

# The Language Teacher

ISSN 0289-7938

¥950

## In this issue:

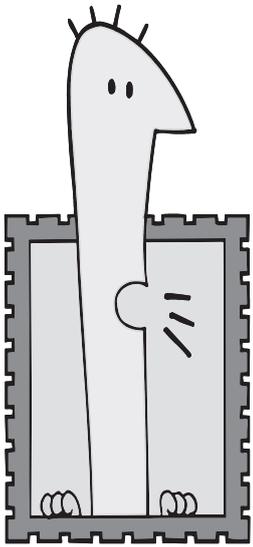
- **Feature Article**  
*Reiko Yoshihara explores the affective and interpersonal benefits of dialogue journals. . . . . 3*
- **Readers' Forum**  
*Anthony S. Rausch presents a cyclical approach to reading stories in the elementary school. . . . . 9*
- **My Share**  
*Articles by Mark Rebeck; Andrew Hayes; Byron O'Neill and Russell P. Hubert; and, Jason Williams and Chris Creighton. . . . . 14*
- **Book Review**  
*. . . by Michael Thomas . . . . . 19*

November, 2008 • Volume 32, Number 11

The Japan Association for Language Teaching

全国語学教育学会





# JALT2009

35th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition

## The Teaching-Learning Dialogue: An Active Mirror

November 21 – 23, 2009, Granship Shizuoka, Shizuoka

## Call for Presentations

Deadline for submissions: April 24, 2009

JALT's annual conference will be 35 years old in 2009, the same age that Dante was when he wrote "The Divine Comedy." Though we do not expect the conference to be infernal in any way, we do like the image that Dante used in that famous first line: "*Nel mezzo di cammin di nostra vita.....In the middle of our life's path.....*" The age of 35 is a pivotal one. It is a point at which we are old enough to look back at the past, while still looking forward to an exciting future; a measure of maturity and presence has been attained. At 35, the JALT annual conference is now an established major international event on the professional circuit, and continues to attract outstanding professionals from around Japan and from around the world.

Our theme for JALT2009, "*The Teaching-Learning Dialogue: An Active Mirror,*" embraces the multiple perspectives of being 35. Mirrors allow us to look at a single object from many different angles. In a good teaching-learning situation, there is always another way of looking at any issue. Teachers do not work alone, and neither do students. All of us, whether we are teaching, studying, writing, editing, or training, are engaged in an active dialogue of exploration. This dialogue is often audible, as in a classroom lesson, or visible, as on a textbook page. But just as often, it is silent, as in private speech, or invisible, as in the hours of feedback and revision that go into every manuscript before publication or every presentation before delivery.

Like a dialogue, a mirror is both a reflector and a stimulus to further action. What is a mirror but a tool that clarifies the gaze of the 'other'? We use mirrors to see ourselves in close-up detail, and for increasing our ability to see others, for signaling, for review, for adding space and light to rooms. Mirrors can work like periscopes, to refract both the image and our viewpoint of it. Mirrors offer not only duplication but continuation, multiplicity towards infinity. It is our belief, as co-chairs of a conference about education, that learning and teaching function together as socially-constructed mirrors of each other, in a dialogue that is always open to expansion and

increase, embracing both the tiny detail and the need for more space and light. Language teaching, like language learning, proceeds successfully only when reflection and a variety of perspectives are involved. As Dante wrote, true wisdom, "...through its own goodness gathers up its rays within nine essences, as in a mirror, itself eternally remaining one..." The dialogue is not only many-sided but stronger for it.

As you prepare to submit a proposal, think about registering, or board a train or plane to attend, think—as the poets do—about the questions that underlie the journey: a first step towards participating in the teaching-learning dialogue is to look into the active mirror yourself!

### WHO IS MY OTHER?

At the conference, who will I be talking to? Who do I talk to when I teach? Who is it that I want to reach with my ideas? What do I hope to hear in return?

### WHAT WILL BE REFLECTED?

What will I learn? What will I teach? What images will be multiplied, for me and by me?

### WHERE AM I GOING?

What will come from this dialogue? Where do I want to take my listeners? Where does this journey lead?

JALT2009 will certainly be, like previous conferences and future ones, an exciting, collaborative, many-sided forum of ideas, materials, suggestions, reflections, questions, and discussions. With your collaboration in the global, on-going dialogue of language teaching in Japan and abroad, we will open new spaces for reflection as well as action, for listening as well as speaking, for giving as well as taking. Please join us at Granship Shizuoka to continue the conversation!

— Steve Cornwell & Deryn Verity,  
JALT2009 Conference Co-Chairs

For more information and to access the 2009 Call for Presentations

<[jalt.org/conference](http://jalt.org/conference)>

## CONTENTS

## Feature Article

- ▶ The bridge between students and teachers: The effect of dialogue journal writing . . . . . 3

## Readers' Forum

- ▶ English Story Cycle: The basis of an elementary school English curriculum . . . . . 9

## Resources

- ▶ My Share  
 » Kanji-compound presentation . . . 14  
 » Helping students make the most of conversation practice: A learner-training lesson . . . . . 15  
 » Who's Who? A student-centered, task-based activity to establish a learning conducive atmosphere . . 16  
 » Using a student newspaper to promote communication . . . . 17  
 ▶ Book Reviews . . . . . 19  
 ▶ Recently Received . . . . . 21

## JALT Focus

- ▶ JALT Notices . . . . . 25  
 ▶ Member's Profile . . . . . 26  
 ▶ Grassroots . . . . . 28  
 ▶ Outreach . . . . . 31

## Columns

- ▶ SIG News . . . . . 34  
 ▶ Chapter Events . . . . . 37  
 ▶ Chapter Reports . . . . . 38  
 ▶ Job Information . . . . . 41  
 ▶ Conference Calendar . . . . . 42  
 ▶ JALT Contacts . . . . . 44  
 ▶ Submissions . . . . . 46  
 ▶ Staff List . . . . . 47  
 ▶ Membership Information . . . . . 48  
 ▶ Old Grammarians . . . . . 49  
 ▶ Advertiser Index . . . . . 2  
 ▶ Online Access Info . . . . . 2

## In this month's issue . . .

**T**HIS MONTH'S *TLL* comes at a very special time for JALT and for many staff on *The Language Teacher*. This issue coincides with PAC7 at JALT2008 and marks a passing of the torch as many new staff join *TLL* or take on new positions. This conference is especially international in scope and a great opportunity for teachers in Japan to experience new ideas and perspectives from around Asia. Bringing in fresh eyes and new approaches to *TLL* editorship will keep *TLL* growing and responsive to JALT members.

In this current issue, our *Feature* article by Reiko Yoshihara advocates dialogue journals as tool for creating trusting relationships between teachers and learners in addition to language benefits. Anthony Rausch continues with a *Readers' Forum* describing a structured sequential approach to using stories in with elementary school children. As usual, *My Share* has plenty of practical hints. The *Old Grammarian* resumes the use of stories by turning his pen to human nature through fables.

The conference will mark new terms and new positions for many people on *TLL*. Serving as an editor on *The Language Teacher* has been an honor, but now it is time to share that chance with others. Mihoko Inamori will take on the duty of Japanese-Language Editor. Jerry Talandis will join Theron Muller as Co-Editor. There are many other new staff joining the magazine or taking on new roles—far too many to mention here, but they are all listed on the Staff page in the back of this issue. In this our final issue, we would like to thank everyone who contributed to this publication over the past two years and wish all of the staff success in the future.

Ted O'Neill, Co-Editor  
and Sachiko Takahashi, Japanese-Language Editor

**今**月号のTLT 刊行は、JALT にとってもTLT に携わるたくさんのスタッフにとっても、大切な時期にあたります。2008 年国際大会が PAC 第7回合同大会と同時開催されると共に、編集部には多くの新しいスタッフが加わり、新しい任務に就く時期でもあるからです。本大会は特に国際的な規模の学会であり、日本国内の教師にアジアからの新しいアイデアや展望を経験してもらえ晴らしい機会を提供するものです。また TLT の編集に新たな視点とアプローチをもたらすことで、本誌はさらに成長を遂げ、JALT 会員に貢献していくことでしょう。

今月の特集記事では、Reiko Yoshihara がダイアログ・ジャーナルを使って、言語を教えていくと同時に、教師と学習者との信頼関係を作り出す方法を提唱しています。Readers' Forum では Anthony Rausch が、小学生



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

TLL Japanese-  
Language Editor:  
Sachiko Takahashi

## JALT Publications Online

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

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

### November 2008 Online Access

- ▶ To access all our online archives:

[ login: nov2008 / password: fyke279 ]

### Contact

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

## Advertiser Index

- ▶ Momentum Education Japan . . . . . 21
- ▶ Cambridge University Press . . . . . 8
- ▶ ABAX . . . . . 24
- ▶ Oxford University Press . . . . . Outside back cover

Please support our advertisers



## On JALT2007: Challenging Assumptions: Looking In, Looking Out

The 2007 Conference Proceedings is now available to JALT members online!

Over 120 papers offering information and ideas to support and motivate you in your learning, teaching, and research.

<[www.jalt-publications.org/proceedings/2007](http://www.jalt-publications.org/proceedings/2007)>

\*Access the papers using the login information at the top of this page.

に物語を導入する際の段階的で連続的なアプローチを説明しています。今月号も、My Share には役に立つヒントが満載です。Old Grammarian はまた、寓話を通して人間の本质を描き出しています。

JALT2008 大会で、TLT は新しい期を迎え、新しいメンバーが入ります。TLT の編集者として働くことは大変名誉なことでしたが、新しいメンバーにその任務を譲る時が来ました。稲森美穂子が日本語編集長としての任務に就き、Jerry Talandis が Theron Muller と共に、編集長の役目に就きます。この他にも、ここに記すことができないくらいに、新しいスタッフが編集部に加わったり、新たな役割を引き受けたりしています。どうぞ、本誌の最後にあるスタッフ・ページでご確認ください。本誌が私たちの編集する最後の TLT となりますが、これまでの皆さんのご協力に感謝すると共に、本誌のこれからの発展をお祈りいたします。

編集長 Ted O'Neill

日本語編集長 高橋幸子

## Copyright Notice

All articles appearing in The Language Teacher are copyright 2008 by JALT and their respective authors and may be redistributed provided that the articles remain intact, with referencing information and a copyright message clearly visible. Under no circumstances may the articles be resold or redistributed for compensation of any kind without prior written permission from JALT.

## EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET  
US KNOW...

<[JCO@JALT.ORG](mailto:JCO@JALT.ORG)>

# The bridge between students and teachers: The effect of dialogue journal writing

## Keywords

Dialogue journals, interpersonal relationships, writing fluency

Dialogue journals are believed to positively affect ESL students' linguistic competence, understanding of course content, and ability to communicate in written English. This paper explores whether the benefits of using dialogue journals with EFL students are the same as with ESL students. Improvement in writing fluency is measured by comparing the total number of words students wrote in their journals in the first semester with the total number of words they wrote in their journals in the second semester. Finally, through an open-ended survey, I explore the affective consequences of dialogue journal exchanges with a teacher. In this paper, I present dialogue journal writing not only as a means of improving student abilities, but also as a tool for building trust between students and teacher.

ダイアログ・ジャーナルは、ESLの学生の言語能力・コース内容の理解力・英語で書くコミュニケーション能力を向上させると言われている。本稿では、ESLの学生と同様の効果がEFLの状況でも期待できるのかを検証する。前期と後期のジャーナルの総語数を比較することによって書き言葉の（ライティングの）流暢さが改善されるかを調査する。また、自由形式のアンケートを実施することによって、教師とのダイアログ・ジャーナルのやり取りがもたらす影響力について調査する。本稿では、ダイアログ・ジャーナルが単なる言語能力向上の手段として活用されるだけでなく、学生と教師の信頼関係を築くひとつの手段となる可能性があることを明らかにする。

**Reiko Yoshihara**  
Nihon University

**F**OR SOME time in Japan, English has been regarded as a tool for passing high school and university entrance examinations. Also, for several years, many universities have been caught up in the TOEIC study boom, offering TOEIC courses as electives. However, I believe that English should be viewed not as an examination subject, but as a means both to help students discover their hidden talents and, through practice, as a means for empowerment. Dialogue journal writing can be one way to empower learners and to build relationships of trust between teachers and students. Integrating dialogue journal writing in the EFL classroom allows a meaningful teacher-student relationship to develop. The purpose of this paper is to report on the findings of a 1-year study on the relationship between dialogue journal writing and improvements in written English and the affective consequences of dialogue journals.

## Previous research on dialogue journal writing

Dialogue journal writing is “a type of written interaction between teachers and students that focuses on meaning rather than form and is a means of developing students' linguistic competence, their understanding of course content, and their ability to communicate in written English” (Peyton, 1990, p. ix). It is often used as a supplementary activity outside the classroom over an entire semester or academic year, and is not subjected to error correction or grading. Dialogue journals are one way to help students improve their linguistic ability through meaningful interaction.

Over the last two decades, several advocates of dialogue journal writing have addressed aspects of linguistic improve-

ment in ESL settings in English speaking countries. Peyton (1986) states that “rather than overt correction of student errors, correct grammatical forms and structures can be modeled in the course of the interaction” (p. 27). Thus, dialogue journals provide opportunities for students to learn correct grammatical forms and structures by reading teacher responses and imitating them. In another study, Peyton (1990) addresses the acquisition of English morphology among ESL students. Whereas students made little progress in mastering the past tense of regular verbs and the plural and third-person singular *-s*, students made substantial progress in the use of the copula *be*, the progressive auxiliary *+/-ing*, and the past tense of irregular verbs. This indicates that dialogue journal writing helps learners acquire some elements of morphology.

Shuy (1993) and Nassaji and Cumming (2000) found that dialogue journal writing helps learners develop language functions. The case study conducted by Nassaji and Cumming analyzed language functions in dialogue journals between a 6-year-old Farsi speaking student (Ali) and his Canadian teacher (Ellen) over 10 months. They found that Ali’s early journal entries tended to be restricted to reporting about either general facts or personal facts. However, as the journals progressed Ali began to report his opinions and ask questions more frequently. Eventually Ali’s questioning increased, while Ellen’s decreased. This suggests learners can improve communicative language functions in dialogue journal exchanges.

Concerning written fluency, dialogue journal writing may motivate students to write more. However, the connection is taken for granted, and there have been few quantitative studies. In a qualitative study, Holmes and Moulton (1997) examined dialogue journal entries of six ESL university students in a 15-week intermediate ESL composition class at an American university. They found a connection between writing regularly and the development of fluency. Thus, there is evidence that dialogue journal writing contributes to writing fluency.

Most literature on the use of journals in ESL settings seems to conclude that dialogue journal writing improves linguistic and writing ability. Here I will investigate whether similar improvements occur in Japan. Unlike ESL learners in English-speaking countries, EFL learners in Japan often lack exposure to English outside the classroom. The question is whether dialogue journal

writing by students with limited exposure to English leads to improvements similar to those seen in ESL students. Two studies have already investigated this question with respect to Japan.

Casanave (1994) conducted a 1-year study on 96 journals written by 16 college students. Students were required to write dialogue journals every week for the first and second trimesters, and once every two weeks for the final trimester. Casanave offered some lexical and grammatical corrections but focused on content, writing comments, and questions because she wanted her students to write more fluently and thoughtfully. She used T-unit analysis to measure the length, complexity, and accuracy of student journals. Her analysis showed that 45% of the students did not improve.

Duppenthaler (2004a) conducted a study of 99 2nd-year Japanese high school students engaged in interactive dialogue journals with their teacher over 1 year. He analyzed the journals for improvements in writing proficiency in terms of quantity, accuracy, and quality against three types of written feedback: meaning-focused feedback, positive comments, and error-focused feedback. He found that meaning-focused feedback was significantly more effective than either positive comments or error-focused feedback in facilitating overall improvement in journal entries. However, in another study using the same data, Duppenthaler (2004b) found that journal writing with three different kinds of feedback had no statistically significant effect on students’ in-class composition work. Although there was no significant transfer-of-skills effect, he did not rule out all possible effects, citing the fact that the meaning-focused group had steadily increased the number of error-free clauses in their journals and in-class writing samples.

More research into dialogue journal writing will deepen our understanding of its effects and whether or not it is equally effective in ESL and EFL contexts. This paper reports the results of a study examining the effects of dialogue journal writing on Japanese university students in terms of the quantity of words written. My research questions are:

1. Does dialogue journal writing contribute to an increase in the number of words in students’ journals?
2. Does dialogue journal writing have affective consequences for Japanese university students?

## Method

### Participants

In three creative writing classes of 30 students each, 36 volunteered to write dialogue journals. Unfortunately, only 19 continued to write journals throughout the course. Only data from the 19 students who completed journals throughout the course will be considered here. Participants were business majors at a private Japanese university, with similar English language backgrounds. Most had concentrated on reading, grammar, and translation; few had previously written their thoughts and opinions in English. None had previously written journals in English.

### Procedure

The class met once a week for 90 minutes over two 12-week semesters during the 2006-7 academic year. Ungraded dialogue journal writing was completed outside of class. Students e-mailed an entry to me, their teacher, once a week and received a response the same week. The purpose was to help students become comfortable writing English and to connect class content to their lives. My responses were content-oriented and included agreement, disagreement, questions about meaning or content, or thoughts and suggestions about the topic. There was no error-correction.

A self-report questionnaire was administered at the end of the school year to investigate student feelings about improvement in their writing and attitudes toward writing English.

## Results

The 19 participants produced 354 journal entries. Each student wrote 10 to 14 entries per semester.

### *Dialogue journal writing and the length of student journals*

In L2 writing, fluency is seen as a writers' ability to produce a lot of language without hesitation and interruption (Casanave, 2004). It is usually measured by the total number of words a writer can produce in a given period of time. In order to examine fluency, I compared the total number of words in students' journals in the first semester with the total number of words in their journals in the second semester. Table 1 shows the descriptive statistics for the mean of total words written in journals during the first semester and the second semester.

**Table 1. Comparison of total words in student journals from first and second semesters**

	First Semester	Second Semester
Mean	456.84	482.68
95% confidence intervals		
Lower bound	397.73	410.22
Upper bound	515.95	555.15
<i>SD</i>	122.64	150.34
Skewness	.46	.47
<i>SE</i> (skewness)	.52	.52
Kurtosis	-.23	-.55
<i>SE</i> (kurtosis)	1.01	1.01

Note.  $N = 19$

To determine if writing fluency improved from the first to second semester, a paired-samples *t*-test was conducted. The results indicated that there was no significant difference in means for the total number of words from the first semester ( $M = 456.84$ ,  $SD = 122.64$ ) to the second semester ( $M = 482.68$ ,  $SD = 150.34$ ); ( $t(18) = -1.06$ ,  $p = .31$ ). Thus, writing fluency did not statistically significantly improve.

### *Affective consequences of dialogue journal writing*

Self-report questionnaire items measured students' sense of improvement and their attitudes toward English writing. A 5-point Likert scale was used, with higher scores indicating a higher level of agreement with the statements. I explained that the survey would have no effect on their grade and asked students to complete the questionnaire by comparing how they felt at the beginning of the school year with how they felt at the end.

Table 2 shows that students felt dialogue journal writing positively influenced their perceptions of their English writing skills. The ratings of Q1, Q3, and Q6 were over 4.00, reflecting students' strong sense of linguistic improvement. However, the data on writing fluency show no statistically significant improvement. Thus, there is a gap between student perception of improve-

ment and actual linguistic improvement as objectively measured.

**Table 2. Self-report questionnaire**

Questionnaire item	Average
Q1. My English writing ability has improved.	4.11
Q2. I can write English faster.	3.89
Q3. I can write more English.	4.00
Q4. I can write English more accurately.	3.42
Q5. I can write more complex English.	2.95
Q6. I feel confident in my ability to clearly express my ideas in writing in English.	4.11
Q7. This class helped me improve my English proficiency in	
Reading.	4.00
Speaking.	2.74
Grammar.	3.58
Vocabulary.	3.63
Q8. I fear writing in English.	2.47
Q9. I enjoy writing.	3.68
Q10. Writing is a process of self-discovery.	3.89
Q11. Writing helps me see things critically.	4.37
Q12. I'm nervous about writing.	2.42

Note.  $N = 19$ .

The affective consequences of dialogue journals are revealed in students' answers to the open-response section of the survey. Many students revealed positive feelings about exchanging dialogue journals with their teacher, stating it was a good opportunity and an enjoyable experience. One student said, "I do not like English, but I do not dislike it either," and that, "I enjoy not only writing the journals but also reading my teacher's responses." She seemed to enjoy the open and

honest exchange with her teacher. Another student indicated that dialogue journals, "provided us with the opportunity to ask questions which we hesitated to ask in class." Thus, the dialogue journal exchange provided students with an opportunity for frank and candid interaction with their teacher, which built trust between students and me. One student stated that, "I am glad to have become friendly with my teacher."

In terms of literacy, students also have positive feelings about dialogue journal writing. For example, one student felt that, "we had made improvements in terms of expressing our own ideas and feelings in English," "learned new vocabulary because we consulted the dictionary for the meaning of a word," and "writing dialogue journals with a teacher helped our in-class written tasks." On the other hand, some students had negative feelings towards journal writing, stating that, "the dialogue journal exchanges did not lead to any improvements in my English ability or writing, although I admit enjoying the exchanges." One student also mentioned that, "the dialogue journal exchanges did not help with in-class written tasks," an insight similar to that of Duppenthaler's (2004b) research conclusions. The transferability of skills from dialogue journals to assigned final papers should be further examined in future research.

Moreover, while students expressed confidence in their ability to clearly express their ideas in writing in English (Question 6 in Table 2), some students mentioned dissatisfaction with their ability to express themselves in English. One commented, "I could not write what I wanted to say because of my lack of English ability, so I just wrote simple things about my daily life." Another stated, "I was irritated because I could not express what I wanted to say in English." This suggests that the students had more to say, but had difficulty expressing themselves in English.

### Limitations and implications

This study has shown that dialogue journals can positively influence student attitudes toward English and the student-teacher relationship. However, some limitations became apparent after the completion of the study. One is the sample size. On the first day of class that the three classes met, a total of 36 students agreed to participate in the study. However, the number of participants gradually decreased. In the end, I was only able to use data from 19 journals and surveys. One reason 17 students dropped out is that the exercise was ungraded. Therefore it is likely that

students perceived it as extra work unrelated to their in-class writing. Though generally regarded as a supplementary and ungraded activity, students may participate more if dialogue journals are assigned as a graded activity.

Second, students did not write very much. Students wrote less than 500 words per semester, which is unlikely to have a significant impact on writing ability. One possible reason they wrote so little is their low English writing ability. Some students expressed irritation and avoidance with regard to English dialogue journal writing; lower English writing ability and inexperience with journal writing may lead to writing less.

Third, allowing the teacher to control topics may be warranted. Dialogue journal writing is intended to build student autonomy by giving them freedom to select topics. In this study, I gave students full autonomy. As a result, they tended to write about daily events and activities but seldom went further. Though I asked about the social issues we had discussed in class, they often wrote that it was difficult to express their opinions about these issues in English and shifted to a topic they found easier to write about. Too much autonomy might prevent them from attempting to learn new vocabulary and phrases and from thinking deeply and critically. Therefore, controlling topics in dialogue journals should be considered in future research.

## Conclusion

This study did not show statistically significant improvement in student writing. However, the student participants had many positive comments regarding dialogue journal writing. Some stated they enjoyed writing about themselves openly and in private, as well as reading the teacher responses. This positively influenced the student-teacher relationship. As the teacher I learned more about the students, which produced a more positive and trusting relationship. Students then felt empowered, perhaps thanks to my support and encouragement. My students developed a more positive attitude through interaction with their teacher as they developed their language skills, a quality perhaps common to Japanese students in general. Dialogue journal writing is one way to create common ground between teacher and students—a space for communication and empowerment.

## References

- Casanave, P. C. (1994). Language development in students' journals. *Journal of Second Language Writing*, 3(3), 179-201.
- Casanave, P. C. (2004). *Controversies in second language writing: Dilemmas and decisions in research and instruction*. Ann Arbor, MI: The University of Michigan Press.
- Duppenthaler, P. (2004a). The effect of three types of feedback on the journal writing of EFL Japanese students. *JACET Bulletin*, 38, 1-17.
- Duppenthaler, P. (2004b). Journal writing and the question of transfer of skills to other types of writing. *JALT Journal*, 26, 171-188.
- Holmes, V. L., & Moulton, M. R. (1997). Dialogue journals as an ESL learning strategy. *Journal of Adolescent & Adult Literacy*, 40, 616-626.
- Nassaji, H., & Cumming, A. (2000). What's in a ZPD? A case study of a young ESL student and teacher interacting through dialogue journals. *Language Teaching Research*, 4, 95-121.
- Peyton, J. K. (1986). Literacy through written interaction. (ERIC Document Reproduction Service No. ED 273 097).
- Peyton, J. K. (Ed.). (1990). *Students and teachers writing together: Perspectives on journal writing*. Alexandria, VA: TESOL.
- Shuy, R. W. (1993). Using language functions to discover a teacher's implicit theory of communicating with students. In J. K. Peyton & J. Staton (Eds.), *Dialogue journals in the multilingual classroom: Building language fluency and writing skills through written interaction* (pp. 127-154). Norwood, NJ: Ablex Publishing.

**Reiko Yoshihara** teaches at the College of Commerce, Nihon University. Her research interests include awareness raising in language learning, critical theory, feminist pedagogy, and content-based instruction.

## 101 REASONS TO ATTEND JALT2008

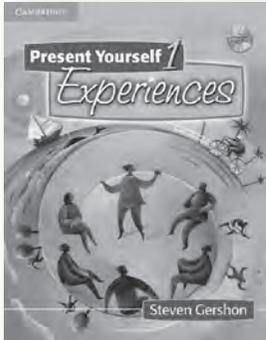
— No. 3 —

"Do the ever-popular last-minute schedule change presentation hunt!"

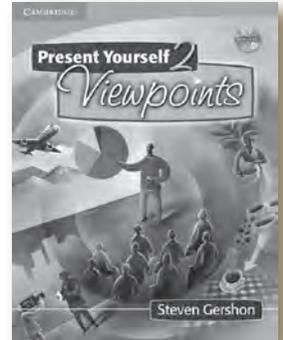
# Present Yourself

## Steven Gershon

NEW



*Present Yourself* is a presentation skills course for adult and young adult learners of English. The series takes a process-approach to giving presentations and combines careful language control with communicative activities and offers students an opportunity to develop the life skill of talking about topics to an audience outside the language classroom. It can be used as a main text in a presentation skills course, in the context of a general conversation course, or as a component in speaking or integrated-skills classes.



Sharing everyday  
*Experiences*

*Present Yourself 1 Experiences* is intended for low-intermediate students and focuses on giving presentations about everyday experiences.

Expressing opinions and  
*Viewpoints*

*Present Yourself 2 Viewpoints* is intended for intermediate students and focuses on giving presentations that express an opinion or point of view.

### Helps Students to:

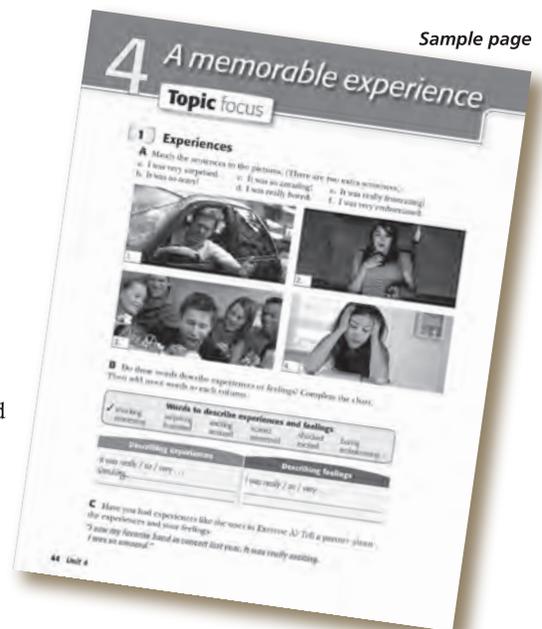
- Build skills in a communicative setting.
- Apply their conversational skills to the broader, life skill of communicating with more than one person.
- Develop a presentation systematically from the brainstorming stage to the final presentation stage.
- Recycle presentation skills throughout the course.
- Assess their presentations and incorporate what they have learned through guided, self-evaluation questions.

#### *Present Yourself 1 Experiences*

Unit 1	Getting ready
Unit 2	A new club member
Unit 3	A favorite place
Unit 4	A prized possession
Unit 5	A memorable experience
Unit 6	Show me how.
	Movie magic

#### *Present Yourself 2 Viewpoints*

Getting ready
A motto for life
Young people today
Dream vacation
How the world works
In my opinion
In the news



#### Student's Book

¥ 2,625 (with Tax)

Level 1 978 0 521 71328 3  
Level 2 978 0 521 71330 6

For more details about Cambridge materials, please contact:

Cambridge University Press Japan

Sakura Bldg. 1F, 1-10-1 Kanda Nishiki-cho, Chiyoda-ku, Tokyo 101-0054  
Tel: 03-3295-5875 Fax: 03-3219-7182 Email: tokyo@cambridge.org

# English Story Cycle: The basis of an elementary school English curriculum

## Keywords

elementary school English, story, story-time, young learners

This paper proposes the use of stories in the elementary school English curriculum in Japan, offering a rationale for such a curriculum, an outline of how stories can best be used, and a preliminary evaluation of a story-based course sequence. The curriculum, dubbed English Story Cycle, is based on use of a multi-story three-part sequence which provides abundant comprehensible input and meaningful manipulation of the introduced linguistic material. The evaluation reveals notable success in comprehension of the story content and language for learners, along with positive affective outcomes as well.

本論は、日本の小学校英語で、ストーリー（絵本）を使うカリキュラムを提案する。カリキュラムの理論的根拠、ストーリーの使い方の概略、コースに対する初期評価も加える。English Story Cycle を再録したカリキュラムは、複数のストーリーを使う3部構成になっている。これらは、豊富な理解可能なインプットや導入された言語材料の意味のある扱いを提供する。評価により、ストーリーの内容や言語が、学習者にとって十分理解できるものであり、学習者に肯定的な感情をもたらすことが明らかになった。

**Anthony S. Rausch**  
**Hirosaki University,**  
**Faculty of Education**

**E**NGLISH STORY Cycle is an elementary school English educational curriculum based on use of stories, providing either the primary component of the curriculum or a significant part thereof. This approach is based on oral reading of the stories, supported with enlarged pictures of the story content and extended with activities that enhance motivation and develop language skills. The rationale for English Story Cycle is multi-dimensional, the practice is simple yet expandable, and the outcome can be as individualistic as the learners. This article extends reporting (Rausch, 2007) on a preliminary trial and evaluation of an English Story Cycle sequence, identifying outcomes related to content and language and an important balance between the educational value and motivational value of various types of stories that can be used. Using stories in the language classroom is not new. Curtain and Pesola (1988) offer storytelling as a natural choice as a listening activity, citing Wajnryb (1986) for numerous additional pedagogical contributions in the foreign language setting such as its communicative nature, its linguistic honesty, authenticity, and affective nature. Ellis and Brewster (1991) and Wright (1995) both outline extensive methodologies for using stories, and the major publishing companies in Japan have responded with extensive story programs, for example, Oxford University Press's *Story Tree* and Pearson Longman's *Story Street*. The approach to using stories outlined below is a reflection of this pedagogical foundation balanced by the opportunities presented by increasing the learning options in using stories.

### ***The rationale: Combining challenge and comfort***

First and foremost, the potential for English Story Cycle should be viewed with recognition that most people, and children in particular, like to be read to. Having a story read to us is a pleasurable and fulfilling experience, which, depending on the content of the story and the manner of the reading of the story, can be as relaxing or as stimulating as it is educational. Stories simultaneously connect with us through our experiences while also calling on us to use our imagination, both creative and linguistic. Ultimately, stories can also focus on appropriate linguistic content, including language that learners may know, as well language that expands existing boundaries in the target language. In this, English Story Cycle provides the learner with a combinative feeling of confidence and challenge—confidence based on their understanding of the story and challenge in the appropriately challenging language that the story offers. Stories provide a stable text—a text that has accurate, authentic, and appropriate language as the base for an elementary school language curriculum. Such a stable text of language and the *de facto* curriculum it provides is important for curriculum planning and implementation for elementary school teachers in Japan—there is no need to develop either curriculum or the target language of a curriculum. The story provides the themes, the language, and the basis for a range of activities. Stories provide a text that is appropriate for repetition—in multiple readings of a story—important for the systematic and consistent introduction of language, vital in maintaining a positive affective attitude in beginning level learners while giving them the multiple exposures to the story as the comprehensible input that provides the basis for language learning.

### ***In practice: Overlapping processes***

Most approaches to using stories include a three-part progression of pre-reading, while-reading, and post-reading activities. The pre-reading activities create anticipation for the story while introducing the background or general theme of the story, with the while-reading component consisting of activities that engage the learner actively in the content and language of the story and the post-reading activities functioning to reinforce, practice, and apply the learned language. English Story Cycle follows this three-step approach, but highlights multiple readings, both of a single story, but ideally of multiple stories in a cyclical pattern where several stories are used within a

class term. The readings are, however, highly controlled and undertaken with specific objectives and usually accompanied by visual support in the form of enlarged pictures from the story along with a variety of learner activities, some simple and others more complex and individualistic. A single story should be read multiple times over the course of several classes, and several stories should be read in an overlapping manner. This not only ensures that the initial period of getting used to stories-as-English-instruction is followed by meaningful learning, but also provides the learners with a sense of accomplishment (for the books previously read) and anticipation (for the books to be read).

### **A sample multi-story cycle**

To illustrate an English Story Cycle, following a pre-reading introduction, which could be as simple as showing the pictures of the story with no oral reading, the first reading of a story (Story A), is done slowly and with very clear enunciation, which assists learners in their first attempt at comprehending the story content. In this reading, learners should be focused on the story pictures and the clearly enunciated language. The second reading of Story A, taken up in the next class, is done with a story-content focus as a while-reading activity, using, for example, a handout with pictures from the story in a scrambled arrangement. Learners work to number the pictures in order as the story is being read, with the teacher providing visual support through the depictions of the story. Time permitting, the end of this class period would be ideal for pre-reading activities for a second story (Story B). An activity which connects the visual support with listening can also be done by mixing up the order of the story or reading parts of the story at random, thereby forcing students to focus more intently on the language than on the story. At a later point, such a visual-listening connection activity for any story can be done on the basis of reading alone, without the support of the accompanying pictures, forcing the students to listen for the order of the story. Such activities can also be organized as individual or group work, with students in the latter putting pictures of the story in order as a group.

From the third reading of Story A and on to the fourth and fifth readings, learners need not focus directly on the story pictures, provided they are given some sort of activity. The idea is that the learner is stimulated linguistically through listening to the reading of the story while being

**Figure 1: English Story Cycle reading activity sequence by class and story**

Class meeting	Story A	Story B	Story C	Story D	Story E
Class 1	Pre-reading; While-reading; Post-reading				
Class 2	While-reading; Post-reading; Assessment 1	Pre-reading; While-reading			
Class 3	While-reading	Pre-reading; While-reading; Assessment 2			
Class 4			Pre-reading; While-reading		
Class 5			While-reading	Pre-reading; While-reading	
Class 6				While-reading; Assessment 3	Pre-reading; While-reading; Post-reading
Class 7	Post-reading; While-reading; Final Assessment				
Class 8	Post-reading	Post-reading	Post-reading	Post-reading	While-reading Post-reading

stimulated on a different level through some activity, whether it is coloring a favorite scene from the story (very effective for younger learners, with each student being able to choose a favorite scene to be prepared for the next class) or solving a picture puzzle based on scenes from the story. A while-reading activity could also involve a specific focus on some content or linguistic element — *Who did what?* and action verbs *Sam ran to his bicycle*, or *What was it like?* with adjectives *The room was messy* — with these elements highlighted by dramatic stress in the reading. The theatrical nature of such reading provides for a meaningful contribution by the Assistant Language Teacher, who can effectively control their reading of the story. The specific nature and objective of any activity is less important than the fact that it provides the learner with some engaging activity

to accompany the listening. Ideally, the classroom teacher, a trained elementary school teacher, will be able to develop activities based on their assessment of the learner characteristics, with the language input a function of the story.

In lessons when the third and fourth readings of Story A are being undertaken, the first and second readings of Story B are being done. This is an important point in developing the learners understanding that language, and learning a language, does not consist of discrete events temporally and thematically separated from each other. Language, like language learning and use, is a progression, sometimes clearly demarcated, sometimes a bit jumbled, through many themes and activities. Rather than focusing on a single element, whether cast as one story or a single activity, it is better to prepare the students for the

ambiguity and multi-dimensional reality that is language in use. This also appeals to the variety of learner interests—knowing that a story one may not like will be followed soon by another story that one may like provides for an ongoing motivational contribution to the course. In the final readings of any particular story and as a bridge to post-reading activities, learners can be invited to participate in the reading, either describing scenes with key words or phrases or speaking a dialogue that may occur in the story. Examples of activities would include asking students to identify a key word from a scene in the story: *park, tree, firefighter*. These can be expanded to include representational elements and grammatical elements: *a messy park, the big tree (not the small one), four firefighters* and short phrases: *the park was messy, the firefighters cut the tree*. Students need not write down these words and phrases in English; notes written in Japanese about the content (a while-reading activity) can serve as mental triggers to remembering the comprehensible input provided with the reading. Again, the specific sections of the story selected for student participation and the manner of participation is less important than the fact that there is some form of participation. The degree of linguistic or

grammatical instruction and correction is left to the discretion of the teacher, depending on the nature of the class and students.

While the overlapping nature of these pre-, while-, and post-reading activities is both important in ensuring a stimulating and integrated pace to working with the stories and that there is always a story and an activity that is of interest to each student, the primary objective of English Story Cycle is that the language is experienced, recognized, and understood (as in the story), with transfer to a participatory action that leads to communication. It is important to remember that it is in the repetition of the stories, with each reading and the accompanying activity slightly different from the last, that the learners create their own connections with the stories, and the language of the stories.

### Preliminary evaluation of English Story Cycle

On the basis of an eight-class, five-story English Story Cycle conducted as described for a fifth-grade class and outlined above in Figure 1, the following preliminary findings could be identified. Over the course of the cycle, learners showed

**Table 1. Overall learner evaluation of English Story Cycle stories**

Learner evaluation	Story position in sequence and story type				
	Story A <i>ESL</i>	Story B <i>ESL</i>	Story C <i>Real</i>	Story D <i>ESL</i>	Story E <i>Real</i>
Interesting story	13-15-2	16-16-3	<b>23-8-4</b>	16-16-5	<b>27-7-2</b>
Difficult story	6-14-15	3-13-17	8-11-12	7-15-10	5-12-15
Likable characters	15-15-5	14-9-11	<b>26-4-3</b>	13-12-8	<b>23-8-3</b>
Interesting vocabulary	7-17-7	<b>18-9-7</b>	15-13-4	12-15-7	16-12-4
Stimulating pictures	<b>20-8-5</b>	<b>20-10-4</b>	<b>21-10-2</b>	16-14-4	<b>27-3-4</b>
Want to hear again	4-23-5	11-14-9	13-17-3	12-14-7	<b>20-13-1</b>

Note: *ESL* indicates an ESL series story; *Real* indicates a non-ESL storybook.

<sup>a</sup> N= the count on a Likert assessment (*agree, somewhat agree, and disagree*) to the prompt statements for each book.

<sup>b</sup> Responses of particular interest are indicated in bold type.

positive responses to stories and activities. Four specific sets of assessments were conducted. The first (Assessment 1, Figure 1) asked students to provide a brief explanation (in Japanese) to three story comprehension points (description or reference to three main characters of a story) after a second reading. Twenty of thirty-five learners were able to provide correct reference to all three with an additional thirteen able to do so for two. Assessment 2 consisted of an open-ended prompt about the content of a story, which yielded two response patterns (in Japanese): one that focused on the specific actions of the main characters in the story and the other on actions of characters in a specific story setting. Assessment 3 consisted of an open-ended prompt to write any interesting vocabulary or phrases noticed in a story, with responses accepted in English, *katakana* reflecting the English pronunciation, or the Japanese term corresponding to the English. Fifteen learners provided over ten references to story vocabulary that they had noticed, with an additional fifteen providing from five to ten words or phrases.

A Final Assessment conducted at the end of the eight-class sequence captured student reactions to the five different stories that were used (three ESL-oriented stories, two real stories). Assessments were made on the basis of a three-point Likert scale regarding the story content (interesting or difficult), the characters, the vocabulary, the story pictures, and the desirability of hearing the story again. While the stories were deemed interesting and accessible, which is to say not too difficult, with positive responses regarding characters, vocabulary, and pictures, there was notable difference in responses between the five different stories that had been introduced over the eight classes (see Table 1).

### Discussion and further research

The use of English Story Cycle as reported on herein was exploratory and highly preliminary, but the outcomes suggest further research. Based on the assessments, it appears that for the learners, story comprehension was notable and there was a clear awareness of language. The overall results regarding the five stories show a need to ensure a balance between the educational value of the ESL stories and the motivational value of the real stories on the basis of content and characters. Given the limited extent of this investigation, questions regarding English Story Cycle in the elementary school English curriculum remain. First of all, there is the question as to whether English Story Cycle should be adopted as a primary com-

ponent of the curriculum or rather a supplementary component. In favor of a cyclical approach as a primary component, there is the fact that use of stories provides extensive and stable language input which can be expanded to include post-reading communicative activities. Development of such a range of expanded activities that emerge out of the while-reading activities constitutes an area for further research. Finally, development of a means of assessment for English Story Cycle is needed, as English will constitute a part of the elementary school curriculum from 2011.

### Conclusion

English Story Cycle offers an approach for elementary school English in Japan that is both pragmatic and flexible, an approach that provides abundant, stable, and accurate linguistic input on which to build both receptive and productive language skills. This approach, together with the research derived from it, although preliminary, confirms that English Story Cycle can present content and language that is comprehensible and that yields an awareness of the target language. Future research objectives call for a focus on more informed input practices and an expansion of communication-oriented output activities.

### References

- Curtain, H., & Pesola, C. A. (1988). *Languages and children*. New York: Longman.
- Ellis, G., & Brewster, J. (1991). *Tell it again! The new storytelling handbook for primary teachers*. Essex, UK: Pearson Education.
- Rausch, A. (2007, October). Story-time English: Rationale, data, demonstration, discussion. Presentation at Tohoku ETJ/JALT Expo, Sendai, Japan.
- Wajnryb, R. (1986). Story-telling and language learning. *Babel* 21(2), 17-24.
- Wright, A. (1995). *Storytelling with children*. Oxford: Oxford University Press.

**101 REASONS TO  
ATTEND JALT2008**

— No. 27 —

"Sell your book idea to a  
publisher!!"

## ...with Myles Grogan

<my-share@jalt-publications.org>



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

### MY SHARE ONLINE

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

**T**HIS MONTH sees another bumper edition of the My Share column! First, Mark Rebuck combines English and Japanese with an activity on student-made kanji idioms. Andrew Hayes gives us an activity to help students think about how they work together in class. Byron O'Neill and Russell Hubert get students to find out more about each other with their lesson idea. Finally, Jason Williams and Chris Creighton give us a model for setting up communication between classes—with a school newspaper!

# Kanji-compound presentation

**Mark Rebuck**

**Nagoya University**

<reebuk67@yahoo.co.jp>

## Quick Guide

**Key words:** four-character kanji idiom, presentation

**Learner English level:** Beginner to advanced

**Learner maturity:** High school to university

**Preparation time:** Minimal

**Activity time:** About one minute for each student

**Materials:** Original idioms handout (see Appendix)

## Introduction

I got the idea for this activity when I was studying for level 2 of the Japanese Kanji Aptitude Test, a section of which tests the examinees' knowledge of some of the numerous four-character kanji idioms (四字熟語 *yōjijukugo*) found in the language. While some idioms that have their origin in Chinese legends or obscure Buddhist texts are unlikely to be understood even by many native Japanese speakers, others are commonly used and comprise an indispensable part of the modern Japanese lexicon. For example, most TLT readers probably carry a mobile phone or 携帯電話 (*keitai denwa*) and pay for their health insurance—国民保健 (*kokuminhoken*)—out of what they have earned by working 一生懸命 (*isshokenmei*—earnestly).

I thought it would be interesting to have my students create their own four-character kanji idioms and provide explanations and commentary to the class. This activity gives students an opportunity to be creative with the Japanese language, and then requires them to translate and convey their ideographically bound ideas into English. Learners are genuinely interested to see and hear about the idioms created by their classmates and motivated to do their own kanji creations justice with an interesting oral presentation. Teachers also will find that the activity provides an insight into the current preoccupations and concerns of their students.

## Preparation

Prepare handouts or an OHP with a few examples of original four-character kanji idioms and accompanying explanations. The idioms created by three of my students in the appendix can be used, or readers could make their own examples or ask a colleague.

## Procedure

**Step 1:** Elicit the term *yōjijukugo* by writing two or three common four-character kanji idioms on the board and asking students what such idioms are called in Japanese. Tell students that in English they are commonly termed *four-character kanji idioms*.

**Step 2:** Explain to your students that the following week they will give a short presentation (no longer, perhaps, than 3 minutes) of an original four-character kanji idiom. For homework, students create the idiom and write a paragraph or two explaining its meaning. Tell them that the idiom can be about anything, but if they think about their feelings or what's happening in their lives,

Japanese society, and the world, they should be able to come up with a good idea.

**Step 3:** Show or hand students some examples of original idioms (see Appendix) to give them a more concrete idea of what is required. Tell them that, as in two of the examples in the Appendix, they could begin their presentations with the phrase *this four-character kanji idiom expresses (my)...*

**Step 4:** On the day of the presentations, each student comes to the front of the class, writes their original idiom clearly on the board, and reads what they have written about it.

**Step 5:** After each student has finished, the teacher can give feedback or ask a question related to content.

### Variations

If the teacher cannot read a kanji, ask the presenter to give the meaning of each character. Those who know some Japanese can impress the class by reading out the idiom after it has been written on the board. My students enjoy the mistakes I make when I do this.

### Conclusion

Some students have commented that as they work on combining kanji into idioms, they are thinking of what to say in English. There are probably few opportunities for this kind of creative integration of L1 and L2. In my experience, students often use the presentations to say something about Japan. An activity that employs kanji to convey a message in English about their own country seems particularly relevant considering the recent emphasis on English as a means of transmitting Japanese culture to the world (see, for example, Yoshifumi, 2007).

### References

- Nippon Kanji Noryoku Kentei Kyokai.* (2000). *Kanken bunbetsu mondai shu: ni kyu* [The Japanese kanji aptitude test practice book: Level 2]. Kyoto: Nippon Kanji Kyoiku Shinkokai.
- Yoshifumi, S. (2007). *Eigo de nihon wo hasshin suru tame ni hitsuyo na koto* [What is necessary to communicate in English about Japan]. *The English Teachers' Magazine (Eigo kyoiku)*, 56(3), 32-34.

### Appendix

Appendix A. *Examples of student created four-character kanji idioms* is available online at <jalt-publications.org/tlt/myshare/resources/0811a.pdf>

# Helping students make the most of conversation practice: A learner-training lesson

**Andrew Hayes**

**Kanagawa University, Yokohama**  
<hayesat@gmail.com>

### Quick Guide

**Key words:** Conversation, noticing, recasting

**Learner English level:** All

**Learner maturity level:** 1st-year university

**Preparation time:** None

**Activity time:** 20-30 minutes

**Materials:** None

### Introduction

How can we get students to view conversation activities as opportunities to make real improvement rather than casual, low-effort chat sessions? One way is to take a few minutes to train them on exactly what should be going on in their heads as they participate. This short lesson fits well into a meta-talk on language learning and making mistakes, preferably near the beginning of the term.

### Procedure

**Step 1:** Tell the students about an imaginary conversation you overheard on the train between two 1st-year university students talking about their English conversation class. One student was excited because the teacher focused on practicing real communication instead of translation and rote memorization. The other student, however, felt that all the game playing and activities did not amount to any real learning.

**Step 2:** Make the point that although conversation practice may sometimes look like fun and games, it is a serious opportunity for students to improve their skills if they use their minds actively.

**Step 3:** Elicit a list of academic subjects students are studying and write them on the board in two columns, one for language classes and another for all other subjects.

**Step 4:** Explain that while in the non-language subjects the teacher may simply transmit information to the students so they become experts on the subject, this is not the case in language learning. The teacher cannot give students English ability.

**Step 5:** Ask the students if they have ever held a conversation in Japanese with a nonnative Japanese speaker. What kinds of things did they do to communicate successfully?

**Step 6:** Introduce recasting, a phenomenon where a native speaker repeats an utterance back to a nonnative speaker using correct, natural language.

**Step 7:** Demonstrate recasting by making a novel utterance in the students' native language. Be sure to include some mistakes. For example, if you are teaching in Japan, you could say, "*Boku no shitsu-wa nanban desu-ka* (Which room number is my class in?)." Ask the students if they can understand what you wanted to say and invite a volunteer to recast it in their own words, such as: "*Watashi no jugyuu-ha nangou shitsu desuka.*" Repeat the new utterance correctly and tell the students what you noticed about the correction (the casual *boku* becomes *watashi*, *ban* becomes *gou*). Thank the volunteer for helping you improve your Japanese.

**Step 8:** Choose a capable student and ask them, for example, what they plan to do after class today. The student might say something like, "I go to shopping. After, home...go." Recast naturally as "Oh, you'll go shopping then go home." Ask the student to say the sentence again. It should be somewhat more correct, such as, "I go to shopping, then go home." Keep recasting naturally and have the student repeat until there are no remaining inaccuracies.

**Step 9:** Write all the versions of the student's sentence on the board, from the original to the corrected one. Note the changes made in each version. Explain that when we say something and someone recasts it, we should compare what we hear with what we said. If we find a difference, this can be called "noticing the gap." Emphasize that noticing and taking advantage of these gaps is an important part of improving language skills.

**Step 10:** Repeat this process with other students as necessary.

**Step 11:** Finally, point out that students can use

this technique not only with a teacher but also when speaking English with classmates. They each have different abilities and can learn from each other.

## Who's who? A student-centered, task-based activity to establish a learning conducive atmosphere

**Byron O'Neill**

Kyoto Notre Dame University  
<oneill@notredame.ac.jp>

**Russell P. Hubert**

Kyoto Sangyo University  
<russhub@cc.kyoto-su.ac.jp>

### Quick Guide

**Key words:** Asking questions, first-day activity, learning conducive atmosphere

**Learner English level:** Pre-intermediate and above

**Learner maturity level:** University and above

**Preparation time:** None

**Activity time:** 60 minutes for 25 students

**Materials:** Blackboard, paper

### Introduction

This activity works well in the first class of speaking skills and conversation courses. It establishes a learning conducive atmosphere by allowing students to become familiar with each other through a demonstration of confidence in their spoken and written English ability. By changing factual statements into questions, students have an opportunity to review basic grammar and verb structures and decrease their response time for formulating their own questions, resulting in more fluent interaction.

## Procedure

**Step 1:** Ask students to write three to five factual statements about themselves on a piece of paper. Provide level-appropriate examples on the blackboard such as:

- I went to Hawaii last year.
- I play video games every day.
- My father is a dentist.

**Step 2:** After students are finished, collect the papers and mix them up.

**Step 3:** Choose one statement from each student to write on the blackboard. Try to select a statement unique to that individual to decrease the number of identical responses in the questioning part of the activity (Step 6). Make any necessary grammar and spelling corrections beforehand. Alternatively, these statements can be read aloud to the class.

**Step 4:** Ask students to write the statements on a piece of paper.

**Step 5:** Tell students that they will be turning the statements into yes/no questions. Use the blackboard to illustrate the three examples from Step 1:

- Did you go to Hawaii last year?
- Do you play video games every day?
- Is your father a dentist?

In more advanced classes, instruct students to try to avoid yes/no questions in favor of more open-ended inquiries:

- When did you go to Hawaii?
- What do you think of video games?
- What does your father do?

**Step 6:** Have students move freely around the classroom to ask each other questions. They should be allowed to ask up to three questions to one person before being required to move on. Tell students to write the names of classmates who answer “yes” or give a correct answer to any question.

**Step 7:** Closely observe the students and take notes on any difficulties they have without making any corrections. This allows you to become better aware of the level of the class and to identify any common errors being made, which can be addressed upon completion of the activity or in future lessons. Since this will be the first speaking activity of the course, withholding any immediate corrective feedback will also encourage students to participate more fully in future activities with less fear of making mistakes.

**Step 8:** At the end of the period, have students go back to their seats. Announce the “correct” answers. Since many of the statements will relate to more than one student, inform the class that only the name of the student that originally wrote the statement will be considered acceptable.

**Step 9:** If appropriate, give some kind of prize or reward to the students who got the most correct answers.

## Variation

This activity also works well for English department faculty introductions during university freshman orientation. Instead of having students write about themselves, ask teachers to write statements beforehand to be compiled into a handout. With teachers spread around a room, students approach them in pairs and ask questions to get to know their teachers better. This is an excellent way for students to use English for the first time at the college level and get used to working collaboratively with a partner. As students tend to choose gossipy or simple topics, teachers should try to include statements such as, “My daughter is a flight attendant,” or “I love spicy food” while avoiding sentences such as, “I study cognitive linguistics” or “I took students on a one-month study tour to Canada last year.”

## Conclusion

This activity gets students speaking for an extended amount of time from the beginning of the school year. It creates an environment where they will gain the confidence to more actively participate in future classes through initial inquiries into the past experiences and personal characteristics of their classmates and teachers.

# 101 REASONS TO ATTEND JALT2008 — No. 46 —

"Learn that everyone has  
valid ideas, even if they're  
completely off the wall  
(often the best anyway!!)."

# Using a student newspaper to promote communication

**Jason Williams and Chris Creighton**

**Notre Dame Seishin University**

<jasonwilliamsjp@yahoo.co.jp>

<c.j.creighton@gmail.com>

## Quick Guide

**Key words:** Learner produced, cooperative learning, information sharing

**Learner English level:** High beginner and above

**Learner maturity level:** High school and above

**Preparation time:** 30 minutes

**Activity time:** 20 to 60 minutes

**Materials:** Computer, printer, copier, digital camera

This article explains how to set up an English-language newspaper for students in order to increase inter- and intra-class English communication. Contributions come from students and involve minimal editing and formatting by teachers.

English classes are often isolated entities. They tend to have only one teacher, maintain the same students, and be separated by department or school year. As a result, one class is often unaware of what is occurring in other classes or who is in them. Teachers rarely share information and output from one of their classes with their colleagues. While English communication often takes place within classes, it rarely does between them.

## Preparation

**Step 1:** Decide the format and length of the newspaper.

**Step 2:** Create a design layout template for each section using either A3/ A4 paper or computer software of choice. On the PC platform, programs such as MS Word, Publisher, or OpenOffice can

be used. On the Mac platform, Pages or Swift Publisher work quite well.

**Step 3:** Ensure you have the ability, means, and materials to make enough copies for all students.

## Procedure

**Step 1:** Decide the focus for each section of the paper. The following is a description of our format and some topics we have used:

- *Feature (2 pages):* Contributions come from students in any class or level and focus on some aspect of school life. Our topics have included clubs, study abroad, student teaching, and speech contests.
- *Interview (1 page):* A student-conducted English interview. The interviews use a standard set of questions. We try to focus our interviews on graduates with jobs involving English.
- *Email question (1 page):* Create an email address for the newspaper. Set one question for all English classes (e.g., What's your New Year's resolution?) and have students answer via email. Select the best answers from among the replies to print in the newspaper.
- *Class project page (1 page):* Assigned to an individual class and ideal for class projects. The class is free to create any kind of page they would like. Contributions have included: advice, student conducted surveys, crossword puzzles, and discussion questions.
- *Other (1 page):* This page can be used for any overflow or for sections such as announcements for activities and individual student contributions and achievements.

**Step 2:** Inform classes of plans for the newspaper and solicit ideas. Initially it may be easier to decide the topics yourself and approach students individually for contributions. Volunteers can be recruited at a later time.

**Step 3:** Gather contributions, and correct and edit as necessary. Because the format is decided, finishing the paper is a matter of cutting and pasting contributions onto the template. Set deadlines and ask for more contributions than needed as students may not submit on time. Unpublished submissions can be used for later issues. Inserting photographs and clip art increases student interest.

**Step 4:** After final revisions are made, print and copy the newspaper.

**Step 5:** Distribute the newspaper to students. If possible, allow time for in-class reading.

## Follow-up activities

The newspaper can be used as reading material for students or exploited in a variety of additional ways. One way is to assign the newspaper as reading homework and follow-up with a discussion in the next lesson. Students can discuss their favorite section, activities they would most like to attend, student achievements they admire most, or new information and vocabulary they learned. You can also use the newspaper as material to create collocation and vocabulary exercises, information gaps, cloze passages, and jigsaw readings. Students can also practice writing letters to the editor in which they discuss the contents of the newspaper and make suggestions for change.

## Conclusion

This newspaper project has been successful in increasing English communication between students and classes. Many students have commented on learning new things about the school and their schoolmates. Student interest and motivation appears to have increased as each new edition brings more suggestions, participation, and anticipation, as evidenced by student inquiries about when new editions will come out, students volunteering to write, and the over 200 responses we now usually receive for the email question. Please contact the authors if you would like to see sample copies of the newspaper.

## RESOURCES • BOOK REVIEWS

19

### ...with Robert Taferner

<reviews@jalt-publications.org>



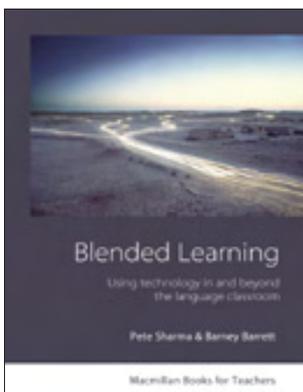
If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

#### BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

**T**HIS MONTH'S column features a review of *Blended Learning: Using technology in and beyond the language classroom*, by Michael Thomas. *Blended Learning* is a resource for teachers interested in incorporating theory and practice in their Computer Assisted Language Learning classrooms.



## Blended Learning: Using technology in and beyond the language classroom

[Pete Sharma and Barney Barrett, Oxford: Macmillan, 2007. pp. 160. ¥3,200. ISBN: 978-0-230-02083-2.]

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

*Blended Learning* is another book in the Macmillan Books for Teachers series that now includes 12 titles on language teaching theory and practice. The book is positioned alongside a number of other books on technology enhanced language learning (Dudeney, 2000; Dudeney & Hockly, 2007), the main difference being the focus on blended approaches to learning and the central place given to Web 2.0 technologies (wikis, podcasts, blogs, social networking, etc.). *Blended Learning* is aimed primarily at new teachers to the field of Computer Assisted Language Learning (CALL), although it also promises to offer some new ideas to experienced learning technologists as well. The format of nine chapters, framed by an introduction and an afterword on the future

of blended learning, is intended to encourage a selective approach; readers are urged to jump to the chapter that interests them most or may fill a gap in their knowledge, rather than follow a conventional linear route. One of the obvious strengths of the book is the self-contained chapters, and the fact that each of them sets out to establish a context for the technologies discussed in a nonthreatening way that assumes little prior knowledge. With today's students, so-called *digital natives*, more likely to be using blogs and social networking sites than the majority of their teachers, this book aims to bring teachers quickly and effectively up to speed with a range of computer mediated communication tools.

The book's nine chapters include introductions to some of the most popular learning technologies currently being used in language learning, including authentic web-based materials, electronic dictionaries, interactive whiteboards, and portable wireless devices. Such a range of topics in an easily accessible format should be of value to teacher training courses from diploma to master's level. Given the current status of Web 2.0 technologies, space is also given to examples and case studies introducing wikis, blogs, and podcasting. Two helpful appendices are also provided, with the first including a wealth of photocopiable materials in a Teacher's Resource Bank, while the second provides useful tips for getting started with technology, with brief guides to using browsers, tackling computer viruses, and installing and uninstalling software.

The opening chapter offers a compact but meaningful discussion of blended learning, which refers to a language course combining a "face-to-face (F2F) classroom component with an appropriate use of technology" (p. 7). Technology in this case includes a wide range of options, from CD-ROMs to web-based materials. The rationale offered to new teachers is that learning technologies can enhance student motivation, interactivity in the classroom, and mechanisms for improved student-teacher feedback. The focus on blended learning rather than CALL is a rather good strategy in that teachers new to learning technologies are more likely to adopt a *mixed approach* as they begin to experiment with the organizational risks integral to the process. In addition, one of the most helpful aspects of the brief but relevant opening are the four principles identified to help balance the use of technology with traditional classroom pedagogy: Separate the roles of teacher and learning technology; adopt the technology to support the pedagogy; use technology to com-

plement and enhance face-to-face teaching; and emphasize that the role of technology should be used in multi-faceted ways to support learning, both inside and outside the classroom.

Two of the most useful features of the book are the practical activities and case studies that conclude each chapter. The activities are clearly introduced with a rationale, language level, and detailed step-by-step procedure for their use with students. The list of activities helps to ground the discussion in each chapter and should prove relevant to teachers seeking specific examples of work they can immediately develop with students. The activities are further contextualized by two case studies and describe the use of the technologies in specific learning environments as part of a narrative of discovery, by teachers and learners alike.

The clear writing style and nontechnical use of jargon make this a book of value to the vast majority of teachers who do not yet consider learning technologies a worthwhile component of their teaching strategies and lesson planning. Packing considerable coverage into 160 pages is also an achievement in this respect, and the book can be easily digested in one or two sittings or skimmed for ideas prior to a class. So much has happened recently with the rise of so-called Web 2.0 technologies in education that a book such as this is a highly recommended addition for teachers not wishing to be left behind by their students.

## References

- Dudeny, G. (2000). *The Internet and the language classroom*. Cambridge: Cambridge University Press.
- Dudeny, G., & Hockly, N. (2007). *How to teach English with technology*. London: Longman.

## 101 REASONS TO ATTEND JALT2008 — No. 84 —

"Meet interesting people  
and steal their teaching  
ideas!!"

**...with Greg Rouault**

<pub-review@jalt-publications.org>

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to Greg at the Publishers' Review Copies Liaison address listed on the Staff page at the back of *TLT*.

**RECENTLY RECEIVED ONLINE**

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

\* = new listing; ! = final notice. Final notice items will be removed 30 Nov. Please make queries by email to the appropriate JALT Publications contact.

**Books for Students  
(reviewed in *TLT*)**

Contact: Greg Rouault

<pub-review@jalt-publications.org>

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

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

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

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

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

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

**Books for Teachers**

(reviewed in *JALT Journal*)

Contact: Bill Perry

<jj-reviews@jalt-publications.org>

\* *Academic Writing and Plagiarism*. Pecorari, D. London: Continuum International, 2008.

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

*Something is afoot in Language Teaching . . .*

**LexiSpace Basic**

*an innovative program*

*for teachers & learners*

[www.momentum-education.com](http://www.momentum-education.com)

... that you only really \_\_\_\_\_  
something when \_\_\_\_\_  
\_\_\_\_\_ experienced it  
for yourself.



**LEXI**  
**space**

Mac & Win

## THE LANGUAGE TEACHER WIRED

...with Paul Daniels  
& Malcolm Swanson

<tlt-wired@jalt-publications.org>



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

### TLT WIRED ONLINE

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

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



## May I borrow your computerized dictionary(ies)?:

**Integrating portable devices, translation software, and web dictionaries to maximize language learning**

There are currently 75 companies that produce a wide variety of computerized dictionaries and translation software programs. This article examines background studies on these electronic dictionaries (EDs), their use, and the state of the art in technical features employed by various translation programs and devices. After briefly reviewing the history of electronic lexicography, its place in language and self-access learning is discussed, with many references given for further in-depth study. Finally their potential for

maximizing language learning is discussed, with pedagogical recommendations given that apply to improving the integration of these devices for both classroom and self-access use, and independent, online learning in all fields.

### Overview

Many kinds of computerized dictionaries are now available to help improve both language and content learning. And knowing where to find them quickly, as well as integrate their use effectively can greatly help teachers and students. This brief review shows us many ways to use them, plus integrate with such resources as text analyzers; concordancers; collocation, glossing and translation engines; and web dictionaries to maximize the learning of both content and language. Such portable or online tools are important to give learners instant self-access to as much information as possible about equally important aspects of language forms, meanings, and usage, whether for authentic or simplified texts.

### *Recommendations for language education based on a review of research*

From a recent extensive review of various kinds of portable and online dictionary and translation devices by the writer (Author, 2007), the following summary conclusions, research recommendations, and implications for language education were made. Tailoring computerized dictionaries to effectively support learners' needs will require specific attention to their types, functions, and uses in order to best guide learners and teachers to most effectively integrate these portable and online tools into language education. Research is showing us that all future electronic dictionaries would do well to include pre-organized categories of terms, searchable by topic and semantic field. Five examples of these already found online are:

1. UCREL's Semantic Analysis System <www.comp.lancs.ac.uk/ucrel/usas/> with 21 major A-Z discourse fields;
2. Variation in English Words and Phrases (VIEW) <view.byu.edu/>;
3. A bilingualized Semantic Field Keyword Approach <www.call4all.us//misc/sfka.php> covering about 2,000 intermediate to advanced terms, all pre-organized into 9 academic disciplines;
4. ThinkMap's Visual Thesaurus <www.visualthesaurus.com>;

##### 5. WordNet <[wordnet.princeton.edu/](http://wordnet.princeton.edu/)>.

The writer's website <[www.call4all.us](http://www.call4all.us)> helps to integrate essential, common core vocabulary in many of these academic disciplines with most available major language learning and teaching sites (close to 4,000 at this time), and links to over 7,000 web dictionaries and technical lexicons in many fields for 140 languages and thousands of language pairs.

CALL and website e-learning developers should remember that teachers need to be able to scale their language and vocabulary learning activities from those that require simpler and easier processing for lower level students, to activities that require deeper and more complex lexical processing for more advanced language learners using various kinds of EDs, both online and off, whether stationary or mobile. It is also important for teachers to give clearer guidance about particular kinds of electronic dictionaries, including suitable online programs for learning, to help maximize the use of their functions for education.

We can only help maximize each program's effectiveness if students learn how to use the various functions as efficiently as possible to help them at each stage of processing new words as outlined above. Further helpful guidelines and goals to examine when seeking to integrate new insights and innovations from CALL into the field of foreign language reading and vocabulary development are given by Sokmen (1997) who states that among the many areas in need of further systematic research in this field, "we need to take advantage of the possibilities inherent in computer-assisted learning, especially hypertext linking, and create software which is based on sound principles of vocabulary acquisition theory... programs which specialize on a useful corpus... provide...[for] expanded rehearsal, and engage the learner on deeper levels and in a variety of ways as they practice vocabulary. There is also the fairly uncharted world of the Internet as a source for meaningful activities for the classroom and for the independent learner" (p. 257).

In this way, using proven portable devices, multimedia translation software, and well-designed, interactive websites as much as possible, language learning can be made much more interesting and effective, as these CALL resources are all used as tools for developing more balanced communication skills which emphasize blending active production and interactive, content-based learning with authentic tasks and materials made much more accessible, comprehensible, and memorable with the help of modern technology.

All in all, we can be quite optimistic about the future of electronic dictionaries. De Schryver (2003), listing 118 "Lexicographers' Dreams" in summarized tables, masterfully incorporates almost every dreamed of function one could hope for in an electronic dictionary.

Roby (2006) notes that not only technical hardware, but also human "fleshware" is a crucial element to consider when designing electronic dictionaries, otherwise users may drown in a sea of data. As he states, "Sophisticated software and huge hardware cannot guarantee the quality of an electronic dictionary... Good online dictionaries will be equipped with 'spigots' that allow users to draw manageable amounts of information... Information must be internalized for it to be considered knowledge" (p. 62).

### How to get rapid online access to lexical and grammatical information

In the vast reaches of virtual e-learning cyberspace, one does indeed require a common gold standard compass, or better yet, a virtual Rosetta Stone for language learning, such as those helpful sites provided on the writer's World CALL Directory website. On the bottom of every page of the site, one has instant access to various glossing, translation, and search tools, such as AltaVista's Babel, FoxLingo, and Google translation and search tools.

In both the left and right menus of this extensive Language Links Library, one can instantly access no less than 40 dictionary, concordancer, and encyclopedia tools. In the right menu of every page of this Virtual Language Learning Encyclopedia one can find instant access to glossing in up to 140 languages by using WordChamp.com's *Web-Reader* function, fully integrated into every page of this encyclopedia. Its default is set to Japanese for learners in this country, but may be reset to almost 140 language backgrounds, or turned off for those wanting to read the site monolingually in English without glossing help or distraction. At the top right of every page, learners can get instant rough translations of any page into any of 8 languages, which helps put many of them at ease early in the semester during orientation classes.

To improve online readability for any website or text, see recommendations at this page: <[www.call4all.us//home/\\_all.php?fi=../misc/steps](http://www.call4all.us//home/_all.php?fi=../misc/steps)>, or consult these reviews about the issue of how to improve online readability in a Web 2.0 context for learners from any language background or level. For access to about 20 excellent online

reading labs, and many ideas about how to most effectively incorporate web text analyzers, glossing engines and dictionaries into enjoyable online reading, whether for Extensive or Intensive Reading tasks or quick 'Readability Checks,' see: <[www.call4all.us//home/\\_all.php?fi=r](http://www.call4all.us//home/_all.php?fi=r)>.

As second language learners venture into *terra incognita*, they do need clear maps and strategies to improve their navigation on various "Web-Quests" for knowledge. Nathan (1998) correctly asserts that "

Language itself is not so much a system as the cumulative result of text productions. All texts are thus interdependent through their commerce with language. When people read, they *produce* meaning, not solely directed by the text they read but also indirectly through their knowledge of other texts. . . Dictionaries seem at least to list complete vocabularies and so potentially intersect with every text of the language: in a sense all texts lead to the dictionary. (Online, para. 3.2, "To all texts")

Roby in turn notes that "Learners can make forays into cyberspace with an electronic dictionary as a navigational [tool]. And in a real sense, one can expect to see portable, wireless dictionaries that will both allow physical mobility and afford Internet access." (p. 63) [Most mobile phones and WiFi-connected laptops already do].

In the final analysis, probably what learners are guided to DO with new terms will prove to be a more important learning factor than what multimedia glossing and text concordancer options alone can provide. New technologies do indeed offer more powerful resources than ever before for independent or classroom study of languages. Word learning options will probably be best maximized when computing power is used to enhance learners' access to various types of electronic dictionaries of high quality simultaneously in all fields, while likewise providing them with the means to auto-archive and organize new target vocabulary as they are shown how to actively use these new terms productively.

## References

- Author. (2005). Combining the benefits of electronic and online dictionaries with CALL Web sites to produce effective and enjoyable vocabulary and language learning lessons. *Computer Assisted Language Learning*, Vol. 18, No. 5, (December 2005), pp. 389-416.
- Author. (2007). Computerized dictionaries: Integrating portable devices, translation software and web dictionaries to maximize learning. In *Major Reference Works, Encyclopedia of Computer Science and Computer Engineering*. Rawah, N. J.: John Wiley & Sons, Inc.
- Nathan, N. (1998). Hypertext and the dictionary game. Retrieved September 24, 2008 <[www3.aa.tufs.ac.jp/~djn/papers/hdg.htm](http://www3.aa.tufs.ac.jp/~djn/papers/hdg.htm)>
- Roby, W.B. (2006). The internet, autonomy, and lexicography: A convergence? *Melanges CRAPEL*, No. 28. Centre de Recherche et d'Applications Pédagogiques En Langues, Publications Scientifiques. Retrieved September 24, 2008 <[revues.univ-nancy2.fr/melangesCrapel/IMG/pdf/3\\_ROBY.pdf](http://revues.univ-nancy2.fr/melangesCrapel/IMG/pdf/3_ROBY.pdf)>
- de Schryver, G-M . (2003). Lexicographers' dreams in the electronic-dictionary age. *International Journal of Lexicography* 16 (2): 143-199.
- Sokmen, A. (1997). Current trends in teaching second language vocabulary. In Schmitt, N. & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy*. pp. 237-257.

## Other resources

Articles online dealing with EDs, ER, TBLT, Japanese college students' vocabulary learning, and how to measure and improve readability of online versus printed text can be found on the writer's website <[www.call4all.us](http://www.call4all.us)>

John Paul Loucky is an associate professor at Seinan Jo Gakuin University in Japan, where he has taught all areas of ESL/EFL for about 20 years. He has written and presented extensively on L2 reading and vocabulary development for many international conferences and journals, and for engineering and online encyclopedias.



**101 REASONS TO  
ATTEND JALT2008  
— No. 55 —**

"People watch! You never  
know who or what  
you'll see!!"

**...with Marcos Benevides**

<jalt-focus@jalt-publications.org>



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

**JALT FOCUS ONLINE**

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

**JALT Calendar**

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

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

**JALT Focus**

This month, just in time for the conference and the changing of the JALT guard, our outgoing president, Steve Brown, takes stock of the organization. Myself having pattered around the fringes of JALT since just before he started his first term, I think I can safely write for all of us: Thank you, Steve, for an absolutely superb job. You and your team steered us with patience, confidence, and vision, and raised the bar yet again for the incoming executive. Most importantly, you never missed a JALT Focus deadline, which I expect the new president will be sure to emulate!

**Message from Steve Brown, JALT President 2004-2008**

Four years ago, at the Nara conference, I was interviewed by a reporter from a Chinese EFL newspaper. She only had two questions: First, how would I describe JALT in one sentence? And second, as incoming president, what direction did I want to take JALT in?



I was flummoxed. I couldn't answer her, at least not in the way that she wanted. To attempt to do so would not only be impossible, but it would indicate that I really didn't understand JALT at all. JALT is not the kind of organization to be dealt with in a quick sound bite response. It's a multidimensional space for people from all areas of our profession—teachers, student teachers, learners, and other professionals. We have 36 chapters all over the country, offering presentations, workshops, and seminars throughout the year; we have nearly 20 SIGs covering a wide range of interests; we have a very active publications section that produces a year-round monthly peer-reviewed magazine and newsletter, *The Language Teacher*, and the respected *JALT Journal* twice a year. And then there's the annual international conference every November, the largest in Asia, bringing together 2,000 professionals from

all over Japan and the rest of the world to share the latest developments in our field.

We're a vibrant and diverse organization; consequentially, it's not easy to run JALT as an efficient top-down machine. But then, that's not the way we want to be anyway. We're not a centrally-controlled organization and neither should we be. We're about creating spaces for professional and personal growth for our members. We're about sustaining a dynamic framework for our members to meet and work together. We're about collaborating with others, to be the best we can for our learners and colleagues, and thus for ourselves.

So how could I possibly say all that in one sentence? Why should I even try?

By the same token, given the kind of organization we are, how could I answer the second question? It is not for me, or any director, or anyone, to lead JALT in any particular direction. JALT has grown, and will continue to grow, in many directions, according to the needs and desires of the

membership in different areas of the organization.

That means a JALT which tolerates and welcomes diversity of thought and approach, which hears the views of others without judging precipitously, and which listens before rushing to speak. A JALT which is always ready to welcome new faces and ideas and to find a space for those who bring new energy to the table. That is the JALT I have tried to help nurture, and which has brought me tremendous personal and professional satisfaction over the last 4 years.

It has been an immense privilege to serve as JALT President for two terms, not least because I have had the good fortune to serve with some very talented people on the Board of Directors. Whoever my successor is—and as I write this, the election process is still under way—I wish them and the new Board of Directors all the best. I know that it will be a challenging task but also a very rewarding one.

*Steve Brown*

*September 22, 2008*

## ...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.

**I**N THIS month's Member's Profile Eva Bernat discusses her journey as a nonnative speaker teacher (NNST) and her experience with near-peer role modeling.

## MEMBER'S PROFILE

# Eva Bernat

Ever since I can remember, I have always wanted to be a teacher. I recall sitting my younger sister down in front of a small, A-frame blackboard,

teaching her reading and writing, and imagining I was in front of a classroom full of students. That was back in Poland in the 1970s. In the early 1980s with the rise of the Solidarity movement and the eminent fall of Communism, Poland went through major political changes. During the time of this social and economic unrest, my parents decided to emigrate to Australia. Being the only non-native English speaking pupil in the whole school in Sydney's Northern District, I was a rather curious



novelty to everyone. In the beginning, I found school challenging and the language barrier daunting, but I never let go of the dream of one day becoming a teacher. Yet at the time, my lack of proficiency in the native tongue meant that the dream was further from me than at any other

time in my life. I wondered how I could teach a language that was not my native tongue.

This issue, to a greater or lesser degree, distresses many nonnative speaker teachers (NNSTs), who tend to feel insecure about themselves as EFL professionals. Many lack confidence in their own teaching skills precisely because they define these in terms of English language skills. Yet, the native/nonnative speaker division is solely based on language proficiency, where the native speaker model divides the profession according to a caste system, which scholars now argue must be eliminated.

Today, I train pre-service and in-service TESOL teachers who come from various non-English speaking backgrounds. Although my route to becoming a teacher and later a teacher educator was not a linear one, it only affirms that dreams are indeed achievable. I have recently become passionate about building a pedagogical model geared towards nonnative teacher empowerment in TESOL teacher education courses. In fact, this area of research is so important that the TESOL Inc. Research Agenda identified issues related to NNSTs as a Priority Research Area, and a question of research interest listed in the document is: To what extent, if any, are issues related to NNS professionals addressed by the TESOL teacher preparation curriculum?

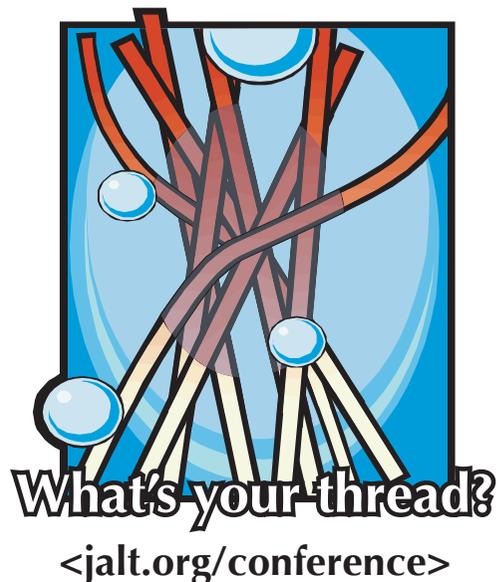
I have found *near-peer role modeling*, based in social psychology, to be a useful tool in my teacher education courses in recent years. Near-peer role models are people who are in some way “near” to us—for example, in age, background, social status, profession, and so on. This is how it works: during the semester, teacher trainees are exposed to various models and *empowering discourses* in their lectures on issues related to NNSTs—both from their nonnative speaker lecturer, myself, and two NNSTs who came to give talks on separate occasions. Trainees become informed of the gradually emerging global changes to the status of NNSTs, and are told that NNSTs currently outnumber native speaker teachers in the world—a fact which the trainee teachers do not seem to be aware of and are always very pleasantly surprised to learn about. Furthermore, the visiting teachers who come to give personal testimonials about their own professional journey in the field of TESOL seem to have a very positive effect on the listeners. The speakers engage the trainees in lively and productive discussions, and find that they are able to relate to each others’ feelings and experiences well. One female teacher from Japan recently commented that she now believes she

could not only be a good model of a successful language learner for her students back in Japan, but also had the desire to be a successful model for other NNSTs in her homeland!

In my lifetime, I hope to make a worthwhile contribution to teacher education, particularly to the education of NNSTs. I believe that carefully planned strategies of empowerment aimed at convincing NNSTs of the important contribution they can make to the teaching enterprise is crucial, yet I am aware that any effort to bring about significant changes in the mindset of people is, by no means, going to be an easy task or one that will yield positive results overnight.

On a positive note, however, with the massive spread of English, currently accepted norms of native speaker status will be revisited and perhaps revised to include populations presently excluded from the native speaker speech community. I believe that this process should relocate the locus of power and control among English speakers, transforming and reshuffling notions of currently perceived native and nonnative identities. Already we can see that the “waters” of English native-speaker norms are becoming muddied, which creates the right conditions for blurring the line of divide between native and nonnative English language professionals worldwide.

**Eva Bernat** is currently a part-time lecturer and researcher in the Applied Linguistics and Language in Education Research Centre at Macquarie University, Sydney. Eva can be contacted at <eva.bernat@ling.mq.edu.au>.



## ...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.



**T**HIS MONTH, Joe Siegel recounts his experience at the JACET/JALT Joint Regional Conference in Nagoya, deeming it a rewarding experience in many ways. In the second report, Tomoe Fujimoto writes about her experiences at the Brain-Based Learning Expo in Orlando this past June.

## 1st JACET/JALT Joint Regional Conference, Nagoya

By Joe Siegel,  
University of Birmingham  
MA TESL/TEFL Program,  
<jojo.siegel@gmail.com>

The first JACET/JALT Joint Regional Conference was held June 14, 2008, at Chukyo University in Nagoya. This event was co-sponsored by the JACET Chubu Chapter, JALT Gifu, Nagoya, and Toyohashi Chapters with support from JALT's College and University Educators (CUE) and Learner Development (LD) SIGs.

As a relative neophyte on the EFL conference scene, I was excited and somewhat anxious about attending and presenting. Considering all the groups involved in sponsoring the conference, I wasn't sure I could remember all the acronyms, let alone understand the conference content. A

20-something midway through an MA TESL/TEFL course, I wondered if I would be out of my depth. Turns out, once I got to the conference, I was able to both gain from and contribute to it. I felt that participating as an attendee as well as a presenter introduced me to an academic community of like-minded professionals beyond my expectations.

The conference theme, *Toward a Synergistic Collaboration in English Education*, addressed a pertinent issue in our teaching context, EFL in Japan. I've both experienced firsthand and heard secondhand of the often disconnected groups of Japanese and non-Japanese teachers. This event brought numerous representatives from the two groups together, and I was enthused to interact with each.

Though I'd have liked to attend all 30 presentations, workshops, and speeches, I had to limit myself to those most closely related to my teaching contexts and future research interests. Fortunately, handouts from all the talks were available, so I learned even about those presentations I missed.

Among the many presentations offered, one particularly sparked my interest. Sanae Kurauchi (Aomori Public College) reported on her use of small group work to boost learner autonomy and motivation in college classrooms. The role of the group leader rotated and each member was given the opportunity to guide and manage the activities, creating chances for communicative collaboration among peers. This presentation provided a teaching methodology that is immediately applicable, and I would be confident in replicating this procedure in my own classes. Once my curiosity was aroused, I found I'd like to investigate spoken interaction among such groups. I learned a lot through this talk and am motivated to act on it.

I was also fortunate to be part of a group of five TEFL/TESL graduate students who led a presentation/workshop titled *Synergizing Professional Development*. Our goal was to encourage collaborative teaching and research among Japanese and non-Japanese teachers of English. The first half of the session included a presentation describing the components that comprise successful collaborative groups and showed that collaboration is linked to the dynamism of the Activity Theory.

The second half of our session provided a unique element. Using feedback circles, audience members were invited to participate by providing feedback on the presentation content and

delivery. The feedback circles allowed the entire room to interact, collaborate, and synergize. The session closed with a call for collaboration on a number of potential and ongoing projects, including research on extensive reading, video journals, and learner autonomy. Participants were invited to fill out an online survey (available at <jarinefl.wordpress.com/>) to help facilitate future collaboration.

For teachers like me, new to the EFL conference scene and perhaps somewhat hesitant about presenting, finding a partner or group is a great way to help anyone get started! The support, camaraderie, and motivation stemming from group dynamics are invaluable.

From my perspective, keynote speaker Hideo Kojima delivered a pertinent lecture on teacher autonomy, an area in language teacher research that is not fully understood. After Kojima's keynote address, I was fortunate enough to experience more real collaboration during a lively conversation at the post-conference party. It was great to hear him passionately describe the need for teacher autonomy, especially among Japanese teachers, and how the Japanese education system may be a factor limiting professional autonomy.

As teachers, we should be lifelong learners, and I, for one, acquired a wealth of knowledge from this event. Interaction with other teachers, specifically the Japanese participants, was insightful. I also enjoyed browsing through book displays and discussing the latest textbooks with representatives from various publishers. The extensive amount of information gained meant I needed some time after the conference to reflect on my experiences, thankfully I had taken advantage of this opportunity to involve myself in the EFL community.

A huge thank you to Chukyo University, the JACET <jacet.org/> and JALT <jalt.org/> organizers, the CUE <jaltcue-sig.org/> and LD <ld-sig.org/> SIGs, and to the presenters and attendees. (And now I know what all those acronyms mean!)

## 101 REASONS TO ATTEND JALT2008

— No. 3 —

"Did you really want to stay at school for that F'D seminar?"

# Brain Expoに参加して

トモエMIアカデミー 藤本トモエ

by Tomoe Fujimoto, Tomoe MI  
Academy <tomoe@gol.com>

ここ数年、全米数学者会議や全米教育者会議というものに毎年参加していると思うのは、講師の先生方が、Brain Based LearningとかBrain Friendly Teachingと言う言葉を講義の中で必ず使っていることである。つまり、何が脳に良く、どうすれば脳に適した教え方が出来るのかということが話題になっているのである。

このBrain Based Learningの前提に立っているのが、Multiple Intelligencesのセオリーである。マルチプルインテリジェンス(MIと略して使う)の理論は、元来、ハーバード大学のハワード・ガードナー教授が提唱したもので、日本では多重知能と言う言葉で紹介されている。つまり、知能テストで計ることの出来るものだけを知能と呼ぶのではなく、もっと大きな意味で知能を捉え、脳科学を踏まえて、複数の知能があることを分類しているのだ。それらは、現在では下記の8つの知能である。

- 1) 言語的知能: 会話・読書・文章を書くときなどに用いられる知能。言葉を見聞きして、記憶したり、それを操ったりする役割を担う。
- 2) 空間的知能: 他の人間・自分・物体がどの位置にどれくらいで、どういう位置関係で存在しているかを認識・記憶する知能。空間のなかでうまく行動するためにも働く。
- 3) 論理数学的知能: 計算・暗算・論理的な思考をするときに使われる知能。さまざまな数学的論理的記号を記憶し、理解し、それを操作するときに用いられる。
- 4) 音楽的知能: 歌を歌ったり、楽器を演奏したり、音楽を鑑賞するときなどに使われる知能。音の並びからメロディーを聴き取り、記憶し、その知識や経験をもとに歌ったり、演奏したりするときに働く。
- 5) 絵画的知能: 絵や図形を見て理解したり、描いたりするときに用いられる知能。目で見たい対象の形やパターンを捉え、記憶し、新しい絵を描くときに用いられる。
- 6) 身体運動的知能: 手を細かく使ったり、道具を使ったり、スポーツをしたりするというような、身体動作を意識的に行うときに働く知能。身体の姿勢や運動の様子を認識・記憶してそれらに基づいて運動をうまくコントロールする働きをする。
- 7) 社会的知能: 他人の意思・動機・希望などを理解し、他人と上手に意思疎通する能力。
- 8) 内面的知能: 自分を理解し、希望・恐怖などに対する自分の情動を把握し、自分の生活を上手に統制する能力。(一部、澤口俊之著脳教育2.0から引用)

このように脳には複数の知能が存在していることを前提にすると、子どもたちにどのような知能が存在しているのかが、気になってくる。また、子どもたちがそれぞれが持っている知能のプロファイルが異なっているのならば、それらに合致した教え方はどうなるのだろうかという疑問が自然と湧き上がってきて、従来の教え方の弱点が見えてくる。

さて、アメリカの教育界ではこのMI理論が前提となっているのだが、もっと脳科学を活用して効果的な教授法を探ろうというのが今回のBrain Expo開催の趣旨である。

全米のみならず諸外国からの参加者およそ300名が、デイズニールワールドで有名な米国オーランドに集い、4日間の日程で大会が行われた。

朝一番には参加者が一同に参加する総会があり、その後は、同時間帯にいくつかのセッションがあるので、参加者の興味によって、選択が出来る、またランチタイムには基調講演が行われるというようなスケジュールであった。

いくつかのセッションの内容をここで紹介する。

### Conscious discipline by Becky Bailey

Educators are asked to nurture students' social-emotional development while their own emotional intelligence is often overlooked. Explore how to manage your "emotional brain" so you can leave work with enough energy and love for your family. Create safe, connected "school families" in which children choose cooperation, conflict is a teaching opportunity, diversity is honored, and motivation grows internally through caring instead of externally from rewards.

### Be an unforgettable brain-friendly teacher! by Laurie Kagan

We can teach with traditional methods or we teach the way the brain best learns. Learn creative strategies based on multiple intelligences, brain-compatible learning, and cooperative learning. Gain master techniques that ratchet up quality of teaching from mediocrity to excellence. Come away prepared with adaptations to use immediately.

発表者は常に脳が何を欲しているかを念頭に置いているので、一方的に講義をするようなスタイルのセッションは少なかった。体を動かし身体運動知能を応用したり、視覚に訴えたプレゼンテーションに力を入れたり、脳のいろいろな分野を刺激するようなことが試みられていた。同じ内容でも、運動機能を使いジェスチャーを交えて覚えてみると、ただ目で見ただけでは(教科書だけでは)記憶に残らないことも、不思議といつまでも覚えていられる。記憶媒体を目にだけ頼るのは愚かしいことであることがわかった。また、脳は常に新しいことを欲している。その特徴を利用して、授業形態そのものを、クラス全体でやってみたり、ペアに組んでやってみたり、4人一組で活動してみたりと変化させるだけで脳は喜ぶのである。そして、教師がインプットを与えたら、アウトプットする状況に生徒を置くことを忘れないということも大切だ。

ちょっと目先を変えるだけで生徒の脳へのインプットが変わる。それを知らないで従来型通りに、黒板に向かって座らせ、ノートとペンを使って黙って聞かせる授業をやっ

ているとしたら、それは教師の怠慢としか言えない。脳はもっと新しいことを求めているのである。

- What I hear - I forget
- What I see - I remember
- What I do - I understand

### 参考文献

澤口俊之 (2008).『脳教育2.0』東京:講談社 pp. 102-103.

### Additional information about brain-based learning

To English-only readers in the land of JALT:

If you are interested in brain-based learning, Eric Jensen hosts a twice-yearly conference that is off the charts, in the USA. You can visit his page at <[www.jensenlearning.com](http://www.jensenlearning.com)>. The expert interweaving of practical teaching activities with cutting edge theory is sure to challenge and inspire you to teach your students more about improving their short- and long-term memory as well as motivation, attitudes, and so on. I met Tomoe Fujimoto at the conference in Orlando this June and we were both enthusiastic in wanting to communicate the goals of the conference and our experiences. We hope you will consider going to a future brain-based learning expo, or give yourself the supreme treat of enrolling yourself in one of many in-depth teacher-trainer courses offered by Jensen. (Joyce Cunningham)

### Is your JALT membership lapsing soon?

#### Then be sure to renew early!

Renewing your membership early helps us to help you! Your JALT publications will continue to arrive on time, and you'll be able to access membership services at JALT events and online.

It's easy! Just follow the links to "Membership" at <[jalt.org](http://jalt.org)>, or use the form at the back of every issue of *TLT*!

## ...with David McMurray

<outreach@jalt-publications.org>



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

## Whole Language Study in London

The belief that one does not acquire real speaking competence without spending time in the country where the target language is widely spoken is born out by research conducted by Meara (1994). The combination of immersion in a native speech community with formal classroom learning creates the best environment for learning a second language. Those students who go abroad will ultimately become the most proficient in the use of their language of specialization (Aveni, 2005). The greatest gains made by students in an immersion environment are students who initially demonstrated lower language proficiency. Study abroad opportunities do not have to be limited to intermediate and advanced level learners. Students in Japan, therefore, are often encouraged by professors at their home universities to study overseas for a semester on exchange programs or during spring and summer vacations.

The internationalization of English, the globalization of universities, and the increase in the numbers of academic exchanges and study abroad opportunities should lead to the standardization of the way English is taught. For now, however, there continues to be a wide variety of approaches and teaching methods. The purposes for studying abroad, however, are usually similar:

- a) to improve linguistic skills,
- b) to encounter an ESL community outside of the classroom,
- c) to extend knowledge of foreign society, institutions, and culture,
- d) to develop personal initiative, display independence, and adaptability.

The University College London has a program that satisfies these four goals. The Summer English Course is a language learning experience offered by the Language Centre at the University College London and accredited by the British Council that has accepted students from Japan since 1988. The inaugural course was designed for language majors from The International University of Kagoshima by Junji Kobayashi, a professor at the university, and staff at The University College London. Directed by Christine Hoffman, the curriculum has changed a number of times since then. It now includes students from several EFL countries. Curriculum and syllabus



**J**ACKIE WATSON coordinates the Summer English Course and other specialized short courses for students from overseas at The University College London Language Centre. "Participants in our Summer English Course must be students," noted Watson in an interview conducted in September 2008. Lawyers and managers have registered for other language courses, but they tend to have different goals than what most university students have. Career-focused professionals want to improve a specific skill such as pronunciation or the writing of memorandums. University students demand a well-rounded experience in the classroom and prefer social activities on and off campus. Registrants in the program this year were a mix of university students from Japan and Korea, high school graduates from Taiwan, and graduate students or adult learners in training to be tour guides in their home countries throughout Europe, the Middle East, and South America.

design involves a never-ending process of making adjustments aimed at enhancing pedagogy. The 3-week program is currently based on a whole language approach, offering classes called Integrated English, Survival English, and guided tours to museums, galleries, theatres, and broadcasting companies. Students are encouraged to learn through social interaction in the classroom and outside the classroom. Language students and their language teachers are expected to apply well-developed thinking skills to collaboratively solve academic tasks and activities, make reasoned judgments, and arrive at conclusions about language-related issues. Language education to help students thrive in a multilingual and multicultural world needs such a collaborative and holistic approach, according to Rinner and Wigert (2006).



Students are asked to read authentic materials, such as maps, brochures, and advertisements and to use them for communicative purposes in and outside the classroom. The experience of studying abroad in London in a program that uses the whole language approach as an overall philosophy of teaching and learning provides new meaning and purpose to classroom study and extracurricular activities for students used to more traditional teaching methods in Japan. For students at the university EFL and ESL levels, Blanton (2002, p. 293) claims “a holistic approach that shifts the focus from the text to the reader brings enormous benefits. They learn that reading is not about guessing someone else’s (the author’s, the teacher’s) meaning; nor is it about remembering the author’s words.” Rather than a particular emphasis on phonics, pronunciation, or other atomistic approach (building up of language skills from isolated pieces), students are constantly integrating reading, writing, speaking, listening, and thinking skills to communicate and complete tasks.



On the first day of the program, 35 to a maximum of 50 university students are welcomed and introduced to each other and the university. Students sit a 1-hour writing test and a 5-minute interview test. Output skills, writing and speaking, are assessed and students ranked by abilities. Three classes were formed in 2008. Students from Italy, Spain, Switzerland, Germany, Brazil, and Saudi Arabia filled the upper class. Koreans and Taiwanese filled the second level. Japanese students formed the lowest level group.

Two 90-minute classes are offered each morning, 5 days a week. The Integrated English class combines speaking, listening, reading, and writing tasks using materials adapted by the instructors for use by lower level, intermediate, and upper intermediate students. Lessons include all four skills of listening, speaking, reading, and writing, rather than a single skill. Vocabulary development and communicative grammar practice are weaved into each class. The Survival English Skills class emphasizes the use of authentic materials selected from the wealth of realia in the London area. Classroom practice readies students to start conversations, interview the multi-cultural Londoner, and shop or chat over tea and coffee. The students in this language class realize they need to understand the material they read and know what they are looking for, be able to do intensive reading and take notes. Morning and early afternoon classes also prepare students for guided visits later in the afternoon around the University College of London campus, to The British Museum, The Tate Art Gallery, The BBC, or to a musical such as *Mary Poppins* or *Lion King*. Learning activities move from whole to part. Students are asked to read a whole article rather than part of it or an adapted version of it. This whole language approach taken by the instructors supports the Communicative Language Teaching

and Cooperative Learning methods the University College London teachers are using (Melrose, 1995).

An autonomous language learning centre housing a variety of ESL and EFL text books, magazines, videos with English subtitles, and computers with e-Learning software, fills in any gaps in the learning needs required by students. The final evaluation is based on class participation and the making of presentations.

The major principles underlying whole language instruction at The University College London match well to Richards and Rodger's (2001) list of criteria identifying a whole language approach to language teaching:

- Using authentic literature rather than specially prepared texts.
- Reading for the sake of comprehension and for a real purpose.
- Writing for a real audience and not simply for practice.
- Writing as a process through which students explore meaning.
- Using student-produced texts.
- Integrating reading, writing, speaking, and listening.
- Students choosing what they want to study.
- Student-centered learning.
- Presenting and discussing in partnership with other classmates.
- Encouraging risk taking.

As more and more students from Japan participate in study abroad programs and international exchanges, teachers need to be better prepared to respond to the challenge of finding appropriate programs, specifying the linguistic benefits that accrue from these experiences, and to better prepare the students for their experiences while abroad and on their return.

## References

- Aveni, V. (2005). *Study abroad and second language use: Constructing the self*. Cambridge: Cambridge University Press.
- Blanton, L. (2002). A holistic approach to college ESL: integrating language and content. *ELT Journal*, 46, 13-15.
- Meara, P. (1994). The year abroad and its effects. *Language Learning Journal*, 10, 32-38.
- Melrose, R. (1995). *The communicative syllabus: A systemic-functional approach to language teaching*. London: Pinter.
- Richards, J. & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rinner, S. & Wigert, A. (2006). From sports to the EU economy: Integrating curricula through genre-based content courses. In *Educating for advanced foreign language capabilities*, Byrnes, H., Weger-Guntharp, H. & Sprang, K. (Eds). Washington: Georgetown University Press.

# Come on! Get involved!



A JALT membership is more than just a product! It's an opportunity to make a difference. JALT is an organisation committed to the development of professionalism in language teaching and learning. As a JALT member, you can play a part in that by becoming involved. At your local chapter level, there is always a need for speakers, officers, and volunteers. JALT Special Interest Groups need help with events, mini-conferences, and publications. Our annual conferences require a vast team for doing everything from programming to cleaning up. JALT's publications are always on the lookout for committed writers, editors, readers, and proofreaders. So come on! Make a difference!



**Get involved! See the JALT Contacts column in every issue of *The Language Teacher*!**

## ...with James Hobbs

<sig-news@jalt-publications.org>



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

### SIGs at a glance

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

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

### Bilingualism

[🔗] bilingualism, biculturalism, international families, child-raising, identity ] [📖] *Bilingual Japan*—3x year, *Journal*—1x year ] [🗣️] forums, panels ] [✉️]

In keeping with this year's conference theme, Bilingualism is pleased to host **Alvino Fantini** in a workshop titled *Intercultural marriages: Rewards and challenges*. This 100-min. workshop will take place on Sun 2 Nov from 13:05. Fantini has been involved in multicultural communication and is an authority on intercultural communication and education. Also make plans to attend the Bilingualism General Meeting on Saturday. It is an excellent opportunity to meet fellow members and get involved.

### 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 welcomes new members to join us at this exciting time of innovations in educational technology both in Japan and abroad. The next international conference, JALTCALL 2009, will be held at Toyo Gakuen University, Hongo Campus in Tokyo. For more information on submitting a conference proposal, serving as an officer, or volunteering to help in any way you can, visit <jaltcall.org/news/index.php>.

### 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 ]

PAC7 at JALT2008: Please join us Sat 1 Nov at 13:15 for the CUE Forum. The theme for this year is *Research design: The backbone of academic inquiry*, presented by **Peter Neff** (Doshisha University), **David Beglar** (Temple University Japan), and **Matthew Apple** (Nara National College of Technology). The CUE annual general meeting will be held immediately following the forum. For more details, visit the CUE webpage <jaltcue-sig.org/node/18>. Hope to see you there!

### Extensive Reading (forming)

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

### Gender Awareness in Language Education

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

Come to the GALE Forum/Discussion at PAC7 at JALT2008. Four international researchers report on their research on a range of topics: expatriate gender and racial relations of power in East Timor; an English-language retraining program for so-called *entertainment* women in Cambodia; a sociolinguistic analysis of Japanese women's pilgrimage for language learning, traveling, and careers in tourism in Australia; and an examination of the limits of thought towards gender and sexuality in language education. Visit our website <www.gale-sig.org>.

### Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through

your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for 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.gilesg.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

## Japanese as a Second Language

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

論文・記事大募集: JALT日本語教育論集を2008年12月30日に発行。論文、研究報告、評論、小論、手紙など募集。日本語研究者、指導者、学習者の皆様応募お願いします。原稿締め切りは2008年12月1日。新しいホームページをご覧ください<www.jalt.org/jsl>。

Call for Papers: *JALT Journal of Japanese Language Education*. Japanese as a second language researchers, teachers, and learners are invited to contribute articles, research reports, essays, reviews, and letters. Submission due date is 1 Dec 2008, and publication date is 30 Dec 2008. Please visit our new website <www.jalt.org/jsl>.

## Junior and Senior High School

[🔗] curriculum, nativespeaker, JET programme, JTE, ALT, internationalization [📖] *The School House*—3-4x year [📍] teacher development workshops & seminars, networking, open mics [📧]

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

## Learner Development

[🔗] autonomy, learning, reflections, collaboration, development [📖] *Learning Learning*, 2x year; *LD-Wired*, quarterly electronic newsletter [📅] Forum at the JALT national conference, annual mini-conference/retreat, printed anthology of Japan-based action research projects [📧]

Keen to explore connections between learning and teaching and to share your experiences

with other teachers? Please join us Sat 1 Nov at PAC7 at JALT2008. Our forum, *Scaffolding: Looking Through Learners' Eyes*, will be facilitated by **Deryn Verity**. Then, following the SIG's annual general meeting (AGM), we will hold a joint party with the CUE SIG at The Pink Cow. For more information/ reservations contact Stacey Vye <stacey.vye@gmail.com>. Our website is <ldsig.org/>.

## Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <jalt.org/lifelong/>). For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.ij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン< jalt.org/lifelong/>上でもフォーラムやメルリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.ij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

## Materials Writers

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

We now have an Archives page on our website. Although not complete, many past issues can be downloaded as PDFs. Nonmembers can access all but the current 2-year's worth, so check out what we're doing at MW-SIG <http://materialswriters.org/betweenthekeys/archives/>.

## Other Language Educators

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

OLE has issued Newsletter 48 with all abstracts of presentations in workshops and individual presentations related to other FLs at PAC7 at JALT2008; a 750-word proposal for an introduction to OLE; and an updated handy schedule of presentations in the OLE room, 514. Copies of NL 47 (workshop abstracts) and NL 48 are available from the coordinator <reinelt@iec.ehime-u.ac.jp>.

## Pragmatics

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

The Pragmatics SIG will co-sponsor the Temple University Applied Linguistics Colloquium in cooperation with the Tokyo JALT chapter and Temple University, Japan. The colloquium will be held on Sun 8 Feb 2009 at Temple University Japan, Tokyo campus. Please consider making a presentation on completed research or works-in-progress. Send a 50-word summary and a 150-word abstract plus your contact information to <tujcolloquium2009@gmail.com>. Deadline: 15 Dec 2009. For details, contact Megumi Kawate-Mierzejewska <mierze@tuj.ac.jp>.

## Professionalism, Administration, and Leadership in Education

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

## Study Abroad (forming)

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

The Study Abroad SIG is a new and upcoming group interested in all that is Study Abroad. We

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

## Teacher Education

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

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

## Teaching Children

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

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

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

# SIG Forums at PAC7 at JALT2008

These are some of the forums and events being organised by JALT's Special Interest Groups at this year's conference in Tokyo. See the conference handbook or the website for more information.

## *Research design: The backbone of academic inquiry*

- Saturday, 1:15 pm - 2:55 pm, Room 309
- College and University Educators SIG

## *Discussing issues related to study abroad*

- Saturday, 1:15 pm - 2:55 pm, Room 415
- Study Abroad SIG (forming)

## *Negotiation or reinvention of gender globally*

- Saturday, 1:55 pm - 3:35 pm, Room 310
- Gender Awareness in Language Education SIG

## *My share: Japanese as a second language*

- Saturday, 1:55 pm - 3:35 pm, Room 511
- Japanese as a Second Language SIG

## *Discourse and identity*

- Saturday, 4:10 pm - 5:50 pm, Room 309
- Pragmatics SIG

## *Published materials: Accounts from the successful*

- Saturday, 4:10 pm - 5:50 pm, Room 310
- Materials Writers SIG

## *Weaving stories: The Extensive Reading colloquium*

- Saturday, 4:10 pm - 5:50 pm, Room 311
- Extensive Reading SIG

## *TED SIG Forum: Educating for the future*

- Saturday, 4:10 pm - 5:50 pm, Room 405
- Teacher Education SIG

## *Best CALL practices in Japan in the last 4 years*

- Sunday, 9:15 am - 10:55 am, Room 102
- Computer Assisted Language Learning SIG

## *GILE SIG Forum: Sharing ideas, lessons, resources*

- Sunday, 9:15 am - 10:55 am, Room 304
- Global Issues in Language Education SIG

## *JSHS SIG open mic*

- Sunday, 1:05 pm - 2:45 pm, Room 405
- Junior Senior High School SIG

## *Intercultural marriages: Challenges and rewards*

- Sunday, 1:05 pm - 2:45 pm, Room 409
- Bilingualism SIG

## *Primary innovations in East Asia*

- Sunday, 3:15 pm - 4:55 pm, Room 417
- JALT; British Council

## *English education in Japan: Moving forward collaboratively*

- Sunday, 3:15 pm - 4:55 pm, Room ICR

## *OLE SIG Forum: Steps of other FL acquisition*

- Monday, 9:15 am - 10:55 am, Room 514
- Other Language Educators SIG

## *FL teaching in the 21st century*

- Monday, 1:40 pm - 2:40 pm, Room 514
- Other Language Educators SIG

## ...with Ben Lehtinen

&lt;chap-events@jalt-publications.org&gt;



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



## CHAPTER EVENTS ONLINE

You can access all of JALT's events online at:  
<[www.jalt.org/calendar](http://www.jalt.org/calendar)>.

If you have a QRcode-capable mobile phone, use the image on the left.

**N**OVEMBER KICKS off with the largest conference in Asia as thousands converge on the National Olympics Youth Center to take part in PAC7 at JALT2008, and the Sixth Asian Youth Forum. If you can't make it to this event, get out if you can and attend a local chapter event. If your local chapter isn't listed, or for further details, check out the online conference calendar for updates and new events. If just attending doesn't sound exciting, contact your local chapter and propose an activity, lecture, workshop, barn-raising, or anything else that you think will attract like-minded language education professionals.

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

**Gunma—Developing four skills of language acquisition with picture books and stories** by **Naoko McLellan**. The presenter will share how the four skills of language acquisition in elementary schools can be guided using stories and picture books in the classroom with an understanding of the development of the learning process. Stories as holistic approaches to language learning will expand or branch into many different directions, allowing students to pursue personal interests through foreign language. *Sat 8 Nov 14:00-16:30; MIT: Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members ¥1000, first-timers free.*

**Kitakyushu—Development of an online speaking and writing test** by **Robert Courchene**. This workshop focuses on the development of an online speaking and writing test by teacher/researchers from the Official Languages and Bilingualism Institute at the University of Ottawa. A variety of topics will be discussed, including the development of a testing protocol, interview format, pilot testing, data analysis, software programs, field testing, and a working model. *Thu 6 Nov 18:00-20:00; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from the Kokura train station); one-day members ¥1000.*

**Okayama—Teaching reading to young learners: Phonics? Sight words? Whole language? Yes!** by **Sandy Rogers** of Logos Eikaiwa and Notre Dame Seishin Elementary School followed by *Evaluation of materials for young learners* by **Joe Seigel** of University of Birmingham. Rogers will examine three methods of teaching reading to young readers including the teaching of phonics as well as give suggestions for improving the teaching of reading. Seigel will provide an introduction to systematic textbook evaluation, presenting evaluations of two EFL/ESL textbook series for children. *Sun 16 Nov 15:00-17:00; Sankaku A Bldg. 2F (near Omotecho in Okayama City); one-day members ¥500.*

**Shinshu—Voices from the team-teaching classroom** by **Nao Adamson**. This presentation investigates team teaching between a Japanese Teacher of English (JTE) and an Assistant Language Teacher (ALT) in an English classroom in a junior high school in Japan. After visiting a junior high school in Nagano Prefecture and observing one team-teaching lesson, interviews were conducted with all direct stakeholders of team-teaching, the

Japanese teacher, the ALT, and their students, to discover more about the context of the lesson with fascinating results. *Sun 30 Nov 14:00-16:45; TBA (probably Irufu Plaza); one-day members ¥1000.*

**Toyohashi—Developing a curriculum enhancing website** by **James Venema** and **Bruce McCaughan**. This presentation will briefly demonstrate how a curriculum website addresses

specific program needs of teachers and students. Speakers will also outline some technical issues in developing a website and address any queries that members of the audience might have. The audience will be encouraged to contribute ideas on how websites can be incorporated into programs to enhance teaching and learning. *Sun 16 Nov 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥500.*

## COLUMN • CHAPTER REPORTS

39

### ...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.

**Hiroshima: June—War, 9-11, and crossing cultures** by **Sue Atsuko Kawashima**. Born in Nagano and schooled in pre-Second World War Japan, Atsuko Kawashima is distinguished professor of Japanese at City University in New York (CUNY). The evening's talk was of memories from Kawashima's life that centered around the cruel and frightening theme of war and how it massively uproots, frightens, and challenges people. The very fact that Sue is still around demonstrated to the audience her resolute will to live.

At 47 she moved to the US with her husband and earned a doctorate from Columbia University in Western Art. She then joined CUNY as a Japanese teacher and has been engaged there ever since in helping to break down barriers, build bridges, and observe the changing world.

Many in the field of Japanese language studies will know Sue Kawashima through her groundbreaking work, *A Dictionary of Japanese Particles*, published in 1999. However, it is her teaching—with her accompanying classroom artwork—that is also renowned in the language field.

Sue Kawashima seemed to hold her audience spellbound effortlessly, weaving story after story

and answering question after question at the conclusion of her welcoming and illuminating talk.

*Reported by Ewen Ferguson*

**Kitakyushu: July—Putting our heads together: A discussion of textbook abandonment and Extensive Reading** by **Various Members**. Daniel Droukis and Paul Collet shared textbook-free courses designed around writing resumes. Ken Gibson described a 1-week intensive fluency training course with no written materials. Others described experiences of giving up on a textbook that turned out to be a bad fit for a class, while some reported that they prefer topic-based textbooks that leave them free to expand the course. Students often need the structure provided by a book but don't seem to mind not finishing it.

The discussion shifted to Extensive Reading and Hudson Murrell passed out a description of his program. Most participants agreed that Extensive Reading works best as homework, but can be supplemented with in-class instruction in reading strategies such as how to handle unknown words and even by the teacher reading aloud to make clear to the students that there is no pausing or backtracking in this type of reading. The first result of sustained reading, according to a study by Ken Gibson is increased speed, but there may be a dip in comprehension.

No time remained to discuss participants' research interests and possible collaborations, so those will be communicated through the chapter's next email newsletter.

*Reported by Margaret Orleans*

**Nagasaki: July—The 2007 MEXT Program: Outsourcing in-service training/participant insights** by **Melodie Cook** and **Yumiko Kose**. For our seventh meeting of the year, we had two present-

ers on complementary topics. Cook, University of Nagasaki, Siebold, and Kose, Nagasaki Prefectural Uku High School, teamed up to explain MEXT's programme in which selected Japanese teachers are sent to Canada for professional development; they discussed this from the perspectives of researcher and participant, respectively. First, Cook presented initial findings about junior and senior high school teachers of English who are sent to Canada by the Ministry of Education to receive language and pedagogical training. The presentation focused on what kind of training participants receive and what they say they initially gleaned from their stay there. After that, Kose spoke about her recent experiences in language training and in pedagogical training at two Canadian universities. The enthusiastic summer festival weekend audience peppered both presenters with plenty of questions and were rewarded in turn with invaluable replies, handouts, a PowerPoint presentation, and a surprise appearance by an image of Data.

*Reported by Tim Allan*

**Nagoya: July-1 )Encouraging Extensive Reading with Librarything.com by Dale Brown.**

For Brown, Extensive Reading means reading what you want to read at a comfortable level. To encourage students' reading, he uses the website *Librarything.com*. Its two main functions are collecting books and getting recommendations with reviews by others. Its benefits include monitoring with accountability, autonomous study, and improving skills. Its drawbacks are unnecessary baubles and an unusable recommendations function. Some students access the site only for collecting lists of books.

**2) Extensive Listening FUNDamentals by Matthew White.** White introduced one of his extensive listening training methods. The participants in pairs tell their partner about a story chosen among the given topics. The partner repeats the same story later. To build word recognition speed, he introduces easy listening materials through CDs, DVDs, and websites. He gives students lots of practice and learning strategies such as listening while looking at pictures, taking a few simple notes about what they could grasp, completing extensive listening record sheets, and taking pre- and post-listening tests. He follows up their activities with a weekly report.

*Reported by Kayoko Kato*

**Omiya: May—Analysis of high school student writing: An examination of essays written from a high school writing contest by Asako Kato.** Kato first summarized general writing classes in Japan which emphasize grammar and memorization. In such lessons, students do tasks such as filling in blanks, memorizing words and phrases, and doing translation.

In order to measure the writing proficiency of high school students, Kato conducted writing experiments. Based on her research results, students had trouble with syntax. Lexis was the second most frequent source of errors, followed by morphology. In addition, results also showed the overuse of such connectors as *and* and *so*.

Kato moved on to explain effective ways of teaching and learning writing, explaining that the processes of input, intake, and output are crucial. Teachers also need to recognize the goals of accuracy and fluency. Also, students need plenty of practice with both guided and free writing. Finally, using all four skills, having teacher-student conferences, editing with fellow students, being familiar with the editing process, and keeping reflective journals all help students to improve their writing skills.

*Reported by Masa Tsuneyasu*

**Shinshu: May—The 19th annual Suwako Charity Walk.** About 160 participants of various ages and nationalities walked halfway around Lake Suwa while being taught by Shinshu University professors and graduate students about the condition and environment of the lake. A picnic lunch was followed by a forum that included a lecture about the lake and a bilingual quiz game based on the lecture. Prizes were awarded, followed by a performance by the Tokyo University of Science, Suwa jazz band. Participants then returned to the starting point by boat, which provided a rare





opportunity to view the lake up close. Not only teachers and students, but also the community at large had a chance to learn about the local environment in both Japanese and English. Donations went to Suwako Club, an NPO dedicated to the improvement of the local environment.

*Reported by Mary Aruga*

**Wakayama: June—Communities of Practice, Internet, and the language classroom: An introduction to blogging** by **Marlen Elliot Harrison**. Harrison began by posing several questions related to the use of Internet technology in the language classroom. This was followed by a discussion of Communities of Practice, speech communities, and the ramifications of these concepts in an EFL context. Implicit in the discussion was the idea that newly available technologies offer far more than convenience and ease of access to information; they provide modes of communication that can bring about and sustain new communities of speech.

In the second part of the presentation, Harrison guided those in attendance through the simple steps that go into starting a blog. Using WordPress, everyone was able to create, design, and edit his or her own blog within minutes. These blogs were immediately available for comment and feedback from other members of the workshop.

This hands-on demonstration in conjunction with Harrison's explanation of the way that he uses a blog in his college composition classes in the US provided a very concrete and easy-to-understand overview of the way that teachers might want to employ the blog to foster a sense of community among their language learners.

*Reported by Kevin Collins*

**Yokohama: July—Hurt your brain** by **Jack Curran** and **Colin Skeates**. Jack Curran presented on how to integrate Systemic Functional Linguistic knowledge into a reading and writing class. The presentation began with an overview of an approach developed by David Rose and incorporated Vygotsky's notion of the importance of positive feelings in successful learning. Jack then blended positive teacher-talk while using the genre of literary description and a clipping from the *Mainichi Weekly*. Of particular interest was the think-aloud approach to reading the text and repetitive poignant display questions to evoke learners focused responses. He concluded with examples of student writing that showed a personalized understanding of the target language.

Next up was Colin Skeates, who demonstrated how making students aware of patterns in writings can aid language learning. He began by getting participants to isolate patterns in songs such as rhyme and meter. He also presented the use of negative lexico-grammar. Of particular interest was the exploration of the information units known as *Given* and *New*. This was particularly instrumental in understanding the role of reference chains not only in the genre of songs but also in more complicated pieces such as plays and literature.

*Reported by Dan Ferreira*

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/](http://www.jalt.org/jj/)

## ...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/>

## TESOL in Seoul: A "Korea" Move?

David A. Leaper, Hankuk University of Foreign Studies

The recent change in government in Korea has opened up new opportunities for teachers who hold an MA in TESOL or Applied Linguistics. Since coming to power in December 2007, Lee Myung Bak has been attempting to shake up South Korea with a series of business-friendly policies and education reforms. One of the many controversial proposals is a plan to employ 23,000 Teaching English in English (TEE) teachers over the next 5 years. A minimum requirement to be a TEE would be to graduate from a 6-month TESOL certificate course, either in Korea or overseas (Song, 2008).



President Lee's proposed reform has met with ferocious opposition from the teachers union (Strict criteria, 2008) and it is uncertain if the TEE scheme will be carried through in its current form. Nevertheless, teaching in public schools remains a prestigious job in Korea and is seen as a secure career in times of a troubled economy, so it's not surprising that the university run TESOL programs experienced a surge in interest. Institutions that would normally enroll 80 students found themselves admitting nearly 300, and had to **scramble to ensure there were qualified personnel** to teach them.

Whether the students who graduate with TESOL certificates end up in public education or not, it seems likely that the increase in teachers with this qualification has expanded the market. Student numbers on these programs will probably remain high for some time to come, along with a parallel demand for MA (TESOL) holders to teach them.

What's so special about teaching on a TESOL program? As somebody who taught at Japanese universities for 5 years, I know that opportunities to teach content-based courses are limited, and although it's more demanding to prepare for *Speaking and Listening Methodology* than *English Speaking 101*, it's a challenge that I find refreshing. Also, there's a substantial difference between teaching university students who may not be majoring in English, and teaching well-motivated adults trying to improve their career. Another positive is that teaching in Korea often proves more lucrative when you take into account lower costs, subsidized or free accommodation, and extra work. Starting salaries should be between 2.5 and 3.5 million won per month, but you can count on a chunk of overtime and some easy money for teaching holiday programs on top of that.

On the negative side, Korea has a longer university year and, as mentioned above, you may be required to work an extra couple of weeks during the holidays (at overtime rates). You should also consider that living in Korea is not as easy as living in Japan. Amongst many ex-pats there is a more openly critical stance towards their adopted country, and amongst some Koreans, strains of xenophobia are less well hidden than in Japan.

However, one thing that will remain constant is the ongoing shortage of MA (TESOL) qualified teachers, which the current TESOL boom has exasperated. Those who hold this degree and can prove they are capable of teaching content courses

es have an excellent chance of developing their career in this intriguing country. For job hunting, it pays to do a search for *TESOL* on the Korean job board at Dave's ESL Café <[www.daveseslcafe.com](http://www.daveseslcafe.com)>, and you can use the forums there to ask about living in Korea.

## References

Song, S. (2008, Jan. 1). S. Korea to hire 23,000 more English teachers. *The Korea Herald*. [Online] Available from <[filipinotefl.wordpress.com/2008/02/09/s-korea-to-hire-23000-more-english-teachers/](http://filipinotefl.wordpress.com/2008/02/09/s-korea-to-hire-23000-more-english-teachers/)>.

Strict criteria urged for TEE teachers. (2008, June 24). *The Korea Herald*. [Online] Available from <[english.kfta.or.kr/board/news2/view.asp?bName=eng\\_news&page=1&search=&search\\_field=&search\\_value=&s\\_div=b&num=231](http://english.kfta.or.kr/board/news2/view.asp?bName=eng_news&page=1&search=&search_field=&search_value=&s_div=b&num=231)>.

## 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/](http://www.jalt-publications.org/tlt/jobs/)> to view the full listings.

**Location:** Tokyo, Shibuya

**School:** Tokyo Jogakkan Middle and High School

**Position:** One full-time native English teacher

**Start Date:** 1 April 2009

**Deadline:** 20 November 2008

**Location:** New York, Garden City

**School:** Nassau Community College, Continuing Education Dept.

**Position:** Part-time instructor of conversational Japanese

**Start Date:** February 2009

**Deadline:** Ongoing

## COLUMN • CONFERENCE CALENDAR

43

### ...with Alan Stoke

<[conferences@jalt-publications.org](mailto:conferences@jalt-publications.org)>



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

March conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

### Upcoming Conferences

**31 Oct-3 Nov 08—PAC7 at JALT2008: Seventh Conference of the Pan-Asian Consortium of Language Teaching Societies**, held concurrently with the **34th JALT International Conference on Language Teaching and Learning: *Shared Identities: Our Interweaving Threads***, and the **Sixth Asian Youth Forum**, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <[jalt.org/conference/](http://jalt.org/conference/)>. PAC is a series of conferences, publications and research networks, founded in 1994,

and motivated by a belief that teachers of English around Asia have much to share and learn from each other. Currently, seven associations of EFL/ESL teachers are members, representing Korea, the Philippines, the Russian Far East, Singapore, Taiwan, Thailand, and Japan. **Previous PAC conferences** have been held in Bangkok (1997), Seoul (1999), Kitakyushu (2001), Taipei (2002), Vladivostok (2004), and Bangkok (2007). **Contact:** <[www.pac-teach.org/](http://www.pac-teach.org/)><[www.asianyouthforum.org/](http://www.asianyouthforum.org/)>

**29-30 Nov 08—Second Annual Japan Writers Conference**, at Nanzan U., Nagoya. **Contact:** <[japanwritersconference.org/](http://japanwritersconference.org/)>

**1-5 Dec 08—14th Conference of the International Association for World Englishes: *World Englishes and World Languages: Convergence, Enrichment, or Death?*** at City U. of Hong Kong. **Contact:** <[worldenglishes08.citl.cityu.edu.hk/](http://worldenglishes08.citl.cityu.edu.hk/)>

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

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

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

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

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

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

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

**21-24 Mar 09—AAAL 2009: Annual Conference of the American Association for Applied Linguistics**, in Denver. **Contact:** <www.aaal.org/conferences/aaalConferences.php>

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

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

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

**21-24 May 09—First Conference on Second Language Processing and Parsing: State of the Science**, at Texas Tech U. **Contact:** www.languages.ttu.edu/L2processing/index.htm

**3-5 Jun 09—Independent Learning Association Conference: Independent Learning: Building on Experience, Seeking New Perspectives**, at Hong Kong Polytechnic U. The ILA is an association for teachers and researchers interested in independent language learning. Specific areas of interest include: fostering learner autonomy through classroom practice; supporting self-directed learning; providing self-access language learning facilities; and teacher autonomy. **Contact:** <ilac2009.elc.polyu.edu.hk/index.php/ILAC/ILAC2009>

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

**12-17 Jul 09—11th International Pragmatics Conference: Diversity, Context, and Structure**, in Melbourne. **Contact:** <ipra.ua.ac.be/>

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

### Calls for Papers or Posters

**Deadline: 17 Nov 08 (for 16-19 Apr 09)—CAT-ESOL 40th Annual State Conference: Whole Learner, Whole Teacher**, with H. Douglas Brown as a featured speaker, in Pasadena. **Contact:** <www.catesol2009.org/>

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

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

**Deadline: 20 Dec 08 (for 20 Feb-2 Mar 09)—Teachers Helping Teachers: *Pedagogy in Action: Teaching Methods and Concepts***, a conference in two sessions: Manila (20-24 Feb) and Mindoro (25 Feb-2 Mar). Participants are invited to attend either or both sessions. **Contact:** <[p916dougherty.tripod.com/](mailto:p916dougherty.tripod.com/)>. Questions to <[pdougherty@shse.u-hyogo.ac.jp](mailto:pdougherty@shse.u-hyogo.ac.jp)>

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

**Deadline: 15 Jan 09 (for 28-30 Apr 09)—Sixth Malaysia International Conference on Languages, Literatures, and Cultures: *Universals, Distinctions and Cross-Disciplinary Perspectives***, in Putrajaya. **Contact:** <[www.fbmku.upm.edu.my/~micollac/](http://www.fbmku.upm.edu.my/~micollac/)>

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

**High Beginner**

COMMUNICATION  
SPOTLIGHT  
Speaking Strategies  
& Listening Skills

**Pre-Intermediate**

COMMUNICATION  
SPOTLIGHT  
Speaking Strategies  
& Listening Skills

ABAX

# COMMUNICATION SPOTLIGHT

Speaking Strategies and Listening Skills

by Alastair Graham-Marr ¥2,573 (¥2,450)

Includes  
audio CD  
+  
notebook

For high beginner and pre-intermediate college classes. The *hows* of speaking; the *hows* of listening. Not just giving practice—actually teaching.



[www.abax.co.jp](http://www.abax.co.jp)

For more information contact [sales@abax.co.jp](mailto:sales@abax.co.jp)

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会(APA)スタイルに基づき、スタックリストページにある各コラムの編集者まで締め切りを留意して、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となります。

## Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック)を付けて下さい。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尋ね下さい。3,600語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

## Departments

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

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

Send as an email attachment to the My Share editor.

**マイシェア:** 学習活動に関する実践的なアイデアについて、テクニックや教案を讀者が再利用できるように紹介するものです。1,000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て下さい。My Share 担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

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

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

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

Submissions can be sent through the JALT Notices online submissions form.

**掲示板:** 日本での論文募集や研究計画は、オンライン <www.jalt-publications.org/ltl/focus/> で見るすることができます。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: 15<sup>th</sup> of month, 6 weeks prior to publication. Send as an email attachment to the SIG News editor.

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

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

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

**支部イベント:** 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日、2ヶ月前までに、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文字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者名、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受理いたしませんので、ご注意ください。

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

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

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

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

**Conference Calendar.** Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should be up to 150 words. Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences. Send 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、日本、および海外の会議で3ヶ月前までの情報を掲載します。

## Editorial Staff

- ▶ **JALT Publications Board Chair**  
*Kim Bradford-Watts*  
pubchair@jalt-publications.org
- ▶ **Editors**  
*Ted O'Neill*  
tlt-editor@jalt-publications.org  
*Theron Muller*  
tlt-editor@jalt-publications.org
- ▶ **Associate Editor**  
*Jerry Talandis Jr.*  
tlt-editor2@jalt-publications.org
- ▶ **Japanese-Language Editor**  
*高橋幸子 (Sachiko Takahashi)*  
tlt-editorj@jalt-publications.org
- ▶ **Japanese-Language Assoc. Editor**  
*稲森美穂子 (Mihoko Inamori)*  
tlt-editorj2@jalt-publications.org
- ▶ **TLT Online Editor**  
*Salem Hicks*  
webadmin@jalt-publications.org

## Resources Editors

- ▶ **My Share**  
*Myles Grogan*  
*Mark De Boer*  
my-share@jalt-publications.org
- ▶ **Book Reviews**  
*Robert Taferner*  
reviews@jalt-publications.org
- ▶ **Publishers' Review Copies Liaison**  
*Greg Rouault*  
pub-review@jalt-publications.org  
Kwansei Gakuin University, Language Center,  
Uegahara 1-1-155, Nishinomiya,  
Hyogo 662-8501
- ▶ **TLT Wired**  
*Paul Daniels & Malcolm Swanson*  
tlt-wired@jalt-publications.org

## JALT Focus Editors

- ▶ **JALT Focus Editor**  
*Marcos Benevides*  
jalt-focus@jalt-publications.org
- ▶ **JALT News Liaison**  
*Donna Tatsuki*  
jalt-news@jalt-publications.org
- ▶ **Member's Profile & Showcase**  
*Damian Rivers*  
memprofile@jalt-publications.org
- ▶ **Grassroots**  
*Joyce Cunningham*  
*Mariko Miyao*  
grassroots@jalt-publications.org  
t: 029-228-8455; f: 029-228-8199
- ▶ **Outreach**  
*David McMurray*  
outreach@jalt-publications.org

## Regular Column Editors

- ▶ **SIG News**  
*James Hobbs*  
sig-news@jalt-publications.org
- ▶ **Chapter Events**  
*Ben Lehtinen*  
chap-events@jalt-publications.org
- ▶ **Chapter Reports**  
*Heather Sparrow*  
chap-reports@jalt-publications.org
- ▶ **Job Information Center**  
*James McCrostie*  
job-info@jalt-publications.org
- ▶ **Conference Calendar**  
*Alan Stoke*  
conferences@jalt-publications.org
- ▶ **Old Grammarians**  
*Scott Gardner*  
old-grammarians@jalt-publications.org

## Production

- ▶ **Proofreading Team Leader**  
*RJ Frampton*
- ▶ **Proofreaders**  
*Torkil Christensen*  
*Mark De Boer*  
*RJ Frampton*  
*Aleda Krause*  
*Ben Lehtinen*  
*Troy Miller*  
*John Nevara*  
*Greg Rouault*  
*Ben Shearon*  
*Joseph Sheehan*  
*David Stephan*  
*Shari Young*
- ▶ **和文要旨作成協力者 (Japanese abstracts)**  
*阿部恵美佳 (Emika Abe)*  
*伊藤勝己 (Katsumi Ito)*  
*迫和子 (Kazuko Sako)*  
*宮尾真理子 (Mariko Miyao)*  
*井田英子 (Eiko Ida)*

- ▶ **Design & Layout**  
*Pukeko Graphics*  
graphics@pukeko.ws; www.pukeko.ws  
t/f: 093-962-8430
- ▶ **Printing**  
*Koshinsha Co., Ltd., Osaka*

## ▶ Editorial Advisory Board

- Michael Carroll* – Momoyama Gakuin University
- Torkil Christensen* – Hokusei University Junior College
- Steve Cornwell* – Osaka Jogakuin College
- Frank Daulton* – Ryukoku University
- Michael Furnmanovsky* – Ryukoku University
- Scott Gardner* – Okayama University
- Chiaki Iwai* – Hiroshima City University
- Masaki Kobayashi* – Kanda University of International Studies
- Robert Long* – Kyushu Institute of Technology
- Laura MacGregor* – Gakushuin University
- Bern Mulvey* – Fukui National University
- Tim Murphey* – Kanda University of International Studies
- Yoko Nakano* – Kwansei Gakuin University
- Jonathan Picken* – Tsuda College
- Stephen Ryan* – Eichi – Sapientia University
- Lorraine Sorrell* – Macquarie University
- Toshiyuki Takagaki* – Onomichi University
- Deryn Verity* – Osaka Jogakuin College
- Christopher Weaver* – Toyo University
- Fukiko Yoshida* – Rikkyo University
- Asako Yoshitomi* – Tokyo University of Foreign Studies

## ▶ Additional Readers

- Lyle Allison, Dale Brown, Wade Carlton, David Dycus, Heidi Evans Nachi, Naomi Fujishima, Fujiro Fukushima, Timothy Gutierrez, Kent Hill, James Hobbs, David Hufford, Yoko Ichiyama, Paul Joyce, Masataka Kizuka, Aleda Krause, Caroline Latham, Shirley Leane, Wilma Luth, Steve McGuire, Chieko Miyanaga, Tony Mullen, Theron Muller, Andrew Obermeier, Martha Robertson, Andrea Simon-Maeda, Eric Skier, Bernie Susser, Dax Thomas, York Weatherford*

## Peer Support Group

- ▶ **Coordinator**  
*Torkil Christensen*  
peergroup@jalt-publications.org
- ▶ **Members**  
*Paul Beaufait, Torkil Christensen, Loran Edwards, Mark Hamilton, Katsumi Ito, Wilma Luth, Steve McGuire, Theron Muller*

## JALT Central Office

- Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016  
t: 03-3837-1630; f: 03-3837-1631  
jco@jalt.org

## The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976  
-1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context  
-語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas  
-国内外で約3,000名の会員がいます

### Annual international conference 年次国際大会

- 1,500 to 2,000 participants  
-毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations  
-多数のワークショップや発表があります
- publishers' exhibition  
-出版社による教材展があります
- Job Information Centre  
-就職情報センターが設けられます

### JALT publications include:

- *The Language Teacher*—our monthly publication -を毎月発行します
- *JALT Journal*—biannual research journal  
-を年2回発行します
- Annual Conference Proceedings  
-年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings  
-分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

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

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

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

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

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

## Membership Categories 会員と会費

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

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

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

## JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

JALT事務局: 〒110-0016東京都台東区台東1-37-9  
アーバンエッジビル 5F

t: 03-3837-1630; f: 03-3837-1631; <jco@jalt.org>

# Old Grammarians...

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

## The Old Fibberian recites some classic fables

### *The Tortoise and the Wallaby*

Tortoise and Wallaby were discussing the laws of Nature. Tortoise argued, "Apples do not fall *down* from trees; they fall *at*—usually at *me*. And not only that, but when ants are frightened, they start running left foreleg first. That is why the World is as it is."

Wallaby smiled. "I'm not convinced," she said. "If apples only fell *at*, then they wouldn't be falling. They'd simply be where they are, and nowhere else! For instance, every night *at* 7:00 my parents are *at* home, *at* the controls of the TV, watching *CSI: Miami* on SKY Perfect. There is no other possible place in the world they could be at that time. *At* is where it's at, and nothing more!"

Confused momentarily by Wallaby's dizzying logic (and again later at 7:00 that evening), Tortoise recovered his wits and challenged his clever friend. "What about the ants?" Wallaby replied, "That's simple, silly Tortoise. Ants don't run. They *march*. Marching always initiates on the left foot. They're not running; they're simply marching double-time!"

Tortoise, again flummoxed by Wallaby's superior wisdom, decided to quietly nudge her tail into a nearby snake hole and ask one final question. "Ok, answer this then, Joey-girl. When Snake takes a bath, which side does he wash first?" Wallaby, sensing a riddle, answered with a smile, "Why, his outside!" Tortoise pretended not to hear. "What?" "His outside," repeated Wallaby. "Sorry?" "Snake's outside!" she screamed, pounding the dirt with her long feet in frustration. But by then Tortoise was safely hiding in his shell, and Snake was on his way out to see who was paying him such a rude visit. *The End*.

**MORAL:** Tortoises and wallabies live by a different set of values than humans. Don't take their behavior as representative of anything you yourself should do.

### *The Ferry and the Wind*

One day a ferry was cheerfully tugging across a beautiful emerald bay toward a small island of about 45 people who were currently petitioning the government for another multi-billion-yen bridge project linking the island to the mainland, because the previous project had unfortunately been built sideways, owing to the suspect engineering of its Dadaist architect. But that's another story.

The little ferry enjoyed making these island trips every day, and had never encountered any trouble, apart from the constant nagging of seagulls on its stern and one run-in with a Greenpeace pontoon boat, which had turned out to be a case of mistaken identity.

But today the Wind was feeling mischievous. It looked down on the ferry and said to itself, "Hmm, I wonder if I can make that little boat turn around and go home." So the Wind began to blow against the ferry in the water. Well, this little ferry was no pushover, so it tugged harder against the Wind. The more the Wind blew, the more the ferry pushed. This struggle went on and on all day, until both realized that all the water had been blown out of the beautiful emerald bay, and the ferry was now sitting on the muddy sea bottom.

The Wind was horrified at what it had done. "I'm so sorry," it said, "I'll make things right. Wait right here while I blow the water back into your beautiful emerald bay." The Wind was about to go find some water, when it heard a tiny voice from the deck of the ferry. "Excuse me, Mr. Wind," said a young girl whose eyes could barely see over the railing, "but before you blow all the water back into our beautiful emerald bay, would you mind waiting until I've found my bicycle key? I accidentally dropped it overboard last week." *The End*.

**MORAL:** When the wind begins to blow, make it an excuse for all of your own personal failings.

# GVP: the three foundations for the four skills

GVP (文法・語彙・発音) :  
4技能を向上させるために重要な3要素

- High-interest Content
- Integrated Video
- Everyday Language

# American English File

Grammar 文法

Vocabulary 語彙

Pronunciation 発音



**Test Generator with over 1,000 test items!**

For further information or to order sample copies, contact us at  
elt.japan@oup.com  
or 03-5444-5454

**OXFORD**  
UNIVERSITY PRESS  
www.oupjapan.co.jp

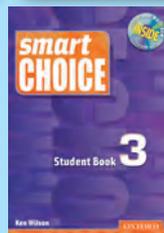
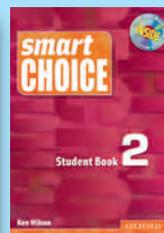
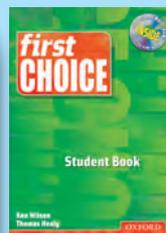
出版物についての詳細やサンプル本の請求をご希望の方は、下記へご連絡下さい。  
elt.japan@oup.com  
or 03-5444-5454

今すぐレッスンが始められる、インタラクティブでフレキシブルな4技能教材!

**The fully interactive, fully flexible, four skills course that's ready to teach!**

- Customizable Worksheets
- Multi ROM with every student book

**smart CHOICE**



- Mix your own material with the course book material
- Focus on speaking practice while teaching the four skills