what Neufeld had presented—constructive, filled with input and output, supportive, and most of all fun.

Reported by Wayne Malcolm

Fukuoka: June—*Two presentations on using technology for language learning:*

1) Web 2.0 activities for any teacher and class by **Ian Brown**. Brown defined the role of the teacher in the CALL class, and addressed the idea of using CALL to teach low level learners. He introduced the idea of user generated Web 2.0 applications of sites such as *Moodle*. He discussed how proper CALL classes require much more preparation and careful demonstration to allow students to properly sign up and register for websites, such as *Flickr*, *Wikis*, and blogs. He concluded with a number of potential applications of Web 2.0 applications. *2) Tools of the trade: Utilizing the video-ipod to deliver engaging EFL content* by **Bill Pellowe.** Pellowe demonstrated a number of practical uses of the *iPod* in the classroom and gave a hands-on example of several activities using video, slide shows, and music to motivate and present new information to students. He also showed a number of ways to prepare materials for the iPod, and how to set up the software and hardware necessary to properly utilize this new technology in the classroom.

Reported by Quint Oga-Baldwin

Gifu: June—*Exploring portfolio assessment in the EFL classroom* by **Steve Quasha**. After a brief theoretical discussion on the current state of assessment at the tertiary level, Quasha introduced alternative assessment models focusing on student portfolios. Although Quasha currently utilizes student portfolios in his university English courses, it was evident that they can be used effectively with young learners, students at the secondary level, and adult learners. Quasha stressed that portfolios not only increase leaner autonomy but personalize language learning, are self-reflective, and connect classroom activities to real-world language use. Quasha demonstrated how portfolios can connect classroom activities to authentic materials available to students outside the classroom and included several sample portfolios which showed that connection based on students' interests.

In a discussion led by Quasha, it was suggested that the use of portfolios seems to increase students' levels of intrinsic motivation. From his experience, Quasha demonstrated the need for clear grading rubrics and the timely introduction of portfolios as not to overwhelm students. Quasha had participants create mini-portfolios based on an assortment of photos focusing on teaching skills: what we do well and what we can improve on. The participants shared their portfolios, providing hands-on evidence that they can benefit teachers of all levels.

Reported by John Gunning

Hokkaido: July—*Actually teaching listening & teaching the strategies of speaking* by **Michael Critchley.** With extensive experience in language learning, teaching, research and material design, Critchley calls for a re-evaluation of the popular notion that the best EFL classroom is English-only (a notion that lacks empirical support). Grounding his arguments on actual SLA research, he argued that teachers' use of the L1 can benefit the language learning process by: a) increasing comprehensibility of input, b) helping to avoid pragmatic failures, c) helping to avoid excessive negotiation of meaning, d) increasing immediacy between learner and teacher, and e) offering an effective

tool for explicit focus on language form. He added that successful language learning depends more on actual L2 production than L2 listening.

Critchley strongly advocated the extensive use of English by teachers but not in a way that impedes learning and which can ultimately lead to a decrease in learner motivation. He argued that a judicious decision on how to use the L1 should come after a needs analysis is completed, one which should reveal both learners' needs and expectations. That way, learners will become more autonomous rather than dependent. Finally, he suggested that it is best not to use Japanese and English in a code-switching fashion, but to use both languages separately.

Reported by Jeremie Bouchard

Kitakyushu: June—*Teaching proficiency through reading and storytelling (TPR-S)* by **Melinda Kawahara**. Combining Asher's *Total Physical Response* (TPR) from the 1960s with Krashen's modern language acquisition strategies, California Spanish teacher Blaine Ray developed *TPR-S* in 1990 to continue teaching grammar, reading, and writing, along with vocabulary by changing from commands to the third person singular, facilitating storytelling—a long-term memory technique which has had considerable popularity and success with the college students it was designed for.

Kawahara has been studying and teaching the TPR-S method for many years in Japan and written storybooks to aid in teaching it to young learners. Stressing that a key to internalizing structures lies in sufficient repetition, she described the process of establishing meaning and posing questions that yield answers to form personalized stories written by the students.

Kawahara taught participants some Spanish and read one of her very short stories, illustrating meaning with flashcards and English translation, followed by *circling*—highlighting the posted vocabulary items with questions, repeating them many times. Finally, participants constructed little booklets containing a bare story outline, which were completed in their own (Spanish) words. Vocabulary and awareness of grammatical structure of the language were offered to participants.

Reported by Dave Pite

Nagasaki: June—1) *Dealing with student plagiarism* by **Terry Fellner**. Fellner explained the meaning of plagiarism, how common it is, how to detect it, reasons why students do it, and how teachers can deal with it. **2)** *Outdoor language learning*

(OLL) by **Terry Fellner**. Fellner explained what kind of learning OLL is, offered nine reasons for doing it, and talked about factors needing consideration in the planning and execution of an English camp. Attendees tried out a collaborative task.

Reported by Melodie Cook

Nagoya: June—*Creating the need to communicate* by **Miho Moody.** Moody stresses communication cannot be forced. Some students may not have much to say in English to the classmates they already know well. Drama can be a powerful tool for developing ideas and understanding feelings, both traits beneficial for foreign language learning. There are three elements in a drama: *situation*, *conflict*, and *tension*. In *Homosexuality*, based on a student's experience, the three are as follows: 1) *Situation*—A child has to tell his parents he is gay. Deciding to live with his partner, he needs some money. 2) *Conflict*—The parents never expected their child would be gay. They must find a way to make him happy. 3) *Tension*—They have limited time to find a satisfactory conclusion. In a drama it is important to think about how one speaks to make the audience understand the story. By making a script based on one's own experience and language, one can be more confident with one's performance as well as the words one is using. The words make an impression so the language is acquired. A drama teacher's job is to help the students to create a situation where they have something they want to say.

Reported by Kayoko Kato

Okayama: June—*Preparing students for academic study abroad* by **Eri Okuda**. Okuda drew upon her own academic experiences in Japan and the United States to illustrate a background from which she could extrapolate the needs of university students who plan to study abroad in a regular university setting. She invited the audience to participate in activities to elicit and share perceptions of learners' academic shortcomings that would result in problems once they found themselves in a foreign classroom. Distinctions were drawn between the need for cultural and academic pre-departure training with the focus on academic areas.

Problem areas expressed included listening and speaking in English, note taking, report writing, coping with large amounts of reading in English, time management and organizational skills, and critical thinking, among others. Solutions were proposed by participants and then compared with those provided by Okuda. It is doubtful that teachers could expect many students to adapt

and compensate as well as the speaker when confronted with so many new and difficult tasks in an alien environment. One aide suggested was the recent Oxford University Press *Lecture Ready* videos and texts designed to prepare students for academic studies abroad.

Reported by Richard Lemmer

Shinshu: April--*Teaching pre-teens: 1) Problems and possibilities* by **Aleda Krause**. Krause, after a brief introduction to the differences in L1 and L2 acquisition, targeted problems particular to language learners aged 10 to 12. Such problems included increasing difficulty of the material, boredom, frustration, and varying levels of students in the same class. She then explored the possibilities which the characteristics of such learners provide. Krause's six secrets for success were illustrated by a myriad of activities which would provide learners with a chance for success and communication, challenge, content, a sense of community, and change of pace**. 2) *From listening to speaking*** by **Aleda Krause**. Krause explained her transition from listening to speaking in five steps: 1) children "just listen"; 2) children "listen and move"; 3) children "listen and pass it on"; 4) children "choose what to say"; and 5)

children can say anything they have learned. Each step was geared to provide not only the right level of challenge but also a chance for success for all. Participants made full use of their bodies and minds in trying activities geared to each step.

Reported by Mary Aruga

Shinshu Chapter President Fred Carruth, Aleda Krause, and Jim George (l-r).)
Photo provided by David Ockert for Mary Aruga.

…with James McCrostie

<job-info@jalt-publications.org>

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

Job Information Center Online

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

The JALT2008 International Conference: A unique opportunity for job recruiters and seekers

Kent Hill, JIC Coordinator

Hello, one and all. Kent Hill here, JALT's Job Information Center (JIC) Coordinator since 2004. The conference is now just around the corner with so many people together in one spot, concerned about improving language teaching and learning in Japan. It's a blast of energy to refill one's sails. From a career standpoint, with over 2,000 language professionals coming together, the JALT conference is without a doubt the number one networking and recruiting opportunity in Asia.

For schools, the JIC provides facilities to post job openings, review candidate résumés, and hold interviews at the conference. Furthermore, schools often ask their full-time foreign staff to headhunt for them. Headhunting is recruiting, and if you've been asked by your school to help out, the task of "recruiter" has just been added to your job profile. This is where I come in, and there isn't much time left. Email me, Kent Hill, at <jic.coordinator@gmail.com> right away. I will send you a posting form and an info sheet. Fill it out and return it to me. That's it! Later, you can always have a sheet of school info put alongside the official job post on site.

For the last 4 years, the number of exclusive job postings in the JIC has been growing every year. In the past, many teachers didn't actually have computers at home, and so the JIC would cull and display job info found from different Internet sites that might be of interest. As of 2 years ago, this was discontinued. Now the JIC only posts job ads directly received from recruiters and schools. This is good for recruiters, and good for job seekers: recruiters get featured exposure, and seekers will only find posts meant for them, now.

This being said, seekers need to know that the main recruiting time in Japan has never been in the fall. For those seeking a full-time, tenured university position, only a few remain open. At this time of the year, the most common posts you'll find are those considered *stepping stones*, the limited-term contracts for adjunct or part-time positions, and there are plenty.

A note to job seekers: be sure to bring copies of your CV / résumé with you, (if you also bring these on a USB key, even better). Though it is true that you would ideally want to adjust your résumé and cover letter for each job, there's no time for that at the conference. Instead, you get a face-to-face opportunity that can't be beat. Even if you don't **get the job, the contact and experi**ence of talking with the recruiters, formally and informally, is well worth it.

Also, for seekers looking for that extra contact opportunity, why not volunteer to help out in the JIC area a bit? JALT is volunteer driven, which means we are always looking for assistance. If you are interested in helping out, contact me, Kent Hill <jic.coordinator@gmail.com>, by email.

I look forward to seeing you at the Job Information Center room at the upcoming JALT conference.

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: Niigata, Minamiuonuma
School: The International University of Japan

Position: Full-time assistant professor
Start Date: 1 Apr 2009
Deadline: 10 Oct 2008

Location: Tokyo, Shibuya
School: Aoyama Gakuin Women's Junior College
Position: Special part-time teacher
Start Date: 1 Apr 2009
Deadline: 31 Oct 2008

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…with Alan Stoke

<conferences@jalt-publications.org>

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

Upcoming Conferences

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

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

18 Oct 08—JALT Hokkaido 2008 CALL Workshop, at Sapporo Gakuin U. **Contact**: <www.jalthokkaido.net/conference/conference_index.html>

19 Oct 08—25th Annual JALT Hokkaido Language Teaching Conference: *Hokkaido Nabe – Helping Students to Help Themselves*, at Hokusei Gakuen U., with keynote presentations by Robert Courchene (U. of Ottawa), on Self-Access Learning and the Learner, and by Cynthia Keith, on teaching children. **Contact**: <www.jalthokkaido.net/conference/conference_index.html>

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

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

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

7-12 Nov 08—GLoCALL, in Jakarta and Yogyakarta: To share knowledge, research, and experience on how to use computer technology to make language learning more effective and pleasant. **Contact**: <glocall.org>

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

1-5 Dec 08—14th Conference of the International Association for World Englishes: *World Englishes and World Languages: Convergence, Enrichment, or Death?* at City U. of Hong Kong. **Contact**:

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

4-6 Dec 08—Anthropology, Interculturality and Language Learning and Teaching, in Paris: To examine the use of anthropology and its methods in L2 learning and teaching. **Contact**: <users.utu.fi/freder/anthropo/Englishs.htm>

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

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

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

7-8 Feb 09—International Conference on Language for Specific Purposes: *Options and Practices of LSP Practitioners,* at U. of Crete. **Contact**:

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

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

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

11-13 Jun 09—International Society for Language Studies Conference: *Critical Language Studies: Focusing on Power,* in Orlando. **Contact**: <www.isls-inc.org/conference.htm>

12-17 Jul 09—11th International Pragmatics Conference: *Diversity, Context, and Structure,* in Melbourne. **Contact**:

Calls for Papers or Posters

Deadline: 31 Oct 08 (for 6-8 Apr 09)—Second International Conference of English as a Lingua Franca, at U. of Southampton. Plenary speakers include Henry Widdowson. **Contact**: <www.soton.ac.uk/ml/research/elf.html>

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

Deadline: 1 Nov 08 (for 21-24 May 09)—First Conference on Second Language Processing and Parsing: *State of the Science,* at Texas Tech U. **Contact**: <www.languages.ttu.edu/L2processing/index.htm>

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

Deadline: 30 Nov 08 (for 27-28 May 09)—UPALS ICL 2009: *Rejuvenating the Passion for Teaching and Learning of Languages,* in Penang. **Contact**: <www.icl-2009.com/index.htm>

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

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

Deadline: 15 Feb 09 (for 23-24 May 09)—Eighth Annual JALT Pan-SIG Conference 2009: *Infinite Possibilities: Expanding Limited Opportunities in Language Education,* at Toyo Gakuen U., Nagareyama, Chiba. Sponsors include the JALT CALL, College and University Educators, Extensive Reading, Gender Awareness in Language Education, Lifelong Language Learning, Materials Writers, Other Language Educators, Pragmatics, Study Abroad, and Testing and Evaluation SIGs, and West Tokyo and Yokohama Chapters. Proposals are invited for papers (35 minutes plus 10 min. Q&A), workshops (120 min.), and poster sessions (120 min.) **Contact**: <pansig.org/2009/>

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

マイシェア：学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,000字以内の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内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTに、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までにお送り下さい。掲載は1月後半になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

支部会報告：JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600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、および海外の会議で3ヶ月前までの情報を掲載します。

Editorial Staff

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.

JALT Central Office

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Old Grammarians...

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

"I suffer; it must be somebody's fault."—Nietzsche

MY FRIENDS say I'm "relaxed." But I tell you now it was not always so. Just a few years ago I was a quivering, muttering paranoiac, quietly making daily tallies of instances in which ordinary inanimate objects and forces of nature had conspired against me. Things like drink machines that wouldn't take my coins, or snow that blew in my face no matter which way I turned.

This anxiety most likely emerged back in elementary school, with my teacher Mrs. Jones (not her real name)—or Zera as we called her (cf. certain late 60's science fiction films starring Charlton Heston and a cast of extras dressed as chimpanzees). At some point during the school year Zera developed a condition that caused her to blame practically any classroom mishap on me and my friend Bruce Lee. (This is his real name, yes, and the beginning of another potentially long and tangential parenthesis unless I nip it in the bud right here.)

Bruce and I sat along the window in our classroom. As Christmas approached that year, the class decided to fill the entire window space with colorful construction paper and festive decorations. This project had two effects for Bruce and me: a) the paper precluded our joint habit of staring out the window and slipping into reverie during class; and more importantly b) the several buckets-worth of glitter decorations often dislodged and fluttered down around our desks. Bruce and I began collecting and categorizing the glitter pieces by color— mostly green and red—into opposing "troops." The rare gold glitter pieces that fell on our desks were naturally officers. After all, a glitter army without officers is just...glitter.

As time went on we agreed that we had each gathered enough troops to wage war, so we began constructing little origami-like jeeps, tanks, artillery, and fortresses for them to fight with. Whenever we had a free moment during the day one of us would launch a direct attack across a desk, or else try flanking along the windowsill. The windowsill was risky, though, as it was more visible to others in the classroom. (I assume, but cannot attest, that during this same period most of the others in class were engaged off and on in some type of educational exercise—or learning—normally expected of elementary school students.)

To make a long story short, one force emerged victorious from the Glitter War, and that force was...Zera. She discovered the glitter stashes in our desks and accused us of deliberately dismantling the Christmas decorations for our little battles. This indictment proved to be a political coup de maître. If we confessed to her charges, the other students would hate us for sabotaging their beloved Christmas display. But if we asserted (honestly) that the glitter had been falling unaided into our laps for the last several weeks, it would amount to accusing them of making shabby decorations, again stoking their resentment. Zera, in one carefully worded allegation, had brilliantly invoked "class struggle" against Bruce and me, causing us to feel guilty for being innocent. The sheer injustice left me breathlessly confused.

It has taken me years since then to renounce the sinister feeling that somehow, even in the slightest anomaly of, say, a slow-to-respond *ji-dou* door or a flickering fluorescent light, there is some nebulous agency at work seeking my demise, bit by bit, brain cell by brain cell, perhaps for no other reason than its own pleasure. It's either the stupidest thing one could ever learn in the 5th grade, or it's the most important. Thus spake Zera.