The Language Teacher

In this issue:

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THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
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CONTENTS

In this month's issue . . .

NOVEMBER IS upon us with the National Conference only weeks away! For those of you still undecided as to your travel plans this month don't miss the opportunity to meet up with other language professionals from around the country and listen to presentations from fellow peers and experts on an array of topics in the field of language education. If you have never attended a JALT conference make this year the one! For information on the plenary and featured speakers who will be in attendance see July's issue.

This month our feature article by **Junko Otoshi** and **Neil Heffernan** presents a study on peer assessment of EFL oral presentations in the classroom. In Readers' Forum **Damian John Rivers** explores the process of free-writing as a method to enhance communicative competence and self-expression in university language classes. **Thomas Warren-Price** describes an intensive reading program in a Japanese high school. This issue also has My Share articles by **Jean Kirschenmann** and **Kimie Kawamura** as well as book reviews by **John Nevara** and **Jonathan Aleles**.

As this is my final month as co-editor of *TLT* I would personally like to thank all the volunteer staff I have worked with over the past three years. It would not be possible to make the monthly deadline for publication without the combined team effort of all those involved. I wish the new co-editor Theron Muller and current co-editor Ted O'Neill the best of luck and I look forward to reading *The Language Teacher* over the coming years.

Jacqui Norris-Holt
TLT Co-Editor

11月です。JALT全国大会開催まであと数週間です。今月の旅行の計画をまだ立てていない皆さん！是非、全国から集まってくる大勢の語学教師と会う機会を逃さないでください。各言語教育分野の専門家を勢ぞろいさせた、教師や専門家のプレゼンテーションも見逃せないものです。JALT全国大会に参加したことがない方は、今年を記念すべき初めての年にしてください。基調講演者と特別講演者については、7月号で既にご紹介しています。

　今月のJunko Otoshi と Neil Heffernan によるFeature Articleは、英語による口頭発表を学習者同士で評価する授業の研究報告です。Readers' ForumではDamian John Riversが、大学生のクラスでフリー・ライティングをする時の思考過程を、コミュニケーション能力や自己表現能力の開発に活かす方法を試みています。Thomas Warren-Price は、日本の高校で取り入れられている精読法を説明します。My Share はJean Kirschenmann と Kimie Kawamuraが、そしてBook Reviews はJohn Nevaraと Jonathan Alelesが、それぞれ担当します。

TLT Co-Editors: Jacqui Norris-Holt & Ted O'Neill

TLT Japanese-Language Editor: Sachiko Takahashi

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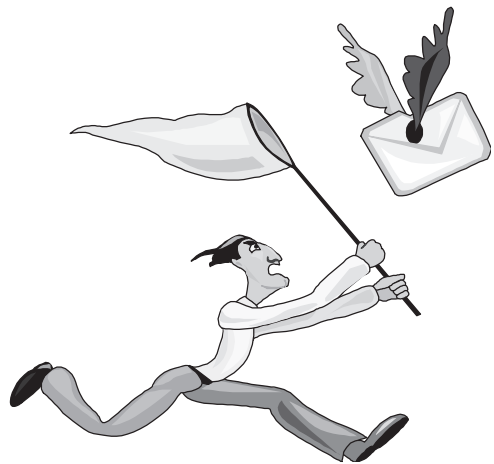
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今月は、私がTLT Co-Editorとして働く最後の月です。これまでの3年間、一緒に仕事をしてきたすべてのボランティア・スタッフに感謝します。これらの人たちの協力がなかったら、毎月の締め切りに間に合うことは不可能でした。新しいCo-editorのTheron Muller、そして、引き続きCo-editorを努めるTed O'Neillに声援を送ります。これからのThe Language Teacherを読むのを楽しみにしています。

Jacqui Norris-Holt
TLT Co-Editor

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An analysis of peer assessment in EFL college oral presentation classrooms

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This study investigated peer assessment of English oral presentation skills in EFL classrooms in Japan. A total of 67 (36 high proficiency and 31 low proficiency) undergraduate students' oral presentations were assessed by an instructor and their peers. The study aimed to: 1) explore how reliable peer assessment is when compared with instructor assessment; and 2) examine whether the reliability of peer assessment depends on the student judge's English proficiency. The results of the study indicate that there are statistically significant correlations between the student and instructor ratings in both groups. Additionally, the results suggest that students' English proficiency is a variable capable of influencing the reliability of peer assessment.

本研究は、日本の大学における英語オーラルプレゼンテーションの学生間評価を調査したものである。67人（上位クラス　36人、下位クラス　31人）のオーラルプレゼンテーションを担当教員と受講学生がそれぞれ評価した。研究目的は以下の2つである。1)教員の評価と比べたときに、学生間評価には、どの程度の信頼性があるのか？2)評価した学生の英語能力によって学生間評価の信頼性は変わるのか？調査の結果、上位および下位グループとも、学生間評価と教員との評価との間には、統計的に有意な相関性がみられた。さらに、学生の英語能力が学生間評価の信頼性に影響を及ぼす変数である可能性が認められた。

THE USE of oral presentation tasks in EFL classrooms has been gaining popularity as of late, and in Japan, students who are preparing for their future in the working world are eager to learn oral English presentation in their English courses (Nakamura, 2002). Students, especially in the field of business, are well aware of the importance of competent presentation skills as a tool for business (Campbell, Mothersbaugh, Brammer, & Taylor, 2001). The underlying goal of this paper is to present research findings that highlight the needs of learners during peer assessment activities and that of teachers in assessing these activities in EFL college oral presentation classrooms. Specifically, the authors set out to investigate whether there are any similarities between peer and instructor ratings with regard to the assessment criteria for peer evaluations. Further, this paper will evaluate whether the reliability of peer assessment depends on the level of the student rater's English proficiency.

Overview of peer assessment

In spite of students' expectations toward oral presentation classes, the methods by which oral presentations in EFL classrooms are

performed have not been well researched due to a lack of both theoretical and empirical studies in the field of second language learning and teaching. Specifically, how oral presentations are evaluated by teachers and students needs further investigation. As King (2002) states, oral presentations consist of multi-faceted factors, which are sometimes considered as assessment criteria: language, content, delivery, and visual aids. In a classroom setting, criteria are usually established by the teacher, who also has the responsibility of judging students' presentation performances. This single rater practice raises reliability issues. That is, there is a good possibility that an instructor's assessment is not objective or consistent enough to meet the needs of his or her learners—needs such as knowing exactly how to evaluate oral presentations effectively and knowing what is expected of students during their own presentations.

Peer assessment has been investigated as an alternative assessment method in the field of ESL communication research (Johnson & Johnson, 1999). Advocates of peer assessment highlight learner autonomy as a possible benefit of conducting this type of evaluation (e.g., Cheng & Warren, 2005; Johnson & Johnson, 1999). In assessing a peers' performance, each student takes responsibility for their own active learning. Thus, they can become more cognizant of what they are learning and the specific requirements for implementing oral presentations through peer assessment activities.

Practical reasons should be taken into consideration when implementing peer assessment in oral presentation classrooms. When 5-minute oral presentations are given individually in a classroom of 30 learners, the remaining 29 students must listen to each presentation until the last speaker finishes. In view of such classroom conditions, peer assessment might act as a catalyst for motivating learners to be both presenters and evaluators simultaneously.

Previous research on peer assessment of oral presentations

The literature concerning oral presentations in both ESL and EFL contexts is not very extensive. Among the empirical research that does exist, there are several studies examining the reliability of peer assessment in using an instructor's evaluation as the main benchmark. Discussing L1 students in a business education setting, Freeman (1995) concludes that peer assessments should be used for the learning processes they involve and

should not determine the final grade of students because students cannot distinguish among both very good and very poor presentations.

In the same context of L1 business, Campbell et al. (2001) examine the relationships of peer, self, and instructor assessment of 66 individual presentations. Correlating the three assessments, the researchers found that unlike self-assessments, peer assessments often reflect instructor assessments and are a reliable tool if the students are properly trained in how to assess their peers.

Moving onto the EFL context, Nakamura (2002) examines teacher and peer assessments of English language oral presentations in Japan. Using a multi-faceted Rasch measurement model, Nakamura explores the relationship between three factors: raters, students, and criterion items. Nakamura reveals that students are reliable peer raters. Amongst all the rating items used, Nakamura argues that the criteria for evaluations are influenced by the subjectivity of the student raters.

Patri (2002) outlines the reliability of peer assessment and teacher assessment along with self-assessment. This experimental study shows that the participant students can evaluate their peers' oral skills in the same way as the instructor when they receive training sessions and the evaluation criteria are firmly set.

In contrast to a series of promising results of peer assessment studies, the most recent work by Cheng and Warren (2005) demonstrates problematic features of peer assessment. The researchers conducted a comprehensive study including a comparison of peer and teacher assessment both in oral and written proficiency. Although there were no statistically significant differences between the student and teacher ratings, it was found that students tended to mark within a narrower range of scores than their teachers, both in oral and written proficiency assessment. Cheng and Warren suggest that students evaluate their peers' language proficiency differently from those of their teachers. For instance, while students focused more on oral fluency when judging their peers' language proficiency, teachers took various other factors into account including grammar and mechanics. This difference was attributed to a lack of understanding of the assessment criteria due to students' limited language proficiency. Cheng and Warren thus conclude that peer assessment is not a reliable method of evaluation without appropriate training for the students in question.

It is clear that peer evaluation can be a reliable method of alternative assessment demonstrating

high correlation with instructor's evaluations. However, there has not been enough work done in this area to successfully examine to what extent both groups have similar thinking when it comes to actual assessment items. Therefore, it is necessary to analyze the similarities between peer and instructor ratings while taking each criterion into account.

The work that has been done on peer evaluation focuses on different areas, thus yielding differing results: Freeman (1995) and Campbell et al. (2001) worked in an L1 setting, while Nakamura (2002), Patri (2002), and Cheng and Warren (2005) deal with an EFL setting. While they both have an effect on the current study, clearly those conducted in an EFL setting are more relevant.

Additionally, the studies outlined did not take students' English level into consideration. Therefore, it is necessary to examine whether the reliability of peer assessment depends on the level of the student rater's English proficiency. So, while keeping the level of the learners in mind, teachers should be able to take a different approach in setting up peer assessment training programs. That is, by customizing training sessions to the levels of their learners, teachers can better accommodate them when it comes to conducting peer evaluations.

The study

A total of 67 undergraduate students majoring in economics and business administration participated in the study. These students were from two types of classes—one with high and the other with low English proficiency levels (determined by the classes they were placed into by the university). The high class consisted of 36 students (28 males and 8 females), while the low class consisted of 31 students (22 males and 9 females). Each class had a different instructor.

Peer assessment was used to rate the learners' 5-minute individual presentations. The students were entitled to choose their own presentation topics, as long as they were based on business or economy-related issues. For example, *The development of mobile phones* and *The new direction of professional baseball in Japan* were two of the topics explored by students. In an effort to increase the learners' use of persuasive speech (which was covered during the semester), they were strongly encouraged to incorporate their own ideas and opinions into their presentations.

All students took turns giving presentations while the teacher and the other students evaluated the presentation using a set criteria (see Appendix 1), which was formulated after reviewing the literature on major oral presentation rubrics (see Appendix 2). The criteria consisted of six items: eye contact (rapport with, and awareness of audience); voice (confidence, pace, volume, and articulation); English (pronunciation, vocabulary, and grammar); clarity (use of signal words and the structure of speech); originality of content (purpose of speech); and PowerPoint (visual aids). Before the presentations students had a training session on the rating criteria using the previous year's students' oral performances on video. All items used on the rubric were fully explained in the training sessions (in both English and Japanese), and the students rated each criterion while they listened to each presenter's speech. All items were rated on a five-point Likert scale.

To explore how reliable peer assessment is in comparison with instructor assessment, a correlational analysis was conducted to calculate the average correlation between the student rater's measures and the instructor's measures. The high and the low level classes were analyzed separately in order to compare the inter-rater reliability of raters in the two classes. Cronbach's alpha of the high level class and low level class was .82 and .79 respectively. The computer software SPSS 13.0 was run to analyze the data.

Results

Table 1 and 2 provide the descriptive statistics of peer and instructor assessment across six variables in the two classes. In the case of the students' data, since this research aims at comparing overall students' rating to each presentation criterion with the instructor's rating, the mean scores for each criterion were calculated after summing up all the mean scores given by the participating students. Table 1 and 2 demonstrate that there are no statistical differences between peer rating and instructor rating in either of the classes; on the contrary, both ratings are almost identical to each other in the two classes. In the high class, the peer rating is higher across all criterion items except for in the originality of content category. The peer ratings are also higher than the instructor's ratings across all criterion items in the low class. Moreover, the standard deviation of the peer ratings displayed a narrower range than that of the instructor's ratings across all criteria in both groups. Between student groups, the standard deviation of the low English proficiency group was wider than that of the high English proficiency group.

In order to gain a more substantive analysis, a correlation analysis was conducted to explore to what extent the two ratings correlated in both groups. Table 3 shows the results of the analysis. For a description of the magnitude of the relationship, Davis's criteria (1971) (see Appendix 3 for a description of the magnitude of relationship) was used for determining and coding the strength of the relationship between variables.

As shown in Table 3, statistical tests of the correlation yield significant differences in all variables in the higher-level class. On the other hand, the low level class did not display a statistically significant correlation in the originality of content category. Also, in both groups, delivery items such as eye contact and voice showed high correlation between the two ratings. While English, clarity, and PowerPoint showed significant correlations, the magnitude of the relationships were lower than that of eye contact and voice. From this difference, it appears that the content variables of peer assessment have a lower relationship than the delivery items when compared with the instructor's ratings.

Next, a z-test was employed to examine whether there was a significant correlation in regards to the learners' English proficiency. The result shows that a difference in correlation between the high and low level class yield significant results in most cases, except for the English and clarity categories. In particular, the z value of originality of content is -11.2 and indicates that the two groups assess originality of content in significantly different ways. From this analysis, we can assume that students assess oral presentations differently according to their level of English proficiency.

Discussion

The present study found that the reliability of peer assessment compared with an instructor's assessment is varied according to the learner's language proficiency and the criterion items used. With respect to the standard deviations, the present study indicates a narrow range of students' ratings across all rating items in both the high and low English proficiency classes. Namely, the student judges in this study tended to rate higher scores

Table 1. Descriptive statistics of peer and instructor assessment (high level class)

Criterion item	Peer rating (N =36)		Instructor rating			
	Mean	SD	Mean	SD	t	Sig.
Eye contact	3.10	.54	3.08	.84	.252	.803
Voice	4.10	.33	3.52	.69	6.74	.000
English	3.77	.29	3.25	.60	6.94	.000
Clarity	3.77	.29	3.11	.78	5.92	.000
Originality of content	3.89	.21	3.97	.44	-1.22	.228
PowerPoint	3.81	.35	3.40	.56	7.06	.000

Table 2. Descriptive statistics of peer and instructor assessment (low level class)

Criterion item	Peer rating (N =31)		Instructor rating			
	Mean	SD	Mean	SD	t	Sig.
Eye contact	3.14	.62	3.10	.84	.461	.648
Voice	4.10	.39	3.26	.82	8.213	.000
English	3.71	.41	2.96	.71	7.757	.000
Clarity	4.03	.24	4.00	.26	.659	.515
Originality of content	3.82	.31	3.23	.72	5.285	.000
PowerPoint	3.91	.37	3.40	.56	6.448	.000

Table 3. Correlations of instructor ratings with peer ratings in low and high class across six variables

Variable	High level r value magnitude of the relationship		Low level r value magnitude of the relationship		Test of difference in correlations z value
Eye contact	.690**	Substantial	.818**	Very High	z = 9.21**
Voice	.724**	Very High	.806**	Very High	z = 6.54**
English	.693**	Substantial	.686**	Substantial	z = -.564
Clarity	.528**	Substantial	.547**	Substantial	z = .844
Originality	.504**	Substantial	.171	Low	z = - 11.2**
PowerPoint	.839**	Very High	.626**	Substantial	z = 5.24**

** P<.05

within a narrower range than did their instructor. As some previous studies indicate (e.g., Falchikov, 1995; Morahan-Martin, 1996), so-called friendship bias might explain these results: Students do not want to hurt their peers' feelings by giving a low score. Conversely, the standard deviation of the low proficiency group was wider than that of the high group. This is an area that needs further comparative research, possibly using qualitative methods such as interviews with the participants.

Additionally, the present study sheds light on the problematic criteria item of oral presentation ratings, which depend on the learners' proficiency level. The evidence from the correlation analysis demonstrates that this study identified a low relationship between peer and instructor's ratings in terms of the originality of content in the low level class, which appears different from past studies delineated in the literature. For student evaluators, judging the quality of the originality of content might require more comprehensive English skills for low level students than for higher level ones. From this study we can ascertain that students did not have a clear understanding of how to evaluate the content of speech category. Therefore, more training sessions on using detailed rubrics of originality of content should be implemented before oral presentation sessions.

Conclusion

Although the low proficiency students had trouble rating the content criterion reliably, their evaluation of delivery items is closer to their instructors than the rating by the high proficiency group.

In order to improve the reliability of peer assessment, it would be useful to eliminate the originality of content category from the criteria

in the case of low English proficiency students. The existing literature implies that the main goal of peer assessment is to get students actively involved in the learning process. As Cheng and Warren (2005) suggest, the implementation of peer assessment cannot be decided solely based on the level of reliability, but should also consider the possible impact of the activity on the learners. Therefore, we suggest that the originality of content category can be divided into smaller categories or divided into words for each criterion category instead of numerical scales.

Future studies need to investigate how students perceive oral presentations considering their individual differences, including gender and majors, as well as their English proficiency level. There is a good possibility that students view these criterion factors differently from their instructors. The students could, therefore, define the criteria and create the rubric together—in-class—at the beginning of the course. In doing so, students can evaluate others' speech in a more confident manner. Another suggestion for future work in this area can be to have delivery items rated by only students. By doing this, instructors can concentrate on content items during students' oral presentations, thereby reducing their workload to some degree.

This study differs from others in that it was conducted with Japanese EFL learners and their teacher, analyzing the similarities between peer and instructor ratings while taking each criterion into account. It analyzed the similarities between peer and instructor ratings with regard to the assessment criteria for peer evaluations. Further, along with the intensifying need for more oral communication practice, students need to be involved in in-class presentations in a more active manner. Peer assessment can provide learners with opportunities

to take responsibility for their own learning. This study will hopefully take one step towards offering a fuller comprehension of peer assessment, which will consequently lead to a more effective use of peer assessment as an alternative method of evaluation in Japanese EFL classes.

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Neil Heffernan is currently teaching at Hiroshima Shudo University, Japan. His research interests include testing/evaluation and CALL.

Appendix 1. Peer assessment sheet

Assessment scale

1-poor, 2-below average, 3-average, 4-above average, 5-excellent

Name	Date	Eye contact	Voice	English	Originality of content	Clarity	PowerPoint impression

Appendix 2. Rubric for judging the quality of oral presentations

Eye contact	rapport with and sensibility of audience
Voice	show confidence, appropriateness of pace, volume, and articulation
English	clear pronunciation, accuracy and appropriate use of vocabulary structures, register, conciseness, and clarity of expressions
Originality of content	good choice of topic, clear objective/purpose statement, interests/needs, consideration of readers, examples given
Clarity	good connection of ideas, appropriate use of signal words, well structured, clear conclusions
PowerPoint	attractive, appropriate use of paragraphing, headings, numbering, spacing, illustrations

Appendix 3. Davis's criteria on describing magnitude of relationship

r	Adjective
0.70 - 0.99	Very high
0.50 - 0.69	Substantial
0.30 - 0.49	Moderate
0.10 - 0.29	Low
0.01 - 0.09	Negligible

Free-writing as an expressive communication tool for Japanese English learners

Damian John Rivers
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The use of expressive semi-structured or unstructured writing activities such as *mapping*, *brainstorming* and *free-writing* are generally not encouraged or promoted during compulsory English education within Japan. The current article will focus on the expressive process of free-writing as a solution based on the functions of both brain hemispheres to enhance communicative competence and self-expression amongst Japanese university students. Although many language educators are familiar with this concept, free-writing is often misunderstood and viewed as a pointless, time filling exercise. The current article will put forth the concept of free-writing as a valuable stand-alone activity as well as a constructive platform for other classroom activities.

マッピング、ブレーンストーミング、フリー・ライティングのように、形式がしっかり決まっていないライティング活動は、日本の義務教育課程において、あまり勧められていない。本論は、右脳左脳の両方の機能を考慮して、日本人大学生のコミュニケーション能力と自己表現力を伸ばしていくために、フリー・ライティングの表現プロセスに焦点を当てる。多くの語学教師は、フリー・ライティングの概念をよく知っているが、実際にはその概念は誤解されることが多く、意味のない時間稼ぎの活動であると考えられている。本論では、フリー・ライティングを、他の教室活動のための建設的な基盤であると考えると同時に、他に比を見ない価値ある活動とみなしている。

A GREAT NUMBER of English writing activities used in Japan today are rigidly structured, usually stemming from a number of set, time regulated questions. These questions appear in textbooks, are set by teachers in class, feature in homework assignments and are prominent on standardized tests of English. This one dimensional approach to writing activities reflects the emphasis on grammatical correctness at the sentence level within Japan which stems from the continued governmental authorization of English textbooks with grammar based syllabi. Additionally, many teachers of English are somewhat over-reliant on teaching through the grammar-translation method; this has left many students of English without basic skills in, or knowledge of, expressive unstructured writing. Kogo (1999) highlighted this point through her research which found that in the majority of Japanese high schools, Japanese English teachers focused predominately on grammar and avoided other fundamental issues such as writing in paragraphs and addressing the actual process of creating prose.

In Japanese tertiary education, teachers have the arduous task of undoing ingrained, grammatically based study behaviours which were learnt during the six years of formal, compulsory English language education. At university, English language education should emphasize communicative competence and the ability to express oneself in a variety of situations. Students already possess writing skills but it is how these skills are developed and implemented that should concern the university English language teacher. Elbow (1981) believed that writing re-

quires two skills, creating and criticizing. The creating aspect was the formulation of words, ideas and imagery within the mind, whilst the criticizing aspect focused on the editing and revision of the actual words used to express those ideas.

> ".. first write freely and uncritically so that you can generate as many words and ideas as possible without worrying whether they are good; then turn around and adopt a critical frame of mind and thoroughly revise what you have written – taking what's good and discarding what isn't and shaping what is left into something strong." (p. 7)

Raimes (1985, p. 92) added that it was important to remember that when teaching and monitoring writing activities, "we are not dealing with ESL but rather TSL: Thinking in a Second Language". That in itself would be a great achievement. From a neurolinguistic perspective the grammar-translation method of teaching primarily stimulates the left-hemisphere of the brain, the side responsible for processes which are logical, rational, analytical, verbal and sequential. The left-hemisphere of the brain is primarily responsible for language production and learning. Therefore it is often assumed that the right-hemisphere is redundant in language learning. This is not the case because language communication is not unilaterally produced and relies on certain aspects of right-hemisphere processing such a non-verbal communication and spatial awareness.

One solution to the problems outlined above which requires both left and right hemispheres of the brain is free-writing.

The fundamentals of free-writing

Loosely termed, free-writing is an exercise in which you quickly write off the top of your head without concern for sentence construction, grammatical accuracy, style, and most importantly without fear of being evaluated or graded by others. The goal of any free-writing exercise is to generate as much raw written material as possible within a set time limit. The time limit is essential to maximize the free-writing experience and maximize the potential for students to actually work whilst thinking only in the target language. Free-writing is also aimed at creating a low-risk, non-threatening environment for personal expression. It is during such low-risk writing activities that students have an opportunity to find out just how much they know, and how much they do not know. Asking students to perform in such an exploratory, uncensored fashion allows the flow of language and syntax to become a lively and surprising force, which is generated almost instantaneously.

More specifically, free-writing is a single element in the complex writing process that includes; prewriting, drafting, revising, editing and post-writing. The aim of free-writing in the pre-writing stage is to free the mind from the process of conscious and sub-conscious editing. Students commonly think of both editing and generating ideas at the same time when writing. These two processes are almost contradictory in that one creates whilst the other destroys. This mental balancing act immediately restricts the potential for idea generation as students are consistently held back by fears of criticism of their grammatical, structural and syntactical inconsistencies. Elbow, (1979) stated that the single most important principle to impress upon students when attempting a free-writing activity is not to stop for anything: do not stop to think, do not stop to review and do not stop to correct any mistakes. The most important point for the teacher to remember is that "the goal of free-writing is in the process, not the product." (Elbow, 1981, p. 13). Free-writing aims to facilitate fluency and self-expression rather than accuracy.

It is vital, especially at the post high school level that students do not think that the reason they are forced to write is solely for their work to be graded or in order to pass a test. Miles, (1992, p. 42) passionately and succinctly states; "teaching creative writing amounted to the encouragement of overflows of spontaneous emotion, while adding to the views that creative writing not only encouraged craft but critical and finally theoretical thinking about craft".

The multifaceted developmental benefits of free-writing

One of the biggest benefits of free-writing is that it represents a rare inter-hemispherical activity. As free-writing focuses on creation and self-reflection a great deal of mental imagery is present. This can either be directly produced by the student or nurtured by the teacher through some form of guided imagery. Sinatra and Stahl (1983, p. 6) suggested that "free-writing is not necessarily used alone" and that guided imagery, drawing, and writing were good ways in which to promote imaginative experiences, which could then be used as a basis for the free-writing activity. Practical examples of this could include the teacher asking the students to close their eyes

and imagine themselves on a golden sandy beach with a friend. The teacher can take the students so far into a story before allow¬ing them to release all of their mental representa¬tions on to the paper. These mental representations are produced in the right-hemisphere of the brain along with non-verbal ideas, visual imagery, emotion and intuition. When these factors are combined with actual language and writing, an inter-hemispherical activity is created which strengthens and develops both the left and right hemispheres of the brain. Sinatra and Stahl (1983, p. 6) stated, "hemispheric integration can be facilitated when the right hemisphere is given a commanding role in stimulating the verbal." Such multi-dimensional activities also act to warm up the brain for higher-level activities later in the class. Connors (1988, p. 26) added support to this by stating that "free-writing and other unedited writing activities have a developmental function to help the writer discover the reactions and questions of an external or internal topic". Free-writing does indeed act to reveal good ideas that have not previously burst through into consciousness for writing or discussion. Additionally, it can increase fluency if done regularly and can be used as an expressive tool for building up student vocabulary related to either a specific or non-specific topic.

Free-writing also bridges the gap between spoken and written communication. How a person speaks and how a person writes can be viewed as two separate aspects of language learning. Free-writing is a written activity closely aligned with how a person speaks; functioning in a naturally flowing, idea driven manner similar to how speech is produced in a conversation. Spoken communication relies heavily on the right-hemisphere of the brain and its intuitive functions. Based on this, it could be argued that free-writing possesses the special benefits of spoken communication and competence which other structured, grammatically based written activities do not.

If there are positive links between free-writing and speaking, then free-writing could be useful in classes where opportunities for spoken communication are limited. This tool also has the aesthetic benefit of giving teachers and students a break from more rigid methods and in turn can create a whole new way of getting to know each other. Above all, for many students the free-writing exercises present a rare opportunity for fun and expression within a regulated learning environment.

The process of free-writing

Instructors may have the idea that all that is needed for successful a free-writing activity is to ask students to write non-stop for 10-15 minutes with minimal or no thought at all. Free-writing is that simple once correctly introduced by the instructor. Indeed, the teacher is instrumental in creating the atmosphere and environment for free-writing to be effective. Murray (1980, p. 13) reinforces this writing: "The teacher has to restrain himself or herself from providing the content, taking care not to inhibit the students from finding their own meaning, their own subjects, their own forms and their own language."

At this point the teacher has two choices: either remain true to the original idea of free-writing and instruct the students to write down anything that comes to mind or add an element of focus and structure through what is known as *focused free-writing*. Focused free-writing is still very much free in the procedural sense but the students and teacher will be working from a previously introduced topic or concept, such as the previously described guided imagery, showing pictures, watching a video, or reading a story. All of these act to stimulate the right hemisphere of the brain prior to the actual writing period. This should ideally be done without student interaction as the aim is for students to gather their thoughts and opinions and then let them explode onto the paper in the action of free-writing, during which personal expressions and ideas will constantly be generated and re-visited whilst crossing over from the right hemisphere into the left hemisphere creating a circle of repeated activity.

Follow-up communication

When the free-writing activity is finished the teacher can collect the students' work and provide feedback based on idea formulation and idea expression rather than spelling and grammar. In the case of Japanese students this feedback is best given in a one-on-one situation. If possible the teacher should encourage the student to explain how they formulated the ideas on the paper. This offers a great way to elicit information and makes students think about how they exercised their creativity. What the teacher should avoid at all costs is the urge to correct using a red pen or through the use of comments such as *Great work!* or *Well done*. As free-writing is a communicative activity, the teacher should aim to continue this communication through verbal or written interac-

tion rather than evaluation. A possible continuation based on these beliefs could be a student-teacher dialogue journal. Peyton and Reed (1990, p. 3-4) commented that,

> … not grading or correcting the writing, and not responding with simple platitude or evaluative comments such as 'Good!' or 'Interesting point!' the teacher is a partner in a conversation, who accepts what is written and responds directly and openly as possible, while keeping in mind the student's language ability and interests.

The teacher can also collect the students' work and then during the following lesson, repeat the same free-writing activity using the same topic. The teacher can either ask the students to use the same piece of paper as the original free-writing activity or supply them with a new sheet. Comparisons and reflections along the lines of a communicative interaction are then encouraged. Students can also be set assignments based on their raw free-writing materials, Constructing multiple drafts and applying structure to the text in order to produce more grammatically sound work is a great base for a class project and a positive way to explore the writing process.

Conclusion

The surface appeal of free-writing and focused free-writing is in the simplistic nature of the activities, which require little or no preparation. The teacher is free from the responsibility of matching materials to student levels as free-writing allows the students to dictate their own level of work utilizing both the left and right hemispheres of the brain. This process acts as a liberator of ideas and creativity, which can fuel positive, dynamic communication between student and teacher as well as between student and student due to the fact that the free-writing process is closely aligned to the processes involved in spoken communication. Considering this further, free-writing also has the ability to bring together large classes and provides the foundation for limitless follow up or modified activities. The concept is relatively new to many Japanese students and they may not have experienced such a free, non-rule based activity before, therefore, it maintains an element of freshness and can be easily used to motivate students at the beginning of a class. In conclusion, the basic activity of free-writing is so flexible for the teacher, yet offers so much to the students critical awareness and language development it

should be considered a key activity for all ESL teachers.

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Seeking to enhance English reading at a Japanese high school

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Instruction in reading in English as a Foreign Language (EFL) is a highly emphasised skill in traditional foreign language teaching and this is especially true in the Japanese private high school that provides the context for this essay. This article describes the intensive English reading undertaken by a group of the school's second year EFL students. It details some of the limitations of current reading instruction and suggests that the students' English reading could be enhanced by the introduction of an Extensive Reading programme to be administered through the existing oral communication syllabus.

日本において、リーディングは伝統的に外国語教育の中で非常に重きを置かれてきた技能である。この論文の背景となっている日本の私立学校では特にその傾向が見られる。本論は、英語を外国語として学ぶ高校2年生による英語リーディングの精読法について述べる。現行のリーディング教授法の限界についても説明を加え、またオーラル・コミュニケーションに多読プログラムを導入することより、生徒の英語リーディング力が高まる可能性について示唆する。

The setting

In 2002 I began teaching English oral communication (hereafter OC) to the Foreign Language Course (FLC) for girls in a private Japanese high school. The students are aged between fifteen and eighteen and number almost 200. They are generally eager English learners and many intend to continue English study at institutes of higher education.

The FLC employs both Japanese teachers of English (JTEs) and native English speaking teachers (NESTs). NEST OC teachers are not assistants, but are employed as regular teaching staff. Despite a healthy and friendly working relationship between the NESTs and the JTEs, there is a lack of collaboration between both our groups. That is likely because NEST-taught OC classes tend to focus on communicative activities promoting student spontaneity and communicative confidence. And this alone – although very valuable – seems quite extraneous to the FLC's core English disciplines of reading and writing, which are naturally more academic in nature and closely related to examination preparation. I believe both teaching groups' lack of association creates a less than ideal situation for students and teachers and can be partly redressed by introducing an Extensive Reading programme to OC classes.

Why introduce Extensive Reading to the OC programme?

Leaving aside roles of the English teaching staff, when undertaking my own classroom OC instruction I have noticed many of my students' English reading to be a stiflingly slow process, even with simple texts. Perhaps this is partly due to the intensive nature of decoding and translating texts undertaken in reading class which are beyond their proficiency. This corresponds with Grabe and Stoller's (2002) observation that "most L2 readers are simply not exposed to enough L2 print (through reading) to build fluent

processing" (p. 47). Such a general slow reading style could hinder students' ability to perform well on standardised tests such as the TOEIC and EIKEN that the FLC promotes and English reading in general.

If few of these students have been guided to pay sufficient attention to expeditious reading, the effect could be that the majority do not receive guidance on how to read quickly and efficiently. Any lack of automaticity and fluency in reading, especially for the many who go on overseas study programmes, would place them at a considerable disadvantage in situations where they must read extensively and quickly.

If administered through OC classes, an Extensive Reading programme could bring considerable advantage to FLC students. As Richards, Platt and Platt (1992) explain, Extensive Reading is essentially "[r]eading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading" (p. 133). I want my students to become competent English readers as well as communicators, and like developing first language readers, they require more than instruction that focuses on isolated grammar structures and vocabulary that is seldom recycled. Likewise, I want them to benefit from many hours of exposure to print so that they are capable of comprehending successfully to develop automaticity. For many of my students, this will not only greatly enhance their English reading experiences and create a useful base from which to develop interesting speaking activities in class, but should also help bridge some of the differences between OC NEST teacher goals and those of the JTE staff.

The place of Extensive Reading in the OC syllabus

To instigate and incorporate Extensive Reading as a non-credit addition to the existing in-class OC syllabus, and retain an acceptable level of accountability, it was crucial to examine how it can fit within my own teaching responsibilities and the FLC's expectations. The FLC essentially adheres to English OC provision guidelines supplied by the Ministry of Education, but very few top-down, coercive curriculum procedures are imposed upon OC teachers, for whom no specific curriculum is provided. The curriculum is in effect "a document of administrative convenience and [is] only partly justified on theoretical grounds and so is negotiable and adjustable" (Brumfit, as cited in White,

1988, p. 109). OC teachers therefore design the syllabus content and choose materials with a substantial level of independence and autonomy and it is our own responsibility to seek ways to provide English instruction that forges a link between what both we and the JTEs teach.

Although wishing to add a reading component to OC classes spanning years 1 to 3, for brevity I shall focus here specifically on year 2. The current OC coursebook – English Firsthand 1 (Helgesen, Brown & Mandeville, 2004) – serves them very well, notably for speaking and listening activities. But guiding principles by the Ministry of Education advise English language teachers to promote an integration of language skills by utilising a variety of reading materials in OC classes to stimulate discussion and conversation (Nakamura, 1999, p. 59). Because many of these students are enthusiastic and chatty, graded reading materials could provide an interesting base from which to develop such interaction. Moreover, as Waring stated in a recent interview for this magazine, "[e]ven those who are more interested in speaking tend to understand that their English will improve faster if they learn to read well" (Bradford-Watts & O'Brien, 2007, p. 5). So with relevance to overall OC aims and without the risk of Extensive Reading adversely affecting instruction methods pertaining to course goals, the addition of graded reading materials is justified.

Existing intensive English reading instruction

In order to gain insight into the language my year 2 students are expected to process in regular core subject English reading classes I examined their textbook and observed a number of three times weekly lessons taught by a year 2 JTE. First, I expressed enthusiasm to learn more about all JTEs' teaching practices, and explained in detail my intention to introduce grading reading into OC classes, as a basis for group discussion. This helped determine the students' approximate reading levels and gather a feel for the vocabulary they encounter and structures they study. It also helped me understand how Extensive Reading could specifically differ from their existing class reading procedures and how to inform the students of those important differences.

The JTEs select intensive reading textbooks carefully, seeking interesting themes within student-manageable texts. The material for the reading curriculum of year 2 is Prominence English 2 (Nakata, 2003). It contains ten lessons, each containing four sections, with a mean word count of 699. Time limits instruction to only eight les-

sons, meaning a total yearly word count of fewer than 6000 words, a similar number to just one elementary level graded reader. The year 2 JTE described his main instruction procedures:

Explicit learning exceeds incidental learning

One reading lesson of the textbook takes nearly one month to complete. Significant time is devoted to reading drills and teacher-provided grammar and vocabulary explanations.

Instruction is largely targeted towards test preparation

Progress testing is held monthly and comprehensive examinations four times per academic year. The pupils are thus often "accountable for demonstrating that they have learned the information as expected" (Grabe & Stoller, 2002, p. 85).

Classes focus on syntactic, semantic and lexical analysis of each part

Classroom procedure determines each reading part takes between one and two 70-minute periods. After translation into Japanese to closely study meaning, there are further comprehension and grammar exercises.

Every textbook lesson is entirely intensive reading based

Rather than fluent or extensive-style advanced reading playing any part of the reading criteria, emphasis is on deep textual understanding with each text between only 527 and 914 words.

In preparing students for examinations, reading teachers are as much as ever obliged to focus a considerable amount of time on getting the students through an intensive reading process with grammatical analysis. As such, intensive EFL language training – taking the pupils in slow steps through specific language points – continues to be widely valued as an essential part of the FLC's curriculum.

Essentially, such explicit instruction mainly focuses attention on specific grammatical points and vocabulary (Schmitt, 2000, p. 51). As Susser and Robb (1990) describe, it is intensive focused, with the "close study of short passages, including syntactic, semantic, and lexical analyses and translation in to the L1 to study meaning" (p. 1). This is a prerequisite to completion of all target language points of the reading curriculum, yet as Alderson and Urquhart (as cited in Susser & Robb, 1990) have argued, such instruction procedure is not

actually a reading lesson but a language lesson, where "the lesson consists of a series of language points, using texts as points of departure" (p. 1). One limitation of this approach is stated by Singleton (1999): "… it provides such a tiny amount of input for the learner to work on" (p. 52).

By having been taught translation as part of reading skills the students have almost certainly become used to taking enough time to understand almost every word of a text (Day & Bamford, 1998, p. 119). And a glance at the students' inky translations peppering their reading textbook substantiates this. So I surmised that intensive reading proficiencies typify those of the age group and academic background but if reading is limited to such study no direct relationship with Extensive Reading could have been forged. This means my year 2 students are likely at elementary level for Extensive Reading by general global scales, but the propensity for intensive reading methods might result in them not readily accepting Extensive Reading with relatively easy material as a legitimate academic activity (Day & Bamford, 1998, p. 119).

Important considerations before implementation

The aforementioned Japanese reading teacher has shown great interest in the students being given opportunities for Extensive Reading, as long as this does not clash with his own teaching goals. This is an important consideration, because one way to develop a true reading criterion to be incorporated into broader curriculum development would involve finding a way to integrate "extensive reading procedure" (Susser & Robb, 1990, p.1) with an Extensive Reading programme to be used both in and out of class. *Incorporate* and *integrate* are key words, because it would be unfeasible to consider *replacing* intensive reading in the high school context. Also, it would be important not to cause friction with the Japanese teachers who are striving to cover the intensive reading syllabus.

Extensive Reading should differ from classroom reading instruction in that the students should actively read *by* themselves and *for* themselves and text length should greatly exceed intensive reading levels. But the limited amount of actual reading and subsequent lack of exposure to text occurring in FLC reading classes will greatly affect how much even simple language the students can recognise and rapidly process. It is thus imperative that they not have to spend considerable time processing tricky vocabulary and structures of the nature seen in Prominence 2.

Fluency (reading at a suitably paced rate) and automaticity (sufficient word recognition) are commonly acknowledged as essential foundations for reading comprehension, but learning to become a good reader is only really achieved by actually reading a lot. And because reading in quantity is no easy task if readers have not the developed reading fluency necessary for a particular text, simply submerging my students in a bath of print (Day & Bamford, 1998, p. xii) and expecting results will be of very little use. Therefore, I do not intend to overwhelm them with a strictly run Extensive Reading programme, but I shall expect them to strive to reach some reading targets. For example, it seems reasonable for many of them towards the end of their high school life to ultimately have increased their reading speeds to around 130 words per minute with high textual comprehension.

For higher reading speeds and comprehension to be achieved, in turn creating conditions for fluent, effective and enjoyable English to occur, Hargis (1999) asserts that reading materials must cater for the students' basal comprehension level, the "highest level of difficulty at which a student can perform nearly error-free ... at least 90 percent" (p. 44). Grabe and Stoller (2002) partly agree, but also recognise that considerable planning and management need take place if learners are to be provided with apposite graded reading materials: "Reading fluency probably requires that a reader know 95 per cent or more of the words encountered in most texts, but this is a difficult criterion to meet in many L2 contexts" (p. 76). The subsequent need for proper administration of an Extensive Reading programme reinforces the necessity for all FLC English teaching staff to be aware of its introduction.

Conclusion

It is important to create an understanding and closer collaboration between the NESTs and JTEs and support the broader educational goals in order for the FLC's English education programme to function cohesively. Developing an Extensive Reading element within the FLC that can coexist with ongoing intensive reading will provide the students with practice in skills that are yet underdeveloped, especially benefiting those who go abroad as exchange students. Sustained use of graded reading materials which are truly accessible and manageable for students, alongside a communication skills textbook such as English Firsthand, can offer enthusiastic and talkative students greater input than currently provided and encourage greater conversation.

Before creating changes to a course it is crucial to understand all students' and teachers' own start points by observing intensive reading classes and texts. Getting involved with the JTEs can help prevent a clash with their intensive reading instruction and using ER in a scheduled OC period provides a different setting in which successful ER strategies can be encouraged and avoid a clash with some students' very set ideas of intensive reading.

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

MY SHARE ONLINE
A linked index of My Share articles can be found at:
<jalt-publications.org/tlt/myshare/>

THIS MONTH'S activities focus on developing speaking and reading skills, respectively. First, Jean Kirschenmann shows how students can practice public speaking skills by doing poster session presentations. Following that, Kimie Kawamura introduces an activity geared towards secondary students that allows them to utilize their textbooks for more effective reading practice.

Poster sessions as an alternative to speeches

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Quick Guide

Key words: Student presentations, speeches, posters

Learner English level: False beginners and above

Learner maturity level: All

Preparation time: One hour distributed over five classes leading up to poster session day

Activity time: One class period

Materials: Ordinary paper, card stock, or poster board; colored pens or pencils, magazine pictures, or printed items from the Internet

Introduction

When they are done well, student presentations are very rewarding. However, frequently their quality suffers as students tend to recite their talks or stumble over words that they cannot use with confidence. Most do not yet have the language or speaking skills to engage their audience. Poster sessions are therefore an attractive alternative to more formal class presentations. This activity is modeled on the poster sessions often seen at professional teachers' conferences. Poster sessions draw presenters and viewers together in a relatively informal conversation on a topic of mutual interest and they save time since many students can present simultaneously.

Preparation & procedure

Step 1: About 6 weeks before the day you would like your students to present their poster sessions (poster day), choose a topic and prepare a sample poster you will use for demonstration purposes. Whether you use original drawings and handwritten text, magazine cutouts, or professional images and text produced on your computer will depend on the model you want to create for your students.

Step 2: Set the date and time for poster day and invite visitors to your class. Having visitors makes the session a more professional experience for your students. You may wish to invite other English classes, colleagues, English club members, parents, or international students. Make sure visitors know ahead of time they will be expected to engage in conversation with your students, not just sit in an audience and listen to speeches.

Step 3: Work out the poster day logistics. For example, half of your class could present for 40 minutes while the others are "visitors." Then, they switch roles. Alternatively, one half presents on Day X, and the other half on Day Y.

Step 4: Teach common expressions viewers use when interacting with the speaker during a typical poster session and model responses appropriate to the level of your students.

- What is your project about?
- Please tell me about your poster.
- Why did you choose this topic?
- Can you tell me anything more?

Step 5: Give a demonstration presentation using your poster.

Step 6: Have your students prepare their own poster presentations. In the 5 weeks prior to poster day, ask them the following questions, one each week. You do not need to devote much instructional time, but it is important to make sure your students are on schedule:

- Week 1: What is the topic of your project?
- Week 2: What are you going to tell us? (This question focuses on content. At this stage, students may be using their first language as much as English.)
- Week 3: What will we see on your poster? (This may be ready-to-mount pictures and text or a sketch, but it should be visible and in English by now.)
- Week 4: How will you answer the questions (from Step 4)? (Have students play both speaker and listener roles.)

Step 7: In the 5th week, hold a dress rehearsal: Arrange the room as it will appear on poster day. Walk students through the session, step by step. Require finished posters to be turned in on this day.

Step 8: On poster day, open the session with a brief introduction and facilitate the interaction of guests and students. In addition, take pictures or shoot a few minutes of videotape so you can show classes in subsequent terms what a poster session is all about.

Variations

There are many ways to vary or extend this activity depending on the level of your students or the focus of your class. For example, you could show them how to make handouts with references and contact information. You could ask viewers to nominate winning posters for categories such as *best visual display* or *most informative talk*. You could also invite a special guest speaker to open the session and congratulate students on their projects.

There are also alternatives to the poster itself, such as a *kamishibai* alternative consisting of a set of sequenced cards or papers. Students could also create small booklets with folding pages, or even build a poster on the sides of a box.

Conclusion

There are several reasons why poster sessions are especially good for language learners. With speeches and other one-time events, students seldom revise and repeat their talks enough to become fluent. During poster sessions, speakers must repeat their presentation many times and are thus presented with opportunities for recycling language. Presenters are also required to interact with their audience. Since each viewer is unique in terms of background, level of interest, and questions, speakers must adjust their talks to each person they talk to. Finally, poster sessions encourage active listening by both speakers and viewers.

Utilizing a textbook for more effective reading: Spice up your reading session with *pair chunk reading*

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Quick Guide

Key words: Raising awareness, active involvement, confidence

Learner English level: Low intermediate to advanced

Learner maturity: Junior high school to high school

Preparation time: 20 minutes

Activity time: 15 to 20 minutes

Materials: One copy of a worksheet for each student (see Appendix)

Introduction

Reading is an indispensable source for nurturing students' confidence in developing other language skills. However, for most of my 3rd year junior high school students, reading time seems to be a break from doing drills, exercises on worksheets, or other test-related activities. To bring more of their interest and involvement back to reading, *pair chunk reading* has been successfully implemented, an activity where students read, repeat, and translate a text in pairs.

Preparation:

Step 1: Find a single page of text, and then break each sentence into phrase-chunks.

Step 2: Create *Side A* of a worksheet: Arrange the chunks vertically and leave space next to each for a Japanese translation.

Step 3: Create *Side B* of the worksheet, one that will be used as a review or homework activity (see the Appendix for a model to follow).

Procedure:

Step 1: Students make pairs and decide who is Student A and B.

Step 2: Students take turns reading every other chunk to each other to increase reading focus and pace.

Step 3: Student A reads each line (chunk) and has B repeat without looking at the worksheet.

Step 4: Student B does the same with A.

Step 5: Students take turns translating each chunk into Japanese. Emphasize that they do not have to translate each phrase word for word and should not be influenced by words coming up later on. Keep their focus on top-down processing.

Step 6: Provide some expressions your students can use as they can discuss and clarify words and phrases, such as:

- What did you say?
- Is it ~ ?
- Would you repeat that?
- Pardon?

Step 7: Read out each chunk and have your students translate them into Japanese without looking at the worksheet.

Step 8: Students go back and read the whole-sentence version of the text.

Step 9: For review or homework, have the students complete side B of the worksheet.

Conclusion

This reading activity helps students raise awareness of the language they use, increases collaborative learning, and provides active involvement via a *learning through doing* approach. After completing this activity, my students have shown improvement in reading whole texts more loudly, keeping up a faster pace, and not giving up on longer sentences. As a result, I have seen their confidence in reading increase. The collaborative approach has also improved the way my students interact with each other.

For more advanced students, modify a text and focus on target grammar points. The pair chunk reading can be more like shadowing practice, and the translating could be done without rehearsing.

Appendix

A sample pair chunk reading worksheet is available at <jalt-publications.org/tlt/myshare/resources/0711a.pdf>

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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:
<jalt-publications.org/tlt/reviews/>

THIS MONTH'S column features John Nevara's review of *Octopus Activities*, an EFL textbook ideal for discussion and academic skills-based courses at the university level. Jonathan Aleles then evaluates *Debating the Issues*, a textbook exploring stimulating and controversial topics for intermediate-to-advanced students.

Octopus Activities

[Paul Lewis. Nagoya: Perceptia Press, 2006. pp. 84. ¥1,700. ISBN: 4-939130-88-6.]

Reviewed by John Nevara, JALT Kobe

Few textbooks ever quite live up to their billing. In an effort to increase sales, authors and publishers often make claims that their newest text is ideal for almost all students in almost all situations. *Octopus Activities* is an interesting, unique addition to the textbook market, but how accurately does it advertise itself? Using the information available on the book's back cover and in the teacher's guide at the end of the book, let us analyze the author's claims.

Octopus Activities comprises 15 independent units, each of which is relatively accurately promoted as taking approximately 90 minutes to complete. The first 10 units are surveys on common topics such as education and jobs, whereas the final five units are labeled as graphically-based, including, for example, one unit involving small-group work in planning a trip abroad.

The text is proclaimed suitable as a main text or as supplementary material, and is touted as useful in oral communication classes, conversation or speaking classes, discussion classes, research-based classes, and classes focused on improving communication skills for job hunting. However, with its emphasis on survey taking, it is my opinion that the text may not be relevant in general oral communication, conversation, and speaking classes.

Each unit involving surveys, for example, consists of 16 prewritten questions. Each student, or group of students, is assigned one of the questions and then must ask the other students this question. Afterwards, students are required to tally the results and give an oral or written presentation. Thus, skills that are commonly used in conversational English—such as conversation-style patterns—are not practiced to any significant extent. Grammar and vocabulary, while certainly implicit in each unit, are also not emphasized even though the teacher's guide at the end of the book states one aim as developing "grammar, vocabulary, and conversation skills via extensive guided practice" (p. 80).
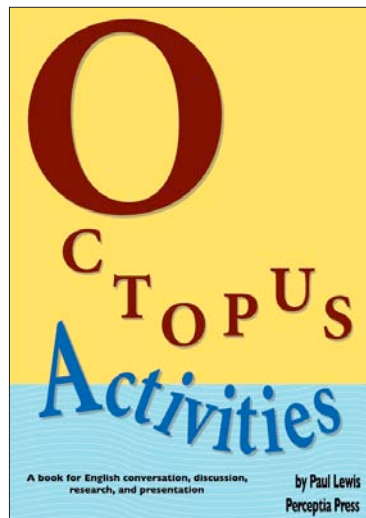
On the other hand, though, the book does indeed have potential for discussion and research-based classes, along with likely being beneficial in improving communication skills for job-hunting students. It could, with these types of classes, be used as a main text. The typical class would practice interviewing, data compilation, summarizing, and making either oral or written presentations, all skills which are useful in an academic or business setting. Disregarding the fact that many of the topics and questions are not academic oriented, this book would be highly effective for such a skills-based course.

Furthermore, the text promotes itself as encouraging curiosity, making learning rewarding and fun. My students enjoyed the activities, and instead of pair work, the emphasis on interacting

with all or most of the other students produced a close-knit, more participatory classroom dynamic. The survey questions—such as *What are the biggest differences between school life and university life?* in the education unit—are interesting for university-level students without being overly personal, and students are curious in learning the results. Nonetheless, not every question is relevant. For example, a question I used in my university freshman class of mostly 18-year-olds, asking how many students own a car, yielded very few results. On the whole, however, it can be expected that students' attitudes and classroom friendships will improve with this truly learner-centered approach.

So, what level of students and what class size are appropriate with *Octopus Activities*? The author claims that low-level and high-level classes can achieve results, and since I tested the activities on both my lowest level and highest level classes, I would agree that the text is adaptable to different levels at university. The author also claims that the book is flexible enough to be used for both large and small classes, but I would say that a class size between 15 and 35 students would be ideal. With a class of fewer than 15 students, the results of the surveys are less meaningful and less interesting. Also, in a larger class, it is possible to 1) place students in pairs, with one question per pair; 2) divide the longer questions into several separate questions; or 3) divide the class into two or more separate groups. In my opinion, the target class should be a maximum of approximately 35 students.

In conclusion, it is impossible to say that this text delivers everything that it claims. However, it does deliver enough of what it claims. It is a good book—interesting and unique—but it does have its natural limitations. It is appropriate as a main text for discussion and academic skills courses at the university level and would be acceptable as supplementary material in a more general course involving 30 or more 90-minute classes. Moreover, in present form the book is not photocopiable, but if it were re-packaged as photocopiable teacher resource material, it would have even broader usage and could be even further recommended as occasional whole-class, skills-based work.

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

<conferences.jalt.org/2007>

Debating the Issues: Opposing Views on Value Topics

Reviewed by Jonathan Aleles, Himeji Dokkyo University

Should English be Japan's official second language? Students will explore stimulating and controversial topics such as this in *Debating the Issues*. This topic-based textbook, intended for intermediate-to-advanced English language learners, outlines 12 contemporary issues aimed at developing research, analysis, and reasoning skills. Examining sensitive ethical and moral topics such as Love or Arranged Marriage, Life Imprisonment or Death Penalty, and Judges or Jury, students learn how to develop key skills needed to effectively communicate their opinions and ideas clearly and logically.
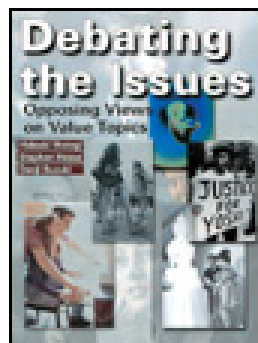
Each chapter is divided into five sections designed to give students maximum exposure to each topic. First, students read a short passage that introduces the topic in a general sense while at the same time making crucial connections to how the material is relevant to Japanese culture. Second, learners interpret 10 statements where they must decide whether each argument is pro or con as it relates to the topic in general. Third, five argumentative statements are presented that are linked to various facts and figures that students investigate to find data to support their argument as it relates to Japanese culture. Following is a listening activity where students listen to a dialogue to decide if each statement is true or false. Lastly, students are given a list of terms where they must match the appropriate term to support the given argument. In addition, the end of each section outlines useful expressions that students can use to begin their arguments. Also, each section contains an

important bilingual glossary.

I used *Debating the Issues* in company classes where most of the students had a TOEIC score of over 600. Initially, I was apprehensive about using this text because some of the topics seemed too controversial, which I thought would inhibit students from expressing their true opinions. However, I found the opposite to be true. Many of the students attending my company classes were quite enthusiastic about conveying their beliefs and at times some found themselves erupting with emotion over comments made by their classmates. For example, learners especially enjoyed the chapter on Life Imprisonment or Death Penalty; this topic ended up as the most controversial and debatable for my students, based on their animated responses and observing the overall intensity of the discussion. Furthermore, this text was particularly useful when implemented as supplementary material in a group of 10 or fewer students. Generally, students gave positive feedback regarding most aspects of this book.

Many students commented on the effectiveness of the introductory passage in each chapter and how it related the general topic specifically to Japanese culture. Moreover, the Facts and Figures section fascinated my students with the various statistics presented in each chapter that supplied them with little known but relevant data regarding Japanese societal problems.

The chapters follow an easy-to-use format that is designed to maintain curiosity in each topic by allowing learners to investigate subjects by facilitating an in-depth analysis of a wide range of information. Additionally, students can take advantage of the useful appendix that lists several websites where they can obtain more information to broaden their knowledge on a particular topic.

Debating the Issues successfully provides students with ample opportunity to develop fundamental listening and speaking skills that will permit them to engage in meaningful debates while at the same time giving them the proficiency to present evocative arguments. Davidson (1995) states that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments." Although challenging, *Debating the Issues* will guide students through the method of debating controversial topics, leading to a greater ease in expressing difficult opinions.

One major criticism of *Debating the Issues* is the length of each chapter. Although each unit is in-depth with an abundance of information, at times students can get bogged down with information overload, which will cause topics to be drawn out over two to three sessions.

Despite the length of each chapter, *Debating the Issues* is a valuable addition to your collection of supplementary materials. Most chapters are easy to institute and put into practice in a class of upper intermediate mature students that are dedicated to enhancing their proficiency in reasoning and analysis.

Reference

Davidson, B. (1995). Critical thinking education faces the challenge of Japan. *Inquiry: Critical Thinking Across the Disciplines. XIV (3)* [On-line]. Available: <chss.montclair.edu/inquiry/spr95/davidson.html>.

Resources • Recently Received

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

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

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at: <jalt-publications.org/tlt/reviews/>.

* = first notice; ! = final notice. Final notice items will be removed 30 Nov. For queries please write to the appropriate email address below.

Books for Students (reviewed in *TLT*)

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

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

* *Communication Spotlight: Speaking Strategies & Listening Skills (High Beginner, Pre-Intermediate).* Graham-Marr, A. Tokyo: ABAX, 2007. [Incl. CD, student notebook].

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

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

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

JALT FOCUS ONLINE

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

JALT Calendar

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

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

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

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

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

Publications positions available

▸ *The Language Teacher* and *JALT Journal* are looking for people to fill the positions of English language proofreaders and Japanese language proofreaders

▸ *JALT2007 Conference Proceedings* is seeking qualified candidates for the position of Co-Editor.

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

JALT news

In the 1990s, when Learner Development started out as a SIG, it tried to do things a little differently by holding small meetings, without a presenter, where people could talk with each other directly about their interests. Since JALT2006, members of the LD SIG across Japan have been reconnecting with this original combination of learner and teacher development. Over the last 9 months, different local groups have been getting together to talk about learner and teacher development issues of central concern to those taking part. These local area get-togethers—enthusiastically coordinated by a whole host of people including Naoko Aoki, Matthew Apple, Umidahon Ashurova, Steve Brown, Robert Croker, Ellen Head, Mike Nix, Etsuko Shimo, Jodie Stephenson, and Stacey Vye—have so far taken place in Kobe, Kyoto, Nagoya, and Tokyo. What's more, LD SIG members in Fukuoka, Hiroshima, and Miyazaki could soon be holding their inaugural local get-togethers before JALT2007. At the annual conference, the LD SIG will be similarly using its forum as an open opportunity for those participating to explore together their individual and different interests in learner and teacher development and autonomy. If you would like to (re)connect with these many different conversations and discussions, then please feel free to join the LD SIG Forum and the LD SIG Party at JALT2007 in Tokyo. We're looking forward to seeing you there!

Andy Barfield <barfield.andy@gmail.com>

JALT2007 Job Information Center

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

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National Olympics Memorial Youth Center, Tokyo

<conferences.jalt.org/2007>

…with Damian Rivers

<memprofile@jalt-publications.org>

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

N THIS month's Member's Profile column Bill Zimmerman talks about creating an online comics website.

MEMBER'S PROFILE

Bill Zimmerman

I started creating my educational comics website <www.makebeliefscomix.com> about 3 years ago. Since then, I have learned much about myself, the web, and the educational community.

I had recently retired after more than 40 years in the newspaper business as an editor and manager. After retirement, I started teaching English and began searching for ways to help students find their voices through writing and speaking. As a newspaper editor and author of many interactive books I had always used illustrations from cartoonists as a way to draw in readers and help them understand the subject matter.

I had previously written a book called *Make Beliefs: A Gift For Your Imagination* and I wanted to create an online version. My goal was to build an imaginary world where people would find characters with different moods and emotions, fill in talk and thought balloons with words, and in so doing construct comic strips that told stories about things that were important to them.

It wasn't easy launching the site since I had no background in creating a web product. I found a web designer who knew programmers, and I began writing a script for the site to guide users. The site took more than 18 months to launch and I learned how difficult it can be to translate a vision into a reality. I got discouraged many times along the way, but stuck with it. I funded this project with my savings and decided to carry no advertising. I wanted to offer it strictly as an educational resource.

To promote the site I began holding workshops for librarians and teachers at literacy centers with computer labs. I would teach their students how to work the site. This was an amazing experience, in that I remember working with students who could barely understand English but who were intrigued by the idea of being able to move characters into a comic strip grid and try to write words for them to speak and communicate with one another. I thought such sessions would last for at most an hour but some students stayed at the terminal for almost 3 hours, sometimes collaborating in teams, until they had successfully put together a story and printed it out to show their friends and family members. The printed copies became a validation of their hard-earned efforts to create sentences in English.

I also began using the web and email as a way of letting educators, literacy specialists, and homeschoolers learn about the

site. I searched the web for groups where I could find such people and wrote to them about the site, asking them to try it out, to offer suggestions on how it could be improved, and to share it with colleagues. Amazingly, people began testing the site with their students in literacy and ESOL programs and the feedback was very exciting. I joined Yahoo and other special interest educational groups to tell them what I was doing and something powerful began to happen. The number of users began growing month by month. After the second month visitors had grown to 1,000 a month, then to 2,000 and 3,000, until in recent months the monthly volume has ranged from 15,000 to 20,000+ users from more than 150 countries around the world.

I had initially seen the site as a medium to bring parents and children together to create stories and also to be useful for teaching English to ESOL and literacy students. But I soon heard from educational therapists who work with autistic and deaf children, who found the comics a way to create scripts for their clients to communicate with and for their students to express themselves.

I also learned something about myself: that I can have value and feel good about myself even though I am no longer employed at a newspaper. I learned that one always has ideas that can be communicated in new ways, and that all it takes is tenacity and belief in one's dream to succeed.
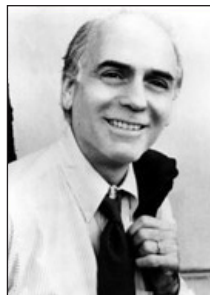
Bill Zimmerman, is the author of many books used to help people find their writers' voices and which can be found at his other site, <www.billztreasurechest.com>. He can be reached at <wmz@aol.com> and welcomes your feedback.

JALT FOCUS • GRASSROOTS   27

…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.

N THIS issue, Philip McCasland, JALT2007 Conference Coordinator, announces the upcoming Tokyo conference along with some finger-licking enticements to attend.

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JALT2007
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National Olympics Memorial Youth Center, Tokyo

<conferences.jalt.org/2007>

Advice for conference attendees

This year's JALT2007 conference will be held 22-25 November at the National Olympic Memorial Youth Center in Yoyogi, Tokyo. To help you get the most out of this event, I am offering some unsolicited advice. With a little reflection, preparation, and general planning you will be set to take advantage of this year's program, both professionally and personally.

The first step is to start by reflecting on our theme: *Challenging Assumptions: Looking in, Looking Out*. First, *Challenging Assumptions*: Make a list of your conjectures about teaching and learning (be honest with yourself—no one is going to see your answers). What are the dynamics of your teaching and learning process? What makes a good teacher? What makes a good learner? How have your theory and practice changed over the last few years? Next, *Looking In*: Why are you a teacher? How have you grown as a teacher over the past few years? In what areas do you need to improve? *Looking Out*: Where is our profession going? What general trends should you be aware

of? What new areas of research could you learn about? How can this research inform your teaching?

Certainly reflection is not always easy, yet it serves an important function, for now you will be able to prioritize your conference expectations. Ask yourself, what do I need to get out of this conference—what will I walk away with? All conference participants have different reasons for attending: inspiration, motivation, research, new materials, professional development, networking, and social contacts—to name a few. All are valid; all are reasonable.

Now that your reasons for attending are clear, take a look at our menu in the online conference schedule. Remember it is important to find a balance between professional and personal enrichment, between research and practice, and between big picture ideas and the everyday classroom experience. These are the choices . . .

For a look at the bigger picture, might I suggest attending at least one of the plenary presentations, along with the Domestic Forum, the "Meet the Stars" sessions, and the Asian Scholar presentation. These will help us in *Looking Out*.

For inspiration and motivation, attend the SIG Forums and SIG-sponsored presentations. These promise to be information-packed sessions delivered in a relaxed atmosphere. Alternatively, spend some time in the Story Space, a quiet, friendly oasis in the midst of the hustle and bustle.

For those interested in the latest in language and classroom research, consider attending some of the main sessions. Pay specific attention to the Graduate Student Showcase, debuting this year.

For the practical teacher inside, you can't beat the Featured Speaker Workshops, where you can take new ideas directly back to your classroom. JALT Junior and many of the regular workshops will also be of a pragmatic nature, while the poster sessions offer another excellent venue for sharing. And don't forget the Educational Materials Exposition, where you will find the latest language teaching resources.

For general networking you won't find a better opportunity than at JALT2007. Visit the Job Information Center. Be sure to bring a copy of your resume and your business card, along with a smile and a firm handshake. If you are a first-time attendee, it is important that you take the initiative by introducing yourself to the person sitting next to you.

For the social animal in you, there is the Welcome Reception Thursday night, the Associate Members Sponsored Party Friday night, a number of SIG parties, and university alumni parties to attend on Saturday night. All offer a chance to reconnect with friends and associates.

For the body, we have swimming facilities on site, Tai Chi and Fun Run in the morning, yoga sessions, and the lovely Yoyogi Park across the street from the conference site. Take a quick break, relax, get some exercise, and decompress.

Now after looking at the menu, are you starting to salivate? Anticipation is more than half of the pleasure. You didn't know preparing for a conference could be so much fun!

By planning your conference experience, you are taking an active role as a conference participant. This is a big step in ultimately making your conference experience a success. Conferences are about people, ideas, and space to connect.

See you on 22-25 November in Tokyo at JALT2007.

Philip McCasland <programs@jalt.org>
Conference Coordinator
Director of Programs

JALT Journal

全国語学教育学会

jalt journal

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

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

For more information and submission guidelines see <www.jalt.org/jj/>

…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.

Our annual conference, JALT2007, provides a wonderful opportunity to enjoy the richness of activity and material our SIGs provide. Be sure to visit the SIG tables or attend the many meetings, forums, and presentations they organise. For more information, please visit the conference website <conferences.jalt.org/2007>

Bilingualism

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

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

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

Computer Assisted Language Learning

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

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

College and University Educators

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

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

Gender Awareness in Language Education

GALE's purpose is to research gender and its implications for language learning and teaching. We welcome submissions for our newsletter on topics, both theoretical and practical, related to our purpose. Book reviews, lesson plans, think pieces, poetry—all are welcomed. Past newsletters are available at <www.gale-sig.org>. Send your submission to Joanne Hosoya at <joanna@rb4.so-net.ne.jp>. To join GALE please use the form in the back of the *TLT* or contact the membership chair, Thomas Hardy <thomas_merlot@yahoo.com>.

Global Issues in Language Education

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

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

GILE SIG Featured Speaker at JALT2007

Ryuko Kubota

Racism in ESL and EFL: Constructing action plans
Sunday, 3:30 pm - 5;30 pm, Room 510

Other session By Ryuko Kubota

Invisible racism and the English teacher in Japan
Sunday, 12:40 pm - 2:15 pm, Room 306

Japanese as a Second Language

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

Junior and Senior High School

[☼ curriculum, native speaker, JET programme, JTE, ALT, inter-
nationalization] [📖 *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 in-
tensely interested in curriculum innovation. The
large-scale employment of native speaker instruc-
tors is a recent innovation yet to be thoroughly
studied or evaluated. JALT members involved
with junior or senior high school EFL are cordial-
ly invited to join us for dialogue and professional
development opportunities.

Learner Development

[☼ autonomy, learning, reflections, collaboration, develop-
ment] [📖 *Learning Learning*, 2x year; *LD-Wired*, quarterly
electronic newsletter] [✎ Forum at the JALT national con-
ference, annual mini-conference/retreat, printed anthology
of Japan-based action research projects] [🐟]

Interested in meeting with LD-SIG members in
your area? Check out the *community* section of
our website at <ld-sig.org/community/> for
local contact opportunities. Groups are meeting
currently in Tokyo, Kyoto, Kobe, Hiroshima, and
Nagoya. Building on these discussions, the forum
at JALT2007, *Connecting and Sharing Ideas*, will be
facilitated by Etsuko Shimo and Jodie Stephen-
son. For more information on the LD-SIG check
out

Lifelong Language Learning

[☼ lifelong learning, older adult learners, fulfill-
ment] [📖 *Told You So!*—3x year (online)] [✎ Pan-
SIG, teaching contest, national & mini-conferences]
[🐟] [🗨]

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

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

Other Language Educators

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

Pragmatics

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

Don't miss this year's Pragmatics Forum at the JALT Conference, 22-25 Nov. Three pairs of researchers (Gabriele Kasper & Yumiko Tateyama, Keiko Ikeda & Chiyoe Ishihara, and David Aline & Yuri Hosoda) will report on conversation analytic studies of language learners. The title is *Beyond IRF: Interaction in FL classrooms*. Many other pragmatics-related presentations are also on the program. The conference is the best time to meet other members and to interact *pragmatically*!

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

Teaching Children

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

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

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

Testing & Evaluation

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

On 16 Dec our SIG is co-sponsoring a micro-conference on language testing at Tokyo Keizai University near Kokubunji Station in western Tokyo from 10:00 to 17:00. For information about the program, visit <jwt.homestead.com/home. html> or contact Jeff Hubbell at <01jhubbell@ jcom.home.ne.jp>.

Visited TLT's website recently?

Special Interest Groups annual general meetings

Note: Times, days, and rooms can cange without notice. Be sure to check the conference handbook.

- Bilingualism SIG AGM—*Friday, 5:20 pm - 6:20 pm, Room 405*

- College and University Educators (CUE) SIG AGM—*Friday, 5:55 pm - 6:55 pm, Room 309*

- Computer Assisted Language Learning (CALL) SIG AGM—*Saturday, 12:40 pm - 1:40 pm, Room 101*

- Gender Awareness in Language Education (GALE) SIG AGM—*Friday, 5:20 pm - 6:20 pm, Room 303*

- Global Issues in Language Education (GILE) SIG AGM—*Friday, 5:20 pm - 6:20 pm, Room 304*

- Japanese as a Second Language (JSL) SIG AGM—*Saturday, 12:40 pm - 1:05 pm, Room 414*

- Junior Senior High School (JSHS) SIG AGM—*Friday, 5:20 pm - 6:20 pm, Room 407*

- Learner Development (LD) SIG AGM—*Friday, 4:10 pm - 5:10 pm, Room 510*

- Lifelong Language Learning (LLL) SIG AGM—*Saturday, 12:40 pm -1:40 pm, Room 502*

- Materials Writers (MW) SIG AGM—*Saturday, 9:50 am - 10:50 am, Room 311*

- Other Language Educators (OLE) SIG AGM—*Friday, 6:30 pm - 6:55 pm, Room 415*

- Pragmatics SIG AGM—*Saturday, 12:40 pm - 1:40 pm, Room 309*

- Professionalism, Administration, and Leadership in Education (PALE) SIG AGM—*Friday, 4:45 pm - 5:45 pm, Room 306*

- Teacher Education (TED) SIG AGM—*Friday, 3:35 pm - 4:35 pm, Room 513*

- Teaching Children (TC) SIG AGM—*Friday, 5:20 pm - 6:55 pm, Room 401*

- Testing and Evaluation (TEVAL) SIG AGM—*Saturday, 12:40 pm - 1:40 pm, Room 310*

Other meetings

Note: Times, days, and rooms can cange without notice. Be sure to check the conference handbook.

- Eikaiwa SIG revival meeting—*Friday, 3:35 pm - 4:35 pm, Room 503*

- Study Abroad SIG forming meeting—*Saturday, 10:25 am - 10:50 am, Room 507*

- PAC meeting—*Saturday, 12:40 pm - 1:40 pm, Room 514*

- PAN SIG Conference 2008 planning meeting—*Sunday, 12:40 pm - 1:40 pm, Room 307*

- TC SIG: discussion of constitution—*Friday, 3:00 pm - 4:00 pm, Room 401*

Forums

Note: Times, days, and rooms can cange without notice. Be sure to check the conference handbook.

- Other Language Educators SIG Forum—*Friday, 11:30 am - 1:05 pm, Room 415*

- English language education at secondary school in Japan: Today and into the future—*Friday, 1:15 pm - 4:00 pm, Main Hall*

- Sharing ideas, lessons, resources—*Friday, 1:50 pm - 2:50 pm, Room 304*
Global Issues in Language Education SIG

- Multilingualism Forum—*Friday, 1:50 pm - 3:25 pm, Room 415*
Other Language Educators SIG

- Theorizing practice or practicing theory—*Friday, 1:50 pm - 3:25 pm, Room 513*
Teacher Education SIG

- Connecting and sharing ideas—*Friday, 2:25 pm - 4:00 pm, Room 510*
Learner Development SIG

- Approaching gender issues: Why and how—*Friday, 3:35 pm - 5:10 pm, Room 303*
Gender Awareness in Language Education SIG

- Educational unions and you—*Friday, 3:00 pm - 4:35 pm, Room 306*
Professionalism, Administration, and Leadership in Education SIG

- Starting a Saturday school—*Friday, 3:35 pm - 5:10 pm, Room 405*
  Bilingualism SIG

- Merging CALL with SLA: Institutional affordances—*Friday, 4:10 pm - 5:45 pm, Room 101*
  Computer Assisted Language Learning SIG

- Annual TC SIG Swap Meet—*Friday, 4:10 pm - 5:10 pm, Room 401*
  Teaching Children SIG

- Beyond IRF: Interaction in FL classrooms—*Saturday, 9:15 am - 10:50 am, Room 309*
  Pragmatics SIG

- Promoting assessment literacy in the classroom—*Saturday, 9:15 am - 10:50 am, Room 310*
  Teaching and Evaluation SIG

- A close look at international English preschools—*Saturday, 9:15 am - 10:50 am, Room 401*
  Teaching Children SIG

- Lifelong language learning: Sharing experiences—*Saturday, 9:15 am - 10:50 am, Room 502*
  Lifelong Language Learning SIG

- Principles of developing educational materials—*Saturday, 12:40 pm - 2:15 pm, Room 311*
  Materials Writers SIG

- Dynamic interaction between teachers and learners—*Saturday, 1:15 pm - 2:50 pm, Room 414*
  Japanese as a Second Language SIG

- The Looking Glass: JALT2007 story space—*Saturday, 5:20 pm - 6:55 pm, Room 403*
  JALT2007 Program Committee

- Basic SLA statistics for the university educator—*Sunday, 9:15 am - 10:50 am, Room 309*
  College and University Educators SIG

- Challenging boundaries: Looking in, looking out—*Sunday, 9:15 am - 10:50 am, Room 417*
  International Affairs Committee

- Invisible racism and the English teacher in Japan—*Sunday, 12:40 pm – 2:15 pm, Room 306*
  Global Issues in Language Education SIG

- Foreign language teaching in the 21st century—*Sunday, 1:50 pm - 2:50 pm, Room 415*
  Other Language Educators SIG

The full conference schedule is available online

<conferences.jalt.org/2007/>

Let's Get Physical!

Need something to get your body moving in the morning? Mentally exhausted in the late afternoon but still keyed-up and in need of relaxation? Take advantage of some of these physical activities planned at JALT2007.

Yoga

Elizabeth Knight Sekikawa (a.k.a. Rukmini) will be conducting three Yoga sessions.

- **Late afternoon yoga**—*Friday 5:20 pm - 8:20 pm, Room 416.* After a day of sessions and sitting, come and unwind with a yoga class in the late afternoon. All you need is a bath towel, comfortable clothing, and a willingness to try! *Namaste...*

- **Yoga for children**—*Saturday 12:05 pm - 1:05 pm, Room 403.* You will be able to participate in some yoga poses designed for children and at the same time learn how to teach a few poses to your students. Students also need a way to relax and feel good about themselves. Dress comfortably for this session. You will be sitting on the floor.

- **Early morning yoga**—*Sunday 8:40 am - 9:40 am, Room 416.* If you missed out yesterday – or if you just want more – you can start your day with an early morning yoga session. All you need is a bath towel, comfortable clothing, and a willingness to try! *Namaste...*

Taichi

- Martin Pauly will lead a Taichi session—*Saturday 7:00 am - 7:25 am.* Meet in the center court; the session will be in a nearby park.

  Martin has been doing Taichi chuan for over 10 years. He says he's neither a teacher nor an expert, but does enjoy it. A few years ago he visited Hengshan Park in Shanghai and joined the Taichi group there in the morning. The participants were not diligent martial artists: They were just following along and enjoying the morning exercise and being with other people. That's the spirit in which Martin will conduct this practice.

Pool

Participants are welcome to use the swimming pool and facilities at a cost of ¥300 for two hours.

…with Aleda Krause

<chap-events@jalt-publications.org>

Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget to add your event to the JALT calendar or send the details to the editor by email or t/f: 048-787-3342.

MANY CHAPTERS take a break in November and encourage their members to attend the national conference in Tokyo, but others plan an event. If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Gunma—*Teaching international relations through English: Can it be done?* by **Leo Yoffe**, Waseda University. The presentation will explore the challenges of teaching international relations, and content more broadly, in the Japanese EFL environment. The speaker will discuss his experience of teaching a course on Canada-Japan diplomatic relations and how content-based instruction can contribute to developing students' language and critical thinking. *Sun 11 Nov 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi, Gunma (t: 027-266-7575); one-day members ¥1000.*

Himeji—*Language learning styles & strategies* by **Louis Butto**. Some of our students are highly motivated and some of them are not. One reason may be different individual learning styles. Butto will discuss the diverse learning styles and consider how to adjust our classes to reach as many students as possible, focusing on what the teacher can do. Then, we will look at what the student can do, exploring strategies to help students improve their potential for success in learning. *Sun 11 Nov 14:00-16:00; Hanakita Shimin Hiroba (located directly across from Nozato Station on the Bantan Line. Bantan Line train leaves Himeji Station at 13:46); one-day members ¥1000.*

Hokkaido—*Two sessions* by **Neil Anderson**, Cengage Learning (formerly Thomson). *1) Cultivating active readers.* Using examples from *Active Skills for Reading*, the author will show how graded steps towards developing reading fluency can be taken from the lowest levels up. Participants will get practical ideas and materials to use in their classrooms. *2) From egg crate to omelet: Energizing teacher development.* Teachers and classrooms have been compared to an egg crate where each classroom stays in its compartment and does not come in contact with others. This session will focus on 13 ways that teachers can make their teaching public and improve it. *Sat 3 Nov 14:00-17:30; Hokusei Gakuen University, Oyachi, Atsubetsu-ku, Sapporo; free to all.*

Kitakyushu—*Two Christmas activities* by **Margaret Orleans** and **Malcolm Swanson**. Besides being fun, these classroom-tested activities provide practice in forming and asking questions, being creative, reporting, reading for comprehension, listening, guessing, and responding quickly. Spot the Lie (small groups) and Classroom Feud (whole class with possible small-group preparation) work well with junior high through adult students. Though we will be playing the games with a Christmas theme, they can be used at any time. In preparation for Classroom Feud, we ask you to fill out an online survey by mid-November (URL to be announced). *Sat 10 Nov 19:00-21:00; Kitakyushu International Conference Center, Room 31 (5-minute walk from Kokura station); one-day members ¥1000.*

Nagasaki—*November news.* Fall greetings from Nagasaki JALT! We do not have a meeting planned for this month, but we are looking forward to the JALT2007 Conference in Tokyo, of course. Hope to see you all there. In the meantime, please check our websites for more information about upcoming events here in Nagasaki this month and for December and January or subscribe to our monthly email newsletter. Websites are <jalt.org/groups/Nagasaki> and <www.kyushuelt.com/jalt/nagasaki.html>; email newsletter signup site is <www.kyushuelt.com/jalt/nagamail.php3>.

Yamagata—*How to encourage Japanese students to express themselves in oral English* by **Jerry Miller**. The lecturer from Yamagata University will provide insights in the techniques he uses to get his students to speak in English. *Sat 10 Nov 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15 (t: 0236-45-6163); one-day members ¥800.*

…with Heather Sparrow

<chap-reports@jalt-publications.org>

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

Akita: July—*The New TOEIC Test: Understanding and overcoming the challenges* by **Grant Trew**. Understanding the nuances of this new format is important for test takers and instructors. Trew reviewed the listening and reading comprehension sections of the test, highlighting that British, Australian, New Zealand, and North American English would be used in the listening section. Passages in both sections will be longer and more complicated. New sections of the test included optional speaking and writing parts. While these upgrades may seem daunting, Trew insists the new TOEIC reflects the current standard within the English community. Trew advises test takers to get exposure to natural English, always be interactive, learn time management, but most of all—have fun. Trew, an expert in testing and a long-time instructor of exam technique, has recently authored the *Oxford Tactics for the TOEICR Series Speaking and Writing Tests Student Book* and the *Official Oxford University Press Japan Teacher's Guide to the TOEICR Test*. For more on TOEIC see the ETS website <www.ets.org>, and for information on Oxford University Press Japan see <www.oupjapan.co.jp/>.

Reported by Wayne Malcolm

Hiroshima: July—*There's a book inside all of us* by **Paul Moritoshi**. Moritoshi outlined the workings of the publishing process and groups of participants created books based on their own EFL-related interests. The exercise illustrated the enormity of the task. Nine different tasks had to be completed before a logical, coherent proposal could be submitted to the publisher of their choice, including deciding the target group and title, the pedagogic approach in the document, the final field testing of materials, and point revision and adaptation.

Moritoshi's mantra, that the writing of the proposal "is not an impossibly big task but a series of smaller manageable tasks," was encouraging. Participants realized that once a proposal is accepted, most of the work is done by professionals on such a major project. If prospective authors have a realistic approach and a facility to multitask, they will certainly come to see that the only thing stopping them is themselves.

Reported by Ewen Ferguson

Nagoya: August—*Linguistic phonics and beginning reading instruction* by **Peter Warner.** Warner has been teaching children since 1991. He believes: 1) language is spoken sound that carries meaning; 2) English text is alphabetic code for English speech sounds; 3) teaching a language builds the foundation and zone of spoken language; and 4) prior to teaching letters, teachers should help the students jump to the zone of clear spoken language.

Warner demonstrated how to correct kids' pronunciation by emphasizing each sound, like *rrr*, and how to help them pronounce the difference between /l/ and /r/ sounds clearly, by gesturing and saying *right* angrily and *left* gently.

After students learn to pronounce correctly, introduce them gradually to letters. Arrange letters in sound groups and don't chant the ABC song. To correct students' confusion between *b* and *d*, make a circle with the index finger and thumb of both hands and say "bed." Touch the students' fingers, saying *b* or *d*.

When teaching penmanship, don't begin with A-B-C; instead while pronouncing *rrrr*, *nnn*, or *mmm* have students write each letter so they can build "muscle pattern memory." Writing is not copying, so students should look at a picture, say the word, and then write it. Please access: <tinyurl.com/y24gu3> for more resources.

Reported by Kayoko Kato

Okayama: July—*1) Computer Mediated Communication (CMC) in the classroom* by **Jo Mynard** and **David McLoughlin**. The presenters introduced the concept of CMC and outlined its benefits for learners, illustrating how it can be used to promote higher order thinking in language classes. Mynard and McLoughlin provided examples from student discussion forums, blogs, and chat rooms which demonstrated increased student involvement, lower anxiety levels, and transference of learning. Research from classes

in the UAE and Japan was examined and methods of analyzing language produced in a CMC environment were reviewed. *2) Using student newspapers to promote communication* by **Jason Williams** and **Chris Creighton**. Last year the presenters published an English language newspaper for members of their school's English department. They guided the audience through the steps involved in the planning and production stages. The speakers explained the paper's format and the rationale behind it. The results have been overwhelmingly positive as student involvement continues to increase and English majors feel a heightened sense of community because they have an outlet for personal expression in English. The newspaper is also being used in classes for communication projects and reading activities.

Reported by Richard Lemmer

Omiya: July—*Native English teachers: Ideas for self introductions at elementary school* by **Irina Bobanova.** Babanova explained the difficulty young monolingual children have in grasping the reality of people who speak another language.

She believes that children learn best if teachers start with something familiar. How can educators do this? The first steps in reducing the strangeness of a language is the self introduction: letting students know something about the teacher's country and culture. One of her beliefs is that English is also viewed as a language for learning about the world's peoples, cultures, countries, and problems. According to Babanova, hands-on materials such as books, toys, music, and so on are effective sources for introducing language and culture.

Bobanova introduced geographical information about her country, Bulgaria, using a world map, then the colors of its flag, national flowers, and famous foods and beverages. She compared Bulgaria with Japan, i.e., the differences of language, currency, and time. Supported by realia such as coins, Bulgarian books, pictures of rose juice, and traditional dance, participants got general ideas of the country and culture.

Reported by Masa Tsuneyasu and edited by Cecilia Fujishima

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

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- **Japanese as a Second Language**—Hiroko Sato; t: 0475-23-8501; <hirokosato36@ybb.ne.jp>; <jalt.org/groups/JSL>
- **Junior and Senior High School**—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>; <www.juniorseniorhighsig.org>
- **Learner Development**—Hugh Nicoll; <hnicoll@gmail.com>;

- **Lifelong Language Learning**—Eric Skier; <skier@ps.toyaku.ac.jp>; <www.eigosenmon.com/lllsig/>
- **Materials Writers**—Jim Smiley; t. 022-233-3268; <mw@jalt.org>; <uk.geocities.com/materialwritersig/>
- **Other Language Educators**—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@iec.ehime-u.ac.jp>
- **PALE**—Robert Aspinall; <aspinall@biwako.shiga-u.ac.jp>; <www.debito.org/PALE/>
- **Pragmatics**—Megumi Kawate-Mierzejewska; <mierze@tuj.ac.jp>; <groups.yahoo.com/group/jaltpragsig>
- **Teacher Education**—Paul Beaufait; <pab@pu-kumamoto.ac.jp>
- **Teaching Children**—Naoko McLellan; <popripop@hotmail.com>; <tcsig.jalt.org>
- **Testing and Evaluation**—Jeff Hubbell; <01jhubbell@jcom.home.ne.jp>; <www.jalt.org/test>

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38   COLUMN • JOB INFORMATION CENTER

…with James McCrostie

<job-info@jalt-publications.org>

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

Job Information Center Online

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

University research and travel budgets

It is that time of year again, university job hunting season. Some will be lucky enough to receive more than one offer. For these happy hunters, research and travel budgets should be compared before deciding which position to accept.

Most Japanese universities award money to full-time teachers to fund research and attend conferences. As a rule, teachers must submit a proposal before they receive any cash, though typically such proposals are a mere formality. Some schools, however, send proposals to a committee to decide which teachers get funding and how much they receive.

To compare research budgets I collected information for 20 private Japanese universities from job advertisements and interviews with lecturers. For the universities I examined, the median research and travel budget given to limited-term contract lecturers was ¥340,000. Depending on the institution, tenured faculty might receive even more money. On the other hand, national

and public universities have historically supplied substantially smaller research budgets to their professors.

Of course budgets vary considerably between schools. At the generous end of the scale, some universities provide nearly ¥500,000 in research and travel funding. One of the Kanto region's more frugal institutions, however, only offers contract lecturers a partial subsidy to attend the annual JALT conference.

Before accepting a job offer, and especially when comparing two competing offers, it is worth requesting an explanation of the school's research budget system. Some universities fail to explain even the size of the research budget when offering contracts to new teachers. But be sure to keep any questions about research and travel budgets to yourself until after you receive an actual job offer. Few things turn off a hiring committee during an interview more than answering a bunch of questions from a candidate about the job's perks.

University bean counters also place various restrictions on how the money can be spent. Some schools, for example, offer separate budgets for research and travel expenses and may limit spending on domestic or foreign trips or both. Universities may also place limits on the type or cost of goods purchased on the research budget. Often such rules defy common sense. The purchase of day planners may be rejected but top-of-the-line digital cameras unquestioningly approved. Some schools request that any expensive items, such as computers, be returned to the university when a teacher's contract expires. Other schools seem to actively encourage the buying of iPods and other expensive toys by demanding that any research money not spent by the end of the year be paid back to the university.

Finally, while the money is referred to as a research budget, receiving the money seems divorced from producing any research. Hardly any of the scholars interviewed for this article reported that their universities requested any proof that they had actually produced research, the only exception being a few schools that require teachers receiving research money to publish an essay in the in-house university bulletin or *kiyou* (紀要).

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: Aichi-ken, Kasugai-shi
School: Chubu University
Position: Full-time EFL instructor
Start Date: April 2008
Deadline: 14 Nov 2007

Location: Okayama-ken, Okayama-shi
School: Notre Dame Seishin Women's University
Position: Full-time visiting English language instructor
Start Date: 1 Apr 2008
Deadline: Ongoing

Location: Tokyo-to, Shinjuku-ku
School: The Society for Testing English Proficiency (STEP)
Position: Full-time editor
Deadline: 21 Dec 2007

Location: Gunma-ken, Tamamura-machi
School: International Community School
Position: 1 full-time preschool, and 1 full-time elementary
Start Date: April 2008
Deadline: 15 Nov 2007

Location: Tokyo-to, Hachioji
School: Chuo University (Tama Campus)
Position: Part-time teaching positions
Start Date: April 2008
Deadline: 31 Dec 2007

Location: Niigata-ken, Niigata-shi
School: Niigata University of International and Information Studies
Position: Full-time instructor
Start Date: 1 April 2008
Deadline: 30 Nov 2007

Location: Tokyo-to
School: Aoyama Gakuin University
Position: Part-time teachers
Start Date: April 2008
Deadline: ongoing

…with Alan Stoke

<conferences@jalt-publications.org>

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

Upcoming Conferences

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

22-25 Nov 07—JALT2007: 33rd JALT International Conference on Language Teaching and Learning & Educational Materials Exposition: *Challenging Assumptions: Looking In, Looking Out*, at National Olympics Memorial Youth Center, Tokyo. **Contact**: <conferences.jalt.org/2007>

CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

JALT2007

22–25 Nov 2007

National Olympics Memorial Youth Center, Tokyo

<conferences.jalt.org/2007>

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

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

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

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

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

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

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

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

6-8 Mar 08—ELF Forum: *First International Conference of English as a Lingua Franca*, at U. of Helsinki, Finland. **Contact**: <www.eng.helsinki.fi/ELFforum/>

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

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

29 Mar-1 Apr 08—AAAL 2008 Annual Conference, in Washington DC. Annual conference of the American Association for Applied Linguistics. **Contact**: <www.aaal.org/aaal2008/index.htm>

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

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

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

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

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

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

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

Calls for Papers or Posters

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

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

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

Deadline: 15 Dec 07 (for 31 May-1 Jun 08)—JALT CALL SIG Annual International Conference: *New Frontiers in CALL: Negotiating Diversity*, at Nagoya U. of Commerce & Business. The keynote speaker will be Phil Hubbard. The deadline for the second call for papers will be 15 Feb 08. Notification of acceptance by 15 Mar 08. **Contact**: <www.jaltcall.org>

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

Deadline: 10 Jan 08 (for 29 Mar 08)—Wireless Ready: Interactivity, Collaboration and Feedback in Language Learning Technologies, at NUCB Graduate School, Nagoya. A one-day event to examine the role of wireless learning technologies in language education. **Contact**: <wirelessready.nucba.ac.jp>, <michael.thomas@nucba.ac.jp>

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

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

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

書評：本や教材の書評です。書評編集者<pub-review@jalt-publications.org>に問い合わせ、最近出版されたリストからお選びいただくか、もしwebサイトなどのリストにない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものを特に歓迎します。書評は、本の内容紹介、教室活動や教材としての使用法に触れ、書評編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Deadline: 15th of the month, $1^1/_2$ months prior to publication. Send as an email attachment to the JALT Focus editor.

JALTフォーカス：JALT内の進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日までに、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文字程で簡潔にお書き下さい。支部名、イベント名、発表者名、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受理いたしませんので、ご注意下さい。

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

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

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

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

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

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

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The Japan Association for Language Teaching (JALT)

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

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

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

Annual international conference 年次国際大会

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

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

- publishers' exhibition
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- Job Information Centre
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- *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

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- 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

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- JACET—the Japan Association of College English Teachers

- PAC—the Pan Asian Conference consortium

- TESOL—Teachers of English to Speakers of Other Languages

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Old Grammarians...

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

Scott, how about something to do with teaching?–Ed.

THIS MONTH—and probably this month only—I'm going to carry my weight and pack my page with hints, tips, tricks, tucks, and toodles to help you improve the flow and learning in your language classroom. Never again will readers question the pedagogical provinces of the Old Grammarian after availing yourselves of the following list of classroom can't-do-withouts:

1) Secretly learn and start using the childhood nickname of every student. This sends the message not only that you know who your students are, but that you might even be an old acquaintance of their parents. This effect can be enhanced by catching students off guard with questions like "How's old Uncle Koji's carpal tunnel these days?" while miming a pachinko gesture and winking impishly.

If students don't have nicknames, give them new ones. Some teachers are content to give students "proper" names from the target language (*Nancy*, *John*, *Deidre*, *Fauntleroy*, etc.), but I feel this is very dull and maybe a tad patronizing. Instead, invent names from personality traits or from domestic culture in the form of celebrities, animated characters, or even articles of furniture or clothing. Some recent nicknames I have successfully attached to students include Obi-Wan Kenzaburo (because he's a *Star Wars* fan), Poindexter (because she keeps harping on me for an appropriate English translation of *otaku*), and Bozo (because he's a bozo).

2) As a means of improving student response time to questions, bring an accordion to class (you don't need to know how to play it) and tell them that each time you ask a question, you will start playing a polka until someone raises their hand.

3) A good action research project might be to stuff handkerchiefs in the shoulders of your jacket, two more each week, and see if there are any changes in students' respect for their teacher. The final week of the semester you can show up in full American football gear before handing out your final exam.

4) Try the old "insert something off-the-wall in a famous catchphrase" exercise. You can help them out by giving them themes to follow. For example, if you start with *Think globally, act locally*, you might get:

- listening/speaking—*Think lobally, act vocally*.
- hypertension sufferers—*Think globulin, act lo-cal*.
- laziness—*Think glumly, act lethargic*.
- urban crow problem—*Think garbage, act lunch*.
- advertising—*Think Coke, act Pepsi*.

Round 2:

- *Too many _____ spoil the _____*.

5) Find commercial products that use questionable English borrowings, and have students create TV ads that force them to use the original English meanings. Examples: *Gatsby* (re-enact a 1920s speakeasy with people consuming "Prohibition" deodorant), *Moonies* (diapers that deliberately expose baby bottoms?), *Vitarest/Bitterest* (unclear from katakana pronunciation, but probably both apply), *My Pet* (cleaning products to make your dog or cat look squeaky clean?), or old standbys like *Creap*, *Colon*, and *Pocari Sweat* (I don't need to tell you what you can do with these). For extra credit tell them to write into their scripts an appearance by Japanese celebrity Sanma Akashiya for comic relief. Consider filming the results and posting them on YouTube.

6) Swear Word Concentration. Many abusive English epithets are actually compound words. Split them up and write each part on a separate card. Students turn cards over two at a time in hopes of matching parts front to back. Some words have interchangeable parts, so you can assign numerical values to certain combinations according to popularity, vulgarity, etc.

Try some of these tricks and your students will think you're the _____-_____ greatest!

Utilizing a textbook for more effective reading: Spice up your reading session with pair chunk reading

Kimie Kawamura
Higashiayase Junior High School

Appendix: Sample pair chunk reading worksheet (Sides A & B)

Side A
3-2 Pair Chunk Reading
Grade 3   Class   No.   Name_____

Look, Emi! /   (   )

Judy and I /   (   )

have just <u>finished</u> /   (   )

<u>decorating</u> the gate. /   (   )

<u>You did a good job</u>. /   (   )

Thanks.   (   )

Have you finished /   (   )

your work yet ? /   (   )

No, not yet. /   (   )

Putting price tags /   (   )

on <u>used things</u> /   (   )

<u>takes time</u>. /   (   )

We'll help you. /   (   )

Grammar Notes:
現在完了(完了用法)　現在までにある動作が完了していることを表す。just ちょうど〜したところだ already すでに〜したところだ not yet まだ〜していない結果用法)あることが起こってしまったことを表す。He has broken the window. かれは窓を割ってしまいました。

Side B
Pair Chunk Reading Review

_____, Emi! /   見て、エミ!

Judy _____ I /   ジュディと_____は

have _____ <u>finished</u> /   ちょうど_____

<u>decorating</u> the _____. /   門を_____

<u>You _____ a good job</u>. /   がんばりましたね。

Thanks.   _____

_____ you finished /   あなたは_____てしまいましたか

your work _____? /   もう_____を

No, _____ yet. /   いいえ、_____

Putting price tags /   値札を_____は

_____ used things /   _____に

_____ time. /   時間が_____

We'll _____ you. /   私たちは_____お手伝いしますよ。

Vocabulary
finish ~ing   ~し終える
not ~ yet まだ~でない I have <u>not</u> finished my homework <u>yet</u>.
私はまだ宿題を終えていない。yetは疑問文・否定文で用いる。
used things 中古品
take time 時間がかかる Cleaning takes time. 掃除は時間がかかる。