

# The Language Teacher

ISSN 0289-7938

¥950

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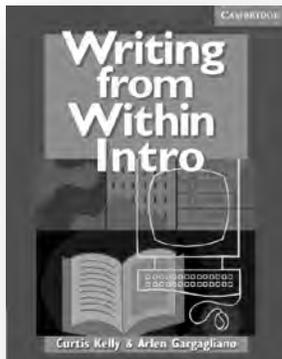


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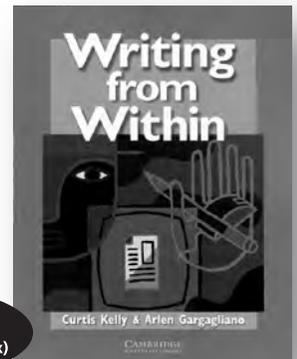
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**In this month's issue . . .**

**G**REETINGS, AND welcome to the December issue of *The Language Teacher*. As always, a lot of volunteer work has gone into creating the content, and we hope you find it interesting and useful in supporting your teaching practice. Here is what's on tap for this month:

In the Feature section, Fleur Ogura argues that Japanese senior high school Oral Communication (OC) textbooks are not adequately developing students' communicative competence and calls for EFL instructors to evaluate the books they use more actively. In Readers' Forum, Joseph Falout maintains that the error correction debate in L2 writing should include awareness of students' emotional needs, and provides some teaching suggestions based on a pedagogy of emotional scaffolding.

For teachers in need of some new practical teaching ideas, we have four creative contributions in the My Share column. *Moving on with English*, an integrated course book with a strong focus on speaking, is evaluated in Book Reviews. In the Outreach column, the topic of learning English in Taipei is covered through the story of graduate student Jenny Ang Lu. In Wired this month, Brian Rubrecht relates more practical ideas for putting scanners to effective use.

As this year comes to a close, it's an appropriate time to look back and give thanks to some long time TLT volunteers who are now moving on. To Paul, Aleda, and Heather: We also thank our departing co-editor, Ted O'Neill, for his leadership (and pirate skills) over the past two years. Thank you all so much for the time and effort you have given to TLT over the years. Through your efforts, you have helped make this publication what it is today, and we are deeply grateful. Good luck in all of your future endeavors!

Jerry Talandis Jr  
TLT Associate Editor

**12**月号の*The Language Teacher* によろこそ。いつもたくさんのボランティアが本誌の作成を行っております。面白くて役に立つ記事が皆さんの教育実践をサポートできましたら幸いです。ここで今月の内容についてざっと申し上げます。

Featureでは、Fleur Ogura が日本の高校のオーラルの教科書は十分に生徒のコミュニケーション能力を開発していないと述べ、現場の英語教師に使用教科書を積極的に評価することを求めています。Readers' Forumでは、Joseph Falout がライティングにおけるエラー修正に関して、学習者の情意面を考慮すべきだとしています。

			TLT Co-Editors: Theron Muller & Jerry Talandis Jr.  TLT Japanese- Language Editor: Mihoko Inamori
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## Advertiser Index

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My Share では、新しい実践的な教育のアイデアを4つ提案しています。Book Reviewsでは、会話に特に重点を置く総合コースブックの *Moving on with English* が取り上げられています。Outreach は、台北で英語を学ぶ大学院生 Jenny Ang Lu の話です。Wired では、Brian Rubrecht が効果的なスキャナの使用法について実用的なアイデアを述べています。

さて今年も終わりに近づくこの時期に、長年 TLT のために働きこれから新たな道を歩もうとしているスタッフに思いをはせ、謝意を表したいと思います (Paul, Aleda, Heather です)。長きにわたって TLT に注いでくれたたくさんの時間と労力に深く感謝します。今日の TLT があるのは皆さんのおかげです。これからのご活躍をお祈りします。

Jerry Talandis Jr.

TLT Associate Editor

## TLT / Job Information Centre Policy on Discrimination

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# Communicative competence and senior high school oral communication textbooks in Japan

## Keywords

communicative competence, high school English, textbook evaluation

This article evaluates how senior high school Oral Communication (OC) textbooks in Japan support the development of students' spoken communicative competence. Using the continuum set out by Littlewood (2004), ten OC textbooks are examined and are found to contain mostly non-communicative learning and pre-communicative language practice. This article claims that the use of such textbooks cannot adequately develop students' communicative competence, and calls for EFL instructors who teach OC classes to actively evaluate the textbooks they use.

本論では、日本の高等学校のオーラルコミュニケーションの教科書が、どのくらい生徒の会話能力を開発させられるのかを検証する。Littlewood (2004)の方法を使って評価し、10冊の教科書のほとんどが非コミュニケーション型や前コミュニケーション型であることが明らかになった。本論では、そのような教科書では適切に生徒の会話能力を開発することは出来ないと結論づけ、使用教科書を担当教師が積極的に評価することを求めている。

## Fleur Ogura

### ALT, Aichi Board of Education

**T**EXTBOOKS EXERT considerable influence on the learning that takes place within a classroom. They can be utilized in a variety of ways: as a framework for the syllabus, to provide grammar explanations and practise, or as a resource for activities. In public schools in Japan, teachers are required to use textbooks in class, and those textbooks must be authorized by the government. Therefore those textbooks should put into practice the government's educational goals, which include the development of communicative competence. This article will explore to what extent senior high school Oral Communication (OC) textbooks in Japan achieve this goal by evaluating the communicativeness of the activities in the textbooks. While the expression senior high school is used in much of the TESOL material in Japan, the term upper secondary school is used in governmental material. In this article, both are taken to mean the same thing and are used interchangeably.

## Context

Communicative competence has been a buzzword in English language teaching in Japan for several years. In 2003, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) published an action plan to cultivate "Japanese with English abilities," in particular "practical communication abilities," (MEXT, 2003a, para. 6) or communicative competence. In the same year, they published a course of study (MEXT 2003b) for both junior and senior high schools providing overall objectives for English language education, as well as describing in detail

language activities, treatment of language activities, and language elements that should be included in classes to put the action plan into practice.

In Japanese senior high schools, English education is divided into six sub-subjects: English I, English II, Oral Communication I (OC I), Oral Communication II (OC II), Reading, and Writing. All students are required to take English I and OC I, (MEXT, 2002), usually in their first year. English I typically utilises the grammar-translation method, and focuses on the formal structure of the language. OC I acts as a complement to English I, providing an opportunity for students to put into practice what they have learnt and to develop their communicative competence. In reference to OC I, MEXT (2003b) states, "communicative activities should be conducted in concrete language-use situations so that students play the role of receivers and senders of information, ideas, etc." (Aural/Oral Communication section, para. 2). We would expect such activities to be characterised by an emphasis on meaning rather than form, and for students to communicate information authentically rather than displaying language they have just been taught.

There are several references to communicative competence in the MEXT course of study, which are outlined below, using Canale and Swain's (cited in Brown, 2007) seminal definition of communicative competence as including four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. With regard to OC I classes, the course of study describes classroom instruction "to understand and utilise basic sentence patterns and grammatical items that are required for communicative activities," and "to pronounce English with due attention to the basic characteristics of English sounds such as rhythm and intonation," (2003b, Aural/Oral Communication section, para. 3) which refers to grammatical competence. Discourse competence was referred to as activities "to organise and present information obtained by listening or reading, one's own ideas, etc. and to understand what is presented," and sociolinguistic competence as "to transmit information, ideas, etc., appropriately in accordance with the situation and the purpose" (2003b, Aural/Oral Communication section, para. 2). Finally, strategic competence could be found in details of instruction "to utilise expressions that are required in asking for repetition and paraphrasing" (2003b, Aural/Oral Communication section, para. 3).

While there has been debate over whether textbooks are needed or not in EFL classrooms

(Allright, 1981; Block, 1991), many EFL practitioners use a textbook. As Japan requires all schools to use government-approved textbooks, whether or not the textbooks include communicative language activities will have a strong influence on student development of communicative competence. In order to ascertain to what extent OC textbooks actually do include communicative activities, and are therefore beneficial to communicative competence, this paper presents an evaluation of OC textbooks.

## Method

Ten authorized senior high school OC I textbooks were examined. The books were obtained as samples from various publishing companies. According to the textbook catalogue (教科書目録) on the MEXT website, in the year 2006 there were 21 authorised OC I textbooks, thus the ten textbooks analysed here represent about half the textbooks available for use in OC I.

Using the criteria outlined below, the speaking activities in the main body of the textbook were categorised into five types. As this evaluation is concerned with OC lessons, it limits itself to the spoken element of communicative competence. The evaluation excludes the various additional sections in textbooks for two reasons. Firstly, the material in the main body of the textbook likely represents what the authors want to focus on most strongly. Secondly, in my experience these extra sections are often not covered in class because of time constraints.

## Criteria for evaluation

The criteria by which the speaking exercises were categorised were based on a continuum set out by Littlewood (2004), which divides language learning activities into five types: "non-communicative learning," "pre-communicative language practice," "communicative language practice," "structured communication," and "authentic communication" (p. 322). This continuum provides a clear guide to how communicatively different learning activities are, reaching beyond the limits of a particular method. Table 1 gives short descriptions and concrete examples of each type of activity.

## Results

The results section is divided into two parts. The first presents a comparative analysis of the communicativeness of each of the textbooks analysed according to the categories presented in Table 1.

**Table 1. Continuum of textbook activity communicativeness**

Non-communicative learning	Pre-communicative learning	Communicative language practice	Structured communication	Authentic communication
Focuses on the structure of language (form, meaning) and includes substitution and awareness-raising exercises	Practises language with some attention to meaning but doesn't exchange new messages and includes question-and-answer practice	Practises pre-taught language in a context where new information is exchanged and includes information-gap activities and personalised questions	Uses language in situations to elicit pre-taught language with some unpredictability and includes structured role plays and simple problem solving	Uses language in situations where the meanings are unpredictable and includes creative role-plays and complex problem solving

(Littlewood, 2004)

The second part examines representative examples of each type of exercise.

### *Quantitative results*

Table 2 presents the quantitative results of the analysis conducted on the textbooks used for this study.

Overall, non-communicative learning and pre-communicative language practice combined make up over 70% of the content. About a quarter of the exercises represent communicative language practice. Less than 5% allow students to experience structured communication. A tiny percent (less than 1%) involve authentic communication.

### *Examinations of representative examples of each type of exercise*

In this section each type of exercise will be examined and an illustrative example from a textbook will be provided.

### *Non-communicative learning*

Approximately 30% of the exercises are non-communicative. Two textbooks, *Mainstream* and *Select*, contain no exercises of this kind. In the other textbooks, this kind of activity is in the form of chorus readings or dialogues that require the students to cut and paste from a nearby hint box. The following example, Extract 1, is from *Interact* (Yamada, et al. 2007, p. 45)

**Table 2. Results of analysis of communicativeness of textbook activities**

Title of textbook	Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication	Total
<i>Planet Blue</i>	23 (39)	19 (32)	10 (17)	7 (12)	0 (0)	59
<i>True Colors</i>	25 (55)	12 (27)	8 (18)	0 (0)	0 (0)	45
<i>Mainstream</i>	0 (0)	18 (33)	37 (67)	0 (0)	0 (0)	55
<i>Birdland</i>	4 (15)	15 (58)	7 (27)	0 (0)	0 (0)	26
<i>Expressways</i>	21 (36)	25 (42)	4 (7)	8 (13)	1 (2)	59
<i>Open Door</i>	22 (49)	14 (31)	7 (16)	1 (2)	1 (2)	45
<i>Interact</i>	21 (39)	22 (41)	10 (18)	1 (2)	0 (0)	54
<i>Step</i>	20 (54)	14 (37)	1 (3)	1 (3)	1 (3)	37
<i>Hello There</i>	1 (3)	19 (56)	14 (41)	0 (0)	0 (0)	34
<i>Select</i>	0 (0)	19 (58)	12 (36)	2 (6)	0 (0)	33
<b>Average</b>	137 (30.6)	177 (39.6)	110 (24.6)	20 (4.5)	3 (0.7)	447(100)

Note. Numbers in brackets represent percentage

**Extract 1. Non-communicative exercise example**

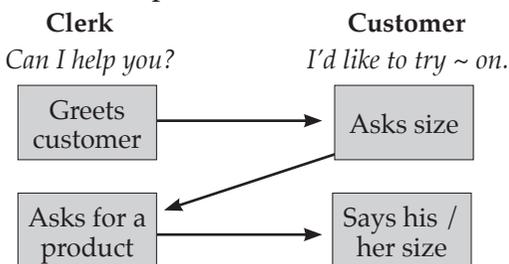
- A: Would you like to (1) with me this Saturday?  
 B: Sounds good to me.  
 A: Great. So I'll meet you at (2) at (3).  
 1. go shopping / go to a rock concert / go cycling  
 2. your house / the station / the school gate  
 3. 9:00 / 4:15 / 12:00

It is easy to imagine students mechanically carrying out this exercise without using their intellectual faculties. It is questionable whether this exercise even represents structure focus because students can complete the activity successfully without attention to grammatical structure.

**Pre-communicative language practice**

Pre-communicative language practice accounts for almost 40% of textbook exercises. These include practice dialogues that require students to pay some attention to form or meaning, but produce display language.

Extract 2 is from *Planet Blue* (Negishi, Yoshitomi, Kanou, Shizuka, & Takayama, 2006, p. 31). In the original, the directions in the boxes were in Japanese, and the suggested phrases were in English.

**Extract 2. Pre-communicative language practice exercise example**

While in some ways this activity could be said to be inauthentic, in that students are displaying language, some degree of artificiality is inevitable in a language learning classroom. As Widdowson states, language learning materials are “specially contrived for learning” (cited in Gilmore, 2004, p. 363). Furthermore, “students are in class, they know they are in class, and they expect to do some artificial practice” (Jan Madakb, cited in Lindsay & Knight, 2006, p. 138). This kind of practice is necessary to improve communicative competence. However, in the textbooks examined, this kind of activity is predominant. The word practice suggests a means to an end,

rather than the end itself. In the PPP learning cycle, there is a production stage after the practice. However, this is not the case with some of the textbooks examined; *True Colors* (Takemura, H., et al., 2002), for example, contains 72% non-communicative learning and pre-communicative language practice, and only 18% communicative language practice, despite claiming it is “a must-have textbook for communication” or “コミュニケーションのための必修書” (*True Colors* publicity leaflet).

**Communicative language practice**

Around a quarter of the exercises analyzed could be identified as communicative language practice. These activities usually contained some kind of information gap to allow the students to be receivers and senders of information, as the MEXT action plan requires. In such activities, students have a need to respond meaningfully. The first kind is an opinion gap where students exchange personal information about their own ideas or preferences. In fact, almost all textbooks used this type of gap at least once, usually at the beginning of the textbook where students exchange personal information. Extract 3 is from *Mainstream* (Saito, et al., 2005, p. 15).

**Extract 3. Communicative language practice exercise example of introductory material**

- A: What are your hobbies?  
 B: I like \_\_\_\_.  
 A: What do you do in your free time?  
 B: I usually \_\_\_\_.

*Mainstream* has a very high proportion (67%) of these kinds of exercises. Each chapter has a short Profile section, which requires students to ask one another personal questions, as well as a Class Poll section, which requires students to poll members of the class. Unfortunately, the Profile is positioned in the coloured top of the page, almost like a header, and the Class Poll is somewhat incongruously attached to the end of the chapter. It is easy to imagine these sections being omitted in class, resulting in a textbook that is much less communicative than it initially appears.

In the second kind of information gap, students have different but complementary information and exchange that information to complete the activity. *Select* was notable for its frequent use of devices such as complementary maps or tables to create such gaps. Extract 4 is from *Select* (Kitade, Nagao, & Ryan, 2007, p. 37-38). In the original, the labels for the table were in Japanese, and the information

within the table was in pictorial form, denoted by brackets below. Table A and Table B were presented on separate pages that did not face each other.

#### Extract 4. Communicative language practice exercise example

Table A

	Weather		Climate
	Today	Tomorrow	
Tokyo	<sunny>	<cloudy>	
Singapore		<rainy>	<hot>

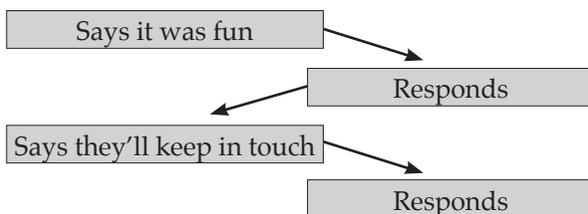
Table B

	Weather		Climate
	Today	Tomorrow	
Tokyo			<humid>
Singapore	<sunny>		

#### Structured communication

Structured communication and authentic communication both tended to be role-plays, with the former being more structured and the latter more creative. Exercises involving structured communication accounted for around 5% of the textbook content. Extract 5 is from *Planet Blue* (Negishi, et al, 2006, p. 81). In the original, the directions were in Japanese.

#### Extract 5. Structured communication exercise example



#### Authentic communication

Authentic communication was very rarely found; less than 1% of the activities could be designated as such. Extract 6 from *Expressways* (Kobayashi, House, & Mitsui, 2006, p. 67) is a creative and challenging activity.

#### Extract 6. Authentic communication exercise example

In groups, make a skit out of another popular Japanese folk tale, your favourite movie or TV show, or your original story. Act it out.

## Discussion

Despite MEXT's emphasis on communicative competence and despite the claims of some of the OC textbook publishers, it is difficult to see how such material can do more than play lip-service to improving communicative competence. The non-communicative learning exercises, when they focus on the structure of language, are useful for improving grammatical or discourse competence. Unfortunately, the many cut-and-paste style dialogue practices only allow students to practise their pronunciation. Pre-communicative language practice and communicative language practice are useful stepping-stones to more authentic communication, but the textbooks examined in this article appear to stop there. *Mainstream*, the textbook with the most communicative language practice, marginalises its communicative activities through its formatting. Structured communication and authentic communication which would give students opportunities to practise sociolinguistic and strategic competence are rarely featured.

Sakui carried out a survey of Japanese teachers and found that communicative activities and "serious test-taking preparation" (2004, p. 161) are seen as mutually exclusive by students and teachers, and teachers are being forced to wear "two pairs of shoes" (p. 158), in that while required to utilise communicative activities they also have to prepare students for non-communicative entrance exams. The OC textbooks further reflect this "dichotomous curriculum realization consisting of two distinct methodologies," (p. 158) in that while MEXT emphasises communicative competence in OC classes, the textbooks used do not contain communicative activities. Therefore student communicative competence is not being developed.

## Limitations

This research has certain limitations that should be taken into consideration. Firstly, the divisions between the different kinds of exercise can be illusive; Littlewood (2004) describes the divisions as representing a continuum, where distinctions are arbitrary. Additionally, any activity can be made more or less communicative depending on the ingenuity of the teacher. Finally, there was difficulty recording the number of exercises. Several exercises were made up of more than one part or stage, raising the issue of whether they were one exercise or each stage represented a separate exercise.

Furthermore, the evaluation was carried out by a single researcher, whereas triangulating the data by involving several researchers would improve

data reliability. Due to these limitations, this research is intended as a tentative starting-point, illustrating the communicativeness of OC textbooks and perhaps opening up areas for further research.

Finally, all the books evaluated were OC I textbooks. There are a small number of follow-up OC II textbooks. According to the textbook catalogue on the MEXT website, in the year 2006 there were 21 authorised OC I books and 6 OC II books. These OC II books may contain more structured or authentic communication exercises. However, as the second and third year classes of senior high school are dedicated to preparing for university entrance exams, in my experience OC classes are frequently only required in the first year. Thus OC I textbooks are often the only OC textbooks student consistently encounter in high school.

## Conclusion

The textbooks in this article, despite being OC I textbooks, do not appear to adequately provide opportunities for students to develop their oral communicative competence. This raises the issue of how best to assist our students in developing communicative competence. If the textbooks are unsatisfactory, then teachers must use their creativity to design supplementary activities that allow students to communicate more authentically. Creating new activities may be seen as an extra burden for teachers, and while I do not go as far as Block (1991) in saying that we should avoid textbooks altogether, I agree that "If we are to be reflective practitioners in the field of ELT, we need to consider all aspects of our teaching. I believe that preparing our own materials is one of these aspects" (p. 216).

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# Emotional scaffolding through editing conferences

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## Keywords

motivation, teacher immediacy, autonomy, reciprocal teaching, error correction

The error correction debate in second language (L2) writing should include the aspect of the emotional learning of the L2 student. The debate has been focused on the cognitive processing of language rather than on the emotional needs of the student. Interviews in this study with graduate students who faced extensive error corrections revealed that teacher immediacy motivated them in a challenging task and that their situational interest led to self-directed L2 study beyond the frame of the task. Suggestions for the teacher come from the pedagogy of emotional scaffolding, which is intended to positively influence learner affect toward learning.

本研究では英文論文執筆時のエラー修正を、第二言語学習者の情意的学習の視点から調査した。広範囲に及ぶ多量のエラー修正を行った大学院生にインタビューを行い、その結果、学習者が知覚する教師への親近感が学習意欲に影響を与え、状況的興味がタスク完了という目的を超えた自律英語学習へ発展したことが明らかになった。情意的支援を教育現場に積極的に取り入れることで、英語学習者のポジティブな情意を増加させ、効果的な学習が可能になると主張する。

**I**N A recent meta-analysis of error correction studies, Truscott (2007) concluded this practice has little positive effect on cognitive learning. This aspect centers the ongoing controversy about whether error correction is beneficial for learning (Casanave, 2004), with little investigation about its effect on affective development. In this study I interviewed learners who had faced extensive error corrections, asking about the affective influence it had on their learning.

## Error correction and demotivation

The practice of error correction, Truscott (1996) warned, negatively influences student affect and motivation toward both completing written assignments and further learning the second language (L2). A main reason is that students view rewriting as punishment (Radecki & Swales, 1988) and marked errors appear as criticism without room for negotiation. They come across as authoritarian, impersonal, dry—there is no human face to show compassion. Truscott (1996) argued that the practice causes stress, fear of making mistakes, loss of enjoyment and confidence, and avoidance of the learning activity and ultimately the subject as a whole.

Negative experiences can negatively influence student affect in the short-term, and in the long-term negatively influence student *self-efficacy* and task value (Boekaerts, 2007). Self-efficacy is the belief in one's own abilities in relation to a skill or subject and it is socially influenced. It directs the choice of task and contributes to persistence in the activity (Bandura, 1997). Numerous studies have shown that negative emotions are linked with poor cognitive processing and decreased on-task motivation, while positive emotions are related with processing of detailed information and increased on-task motivation (Boekaerts, 1993; Schunk, Pintrich, & Meece, 2008). In short, affect can direct cognition and motivation.

The teacher's sensitivity to student emotions and positive emotional learning experiences provide students with "powerful rationales for engaging in . . . learning opportunities" (Meyer & Turner, 2007, p. 243). *Emotional learning* or *affective learning*, is "concerned with the student's attitudes, beliefs, and values that relate to the knowledge and psychomotor skills the student acquires" (McCroskey, 2002, p. 5). People learn better when they feel good about the learning. The practice of *emotional scaffolding* is about "tailoring of pedagogical representations to influence students' **emotional response to some specific aspect** of the subject matter being taught" (Rosiek, 2003, p. 339) and is beneficial when the content knowledge appears so distant or dissimilar from student knowledge and experience as to become a formidable learning goal. Emotional scaffolding positively influences the emotional response of students to an **idea before expanding or transferring** that idea with the target content knowledge (Rosiek, 2003). Taking care of emotional states in the classroom promotes learning.

Recently the motivational practices of teachers have been shown to have a positive relationship on student motivation (Guilloteaux & Dörnyei, 2008). This indicates the nature of classroom motivation is socially co-constructed between teacher and student, **with teacher behavior in particular** influencing student motivation. Verbal and non-verbal behaviors that make teachers likeable or approachable are termed *teacher immediacy*. When perceived positively, teacher immediacy is a motivator, and when perceived negatively it is a demotivator, with respective positive or negative influence on learning outcomes (Christophel & Gorham, 1995; Potee, 2002).

Teacher immediacy can help build good interpersonal relationships with students and prevent demotivation (Wubbles & Brekelmans, 1998). Individualized face-to-face error-correction conferences bring students and teacher together physically and emotionally through social interaction. Students would feel safe to negotiate for clarification to learn better about grammar and revision strategies, and teachers can make better judgments about student needs (Ferris & Hedgcock, 2005). In addition to instructional intervention, teachers can provide the humanistic, motivational feedback that promotes student self-efficacy and sustains their motivation in the process of rewriting. However, I have not found studies on the effects of error-correction conferences on learning as most studies focus on the effects of written correction. With this study I discovered that what

motivated the participants suggested pedagogical implications with error-correction conferencing.

## Participants and context

The participants were two graduate students majoring in a field of the physical sciences, successfully finishing their last year in their Masters program. I had been teaching them for three consecutive summers in weeklong intensive seminars sponsored by their college laboratory. Writer A was less proficient in English than Writer B, especially regarding oral communication abilities.

This study concerns their individual efforts to write research papers for publication. Each student was the primary researcher and author of their respective paper. Upon relative completion of their first drafts, I met separately with each one in a series of editing conferences, in between which the students would make revisions. For each session I would read the paper in front of them, asking for clarification before I wrote suggestions or corrections directly on the paper.

The year prior to writing these papers as primary authors, they spent time as secondary co-authors of other papers when they were junior members of the research team. They watched the primary authors, senior team members, revise papers in English with me. When Writers A and B became senior members and primary authors the following year, they brought the new junior members to the editing conferences. This practice describes a mentoring process or *legitimate peripheral participation* in a community of practice (Lave & Wenger, 1991).

## Method

The participants were given copies of all the drafts it took to complete their respective papers; eight drafts for Writer A that had spanned almost twelve contact hours in editing conferences, with an additional three hours separately with his co-author in conference when he was absent; five drafts for Writer B that had spanned just under nine contact hours in editing conferences. With all the drafts of their papers in front of them, they were asked to directly mark, with color-coded post-its, **the written revision suggestions according** to these survey questions:

What was . . .

- effective or ineffective for rewriting?
- effective or ineffective for learning English?
- encouraging or discouraging?

They were then asked to analyze their own marks to find patterns according to this same format and write further specific comments. I then interviewed them while taking notes to enrich their descriptions and for clarification. They checked my notes and gave further comments. The entire process took over an hour for Writer A and over two hours for Writer B. Comparisons of their statements with observations from my teacher journal entries were incorporated to support the findings.

## Results

The salient feature for both participants was the positive influence the editing sessions had on motivation for learning English beyond these conferences. Additionally, they stressed that emotional

support from the teacher gave them confidence that helped sustain the motivation to complete the task.

### Situational interest led to motivation beyond the task

Both participants saw editing conferences as a chance to practice oral communication. When I came across unclear concepts, they would explain their intended meaning to me. Successful communication brought profound positive emotional response. Particularly for Writer B, my point of comprehension gave him a boost in self-confidence with his communication skills. He described a positive affective cycle where the more he successfully communicated, the greater his desire to communicate. This is suggestive of a path analysis that shows successful past performance

**Table 1. Self-reported attributions of motivation and demotivation in editing conferences**

Participant	Attribution
Writer A	Motivators <ul style="list-style-type: none"> <li>• Raised interest in grammar because corrections and explanations were about his own writing, triggering further self-study on grammar forms</li> <li>• Raised interest to seek active ways to learn grammar, expressions, and writing style</li> <li>• Raised interest in collocations and constraints on word usage</li> <li>• A sense of achievement for being able to express himself in English</li> <li>• A sense of progress for better understanding of rhetorical organization</li> <li>• Teacher immediacy and teacher's enthusiasm</li> </ul>
Writer A	Demotivators <ul style="list-style-type: none"> <li>• (None)</li> </ul>
Writer B	Motivators <ul style="list-style-type: none"> <li>• Teacher immediacy (teacher likability, approachability)</li> <li>• Encouragement to articulate in English</li> <li>• A sense of achievement every time his verbal expressions were understood by the teacher</li> <li>• Increased interest in learning English as listening to the native speaker teacher helped him (1) recognize and produce correct pronunciation, (2) recognize connected speech patterns, (3) break the linguistic threshold, (4) learn generative knowledge of words, (5) build receptive and productive vocabulary</li> <li>• Recognizing improvement of his speaking ability raised his interest to seek new ways of practicing English productively</li> <li>• A sense of progress for better understanding of rhetorical organization</li> </ul>
Writer B	Demotivators <ul style="list-style-type: none"> <li>• Loss of self-efficacy (belief in own skills), the year that he was an apprentice, when watching others working on a paper during editing conferences</li> </ul>

leading to the self-efficacy that leads to successful future performance (Bandura, 1997, p. 122). He stressed that being involved in conversations about improving his paper was motivational for his self-directed English learning outside of the conferences. Similarly, Writer A claimed his deeper understanding of grammatical rules within his own paper was inspirational. It motivated him to further study grammar forms that were beyond the frame of the task. For both participants, despite their differences in English proficiency, their situational interest led to increased motivation for self-directed study.

### Teacher immediacy helped with a challenging task

Writer B reported one demotivating situation—when he was an apprentice the year before, watching his senior team members revising their papers with me. At that time, he did not think it was possible to write or communicate his ideas in English, and thus he felt demotivated with the task of writing a paper which loomed a year ahead. However, this feeling of urgency led him to self-directed learning prior to writing his paper. He read English study guides and science papers in English to build top-down processing skills. He believed this improved his English abilities enough to successfully complete his paper later. But he attributed his positive interpersonal relations with me as the motivator that triggered his self-directed learning. We had spent three summers in intensive English seminars together and had frequent personal contact on campus. Without knowing me personally, he claims, he would not have had the positive affect for English to study further, nor the expectancy of success for the task.

Neither participant claimed they were discouraged by the error corrections or any of my feedback for revisions. However, they had faced various challenges in organizing and expressing their ideas in writing. What encouraged them in the revision process was my “friendly approach,” “enthusiasm,” “patience,” and “careful instruction.” Writer B emphasized that his motivation came from his positive “emotion” for the teacher. He insisted that this helped reinforce his self-belief and sustain his motivation to complete the paper.

### Emotional scaffolding

Besides teacher immediacy, emotional scaffolding helped meet the challenges of the task. Emotional

scaffolding is a technique of altering the representation of the learning to make it emotionally accessible (Rosiek, 2003). Representations of the learning that were altered through the editing conferences were medium, purpose, and roles.

### Medium of the personal touch

The immediate benefit that editing conferences have over written error corrections is personalized feedback. Written feedback is faceless. It cannot adapt to the psychological needs of the receiver. Even positive messages can be perceived as insensitive when left without elaboration. In contrast, with face-to-face conferences the teacher can adjust delivery of error correction, sense the psychological state of the learner, and respond with motivational feedback (Schunk, Pintrich, & Meece, 2008). By actively engaging with the teacher, students can get rich feedback on specific points of concern and get help to write what they want to express.

### Purpose as a social gathering

We met on hot mornings in the laboratory and worked about two to three hours per session. It was demanding work and we shared a pot of coffee to keep ourselves refreshed. One day as we set our schedules for the next editing session, I used the term *Coffee Club*. The term stuck and we used it constantly thereafter to maintain positive emotions for our editing sessions.

Physical proximity also helped. Traditionally the teacher is seen as disseminating knowledge as the student listens. However, instead of facing each other across the table as superior instructing an inferior, we sat side-by-side, working as project team members. Additionally, this workspace allowed us to interact through writing and drawing on computer and paper. As partners we approached the task together.

### Role of student as teacher

When I encountered something unclear, I did not assume certain language or rhetorical forms should supersede what they had written. I used a method called *reciprocal teaching*, when student and teacher alternate roles as the teacher (Schunk, Pintrich, & Meece, 2008). This method allowed the students to fulfill the three basic innate psychological needs—competence, autonomy, and relatedness—which increase motivation when those needs are satisfied (Deci & Ryan, 2002). Instead of telling, I asked and listened to them describe their intended meanings, and compared that with the

written work. This gave them opportunities to display their competence in their subject area. Instead of providing an answer, I offered examples and choices. This allowed them to exercise autonomy. Furthermore, my partnership and sincere interest in their work gave them relatedness, the sense of positive interdependency. Indeed, they spoke with unabashed passion and excitement when describing their experiments. Reciprocal teaching made us all enthusiastic learners.

## Conclusions

The editing conferences described in this study offered personalized instruction with emotional scaffolding and **reciprocal teaching**. This approach increased self-efficacy and motivation, and promoted student agency. Individualized editing conferences may not be practical for teachers with large class sizes, however, conferencing with groups on collaborative papers is feasible and still offers personalized interaction. Even personalized verbal comments or questions when returning papers can positively influence student emotions toward learning, as both participants claimed that conversing about their papers was motivational for further self-directed study. Such exchanges prompt meaningful interaction in the L2.

Sustained effort in learning English comes through the connection between student interest and language education (Falout, Murphey, Elwood, & Hood, 2008). Writer A and Writer B were engaged with learning the L2 because their papers were centered on their own interests, a point that bound together the interest, relevance, and expectation of success with English. These factors contributed to their motivation for autonomous L2 study (Ehrman & Dörnyei, 1998). As they persisted in the rewriting process, they recognized the development of their cognitive and emotional learning, leading to increased self-efficacy. Following completion of the papers, Writer B presented his research findings in English to an international audience, and both writers passed their graduate defence. They spent a week vacationing in Europe before returning to Japan to start careers which require their scientific knowledge and English language skills. Writer B entered the research division of a blue chip company where he will continue writing and presenting in English. Both writers will always carry these successes to bolster self-beliefs when meeting challenges and continuing to learn in the future.

## Acknowledgements

I would like to express my gratitude to Christine Pearson Casanave and Tim Murphey for ideas guiding this paper.

**Joseph Falout** researches learner demotivation.

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**T**HIS MONTH Dale Brown provides an activity which helps students build vocabulary knowledge and helps teachers learn how much their students understand vocabulary. Then Sonoko Tsuchiya gives us an activity which focuses on form and helps promote a balance between fluency and accuracy. Paul Howl gives us a cloze exercise activity for students' reading comprehension and Paul Wicking spices up a postcard writing activity with some great ideas!

# Using a modified version of the Vocabulary Knowledge Scale to aid vocabulary development

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## Quick Guide

**Key words:** Pre-teaching vocabulary, demonstrating progress, vocabulary depth

**Learner English level:** Beginner to advanced

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

**Preparation time:** 10 minutes

**Activity time:** 15 minutes in one session, 10 minutes in another

**Materials:** Handout of the modified Vocabulary Knowledge Scale

The Vocabulary Knowledge Scale (VKS) is a 5-point self-report scale developed by Wesche & Paribakht (1996) that allows students to indicate how well they know items of vocabulary. It measures small gains in knowledge in order to compare the effectiveness of different vocabulary instruction techniques. The VKS utilizes the idea of vocabulary depth, the idea that there are many different aspects to knowing a word and that vocabulary acquisition means gradually building up more extensive knowledge of items. The VKS thus allows students to indicate partial knowledge of items, which allows a finer measurement of vocabulary gains.

The following activity uses a simplified version of the VKS to pre-teach vocabulary when starting a textbook unit and shows students their ongoing progress. The activity works best with units that take three or four class sessions.

## Preparation

Enter 10–20 words from a forthcoming unit into the simplified VKS, as in the example overleaf (see Appendix for a blank printable copy).

## Procedure

**Step 1:** Give each student a copy of the VKS handout. Read over the key and make sure students understand the four choices.

**Step 2:** Ask students to mark the appropriate column for each word. Do not allow them to use dictionaries.

**Step 3:** While students are working, write the following on the board:

- A → Make a sentence using the word.
- B → Explain what the word means.

**Step 4:** Referring to your instructions, have students work together and go through the words they marked as either A or B.

- A = I know what this word/phrase means and I can use it in a sentence.
- B = I know what this word/phrase means, but I'm not sure how to use it.
- C = I've seen this word/phrase before, but I don't know what it means.
- D = I've never seen this word/phrase before.

	A	B	C	D
make money				
spend				
frugal				
save				
earn				
fortune				
wealth				
possessions				
debt				

**Step 5:** Again while students are at work, add the following to the board:

- C & D → Find someone who checked A or B.

Encourage the students to move around the room if necessary to find someone. For words for which all students marked C or D, explain or give examples yourself. Alternatively, tell the students to look out for the words in the forthcoming unit. Make sure the students keep their copy of the VKS for Step 6.

**Step 6:** At the end of the unit, follow Steps 1–5 again. If there are still words for which all students checked C or D, have the students race to find the words in the unit and then to work out their meaning.

**Step 7:** Have students compare the columns they checked the first time and this time. Ask students to award themselves one point for each move to the left along the scale, and to subtract one point for any moves to the right (very rare). Then see who has the most points.

### Extension

Use this procedure at the very beginning of a unit before the students even open the textbook. After Step 5, have the students predict the topic of the

unit considering the vocabulary listed and think about what issues will be discussed.

### Conclusion

I find this activity useful in several ways: First, it shows me how much knowledge the students have of the words initially, thus helping me plan how much focus to give the vocabulary. Secondly, it is motivating for me and for the students to see how much they have learned when we finish a unit. Step 7 also gives a useful confidence boost to the lower level learners in the class since they usually win (by nature there are more opportunities for them to score points). Finally, the activity moves us away from the approach that sees words as either known or unknown, so that after some use students begin to pinpoint their problems for you, explaining, for example, that they have seen a word before but do not know what it means.

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### Appendix

A blank copy of the VKS is available online at <[jalt-publications.org/tlt/myshare/resources/0812a.pdf](http://jalt-publications.org/tlt/myshare/resources/0812a.pdf)>

# A story in four grids

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### Quick Guide

**Key words:** Consciousness-raising, communicative task, past simple, narrative, information gap

**Learner English level:** Beginner to intermediate

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

**Preparation time:** 30 minutes

**Activity time:** 30 minutes

**Materials:** Text grid handouts

Numerous researchers have claimed that incorporating focus on form activities into the performance of unfocused tasks effectively promotes a balance between accuracy and fluency. Use of consciousness-raising communicative and grammar tasks that require either recognition of the target structure or its use while performing the tasks is recommended (Fotos 1994). The following activity is one such task and is based on a story in four grids (Ur 1988). The story used here is about the early days of the Beatles. The aim is to promote recognition and use of the past simple in a narrative text. It is also designed to encourage interaction among students, as each student is required to speak English and negotiate meaning in order to get a complete picture of the story.

### Preparation

**Step 1:** Find a suitable reading text for your class.

**Step 2:** Divide key points from the text into four grid handouts, as demonstrated in Appendix A. Each print should have a grid that contains partial information.

#### Sample text grid

	1957	1960	1961	1962
John		toured Germany		
George			played at a club in Liverpool regularly in John's band	
Paul				wrote the song "Love Me Do" with John and it became the first single
Stuart	became John's friend			

**Step 3:** Create enough copies for your class.

### Procedure

**Step 1:** Divide the class into groups of four and give each member a different grid handout.

**Step 2:** Have the group members exchange necessary information to fill the empty spaces in their grids. For example, the student with grid one asks, "What happened to John in 1957?" The student with that information answers, "He formed

his band in Liverpool." The student with grid one then writes this information in the appropriate blank space on their grid. Next, the student with grid two asks a question to get information to fill one of their empty spaces. In this way, students of each group exchange information to fill the blanks on their grids. Do not allow students to show their papers to each other.

**Step 3:** When everyone has finished, ask the whole class questions about the text, such as "How did George meet John?" (See Appendix B for sample questions.)

**Step 4:** (Optional) Ask the whole class general questions about the Beatles such as, "Who became the fourth member of the Beatles after Stuart left?"

### Variations

Stories about other legendary bands, TV shows, or movies that have sequences of events involving several main characters can be used for this activity. You can make this activity more interesting with a little creativity. The vocabulary level can also be manipulated depending on the students' English proficiency.

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### Appendices

Appendix A: *Sample text grids*, and Appendix B: *Sample questions for whole-class discussion* are available online at <[jalt-publications.org/tlt/my-share/resources/0812b.pdf](http://jalt-publications.org/tlt/my-share/resources/0812b.pdf)>

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Check the label on the envelope this *TLT* came in for your renewal date, then go to <[jalt.org/main/membership](http://jalt.org/main/membership)> and follow the easy instructions to register. Help us to help you! Renew early!

# Using a cloze exercise activity for reading comprehension

**Paul Howl**

Asia University

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## Quick Guide

**Key words:** Vocabulary, reading text, cloze exercise, listening, and writing

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

**Learner maturity level:** Junior high school and above

**Preparation time:** 30 minutes

**Activity time:** Variable

**Materials:** Reading text handouts

Comprehension is an essential reading skill. It allows students to get a complete picture of a text from beginning to end. Teaching reading comprehension can be done in many ways. A typical way is to write questions that relate to the text and have students answer them. While this is useful and helpful, it is not very creative or unique. Students dutifully write down the information and promptly forget it the next day.

The following student-centered activity is designed to improve reading comprehension skills. By using a cloze exercise connected to the reading, students are able to collaboratively practice comprehension and vocabulary acquisition. The exercise is best done after you have provided the students with a complete vocabulary list with definitions, discussed any pre-reading ideas, and have read through the entire text together once.

## Preparation

**Step 1:** Choose a text (see Appendix for example).

**Step 2:** Type the text double-spaced, using a size 14 font.

**Step 3:** Split the text evenly in half and type Partner A at the top of the first half and Partner B at the top of the second half.

**Step 4:** Randomly choose 20 interesting words from the first half of the text and make those words **bold**. Do the same with the second half.

**Step 5:** Copy and paste Partner A and Partner B's text and create identical texts to make the cloze exercises.

**Step 6:** Change Partner A above the first half of the cloze exercise to Partner B. Change Partner B above the second half of the cloze exercise to Partner A.

**Step 7:** One by one, replace each bold word with a blank line.

**Step 8:** Print out an A and B text and cloze copy for each pair in your class.

## Procedure

**Step 1:** Put the students into pairs.

**Step 2:** Give the corresponding A text and A cloze exercise to all A students. Do the same for all B students.

**Step 3:** Partner A reads their portion of the text to partner B.

**Step 4:** Partner B writes the words they hear on the blank lines.

**Step 5:** Reverse the roles and repeat steps 3 and 4.

**Step 6:** When the partners have finished, have them exchange papers and check their work. If there is a mistake, each student crosses out the misspelled word and writes the correct word above it. Each partner writes a total number correct on the top left corner of the handout.

**Step 7:** Students hand in their cloze exercises.

## Conclusion

If the students have practiced the text and vocabulary, this exercise should not be too difficult. The challenge lies in the fact that students have a tendency to make spelling mistakes or will need to ask their partner to repeat a word or a sentence many times. Emphasize that spelling errors can be learned later, and tell students to avoid repetitive asking as it devalues the learning experience. Move through the class and gently remind the students to listen and stay focused on the task. This exercise is very beneficial because the students can take charge of their learning and gain vocabulary reading and comprehension experience.

## Appendix

A sample reading text with cloze exercises is available online at <jalt-publications.org/tlt/myshare/resources/0812c.pdf>

Story taken from: Beatty, K. (2004) *Read and Think* 3. Longman.

# Picture this holiday!

**Paul Wicking**  
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## Quick Guide

**Keywords:** Drawing, speaking, writing, postcards, past tense, vacations, pairwork, cross-cultural awareness

**Learner English level:** Elementary to intermediate

**Learner maturity level:** Junior high school and above

**Preparation time:** 10 minutes

**Activity time:** 50-60 minutes

**Materials:** Blank postcard handout (See Appendix)

Most elementary to intermediate textbooks have a unit that covers the topic of travel or the function of talking about past experiences. Often there may be a writing task along the lines of "Imagine you went to a foreign country on holiday. Write a postcard to a friend." The following activity was born of a desire to spice up this otherwise bland writing task by incorporating a country quiz and a picture drawing activity.

## Preparation

Photocopy one postcard template per person. Alternatively, you may prefer to hand out blank pieces of paper and have the students can draw the template themselves.

## Procedure

### Stage 1: Past tense revision and vocabulary building

**Step 1:** In pairs, have the students think of a country and write four sentences describing an imaginary holiday there. Each sentence must give clues as to the name of the country. For example (elementary), "I ate caviar. I drank vodka. I saw Red Square. I went ice-skating."; or (intermediate) "I took a tour of Harare. I went on a cruise down the Nile. I shot a tiger. I tried a zebra burger."

**Step 2:** Repeat step 1 for three different countries.

**Step 3:** Mix up pairs into groups of three or four.

**Step 4:** Each student reads one of their descriptions of the holiday descriptions without saying the country name, and the others guess which country they are talking about.

### Stage 2: Drawing and writing exercise

**Step 1:** Give each student a handout of a blank postcard.

**Step 2:** In the centre, have them write the name of the country.

**Step 3:** In each of the four squares, students draw a picture to answer the following questions:

- What did you eat and drink?
- What did you see?
- What did you do?
- What else did you do?

Make sure students draw only pictures and do not add any English.

**Step 4:** Once finished, students swap their postcards with a partner.

**Step 5:** Students write a letter on the back of the postcard that they've been given, adding as much information as possible. Write a demonstration card on the board if your students are not familiar with the conventions of postcard writing.

## Conclusion

This activity allows students to practice both speaking and writing in a nonthreatening and relaxed atmosphere. Drawing pictures is always a good way to tap into your students' creative side, increase motivation, and have a good laugh.

## Appendix

A sample postcard handout is available online at <jalt-publications.org/tlt/myshare/resources/0812d.pdf>

## ...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 *Moving On With English: Discussion, Role Plays, Projects*, by Margarete Wells. *Moving On With English* is an integrated course book for intermediate level students.

## Moving On With English: Discussion, Role Plays, Projects

[Eric Bray. Tokyo: Nan'un-do, 2007 pp. 73. ¥2,205. ISBN: 978-4-523-17538-4.]

**Reviewed by Margarete Wells,  
Kansai Gaidai University**

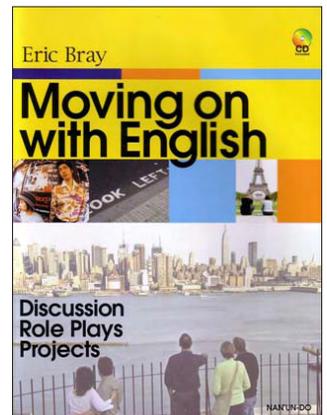
*Moving On With English* is an integrated course book with a strong focus on speaking. The book consists of 12 units, all following roughly the same pattern. They start with a warm-up activity, usually in the form of questions to think about, to which the students add one question of their own. This is developed into a small group discussion leading to a roleplay with speaking tips, some group activity, or a mini project. Most units also have a useful model conversation. Writing and grammar are emphasized to varying degrees in different units. Finally, each unit has a page set aside for review and reflection. Unit 12 acts as a review of the whole book, including vocabulary, and the appendix offers students the opportunity to evaluate all aspects of their roleplays. A CD is included, along with details of the author's website for further English practice.

Unit 1 sets the tone for the whole book. Inhibitions are broken down, students leave their seats to interview several partners, and thinking on your feet is encouraged. It starts with an excellent icebreaker between the teacher and the class, which is then copied by the students. This is followed by more class-bonding activities, in the form of interviews with an information questionnaire. Students ask each other non-scripted follow-up questions, with the aim of creating richer, more natural exchanges in English.

The situations in the book are a mixture of practical (giving advice to friends), situational (selling inventions to investors), and issues (helping to solve the world's problems), and require gradually more and more sophisticated language. The units provide plenty of scope for creativity and follow-up, and language is reinforced through the integration of skills. The student is given a brief outline of various roles from which language can develop spontaneously, e.g., job seeker and interviewer, inventor, and investor. For example, in the unit You, Travel Agent, students eventually pretend they actually work as travel agents and make posters to advertise their tours. As an extension activity, members of the class then visit classmates' agencies to book a holiday destination for themselves. One of the most interesting units was an interview with an older person outside the classroom, which my students did as group presentations.

The Teacher's Manual, also translated into Japanese, explains the rationale of the book and gives a step-by-step guide for each unit along with further examples of situations, questions, and teaching tips. Bray places great value on not leaving anything that could unnerve the learner unexplained, building up confidence by layering new on old, writing new expressions from the textbook on the board, and erasing them as they are learned. He recommends the same roleplays be practiced several times, with students assuming different characters. With the textbook as a crutch to be gradually dispensed with, learners can become independent at their own pace.

However, along with this concern for guidance and support comes the exhortation to deepen



the level of conversation with additional questions and material, or suggestions like finishing the lesson with a discussion. There is an obvious dichotomy here, and when the language of some instructions and model materials from earlier units was analysed, the Flesch Kincaid grade level was 6.4, which is very high for EFL students. This fact, together with the increased difficulty of Unit 10 (You, Helping Solve World Problems) further supports the feeling that learners whose level is at least low intermediate, but preferably higher, would stand to gain the most in terms of increased confidence and improved proficiency by using this book. The course relies heavily on learners being willing to think on their feet and be linguistically creative, not to mention the heavy stress on question techniques, which would seem to be very demanding for lower level students.

Allowing students so much freedom with ideas gives them more power over the language, but such unscripted spontaneity could mean a heavier burden for the teacher and some frustration or superficiality for the weaker students. While my post low-intermediate students enjoyed acting out variations on the clumsy waiter and awkward customer roles, they needed considerable input in terms of language and ideas when it came to the situations suggested in *Travel Woes*.

In short, as a class textbook in an EFL setting, *Moving On With English* probably tries to cater for too wide an ability range. However, this book does encourage interaction and communication. It contains some excellent ideas and fun activities that are relevant to students' needs and many teachers will enjoy using it for this reason.

## RESOURCES • RECENTLY RECEIVED

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### ...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 31 Dec. 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>

- \* *Click, Crown, Team, Club, and Current*. Mary Glasgow Magazines. London: Scholastic, 2008. [5 levels of graded content in magazine format printed five times per year, incl. CDs, transcripts, teacher's notes, downloadable content, and printable resources].
- \* *Faster Reading*. Malarcher, C., Morita, A., & Harada, S. Tokyo: Seibido, 2007. [3-level read-

ing text incl. CD, unit introduction idioms, and vocabulary glossary in Japanese].

- \* *Global Transformation: Insights into Modern Economy and International Business*. Ishii, T., Yamaguchi, O., Matsumura, Y., Koch, T., & Burrows, L. Tokyo: Seibido, 2007. [Incl. CD, task instructions, vocabulary glossary, and grammar points in Japanese].
- \* *Impact Conversation*. Sullivan, K., & Beuckens, T. Hong Kong: Pearson Longman Asia ELT, 2009. [2-level conversation course incl. CD, online teacher's manual with teaching tips and unit tests].
- \* *Impact Issues*. Day, R. R., Shaules, J., & Yamana-ka, J. Hong Kong: Pearson Longman Asia ELT, 2009. [3-level content-based discussion text incl. CD; online teacher's manual with teaching tips, video clips, and tests].

### 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.
- \* *Reflective Language Teaching: From Research to Practice*. Farrell, T. S. C. London: Continuum International, 2007.
- \* *Teaching Academic Writing*. Friedrich, P. (Ed.). London: Continuum International, 2008.

## 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.

## A scanner brighter: Scans, the literature review, and note taking

**Brian G. Rubrecht**  
Meiji University

In a previous Wired article (Rubrecht, 2006), I discussed how consumer scanners may aid both teachers and researchers in many aspects of their jobs, mainly by increasing their efficiency by helping them become more organized in their work routines. It is hoped that subscribers to *The Language Teacher* have read that article and have begun putting their scanners to more effective use.

As was stated in that earlier article, scanning can be a time-consuming endeavor, but the advantages of having documents close at hand for quick retrieval means that the time spent scanning is made up for in the long run. Yet, for those readers in need of additional reasons to make more use of their scanners, and even for those who have since come to find scanners indispensable to their workflow, the present article will describe a specific way to put scans to use by relating how scans help to simplify the task of note taking when conducting a literature review.

### Taking screenshots

If one has scanned articles (as described in the previous article), the task of note taking becomes greatly simplified because it is mainly a matter of copying and pasting select screenshots of sections of the scanned articles one is reading. This can be done with keyboard or mouse shortcuts within a computer's operating system or via dedicated screenshot-capturing applications. Each screenshot, once taken, should be copied and pasted into a single word-processing document. Because the goal of note taking is to obtain a brief yet clear idea of writers' ideas, screenshots limited to a few lines (i.e., sentences) generally work better than screenshots of entire windows or scanned pages, though screenshots of larger sections (e.g., article abstracts, entire paragraphs) can be taken as needed.

There are several salient advantages to this screenshot note taking method:

#### *Exact wording is kept*

Used judiciously, direct quotes from the literature lend credence to one's own work and, in many cases, can present information in a manner far more succinct than would otherwise be possible. Taking a screenshot of what is to be quoted helps ensure that no typographical errors are introduced during the note taking process. Furthermore, during the actual article-writing phase, the original text can be easily referred to, allowing one to ascertain that the quote, when typed, is mistake free. In the event that paraphrasing is deemed better than a direct quote, the passage in question can still be found quickly and the original wording checked. In this way, though citations are still required, plagiarism is avoided because writers can effortlessly check that the wording in their articles differs sufficiently from the original.

#### *Inputting complex information becomes simplified*

One major drawback to taking traditional (i.e., hand-written or typed) literature review notes lies in the impracticality of incorporating information found in illustrations like charts and graphs into the notes. If such information is deemed essential for an article, it helps to make it handy by putting a screenshot of it into the note taking document. Screenshots also make various diagrams, lists, and figures more readily accessible.

### *Less typing is involved*

This screenshot copy-and-paste method significantly reduces the amount of typing one must do. Less typing means saved time and reduced physical stress, yet because screenshots still contain text or other data, more information can be available in the note taking document for later consideration.

It should be noted that using screenshots in this manner is only possible if the relevant literature has already been scanned to disk. If, for instance, there is a book from which one wishes to take notes, scanning its relevant sections in an ongoing manner becomes necessary (just keep copyright laws in mind, cf. Rubrecht, 2006). OCR (optical character recognition) scans become a possibility in this case, as scanned text areas are transformed into blocks of editable text. Scanning select areas from books may lengthen the overall time required to complete the note taking task, but making OCR scans is far less demanding than typing out that same information manually. Additionally, the characters created in this way are easier to read than those in regular scans and can be recognized by text-searching software.

### **Note taking suggestions**

Whereas typical word-processed documents are text searchable, the note taking document with its many screenshots is not. In order to take advantage of a word processor's search function, those using this screenshot note taking method are strongly recommended to do the following:

#### *Provide complete reference information.*

This means typing the reference information in full (e.g., author, year, title) before pasting screenshots. Including this information makes it easy to find the notes to a particular author's work and helps avoid confusion when citing the literature, especially when some authors have multiple publications.

#### *Include page numbers with screenshots.*

Before taking a screenshot of a scan, type the page number of the screenshot's source into the note taking document. This indicates precisely where that screenshot was taken. Not only are these page numbers necessary when making direct quotes, but adding page numbers also helps if clarification of screenshot information is needed. If a page number is handy, then there is little difficulty involved in returning to the correct page in the source article should the need arise.

### *Add a short summary.*

Screenshot summaries, being text searchable, help one to organize the notes when it comes time to group information during the article-writing phase. Summaries can be as short as a few words or as lengthy as a paragraph.

### *Double-check all spelling.*

Everything from author names to summary keywords must be spelled correctly. Incorrect spellings render word processor search functions useless.

### **Words of caution**

If one has educational institution access or a journal subscription, it is possible to download online journal articles. If so, one may download many past and current articles, most of which are in PDF format. These files tend to be better than scans, as the text in PDF files can usually be highlighted, copied, and pasted, making screenshots unnecessary. However, some PDFs downloaded from databases are password protected. Without the associated password, text copying (and in some cases even screenshots, such as when viewing through Adobe Acrobat) is impossible. The workaround in this instance is to take a screenshot through the computer's operating system itself or by a dedicated screen capture application.

### **Conclusion**

Readers are reminded that this screenshot method only works if the articles being read for a literature review have been scanned or, alternatively, are downloaded PDF files. The main advantages to this method are that all of one's literature notes can be put into one place quickly and easily, these notes can later be organized with little difficulty, and the need to continually find and refer back to the original literature sources virtually disappears.

When writers find themselves wading through an ocean of literature as they prepare their articles for publication, they often look for time- and energy-saving methods to get the job done. For some, this method of note taking via scans and screenshots may just be picture perfect.

### **References**

Rubrecht, B. G. (2006). A scanner brightly: Tips for information organization and retrieval. *The Language Teacher*, 30(10), 28-30.

**EFL Press advert**

## ...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/lt/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.

- ▶ 24 Apr 2009: Deadline for submissions to present at JALT2008 in Shizuoka. See <jalt.org/conference> for more information.
- ▶ 23 - 24 May 2009: Eighth Annual JALT Pan-SIG Conference: *Infinite Possibilities: Expanding Limited Opportunities in Language Education* at Toyo Gakuen University, Nagareyama Campus, Chiba.
- ▶ 5 - 7 Jun 2009: JALT CALL Conference 2009, Toyo Gakuen University, Hongo Campus, Tokyo.

# JALT Notices

This month we announce the results of the JALT National elections.

Congratulations go out to all of the winners, and our sincere thanks to those who braved the ballot but were not successful this time. A special round of applause should be reserved for Rieko Matsuoka, who was kind enough to step aside after a tie for the position of PR Director. Finally, a big thank you and *otsukaresama deshita* to Tim Gutierrez, who oversaw the smooth running of the elections. His report follows.

Stay tuned over the next few months as we bring you an introductory report from each of the new directors.

## 2008 National Officer Elections

As Nominations and Elections Committee Chair I hereby announce that the results of the 2008 National Officer Elections are as follows:

- President: Caroline Lloyd
- Vice President: Cynthia Keith
- Director of Membership: Nathan Furuya
- Director of Programs: Philip McCasland
- Director of Public Relations: Emi Itoi
- Director of Records: Aleda Krause
- Director of Treasury: Kevin Cleary
- Auditor: Tadashi Ishida

A total of 178 valid ballots were received by the official postmark deadline.

- President: Caroline Lloyd 117, Peter Wanner 58, write-ins 0, abstentions 3.
- Vice-President: Cynthia Keith 166, write-ins 6, abstentions 6.
- Director of Membership: Nathan Furuya 138, Nicolas Gromik 31, abstentions 9.
- Director of Programs: Philip McCasland 171, write-ins 1, abstentions 6.
- Director of Public Relations: Emi Itoi 84, Rieko Matsuoka 84, write-ins 1, abstentions 9<sup>1</sup>.
- Director of Records: Aleda Krause 173, write-ins 1, abstentions 4.
- Director of Treasury: Kevin Cleary 172, write-ins 1, abstentions 5.
- Auditor: Tadashi Ishida 167, write-ins 3, abstentions 8.

All newly elected NPO JALT National Officers' terms are for 2 years and begin immediately after confirmation at the Ordinary General Meeting held during the JALT2008 conference in Tokyo.

On behalf of JALT, I would like to thank all the candidates for their public-spiritedness and commitment to this association in accepting their nominations and participating in this election. We wish the newly elected officers well for their coming terms. And to the official candidates who were not successful this time, our commiserations, but also a particular vote of thanks for helping to keep the spirit of democratic pluralism alive in JALT. Likewise, I would also like to thank everyone who voted in this election, thereby giving meaning to the whole process and sending the elected officers a clear message of support. Thanks are also extended to the Hadano Post Of-

fice, Paul Collett, Junko Fujio, Etsuko Gutierrez, and Malcolm Swanson for their help with election arrangements.

*Submitted by Timothy Gutierrez, NPO JALT NEC Nominations and Elections Committee Chair 2008.*

### (Endnotes)

- 1 According to JALT Bylaws: Article IV.8: "In the event of a tie vote for any national office, the result shall be decided by random selection by the NEC in the presence of the candidates or their designated representatives at or before the next Executive Board Meeting." Following discussion after the results of the election were announced, Rieko Matsuoka voluntarily withdrew from the race for Director of Public Relations.



From left to right: President – Caroline Lloyd, Vice President – Cynthia Keith, Director of Membership – Nathan Furuya, Director of Programs – Philip McCasland, Director of Public Relations – Emi Itoi, Director of Records – Aleda Krause, Director of Treasury – Kevin Cleary, Auditor – Tadashi Ishida

### ...with Damian Rivers

<memprofile@jalt-publications.org>



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

Please address inquiries to the editor.



IN THIS month's Showcase Joseph Falout, Jonathan Harrison and Ruth Vanbaelen discuss their experience of introducing an academic writing workshop program to their students.

*San-nin yoreba, monju no chie.*

Three people together know more than a wise man alone.

We collaboratively designed a series of academic writing workshops through a progressive three-phase process. These workshops were our college's first systematic program to encourage undergraduate and graduate students to publish papers using the global lingua franca, English.

We organized these workshops with the goal of scaffolding students by first writing short papers and later developing them through editorial conferences into full papers or theses. As we had never conducted such classes within this context, we were aware that our preconceptions might

lead to lesson designs that did not meet the needs of the students, so we decided to provide each other with daily reports from the workshops.

A triad of three full-day workshops, with an emphasis on forming a community of writers, was scheduled in successive stages across 2 weeks. When the first workshop started, the teacher sent detailed reports, including teacher reflections and student feedback. Based on this input, the first teacher and the teachers for the coming workshops fine-tuned their lesson plans. Each successive teacher continued these nearly live reports, which helped to collaboratively change preconceptions into objectively analyzed

experiences. This process was a transformative experience for our professional development. We practiced what we taught—to learn from each other.

The students are now requesting the seminars be offered regularly. It seems we are facing another challenge, but we plan to succeed by putting our three heads together.

The authors can be contacted at <falout@edu.cst.nihon-u.ac.jp>, <harrison@penta.ge.cst.nihon-u.ac.jp>, and <ruthvanbaelen@penta.ge.cst.nihon-u.ac.jp>.

## JALT FOCUS • GRASSROOTS

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### ...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.

Having impulsively volunteered to chair and host the 8th Annual Pan-SIG Conference, (May 23-24, 2009) way back at the 2006 committee meeting, and then discovering that nobody had in fact forgotten the words I uttered on that day, let me tell you the story of where we are currently at, where we came from, and where we are going.

#### Where we are at

As the doors closed on another successful Pan-SIG conference held at Doshisha University, Kyoto on May 10-11, 2008, conference-goers headed home satisfied, having attended 2 days packed with plenary speeches, presentations, and workshops on a variety of different topics. And yet, for the conference committee, as the doors to one conference close, the doors to the next one open! Heading back to Tokyo on the bullet train with the conference treasurer, we began to dream up themes for the 2009 conference. 2009 will mark the 8th year of the Pan-SIG conference, so what about something to do with the number eight? What about infinity? What about something to do with maximizing the limited opportunities we have each week to help our students develop their language skills? A working title was conceived of and emailed out to the rest of the 2009 committee, and within a week of the 2008 conference ending, after a flurry of emails and a few tweaks here and there from our energetic team, we had all agreed on the conference theme—*Infinite possibilities: Expanding limited opportunities in language education*. The work didn't stop there. With even more emails going to and fro, vacant committee positions were filled, our ever dedicat-

**W**HAT IS a Pan-SIG conference and what does it take to put one together? Andy Boon, chair of the 2009 conference, will answer these questions and more. In the second article, Colin Graham describes his experiences as one of the participants in the most recent Teachers Helping Teachers conference.

## The 8th Annual Pan-SIG Conference, 2009

by Andy Boon  
Toyo Gakuen University  
<andrew.boon@tyg.jp>

ed homepage coordinator created a new website <[pansig.org/2009/](http://pansig.org/2009/)>, plenary speakers were decided on (J. D. Brown and Deryn Verity), and a Call for Papers was drafted, checked, modified, and then posted on several websites. And there is yet so much more to do.

### Where we came from

The Pan-SIG idea was born out of a desire for the smaller JALT SIGs (Special Interest Groups) to be able to provide an annual event for their members but with the realization that without cooperation and collaboration between other SIGs, the event itself might be too small. The “Pan” of Pan-SIG is derived from the Greek word meaning *all*, signifying the union of SIGs coming together to plan and hold an event that can appeal to the specific interests of each SIG member, as well as provide a smorgasbord of academic presentations for attendees who are members of more than one SIG or wish to learn something about an area they are less familiar with. At each Pan-SIG conference, participating SIGs are designated a room for the 2 days in which their members’ presentations or workshops are to be held. Conference-goers are then free to decide whether to stay in the SIG room of their particular interest for the duration of the conference or to venture out into the unknown (or less known!) and attend presentations from different SIGs.

### Where we are going

Now in its 8th year, the 2009 Pan-SIG Conference aims to build on the success of its predecessors and to further its reputation as a friendly, warm, intimate, academic, and informative experience for conference-goers. The conference is co-sponsored by the College and University Educators (CUE), Extensive Reading (ER), Gender Awareness in Language Education (GALE), Life Long Language Learning (LLL), Materials Writers (MW), Other Language Educators (OLE), Pragmatics (PRAG), Study Abroad (SA), and Testing & Evaluation (TEVAL) Special Interest Groups, together with the West Tokyo and Yokohama Chapters of the Japan Association for Language Teaching (JALT) and JALT Computer Assisted Language Learning SIG.

So, why not give it a try? We invite you to submit a proposal by February 15, 2009, with details in the Call for Papers.

But, where are we going? As with previous years, the 2009 conference will be held away from the city in a local area providing a cozy, comfort-

able, and welcoming atmosphere for attendees, but with convenient access to the site from major train stations and airports. We are very pleased to hold the 2009 conference at Toyo Gakuen University’s Nagareyama campus in Chiba, which is only 20 minutes from downtown Tokyo via the Tsukuba Express <[www.tyg.jp/e/other\\_information/access\\_information.html](http://www.tyg.jp/e/other_information/access_information.html)>.

There is nothing more for me to say than to ask you to please mark Saturday, May 23, 2009 and Sunday, May 24, 2009 on your calendars, and I look forward to seeing you in Chiba for an exciting and rewarding Pan-SIG Conference!

## No tech? No problem!

by Colin Graham, THT SIG Membership Chair

The words mad, extreme, and crazy are not often heard in relation to EFL conferences, unless you happened to be one of the participants in the recent Teachers Helping Teachers (THT) conference in the Philippines! Previous THT conferences—in Bangladesh, Vietnam and Laos—were delivered to practising teachers, trainees, or students considering teaching, English or otherwise, as a career.



Our first conference in the Philippines, however, seemed to be a completely different kettle of fish, and there was a certain reluctance in convincing THT members to participate. The programme was in two parts—the first near Manila, in San Jose del Monte, Bulacan Province; the second was on the island of Mindoro.

The first part was a typical THT-style conference, with presentations mixing theory with practice, whilst keeping in mind the needs and interests of teachers working at the chalkface—literally, in this case, with neither whiteboard nor marker pen in sight! THT usually asks participants to submit three abstracts for 60–90 minute sessions, and the planners then programme parallel sessions, trying to keep an interesting and complementary balance of topics. I was surprised, as well as honoured and overwhelmed, to be asked to turn two of my 90-minute sessions into the closing plenary for the first day.



That was when the word *crazy* first flashed across my mind, because I had to condense my planned 3-hour workshop for 50 into a 2-hour plenary for 200 high school teachers. Everything went well, though, and many of the attendees came to get copies of my slides, or emailed me later, which seems to be a typical THT conference experience.

The nine other members of the delegation—Aya and Pat Dougherty, Brent Jones, Will and Minako Kay, Maggie and Jon Lieb, George Mano, and Cecilia Silva—all had similar experiences in their sessions held during the 2 days. Cecilia also had the daunting task of having to conduct the opening plenary, despite being almost 1 hour late getting to the site in our jeepney, because of traffic. For those who haven't been to the Philippines, the jeepney is a unique and ubiquitous form of transport, designed to shake, rattle, and roll every bone in your bone within 2 minutes of departure—not to mention the hard, bench-style seats!

The first part of the programme went swimmingly, and we had the privilege of being the first to use a brand new campus, which was actually due to open for its first student intake in September this year. So far, so THT.

The second part of the programme caused the initial hesitancy to participate. The call for

papers asked for abstracts related to special needs elementary-level education, and it later transpired that the participants would also teach elementary school children—something none of us were then doing! Special needs turned out to be literacy only, and one of THT's strengths is the wide-ranging experience of its members, who are all currently involved in classroom teaching of some kind or another.

Seven intrepid volunteers (minus Aya, Maggie, and Jon) continued to part two, affectionately nicknamed *THT Extreme* or *Baby's Boot Camp*. Amelita "Baby" Matsushita, in the construction industry and mother of the organizer of part one, exercised a martial discipline in the logistics of our travel arrangements, as well as accompanying us to Mindoro Oriental for the second part of the programme, where we visited or taught at San Lorenzo group schools, mostly in Banilad.



Banilad wasn't low tech, but rather no tech! No telephones, Internet, television, baths, showers, or hot water and, until recently, no electricity. Banilad is a Mangyan village. The Mangyans are indigenous to the Philippines and lived in the mountains, scraping a subsistence living, until the government provided funding for them to move to lower levels and start some kind of earning based on agriculture. You can only visit with permission or a special purpose, not as tourists, so we all felt privileged to be there.

We woke at 5:00 every morning, taught all six grades from 7:00 am to 5:00 pm, went to bed at 8:00 pm—2 hours after sundown—and swam/bathed in the river every evening. We slept in a newly built staff house, almost on top of each other, met wonderfully dedicated teachers and enthusiastic and ebullient children, ate delicious food, and had a whale of a time—apart from the ritual beheading of the chicken on our arrival! No prizes for guessing that night's dinner either!

Extreme? Mad? Crazy? Maybe. Fun? Definitely! Why not join us next time?

Enquiries to <tht@jalt.org>.

## ...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.

ing 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.



**J**ENNY ANG LU studies in the Graduate School of International Studies at The International University of Kagoshima. She grew up speaking English, Tagalog, and the Chinese dialect Fukien, noting in an interview conducted in October 2008, "Growing up in the Philippines, that is pretty much the norm in Filipino-Chinese families." At 16 she moved to Taiwan to study Mandarin Chinese, but she continued reading fiction and magazines in English, mainly because she could understand English better and also because she feared that she might lose the ability to communicate in English. That was 12 years ago. She admits English continues to be her dominant language, and she enjoys "having people guess where I am from based on my English ability. People usually end up guessing I'm from California or Canada. It's a surprising identity."

## Learning English in Taipei

Before I came to Japan as an exchange student, I was studying towards a Master's degree in TESOL

at the National Taiwan Normal University. As part of my academic studies, I published a conference paper and a book chapter on podcasting. At the same time I worked as an English instructor to adult learners at the university's English Training Center (TOEIC, TOEFL, and pronunciation classes), translated documents from Chinese to English, produced material and recorded audio content for English books and magazines, and taught private students. I took an IELTS test and a TOEIC test before I came to Japan so that I would have certificates to prove my foreign language proficiency. I received a score of 8.0 in IELTS and 990 in TOEIC.

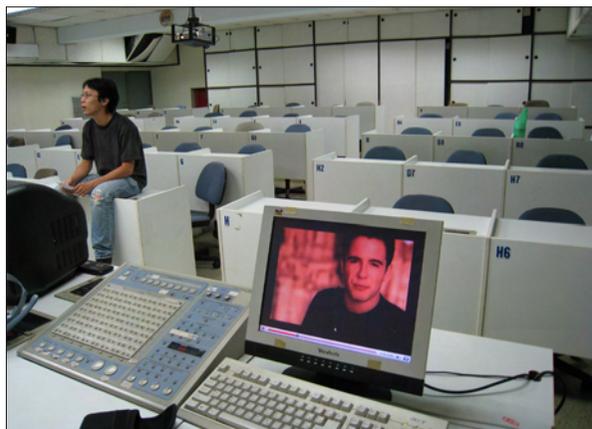
I hope to gain better insight into the language learning process of adults so I started learning Japanese formally last year. I am experiencing firsthand what it is like to learn a new language as an adult. I came to Japan in September this year and will be staying for a year with the goal of becoming more fluent in my new language. In addition, I also plan to become more active in the research field, as well as gain a better understanding of the English learning and teaching environment in Japan.

The way I am learning foreign languages is different from the way most students in Taipei learn English. Formal English education begins in the 3rd grade of public elementary schools in Taiwan (China Post, 2008). According to the Ministry of Education, an earlier start might have a negative influence on children's identities and native language development. However, many private schools in Taipei offer English classes starting from kindergarten to attract more students. This has widened the gap between the English ability of learners in the capital city and those who live in rural areas. Urban families supplement the English classes that their children attend at school with after-school study at language schools. It is not unusual for students to study English from 5 years of age until they graduate from high school at 18. This means public high school teachers can find it challenging to teach students having different proficiency levels.



Some high schools have streamed students with exceptional English proficiency into a "gifted class." These students are taught in a different manner than their peers and are usually provided with more optional classes to choose from. Students in regular classes are taught English as a whole language and learn writing, listening, and reading skills at the same time. Classes of 40 students have little more than a textbook, CD player, blackboard, and chalk as learning resources. Students in gifted classes, however, are given the opportunity to specialize in drama, writing, conversation, or language test preparation. The gifted students are given access to autonomous learning resources such as language laboratories. The different teaching methods and technologies further widen the gap between students. Critics of this preferential treatment believe the term *gifted* could be a misnomer because many students have achieved higher proficiency levels because they were fortunate enough to have gone through language schools for longer periods of time or have lived in English-speaking countries. University students are required to study English in the first year of college. The English department assigns students into language classes based on proficiency levels shortly after entering the university. University classes emphasize reading and comprehension skills. Although some students attain the highest level possible on international tests, there have not been significant improvements in the English abilities of the general population in Taiwan.

High school teachers in Taipei are required to have a university degree, but increasingly teachers seek a post-graduate degree due to intense competition and fewer posts. Teachers-in-training take the Cambridge Young Learners English tests, TOEIC, and the locally produced General English Proficiency Test (GEPT).



University and postgraduate level instructors are usually doctorate degree holders, most of whom were educated in English-speaking countries. Language schools, on the other hand, give preference to native English speakers, seeing as they give more focus on communication skills. Research is widely encouraged in the TESL field and it is usually published in English. Academic research provides advancement opportunities in most educational institutions in Taiwan. The English Teachers Association in Taiwan, ETA-ROC publishes newsletters, journals, and holds annual conferences and book fairs in Taipei.

I am enjoying my year in Japan as an exchange student in training to be a language teacher. When I obtain my Master's degree in TESOL from the National Taiwan Normal University I look forward to helping students in Taipei learn English in a different way than what they are used to.

### Reference

China Post. (2008, August 23). To master English start learning it early. *China Post*, p. 17.

## EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET  
US KNOW...  
<JCO@JALT.ORG>

## ...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 ] [📧] ] [💬] ]

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

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

### Computer Assisted Language Learning

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

The CALL SIG 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 ]

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

### Extensive Reading (forming)

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 ] [📧] ] [💬] ]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Co-sponsor of PanSIG 2008. Visit our website <www.gale-sig.org/> or contact us for more details.

### Global Issues in Language Education

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

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

## Japanese as a Second Language

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

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、学習者の皆様のご応募お待ちしております。原稿締め切りは2008年12月15日。新しいホームページをご覧ください<[www.jalt.org/jsl](http://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 15 Dec 2008, and publication date is 30 Dec 2008. Visit our new website <[www.jalt.org/jsl](http://www.jalt.org/jsl)>.

## Junior and Senior High School

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

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

## Learner Development

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

## 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 in-

formation for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <[jalt.org/lifelong/](http://jalt.org/lifelong/)>). For more information or to join the mailing list, contact Yoko Wakui <[ywakui@bu.ij4u.or.jp](mailto:ywakui@bu.ij4u.or.jp)> or Eric M. Skier <[skier@ps.toyaku.ac.jp](mailto: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/](http://jalt.org/lifelong/)>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<[ywakui@bu.ij4u.or.jp](mailto:ywakui@bu.ij4u.or.jp)>。または Eric M. Skier <[skier@ps.toyaku.ac.jp](mailto:skier@ps.toyaku.ac.jp)>までご連絡ください。

## Materials Writers

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

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

## Other Language Educators

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

## Pragmatics

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

The Pragmatics SIG 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 listserve <groups.yahoo.com/group/PALE\_Group/>. For information on events, visit <www.jalt.org/groups/PALE>.

### Study Abroad (forming)

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

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

### Teacher Education

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

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year.

We also have an online discussion group. Contact <ted@jalt.org> or visit our website <jalttesig.terapad.com/>.

### Teaching Children

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

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

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

### Testing & Evaluation

[ 🗨️ research, information, database on testing ] [ 📖 *Shiken*—3x year ] [ 🌐 Pan-SIG, JALT National ] [ 📧 ] [ 🗨️ ]

### 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>, or use the form at the back of every issue of *TLT*!

## ...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>.

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

**T**HAT'S RIGHT, the end of the year is here and maybe you find yourself saying "What? It's December already? Someone should have told me! I didn't even get to attend an event at my local chapter." Well, never fear fellow JALT enthusiast, you still have one last chance to attend an end-of-the-year party or workshop, or even meet the big guy at one of the other many fine events happening at your local chapter this month. If your chapter isn't listed, check out the online conference calendar for updates and news events.

**Chiba—TBA.** Chiba folks have been alerted to keep their eye on the events calendar as the final details of the end of the year extravaganza have yet to be revealed in full detail.

**Gifu—Christmas & Bonenkai party.** Join us for our annual turkey dinner with all the fixings. If you would like a map or train info, please contact Steve Quasha <quasha@yahoo.com>. *Sat 13 Dec 19:00-21:00; Aoi's Kissaten-Kasamatsu City; one-day members ¥3000.*

**Kagoshima—Bonenkai.** The details are still being worked out so be sure to contact your local chapter publicity officer. *Sun 21 Dec 18:00-22:00; location TBA; one-day members TBA.*

**Kobe—Zen and the art of statistics** by **Greg Sholdt**. What is the true meaning of the mean? The presenter will guide participants in an exploration of statistical concepts and reasoning. During the workshop, participants will solve quantitative riddles that are loosely modeled after *Zen koans* and carefully designed to lead participants to higher levels of quantitative clarity. The presentation will be followed by a *bonenkai*. All are welcome to join! *Sat 13 Dec 15:00-17:00; 8F room 6, Kobe International House (Kokusai Kaikan) Gokodori 8-1-6, Chuo-ku, Kobe 651-0087; tel. 078-231-8161; free for all.*

**Kyoto—The year in review: Round table** by **Guest speakers and members**. The year is drawing to a close, and every teacher must have hit highs and lows during this calendar year. All of us have collected little gems of activities or classroom management techniques throughout the year so come along to the December Kyoto JALT meeting and share your ideas with other teachers. There will be a Christmas party after the meeting. Contact <kyoto@jalt.org> if you have an idea to share or are planning to attend. *Sat 6 Dec 13:00-16:00; Kyoto Kyoiku Bunka Center, Marutamachi, Sakyo-ku, Kyoto; one-day members ¥500.*

**Okayama—Teaching writing to multi-leveled university students** by **Kumiko Miyamoto** and **Investigating communication strategy use in an immersion setting** by **Jason Williams**. Miyamoto will discuss mixed level writing classes at the university level and some strategies and activities she has used for teaching mixed level classes. Williams will examine how university instructors can utilize communication strategies by presenting research undertaken in a Korean language immersion program. Annual *bonenkai* to follow presentations. *Sat 13 Dec 15:00-later; Sankaku A Bldg. 2F near Omotecho in Okayama City; one-day members ¥500.*

**Omiya—My share.** The chapter welcomes short presentations, 25 minutes or less. Please contact the program chair if you are interested in presenting. *Sun 14 Dec 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit) <jalt.org/chapters/omiya/map.htm#sakuragi>; one-day members ¥1000.*

**Shinshu—The annual Christmas bash** by **Mr. Claus** himself. Please join us for food, fun, and friendship at our annual Christmas party. It's

potluck, so please bring a dish to pass. *Sun 7 Dec 13:00-17:00; Yasuharuchiku Kominkan, next to the koban on the corner to the south of Shinshu University Hospital, Japanese style room on 1F; tel. 0263-39-0701, free for all.*

**West Tokyo—Teaching English to young learners: Paving the way** by **Aleda Krause, Hitomi Sakamoto, Mayuka Habbick, and Chantal Hemmi.**

The West Tokyo Chapter and the Teaching Children Special Interest Group announce the eighth in a series of micro-conferences, each featuring several presenters exploring a particular topic for a whole day. The theme of our December micro-conference is teaching children, with presentations on global issues, young learners' goals, the role of the teacher, the role of games, and guiding young learners from listening to speaking. *Sun 21 Dec 10:00-17:00; Tokyo Keizai University, Dai-ni Kenkyuu Center, lobby; one-day members ¥2000.*

**Yamagata—iPod for teachers and students** by **Nicolas Gromik.** Gromik will offer some approaches for using iPods in the language classroom.

The first half will describe teacher use of iPods, demonstrating the types of resources teachers can carry on their iPods to teach with. The second half will describe student use of iPods. Based on activity theory, this part will demonstrate how students can select items that are appropriate for their language development needs. *Sat 6 Dec 6 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, tel. 0236-45-6163; free for all.*

**Yokohama: December—Good ol' fashioned my share and end-of-year party.** Does the end of the year have you are scratching the bottom of the lesson-idea barrel? Have no fear as YoJALT has ideas for all. Come and share ideas for lessons that require students to move or give some sort of output. One potential format is for each idea to be explained (2-3 minute explanation), followed by participants actually doing the activity. Let's be eco-friendly and make only 10 copies of your activity or idea. *Sun 7 Dec 1:00-4:30; Map available at <yojalt.org>; one-day members ¥1000.*

## ...with Troy Miller

<chap-reports@jalt-publications.org>



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

**Akita: July—An introduction to American sign language!** by **Carlos Budding.** This workshop was primarily intended for those who desired to learn basic information regarding American Sign Language (ASL). The workshop had two foci: first to present the history/theory of ASL, and second to learn some basic signs. In the first part of the presentation, Budding explained the basic linguistic theories that apply to ASL. Ideas of what makes a sign and what linguistic rules govern how a sign is made were presented. He then gave a brief history of how ASL came about in the

United States and what challenges ASL is facing in a time of globalization. While he was giving his talk he was simultaneously giving the talk in ASL for the benefit of a member of the audience who was deaf. During the second part, participants were exposed to a typical sign class, that is a class taught completely in silence and using only ASL, gestures, and some writing. Students were taught the manual alphabet, numbers, and some signs intended for basic communication. The session ended with a vocal Q & A session.

*Reported by Stephen Shucart*

**Fukuoka: September—Tools of the trade: Three presentations on getting started in research** by **Luke Fryer, Peter Carter, and Trevor Holster.** 1) Fryer discussed Endnote, software for properly logging academic references and inserting them into papers. He showed how to get the software, how to set it up, and different potential uses. 2) Carter discussed SPSS, a program for statistical analysis. He gave an overview of common statistical terminology, showed how to perform several calculations, and explained what those calculations could demonstrate. 3) Holster presented on the Rasch method of statistical analysis. He

defined the uses of the Rasch method, demonstrated the software commonly used for this form of analysis, and showed how to interpret the data that comes from using this method of analysis with regard to tests and testing. The meeting concluded with a question and answer session with each of the presenters.

*Reported by Quint Oga-Baldwin*

**Hiroshima: July—*Making our teaching more effective*** by **Shirley Leane**. Leane gave a logical, balanced, and supportive presentation covering issues around making teachers and their classroom environments more effective. With children in many countries besieged by images and information from a multitude of sources, the speaker pointed out that establishing a sense of community in the classroom has never been as important. She feels that valuing each learner and their interactions—both inside and outside class—and preserving these micro-macro relationships are essential. The speaker also indicated that many teachers sometimes forget about the simple tricks of the trade and how they can be used in classroom management. The educator's use of the hands, for example, in presenting a range of messages that the students will take in consciously and subconsciously, carries much importance. Careful use of the mechanics of handwriting and wise use of the physical tools of the classroom help enormously too, she argued. Reluctant learners and sleepy learners are common, and the teacher's response should be localized and appropriate. "Students should be doing most of the doing," the speaker emphasized, because doing leads to understanding, one way or another. Otherwise, egotistical educators just, effectively, fill a silence.

*Reported by Ewen Ferguson*

**Hiroshima: September—*What culture? Whose culture? Cultural factors in teaching English as an international language*** by **Hideo Horibe**. Language and culture are words so intertwined that every language teacher or student meets them in their careers. Horibe, echoing the natural philosopher Wilhelm von Humboldt, opened his talk with this comment: "human thought cannot exist without language." Horibe's main solution for English language teachers was that their subject should not focus exclusively on Anglo-centric cultures but be taught as an International Language (EIL). As educators, wherever we come from, we need to continually broaden our horizons and the content of our lessons with

our own Englishes. Naturally, those in different levels of the educational spectrum will face challenges appropriate to their situations, he emphasized. The speaker urged English teachers not to be complacent because "the implications of the internationalization of English have not yet been fully reflected in teaching culture in the classroom." A vocal Hiroshima audience offered many points to the speaker in Question Time and Horibe acknowledged that the topic was a huge, hot one that needed constant reexamination—all the more so if English teaching all over the world was to increase in scope and size.

**Kobe: September—*Rapid word recognition and vocabulary building activities via Moodle*** by **John Herbert** and **Greg Rouault**. Two collaborative endeavors were introduced: one aimed at developing reading fluency and confidence, the other dealing with student-generated vocabulary logs. Herbert began with a paper-based version of a reading task chain. He then unveiled a Moodle module being developed with Gordon Bateson. Reading passages are imported together with mp3 files of selected vocabulary items read aloud. This module also works with Hot Potatoes, so students can access scanning and skimming activities as well as other interactive tasks. Rouault outlined how a collection of offline vocabulary activities were developed and then moved online. The rationale for this endeavor was followed by a description of how students write their choices of vocabulary to learn in offline journals, work in groups to negotiate a collective list, record the group's list as a glossary in Moodle, create review practice for peers, and rate vocabulary using an embedded Vocabulary Knowledge Scale. Participants received handouts that included both guidelines for students and prescriptive advice for teachers wishing to pursue these ideas with their own learners.

*Reported by Brent A. Jones*

**Nagasaki: September—*Stimulating conversation: Thinking critically about current issues*** by **Greg Goodmacher**. Goodmacher introduced participants to and highlighted chapters from his upcoming publication *Stimulating Conversation: Thinking Critically about Current Issues*. Goodmacher explained the purpose and design of the text, which features a variety of activities based on themes such as global issues, animal rights, sex education, and 11 other content topics. The text is designed so that teachers are free to select whatever activities meet their classroom goals

and time limits and students are also given choices within the chosen activities. Generally, chapters begin with an activity to activate background schema, followed by a variety of vocabulary-building, reading, listening, pronunciation, and discussion activities, which attendees enjoyed trying out during the meeting. Goodmacher hopes to have a website set up with supplementary activities available in the near future. The book was available at JALT2008.

*Reported by Melodie Cook*

**Nagoya: September—Promoting teacher development through peer observation** by **Robert Croker** and **Juanita Heigham**. Peer observation process has a three-part cycle. In the pre-observation discussions, the two teachers chat about questions in their teaching, deciding which issues you'd each like to explore in this cycle, talking about the class to be observed, discussing the actual lesson that will be observed, deciding on the focus of the observation, and planning the post-observation feedback. During the observation, the observer's job is not to decide if the teacher is teaching well, not to project her own teaching philosophy, but to collect the requested information as efficiently and objectively as possible. In the post-observation feedback, the observer gives the teacher the collected data. The teacher, not the observer, should determine the form, direction, and pace of these discussions. The teacher should feel comfortable with this exploration of his teaching practice, and have a sense of ownership of the process. The observer should adopt the role of being a sounding board and acknowledge teacher ownership of the process. To develop and sustain trust is absolutely vital. Peer observations, extended professional conversations or dialogues, essentially represent a form of ongoing collaborative action research.

*Reported by Kayoko Kato*

**Okayama: September—1) Raising Bilingual Kids** by **Gavin Thomas**. Thomas reported on his own experiences of raising his children in Japan in as bilingual an environment as possible. He outlined a number of techniques that parents could use in order to encourage their children to use English more. These included *low constraint* techniques such as translation and paraphrasing, and the more controlling *high constraint* ones which are particularly useful if a child does not want to use English. Thomas emphasized how important to him it is that his children have a highly structured reading program, and he recommended a number

of reading resources to help parents organize this. **2) Learning disabilities in the ESL classroom: What every teacher needs to know** by **Cynthia Akazawa**. With a focus on the very young, Akazawa outlined what teachers could expect normal children to be able to accomplish. She then went on to outline what kinds of issues some infants may face in an English lesson, including auditory and visual processing difficulties. Steps to take in helping such children are to identify what kind of difficulty they might have and then be creative in providing appropriate support for them. Akazawa demonstrated a number of practical ways in which teachers can adapt their lessons to support children with learning disabilities.

*Reported by Neil Cowie*

**Omiya: September—Are they experienced? Designing projects for English language learners** by **Michael Stout**. The presenter summarized how English is taught and learned in Japan. Japanese high school students, in general, learn English as a test tool. Their purpose for language learning ends when their tests end. Accordingly, teachers do not put enough effort into developing cooperative project work in their classes. Using models proposed by Kilpatrick and Stoller, Stout demonstrated how projects can be implemented into the classroom in the form of lesson plans, task worksheets, and materials. Examples created by students were introduced. According to the model adopted from Stoller, the following steps were stressed: 1) Agree on a topic or theme; 2) Determine the final outcome; 3) Structure the project; 4) Prepare students for the language demands of information gathering; 5) Students gather information; 6) Prepare students for the language demands of compiling and analyzing data; 7) Students compile and analyze information; 8) Prepare students for the language demands of the culminating activity; 9) Students present final product; 10) Students evaluate the project. Participants produced an outline for the project and at the end of the workshop they shared with other group members.

*Reported by Masa Tsuneyasu*

**Sendai: September--My share** by **Ken Schmidt, Peter Wanner, Maggye Foster, Jim Smiley, Daniel Ross, Ben Shearon, and Charles Adamson**. Seven presenters gave brief 15-minute lectures on a common theme: classroom management. A range of topics was presented, from encouraging student motivation to discipline to ways to streamline common tasks or make marking large amounts of writing easier and even Neuro-

Linguistic Programming. Speakers talked about teaching adults, students, and children, so there was something for everyone. The new venue proved to be quite cozy, so the meeting had more of an intimate feel than normal, but we are back in our normal haunts next time. If you have yet to come along to a Sendai JALT meeting, or haven't been for a while, please consider joining us next time. We meet on the last Sunday of every month, and are always pleased to welcome newcomers. See: <jaltsendai.terapad.com> for more details. The meeting was followed by the 2008 local elections, which saw a new committee take office smoothly. Here's wishing Sendai JALT another great year!

*Reported by Ben Shearon*

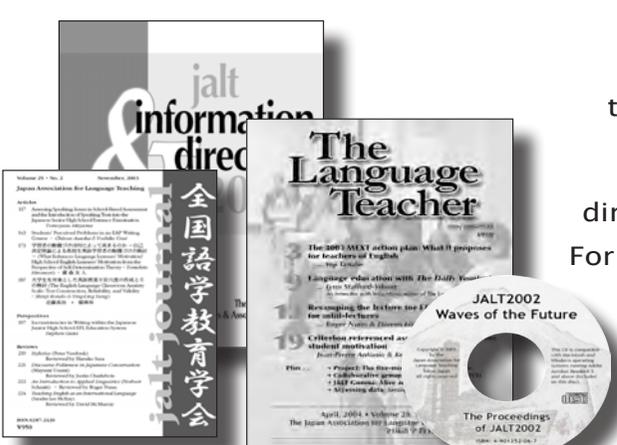
**Tokyo: September and October 1) Focus on Forms** by **Sandra Fotos**. As an implementation in teaching, Fotos explained that Focus on Form (FoF) can be disruptive or nondisruptive in the flow of communication based on the selection of activities. These activities range from drawing learners' attention to particular forms such as *consciousness raising* tasks, to *mini lessons on specific forms* following or preceding communicative activities. Fotos claimed that the three goals of language pedagogy: accuracy, complexity, and fluency are supported by FoF. As for classroom implications, teachers should select effective approaches and should choose the focus according to the needs of the target students. 2) **Huh? Oh. Aha! Differences between rote memorization and active thinking** by **John. F. Fanselow**. Fanselow demonstrated a range of activities to allow participants to experience the process of learning. He argues that learning requires not only rote memorization but also predicting and projecting

meanings. In other words, the key is to connect what learners know with what they do not know. Learners assimilate and internalize language by using predicting and *concepting* or grouping skills. Participants were equipped with his hands-on activities.

*Reported by Akie Nyui and Jim McKinley*

**Yokohama: September—YoJALT SIG bash.** This event brought six Special Interest Groups (SIGs) together to present on what the individual SIGs do. The Materials Writers (MW) SIG was first, represented by Kristofer Baynes. Kris spoke of both the theoretical and practical issues that need to be considered when making materials. Daniel Stewart of the Extensive Reading (ER) SIG presented on how this new SIG is growing, and of current research on how to measure and evaluate an ER programme. Eric Skier of the Life Long Learning (LLL) SIG reported on how students' needs and goals change once out of school. Robert Aspinall of the Professionalism, Administration, and Leadership in Education (PALE) SIG talked on recent labour issues concerning teachers in Japan. This was followed by Bernadette Luyckx of the Bilingualism SIG, who reported on recent academic advances in the area of bilingualism and what support the SIG can offer to children of multilingual families. Lastly, Rudolf Reinelt stated the various activities that the Other Language Educators (OLE) SIG is involved in, such as translation and providing an outlet for research conducted in other languages. One common thread throughout the day was using the SIGs as opportunities to provide outlets for publishing.

*Reported by Colin Skeates*



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## ...with James McCrostie

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>.

Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the

following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

### Job Information Center Online

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

The next week, however, things got noticeably colder and my supervisor sent me an email saying that the school expected me to leave my university-owned apartment several weeks earlier than I'd planned. I fired back, asserting my rights, and marched into her office the next day to reinforce what I'd written in my email.

This was a mistake. From the school's standpoint, it seemed that whether or not the law was on my side was a moot point. I'd broken their trust and put my supervisor in the position of finding a teacher in the middle of the year. Although I apologized, things weren't quite the same, and I realized that I needed to take a different posture.

I called the local Labor Standards Office for more information and learned that I needed to negotiate with the university.

How much notice employees must give when quitting isn't stated in the Labor Standards Law. Workers with an unlimited term contract or after the 2nd year of a renewed 1-year contract typically need to give only 2 weeks. However, in the 1st year of a 1-year contract you must usually follow the termination procedures laid out in the contract. When this isn't possible, the employee and employer must negotiate a settlement. The Labor Standards Office will mediate if necessary.

At my next meeting with administration employees I took a different tone by apologizing for the trouble that I was causing and dropping any claims about employment law that I knew was on my side: namely that the school couldn't dismiss me based solely on the conversation I had with my supervisor and knowing that I was asking to negotiate an end of the contract. This posture proved more productive and we negotiated an amicable settlement for me to leave at the end of August. By keeping a cool attitude, I not only helped myself in negotiations, but also helped create a better atmosphere for the teachers who will follow me.

As I was leaving, an administrator said to me kindly, "I know that you're moving up in your career, but please remember as you go forward that



## Go your own way

### Stephen Pihlaja

#### The Open University

Earlier this year, my applications to distance PhD programs yielded an unexpected result: a full scholarship to study on campus at a UK university. After the initial excitement wore off, I was faced with the difficult task of terminating my contract at the Japanese university where I was teaching. The process taught me several things about terminating contracts early.

My 1-year contract stipulated a 5-month notice for termination. When I signed, this seemed like a long time, but it didn't bother me as I wasn't intending to leave. Given that I had a good relationship with my supervisor and it was still 3 and a half months before I planned on leaving, I felt it best to tell her immediately. During our first conversation, we both agreed that it wasn't in the school's interest for me to leave in 5 months as it would be in November, the middle of the fall term, and I left the meeting feeling like leaving in September wouldn't be a problem.

you broke your promise." Although I would have never called my contract a promise, I learned a valuable lesson: In a culture of promises rather than laws, legal issues may be best dealt with on the level of relationships.

### Further Reading

For a list of Labor Standards Offices: <[www.geocities.com/themigrantworkers/japanlso.html](http://www.geocities.com/themigrantworkers/japanlso.html)>.

For an English translation of the Labor Standards Law: <[www.jil.go.jp/english/laborinfo/library/documents/llj\\_law1.pdf](http://www.jil.go.jp/english/laborinfo/library/documents/llj_law1.pdf)>.

### 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 complete list of job postings.

**Location:** Hyogo, Nishinomiya

**School:** Kwansai Gakuin University, The Language Center

**Position:** Full-time contract instructor

**Start Date:** September 2009

**Deadline:** 13 January 2009

## COLUMN • CONFERENCE CALENDAR

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### ...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 December is the deadline for a March conference in Japan or an April conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

### Upcoming Conferences

**10-12 Jan 09—Seventh Biennial Pacific and Asian Communication Association Conference**, near Kuala Lumpur. **Contact:** <[www.fbmk.upm.edu.my/paca2009/](http://www.fbmk.upm.edu.my/paca2009/)>

**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/](http://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](http://www.camtesol.org/2009conference/Index.html)>

**6-8 Mar 09—Second Conference of the International Association of Performing Language**,

at U. of Victoria, Canada. The agenda includes language teaching through theater and drama. **Contact:** <[web.uvic.ca/pacificasia/IAPL/](http://web.uvic.ca/pacificasia/IAPL/)>

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

**25-28 Mar 09—TESOL 2009**, in Denver. **Contact:** <[www.tesol.org/s\\_tesol/index.asp](http://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](http://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](http://www.soton.ac.uk/ml/research/elf.html)>

**16-19 Apr 09—CATESOL 40th Annual State Conference: Whole Learner, Whole Teacher**, with H. Douglas Brown as a featured speaker, in Pasadena. **Contact:** <[www.catesol2009.org/](http://www.catesol2009.org/)>

**17-18 Apr 09—2009 SLA Graduate Student Symposium: Second Language Acquisition in the 21st Century**, at U. of Iowa. Plenary speakers include Carol Chapelle. **Contact:** <[international.uiowa.edu/centers/flare/news/default.asp](http://international.uiowa.edu/centers/flare/news/default.asp)>

**21-24 May 09—First Conference on Second Language Processing and Parsing: State of the Sci-**

ence, at Texas Tech U. **Contact:** <www.languages.ttu.edu/L2processing/index.htm>

**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>

**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>

**5-7 Jun 09—JALTCALL 2009**, at Toyo Gakuen U., Tokyo. Annual conference of the JALT CALL SIG. **Contact:** <jaltcall.org/news/index.php>

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

**12-17 Jul 09—11th International Pragmatics Conference: *Diversity, Context, and Structure***, in Melbourne. **Contact:** <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.lancls.ac.uk/fass/events/tblt2009/index.htm>

### Calls for Papers or Posters

**Deadline: 8 Dec 08 (for 5-6 May 09)—Fourth International Conference of Languages, Linguistics and Literature: *Language and Culture: Creating and Fostering Global Communities***, in Putrajaya, Malaysia. **Contact:** <www.fpbahasa.ukm.my/SoLLsINTEC09/>

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

**Deadline: 20 Dec 08 (for 20 Feb 09)—Third International Wireless Ready Symposium: *Digital Technologies in Language Education***, at the Graduate School (Fushimi Campus), Nagoya U. of Commerce & Business. An IATEFL Learning Technologies SIG event. The keynote speaker will be Gary Motteram. **Contact:** <wirelessready.nucba.ac.jp>. To pre-register: <michael.thomas@nucba.ac.jp>

**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/>. Questions to <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>

**Deadline: 15 Jan 09 (for 22-24 Apr 09)—Fourth International English Language Teaching Conference by PELLTA**, in Penang, Malaysia. **Contact:** <eltcon.webs.com/index.htm>

**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.fbm.kupm.edu.my/~micollac/>

**Deadline: 15 Feb 09 (for 23-24 May 09)—8th 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/>

**Deadline: 1 Mar 09 (for 17-21 Jun 09)—21st International ISHS Humor Conference**, hosted at Long Beach by California State U. **Contact:** <www.ishs2009.com/>

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- 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。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育研究部会、試験と評価、教材開発。

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

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

## Membership Categories 会員と会費

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

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

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

## JALT Central Office

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アーバンエッジビル 5F

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

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

## Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

## Departments

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

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

Send as an email attachment to the My Share editor.

**マイシェア:** 学習活動に関する実践的なアイデアについて、テクニックや教案を读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、著作権にはお気を付けて下さい。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, 1½ 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、毎月積極的に参加するように働きかけられるものです。1,600字程度で、毎月15日までに送り下さい。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/ilt/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/ilt/focus/> で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーは Conference Calendar で扱います。

**SIG News.** JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 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、出版物、論文募集、連絡代表者などの情報を記入下さい。締め切りは出版の2か月前の15日までに、SIG委員長に電子メールの添付ファイルで送ってください。

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

Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 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日で、2か月前までに、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: 15<sup>th</sup> 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: 15<sup>th</sup> 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。

The Language Teacher is looking for:  
Feature articles,  
Readers' Forum articles,  
interviews,  
and conference reports.

If you are interested in writing for TLT,  
please see the submission guidelines in  
this issue, or contact the editors  
<[tlt-editor@jalt-publications.org](mailto:tlt-editor@jalt-publications.org)>.

