



JALT2007

Pre-Conference

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JALT2007—Challenging Assumptions: Looking In, Looking Out

Yuriko Kite

JALT2007 Conference Chair

Compared to other international conferences of a similar scale, the JALT International Conference is exceptional in its broad range of topics, its collegiality, and its concern equally with both theory and practice. We are also unique in that our members teach various languages to many different kinds of learner, at many different types of institution. As professionals, all of us, whatever we do, need to stop regularly and take the time to ask ourselves questions: *How does learning occur? What do our students learn? Why are we engaged in language teaching or learning?* As hinted in the dialogue between Picasso and Eric Skier (outside back cover of *The Language Teacher*, June 2007), JALT2007 will provide special time for all of us to do just that – to question, to observe, and to reflect.

We are most fortunate to be able to announce our internationally acclaimed speakers. At a micro-level, **Amy Tsui** (University of Hong Kong) will ask us to reconsider how learning occurs. The process of learning consists not just in a teacher telling something to learners, but is situated in learners' interactions – among themselves and with learning resources. At a policy or institutional level, **John Norris** (University of Hawai'i at Manoa) will challenge the conventional notion of program evaluation – that it is an external process and an isolated responsibility of language program administrators. He will argue that program evaluation should be placed under the teachers' ownership, and will present examples of how evaluation programs by teachers have worked effectively for curriculum and learning.

Another challenge comes at a language-community level. **Ronald Carter** (University of Nottingham) will raise questions about what it is that we should teach. On the basis of authentic English language usage, as revealed through spoken corpora, he will argue that there is a need to question the English grammar that is regarded as standard. **Paul Nation** (Victoria University of Wellington) will show us what kind of vocabulary, and how much of it, we need to teach, while explaining the validity of the vocabulary test he has been developing.

As always, we also have a great lineup of Featured Speaker Workshops, scheduled this year in both pre- and post-conference time slots. Notably, **Ryuko Kubota** (University of North Carolina at Chapel Hill) will lead a workshop on *Racism in ESL and EFL: Constructing action plans*, and will advocate that teachers help students develop both critical awareness and communication skills in order to achieve ethnic, cultural, and linguistic equality.



Other special programs of interest are *JALT2007 Story Space: The Looking Glass*, back by popular demand and led by Charles Kowalski; *Meet the Experts*, an opportunity for informal discussion with leaders in our field; and the debut of *Graduate Student Showcase*, a full stream of papers coming from our newest and, possibly, youngest scholars. Also, social events and networking opportunities abound: Every evening there will

be parties sponsored by JALT Associate Members and events sponsored by JALT and SIGs.

The JALT2007 Conference Team has been working very hard for months already, putting together a great conference experience, tailor-made for this year's theme and site. We hope you will show up with a mirror or microscope – *to look in* – and binoculars or a telescope – *to look out* – ready to challenge the assumptions of our profession and our experience.

JALT2007 Key Point Guide

Note: Times are subject to change without notice.

► Thu 22 Nov 2007

- Pre-Conference Skills-Up Workshops..... 13:00-17:00
- Onsite registration 17:00-19:00
- Pre-Conference Featured Speaker Workshops 17:30-19:30
 - A: Critical thinking made easy: Practical activities for discussion and debate – *Charles LeBeau*
 - B: Practical techniques for teaching and researching figurative language – *Jeannette Littlemore*
 - C: Shadowing plus: Stepping stones to fluency – *John Wiltshier*
- Welcome Reception..... 18:30-20:30

► Fri 23 Nov 2007

Morning

- Onsite registration 9:00-17:00
- Opening Ceremony and Plenary I: John Norris..... 9:40-10:40
- Concurrent sessions..... 10:50-18:55

Afternoon

- Domestic Forum..... 13:15-16:00
- Poster sessions..... 13:50-16:00
- SIG AGMs

Evening

- Associate Members Sponsored Party..... 19:00-20:30
- SIG parties

► Sat 24 Nov 2007

Morning

- Onsite registration 9:00-17:00
- Plenary II: Ronald Carter 11:05-11:50
- Concurrent sessions..... 9:15-18:55

Afternoon

- Poster sessions..... 12:40-14:50
- Plenary III: Amy B. M. Tsui 15:05-15:50
- NPO JALT Executive Board Meeting..... 16:10-17:10
- NPO JALT Ordinary General Meeting 17:20-18:20

Evening

- JALT Lounge..... 19:00-21:00
- SIG Parties

► Sun 25 Nov 2007

Morning

- Onsite registration 9:00-11:00
- Concurrent sessions..... 9:15-14:50
- Plenary IV: Paul Nation 11:05-11:50

Afternoon

- Poster sessions..... 12:05-14:15
- Featured Speaker Workshops – onsite registration..... 12:00-13:30
- Concurrent sessions end 14:50
- Featured Speaker Workshops..... 15:30-17:30
 - D: Mind maps for beginners – *Miles Craven*
 - E: Putting extensive reading to work in your classroom – *Richard Day*
 - F: Chicken soup for the ELT soul – *Steve Gershon*
 - G: The dream and reality of classroom activities – *Leo Jones*
 - H: Racism in ESL and EFL: Constructing action plans – *Ryuko Kubota*
 - I: Using the fundamentals of learning to shape your teaching – *Chuck Sandy & Curtis Kelly*
 - J: Why reading should be in oral communication classes – *Rob Waring*
 - K: PEP Talk: Pedagogy Experience and Portfolio – *Ken Wilson*

PRE-CONFERENCE SKILLS-UP WORKSHOPS

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This year's Pre-Conference Skills-Up Workshop program was not finalized in time to appear here. However, by the time you read this, you will be able to view the full program online at conferences.jalt.org/2007/skillsup

For the most up-to-date information about this year's conference, check the JALT2007 homepage conferences.jalt.org/2007/information and click *updates*.

Learning to value evaluation in language teaching

► **Presenter: John Norris**

Sponsor: JALT

Evaluation is often understood as an external process by which policymakers and funding agencies hold educators accountable through the use of standardized assessments and related mechanisms. However, the true value of program evaluation may come from an alternative understanding, wherein teachers take ownership over the process and make it a regular part of their educational practice. In this plenary, I will address how program evaluation can play a positive role in the service of improving curriculum and instruction, enhancing student learning, allocating program resources, and illuminating the value of language education in society. I will also provide strategies to help language teachers and their professional organizations (a) to increase the utility of evaluations in support of their language programs, and (b) to decrease potential negative consequences of evaluation. Finally, I will provide several concrete examples of teacher-led evaluation practice that have resulted in positive transformations for language education programs.



学力試験は一般に、標準化された試験などを用いて教育方針作成者や基金提供者が教師を評価する、外部からのプロセスとして理解されます。しかし、教育を評価することの真の価値はおそらく、教師が主導権を握り、試験やそれを普通の授業の一部とする、という異なる理解から見出せるでしょう。この公演では、私はどのように教育の評価がカリキュラムや指導方法を改善し、学生の学力を向上させ、教材を分配し、社会の中での言語教育の価値を明らかにすることを助ける、ポジティブな役割を担うかを説明します。私はまた、語学教師、そして彼らの協会に(a)言語教育をより良くする試験の利点を増やすこと(b)試験をすることでおこりうるネガティブな結果を減らすことを助ける戦略を提供します。最後に、私は言語学習教育を改善に導いた教師主導の試験のいくつかの具体的な例を提供します。

John Norris works in the areas of program evaluation, assessment, and pedagogy in foreign and second language education. He has taught and consulted in Belgium, Brazil, Germany, Japan, Spain, and across the US. His research has appeared in journals such as *Language Learning*, *Language Testing*, *Language Teaching Research*, *Language Learning & Technology*, *Foreign Language Annals*, and *Modern Language Journal*, and in a variety of books. Currently, he is the principal investigator for several national and international projects that seek to enhance the capacities of foreign language educators to engage in useful program evaluation and assessment practices.

Spoken English, written English: Challenging assumptions

► **Presenter: Ronald Carter**

Sponsor: Cambridge University Press

The spoken language has been largely under-described and under-theorised within linguistics and accordingly teachers of English have lacked adequate models. Recent analysis of spoken discourse using multi-million word computerised corpora of authentic English usage is beginning to change this picture. In this plenary I will focus on some of these changes, drawing on new evidence concerning the specific character of spoken English grammar. The study of spoken language also raises fundamental questions about the nature of *standard* English grammar and its basis in written examples, about the notion of choice in language, and about materials



development for the teaching of English as a whole.

言語学の分野では、口語英語は理論的に語られたり十分に説明したりすることがなかったため、英語教師へのモデル提供が不足していた。最近になって、この傾向は変わりつつある。数百万にもおよぶ、実際に使われている英語の用法をコンピュータを使って集め、そのコーパスを用いた談話分析が始まったからである。本論では、口語英文法の特徴に関する新たな研究結果に基づき、いくつかの変化に注目します。こうした口語英語の研究は、根本的な疑問を投げかけるものである。それらの疑問には、「標準英文法」の特質と文語例の中の基本に関するもの、言語における選択という概念に関するもの、英語を教えていく際の教材開発に関するものなどがあります。

Ronald Carter is Professor of Modern English Language in the School of English Studies, University of Nottingham. He is the author of over 40 books on applied linguistics, English language studies and English language teaching and learning. His most relevant publications with regard to

this plenary are: *Exploring Spoken English* (Cambridge University Press, 1997) and *Cambridge Grammar of English* (Cambridge University Press,

2006) (both with Michael McCarthy) and (with David Nunan) *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge University Press).

Classroom discourse as a semiotic resource for EFL learning

► **Presenter: Amy B. M. Tsui**
Sponsor: JALT

In this plenary I will adopt a sociocultural perspective of learning and point out that EFL classroom discourse is a major semiotic resource that mediates the construal of reality as well as the target language. Using data from primary EFL classrooms in Hong Kong, I will argue that classroom discourse processes are intersubjective processes in which the construal of reality through a foreign language by each learner shapes and is shaped by the construal of reality and the target language by other learners. In addition, the teacher, with whom they interact, and all other resources, such as curriculum materials and pedagogical activities, mediate the learning process. Seen in this light, EFL classroom discourse is an emergent process which opens up an immensely rich semiotic space for EFL learning.

本論では、香港の初等レベルのEFL教室におけるデータを使って、EFL環境での教室談話が、目標言語と同じく、リ



アリティの解釈を形成する重要な記号的リソースであることを示します。教室談話のプロセスでは、個々の学習者自身が外国語を通してリアリティの解釈を形成すると共に、他の学習者たちの使用する目標言語と彼らのリアリティの解釈を通してそれが形作られているのです。さらに教師との相互作用や、カリキュラム教材および教育的活動等も含めて、学習プロセスを仲介するあらゆるリソースも同様に作用するという、間主観的なプロセスなのである。この観点からすると、EFL学習環境での教室談話は、EFL学習の機会を産み出すきわめて豊かな記号的空間を広げてくれる、新しく注目すべきプロセスである。

Amy Bik-May Tsui is Chair Professor of the Faculty of Education at the University of Hong Kong. She has published widely in the areas of spoken discourse analysis, classroom discourse, language policy, and teacher development. She serves on the editorial boards of a number of international journals. Her most recent books include *Understanding Expertise in Teaching* (2003), *Classroom Discourse and the Space of Learning* (2004, with Ference Marton), *Medium of Instruction Policies – Which Agenda? Whose Agenda?* (2004, co-edited with James Tollefson) and *Language Policy, Culture and Identity in Asian Contexts* (2007, co-edited with James Tollefson).

How large do our learners' vocabularies need to be?

► **Presenter: Paul Nation**
Sponsor: Compass Publishing Japan

In this plenary, I will describe the making and purposes of a vocabulary test and will provide guidelines for administering it and interpreting the results. The test is designed to determine vocabulary knowledge up to the 14th 1,000-word level and consists of 140 multiple-choice items, 10 at each 1,000-word level. It is freely available at <www.lex Tutor.ca/> and can be used by teachers and researchers for a variety of purposes. Research is continuing on its reliability and validity.

本論では、学習者の受容語彙知識を頻度14,000語レベルまで測定する語彙テストの目的と作成について述べ、テスト試行と分析のためのガイドラインが用意されています。テス



トは、1,000語単位に区切られた1から14までの頻度レベルからそれぞれ10語ずつ、全140の多肢選択項目で構成されます。本テストは<www.lex Tutor.ca/>で入手でき、研究者や教師がさまざまな目的のために利用できる。テストの信頼性と妥当性については、研究が続けられている。

Paul Nation is Professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning. His latest book is *Learning Vocabulary in Another Language* (Cambridge University Press, 2001); a further book on the teaching of vocabulary is likely to be published in 2007 by Thomson.

A: Critical thinking made easy: Practical activities for discussion and debate

► **Presenter: Charles LeBeau**

Sponsor: Language Solutions Inc.

More and more high schools and universities in Japan feature discussion and debate of global issues, and other content-based subjects, as part of the curriculum. However, many students – and teachers – are still unfamiliar with the basics of discussion and debate. This practical workshop is especially designed to help those without a background in these areas to improve their students' discussion and debate techniques. We will look at seven principles of discussion and seven progressive levels of difficulty for discussion activities. In addition, we will break debate down into a series of step-by-step activities for building arguments, presenting arguments, and attacking arguments. This workshop will also suggest ways for combining discussion and debate activities.

近年日本の高校や大学において、世界的な社会問題のディスカッションやディベート、そしてその他のコンテンツをベースとした課目が増々カリキュラムに盛り込まれて来ています。しかしながら、多くの学生達、そして先生達にとってディスカッションやディベートの基礎は未だになじみの薄いものです。この実用的なワークショップは、特にこのような課題の基礎知識を持たない方をサポートし、彼らの生徒のディスカッションとディベートのテクニックを向上させるべくデザインさ



れています。ここでは、7つのディスカッション原理と7段階のディスカッションアクティビティの困難な点について確認します。それに加えてディベートの、議論の組み立て、議論の仕方、議論の崩し方のアクティビティを、ステップ・バイ・ステップのシリーズに分けます。このワークショップでは、またディスカッションとディベートのアクティビティを併用する方法を提案しています。

Charles LeBeau has been in the ELT classroom for over 25 years. He is currently teaching at three universities and is on the faculty of the Toshiba International Training Center. He is an enthusiastic promoter of critical thinking in the classroom. His main contribution to the field of ELT has been the research, development, and publication of simple models and metaphors that make presentation, debate, and discussion skills accessible to beginners. His first book, *Speaking of Speech* (1996, Macmillan LanguageHouse) is widely used throughout Japan. To promote critical thinking, he co-founded Language Solutions Inc., a publisher specializing in texts for teachers and students who are without a background in critical thinking. Three Language Solutions texts, *Discover Debate* (2000), *Getting Ready for Speech* (2002), and *Discussion Process and Principles* (2006), are widely used in Japan with separate, localized versions published in Korea, China, and Taiwan. Charles is currently working on a revised version of *Speaking of Speech* intended to reach a wider, global audience.

B: Practical techniques for teaching and researching figurative language in the language classroom

► **Presenter: Jeannette Littlemore**

Sponsor: David English House

Metaphor presents a huge challenge for language learners. In this workshop I will look at the use of metaphor by language learners and at ways of teaching metaphor to foreign language learners. I will examine and evaluate several different approaches to researching metaphor in the language classroom and outline the areas in need of further research. I will incorporate a number of hands-on



activities to allow participants to apply some of the research techniques and will suggest a number of research projects that could usefully be conducted by teachers and research students.

Areas covered will include: classroom-based observation; introspection, interview, and think aloud techniques; discourse analysis; corpus studies; and intervention studies. During the workshop, I will identify a number of key resources and references for those who are interested in conducting their own research into metaphor in the language classroom.

比喩は、言語学習者に大きな挑戦を与えます。このワークショップでは、私は学習者による比喩の使用と、外国言語学習者に比喩を教える方法について考察します。私は言語の授業における比喩の研究へのいくつかの異なるアプローチ方法を調べ、評価し、そしてさらに進んだ研究を必要とする範囲について述べます。私は、参加者に研究技術のいくつか

を利用することを可能にするために、いくつかの実践活動をこのワークショップ組み込み、そして、教育者や学生研究員によって有効に実施されやすい研究プロジェクトをいくつか提案します。我々は、教室を中心とした観察、内省、会話と「Think Aloud Techniques (考えたことを直ぐに発言する技法)」、会話の分析、コーパスを使った学習などについて語ります。このワークショップの中で私は、言語授業の中での比喩の研究の実施に興味を持っている人達のために、いくつかの重要な情報源や出展を伝えます。

Jeannette Littlemore has been teaching and lecturing in English and Applied Linguistics for 18 years, in Spain, Japan, and Belgium, and now

at the University of Birmingham. She is particularly interested in the acquisition of figurative language by nonnative speakers of English, and has recently published a book on the subject with Graham Low, entitled *Figurative Thinking and Foreign Language Learning* (Palgrave MacMillan). Jeannette is currently treasurer of the Researching and Applying Metaphor International Association (RaAM). She has a lively research group of postgraduate students, many of whom are based in Japan and Korea.

C: Shadowing plus: Stepping stones to fluency

▶ **Presenter: John Wiltshier**

Sponsor: Pearson Longman

Shadowing is a practical technique for supporting learners. It helps learners “borrow” language from their partners, a stepping-stone to fluency. In this workshop I will: provide a brief summary of research on shadowing and a review of the shadowing techniques that I presented last year at JALT2006; introduce peer-shadowing, combined with *summarizing* and *confirming*; and demonstrate the techniques and show videos of Japanese students shadowing in class. Participants will practice all the techniques, will receive a shortlist of easy to shadow extracts from movies and TV, and will take away a lot of new ideas.



シャドーイングは学習者を補助するための実用的な技法です。それは学習者がパートナーから言葉を「借りる」ことを助けます。流暢さへの近道なのです。このワークショップでは、私はシャドーイングの研究の簡単な要約や、去年のJALT2006で発表したシャドーイング技法の復習を提供します。また、要約と確認の加わったピア・シャドーイングを紹介します。そしてその技法を実演し、授業でシャドーイングをする日本人学生のビデオを紹介します。参加者は全ての技法を実際に行い、シャドーイングしやすい映画とTVの抜粋の短いリストを受け取り、多くの新たな考えを得ることになるでしょう。

John Wiltshier has been a teacher for 17 years, 11 of them in Japan. He has presented nationally and internationally in Europe and the United States. He has been a guest-presenter at Columbia University Tokyo, an invited speaker on the ETJ Teacher Training Tour across Japan, and a plenary speaker at PANSIG2007. John is co-author of the new edition of *English Firsthand Access and Success* and currently works as an Associate Professor at Miyagi University.

D: Mind maps for beginners

▶ **Presenter: Miles Craven**

Sponsor: Macmillan LanguageHouse

As educators, we like to think that we are helping our students . . . helping them to learn, travel with confidence, progress in their careers, make friends, and communicate as global citizens in today's world. However, interviews with Asian students (which form the basis of this workshop) reveal a very different picture from the learner's perspective, one of widespread dissatisfaction at all stages of their language learning experience. So are we the paragons we think we are, or are we but parasites, happy to make a living from language education, while failing to address students' real learning needs?



教育者として我々は、生徒たちの手助けが出来れば、と思っています。学習を手助けする、自信を持って旅行する手助けをする、キャリアを培う、友達を作る、世界市民として世界中の人々とコミュニケーションを図る手助けをするなどしてです。しかし、アジアで学ぶ生徒たちへのインタビュー結果をみると(この記事の元になるものですが)、生徒たちの視点から見た、まったく違う見解が露見してきます。それは語学学習全般における不平や不満です。我々教育者は、我々が本来思っている様に、彼らの手本になっているのでしょうか。それとも、生徒たちに学習の本当の意味を教えることが出来ないにもかかわらず、教育を生業にしている寄生虫なのではないでしょうか？

Miles Craven is an author of English language textbooks. He has worked in English language education for nearly 20 years and specializes in materials for East Asian students. He has a wide range of experience as a teacher, teacher-trainer, examin-

er, and materials writer. He has lived and worked in many countries around the world, including several years in Japan, and has taught students of all ages and abilities and of many nationalities. He is author and co-author of many publications, including *Get Real!*, *Reading Keys*, *English Grammar*

in Use CDROM, and *Breakthrough*. His research interest is the link between educational experience and achievement among language students in East Asia. He is also Business English Programme Manager at the Møller Centre, Churchill College, University of Cambridge.

E: Putting extensive reading to work in your classroom

► **Presenter: Richard Day**

Sponsor: Oxford University Press

My purpose in this workshop is to introduce extensive reading (ER) and to provide participants with opportunities to engage in practical ER activities using graded readers. We will begin with two ER activities and discuss the nature of reading and how we learn to read. Next, I will give an overview of ER and how it can be incorporated into participants' classrooms. Participants will then do a variety of ER activities that can be used in their own classrooms. The workshop will close with a question-and-answer session.

このワークショップでは、英語の多読学習法(以下“ER” = Extensive Reading)を紹介するとともに、参加者の方



々には実際にグレイデッドリーダーズを使用したさまざまなERアクティビティに取り組んでいただく予定です。まずERアクティビティを2つほどご紹介した後、読書とは何か、どのようにして読み方を学ぶのかという点について考えていきます。次に、ERについての概要と、どのようにすればERを授業に生かすことができるかという点についてお話したいと思います。この後さまざまなアクティビティに実際に挑戦していただきますが、どれも実際の授業で活用できるものを選びました。最後に質疑応答の時間を設ける予定です。

Richard Day is the head of the Department of Second Language Studies at the University of Hawai'i. He was recently a visiting professor at Ubon Rajathanee University, Thailand, and Ha Noi University, Viet Nam. He is the author of numerous articles and books, and has spoken at many international conferences. Richard is the co-author of *Cover to Cover* (Oxford University Press), co-editor of the journal, *Reading in a Foreign Language* </ / nflrc.hawaii.edu/rfl/>, and chairman of the Extensive Reading Foundation <www.erfoundation.org>.

F: Chicken soup for the ELT soul

► **Presenter: Steve Gershon**

Sponsor: Macmillan LanguageHouse

The *Chicken Soup for the Soul* books offer a comforting broth of “stories to open the heart and rekindle the spirit” for everyone, from golfers to nurses. Well, almost everyone. What about the humble ELT professional, putting in countless classroom hours of PPP, searching endlessly for that perfect text, struggling stoically to get students into pairs? What we need is our very own bite-sized, digestible doses of chicken soup to affirm, to inspire, to justify our own ELT soul. In this workshop, I offer a week's worth of pages from my own personalized *Chicken Soup for the ELT Soul* calendar.

『このころのチキンスープ』は、ゴルフから看護師にいたるまで、全ての人の心を開き、慰め、元気づけるために書かれた本です。授業に計り知れない時間を費やし、完璧な



教材を果てしなく探し続け、ストイックなまでに学生たちにベアを組ませようとしている謙虚な英語教師たちの場合はどうでしょうか。私たち教師に必要なのは、自分たちの英語教育の精神を認め、鼓舞し、正当化してくれる、一口サイズで消化の良いチキンスープなのです。このワークショップでは、著者が作った「英語教育のこのころのチキンスープ」カレンダーから一週間分を提供します。

Steven Gershon has a high school teaching qualification from the US and an MA in Applied Linguistics from the UK. He has taught in both countries as well as in France, Iran, China, and Japan. He is currently a member of the Department of Language and Literature at Obirin University in Tokyo, where he teaches an undergraduate course in TEFL and a postgraduate course in curriculum design and materials development. Steve is co-author of *New English Upgrade* (Macmillan), *Gear Up* (Macmillan), *Sound Bytes* (Pearson), and *On the Go/On the Move* (Pearson). In addition to his writing projects, he gives teacher-training workshops in Japan, Korea, Taiwan, and Thailand.

G: The dream and reality of classroom activities

▶ **Presenter: Leo Jones**

Sponsor: Cambridge University Press

Even though pairwork or groupwork is an essential and well-established technique these days, we sometimes encounter resistance from students – and things do not always go smoothly. In this workshop I look at some of the difficulties students may have, and suggest ways we can encourage them to enjoy working together and help them to get maximum benefit from working in pairs and in groups.

ペアワークやグループワークは、ティーチングには欠かせない定評あるテクニックだが、学習者からの思わぬ抵抗にあ



うこともあり、いつもうまく行くとは限らない。このワークショップでは学習者が直面しがちな問題を取り上げ、学習者がペアワークやグループワークを楽しみ、その利点を最大限に生かすための方法を紹介する。

Leo Jones is the author of numerous well-known and popular texts, and a respected member of the ELT community. Formerly a

teacher, he is now a freelance writer and teacher trainer, and lives in Bournemouth on the south coast of England. Among his best-known books are *Functions of American English*, *Great Ideas*, and *Let's Talk* (all Cambridge University Press). New editions of *Let's Talk 1, 2, and 3* have just been published. *The Student-Centered Classroom*, a little book of practical advice and teaching tips, will also be out this fall.

H: Racism in ESL and EFL: Constructing action plans

▶ **Presenter: Ryuko Kubota**

Sponsor: JALT Global Issues in Language Education SIG

Second or foreign language (2FL) teaching produces contact zones for various racialized groups in the process of interpersonal communication, in using both print and audiovisual materials, and through making or implementing institutional policies. Although racialization and racism have long been underexplored topics of discussion in the field of 2FL education, they have begun to receive scholarly attention in recent publications. In this workshop I will focus on these important topics, aiming to achieve the following three goals: (1) to explore the meaning of key concepts, including race, ethnicity, culture, racialization, and racism, as well as kinds of racism, the role of Whiteness and Japaneseness, and the intersection between race and nonnative speakerness; (2) to become more aware of how issues of race are manifested in teaching 2FL, by reflecting on and sharing personal experiences; and (3) to make concrete action plans to challenge racism (e.g., in lesson plans, professional activities, or community activities to address racial discrimination).



第二外国語教育はプリントやAV資料を使い、個人間のコミュニケーションの中で、さまざまな民族化されたグループとの触れ合う空間を作り出します。民族化や民族主義は長らく第二外国語教育の分野の議論では扱われないトピックでしたが、最近の発表により学術的関心を集めるようになってきました。このワークショップでは、私はこの重要なトピックに焦点をあて、以下三つのゴールを達成

することを目指します。(1)人種、民族、文化、民族化、民族主義、また白人主義と日本人主義や、非ネイティブの発話者と民族との交差等の民族主義を含むキー・コンセプトの意味を探求すること(2)個人的な経験の反省と共有により、第二外国語を教えるにあたってどのように人種問題が明らかにされたかを気付くこと(3)授業計画や、専門活動や、共同体の活動により人種差別に取り組む中で民族主義に挑戦する具体的なアクション・プランを作ることです。

Ryuko Kubota is a professor in the School of Education and the Department of Asian Studies at the University of North Carolina at Chapel Hill. Her research interests include culture and politics in 2FL teaching, multicultural education, 2FL writing, and critical pedagogies. Her articles have appeared in such journals as *Canadian Modern Language Review*, *College ESL*, *Critical Inquiry in Language Studies*, *English Journal*, *Japanese Journal of Second Language Writing*, *TESOL Quarterly*, *Written Communication*, and *World Englishes*.

I: Using the fundamentals of learning to shape your teaching

▶ **Presenters: Curtis Kelly and Chuck Sandy**

Sponsor: Thomson Learning

Almost daily, brain studies, technological advances, and research in psychology are giving us a better picture of how learning occurs. In concordance with this burst of research, a growing movement called *brain-compatible teaching* offers insights into why we need to develop teaching practices and materials that focus less on language and more on how people learn languages. So, what language teaching methods and approaches are brain compatible? How can the fundamentals of learning be used to shape the fundamentals of teaching and how can these be translated into best practice and effective materials? In this very interactive workshop, we will introduce concepts, provide hands-on activities to link theory to practice, and lead participants through the process of rethinking and redesigning traditional language teaching materials so that they better fit the fundamentals of learning and teaching. Copious handouts and a bibliography of readings will be provided.

脳に関する研究、科学技術の進歩、心理学における研究が日進月歩で進み、学習がどのようにして行われているかが明らかにされてきています。それに伴い広まった「脳の働きに合わせた教育」の考え方が、なぜ我々は従来のように言語そのものに着目したものでなく、どのように人が言語を学ぶかに着目した教育方法や教材の開発が必要なのか、に関する理解を提供しています。では、どのような言語教育の方法やアプローチが脳の働きに適しているのでしょうか。どのように学習の基礎が教育の基礎を形づくれるのか、そしてどのよ



うにその教育の基礎が最高の教育方法と、効果的な教材に反映されるのでしょうか。この参加型のワークショップでは、私達は概念を紹介し、理論とつなげるための実演をし、参加者を伝統的な言語教育の教材を再び考え再構築するように導くことで、教材が学習と教育の基礎に適するようにします。たくさんのプリントと参考文献リストが提供されます。

Curtis Kelly is co-author of the *Writing from Within* series (Cambridge), *Significant Scribbles* (Longman), and the forthcoming *Active Skills for Communication* series (Thomson). He has a doctorate in adult education and is a professor at Osaka Gakuin University. In addition to being a Ministry of Education research grant recipient and SelHi advisor, he has made over 200 presentations at conferences in Japan, Korea, Taiwan, and the US. His areas of expertise include adult education, student psychology, learning theory, storytelling, EFL writing, and Web usability.



Chuck Sandy is an internationally known ELT materials writer, teacher trainer, essayist, and poet who has worked on several components of the *Interchange* series, coauthored the *Passages and Connect* series (Cambridge University Press), and has most recently been working on the forthcoming *Active Skills for Communication* series (Thomson). He is a frequent presenter at conferences around the world, where he passionately speaks about the joys of engaging students in project work, the need for materials and practices that promote critical thinking, and the importance of methodologies, materials, and practices that reach and teach the whole learner.

J: Why reading should be in oral communication classes

▶ **Presenter: Rob Waring**

Sponsor: Thomson Learning

In this workshop, I will put forward the idea that there are many benefits to be enjoyed from adding an extensive reading component to oral communication classes. One such benefit is that the students have something structured to talk about:



the story itself provides a structure for speech and a framework for discussion – the students can ask and answer questions about the story and maybe even debate some of the story's issues. However, lower proficiency learners will need considerable support from useful sentence heads and conversation gambits. I will also

discuss Reading Circles, in which each student plays a particular, structured role within the discussion, such as *discussion leader*, *organizer*, or *culture collector* (Furr, 2007).

このワークショップでは、オーラル・コミュニケーションの授業に多読学習法を導入するより大きな利益があるという考えを私は提案します。その利益のひとつは、学生が既に話すために構築されたものをもてることです。物語そのものが発言やディスカッションの骨組みを提供するのです。生徒は物語について質問をしたり答えたりすることができ、おそらく物語の疑問点を討論することさえできるでしょう。しかし、学力の劣る学生は、かなりのサポートやガイダンスを必要とするでしょう。私はまた、それぞれの学生が特定の、決められた役(ディスカッション・リーダー、オーガナイザー、カルチャー・コレクター)をディスカッションの中で演じるリーディング・サークルについても触れようと思います。

Rob Waring is Associate Professor at Notre Dame Seishin University in Okayama, Japan. He is an acknowledged expert in extensive reading and second language vocabulary acquisition. He has published over 40 articles and has lectured in 15 countries on second and foreign language acquisition. He has recently published the *Foundations Reading Library* for teenagers with Thomson ELT. He is a board member of the Extensive Reading Foundation. He was Co-chair of JALT2005.

K: PEP Talk: Pedagogy, Experience, and Portfolio

▶ **Presenter: Ken Wilson**

Sponsor: Oxford University Press

Pedagogy relates to your initial teacher training and the methodological ideas and activities that you learn there; experience is what you get from classroom work; portfolio relates to the ideas that you collect from other sources – colleagues, books and conferences, for example. Visiting speakers at conferences can't do anything to change the pedagogy you were trained to use, and we have no control over your classroom experience. In this session, however, I hope to add at least 10 new ideas to your portfolio. They should all provide enjoyable and memorable classroom events, and you should be able to insert any of them seamlessly into your lessons without changing the overall direction of the work that you do.

PEPとは、Pedagogy(教授法)、Experience(経験)、Portfolio(ポートフォリオ)の略です。Pedagogyはティーチング初期段階に受けた研修やそこで学んだ教授法やアクティビティに関わるもの、Experienceは実際のクラスで教えることによって得られるもの、Portfolioはそのほかの機会に自分で集めた情報など、例えば同僚からの情報や、文献や学会などで得た情報で成り立つものです。学会で他の人の発



表を聞いても、ティーチング初期段階に学んだ教授法を変えることはできませんし、皆さんが実際にクラスで教えた経験を変えることもできません。しかしながらこのセッションでは、私は皆さんのポートフォリオに新しいアイデアを少なくとも10個は加えさせていただきたいと思っています。どのアイデアも、レッスンで使用すればきっと楽しい授業だったと生徒の記憶に残るはずですよ。また、レッスンに加えてもこれまでのレッスン全体の方向性を変えることなくスムーズになじむことでしょう。

Ken Wilson trains teachers all over the world and is a prolific author of ELT materials with more than 20 titles to his name. His latest course material is *Smart Choice* (Oxford University Press). Ken's first ELT publication was a collection of songs called *Mister Monday*, which was released when he was 23, making him at the time the youngest ever published ELT author. Since then, he has written and recorded more than 150 ELT songs, published as albums or as integral parts of course material. He has also written more than 100 ELT radio and television programs, including 50 radio scripts for the *Follow Me* series, 30 *Look Ahead* TV scripts, and a series of plays called *Drama First*. Ken was one of the authors of the *New Standard English* course for China, more than a hundred million copies of which are now in use.



Domestic Forum

The JALT Domestic Forum is an annual conference event that is open to the general public. This year the Forum will look at *English Language Education at Secondary Schools in Japan: Today and Into the Future*. An action plan to cultivate "Japanese with English abilities" was implemented by MEXT in 2003. The SELHi (Super English Language High School) project was one of the objectives of the plan. The invited panelists will review the results of the project and suggest future steps. The forum will be chaired by **Kensaku Yoshida**, a professor at Sophia University and MEXT SELHi committee member. The panelists include **Satoshi Tsuzuki**, a specialist from the International Education Division, Elementary and Secondary Education Bureau of MEXT; **Hideko Midorikawa**, JACET representative; **Shigeru Matsumoto**, MEXT SELHi committee member; and **Roger Pattimore**, a representative from the JALT Junior and Senior High School SIG. **Itsuhiro Nishi**, a SELHi teacher from Hiroshima, will demonstrate with video the types of classroom activities he is implementing. After each panelist speaks, questions and comments will be taken from the audience. Anyone who is interested in English language education at secondary schools in Japan is warmly welcome. Simultaneous translation (English to Japanese/ Japanese to English) will be available.

英語教育フォーラム

文部科学省が、「英語が使える日本人」の育成のための行動計画を平成15年3月に策定してから4年たちました。この取り組みはどのような結果を生み、さらなる英語教育の改善のためには、今後具体的にどのようなことが必要になるのでしょうか。これらのことについて考えていくために、文部科学省初等中等教育課やSELHi企画評価会議(文部科学省)、JACET、現場の高校教師など多彩なパネリストをお招きして、英語教育フォーラムを開催します。パネルチェアには上智大学教授・SELHi企画評価会議委員の吉田研作を迎えます。パネリストには文部科学省初等中等教育課国際理解教育の専門官都築智、昭和女子大学教授・JACET Representative/SELHi企画評価会議委員の緑川日出子、立教大学教授・SELHi企画評価会議委員の松本茂、広島市舟入SELHi高等学校教師の西巖弘、そしてJALT Junior-Senior High or JSHS-SIGのRoger Pattimoreを迎えます。同時通訳付。

JALT Junior

The JALT Teaching Children SIG will host the sixth JALT Junior, a conference within a conference that focuses on teaching children. We plan to have a great lineup of sessions including practical workshops, demonstrations, research reports, and

colloquia, along with events such as lunch discussions and tea chats. This year we will also have a panel discussion about international pre-schools and will once again exchange teaching ideas at our annual Swap Meet. JALT Junior provides a great opportunity for teachers of children to network and exchange ideas and information. We look forward to seeing YOU there, too!

JALTジュニア

JALT児童語学教育研究部会が主催するJALTジュニアとは、児童教育が中心の会議内の会議で、今年でもう6年目になる。実用的なワークショップや実演、研究のレポートや討論会、さらにランチ・ディスカッションやティー・チャットといった話し合い場などの素晴らしいラインアップをご用意しています。それと国際保育園の討論会も行われ、今年もスワップ・ミーティングでは教育指導についてアイデアが交わされる事でしょう。JALTジュニアとは児童教育者にアイデアや情報が交換できる絶好の機会です。皆様の参加を心よりお待ちしております！

JALT2007 SIG Forums

Every year, JALT Special Interest Groups arrange Forums on topics of interest to their members and other conference participants. Here are the Forums for 2007:

- Starting a "Saturday school" – *Bilingualism SIG*
- Basic SLA statistics for the university educator – *College and University Educators SIG*
- Merging CALL with SLA: Institutional affordances – *Computer Assisted Language Learning SIG*
- Approaching gender issues: Why and how – *Gender Awareness in Language Education SIG*
- Sharing ideas, lessons, resources – *Global Issues in Language Education SIG*
- Dynamic interaction between teachers and learners – *Japanese as a Second Language SIG*
- Open mic V: Students talk back – *Junior and Senior High School SIG*
- Connecting and sharing ideas – *Learner Development SIG*
- Principles of developing educational materials – *Materials Writers SIG*
- Challenging assumptions about other language education – *Other Language Educators SIG*
- Beyond IRF: Interaction in FL classrooms – *Pragmatics SIG*
- Educational unions and you – *Professionalism, Administration, and Leadership in Education SIG*
- A close look at international English pre-schools – *Teaching Children SIG*

- Theorizing practice or practicing theory
– *Teacher Education SIG*
- Lifelong language learning: Sharing experiences – *Lifelong Language Learning SIG*
- Promoting assessment literacy in the classroom
– *Testing and Evaluation SIG*

Let's continue the discussion!

A 25- or 60-minute presentation is often too short to find out everything you would like to learn from a presenter. But the next presenter needs the room, so you have to leave. What to do? This year, there will be designated **Discussion Rooms** on each floor of the Conference Center. Presenters and participants are invited to adjourn to one of these rooms and continue sharing ideas.

Educational Materials Exhibition

The JALT EME is the best opportunity of the year to sample new materials for language teaching in print, digital, or a combination of the two. Exhibitors include most of the JALT sponsoring Associate Members, running the gamut from book publishers with many years in the field to the latest and greatest in cyberspace. Tap the expertise of the publications reps, talk to the featured and plenary speakers in the *Meet the Experts* space, enter a raffle, or just wander around. The EME is the largest of its kind in Asia, an exhibition where you can readily compare so many different resources – all under one big roof.

Job Information Center

The goal of the Job Information Center is to bring employers and potential job applicants together. For employers, the JIC provides the facilities to post jobs, review resumes, and interview applicants onsite. The result is one of the most efficient methods of finding teachers for whatever the employment need. For applicants, the JIC offers job listings from all over Japan, a chance to network with other teachers and learn about the job market, a resume workshop, and a workshop on conducting a job search in Japan. Furthermore, since the people staffing the JIC have several years of experience, they can offer valuable insights into the job market and how to get the job you're looking for. The best part: All of this is free and open to all conference participants. For more information contact the JIC Coordinators: Kent Hill <kenthill@mac.com> or Mark Zeid <mzeid53@yahoo.com>.

JALT2007 Story Space: The Looking Glass

At *The Looking Glass* you can relax with a cookie and a cup of tea or hot chocolate, while listening to – and sharing your own – stories that have a message for all of us. Stories are a magic looking glass through which we can see worlds of wonder – whether *looking in* on our own unique experiences, or *looking out* to lands of far away and long ago. Short (5-minute) stories are invited, either *looking in* – personal stories of events that made you laugh, blush, change the way you look at teaching or life, or all of these, or *looking out* – performances of stories, poetry, etc., from anywhere in the world. Music, puppetry, magic, or other kinds of performance are also warmly welcome – the only limit is your imagination! Please send your ideas to Charles Kowalski <kowalski@tbd.t-com.ne.jp> by 15 Oct. Some open mic time will also be offered for those who have more sudden flashes of inspiration.

Childcare at JALT2007

For conference participants planning to come with children, we have arranged a playroom where children can get away from the noise to relax and play with a variety of videos, DVDs, board games, toys, and art supplies. However, the room will be unsupervised, and participants accompanied by children are of course expected to be responsible for them at all times. We recommend that parents who bring very little children find someone to take care of them while Mom and Dad attend presentations. The Conference Committee, NPO JALT, and the National Olympics Memorial Youth Center cannot accept any responsibility for children at JALT2007.

Graduate Student Showcase

JALT is pleased to announce a new addition to the national program – the Graduate Student Showcase. This is an opportunity for current graduate students to present their dissertation or thesis in front of an international audience at JALT2007. It is also a chance for conference attendees who may have been out of the research riggers for a while to catch up on some of the latest in our field. Please come and support these newly initiated academics.

Best of JALT

Best of JALT is a program that started 10 years ago to honor the speakers who make JALT meetings such valuable experiences. Every chapter and SIG in JALT has the opportunity to name the person who gave the best presentation in the 2006 calendar year. Nominations should be submitted to Margaret Orleans <tomnpeg@interlink.or.jp> by mid-September. Certificates will be presented at the Conference OGM.

Call for papers

JALT2007 Conference Proceedings:

Challenging Assumptions: Looking In, Looking Out

As a non-commercial presenter at JALT2007, you are cordially invited to submit an article based on your presentation for publication in the JALT2007 Conference Proceedings, the official JALT post-conference publication of presentations. In the same way that your presentation was vetted prior to the conference, your conference article will also be subjected to peer review. Publication in the JALT2007 Conference Proceedings qualifies as a refereed publication, and the Proceedings also functions as an important reference point for foreign language teaching in Japan and beyond. We would, therefore, like to strongly encourage you to submit an article. For more information on submitting, plus an online submissions form, please go to: <www.jalt-publications.org/proceedings/2007/>. The deadline for submissions is 29 Dec 2007.

Social events

Pure professional development is not the only reason to attend this year's conference. Networking over food and drink in a relaxing atmosphere is just as vital. In addition to all the events happening in and around town, there will be several main social events. Check your Conference Handbook for the when and the where.

- On Thu 22 Nov, the **Welcome Reception** will be held from 18:30-20:30 with light refreshments and a cash bar. Get a head start on the festivities and mingle with the main speakers and conference staff.
- On Fri 23 Nov, the annual **Associate Members Sponsored Party** will be held. Be sure to check your conference packet, get your pass, and collect your tickets for your free drinks. The party starts at 19:00.

- How about an early-morning jog through Yoyogi Park? The **JALT2007 Fun Run** is being organized for the full-on marathoner or the occasional stumbler. No better way to start your day off right – with a little exercise.
- Another healthy option for the early bird – **Morning Tai Chi** with Martin Pauly. Join us at first light in the conference center courtyard.

Volunteers needed

As you might imagine, it takes a lot of conference hands to make the work light. Do you want to be a part of this great team – get up close to meet the people making it happen behind the scenes? This conference needs you to help out. If you're interested in volunteering, please get in touch with us <volunteers@conferences.jalt.com>.

JALT2007 Conference Team

- Conference Chair—*Yuriko Kite*
- Conference Manager—*Philip McCasland*
- Program Chair—*Aleda Krause*
- Site Chair—*Rieko Matsuoka*
- Conference Treasurer—*Robert Swanson*
- JALT Business Manager—*Andrew Zitzmann*
- JALT Junior Program Chair—*Lesley Ito*
- JALT Junior Site Chair—*Mary Burkitt*
- VIP Liaison—*Joyce Cunningham*
- Assistant VIP Liaison—*Judith Johnson*
- Featured Speaker Liaisons—*Yoko Wakui & Stan Pederson*
- Reading Committee Chair—*Paul Stapleton*
- Poster Session Coordinator—*Andy Boon*
- Domestic Forum Coordinator—*Akie Nyue*
- Asian Scholar Coordinator—*Bill Balsamo*
- Best of JALT—*Margaret Orleans*
- Database & Website Manager—*Paul Collett*
- Volunteer Coordinator—*Peter J. Collins*
- Pre-Conference Supplement & Conference Handbook Editor—*Alan Stoke*
- Pre-Conference Supplement & Conference Handbook Layout—*Paul Collett*
- Skills-Up Workshops Program—*Mark Shrosbree & Paul Daniels*
- Publicity—*Eric Skier*
- Job Information Center—*Kent Hill & Mark Zeid*
- Photographer—*Jim Smiley*
- EME—*Naomi Fujishima*
- Registration—*JALT Central Office*
- Equipment Coordinator—*Frank Berberich*

Only minutes from Shinjuku and the busiest train station in the world, you will find the National Olympics Memorial Youth Center (NYC) and JALT2007.

At **Shibuya** station Nishiguchi (west exit) bus terminal, go to bus stop No.14, and board juku 51 heading for Shinjuku station. Alight at Yoyogi 5-chome bus stop. The NYC is a 1-minute walk from the bus stop.

► **By train**



From Tokyo station

Ride the JR Chuo Line to Shinjuku station (14 minutes). Transfer at Shinjuku station to a local train on the Odakyu line. Alight at Sangubashi station (about 3 minutes from Shinjuku). The NYC is about a 7-minute walk from the station. Look for the JALT Conference signs and the friendly volunteers.



From Haneda airport

Ride the monorail from the airport to Hamamatsu-cho station, transfer to the Yamanote line, ride to Shinjuku station, and transfer to a local train on the Odakyu line – see above.

► **By car**

Take the No. 4 Metropolitan Expressway coming from the Miyakezaka direction. The NYC is about 100m from the Yoyogi Exit. Limited parking is available onsite at a reasonable price.

From Narita airport

Ride the JR Sobu line to Shinjuku station (about 80-90 minutes by Narita Express), and transfer to a local train on the Odakyu line – see above.



By subway (Chiyoda line)

Alight at Yoyogi-Koen station (Exit No. 4). The NYC is about a 10-minute walk from Exit No. 4.

► **By bus (Keio bus)**

At **Shinjuku** station Nishiguchi (west exit) bus terminal, go to bus stop no. 16, and board juku 51 heading for Shibuya station. Alight at Yoyogi 5-chome bus stop. The NYC is a 1-minute walk from the bus stop.

Conference Registration Fees (per person) 大会参加登録料金

- ▶ **Pre-Registration Deadline: Mon 22 Oct 2007 (postmarked) 事前登録 (10月22日消印有効) (Fri 28 Sep 2007 for Presenters 発表者は9月28日)**

For JALT Members (membership current through Nov 2007)		
Conference Fees in yen	Pre-Registration	Onsite Registration
Main conference 1 day (23, 24, or 25 Nov)	10,000	12,000
Main conference 3 days (23-25 Nov)	17,000	20,000
JALT Junior (23-24 Nov)	8,000	5,000 per day
Featured Speaker Workshop (each, max. 40 participants)	4,000 (discounted 3,000*)	4,000
Skills-Up Workshop (each, max. 25 participants)	4,000	not available

For Non-JALT Members		
Conference Fees in yen	Pre-Registration	Onsite Registration
Main conference 1 day (23, 24 or 25 Nov)	13,000	15,000
Main conference 3 days (23-25 Nov)	21,000	25,000
JALT Junior (23-24 Nov)	8,000	5,000 per day
Featured Speaker Workshop (each, max. 40 participants)	5,000 (discounted 4,000*)	5,000
Skills-Up Workshop (each, max. 25 participants)	5,000	not available

Equipment for presenters: fees per presentation, in yen 発表者の使用機材

- | | | |
|----------------------|----------------------------------|--|
| • OHP: 1,000 | • Audiocassette/CD player: 1,000 | |
| • VHS/monitor: 2,000 | • Digital projector: 2,000 | |

Presenters who have ordered equipment at the time of submitting their proposal should pay the equipment charge together with their conference registration fees. No change to your equipment order, and no cancellation, will be accepted after 22 Oct 2007. 発表申し込みの際に発表用機材を注文された発表者は、使用料を大会参加登録費と共に支払ってください。機材の変更及び取り消しの期限は10月22日で、それ以降は受け付けません。

Discount details 割引特典

- If you pay your conference fees by the 22 Oct 2007 deadline, you qualify for the pre-registration rates. 事前登録の申し込み期限2007年10月22日までに参加登録すると参加費の割引が受けられます。
- If your JALT membership is valid through Nov 2007, you are entitled to member rates. If you pay for your membership at the time of registration, you can register as a member. 2007年11月現在 JALT会員である申込者には会員料金が適用されます。現在会員でない申込者も参加登録費と共にJALT会費を支払えば会員割引を受けられます。
- *If, by 22 Oct (postmarked), you pre-register for the full conference and also for Featured Speaker Workshop(s), you qualify for a discount of 1,000 yen per Featured Speaker Workshop. 大会3日間とフィーチャード・スピーカー・ワークショップを同時に10月22日(消印有効)までに事前登録するとフィーチャード・スピーカー・ワークショップ参加費が1講座につき1,000円割引されます。

Pre-registration is the cheapest and most efficient way to guarantee a good start to JALT2007. Please take advantage of the discounted pre-registration rates and register before the 22 Oct 2007 deadline (28 Sep for presenters). After your pre-registration application is processed, an acknowledgement card will be issued in or after September, which you can exchange for your nametag and conference bag at the conference site. If you have not received an acknowledgement card by 12 Nov, please contact the JALT Central Office.

Onsite registration will be offered at the conference site on Thu 22 Nov, 17:00-19:00, and throughout the remaining days of the conference. VISA and MasterCard will be accepted. Please bring your membership card to register at member rates.

Pre-Registration

(A) Online, by VISA or MasterCard – from within Japan or from overseas

Go to <conferences.jalt.org/2007> and click on the link to register. Complete the form following the onscreen instructions and submit it online. If you are overseas and planning to travel to Japan, please first be sure that you can satisfy visa or other requirements to enter Japan, for which the responsibility is entirely your own.

(B) By postal *furikae* – only within Japan (cash or checks not accepted)

Fill out the postal *furikae* form attached to this Pre-Conference Supplement and make payment at a post office. Make sure to include your name, mailing address, date(s) of attendance, and code(s) of Pre-Conference Skills-Up and/or Featured Speaker Workshop(s). Use one form per person. Contact the JALT Central Office if you require additional forms.

Make life simple! Please do pre-register. If you cannot, please bring your membership card (even if it has expired) with you to the conference to help speed up your onsite registration.

Notes

1. Ordinary participants' pre-registration

Only applications postmarked or submitted online by Mon 22 Oct will be accepted as pre-registration. No applications postmarked (or submitted online) on or after 23 Oct will be processed

and, if fees are remitted, an extra handling charge of 2,000 yen will be charged in addition to the onsite rates.

2. Presenters' registration

Presenters must pay their conference fees and equipment fees by Fri 28 Sep (postmarked). Those failing to register before this deadline will have their presentations canceled.

3. Equipment for presenters

Equipment will be provided only if it was: (1) ordered at the time of proposal submission or the order was amended before the deadline (22 Oct), and (2) paid for, together with the conference fees, before the presenters' pre-registration deadline (28 Sep). On your pre-registration form, please check the item you ordered and pay the appropriate fee, specifying your presentation ID number.

- If there is a discrepancy, the item originally ordered will be superseded by the item actually paid for.
- No equipment amendment will be accepted after the deadline of 22 Oct.
- For a group presentation, the leader named on the presentation proposal must pay the equipment fee. Payment by any other group member will not be accepted.

4. JALT Junior program

Main conference attendees can attend the JALT Junior program for free. Participants who register only for the JALT Junior program are not entitled to attend the main conference and so will not receive a conference bag or program handbook for the main conference.

5. Cancellation

Cancellations will be acceptable only if received by JALT Central Office before the following deadlines and are subject to the following cancellation charges:

- By Wed 7 Nov 17:00: Cancellation charge: ¥3,000
- By Wed 14 Nov 17:00: Cancellation charge: ¥5,000
- After the above deadlines: No refund

Absolutely no refund will be given after these deadlines. All requests for refunds must be made in writing. Refunds with the cancellation charge deducted will be made to the registrant by postal money order within about 3 months after the conference.

6. Balance due

On the acknowledgement card there will be a note for any balance due. Make payment by postal *furikae* before the pre-registration deadline.

You will also receive such a note if your membership expires before November 2007. For smoother processing, please pay your membership fee at the time of registration – acknowledgement cards will not be reissued.

7. The JALT Central Office will not accept payment for hotel or travel reservations nor will it be responsible for mistaken payment of these. Please make reservations at your own initiative, or contact our agent JTB Global Marketing & Travel Co., Ltd.

8. It is important for you to retain a copy of your payment receipt or (for credit card users) your pre-registration form. Your proof of payment is

needed for all inquiries to the JALT Central Office regarding payments and refunds.

During the conference, volunteer photographers will be taking photographs for JALT editorial, promotional, and advertising use. We would appreciate your cooperation.

JALT Central Office

Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku,

Tokyo 110-0016 Japan

Tel: 03-3837-1630 Fax: 03-3837-1631

Email: jco@jalt.org

JALT2007大会参加登録

事前登録の締切り: 2007年10月22日(月)
2007年9月28日(金)発表者

大会参加登録の申し込み方法

参加登録には事前登録と大会会場での当日登録の2通りがありますが、スムーズで割引のある事前登録をお勧めします。事前登録をされますと、9月以降に Acknowledgement Card(受領書)が送られます。この受領書を大会会場の受付に持参し名札と大会バッグを受け取って下さい。受領書が11月12日までに届かない場合は、JALT事務局に連絡下さい。尚大会会場での当日登録は11月22日(木)午後5時から7時迄、及び大会開催中に行い、クレジットカード(VISA及びMasterCard)も受け付けます。当日登録される会員は必ず会員証を持参して下さい。

事前登録

(A) VISA又はMasterCardによるオンライン登録 - 国内及び海外

<conferences.jalt.org/2007>から登録画面を開き、画面の指示に従って必要事項を記入し送信して下さい。海外から登録される場合は英文のHow to Register for JALT2007 - Pre-Registration (A)にある注意事項を参照して下さい。

(B) 郵便振替で送金 - 国内のみ(現金又は小切手での支払は受け付けません)

このPre-Conference Supplementに添付されている郵便振替用紙に参加日その他の必要事項を記入し、郵便局で支払って下さい。名前・住所はローマ字で、又ワークショップ等はコードで記入してください。振替用紙は1人1枚を使用し、足りない場合はJALT事務局に請求して下さい。

注意事項

1. 一般参加者の参加登録

事前登録の期限は10月22日(月)(消印有効、オンラインの場合は送信日)です。10月23日(火)以降の送金は受け付けませんので、当日、大会会場に登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に、特別処

理料金として2000円を大会会場にて追加請求させていただきます。

2. 発表者の参加登録

発表者は、9月28日(金)(消印有効、オンラインの場合は送信日)迄に参加登録を済ませて下さい。期限までに参加登録されない場合はプレゼンテーションが取消されます。

3. 発表用機材

発表用機材は、1)発表申し込みの際又は機材変更期限までに注文し、さらに2)使用料を発表者の事前登録期限までに参加費と共に支払った場合のみ用意されます。発表申し込みの際に注文した機材の種類を確認し、発表ID番号を付記して支払ってください。

- 注文していた機材と支払われた機材が異なる場合は、支払われた機材を用意します。
- 機材変更期限(10月22日)以降は、機材の新規注文や変更は受けられません。
- グループ発表の機材使用料は、必ず発表申し込み書に記載されたグループリーダーが支払うこととし、グループリーダー以外からの支払いは受け付けません。

4. JALT Juniorプログラム

大会に登録されるとJALT Juniorプログラムに無料で参加できますが、JALT Juniorプログラムのみに登録された場合は、他のプログラムや行事に参加することができません。又本大会のバッグやプログラムハンドブックも有料となります。

5. 参加登録の取り消し

大会やワークショップの参加登録を取消す場合は、次の期限までに書面で申し出て下さい。

11月7日(水)午後5時 キャンセル料3,000円

11月14日(水)午後5時 キャンセル料5,000円

上記期限以降 理由の如何に拘わらず払戻し致しません。

期限内に申し出のあった取消しについてのみ、大会終了の約3ヶ月後に、キャンセル料を差し引いた残額を、郵便小為替にて登録者本人に払戻します。

6. 支払に不足金がある場合

支払に不足金があった場合は、Acknowledgement Card (受領書)でお知らせしますので、事前登録期限迄に郵便振替にて送金して下さい。2007年11月現在会員権が切れている場合も不足金が生じますので、その場合は会員権を更新されるか又は差額を送金して下さい。尚不足金が支払われても受領書の再発行は致しませんのでご了承下さい。煩雑な手続きを避けるためにも事前登録時に会員権の更新をされる様お勧めします。

7. 宿泊・旅行手配

JALT事務局では宿泊や旅行の申し込みは取扱いません。直接手配されるか、又はホテル・トラベルインフォを参照の上、(株)JTBグローバル&マーケティングに申し込んで下さい。誤って事務局に送られた宿泊、旅行代金については責任を負いかねますのでご注意ください。

8. レシートの保管

登録後のお問合わせには、レシートの提示が必要となりますので大会後も保管して下さい。クレジットカードで支払う場合は申込書の写しを保管して下さい。

お願い

ボランティアのカメラマンが当学会の出版物及び広報に使用することを目的に大会中に写真撮影することがありますのでよろしくご協力下さい。

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

TEL:03-3837-1630 FAX:03-3837-1631

Email: jco@jalt.org

JALT2007 • ACCOMMODATION

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JTB Global Marketing & Travel Inc. (JTBGMT) will be handling hotel accommodation as the official travel agent for JALT2007.

JTB Global Marketing & Travel Inc.
Convention Center (CD101923-706),
2-3-11 Higashi-Shinagawa,
Shinagawa-ku, Tokyo 140-8604 Japan
Fax: +81-3-5495-0685; Phone: +81-3-5796-5445
Email: jalt2007@jtb.jp

JTBGMT has made arrangements with the following hotels in Tokyo for conference participants for the period of the conference. JTBGMT will process reservations in the order that completed applications are received. If your requested hotel is fully booked, you will be assigned a room at another hotel of similar standard.

APPLICATION AND PAYMENT FOR HOTEL ACCOMMODATION

- Participants wishing to reserve hotel accommodation should apply online, to reach JTBGMT no later than 30 Oct 2007. JTBGMT will send a confirmation.
- The online application should be accompanied by a remittance to JTBGMT covering the deposit (equal to the first night's room charge). The deposit will be credited to your hotel bill. All further hotel expenses, over and above the deposit, are to be paid directly to the hotel. No reservation will be confirmed if the deposit is unpaid. All payments are to be made in Japanese yen. If the remittance covers more than one person's application, or if the name of the remitter is not the same as the participant's, please inform JTBGMT of the name of each

participant covered by the payment. Payments may be made in either of the following ways:

- Using one of the following credit cards:
 1. VISA
 2. MasterCard
 3. Diners Club
 4. AMEX
 5. JCB
- Making a bank transfer to the account of JTB Global Marketing & Travel Inc. (Message: CD101923-706) at: Bank of Tokyo-Mitsubishi UFJ, Ltd. Shin-Marunouchi Branch (swift code: BOTKJPJT) 1-4-2 Marunouchi, Chiyoda-ku, Tokyo 100-0005 Japan – account number: 4760343.

CANCELLATION

In the event of cancellation, written notification should be sent to JTBGMT (see address details, above). In addition to bank transfer charges, cancellation fees will be deducted from any refund as follows:

Cancellation up to 10 days before the first night of stay:	None
Cancellation 9 to 2 days before:	20% of the 1st night's charge
Cancellation 1 day before:	80% of the 1st night's charge
Cancellation on the day of arrival, or no notice given:	100% of the 1st night's charge

Please access the hotel accommodation online reservation page from the JALT website:
<conferences.jalt.org/2007/>
(facility available from 1 July 2007).

No.	Hotel name Check-in/check-out times	Room rates in yen, per room		Address Phone Access and/or nearest station
		Single with bath	Twin with bath	
1	KEIO PLAZA HOTEL TOKYO 13:00/11:00	*16,386	19,866	2-2-1 Nishi-Shinjuku, Shinjuku-ku, Tokyo +81 (0) 3-3344-0111 5 min. walk, Shinjuku station
2	SHINJUKU WASHINGTON HOTEL 14:00/10:00	12,700 (21, 22 Nov) 13,225 (23, 24 Nov) 12,175 (25, 26 Nov)	17,850 (21, 22) 18,900 (23, 24) 15,750 (25, 26)	3-2-9 Nishi-Shinjuku, Shinjuku-ku, Tokyo +81 (0) 3-3343-3111 10 min. walk, Shinjuku station south exit
3	HOTEL SUNROUTE HIGASHI-SHINJUKU 14:00/11:00	10,900	---	7-27-9 Shinjuku, Shinjuku-ku, Tokyo +81 (0) 3-5292-3610 1 min. walk, subway Oedo line Higashi-Shinjuku station 10 min. walk, JR Shin-Okubo station
4	STAR HOTEL TOKYO 13:00/11:00	10,400	15,900	7-10-5 Nishi-Shinjuku, Shinjuku-ku, Tokyo +81 (0) 3-3361-1111 3 min walk, Shinjuku station, west exit
5	SHINJUKU NEW CITY HOTEL 15:00/10:00	10,400	15,000	4-31-1 Nishi-Shinjuku, Shinjuku-ku, Tokyo +81 (0) 3-3375-6511 from JR Shinjuku station west exit: 15 min. walk or 5 min. by free shuttle bus
6	KADOYA HOTEL 14:00/10:00	9,835	16,520	1-23-1 Nishi-Shinjuku, Shinjuku-ku, Tokyo +81 (0) 3-3346-2561 3 min. walk, Shinjuku station west exit
7	ARK HOTEL TOKYO 15:00/10:00	8,925	---	3-5-5, Higashi-Ikebukuro, Toshima-ku, Tokyo +81 (0) 3-3590-0111 5 min. walk, Ikebukuro station east exit
8	HOTEL SUNROUTE IKEBUKURO 14:00/11:00	9,975	---	1-39-4, Higashi-Ikebukuro, Toshima-ku , Tokyo +81 (0) 3-3980-1911 3 min. walk, Ikebukuro station east exit
9	HOTEL GRAND CITY 14:00/10:00	8,400	---	1-30-7, Higashi-Ikebukuro, Toshima-ku, Tokyo +81 (0) 3-3984-5121 5 min. walk, Ikebukuro station east exit
10	HOTEL NEW TOKYO 16:00/10:00	6,930	---	1-32-3, Hatagaya, Shibuya-ku, Tokyo +81 (0) 3-3469-5211 3 min. walk, Keio-Shinsen Hatagaya station 15 min. walk, Odakyu Yoyogi Uehara station
11	IKEBUKURO ROYAL HOTEL 15:00/10:00	**7,140	---	2-41-7, Ikebukuro, Toshima-ku, Tokyo +81 (0) 3-5396-0333 5 min. walk, Ikebukuro station
12	SUIDOBASHI GRAND HOTEL 14:00/10:00	**8,085	---	1-33-2, Hongo, Bunkyo-ku, Tokyo +81 (0) 3-3816-2101 5 min. walk, Suidobashi station

Notes: Room rates include breakfast, a service charge, a 5% consumption tax, and hotel tax where applicable.

*Indicates single occupancy of a twin or double room.

Nos. 11 & 12 room rates do **not include breakfast.

What would Picasso say . . .

Picasso: That is quite an impressive image. What's it all about?

Eric: The image goes very nicely with our conference theme *Challenging Assumptions: Looking In, Looking Out*, wouldn't you agree?

Picasso: Yes, it is quite "eye-catching!" What goes on at such a conference?

Eric: Actually there is something for everyone interested in language education. We have some great plenary and featured speakers: true experts in their fields. Then there is the Domestic Forum, a panel discussion, chaired by Kensaku Yoshida, which will focus on SELHi – specially designated high schools with specialized English curricula.

Picasso: That sounds fascinating, but what if I am interested in materials and teaching younger children?

Eric: Well, there is always the Materials Expo, the largest in Asia! There will be publishing houses, materials producers, and even several universities (in case you want to brush up on your teaching qualifications). As for children, we have JALT Junior, an entire two-day program for those who teach younger learners.

Picasso: How about if I am a job-hunter and want to touch up my resume?

Eric: Not only do we have the Job Information Center, with tips on resume writing and how to be a successful interviewee, but don't forget this is the place to meet new faces and old friends—doing that all-important networking.

Picasso: True, indeed—when great minds meet, one never knows what to expect. Reminds me of the time I was in my Blue Period in Paris. Those were the days!

Eric: Well, there's still more. Skill-up Workshops, Meet the Experts, Story Space . . .

Picasso: I always felt that one is never too old to learn!



Eric: . . .and of course all kinds of social events. Be sure to circle these dates: November 22, 23, 24, and 25 on your calendar!

Picasso: Actually, I prefer cubes to circles. Sorry, but I couldn't help myself!

—Eric M. Skier, Conference Publicity Chair

For more information
<conferences.jalt.org/2007>