

# The Language Teacher

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The Japan Association for Language Teaching

全国語学教育学会

# JALT2005 in Shizuoka

## Take the leap!

### An invitation to do a poster session at JALT2005.

**Kim Bradford-Watts**

Osaka Gakuin University, Kyoto University of Foreign Studies,  
Kansai Gaidai University, Kyoto Institute of Technology, Kyoto University

The poster sessions create a vibrant and attractive area at the annual JALT conference. Poster presentations cover a wide variety of topics relevant to conference themes. They may explain areas or fields related to our community of practice, report on research in progress, or outline unit or lesson plans.

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Poster presentations allow both the presenter and the participant to learn in an interactive, face-to-face environment. An added bonus is that during a lull in traffic through the poster space, presenters also become participants, looking at and discussing other posters.

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## A checklist for preparing for a poster session

### 1. Respond to the Call for Papers

- 1 Your submission for JALT2005 is due on February 28, 2005.
- 2 Explain your poster topic succinctly. Relate your topic to the conference theme.
- 3 Check the spelling and grammar in your proposal.
- 4 Submit your proposal via the conference web page <[conferences.jalt.org/2005/submit/](http://conferences.jalt.org/2005/submit/)>.

### 2. Make your poster.

- 1 After being notified of the dimensions of the space available for your poster and the method acceptable for attaching it to the space, you can begin to plan the layout of your poster.
- 2 Plan your poster on paper first, so you can play with design features.
- 3 Make up content pages using a computer.
  - ▶ You may wish to use PowerPoint, or a word processing program.
  - ▶ Use large type.
  - ▶ Use bold type for headings.
- 4 Think of ways to illustrate your poster to make it more attractive and informative.
  1. Decide what other elements need to be incorporated into your poster.
    - ▶ Photocopied samples of student work?
    - ▶ Photographs of students completing the activity?
    - ▶ A list of student comments?
    - ▶ Masks for Halloween, decorations for Christmas?
    - ▶ Handouts for participants, including your email address?
  2. Include your email address on your poster.
- 5 Mount your poster on cardboard. Put your rough diagram with the posters so you remember where each part fits.

### 3. On the day.

- ▶ Take tape and/or pins to attach your poster to the poster space.
- ▶ Take a spare marker pen, glue or tape, and some scissors, in case something needs fixing or adjusting.
- ▶ Take your handouts. Make sure you photocopy them before going to the conference venue. Most conference venues do not have photocopy facilities.
- ▶ Get to the poster session area early to set up.
- ▶ Stay and enjoy the session for the two hours. Pack up at the end of the session, taking care to store your poster carefully in case you need to present on the theme again in the future.

### 4. After the event

- ▶ Write up your presentation for inclusion in the conference proceedings, so you can share your topic with an even wider audience.



# Foreword

**F**rancis Bacon once said, "Studies serve for delight, for ornament, and for ability." This issue starts off by looking at innovations in the ways we assess learner ability. **Chris Weaver & Rick Romanko** look at the problem of assessing oral communicative competence through university entrance examinations. In their presentation and analysis of one such examination, they report on the challenges faced in developing items and offer suggestions on how to improve the reliability of items in future exams.

**Daniel Dunkley** carries on the language testing theme with an interview with **Jayanti Banerjee** of Lancaster University. They discuss, among other topics, university



entrance exams in the British context, the current state of language testing, and the direction in which it is moving.

Dogme principles place the student and their needs at the center of our teaching. They bring the classroom environment into line with the real world, with all the problems that entails. **Torkil Christensen** discusses how these principles apply to educators in

Japan and how they can use them to maximum effect.

**Randall Gess & Phillip Markley** follow with an examination of the new speaking component that will be introduced in the 2005 TOEFL. They describe the changes and how they may affect curriculum development. They also outline some techniques for teaching speaking and pronunciation.

This issue also marks a scene of changes in the world of JALT and *TLLT*. This issue features the inaugural message from incoming JALT President, **Steve Brown**. In it he discusses the 2004 conference, the present state of JALT national, and how things are looking for the coming year. *TLLT* is also proud to welcome our new Associate Editor, **Jacqui Norris-Holt**. Jacqui will be teaming up with **Kim Bradford-Watts** to guide this publication through the coming year. As my term as Co-editor of *TLLT* draws to a close, I leave with nothing but the utmost respect for some of the most supportive, diligent, and dedicated individuals I have ever had the fortune to work alongside. Happy New Year and welcome to our first issue of 2005.

*Nigel Henry*

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月号は学習者の能力を測定する方法から取り上げます。Chris Weaver & Rick Romankoの両氏は大学入試を通してオーラルコミュニケーション能力の測定に関わる問題を考察します。続いて、Daniel Dunkley氏はランカスター大学のJayanti Banerjeeに言語テストについてインタビューをします。また、Torkil Christensen氏は学習者中心の原則が日本の教育者にどのように受け入れられ、その効果を最大にするためにどのように使われうるかを論考し、Randall Gess & Phillip Markleyの両氏は2005年から TOEFLで導入される新しいスピーキング部門を検討するとともにスピーキングと発音の指導テクニックの概略にも言及します。

さて、今年からJALTとTLTが新体制になります。JALTの新会長Steve Brown氏には就任にあたり、2004年の全国大会、JALTの現状、今後の抱負について語っていただきました。また、私たちは新しい副編集長にJacqui Norris-Holt氏を迎え、Kim Bradford-Watts氏とともにこれから一年間TLTの仕事に携わっていただくことになりました。私は編集長の職を辞することになりましたが、これまで協力的で、勤勉で、献身的なスタッフと一緒に働くことができたことはこの上ない幸せであり、彼らに対し最高の敬意を表する次第です。では、どうぞ2005年1月号を楽しんで下さい。

## JALT Publications Board



Current JALT Publications Board (from left to right): *JJ* Associate Editor, Deryn Verity; *JJ* Editor, Steve Cornwell; Immediate Past *JJ* Editor, Donna Tatsuki; Publications Board Chair, Amanda O'Brien; *JJ* Reviews Editor, Yuriko Kite; *TLT* Associate Editor, Jacqui Norris-Holt; *TLT* Japanese-Language Editor, Mihoko Inamori; JALT Publications Website, Malcolm Swanson; *TLT* Co-Editor, Kim Bradford-Watts; *TLT* Japanese-Language Editor, Toshiyuki Takagaki, *JJ* Japanese-Language Editor, Yoshinori Watanabe (*JJ* = *JALT Journal*, *TLT* = *The Language Teacher*)

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# Assessing oral communication competence in a university entrance examination

**Chris Weaver**  
**Rick Romanko**

**Tokyo University  
of Agriculture and  
Technology**

大学入試において、筆記試験の形式を用いて受験生のオーラル・コミュニケーション能力を評価することは、やりがいはあるがなかなか難しい側面も持っている。この報告書は、以下に述べる三つの段階を通して、この難問に取り組むことをめざす。第一に、受験生のコミュニケーション能力を評価することを目的として出題された、ある大学における入学試験のひとつとまとりの設問をとりあげてその内容を記述する。第二に、ラッシュ・モデルを用いてこれらの設問の有効性について分析する。第三に、このような種類の設問をよりよいものにするにはどうしたらよいか、いくつかの提案をする。こうした検討を行うことにより、今後、受験生のコミュニケーション能力の差異を正確に見極める、より信頼性の高い入試問題を開発していくための手順を提供する。

**weblink: [www.jalt-publications.org/tlt/articles/2005/01/weaver](http://www.jalt-publications.org/tlt/articles/2005/01/weaver)**

In July 2002, the Ministry of Education, Culture, Sports, Science, and Technology formulated "A Strategic Plan to Cultivate Japanese with English Abilities." Following this, they published an action plan (Ministry of Education, Culture, Sports, Science, and Technology, 2003) outlining a number of goals that should be realized by 2007 for primary, secondary, and post-secondary English education in Japan. One of these goals is improving the evaluation system for selecting university applicants. According to this strategic plan, university entrance examinations should strive to evaluate students' current level of communicative competence. The scheduled introduction of a listening test in the University Center Examination in 2006 is one response

to this challenge. Another is examining the types of questions that appear on university entrance examinations and their performance on test day. This paper represents the latter response with an investigation into a set of entrance examination questions designed to emphasize the practical use of English.

The paper is organized into three sections. First, we will describe this set of exam questions and identify the different cognitive demands that underlie these items. Second, we will report the performance of these items using a Rasch analysis of 371 test-takers that were randomly sampled from the 1,665 who sat the examination. Those unfamiliar with this type of analysis will have a good opportunity to see how it provides test writers with a graphical representation of student ability and item difficulty. Third, we will conclude with how the Rasch analysis can inform the design of future entrance examination questions.

## The Items

The items under investigation composed the third section of the English test in the *zenki* (first) administration of a national university entrance examination in 2003. Each of the three sections of the examination featured a different kind of text. The first section had a large reading passage accompanied by questions testing students' comprehension and translation skills. The second section required students to illustrate their

receptive and productive knowledge of English using a figure. The third section tested various aspects of students' communicative competence using a transcript of an extended conversation. In total the test included 41 items to be completed in 60 minutes.

As previously mentioned, the third section featured an extended A-B dialogue. The conversation involved a patient telephoning a receptionist at a doctor's office to make an appointment (see Appendix A). Two sets of questions accompanied this conversation. The first set has a task-like quality in that students were required to fill in the schedules of the patient and the doctor from the information provided in the dialogue (see Appendix B). Drawing on the work of Bygate, Skehan, and Swain (2000), these questions focused on meaning, had a connection to the real world, and centered on a concrete objective—determining the day and time for the appointment. The schedule also acts as an information transfer diagram. This type of diagram is a particularly effective means of assessing students' communicative competence because it requires students to transfer information from the dialogue and organize it into the new format of a daily schedule (Palmer, 1982). In addition, the patient and doctor's availability on Monday is not explicitly stated in the dialogue. This design feature thus differentiates between students' ability to recognize and infer information needed to complete the schedules.

The second set of items features seven multiple-choice questions. Table 1 provides the question prompt for each item. Drawing on the work of Bloom (1956) and Quellmalz (1987), the items focused on three different cognitive processes of increasing difficulty: identifying, defining, and predicting. The first two questions (3.2a & 3.2b)

ask students to look at the schedules that they completed and identify the day and time of the appointment. The next three questions (3.2d, 3.2e, & 3.2f) require students to select the meaning of a key phrase according to the dialogue. The last two questions (3.2c & 3.2g) ask students to predict what would be said next in the conversation, or in response to a person's question. Thus, this set of multiple-choice questions assesses students' communicative competence from a number of different perspectives.

**Analysis of the Items' Performance**

Before explaining how the items performed, a brief introduction to Rasch analysis is in order (see Bond & Fox, 2001, or Wright & Stone, 1979 for a more detailed account). The Rasch model transforms the students' raw scores from the entrance examination into an equal-interval scale, known as the logit scale. In other words, a Rasch analysis produces estimates of each person's ability and each item's difficulty measured in mathematical units called logits. Since this unit of measurement is not widely used, we have transformed it into a user-friendly scale measured in WITs. The WIT scale has a number of benefits. First, it eliminates the use of negative values and decimals that accompany logit scores (Smith, 2000). Second, the probabilities of a student correctly answering an item on the entrance examination are in easy to remember multiples of 50 (Wright & Stone, 1979). Table 2 displays these probabilities according to the difference between a student's ability and an item's difficulty.

According to Table 2, we can expect that when a student confronts an item exceeding their ability by 100 WITs (resulting in a difference of -100 WITs) the probability of him or her getting the correct response is only 10 percent. With a

**Table 1. Multiple choice items and their targeted cognitive processes**

Question		Cognitive Process
3.2a	What day is Mr. Perak's appointment?	Identify
3.2b	What time is Mr. Perak's appointment?	
3.2d	Which best explains the phrase "booked solid"?	Define
3.2e	What does the phrase "Hmmm, let me see" probably indicate about the speaker?	
3.2f	How can the phrase "squeeze something in" be best interpreted in this conversation?	
3.2c	If the receptionist asked Mr. Perak, "What do you do?" what would he reply?	Predict
3.2g	What would the receptionist probably say next in this conversation?	

**Table 2. The relationship between the probability of a student's success and WIT scores**

The probability of successfully answering the question correctly	The difference between a student's ability and an item's difficulty measured in WITs
.10	-100
.25	-50
.50	0
.75	50
.90	100

difference of -50 WITs, the predicted success rate increases to 25 percent. When there is no difference between a student's ability and an item's difficulty (0 WITs), he or she has a 50 percent chance of correctly answering the question. As a student's ability begins to exceed an item's difficulty, his or her chance of success also increases. A difference of 50 WITs results in a 75 percent probability of getting the correct response. A 100 WIT difference increases the success rate to 90 percent. It must be remembered, however, that these percentages represent the *probability* of a student correctly answering an item. Sometimes a student with a low level of ability might defy the predicted probability of success and correctly answer an item that greatly exceeds their ability. One possible explanation for this successful response might be that the question relies upon content about which the student has a certain level of specialized knowledge exceeding that of other test takers. Therefore, he or she has an advantage over others.

Logits can be transformed into WITs using the following formula:

$$\text{WIT scores} = 500 + 45.5 (\text{the original logit score})$$

The constant of 500 is called the location factor. Its function is to eliminate negative scores present in the logit scale so that the lowest student and the easiest item on the entrance examination have a WIT score above zero. The constant of 45.5 is called the spacing factor. Its function is to ensure that differences between student ability estimates or item difficulty estimates are not lost from the logit scale when the WIT scores are rounded to

the nearest integer. The last part of the formula in parenthesis is the difference between a student's ability/an item's difficulty measured in logits and the average difficulty of the items appearing on the entrance examination. In the case of this analysis, the average item difficulty was set at 0 logits.

Let us work through two examples to understand how this formula works. First, we will transform the ability estimate of a student who did not do very well on this section of the entrance examination. According to the formula, this student's original logit score of -1.2 becomes 445 WITs.

$$500 + 45.5 (-1.2 - 0) = 445 \text{ WITs}$$

Next, we will calculate the item difficulty estimate of question 3.1i (the easiest item in this section of the entrance examination). Its difficulty estimate of -2.82 logits is equivalent to 372 WITs.

$$500 + 45.5 (-2.82 - 0) = 372 \text{ WITs}$$

This formula and the accompanying calculations may be a little overwhelming for people who are not mathematically inclined. Fortunately, the latest version of WINSTEPS (Linacre, 2004) allows users to transform logits into WIT scores with relative ease. The program does all of the calculations, leaving the user to focus on the analysis of the students' abilities and the items' difficulties without having to deal with the negative values and the decimals that accompany logit scores.

Figure 1 shows the person-item map produced by WINSTEPS for the set of items under investigation.

The left side of the person-item map represents the students' ability. The right side of the map is the difficulty of the 17 items accompanied by their underlying cognitive process in parenthesis. Since the focus of this investigation is on the performance of these items, the mean score for the scale (500 WITs) was set to their average difficulty. As we will soon see, this decision allows us to quickly determine the probability of test takers correctly answering the different questions. The "M" marker on the right side of the map indicates the average difficulty of the entrance examination items under investigation. The "S" markers specify one standard deviation above and below the mean. The "T" markers are placed two standard deviations away. The M, S, and T markers on the left side of the map indicate the same information for the students' ability. The students' placement on the left side of the scale represents



In terms of the schedule, items that required students to infer information from the dialogue were in general more challenging. For example, item 3.1e (the most difficult item in this section of the entrance examination) requires students to infer that the patient is busy early in the morning and late in the afternoon on Friday from his statement, “I’m free from 11 a.m. to 2 p.m.” Although this inference may seem relatively easy, it entails a deeper level of cognitive processing than item 3.1d, which requires students to cross out the entire day of the patient’s schedule based on his explanation that, “I have to go to work again all day on Thursday.”

Items 3.1b and 3.1g, however, were not as challenging as the other inference-based questions. These items required students to infer that the patient and receptionist are talking about Tuesday when the patient asks, “How about tomorrow at 11a.m.?” One possible explanation of their poor performance may rest in the fact that the information students need to make this inference is in the patient’s next question, “How about Wednesday?” Thus, this close proximity combined with the linearity of the days of the week may have reduced the difficulty of these items. The performance of items 3.2a and 3.2f also lends some support to this explanation. These two items require students to infer that the receptionist is talking about Monday when she asks the patient, “How about this afternoon?”

Although this question appears at the end of the conversation, students need to go back to the beginning of the dialogue to make the correct inference. Moreover, this inference is contingent upon students correctly deducing that tomorrow is Tuesday (items 3.1b and 3.1g). This twofold challenge thus provides some valuable insights into why items 3.2a and 3.2f were difficult for students.

The multiple choice items performed similarly to questions dealing with the patient’s and doctor’s schedules. In both sets of questions, the level of cognitive processing required of an item played an important role in determining its level of difficulty. The more challenging items, 3.2c and 3.2g, require students to predict what would be said next in the conversation. However, questions asking students to define a phrase taken from the dialogue (items 3.2d, 3.2e, and 3.2f) performed with mixed results. This result reflects the difficulty of writing plausible alternatives for multiple choice questions that differentiate students’ English ability. A distracter analysis of item 3.2d illustrates this point clearly in Table 3. The alternative answers definitely need to be rewritten. Collectively they only attracted eight percent of the students. On the positive side, they pulled students with average WITs scores lower than those who chose the correct answer. The alternatives for item 3.2a produce a similar result. After completing the patient’s

**Table 3. Distracter analysis of 3.2d, 3.2b and 3.2a**

Question and alternatives	Data count	Percentage	Average WITs score
<i>3.2 d) Which best explains the phrase, “booked solid”?</i>			
1. The doctor has many books.	5	1	516
2. The doctor has lots of free time.	10	3	497
3. The doctor has read many books.	14	4	534
4. The doctor has no free time. (correct)	342	92	560
<i>3.2 a) What day is Mr. Perak’s appointment?</i>			
1. Monday (correct)	342	92	563
2. Tuesday	12	3	464
3. Wednesday	3	1	350
4. Friday	14	4	515
<i>3.2 b) What time is Mr. Perak’s appointment?</i>			
1. 11 a.m.	14	4	505
2. Noon	88	24	531
3. 1 p.m.	56	15	532
4. 2 p.m. (correct)	213	57	577

and doctor's schedules, 92 percent of students had little difficulty selecting Monday over other days of the week as the appointment day. In contrast, item 3.2b posed more of a challenge. As seen in Table 3, the three alternatives separated 43 percent of students from those who had an average score of 577 WITs. These findings, of course, are the product of hindsight. Test security issues surrounding entrance examinations prevent the practice of trialing items beforehand as is done in the development of TOEIC and TOEFL examinations. Thus, test writers must settle for paying special attention to the likelihood of alternatives being a plausible answer. If the construction of attractive alternatives is impossible, as might be the case with items 3.2a and 3.2d, test writers should consider using another question that has a better chance of detecting differences in students' level of communicative competence.

In summary, the best performing items asked students to go beyond what was said in the dialogue and fill in the missing information. Questions asking students to predict what would be said next in the conversation or in response to someone's question are especially promising for future examinations. They require students not only to demonstrate their understanding of the communicative situation, but also to contribute to it. However, their success, along with that of other multiple-choice items, relies upon the plausibility of the alternatives. Writing distracters that identify students of differing abilities is definitely a fine art which can be refined with the help of the Rasch model and a distracter analysis. These informative tools not only direct test writers' attention to the importance of writing plausible alternatives, but also help test writers identify which types of alternative answers attract which ability level of students.

### Concluding Remarks

This report represents an important first step towards developing more communicatively-orientated university entrance examination questions. Writing items that require students to demonstrate their ability to achieve a concrete goal in English is only one part of the process. The time and effort spent carefully designing this type of question must be matched by an equally rigorous analysis of how the items actually performed on the test. In the case of this investigation, the Rasch model along with a distracter analysis provided some important

insights into how different levels of cognitive demand make some items more challenging than others. This information in turn helps in the development of future exam questions. Analyses such as the one illustrated here have led to substantial increases in the overall reliability of the entrance examinations at this university. Since its commencement two years ago, this review process has become essential to developing items that reliably detect differences among students' communicative competence.

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**Appendix A. A-B Dialogue**

Read the following conversation between a patient and a receptionist at a doctor’s office and answer the questions below.

Receptionist: Good morning, Dr. King’s office. How may I help you?  
 Patient: Hello, this is Mark Perak calling. I’d like to make an appointment to see Dr. King, please.  
 Receptionist: Sure, Mr. Perak. When would you like to come?  
 Patient: How about tomorrow at 11 a.m.?  
 Receptionist: I’m sorry, Dr. King is booked solid all morning. How about tomorrow afternoon at 1 p.m.?  
 Patient: Umm, I have to attend classes all afternoon. How about Wednesday?  
 Receptionist: Dr. King is out of the office until 3 p.m. He’s free anytime after that.  
 Patient: Actually, I have to work at my part-time job starting then.  
 Receptionist: Are you available on Thursday?  
 Patient: Sorry, I’m not. I have to go to work again all day on Thursday. How about Friday?  
 Receptionist: What time are you available on Friday?  
 Patient: I’m free from 11 a.m. to 2 p.m.  
 Receptionist: I’m terribly sorry but it looks as if Dr. King already has appointments at those times. Hmmm, let me see. How about this afternoon?  
 Patient: Actually, I think I may be able to squeeze something in. Okay, it’s 10 a.m. now. What time is the doctor free?  
 Receptionist: Not until 2 p.m. Would you be able to be here by then?  
 Patient: Sure, I’m free from noon today.

**Appendix B. Task Sheet**

On the answer sheet, mark an ( X ) on the schedules of the doctor and the patient where they cannot meet for an appointment based on the conversation. Note that the doctor’s office is open from Monday to Friday from 9 a.m. to 6 p.m. and is closed for lunch from 12 to 1 p.m. every day.

**Doctor’s schedule**

	Mon.	Tues.	Wed.	Thurs.	Fri.
9 a.m. -					
10 a.m. -					
11 a.m. -					
12 p.m. -	X	X	X	X	X
1 p.m. -					
2 p.m. -					
3 p.m. -					
4 p.m. -					
5 p.m. -					

Items 3.1a 3.1b 3.1c 3.1d 3.1e

**Patient’s Schedule**

	Mon.	Tues.	Wed.	Thurs.	Fri.
9 a.m. -					
10 a.m. -					
11 a.m. -					
12 p.m. -					
1 p.m. -					
2 p.m. -					
3 p.m. -					
4 p.m. -					
5 p.m. -					

Items 3.1f 3.1g 3.1h 3.1i 3.1j

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# Language testing seen from its British home: An interview with Jayanti Banerjee

Daniel Dunkley

Aichi Gakuin University

Jayanti Banerjee is a lecturer in the Department of Linguistics and Modern English Language at Lancaster University, UK.



Her main research is in the interpretation of language proficiency test scores by university admissions personnel. Her most recent publications are *State of the art review of language testing and assessment* (Parts one and two) (Alderson & Banerjee, 2001, 2002) and *Impact and washback research in language testing* (Alderson & Banerjee, 2001), both coauthored with J. Charles Alderson.

## 1. The Lancaster Testing Research Group (LTRG)

**DD:** Could you tell us about the history of the Lancaster Testing Research Group?

**JB:** The Lancaster Testing Research Group (LTRG) was set up by Charles Alderson, Dianne Wall, and Caroline Clapham, and it preceded my arrival at Lancaster. When I arrived in 1994 it was already a thriving research group. Essentially it was set up for the purpose of sharing ongoing research, and it has also undertaken joint research projects: members of the group have got together to run research projects.

**DD:** Could you give me an example of a recently completed project?

**JB:** We haven't had a big joint project for a long while now. The last time any joint work was done was in 1995, and it was part of a project investigating the nature of assessment in what was then known as the Modern Languages Department. We looked at how the oral assessment was conducted and at the criteria that were being used.

**DD:** I see, so more recent projects have been individual ones. Could you give me one or two examples of these?

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**JB:** There are a number of projects. I think it would be a good idea to look at the program for the term. If you look at the web page <[www.ling.lancs.ac.uk/groups/ltrg/pprog.htm](http://www.ling.lancs.ac.uk/groups/ltrg/pprog.htm)>, you will see that there are a number of different people who have taken the lead just this term alone. The presenters cover both members of staff and research students.

For instance, one of our research students, Dina Tsagari, who is actually researching textbook washback, has presented once already on some work that she's been doing with the Open University in Greece on alternative assessment. She will be presenting on her PhD work in week 9.

You will also see that there is a presentation by Dianne Wall on some work she's doing in collaboration with her research assistant Tania Horak on an impact study for the new TOEFL (due to be launched in 2005). In the last 18 months they have been doing a baseline study in advance of the actual introduction of the test, so that they will be able then to track the impact of that new test on teaching and learning.

### 2. University Entrance English Proficiency Tests: IELTS and TOEFL

**DD:** The second point I'd like to raise with you is about language proficiency tests in general. From a British, or perhaps European perspective, what are the standard proficiency tests which European or other international students coming to study in the UK would aim for?

**JB:** In order to get into a university in Britain, the two standard proficiency tests asked for, regardless of the institution, are IELTS (The International English Language Testing System) and TOEFL.

**DD:** TOEFL is known in Japan, but what are the particular features of IELTS?

**JB:** IELTS differs from TOEFL in a number of ways. First, it is produced by a consortium. The University of Cambridge Local Examination Syndicate, who have recently changed their name to Cambridge ESOL, the British Council, and IDP Australia are the three institutions who actually came together to develop the IELTS.

**DD:** Is it widely used in European Universities for people wanting to study abroad?

**JB:** I'm not familiar with how the different European countries deal with each other's

relations with non-English speaking countries, so I can only speak for the practices of most UK universities. All UK universities accept IELTS and TOEFL, but institutions vary in the other exams that they will also consider. Many are willing to consider the Cambridge ESOL main suite of exams. In particular, institutions consider the more advanced level ones—the Certificate of Proficiency in English and the Cambridge Advanced English certificate—as alternatives to IELTS and TOEFL. Students from Greece often ask us to accept their scores on the Michigan ECPE. Some countries or institutions have developed language tests which they ask people to accept as proof of whether the student is capable of working in English.

But you also asked about the difference between the IELTS and the TOEFL in terms of the type of exam it is. IELTS provides a separate score profile for listening, speaking, reading, and writing, as well as an overall score. TOEFL provides a listening score; it also provides what they call a structure and writing score, and provides a reading score. If students take the computer-based TOEFL they will receive a writing score. If they take the paper-based TOEFL they will only get a writing score if they also take the Test of Written English (TWE). Unless students take the Test of Spoken English (TSE), they don't get a speaking score. So IELTS provides both a direct writing score and a speaking score for all candidates, but TOEFL test-takers may not (depending on the combination of tests they take) receive a direct writing score or a speaking score.

Another difference between IELTS and TOEFL is the score reporting. IELTS reports test performances on a nine-band range from 1 to 9. It also provides a table explaining what it means to perform at a particular band-score level; i.e., what a student getting that band score can be expected to be able to do. TOEFL reports scores differently for the two modes (paper and pencil and computer-based). The paper and pencil score range is 310 - 677, and the CBT score range is 0 - 300. TOEFL also makes available the percentile in which the test-taker has performed. It does not attempt to describe what a test-taker with a particular score *can do* in the language.

**DD:** And developing these band score descriptors is a complicated process isn't it?

**JB:** Yes. Charles Alderson led the team that revised the old ELTS (the English Language Testing System). This was called the ELTS Rev and the

result of this project was the new IELTS, which started in 1990. Since then, certain sections of IELTS have undergone further revision.

### 3. Progress in Language Testing Theory

**DD:** Thank you for putting me in the picture on the British perspective on the important university level proficiency exams. I'd like to ask a more general question. Can it be said that any old questions about language testing have actually been solved by researchers in the last 10 years or so?

**JB:** At the risk of sounding apocalyptic, if anything, the last 10 years in Language Testing have shown that there are hundreds of questions that are worth asking, and nothing is sacred, and that for everything we learn today, we uncover three or four more questions we need to ask. In particular, when you engage in assessment, particularly in high-stakes assessment, you have to recognize your responsibility to the users, the receivers of those test scores, because assessment can have such wide-ranging effects.

### 4. Resolving Controversies About Exams

**DD:** In this morning's UK newspapers there were headlines about complaints by employers about the poor performance of students who had passed certain GCSE's (public exams taken by nearly all students at age 16). Are there any practical questions, which you and your colleagues can answer in this connection?

**JB:** Well there are a couple of problems: One is in the way in which employers or admissions officers wish to use test scores. I am of the opinion that there is too much store placed on what is essentially a snapshot of what a person can do, and one of the things that is very important is to help test score users recognize that what a test does is take a snapshot. However complete, or complex, or varied that snapshot may be, it is still, nevertheless, a snapshot of what that person can do. And it's very important to make clear what that snapshot comprises. For instance, if a student gets an A for Mathematics at O level, what does that tell you about what that person can do? And of course, if you try to use that grade to then say a person can do a particular sort of job, you have to make the logical leap from the task that students have to perform in order to get a "1" on the maths O" level and the tasks you expect them to be able to perform in that job.

### 5. Prospects for Future Progress

**DD:** Moving from your contribution to the present debate, what is the view of the LT professional on what problems remain to be solved? What progress would you like to see?

**JB:** It's amazing how problems turn up around the corner that you hadn't thought of. So I think that there is some very interesting work being done in Europe that I'd like to talk about rather than say what problems I'd like to have solved. One of the comments that Charles Alderson and I make at the start of the *State of the Art* review (Alderson & Banerjee, 2001), is that it's amazing how looking into the looking-glass and trying to see into the future is fraught with disappointment, because nobody looking into the looking-glass in 1989 would have predicted the amazing explosion in language testing activity in so many different directions in the last 15 years.

But to go back to the exciting things that are being done in Europe at the moment—the Council of Europe, back in 2001, published the second draft of the Common European Framework of Reference for Languages and that's a really interesting document. It's based on PhD work by Brian North (North, 1995; North & Schneider, 1998), and it presents a set of scale descriptors that describe language performance in different skill areas in different contexts. It's extremely complex. For instance, for speaking you've got spoken interaction such as we're doing now, such as an interview, dialogue, as well as spoken production (as for instance in the case of delivering a talk or a lecture). Each of these two strands of speaking takes place in different contexts so, as I said, there's interaction in the form of a telephone conversation or in the form of a serious discussion. The framework describes a language learner's ability to perform in these contexts on a six-point scale—A1 to C2—which basically corresponds to the beginning, intermediate, and advanced distinctions. A1 is more than nothing, but not very much, and C2 is an educated, near-native speaker.

**DD:** So they are pretty wide and easy to understand bands then?

**JB:** It's available on the web <[www.culture2.coe.int/portfolio/documents\\_intro/common\\_framework.html](http://www.culture2.coe.int/portfolio/documents_intro/common_framework.html)>. Brian North developed it using input from practicing language teachers' intuitions about students' language learning performance. The framework is intended to provide all the

countries across Europe who teach and assess in many different languages the means to both teach and assess according to a common reference, so that if somebody in Hungary says, “My student is performing in English at B1 level,” the person they were speaking to (who could be Polish) would understand what that meant.

But what this has done is to develop an imperative that teachers and assessors across Europe understand how to reference these tests to the common European framework and also understand what it means to design a test with items at a particular level. So we attended a workshop in Amsterdam in February 2004 to discuss the value of the Common European Framework (CEF) for language assessment. Charles Alderson is currently working with a pan-European team (with partners from Spain, France, the Netherlands, Germany, and Finland). They are developing a set of instructions for item writers based on the CEF. The intention is that an item writer, when told to write an item at the A1 level, will then know what that means in terms of the type of text to select, the type of task to write, and that sort of thing. But this project is also helping us to uncover all the assumptions that are being made by the CEF and to enrich it, because the more we understand, the more we can contribute to the next edition of the CEF. It is important to note that the CEF is an ongoing project and it can be revised as many times as it needs to be.

### 6. European Language Testing

**DD:** Now, we speak English, so we tend to think of the world as the English speakers and the others, but many other language groups must be testing their own languages. As the European Union expands, what is happening to language testing?

**JB:** Well, as I told you right at the start, there are at least two other organizations, apart from the International Language Testing Association (which is International). There is the Association of Language Testers in Europe (ALTE), which is a very small group of institutions or organizations that test their mother tongue. Its members include Cambridge ESOL for English, Goethe Institut, and one other organization for German, etc. That association is really quite small because it has virtually one member per language <[www.alte.org/](http://www.alte.org/)>. But then you’ve also got the newly established European Association for Language Testing and Assessment (EALTA—<[www.ealta.eu.org](http://www.ealta.eu.org/)>). It has been set up as part of a pan-

European project called the European Network of Language Testing and Assessment (ENLTA). Other activities include a survey of the assessment and training needs across Europe. The results of this survey will be presented at the association’s first conference in Slovenia in May, 2004. Based on the results of the survey, we would like to design and pilot language testing training packages.

**DD:** Well, certainly Lancaster staff are at the forefront of European testing research activity. Thank you very much for your informative and lucid explanation.

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### SCENES FROM JALT2004 IN NARA



Photo: Bob Sanderson

# Dogme in language teaching in Japan

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**D**ogme 95 was the idea of film director, Lars von Trier. About two years ago, the teacher trainer and writer, Scott Thornbury, proposed a language industry version of *Dogme* (Thornbury, 2002). Where Trier wanted to cut the artifice imposed by Hollywood, Thornbury's version was addressed at our dependence on materials and technology. The full wording of the principles are in Appendix 1, and the website to consult is <[www.teaching-unplugged.com](http://www.teaching-unplugged.com)>.

I learned about Dogme (the language version) from a recent interview with Thornbury (Smith, 2004), and in this article I will explain what Dogme is, look at it from the point of view of teachers in Japan, and provide a sample Dogme lesson.

Dogme asks us to place the student and their needs and preferences at the center of our teaching. It asks us to become partners with, rather than pontificators to, students. Applying the Dogme tenets will appear simple to some, but may also require many of us to rethink our ways in the classroom. Here the meaning of the word *Dogme* may need explanation. A search in even your unabridged dictionary will not help. In the original paper in which Dogme was proposed, a similarly spelled word (*dogma*) was used in the title, causing anguish of having yet more inflexible rules imposed upon language instructors (Gill, 2002). The English *dogma* is indeed a direct translation of the original Danish *dogme*, but as Dogme is a new word in English, all bets should be off as to the meaning.

A lengthy paraphrasing of the meaning of Dogme in English could be: A plea for cutting the apron strings of materials and technology, while remembering that we are teaching real people with real language needs in real classrooms, and that we should look to and trust these students to know what should be learned. In other words, we should not be dogmatic about what we want the students to learn.

## The Global Setting of the Manifesto

The origins of Dogme are in Europe, in teacher training for the teaching of smaller classes, and that may explain why practitioner reactions focused on mass-produced materials being slighted. In the language teaching profession,

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our times are seen to be without set methods and practices that can be followed mechanically. Dogme provides guidelines that will support instructors in the evaluation of what to implement in the classroom.

If we step back a few years, there was a time when methods, models, and approaches flourished. We had the silent way, TPR, community learning, and many, many more. That happy progress stopped when Swan (1985a, 1985b) called attention to the absence of solid evidence to support the efficacy of at least communicative language learning, and maybe there was a realization that while most methods were a good thing some of the time, there were always alternative ways to explore.

Today, with models and surefire ways disapproved of, we have built up different defenses against focusing on student learning. Thornbury's Dogme steps in to encourage us to cease and desist from using textbooks and other machinery to mediate the work in the classroom, and to get back to dealing with the language learners there.

### The Dogme Principles and Japan

Now I will examine some of the Dogme principles and what they may tell teachers here in Japan. There are ten, and I will look at those that I find most pertinent.

The one that struck me most powerfully was number six: doing away with grammar. Implementing this in Japan would mean a great deal of change. It could be argued that language learning will cease when grammar is not at the core, but there are also signs that grammar may be doing real harm.

We do not usually listen to classes taught by other teachers, but those in which I have been an observer (Christensen, 2003), or which we may observe via the radio or TV, seem to contain very little but grammar-grounded skits. Words and phrases are explained using their grammatical value, and by nothing else. We may hear, as I did recently, an Italian word for *angry* described as an adjective, with no mention of its emotional or semantic value. This could be one reason why my students often seem inattentive to meaning. If meaning mattered in the classroom, our students might be less puzzled by word nuances and other points that grammar skates over.

Student English ability in the Center Test for university entrance was last year yet again found wanting. The published examples of poor performance that I saw could be seen as the

result of indiscriminate grammar application and a failure to attend to illocutionary value. Maybe Dogme is on to something.

The fact that the grammar item ranks only sixth in the Dogme list seems to show that the grammar of the old school as taught in Japan is not a primary issue in language instruction in other parts of the world. It is possible to posit a number of reasons why we are not similarly blessed, but that is outside the scope of this introduction to Dogme. We should not forget, however, that we are very much influenced by this reality.

Item five starts with an adjective that we do not use much when discussing our ways in the language classroom: slavish. One method that Dogme does not mention here is the Present-Practice-Produce (PPP) routine that is beloved by many. A grammar point is introduced, it is practiced in several unconnected sentences, and then students get an opportunity to apply the newly learned grammar rule. Item five of Dogme says that we should not rely exclusively on even such seemingly rational methods, but vary our ways with needs and situations.

One reason PPP does not always work (like all methods, Dogme would say) is that some grammar is difficult to apply or is rarely used. The confusion and mistakes made by even intermediate language learners show learners to be unsure about fairly common rules, even when they are able to trot out obscure examples that must have been internalized in grammar instruction, likely with a blanket application of a method such as PPP.

The suggestion offered in item two of the Dogme list regarding the treatment of pronunciation will appear entirely alien and irresponsible to those engaged in language instruction in Japan. Correct, superior pronunciation is an important issue in Japan, while at the same time, we are constantly told of the inferior quality of the local product. Dogme tells us to forget all about that and to interact and listen to each other. That seems sound advice that our local mores, however, make difficult to realize. In discussions about Dogme, practitioners talk about *doing listening* (going through set materials), as opposed to *listening* (making sense of what is said), a dichotomy to think about.

Item one, which discusses textbooks and excited instructors in Europe, would seem to be an overreaction for Japan. Abandoning set texts seems a sound enough principle whenever practical. However, with a large proportion of language teachers floating in and out of the

profession, reliable if pedestrian textbooks seem a good thing when students are accepting of their use and instructors are testing the waters before deciding on a career in language teaching. Not having a textbook available and trusting to intuition at all times is difficult for some, and I feel that there should be room for such people among language teachers. The standard textbook published to fit the world market certainly has its place, but in a specific classroom, Dogme tells us not to use it. Still, we should perhaps not be dogmatic about this in Japan.

### Some Needs for Dogme in Japan

As the brief review above shows, this writer thinks that Dogme makes sense for Japan. However, what kinds of teacher training and other concerns are there, with no grammar, no text, no method, no tools, and no other tasks in the classroom than to make sense of classroom happenings in order to further language learning?

First the skills called for in a Dogme teacher: Here there seems to be a need for skills to cope with the broad range of issues that may emerge in a lesson, without any particular order or warning. Optimally, Dogme teacher training would instill a relaxed confidence in the use of the language and an intuitive ability to understand the background to problems arising in language use. It would require the instructor to be willing to stand back, let things happen, and be ready to suggest, rather than impose ideas. Learning to get around organizational hurdles and overcoming resistance to change will also be required. For some, it may also be necessary to overcome a reluctance to speak English in front of students and to sit down with them as equals, maybe due to perceptions of poor pronunciation and feelings of otherness due to the imparting of *non-native* (foreign) ways.

Traditional lesson preparation will largely disappear with Dogme. Presence of mind in dealing with the target language as it emerges will mark the Dogme practitioner. An extensive stock of reference materials and compendia of how to overcome specific problems in the language classroom will be welcome. These would need the involvement of the publishing industry, which would then be able to make up for the lessened demand for textbooks. But as lesson preparation, a good stock of paper and pencils will generally do.

Class size is not really important, as I hope my Dogme lesson below will show. Large classes were an issue some years ago until it was verified and realized that most of the problems in large

classes are class management problems, and that while large classes do limit some things, Dogme seems to offer suggestions even for those.

### Dogme Paradise

The class I will describe here takes place with a group of students who have met a number of times already and who are comfortable with the class. The aim of the class is that all participants are contributing and that all will be able to show proof of having taken part. Below, I will put the numbers of the Dogme principles in brackets where they are in play.

The teacher arrives as the students trickle in and today all 41 enrolled students are present. Last week it was agreed that everybody would prepare a short story of about 100 words about a recent happening (1). The only limitation put on the story is that it must include half a dozen new words that the students have recently learned/encountered or would like to try out (6).

First the class divides into six or seven groups and group members present their stories to the group. Some students have typewritten their stories, while others have memorized theirs, and still others are extemporizing (8). The students present their stories, maybe explain their new words, and the rest of the group ask questions to make sure that they understand what the storyteller wants to say. This is in preparation for the next step where the class forms into new groups for students to report their own stories in further detail, in addition to giving summaries of the stories they have heard while in their first group (and which the students in the new groups have not yet heard).

While the students are busy doing this, the instructor is helping out where necessary, as there are matters in which students ask for help, ever focusing on the *message* of the stories (4). When there are no requests for assistance, the instructor may take part in any of the groups, or maybe the instructor was assigned a group at the start (3). The instructor has prepared several stories to share with the students, so attendance in several groups is possible where this is not disruptive of the student work.

After these two cycles there may be time to elaborate on the stories, making them funnier. Alternatively, something may have occurred that invites exploration in the groups or with the whole class (7).

Finally, to show participation, the students agree to make up three line stories with a few gaps for filling in, to be completed by the next lesson

(9). These snippets may go on the blackboard for copying, the students may email them to each other, or all may agree on some other way of getting the *exercises* to everybody. In the following lesson, the answers are provided, and students may report their scores.

There may be some who feel that the above is community language learning without the tape recorder, but other than the silent method, there seems to be a little bit of many methods here (5). There were no extraneous listening materials, and the focus was on student generated/relevant material (2).

The teacher evaluation will probably be “not boring” (10), with students attending to the stories, laughing, and helping each other. The electrifying atmosphere will bring out the best in us all.

The above is, of course, only the barest outline of the class. I will be happy to provide further details. As in this example, the implementation of Dogme principles is not difficult at all. It will make for a challenging learning environment and place language learning at the center of activities.

Think about Dogme. Try it out here and there. You will like it.

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### Appendix 1. The Dogme principles (Thornbury, 2002)

1. Teaching should be done using only the resources that teachers and students bring to the classroom—i.e., themselves—and whatever happens to be in the classroom. If a particular piece of material is necessary for the lesson, a location must be chosen where that material is to be found (e.g., library, resource centre, bar, students' club...)
2. No recorded listening material should be

introduced into the classroom. The source of all *listening* activities should be the students and teacher themselves. The only recorded material that is used should be that made in the classroom itself (e.g., recording students in pair or group work for later replay and analysis).

3. The teacher must sit down at all times that the students are seated, except when monitoring group or pair work (and even then it may be best to pull up a chair). In small classes, teaching should take place around a single table.
4. All the teacher's questions must be *real* questions (such as “Do you like oysters?” or “What did you do on Saturday?”), not *display* questions (such as “What's the past of the verb to go?” or “Is there a clock on the wall?”)
5. Slavish adherence to a method (such as audiolingualism, Silent Way, TPR, task-based learning, suggestopedia) is unacceptable.
6. A preplanned syllabus of preselected and graded grammar items is forbidden. Any grammar that is the focus of instruction should emerge from the lesson content, not dictate it.
7. Topics that are generated by the students themselves must be given priority over any other input.
8. Grading of students into different levels is disallowed. Students should be free to join the class that they feel most comfortable in, whether for social reasons, for reasons of mutual intelligibility, or both. As in other forms of human social interaction, diversity should be accommodated, even welcomed, but not proscribed.
9. The criteria and administration of any testing procedures must be negotiated with the learners.
10. Teachers themselves will be evaluated according to only one criterion: that they are not boring.

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# Rethinking speaking in light of the 2005 TOEFL

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一般的に、スピーキング能力は最も顕著な言語能力であり、日常生活で必要とされる学習者の英語能力を測る尺度となっている。そうであるならば、現実的な意味において、すぐれたスピーキング力を持っていれば、学習者は進んで会話に参加し、より一層言語能力を伸ばすことができるはずである。だが、TOEFLにはスピーキングのテストがないため、教室ではスピーキングはあまり省みられることがなかったというのが多くの英語教師にとっての実感であろう。2005年9月からTOEFLにスピーキングが導入されることを受け、これらの状況を変えていく必要がある。本稿では、新しいTOEFLのスピーキング部門を紹介し、この新しい動きに対応するためのカリキュラムについて考える。さらに、EFLのカリキュラムに発音とスピーキングを導入するテクニックのいくつかを紹介する。

Most of us in the ESL profession pride ourselves on teaching the four skills; reading, writing, listening, and speaking. However, most of us will also admit that since the skill of speaking has not been tested on the TOEFL, it has been neglected. While we have usually planned to have speaking play a role in our classrooms, we never seem to find enough time to really have our students do much work on their speaking skills. All of this will soon have to change because beginning September 2005, speaking will be tested on the TOEFL, so we as teachers must begin rethinking our lesson plans and the structure of our curriculum in the very near future.

## Speaking on the 2005 TOEFL

There will be a speaking section on the TOEFL consisting of six tasks, each of which will be rated by a different rater. There will be two independent tasks about familiar topics (Kantor & Mollaun, 2004; Netten, 2004). Student responses will be based on personal experience. These two exercises appear to be similar to the Free Response section of the SPEAK, Section 6, where students must respond to questions, but there is no correct answer. The primary goal is to grade the students on their speaking ability, i.e., their pronunciation ability and whether they are comprehensible.

The next four tasks are integrated; two Reading/Listening/Speaking tasks and two Listening/Speaking tasks. In this article, the focus is on the Reading/Listening/Speaking tasks, because this is a new and different category. Students will be expected to read a brief article and then listen to a tape recording of a person commenting about the article. The students then must be able to comment about the similarities and/or differences between the two.

For a closer look, let's review the example of this category provided by Kantor & Mollaun (2004). Students undertaking the TOEFL examination will have 45 seconds to read a short passage. For example, students will read a passage on why the university wants to eliminate the bus service to the university campus. The reasons given are that the service is too expensive and few students use it. The university wishes

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instead to use the money saved to build a large parking facility. After reading this, the students then listen to a speaker comment about the proposal. The students must then compare what they have read to what the narrator/commentator has said. In this case, the commentator suggests that the bus routes are not well-planned, and that students would use the bus system if the routes were changed. Also, he believes that by building a parking facility, the university will be favoring wealthy students who own cars, and that more cars would bring more traffic and noise to the university campus. After listening to the commentator's opinion, the students have 30 seconds to prepare to explain orally what the commentator's opinion is and why he holds it. In other words, students must be able, in a very short period of time, to read and understand a written argument, then listen and compare that argument to another oral argument, and finally summarize and state the different views orally.

Trained raters will then evaluate the students' ability in:

- topic development—demonstrate understanding, make clear connections, and convey relevant information
- delivery—clear, fluid, sustained delivery for overall intelligibility
- language use—control of grammar and word choice

What *intelligibility*, *comprehensibility* and /or *demonstrating understanding* really mean here is what everyone is trying to figure out. As a point of comparison, Morley stated that she thought a passing cut-off for the new TOEFL speaking section would probably equate to a "4" on the Speech Intelligibility/Communicability Index. (Morley, 1994) For more information on the speaking tasks, see the ETS website: <[www.ets.org/toefl](http://www.ets.org/toefl)>.

This category is not only new to most students but also to language teachers as well. The skill of recognizing and summarizing arguments both in written and oral forms requires a very high level of thinking, understanding, and speaking. For this reason, we will have to begin to rethink our curriculum and incorporate these more advanced ways of using language if we want our students to do well on the new TOEFL. However, we must begin with the primary skill of pronunciation and build from there, because without basic pronunciation skills, even if students understand the information, they will be

unable to convey it verbally. Unless they have had some pronunciation training and have mastered some key aspects of pronunciation, their overall speaking abilities will be in question.

### The Importance of Speaking

Speaking ability is the most noticeable aspect of language ability. It is the ability on which people gauge a speaker's capacity for participating in normal, everyday interactions (for example, social interactions and transactional interactions). In a very real sense, strong speaking skills can be seen as a vehicle for propelling a learner through linguistic exchanges that are beneficial to further development. Specifically, strong speaking skills allow a learner to participate in interactions that can be rich sources of comprehensible input—a key ingredient for advancing their interlanguage system, according to Krashen's (1981) input hypothesis. Moreover, these same interactions provide opportunities for the learner to produce output. This allows them to test out hypotheses regarding specific language structures, moves them from semantic processing to syntactic processing, and pushes them beyond their current level, all of which benefit the developing system, according to Swain's (1985; 1995; 2000; in press) output hypothesis.

Strong speaking skills also provide a level of confidence that can provide an invaluable motivational benefit. Morley (1994) summarizes it thus:

[U]nless nonnative speakers (NNSs) are comfortably intelligible, they often avoid speaking interactions as much as possible, thus depriving themselves of the learning and practice effects of interaction. It is well documented that speakers with poor intelligibility have long-range difficulties in developing into confident and effective oral communicators; some never do (Morley, 1994b, p. 67),

and makes the following related points:

- Speakers with *ineffectual* speech "are judged to lack credibility and do not inspire confidence in either their knowledge of content or their persona."
- Pronunciation errors (described as sounding "*comical, cute, incompetent, not serious, effeminate, or childish*") can "result in negative judgments about personality traits and *foreignerism* stereotyping."

- Native speakers report “having very uncomfortable apprehensive feelings” when interacting with a NNS with pronunciation problems. “Often, they reported, they kept to superficial social topics [...], shifted topics frequently, spoke more loudly and more slowly, and moved to terminate the interaction as soon as possible.”
- “NNSs often are assigned undesirable characteristics based on pronunciation. The research of Lambert in Montreal (1967) and Labov in New York (1972) demonstrated that listeners judge speakers they have never seen nor met before as to their personality, intelligence, ethnic group, race, social status – even their height – simply from listening to the way they pronounce a few words (Morley, 1993).” (From Morley, 1994, pp. 69-70)

### How to Begin Making Changes in the Teaching of Speaking

In this section we discuss ways for developing competence in the areas that will be targeted as assessment criteria for the speaking section of the 2005 TOEFL. Teachers must begin to get students motivated by getting them involved—increasing learner empowerment through learner strategies of speech awareness, self-awareness, and self-monitoring (Morley, 1994)—and by fostering learner autonomy through giving them predictive power (Dickerson, 1994). Most importantly, students must be invested in the process by being made aware of the assessment criteria.

Listed below are some specific activities and other practical ideas on teaching speaking that you might want to incorporate into a new speaking curriculum. We have found these exercises to be fun and a good starting point for teaching pronunciation and/or speaking. These exercises can be used with different levels of students.

- input processing activity for intonation, using kazoos (Gilbert, 1994)
- shadowing (see Quarterman & Boatwright, 2003)
- adapted mirroring activity (Monk, Lindgren, & Meyers, 2003)
- demystifying the TOEFL Speaking Test (adapting Earle-Carlin, 1994, to the new TOEFL)
- spontaneous oral interaction (Black, 1999)
- suggestions for active pronunciation learning (Makarova, 1999)

- telling stories (Doyon, 1999)

Quarterman and Boatwright’s (2003) shadowing technique, based on Grant (2000), and Monk, Lindgren, and Meyers’ (2003) adapted mirroring activity (both discussed in Dauer, 2004) are especially useful, as they hone in on all of those aspects of pronunciation that have been found to contribute most to perceived comprehensibility, such as stress, intonation, rate of speech, pausing, and hesitations. The shadowing technique involves a word-for-word repetition of what a speaker on, for example, a TV or radio show, says, with the learner following the speaker by only a word or two, attempting to imitate as closely as possible the intonation contours, stress patterns, and rhythm. The mirroring activity involves obtaining a 30 to 60 second recording of a chosen speaker model, again from TV or radio, and trying to mirror it exactly. The activity involves making a careful transcription of the speech sample, making notes of intonation contours, stresses, and pauses. Finally, after sufficient practice, the mirroring is recorded and evaluated, both by the student herself and by peers. Besides addressing aspects of pronunciation, we find that these activities reinvigorate learners’ interest in English, an obvious motivational benefit. Details of the other activities listed above can be found by reading the articles in the reference section.

In addition to these techniques, teachers must also begin thinking about their speaking curriculum in general and how they can assist students in becoming better communicators. For example, Cross (2002) reviews the importance of stress, rhythm, and connected speech in everyday speaking; how Japanese and English speech differs; and why students must recognize these differences if they are to become better speakers of English. Additionally, Fujimori and Houck (2004) report on the how and why of speech acts for teaching in the classroom, another important area rarely included in the English curriculum.

All of this is just the beginning. Much more attention will have to be given in the language classroom to pronunciation in order to improve the comprehensibility of students. We, as teachers, will have to begin to put as much time into teaching speaking as we have put into the other skills. Hopefully, many teachers will begin to create and share even more speaking exercises with their colleagues. Until now, we have mostly ignored speaking, but that must change. Speaking is now being emphasized not only at the university level: speaking is even being introduced into Japanese elementary schools (Sato, 2004). If

we want our students to succeed in school and to do well on the new TOEFL examination, we must reinvent the teaching of speaking, making it both educational and fun.

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**Randall Gess** has a PhD in Linguistics from the University of Washington. He has taught listening and speaking for students of EFL in France (Université de Nice), and for students of French as a Foreign Language in the United States (University of Texas, University of Washington). He has also supervised a large program of basic language instruction in French and Spanish at the University of Utah's Department of Languages and Literature. He is currently the Director of a large, ESL-oriented graduate program at the University of Utah's Department of Linguistics, where he also teaches phonetics and phonology.



My Share starts off the New Year with some fun in the classroom. The first piece is a lesson activity by Scott Bingham, who uses an innovative version of the card game *Go Fish!* to teach a variety of target language. Next, Chantal Hemmi outlines a communicative spelling competition that should get your students' blood pumping.

Submissions should be up to 1,000 words describing a successful technique or lesson plan you have used, which can be replicated by readers, and should conform to My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

## GO FISH! A fun, flexible activity with pedagogical punch

Scott Bingham, Miyazaki Municipal University  
<binghamscott@hotmail.com>

### Quick Guide

**Key Words:** card game, flexible, easy to learn

**Learner English Level:** all

**Learner Maturity Level:** all

**Preparation Time:** 20–30 minutes

**Activity Time:** 30–45 minutes

**Materials:** One deck of cards per group of four to six students. These cards can be regular poker cards, UNO cards, or any picture cards that have sets of three or four cards of each picture. A blackboard is optional.

This variation of the kids' card game *GO FISH!* has three important qualities necessary for in-class games: a) It's very easy to explain; b) It's fun, yet challenging; and c) It has valid pedagogical value. Another important aspect of this game is that once the students learn the basic rules, with a little creativity and different sets of cards, it can be modified to fit almost any language point or student level. The rules are basically the same as the kids' card game.

**Step 1:** The Dealer deals out 5-8 cards per player and places the remaining cards in the *pond* (the center of the table).

**Step 2:** Players then take turns asking other players for cards that match cards in their hand.

**Step 3:** If the card that Player A has requested matches the card(s) in Player B's hand, then Player B must give that card or those cards to Player A.

**Step 4:** If there is no match, then Player B says, "Go fish" and Player A finishes his turn by pulling one card from the pond.

**Step 5:** The player to the left of Player A now has a turn and makes a request. The player that is making the request can ask any other player, but only one at a time and only for cards that he/she holds in his or her hand.

**Step 6:** When a player has collected all the cards

with the same number or picture, this group of cards (called a book) is placed on the table in front of the player.

**Step 7:** The game ends when all books have been collected. The winner is the player with the most books.

### The Game in Action A: Easy Version

(See Appendix for Target Language Points and Target Dialogues)

**Level:** Beginners/Kids

### Preparation

**Step 1:** Practice Numbers 1-10.

**Step 2:** Write a sample dialogue on the blackboard and practice as group.

**Step 3:** Hand out one or two cards to each student and do a chain question session—A asks B, B asks C.

**Step 4:** Then break the students into pairs and have them practice asking and answering both Yes and No questions.

**Step 5:** Finally, if this is the first time for students to play the game, explain game rules.

### Procedure: The Game

**Step 1:** Break students into groups of four to six.

**Step 2:** Give each group a regular deck of cards.

**Step 3:** Dealers from each group give each student 5-8 cards. The number of cards depends on time and group size. For short class times, give more cards or it will take too long to get through the deck. With big groups, give fewer cards or there won't be any cards left in the pond.

**Step 4:** Let students play.

**Step 5:** After a few turns, gradually erase the model dialogue from board (one or two words every few minutes until students are doing the entire dialogue by memory).

**Step 6:** Game ends when all books have been

weblink: [www.jalt-publications.org/tlt/myshare/](http://www.jalt-publications.org/tlt/myshare/)

collected. The winner is the player with the most books.

## The Game in Action B: More Challenging Version

(See Appendix for Target Language Points, Target Dialogues, and View of Blackboard)

**Level:** Beginners-Upper Beginners

### Preparation

**Step 1:** Elicit and write a list of six count nouns and seven non-count nouns on the blackboard.

**Step 2:** Assign each card number to one of the six count nouns or seven non-count nouns. (A = pencils, 2 = water, etc.)

**Step 3:** With non-count nouns, also elicit counters for each (e.g., glass of, bottle of, packet of, etc.).

**Step 4:** Write sample dialogues on blackboard.

**Step 5:** Practice as a group and in pairs.

**Step 6:** Explain game rules.

### Procedures: The Game

Same as Version 1 except instead of using the actual numbers of the cards, students use nouns that have been assigned to that card (Step 2). Students then make appropriate dialogues based on whether they want a count or non-count noun.

## Appendix 1. The Game in Action A: Easy Version

**Target Language Points:** Singular vs. Plural  
(I have one 3. / I have two 6s.)

• Do you have any \_\_\_\_s?

• May I have it/them?

**Target Dialogue A:** Excuse me, do you have any 3s?

B: No, I don't. GO FISH! (OR)

Yes, I do. I have one 3 / three 3s.

A: May I have it/them?

B: Sure, here you are.

A: Thank you.

B: You're welcome.

## Appendix 2. The Game in Action B: More Challenging Version

**Target Language Points:** Count vs. Non-count Nouns

• How much? vs. How many?

• Do you have any \_\_\_\_ (s)?

**Target Dialogue A:** (Non-Count Nouns)

A: Do you have any water?

B: No, I don't. GO FISH! (Player A pulls card from pond and turn ends.) (OR)

Yes, I do.

A: How much water do you have?

B: I have three glass(es) of water.

A: May I have it/them please?

B: Sure, here you are.

A: Thanks.

B: No problem.

**Target Dialogue B:** (Count Nouns)

A: Do you have any pencils?

B: No, I don't. GO FISH! (OR)

Yes, I do.

A: How many pencils do you have?

B: I have two pencil(s).

## Appendix 3. Blackboard for Game in Action B

Count Nouns	Non-Count Nouns	Dialogues
(A) pencil (s)	(2) water (glass of)	<b>Target Dialogue A: Non-count Nouns</b> A: Do you have any <u>water</u> ? B: No, I don't. GO FISH! / Yes, I do. A: How much <u>water</u> do you have? B: I have <u>three glasses</u> of water. A: May I have it/them please? B: Sure, here you are. A: Thanks. B: No problem.
(3) chair (s)	(4) sugar (packet of)	
(5) desk (s)	(6) tea (cup of)	
(7) student (s)	(8) coffee (cup of)	
(9) window (s)	(10) ketchup (bottle of)	
(J) crayon (s)	(Q) rice (sack of)	<b>Target Dialogue B: Count Nouns</b> A: Do you have any <u>pencils</u> ? B: No, I don't. GO FISH! / Yes, I do. A: How many <u>pencils</u> do you have? B: I have <u>two pencils</u> . A: May I have it/them please? B: Sure, here you are. A: Thanks. B: No problem.
	(K) hamburger (kilo of)	

A: May I have it/them please?  
 B: Sure, here you are.  
 A: Thanks.  
 B: No problem.

## Guess the word and spell it out loud!

**Chantal Hemmi, Part-time lecturer,  
 Sophia University, Tokyo**  
 <japonesque@mtb.biglobe.ne.jp>

### Quick Guide

**Key Words:** Review of new vocabulary/  
 spelling/parts of speech

**Learner English level:** Low-intermediate and upwards

**Learner Maturity Level:** High school, university, or adult

**Preparation Time:** 3 minutes

**Activity Time:** 5–15 minutes

**Materials:** Chalkboard or whiteboard

### Introduction

Tired of designing cue cards to review vocabulary? This is a 5–15 minute activity for reviewing vocabulary or spelling that can be conducted either as a warm-up exercise at the beginning of class or as a review activity at the end of the lesson. Students get really excited about this exercise so you need to choose the right moment and make sure that you are not near a room that might be sensitive to noise.

### Preparation

Make a list of new words you have taught in the last lesson or in previous classes.

### Procedure

**Step 1:** Divide the class into groups of up to six students.

**Step 2:** Give each group a name or a number, for example, group 1, 2, etc.

**Step 3:** In each group, ask one student (the captain) to sit facing the board.

**Step 4:** Have the other members of the group sit in a line in front of the captain, facing the captain and with their backs to the board.

**Step 5:** The teacher writes a word from the list on the board.

**Step 6:** The captains give clues so that the others in the group can guess what the word

is. For example, if the word is *opposite*, the captain says, “It’s an adjective. The first letter is o. There are eight letters. We learned this in the last lesson. You remember, we did directions? Well, it means on *the other side of*. It’s ...the post office.” I encourage students to use gestures to aid communication.

**Step 7:** When a student thinks they know the answer, he or she can shout it out at any time. They can consult with the group before shouting out the answer if they wish to do so.

**Step 8:** If the answer is correct, the teacher says, “That’s right. One point to group 3!” and writes the score on the board.

**Step 9:** Tell each group to change captains. Repeat from Step 5. The new captains give clues and the same procedure as Step 6 is followed until one of the groups gets the right answer.

**Step 10:** Continue in this way and make sure that each group is actively involved in the game. If you notice that some groups are falling behind you say, “Bonus points now! If you (pointing to the group that is behind) get this point you’ll get two points instead of one.” Notice the excitement in their faces when you say this. If the groups that are falling behind get the right answer, they get two points instead of one.

**Step 11:** When it is nearly time to finish the activity, you say, “OK, it’s time for the last word.” You write your last word on the board and the last captains give the clues.

**Step 12:** If there is more than one group with the same score you say, “It’s a tie” and you write up another word. This can go on forever, so it is better to keep a time limit.

### Variation

If you want the students to review their spelling, the student who said the right answer has to spell the word out loud. If he or she gets it right, the team gains two points instead of one. But if they get the spelling wrong, that team only gets one point. You say, “The word is right but the spelling is wrong.” Then another team says, “We challenge you. The right spelling is...” High school students love this. They get to practice saying the alphabet with the right pronunciation and you can also teach them to say, “C as in Canada, R as in Russia, etc.” This is good for reinforcing checking techniques for spelling.

Many thanks to Mike Reid who inspired me to develop this activity.

**SEIDO Advert**

# FOCUS

Welcome to the first *Focus* column of the New Year. Leading off this month's column is a welcome message from our new president, Steve Brown, who introduces the new Board of Directors and writes about some of the highlights of November's national conference. Following Steve's article, the *Perspectives* section this month contains an informative article written by Nicolas Gromik, who touches on some of the counseling services presently available in Japan.

*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 15<sup>th</sup> of the month, one and a half months prior to publication.



Joseph Sheehan <[jalt-focus@jalt-publications.org](mailto:jalt-focus@jalt-publications.org)>

## Message from the President

Greetings to you all in this first *TLT* of the year of the Rooster!

I am actually writing this in a state of combined euphoria and exhaustion immediately after the national conference, where a new Board of Directors was installed. Hugh Nicoll, Mary Christianson, and Peter Wanner all retained their posts, and Andrew Zitzmann was formally confirmed as Director of Program, having stepped into the post in June with Alan Mackenzie's transfer to Bangkok. Tadashi Ishida is now serving as Auditor, and there are also three newcomers to the Board: Sayoko Yamashita replaces David Magnusson as Director of Public Relations, Steve Nishida is now Vice President, and I have the daunting task of filling Jim Swan's warm-hearted shoes.

JALT owes its thanks to those who are stepping down for the countless hours of personal time they have dedicated to improving the organization. I would, however, like to reserve a special word of thanks for Jim Swan. Jim's generosity of spirit has helped to make us a more transparent and collaborative organization over the last two years, and his good-natured

approach to Executive Board Meetings will be missed. It is an approach which I hope to emulate.

As for the conference itself, it was a buzzing affair with great plenaries from Stephen Krashen, Mike McCarthy, and Susan Barduhn, lively debate among the plenary speakers with Peter Viney and Marc Helgesen at the first-ever

*Think Tank Live*, the usual depth and breadth of presentations, a superb range of materials on display at the EME, and, of course, great weather and great food at the International Food Fair. There were hiccups involving equipment and late room switches, but we have received overwhelmingly positive comments from most of the attendees. At the time of writing, I understand that over 1900



people attended the conference—a figure which caught us by surprise, as we ran out of conference handbooks on the Sunday! Our thanks are due to all of those who worked hard to make the conference a success, not least to the many student volunteers, whose enthusiasm and smiles were a joy to see.



So what comes next? Well, there is the national conference in Shizuoka next year (October 7-10), which Marc Helgesen and Rob Waring will be co-chairing, with the theme *Sharing Our Stories*. But aside from that, the Board is keen to encourage regional and local events. JALT's strength is its chapters and SIGs; it is important that we support and encourage them to grow and work together



for the benefit of our members. The Executive Board set aside money in this year's budget for a Special Project Fund, which is aimed at helping nurture and sustain smaller groups within JALT. We are particularly keen to see regional chapters working together and with SIGs, especially in areas where chapters are struggling.



JALT has a wealth of talent, which I hope we can allow to bloom in all areas of the organization, to the benefit of language teaching in Japan. I am looking forward to helping that happen over the next two years and to meeting many of you along the way.

*Steve Brown*  
JALT President

*(Photos: 1. Jim Swan, Hugh Nicoll, and Dave Magnusson at the EBM; 2. Junko Fujio, JALT Office Manager; 3. The Educational Materials Expo; 4. JALT Webmaster; Paul Collett looking pensive. Credits: Bob Sanderson)*

## JALT News

Results for the 2004 NPO JALT National Officer Elections

### President

Steve Brown 117  
write-in Jim Swan 1

### Vice President

Steven Nishida 117

### Director of Records

Mary Christianson 117

### Director of Membership

Hugh Nicoll 118

### Director of Public Relations

Sayoko Yamashita 116  
write-ins Dennis Woolbright 1  
Tim Newfields 1

### Director of Treasury

Peter Wanner 116  
write-in Andrew Zitzmann 1

### Director of Programs

Andrew Zitzmann 117

### Auditor

Tadashi Ishida 118

All of the Directors and Auditor began service immediately after they were approved by the General Meeting at the Annual Conference in Nara on November 21, 2004. Their terms of office shall be for two years.

### 2004年度全国役員選挙結果

#### 理事長:

スティーヴ ブラウン 117票  
ジム スワン 1票

#### 副理事長:

スティーヴン 西田 117票

#### 書記担当理事:

メアリー クリスチャンソン 117票

#### 会員担当理事:

ヒュー ニコル 118票

#### 広報担当理事:

山下 早代子 116票  
デニス ウルブライト 1票  
ティム ニューフィールド 1票

#### 会計担当理事:

ピーター ワナー 116票  
アンドルー ズイツマン 1票

#### 企画担当理事:

アンドルー ズイツマン 117票

監事: 石田 正 118票

上記役員は、2004年11月21日に奈良で行われた年次大会での総会で承認され、任期は2年である。

## JALT Notices

### TLT査読委員募集

TLTへ投稿された論文を査読する方を若干名求めています。略歴と業績を添えて、日本語編集者 <tlr-editorj@jalt-publications.org>までお送り下さい。

### Best of JALT

Every year at the national conference, JALT awards certificates to the outstanding presentations nominated by chapters for the previous calendar year. The 2004 winners (for presentations made in 2003) were:

- Chiba: Ronald Schmidt-Fajlik—*Addressing Individual Differences Through Howard Gardner's Theory of Multiple Intelligences*
- Kagoshima: Hitomi Iguma—*Kamishibai Storyboards*
- Kitakyushu: John Small—*Putting Words in Their Mouths*
- Kyoto: Jimmy Yagi—*Coaching Success in the Classroom*
- Nagasaki: Richard Graham—*Elementary School English: Teaching through songs and games*
- Okinawa: Keiko Yonaha—*Effective use of Textbooks and Materials*
- Shizuoka: Mary Hughes—*My Share: Fun, low-prep activities*
- Tokushima: Maho Yamada—*Jazz Chants Part 2*
- Toyohashi: Anthony Robins—*Making Homepages Worthwhile*
- Yokohama: Kurt Purucker, Cathy Purucker, and Rachel Hoskins—*International Drama to Spark ELT*

Any chapter in search of good presenters might do well to contact the nominating chapter about how to get in touch with these winners. Now is the time for chapters to nominate their Best of JALT winners for the 2005 awards ceremony, while the 2004 presentations are still fresh in their minds.

Margaret Orleans  
<tomnpeg@interlink.or.jp>  
*Best of JALT Organizer*

### Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator at <peergroup@jalt-publications.org> for further information. We do not at present have Japanese members, but that is because none have applied so far. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

### Universal Chapter and SIG Web Access

JALT chapters and SIGs have webpages available that contain upcoming meeting information and officer contact details. These pages are linked to the main JALT website and are viewable at <jalt.org/groups/your-chapter-name>, where your-chapter-name is the name of the chapter or SIG you wish to contact (i.e., <jalt.org/westtokyo>; <jalt.org/CUE>). In some cases, chapters or SIGs may not have provided up-to-date information; this will be reflected on the webpages. Queries can be directed to the JALT (English) web editor, Paul Collett, <editor-e@jalt.org>.

### Staff Recruitment

*The Language Teacher*...needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders and then rotate from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.

## Perspectives

...with Joyce Cunningham & Mariko Miyao <perspectives@jalt-publications.org>

In this month's report, Nicolas Gromik discusses the important subject of guidance and counseling in Japan. The co-editors warmly encourage 750-word reports of chapter interest in English, Japanese, or both.



### Teacher Welfare: Where are we at?

**G**uidance and counseling services available to foreign workers in Japan appear limited. Working in Japan, I am becoming more aware of the needs of foreign workers and teachers dealing with challenging circumstances.

While completing a Masters in Education with the University of Southern Queensland, Australia, I participated in the Japan Exchange and Teaching (JET) program. My research lead to an investigation of the counseling services provided by the JET program, which in turn triggered an interest in counseling services available to non-Japanese English teachers in Japan.

weblink: [www.jalt-publications.org/tlt/articles/2005/01/perspectives](http://www.jalt-publications.org/tlt/articles/2005/01/perspectives)

The JET program is a government sponsored program offering counseling services to all its current JET participants. I was a volunteer telephone counselor with its Peer Support Group. Afterwards, in Miyagi, it became apparent that counseling services were not widely available. Since non-JET members cannot access JET services, I asked myself how non-JET teachers deal with challenging issues and what kind of services they receive.

As a member of the International Mental Health Professionals Japan (IMHPJ), I noticed that the majority of practitioners are Japanese and that most English speaking practitioners reside in major cities. Most English speaking psychologists or counselors are listed on the IMHPJ website at <www.imhpj.org>. IMHPJ is an organization of mental health professionals working primarily with the foreign community in Japan. IMHPJ's goal is to create and maintain high levels of professionalism and accountability. Most services are face to face, but some counselors do arrange telephone counseling.

Tokyo English Life Line (TELL), equivalent to the JET telephone counseling service, is available to non-JET foreign workers across Japan (03-5774-0992). Their head office, services, and resources are located in Tokyo. Available from 9 a.m. until 11 p.m., their telephone counseling is client centered—the client's issue is at the heart of the call. Usually 60 minutes in length and fee based, TELL also offers face to face counseling sessions (03-3498-0231). TELL's website also provides a wide variety of resources and contact details of counselors outside of Tokyo. Visit <www.telljp.com>.

The counseling offered by JET and TELL deals with all minor and sometimes major events in a person's life, from office conflict to the loss of a loved one. Based on my experience as a JET telephone counselor, the majority of callers talked about their working environment and acculturation. The length of calls depended on the caller's need, and the caller was always in control of terminating the session.

Is counseling necessary for English teachers? In short, yes. For the long answer, take note of changes in your school such as behaviour management needs, learning difficulties, high expectations to teach at many schools, or not getting a decent salary during a probation period.

People need strategies to deal with new working conditions or lifestyles. Counseling addresses these concerns.

Acculturation to a new culture, acclimatization to a new work environment, and personal extra curricular activities can all stimulate varying degrees of stress. Discussing the issue of teacher stress and coping mechanisms, Kyriacou (2001) explains that teachers can either deal with stress on their own using strategies such as relaxation, physical activities, and socializing to externalize the energy gained from stress or by "lessening the feeling of stress that occurs" (p. 30). Teachers can also deal directly with the cause of stress by developing self-management strategies or becoming more familiarized with unique working situations or communities.

Kyriacou (2001) also discusses "what schools can do to reduce teacher stress" (p. 31). Foreign teachers can deal with the most basic stress, but working in a new culture means that sometimes school management and culture directly conflict with personal or professional beliefs. This is the focus of my current research.

At the JALT Hokkaido 2004 conference, I began research on whether the counseling needs of English teachers in this region are being met. This was a discussion-lead presentation about stress, coping strategies, and working environments. Currently, I am drafting a paper based on those responses.

If interested, please contact me at <jaltsendai2003@yahoo.com>. Information will be treated confidentially.

by Nicolas Gromik  
<jaltsendai2003@yahoo.com>  
Tohoku University

## References

Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review*, 53(1), 27-35.

Happy New Year! Starting off the year is Lawrie Hunter with a thorough examination of *Using IT in the Language Classroom: A Practical Guide for Teachers and Students*. Then Richard Gabbrielli provides an entertaining recount of his experience using *Imagination Works!* with his students.

If you are interested in writing a book review, please see 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.



## Using IT in the Language Classroom: A Practical Guide for Teachers and Students

[P. A. Towndrow and M. Vallance. Singapore: Pearson Education, 2004. pp. 355. ¥3,390. ISBN: 013-127-536-4.]

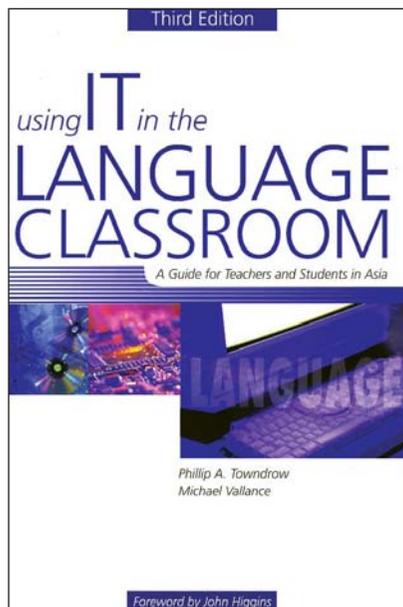
Reviewed by Lawrie Hunter, Kochi University of Technology

Throughout the world, language educators are being called upon to use information technology (IT) to design curriculum and materials for IT-based instruction, and to make educational decisions about IT implementation. There is a great need for background information, theoretical framing, philosophical underpinnings, and above all, practical guidance related to IT-based language instruction.

One particular problem with IT practice-oriented resources is their shelf life: equipment and software are soon outdated, and CALL scenarios soon lose their appropriateness. Society is changing with regard to IT and its uses, and this change will continue indefinitely. *Using IT in the Language Classroom* is a niche book, intended both as a textbook for a course aimed at training/upgrading language teaching professionals, and as a stand-alone guide for practitioners in the field. It promises to be valid and valuable for quite a long time. It is a good framing of the potentials, perils, perspectives, and frameworks that a language educator needs to know regarding IT implementation. The book's practical orientation makes it appropriate for a wider audience than intended: anyone interested in finding a systematic way of thinking about CALL issues would find this book useful.

The authors characterize the book as having special features "designed specifically for practitioners in Asia to aid them in acquiring the necessary skills to exploit their teaching and learning experiences. These include: case studies, classroom-based or self-study tasks, extensive references and Web links, worked examples, suggestions for further reading" (p. 4).

Most of the 14 chapters follow the same pattern: introduction to an aspect of CALL, with concepts, case studies, and materials drawn from research, commercial teaching materials, and web resources; accompanied by two or three tasks using the concepts in the chapter, often holding the reader's experience up against a sample piece of theory or learning material. Many of the tasks are exploratory, aimed at supporting the development of learner confidence in confronting questions revolving around CALL issues. The case studies and the tasks are well designed and should give the learner the confidence that comes with background knowledge and pro-active task completion. The web links, of course, need frequent updating, and the publisher plans a website to take care of that need. There is a teacher's guide available from <higher.education@pearsoned.com.sg>.



As a CALL practitioner in a community which is embracing, but has not skillfully grasped IT-based education, I am often called upon to pontificate about various aspects of IT implementation in language instruction, and in education in general. The chapters of *Using IT in the Language Classroom* almost perfectly cover the topics which I have identified as central: the variety of CALL scenarios; policy considerations in CALL implementation; digital learning task design; digital materials production; new views of literacy; situating the teacher, the learner, and the computer; intellectual property rights; and IT-based testing and assessment.

The worldwide rush to implement IT in education is often pushing aside the need to understand the learning process and act accordingly. In response to the often blind rush to adopt IT, the authors rightly highlight three considerations (p. 6):

- (i) learning with computers or in the context of English language learning, Computer-Assisted Language Learning (CALL), is not a 21<sup>st</sup> century innovation;
- (ii) changes in language teaching methods over time have reflected recognition of changes in the kind of proficiency learners need;
- (iii) theories of language learning have altered to take into account new understanding based on classroom research and empirical data.

Towndrow and Vallance take the welcome approach of working from the outset to encourage a critical approach to the adaptation and use of IT in ELT. However, in Chapter 2 there is a tendency to put forth the capacity of IT innovations without fairly comparing it to equivalent activities in non-IT instructional scenarios. This is not a criticism of the book as such; rather it is a general tendency in CALL research reporting.

Other chapters describe the phases of the history of ELT; the overarching concerns of institutional, societal and global forces impacting on CALL

implementation decisions; and the production of digital learning materials (wisely, realistically limited to accessible, affordable choices). The thorny topic of literacy is raised: every generation now has its own new version of *literacy*. IT literacy (search/evaluate sources/evaluate content/cite) is the current version, but it will no doubt be supplanted before long by something appropriate to the next generation of hardware and software placed in our hands. Chapter 9 puts a conceptual planning tool in the reader's hands: the Teacher-Student-Computer triangle. It is of interest to consider how this construct fares in the face of *backgrounding*, like that described in Jones (2002).

I know of no other IT/education book which both takes a wide, fair survey of relevant topics and also provides a series of useful, enlightening tasks to support the reader/learner's understanding and practical confidence. I do encourage education IT educators to embark on a trial use of this book in their IT for language education courses.

## References

- Jones, R. H. (2002, March 7-9). *The problem of context in computer mediated communication*. Paper presented at the Georgetown Roundtable on Language and Linguistics. Retrieved July 22, 2004 from <personal.cityu.edu.hk/~enrodne/Rsearch/ContextCMC.doc>.



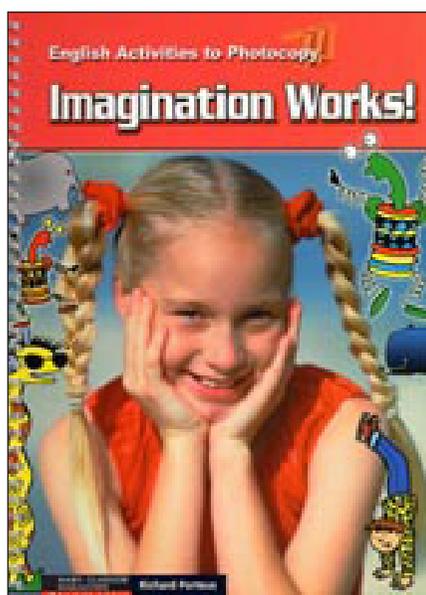
## Imagination Works!

[Richard Porteus. London: Mary Glasgow Magazines (Scholastic Inc.), 2002. (Young learners 10+ year olds/and young adults). pp. 48. ¥950. ISBN: 1-900702-70-3.]

Reviewed by Richard Gabbrielli, Yasuda Women's University

**I**magination Works is a treasure trove of 101 black-and-white photocopiable activities (warm-ups, fillers, and a few pages that can be used as a basis for an entire lesson) designed to stimulate learners' creativity. This is claimed by the author who states: "ideas designed to free up thinking and encourage originality without a particular theme or absolute answers" (p. 4). In addition, he stresses that the objective of the book is to get learners to use English "in an organic way—using art, writing, maths, music, and fantasy" (p. 4).

Looking through the book, I am inclined to agree with the above statements. The simple, eye-catching activities (Dictionary Do\_\_odles, Amazing Anagrams, Mystery Cartoons, Perfect Palindromes, to name but a few) are nicely illustrated, and while intended for younger learners (written for native speaker children and adapted for EFL/ESL), a large number of them also worked quite well with my 1<sup>st</sup>-year university students. I used these activities as unusual and thought-provoking icebreakers and climate-builders (my students' favourite activity is a picture of a telephone with a box beneath it made from the coiled flex in which learners are asked to write their own original answering machine/voice mail message). Generally speaking, students said they liked the illustrations and, interestingly, they did not think the illustrations were too child oriented.



My only real qualm is the table of contents. I think it would have been better if the author had organized this in a different manner to make it easier to locate the activities. The table of contents reads: Sheet 1. . . Sheet 43, and as there are 3 or 4 activities on each sheet/page (they have no titles and nor are they presented in any thematic order),

the teacher has to spend some time initially looking through each page carefully to see what is available and suitable for a particular class. My simple solution was to use adhesive labels to mark the relevant pages and to select the activities that I could use.

In summation, once the teacher is familiar with its contents, the book is easy to use. I think *Imagination Works* meets its objective of developing creativity, stimulating the imagination and fostering critical thinking skills in a very unique and visually appealing way.

Moreover, the wide selection of activities is quite impressive. The title is also

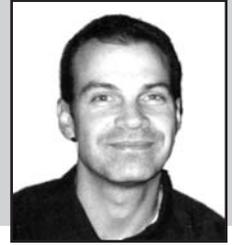
appropriate and the spiral-bound design makes the book very easy to photocopy. Whether you teach children or young adults, *Imagination Works* is worth exploring. It is definitely a valuable addition to the growing number of photocopiable resources for ELT professionals.

**Visited TLT's website recently?**  
**<www.jalt-publications.org/tlt/>**

# Recently Received

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

Happy New Year! The following items are available for review. Asterisks indicate first notice; exclamation marks indicate final notice. All final notice items will be removed January 31. Reviewers of classroom-related books must adequately test materials in the classroom. If materials are requested by more than one reviewer, they will go to the reviewer with the most expertise. Please state your qualifications when requesting materials. We welcome resources and materials both for students and for teachers. Publishers should contact the Publishers' Review Copies Liaison before sending materials (email address above). Check out our ripping list on the *TLT* website.



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

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

*Breakthrough Japanese: 20 Mini Lessons for Better Conversation.* Hirayama, H. Tokyo: Kodansha International, 2004.

*Cross the TOEIC Bridge.* Stafford-Yilmaz, L. New York: McGraw-Hill, 2004. [incl. CDs].

*Enjinia no tame no eikaiwa chou kokufuku tekisuto: Jissen! Tekunikaru miitingu [Engineer's Power English for Technical Meetings—The Way It Really Happens].* Hirai, M., & Kurdyla, F. J. Tokyo: Ohmsha, 2004.

*!Japanese in MangaLand: Basic Japanese Course Using Manga.* Bernabe, M. Tokyo: Kodansha, 2003.

*Top-Up Listening (Levels 1, 2, 3).* Cleary, C., Cooney, T., & Holden, B. Tokyo: ABAX, 2003. [incl. CDs].

*!What About You? (Book 2).* Biegel, K. New York: McGraw-Hill, 2004.

## Longman Advert

# Special Interest Group News

...with Mary Hughes <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 15<sup>th</sup> of the month, 6 weeks prior to publication.



## The JALT Pan-SIG Conference 2005—

Call for Papers. The deadline for submissions is February 20. Sponsored by the JALT Gender Awareness in Language Teaching, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners, and Testing & Evaluation SIGs, and the West & Central Tokyo Chapters, it will be held at Tokyo Keizai University on May 14–15. The featured speaker will be Curtis Kelly of Osaka Gakuin University on adult teaching methods, learning contracts, needs assessment, and learning theories. For more information, visit <www.jalt.org/pansig/2005/> or contact <pansig2005@yahoo.com>. Call for Papers guidelines are available at <www.jalt.org/pansig/2005/Call.htm>.

theoretical and practical topics related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, please visit our website at <www.tokyoprogressive.org.uk/gale>. You can submit a piece by sending it to one of our coordinators: Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, please use the form in the back of this *TLT* or contact the Membership Chair, Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

## Bilingualism—

The Bilingualism SIG conducted several successful forums at the recent JALT conference in Nara, including a fruitful debate between Marshall Childes, Stephen Krashen, and others on the value of *Eigo de kosodate*, a growing movement in which Japanese parents are bringing up their children in English. There was also a panel on adapting technology for bilingual education and another on multiethnic identity. These and other B-SIG presentations are reviewed in full in the current edition of the SIG's newsletter, *Bilingual Japan*. In upcoming events, Tim Greer will present on the topic of codeswitching at the Okayama Chapter's regular monthly meeting on February 19. For further details, visit the SIG's website at <www.bsig.org>.

## Global Issues in Language Education—

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! The GILE website is located at <www.jalt.org/global/sig/>. For further information, please contact the Coordinator, Kip Cates <kcates@fed.tottori-u.ac.jp>.

## College and University Educators—

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

## Junior and Senior High School—

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. In addition, we are also intensely interested in curriculum innovation. The employment of native speaker instructors on a large scale is a recent innovation and one which has yet to be thoroughly studied or evaluated. JALT members who are involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

## Gender Awareness in Language

**Education—**The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both

weblink: [www.jalt-publications.org/tt/signews/](http://www.jalt-publications.org/tt/signews/)

**Learner Development**—Interested in collaborative research into autonomy? We are aiming to publish an anthology of papers in 2006 in *Autonomy You Ask! 2* and are currently looking for 10 Japan-based research projects on the development of learner and/or teacher autonomy. If you are interested, please send a 200-word outline of your research project to Eric Skier <skier@ps.toyaku.ac.jp> or Miki Kohyama <miki.koyama@r3.dion.ne.jp> by January 15.

**Pragmatics**—The Pragmatics SIG was well represented at the 30<sup>th</sup> JALT national conference in Nara, with forums and a number of pragmatics-related presentations by members. We thank all presenters for doing such a wonderful job, and welcome those who chose to join our SIG at the conference.

In 2005, the Pragmatics SIG will continue to be very active. Editing is underway on our first book, with papers submitted by SIG members. We will continue the tradition of co-sponsoring conferences to share research in pragmatics. The first of these is the 7th Annual Temple University Applied Linguistics Colloquium to be held on Sunday, February 13, 2005 at the Tokyo campus of Temple University. For further information, please contact Megumi Kawate-Mierzejewska at <mierze@tuj.ac.jp> or visit the following web site: <www.tuj.ac.jp:8181/newsite/main/news/spcialevents/events\_2004/20041220\_alc.html>.

The second is the JALT Pan-SIG Conference 2005 to be held May 14-15, 2005 at Tokyo Keizai University. The deadline for proposals is February 20, 2005. More information is available at <www.jalt.org/pansig/2005/>.

**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.jaltpale.org/>. Also, anyone may join our listserv at <groups.yahoo.com/group/PALE\_Group/>. For information on events, visit <www.jalt.org/groups/PALE>.

**Pronunciation**—The Pronunciation SIG is seeking new members. This SIG is regrouping, with the intent to discuss, share, and promote ideas, processes, and up-to-date research regarding pronunciation teaching and learning. If you are interested in joining or would like further information, please contact Susan Gould <gould@lc.chubu.ac.jp> or <suzytalk@yahoo.com>.

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

児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回発行しております。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト<tcsig@yahoogroups.com>を運営しています。活発な部会を維持していくためにも新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<www.tcsigjalt.org>をご覧ください。

**Teaching Older Learners**—An increase in the number of people of retirement age, combined with the internationalization of Japanese society, has greatly impacted the number of people who are eager to study English as part of lifelong learning. As such, this SIG is needed to provide resources and information for teachers who teach English to older learners. For more information on this SIG or to join the SIG mailing list, please contact the Coordinator, Tadashi Ishida <papion\_tadashi@nifty.ne.jp>.

## ► SIG Profile

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# College and University Educators SIG

The CUE SIG of JALT aims to provide a forum for discussion and presentation of ideas, issues, and research of broad interest to tertiary language educators here in Japan.

How does CUE achieve this aim? First, by organizing annual mini-conferences of a smaller, more intimate nature (than the national conference) in unique settings with clearly defined themes. Generally, our mini-conferences are organized in cooperation and partnership with smaller SIGs and local chapters. Past themes include Autonomy, Content Based Instruction, Curriculum Innovation, Learner Development and Practical English Teaching. Such themes have proven broad enough to incorporate many different types of presentations, yet focused enough to bring a clear sense of unity and structure to the mini-conference forum. Future plans include exploration of two broad themes: professional development and faculty assessment programs in Japanese universities. Secondly, CUE achieves this aim through the reviewed journal *On-CUE*, which comes out twice a year containing a balance of practical issues and theoretical discussion with the following sections: Feature Articles, Opinion and Perspectives, Professional development, From the Chalkface, Conference Report, Book Reviews, Research Digest, and the Cyberpipeline.

### Profile of a CUE member:

While our membership is almost as diverse as JALT itself, here are some basic characteristics of a CUE member.

- 1) Young, (under 60)
- 2) Passionate about teaching
- 3) Motivated to learn more
- 4) Professional, maintaining a high standard of excellence in education
- 5) Dedicated to innovation and even change in the current status quo
- 6) Willing to share ideas and experience with others
- 7) Friendly, sensitive, thinking, caring

- 8) Often a workaholic, has a hard time saying "No" to interesting projects
- 9) Social, likes to talk

Are you new to the field, young, inexperienced, still a bit wet behind the ears? Do you need to publish, do you need to present, do you need to continue professional development?

Or are you older, losing your touch with your students, losing your hair, have forgotten why you became a teacher, need an inoculation of energy into your professional life?

Are you new to the world of JALT? Need an orientation to the greater world of JALT?

Our SIG provides a venue for the experienced to share with the novice teacher. You will find a supportive atmosphere connecting you with peers and mentors to help the novice get those first publications and presentations. CUE is the place to get started. CUE is also a place to reenergize by connecting with other people who care about what they do.

If you teach at a college or university here in Japan, you should be a member of the largest SIG of JALT. Join CUE today, and volunteer to help with the next event.

If you are interested in joining, put CUE as your first SIG choice on your JALT membership renewal form or contact the CUE Membership Chair, Juanita Heigham <jheigham@lit.sugiyama-u.ac.jp>. Events and discussion can be found on the CUE homepage <allagash.miyazaki-mu.ac.jp/CUE/>.

## ► SIG Profile

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# Gender Awareness in Language Education SIG

Have you ever noticed gender inequalities in your classroom or at your school and wanted to do something about them? Have you developed some classroom material focusing on gender and want to share it with others? Would you like to examine how language and gender interact and what the ramifications are for language learners and educators?

If you answered *yes* to any of the above questions, then the GALE SIG is for you! GALE does not have all the answers, but is dedicated

to providing a forum for local and international discussions concerning ways of raising awareness of, and addressing gender inequalities in our professional and personal lives.

A starting point for any kind of socioeducational reform is developing a community of like-minded folks through conference presentations, workshops, publications, and email discussions. GALE provides opportunities for its members to engage in any of these networking activities through our online newsletter, distribution of gender-related theoretical and L2 instructional material at different conferences throughout the year, and simply by "being there" for those in need of professional or personal support in matters related to their own or their friends', family members', and students' gendered/sexual lives.

Some recent GALE sponsored articles and resources include:

- an interview with Aneta Pavlenko, a foremost gender and language scholar and educator
- lesson plans which incorporate consciousness raising about sexual identities
- reviews of books dealing with gender and sexuality issues
- an email discussion list where information can be shared and questions raised.

Although gender is only one of the many facets of our multidimensional lives, it nevertheless plays a powerful role in our everyday professional practices and personal interactions and thus deserves serious consideration. Let the GALE SIG be of service in providing you with the chance to explore with others our ever-evolving understandings of gender and language.

## ► SIG Profile

### Junior and Senior High School SIG

The JSH SIG began 12 years ago and continues to operate at a time of considerable change and innovation in secondary EFL education. Although one might rightly say that education is a field where there is always change and innovation, the employment of native speaker

instructors on a large scale is, in historical terms, a recent innovation and one which has yet to be thoroughly studied or evaluated. If the Junior-Senior High SIG has a preoccupation these days, it is the growth and development of the native speaker innovation and team-teaching.

#### What else is the JSH SIG doing?

We are continuing to produce *The School House* newsletter, which features a wide range of articles focused on both the theoretical and practical aspects of junior and senior high EFL. The current newsletter embraces the immediacy of "news" just as enthusiastically as the more reflective, academic "letter" aspect.

We are also continuing to sponsor events that relate to issues in secondary EFL. Because the topic is of primary interest, we hosted an event called *Open Mic on Team-Teaching* at last November's JALT Conference. The format was proposed by Program Chair Roger Pattimore and was designed to allow a relatively free exchange of impressions and opinion on matters relating to team-teaching in junior and senior high schools. Participants' comments were recorded and an edited transcript appeared in the newsletter. Through events like the *Open Mic*, we are attempting to flush "shop talk" and private opinion out of the confines of the water cooler and expose it to more open scrutiny and discussion. We are also perhaps trying to gather information at the grass-roots level about this decidedly top-down innovation and are attempting to funnel information in a bottom-up direction. At JALT 2004, the SIG featured an *Open Mic on Secondary Education* that focused on the MEXT's 2003 action plan.

One of the ongoing challenges for anyone interested in junior or senior high EFL is staying abreast of developments within the national education ministry. In an effort to make relevant policy issues more accessible to members, the SIG has organized forums for knowledgeable speakers to interpret and consider the impact of ministry initiatives. In January 2002, the SIG sponsored presentations by Kensaku Yoshida and Tom Merner on the topic of English being introduced at the elementary school level. In January of last year, we again called on Tom Merner who, along with Takahiko Hattori of Otsuma University, gave their informed speculations about the future of EFL at the secondary level.

Another ongoing area of activity relates to the professional development of local English teachers (JTEs). In the Kanto region, the SIG is involved with a program initiated by the national education ministry that aims to upgrade the skills of all 60,000 public junior and senior high school English teachers. Last year, we learned that the program is, from a classroom JTE point of view, somewhat controversial. This year, we are hoping to gather data from JTEs with an eye toward reporting to the SIG membership and, perhaps, to the larger JALT audience as well.

### ► **SIG Profile**

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## **Learner Development SIG**

### **What is Learner Development?**

Learners learn, but they don't always learn what teachers teach. How can teachers help students to learn? How can learners develop more control over their own learning? Practices which may encourage learner development include self-evaluation by students, project work, portfolios, collaborative group work, journal-writing, and a myriad of other techniques.

### **Who are we?**

The Learner Development SIG has about 150 members. We share an interest in learner-centered teaching and a commitment to exploring connections; the connection between our experiences as a learner and our practice as a teacher; between the learner's experience inside the classroom and outside; between members of any learning group who collaborate together.

### **What do we offer?**

We offer a chance to link up with other teachers (and occasionally students) who are interested in learning to learn or learning about learning. Past activities have included collaborative conferences with other SIGs, a study retreat at Mount Rokko, and the publication of an anthology of research papers entitled *Autonomy You Ask*. Further details are available at <[coyote.miyazaki-mu.ac.jp/learnerdev/aya/](http://coyote.miyazaki-mu.ac.jp/learnerdev/aya/)>.

Our recent events include a mini-conference in Umeda in October 2004, and a retreat in 2003, as well as the annual *Forum about Learner Development*, a poster-presentation and

discussion session which takes place as part of the annual JALT conference. We publish a bi-annual newsletter, *Learning Learning*, featuring articles on topics related to learner development. A shorter electronic newsletter, *LD Wired*, comes out 4 times a year to keep members informed of Learner Development related news from our SIG and other groups with similar interests around the world. Interested? Have a look at the LD homepage, <[coyote.miyazaki-mu.ac.jp/learnerdev/](http://coyote.miyazaki-mu.ac.jp/learnerdev/)>, for links to articles published in previous issues of *Learning Learning*.

### **Why should you join us?**

To quote Tim Murphey's introduction to *Autonomy You Ask*:

"*Autonomy You Ask* has proved to be a priceless opportunity for collaborative development for those of us involved." The Learner Development SIG has been going strong for over 10 years. Join and share the excitement of learning about learning.

### ► **SIG Profile**

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## **Materials Writers SIG**

JALT's Special Interest Group for Materials Writers was established in 1993 "as a mutual assistance network to promulgate accurate information regarding copyright law, share practical advice on publishing practices, including advice on self-publication, and help each other achieve continually rising standards of professionalism in the creation of language teaching and learning materials in all media, both traditional and visionary." Our membership includes accomplished writers whose work has been published in several countries, as well as fledgling writers, whose work has yet to be seen outside their own classrooms.

One way in which we try to help each other is by publishing a newsletter three times a year. Recent issues have included articles on ways to self-publish, interviews with well-known people in materials writing, ideas for developing materials for Oral Communication and for Business English, a way to develop web-based materials for English study, and ideas for developing materials that grow out of the needs and interests of your students.

At the national conference, we have presented a roundtable on piracy and copyright law, a professional critique by representatives of EFL publishers of manuscripts submitted by JALT members, and a forum on issues in materials development, with Brian Tomlinson of the Materials Development Association. This year we are offering a forum entitled *Interested in Self-Publishing?* in the hope that the experiences related by the speakers will be helpful to people who are thinking about publishing their own materials themselves.

In the past, we have also held a swap meet called *My Share: Live!* for the exchange of lesson plans and activities. The best of the swap meet submissions from our early years have been collected in *Our Share*, published in 1996. We are in the process of accumulating material for a second volume.

Last year we established a Yahoo! group, *jaltmwsig*, for the purpose of facilitating communication among our members. There are plans to use this group's website as a place where members can store pieces of their work, both finished pieces for others to make use of, and works in progress, for others to offer feedback on. These projects have been slow in getting off the ground, mostly because of a lack of energy in our collective rocket. Energetic boosters are cordially invited to lend us some thrust, and join us in our search for life in these cyberspace projects and beyond.

## ► SIG Profile

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# Professionalism, Administration and Leadership in Education SIG

The PALE SIG's mission starts from the recognition that language education does not take place in isolation from society and other fields of education. Sometimes characterized – in contrast to JALT other SIGs – as “the SIG which focuses on everything that goes on *outside* the classroom,” in fact, it is more accurate to say that PALE is concerned with the complex ways in which what

goes on outside the classroom influences what goes on within it, and vice versa. PALE is thus the natural home within JALT for all language teachers and other related professionals who have an interest in the “big picture” of language education and its connection to the wider social world, not only in Japan but also internationally. As the SIG's name indicates, our work highlights the following three aspects of the society-education nexus.

### Professionalism

Do you consider yourself to be a “professional”? Is foreign language teaching a “profession”? Is JALT a “professional” organization? The very fact that questions such as these still need to be asked draws attention to the perennially precarious status of language teaching in the educational world. Many of us would indeed wish to describe ourselves and the work we do as “professional” but employers, policy-makers and society in general often seem reluctant to recognize us as such. Despite the sustained efforts of many language teachers towards professional development, notably through the formation of organizations like JALT and the pursuit of graduate level qualifications, there is a widespread perception that working conditions in Japan and elsewhere are deteriorating. While this is particularly the case for those teachers – mostly Japanese women – who work with young children, and non-Japanese “native-speakers” employed in *eikaiwa* schools, it is becoming increasingly true of those working in traditionally more established sectors such as colleges and universities. PALE members are involved in monitoring such developments and working actively towards enhancing the professional status of all language teachers, irrespective of gender, nationality or employment sector.

### Administration

Administration of language teaching is the most significant aspect of the relationship between language teachers and society since it is here that a society's official language, education and employment policies find expression in the day-to-day management of the places where language teachers work. However, many language teachers remain largely uninformed about developments in this area, such as the wide-ranging implications of the Japanese government's radical Action Plans for language education. Accordingly, PALE seeks

to promote greater understanding and dialogue between teachers and administrators about this important issue.

### Leadership

The concept of leadership applies to the professional lives of language teachers on two main levels. First, at the organizational level, as one of the largest language teaching associations in the world, JALT is extremely well placed to fulfill a leadership role in advancing the professional status of language teachers both within Japan and on a regional and global scale. How well has JALT been doing in this regard? One of the things that makes PALE a unique entity within JALT is that we take a reflexive (and at times critical) look at the functioning of the organization as a whole and try to identify opportunities for JALT to exercise and enhance its leadership role. Secondly, at the individual level, PALE members are concerned with ways of developing the qualities of professional leadership among language teachers and related professionals in order for them to take a more active role in the decision-making and management of the institutions in which they work.

PALE seeks to appraise teachers of research and trends in these and other issues through participation in conferences and through its journal, newsletter, online discussion group and website. For more information on our activities, go to <[www.jaltpale.org](http://www.jaltpale.org)>.

## ► SIG Profile

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### Pragmatics SIG

#### What is Pragmatics?

Pragmatics is about “doing things with words.” We often use David Crystal’s definition: “Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.” (1997, p. 301). Pragmatics, then, can cover a wide area ranging from in-depth research to very practical pedagogical lessons. There has been considerable research on politeness strategies, making requests, lodging complaints, responding with refusals, and giving compliments, to mention only a few. The field

has also been greatly enriched by work in cross-cultural pragmatics and interlanguage pragmatics, areas that should be of particular interest to language educators, since being truly successful with a language also involves learners being able to use language “appropriately.” (Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.)

#### What kind of SIG is it?

The Pragmatics SIG was formed in 1999 and currently has a stable membership of well over 100. We are honored to have several internationally well-known experts in the field on our roll. The group is greatly indebted to Dr. Gabriele Kasper of the University of Hawaii, who played an instrumental role in nurturing the group when it was first formed, and continues to participate in the group’s activities. The Pragmatics SIG is quite an active group. Every year at the annual JALT conference the SIG offers a forum, colloquia, as well as many individual presentations related to the field of Pragmatics. For the past four years the Pragmatics SIG has co-sponsored the Pan-SIG Conferences along with other SIGs (Bilingual SIG, CUE, Learner Development and the Testing and Evaluation SIG). The Pragmatics SIG has participated in the annual CALL conference as well. In addition, the group has co-sponsored the *Temple University Applied Linguistics Forum* held in February 2004, and Pragmatics SIG members are usually very involved in the publication of the proceedings. Occasionally there have been special lectures sponsored by the Pragmatics SIG featuring experts in the field.

#### What can we offer?

The Pragmatics SIG is very proud of its newsletter, *Pragmatic Matters*, which is published 3 times annually. It offers the latest in research-oriented topics as well as practically oriented articles. Regular features in the newsletter include: People Watch, Conference Watch, Web Watch, Conference Report Watch, Materials Watch, and Journal Watch. The newsletter welcomes articles related to Pragmatics, so take advantage of this opportunity. This SIG is committed to: 1) helping those who are new to the field become more familiar with the area, 2) enabling those who are already familiar with it to become more informed and to keep up with the latest in the

field, 3) providing networking and professional development opportunities to all members, and 4) encouraging the exchange of useful information for the benefit of all.

## ► SIG Profile

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### Pronunciation SIG

Pronunciation is the first thing that a listener notices. It creates the difference between effective communication and no communication. Because of this, good pronunciation should be at the foundation of language learning. A nonnative speaker can survive without an advanced vocabulary or correct grammar. It is easy to survive with simple words and simple structures, but there is no simple pronunciation. If a speaker does not have good pronunciation, he or she has bad pronunciation. Even if a speaker uses a great vocabulary and perfect grammar, people will not understand what is being said if the pronunciation is poor. (Adapted from <[www.antimoon.com/how/pronuncwhy.htm](http://www.antimoon.com/how/pronuncwhy.htm)>)

#### How do you address pronunciation in your language classes?

Do you ever suggest to any of your students that they should study pronunciation? Do you think pronunciation will just improve on its own? Why are some students able to master pronunciation with no difficulty, and others remain unintelligible? What do you do for the student who remains unintelligible?

#### The Pronunciation SIG is in its forming stages

We have twenty-three members who understand the value of effective pronunciation teaching and learning. We need more members in order to become officially recognized as a viable SIG. With greater membership, we can move forward with the idea of promoting the importance of pronunciation and exploring effective ways to help students become effective international communicators.

Contact Susan Gould at <[gould@lc.chubu.ac.jp](mailto:gould@lc.chubu.ac.jp)> if you have questions about membership or pronunciation.

## ► SIG Profile

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### Teacher Education SIG

The Teacher Education SIG strives to both help its members to become better teachers and to help others achieve the same aims. Concentrating on action research, motivation, peer-based development, reflection, and supervision and training, the Teacher Education SIG has been active since 1993.

The Teacher Education SIG has pursued its aims through various means. Our journal, *Exploration in Teacher Education* which followed *Teacher Talking to Teacher* has steadily expanded and has now reached Volume 12. It provides a supportive environment for members to share their ideas and innovations. In addition, our Yahoo Group provides an additional and immediate way for our diverse membership to interact.

Of course, opportunities for face-to-face interaction are also important. As well as presentations, meetings, and a popular party at the JALT national conference, an annual highlight is our retreat. Focusing on a key theme in teacher education, it has been held in diverse locations ranging from Kobe to Seto and Osaka to Fukushima. This year we are in Kashima, Ibaraki on 2nd and 3rd October. Do join us!

Much of our resources are channeled into sponsoring and co-sponsoring speakers from overseas. In the last couple of years, we have been pleased to welcome Kathleen Graves, Spencer Kagan and Elka Todeva. We intend to continue to invite inspirational speakers who can broaden our knowledge and provide new viewpoints.

A recent innovation has been the TE-SIG library. This allows members involved in research to access more than 120 books, which have kindly been donated, with the only cost being a small handling charge.

For the future, our main aim is to contribute to JALT's objectives of working with the Ministry of Education to provide teacher education programs for teachers in the state system. Through this we look forward to providing and gaining valuable new insights.

To join or receive further information, please contact our Membership Coordinator, Ikumi Ozawa <[ikumi\\_ozawa@hotmail.com](mailto:ikumi_ozawa@hotmail.com)>.

## ► **SIG Profile**

### **Testing & Evaluation SIG**

Whether we like it or not, part of an EFL educator's responsibilities entails some sort of interaction with language testing and evaluation. It may be an issue of assessing student performance in the classroom, assessing the effectiveness of a curriculum, or institution-wide testing for placement or gate keeping. It might be related to personal research, trying to reconcile teaching style with an externally imposed test or even designing a test-preparation course. In any case, it requires us to develop a critical view of testing methods and purposes, interpreting scores, test score uses, and the impact of testing on the various stake-holders: teachers, students, and administrators.

The TEVAL SIG was established in 1996 in response to a rising level of interest among members of JALT in the practice of language testing and evaluation in Japan. Our first major event was to sponsor a roundtable on entrance examinations at JALT '97. The TEVAL SIG has since sponsored 4 more roundtable/forums at the JALT National conventions (1998—2001) and co-sponsored 3 Pan-SIG mini-conferences (2002—2004).

In the spring of 1997, we published our first newsletter, *SHIKEN*, and as of March 2004, 18 issues have been printed. The *SHIKEN* regularly carries such features as *Statistics Corner* by J.D. Brown, interviews with distinguished experts in the field, and book reviews, as well as notices of conferences and calls for papers of professional organizations related to language testing and evaluation.

Our website <[www.jalt.org/test/](http://www.jalt.org/test/)> contains links to access online papers and articles on a wide variety of topics, as well as links to the homepages of over a dozen professional organizations such as The International Language Testing Association (ILTA), the Japan Language Testing Association (JLTA), and the Educational Testing Service (ETS).

The TEVAL SIG is dedicated to fostering better language testing practice in Japan by offering support to all who are interested in this important area of our profession. It is an ongoing, collective undertaking that each new SIG member can both add to and gain from.

## **SIG Contacts**

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**Other Language Educators**—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <[reinelt@ll.ehime-u.ac.jp](mailto:reinelt@ll.ehime-u.ac.jp)>

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## Forming SIGs

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# Chapter Reports

...with Heather Sparrow <chap-reports@jalt-publications.org>

The Chapter Reports column is a forum for sharing synopses of presentations held at JALT Chapters around Japan with the TLT readership. For guidelines on contributions, see the Submissions page at the back of each issue.



**Kitakyushu: September**—*English in the Elementary School* by **Tom Merner**. Merner gave an up-dated version of his presentation with Kensaku Yoshida at Kitakyushu JALT in March 2002. At that time they outlined changes in the Japanese public school curriculum due to be implemented the following month, observing that the new 3 hours per week of *Sogotekina Gakushu no Jikan* (Period of Integrated Studies) did not specify the extent to which international understanding would focus upon English activities, proportions of which were to be left to the discretion of individual school administrators. This time Merner showed that in 2003, 88.3% of schools were conducting English Activities for an average of about 11 hours per year! On the other hand, about 10 percent of schools offered about 3.5 hours per week of English activities. In many schools it was noticed that after these English activities had begun to be used, Japanese kids were beginning to communicate with each other better in their own language. Viewed from a holistic educational perspective, this accomplishment would appear superior to getting 1<sup>st</sup> graders to parrot directions to the post office. Merner finished his presentation by showing and explaining some parts of *Junior Columbus 21*, his soon-to-be-published textbook.

*Reported by Dave Pite*

## Kitakyushu: October

—*Delivery Skills for Public Speaking* by **Kay Hammond**.

Hammond described her semester course on public speaking before leading the audience through a mini-version of it. She believes that too much class time is consumed in the writing of speeches, so her students work with a single 5-minute speech for the duration of the course, allowing the entire group to present their speeches and have them evaluated in a single class period. In subsequent sessions, students can view their videotapes privately for additional feedback. Besides teaching students to be good evaluators, Hammond stresses only one or two presentation skills per round of speeches, so students can focus fully on their approach to the podium, their posture, the avoidance of vocalized pause, their fluency, and their gestures, and can even practice making mistakes and putting themselves in stressful situations. In the workshop, participants worked in groups of four with 30-second fill-in-the-blank speeches about their favorite food. As each person spoke, other members of the group concentrated on evaluating a single aspect of the presentation and provided immediate feedback. After five quick rounds of speeches and feedback, everyone felt they had made progress as public speakers.

*Reported by Margaret Orleans*

weblink: [www.jalt-publications.org/tlt/chaprep/](http://www.jalt-publications.org/tlt/chaprep/)

### SCENES FROM JALT2004 IN NARA



Photo: Harry Creagan

**Miyazaki: September—Elementary School English: A Discussion of the Current Situation** by **Tom Merner**. Merner discussed the way English is being taught at elementary schools in the “Period of Integrated Study” or *Sogotekina Gakushu no Jikan*. There is currently no official English curriculum; rather, lessons are designated as “English Activities” or *Eigokatsudo*, and teachers are required to design their own activities. However, this has proven to be problematic since many teachers lack the appropriate training; there have also been unrealistic expectations about what can be achieved.

Merner argued that English teachers at elementary schools need to focus on engaging their students in a variety of activities that will both foster an interest in language and also help them to develop problem-solving skills. To help fulfill these goals, he introduced some materials which are part of a new series of content-based texts specifically designed for use in elementary schools.

Reported by *Stephen J. Davies*

**Miyazaki: October—Writing Materials for Content-Based Language Classes** by **Edward Rummel**. Rummel focused on activities that can promote language awareness and consciousness-raising through using meaningful academic content. Rummel’s basic methodology revolves around his belief that language is a skill and thus is developed through practice, which puts the burden on the teacher to allow students to use language in meaningful contexts. Most of

Rummel’s examples were interactive, student-centered, and involved team/group work (even the task of learning the course syllabus). Several types of scanning, dictation, and cloze tasks were demonstrated and tied to specific teaching content, while maintaining an interactive focus. Ultimately, according to Rummel, a step-by-step approach using this methodology can build up learners’ confidence and awareness to the point where they are able to begin writing in-depth academic papers in English.

Reported by *Mike Guest*

**Nagasaki: September—Super Eigorian for Elementary School English** by **Tom Merner**. Merner talked about the purpose and status of English Activities within national elementary curricula, critically evaluating overall objectives and specific methods and materials. As an adviser to NHK’s popular TV series *Eigorian*, he gave a video preview and explanation of a new series called *Super Eigorian*, aimed at 5<sup>th</sup> and 6<sup>th</sup> graders for use in English Activities in elementary schools. Based on a thematic and activity-based approach, the program was designed to assist teachers to conduct English Activities for an age group often considered difficult to teach. The group discussed how the show is planned and constructed, and how it could be used among younger learners or with college students in teacher training and children’s education-related courses.

Reported by *Tim Allan*

### SCENES FROM JALT2004 IN NARA



Photo: Harry Creagan

# Chapter Events

...with Aleda Krause <chap-events@jalt-publications.org>

Will you be celebrating the New Year with your fellow chapter members at a *shinnenkai* this year? Make sure everyone knows about it. And remember, as a JALT member you may attend any chapter meeting or party at JALT member rates—usually free! Chapters, don't forget to add your event to the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.



**Gunma—Activities for Developing Speaking Fluency** by **Yukari Saiki**. How do language teachers help students speak a second language fluently? The purpose of this workshop is to introduce tasks that aim to reinforce the students' fluency. The presenter will demonstrate some tasks that focus on fluency and point out how these tasks can help to solve the problems of the students. *Sunday January 30, 14:00-16:30; Maebashi Kyoai Gakuen College; one-day members ¥1000.*

**Kagoshima—Classroom Activities for Kids** by **Bo Causer**. For more info contact us at Jelly Beans: t: 099-216-8800; f: 099-216-8801 or by email at <seminar@jellybeansed.com>. *Sunday January 23, 15:00-17:00; Kosha Biru (same bldg. as Jelly Beans); one-day members ¥800.*

**Kitakyushu—New Year Social Event**. To celebrate the New Year, join us for our annual social event. Details to be confirmed; check the chapter website for further information. *Saturday January 8, 18:30-20:30; Venue TBA.*

**Kyoto—Dealing With the X-Factor: Group Dynamics in the Language Classroom** by **David Barker**, Nagoya Women's University. Most teachers are aware that there is a certain magic ingredient that can override all other considerations in determining how successful a language class will be. This presentation will discuss ways in which we can both assess and develop the group dynamic in our classrooms. *Saturday January 22, 18:30-20:00; Kyoto Kyoiku Bunka Center; see <www.kyotojalt.org> for details.*

**Matsuyama—Some Methods of Teaching English That Have Developed in Japan After World War II** by **Kiyoshi Shioiri**, Shinonome College. Four major methods of teaching English have arisen in postwar Japan. In historical order they are: *eigo de kangaeru* (thinking in English),

*shikan rodoku* (reading out loud), *kangaeru eigo* (English through thinking), and contrastive analysis between English and Japanese. We will examine the advantages and disadvantages of each method and try to come up with a better way. *Sunday January 9, 14:15-16:15; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

**Nagasaki—Plans for 2005**. We do not have a meeting this month, but contact us for any late changes. As well, note that we are now welcoming any ideas or offers for presentations, workshops, demonstrations, and more through much of 2005. Our next meeting will feature Ronald Schmidt-Fajlik on Sunday, February 13—more information about this event will soon be available on our homepage at <www.kyushuelt.com/jalt/nagasaki.html>, or you can keep in touch with us by signing up there for our popular, free, monthly email newsletter.

**Nagoya—The Internet Without Computers** by **Tom Robb**. Robb will introduce a number of ways that instructors can exploit the Internet without computers physically present in the classroom. We will discuss ways to find class material on the Internet, ways to have students create Internet content, and finally, how to set up a virtual learning environment, Moodle, to integrate out-of-class computer activities. *Sunday January 23, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1000.*

**Omiya—Program Revision** by **Dann Gossman**, Kanto Gakuen University. What's the first thing you think of doing when "Program Revision" becomes necessary? If it's to reach for the publishers' catalogs for a new text, you may want to re-think the entire process. I'll propose a set of questions to help discover and focus the

weblink: [www.jalt.org/calendar/](http://www.jalt.org/calendar/)

## Chapter Events

environment in which the program will operate, and help confirm the resources available to you. *Sunday January 9, 14:00-17:00; Sakuragi Kominkan (near Omiya Station, west exit; one-day members ¥1000.*

### **Osaka—What's Lev Got to Do With It?**

*Vygotskian Trends in Recent Pedagogy, Professional Development, and Language Acquisition.* by **Larry Metzger, Deryn Verity, and David Woodfield.** The zone of proximal development, talk as a psychological tool, internalization, private speech! What's this? Over the last decade, language teachers have been finding inspiration in the ideas of Russian psychologist Lev Vygotsky. Find out why! We will introduce fundamental concepts of the neo-Vygotskian paradigm. Activities will be structured to help you discover for yourself what Vygotsky has to offer. *Saturday January 8, 18:30-20:45; Osaka City Municipal Lifelong Learning Center, on 5F of Umeda's Dai-2 Building, just southeast and across the street from the Hilton Hotel; t: 06-6345-5000; one-day members ¥1000 yen / students ¥600 yen.*

### **Sendai—The Tohoku English Language**

*Teaching Expo.* Information forthcoming. *Sunday January 16, 09:00-17:00; Sendai International Center; one-day members ¥1000.*

### **Shinshu—JALT/Luna and Oxford University**

*Press Workshop.* Information forthcoming. *Sunday January 30, 14:00-17:00; Luna International, Matsumoto; free for all.*

### **Toyohashi—Teaching to the Extremes & the**

*Middle* by **Linda Donan.** Some teachers have little success with the extremes in student age groups: babies of 18 months or students over 65. Come enjoy some secrets about how to have a great time with them. Linda will also give university teachers a special handout for first classes in April that will make this particular middle group a snap to teach all year. *Sunday January 30, 13:30-16:00; Aichi University Bldg 5, room 53A; one-day members ¥1000.*

**Yamagata—Kenya, Africa, in Terms of its History, Culture, People, Education, Language, etc.** by **Jenn Douthit.** Douthit is an ALT in Yamagata city. She is to talk about the above-

mentioned topic, focusing on the people of Kenya and the English language as a means of global communication in the 21<sup>st</sup> century. *Saturday January 15, 13:30-15:30; Yamagata Seibu Kominkan, Kagota 1-2-23, Yamagata-shi; t: 023-645-1223; one-day members ¥800.*

**Yokohama—Japanese University Students' Stereotypes of Chinese and American Foreigners: A Quantitative Study** by **Christopher J. Long, Hisako Otsuka, and Naoki Ikeda** (Sophia University). The presenters will discuss findings from a study of Japanese stereotypes of foreigners. Two groups listened to the same voice in Japanese. One group believed the speaker was American, the other Chinese. Both groups rated the speaker on 30 items (e.g., intelligence and fluency). Differences in ratings given by both groups and implications for intercultural communication in Japan will be presented. *Sunday January 16, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi [See <yojalt.bravehost.com> for details & a map]; one-day members ¥1000.*

## Chapter Contacts

If you want to get in touch with a chapter for information or assistance, please use the following contacts. Chapters who want to change their contact should send it the editor: Aleda Krause; t/f: 048-787-3342; <chap-events@jalt-publications.org>.

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**Yokohama**—Scott Bronner; t/f: 045-982-0959; 03-3238-3768 (w); <bronner@iname.com>

## SCENES FROM JALT2004 IN NARA



Photo: Harry Creagan

# Job Information Center

...with John D. Smith <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or fax (089-924-5745) John D. Smith, Job Information Center. Email is preferred. Please type your ad in the body of the email. The notice should be received before the 15<sup>th</sup> of the month, 2 months before publication, and contain the following information: city and prefecture, 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 sex, race, age, or nationality either must be modified or will not be included in the JIC column.



**Nagano-ken**—A to Z Language School in Okaya, 2.5 hours from Shinjuku by train, is seeking a full time English instructor for corporate business English classes starting April 2005. **Qualifications:** Applicant should be a native English speaker and have TESOL or other equivalent language teaching qualifications and more than 2 years experience in teaching adults. Additional business experience or background preferred. **Duties:** Maximum 25 teaching hours per week. Most are private lessons for business people, especially for engineers. **Application Materials:** A cover letter and up-to date CV with photo. **Deadline:** Ongoing. **Contact:** Email CV and cover letter to <akemi.miyosawa@atoz-ed.co.jp>.

**Shiga-ken**—The English Department of the Faculty of Education at Shiga University in Otsu is seeking two part-time native English speakers for required freshman oral English classes starting April 2005. The campus is a 10–15 minute bus ride from JR Ishiyama Station. **Qualifications:** Native English speakers with an MA in a language related field and experience at the university/adult level given first priority. Other MAs with relevant experience considered. You must present evidence of completing your MA, no In Progress or ABDs will be considered. Basic Japanese would be useful in dealing with the office staff. **Duties:** Each position is two consecutive classes on Fridays: second, third, or fourth periods. While there is some flexibility in the choice of periods, the day cannot be changed. The classes are 90 minutes each, with approximately 25–35 students per class. **Salary & Benefits:** The salary depends on age; from ¥7,000 to ¥10,400 per class per week with paid transportation. **Application Materials:** Cover letter and resume including DOB and photograph, a copy of your diploma, three letters of reference at least one of which must be

from someone in Japan (with email addresses for those outside Japan, and telephone numbers and email addresses for those in Japan), and evidence of a proper visa. Send materials to the contact address below; email applications will not be considered. Only successful applicants will be contacted. Application materials will not be returned unless accompanied by SASE. **Deadline:** Ongoing. **Contact:** Michael Wolf, English Department, Shiga University, 2-5-1 Hiratsu, Otsu, Shiga 520-0862; <mwolf@sue.shiga-u.ac.jp>; <www.shiga-u.ac.jp>.

**Tokyo-to**—The British Education College in Tokyo has recently been established as a division of the British Education Office to provide English upgrading and foundation programmes in collaboration with the Northern Consortium to enable Japanese students to succeed in undergraduate and postgraduate study in Britain. Throughout the year, we run ongoing recruitment for the following positions: Qualified Part-Time EFL Teachers (¥3,000–¥4,500 per hour); Qualified Part-Time Management, Social Science or Art Teachers (¥3,000–¥5,000 per hour); Writers, Material Editors, Web-Editors. **Application Materials:** To apply, please fax/email us your CV in English with a covering letter addressing why you are appropriate for the job. **Deadline:** Ongoing. **Contact:** f: 03-3368-6605; <recruitment@beo.jp>; <www.beo.jp/recruitment.html>.

**Tokyo-to**—The Waseda University School of Letters, Arts and Sciences is accepting applications for possible openings for part-time teachers for 2005–2006. **Qualifications:** Master's degree in TESOL, Applied Linguistics, Literature, or related field and at least 2 years of teaching experience at a Japanese university. **Duties:** Teach English for General Communication, English for Academic Purposes, or English

weblink: [www.jalt-publications.org/tlt/jobs/](http://www.jalt-publications.org/tlt/jobs/)

for Professional Purposes classes. **Salary & Benefits:** According to Waseda University regulations. **Application Materials:** Cover letter, and resume in either English or Japanese with a list of related publications, if any.

**Deadline:** Ongoing. **Contact:** Send application materials to Part-Time English Teaching, Waseda University School of Letters, Arts and Sciences, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644. Only successful applicants will be contacted.

**Tokyo-to**—Kanto International High School, a recognized Super English Language High School in Nishi-Shinjuku with an extensive and innovative English curriculum, requires full-time native English speaking teachers for our expanding program. Position begins April 2005. **Qualifications:** High School teaching experience, Masters in TESOL (or in progress) and intermediate Japanese ability preferred. **Duties:** Solo teaching, course planning, student assessment, faculty meetings and administrative duties required, Monday through Friday. **Salary & Benefits:** Salary commensurate with experience and qualifications. **Application**

**Materials:** Email resume and cover letter to <kantocoordinator@yahoo.com> **Deadline:** March 1, 2005. **Contact:** <www.kantokokusai.ac.jp>.

### SCENES FROM JALT2004 IN NARA



*Photo: Harry Creagan*

### Job Info Web Corner

You can view the job listings on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL, and Other Teaching Jobs in Japan at <[www.jobsinjapan.com](http://www.jobsinjapan.com)>
2. Information for those seeking university positions (not a job list) at <[www.debito.org/univquestions.html](http://www.debito.org/univquestions.html)>
3. ELT News at <[www.eltnews.com/jobsinjapan.shtml](http://www.eltnews.com/jobsinjapan.shtml)>
4. JALT Jobs and Career Enhancement links at <[www.jalt-publications.org/tlt/jobs/](http://www.jalt-publications.org/tlt/jobs/)>
5. Teaching English in Japan: A Guide to Getting a Job at <[www.wizweb.com/~susan/japan/](http://www.wizweb.com/~susan/japan/)>
6. ESL Cafe's Job Center at <[www.pacificnet.net/~sperling/jobcenter.html](http://www.pacificnet.net/~sperling/jobcenter.html)>
7. Ohayo Sensei at <[www.ohayosensei.com](http://www.ohayosensei.com)>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <[jrecin.jst.go.jp](http://jrecin.jst.go.jp)>
9. The Digital Education Information Network Job Centre at <[www.edufind.com/index.cfm](http://www.edufind.com/index.cfm)>
10. EFL in Asia at <[www.geocities.com/Tokyo/Flats/7947/eflasia.htm](http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm)>
11. Jobs in Japan at <[www.englishresource.com/index.html](http://www.englishresource.com/index.html)>
12. Job information at <[www.ESLworldwide.com](http://www.ESLworldwide.com)>
13. World English Jobs <[www.englishjobmaze.com](http://www.englishjobmaze.com)>
14. Hokkaido Insider: A subscription service for news and jobs <[www.ne.jp/asahi/hokkaido/kenhartmann/](http://www.ne.jp/asahi/hokkaido/kenhartmann/)>

# Conference Calendar

...with Hayo Reinders <conferences@jalt-publications.org>

New listings are welcome. Please submit information to Hayo Reinders by the 15th of the month at <conferences@jalt-publications.org>, at least three months ahead (four months for overseas conferences). Thus January 15 is the deadline for an April conference in Japan or a May conference overseas, especially for a conference early in the month.



## Upcoming Conferences

**January 20–22, 2005—The 25<sup>th</sup> Annual Thailand TESOL International Conference: *Surfing the Waves of Change in ELT***, at the Imperial Queen's Park Bangkok, Thailand. Contact: Maneepen Apibalsri, <mapibal@ccs.sut.ac.th>. <thaitesol.org>

**March 12, 2005—The First CamTESOL Conference on English Language Teaching**, in Phnom Penh, Cambodia. This is a conference for professionals in the field of English Language Teaching and related issues. This conference will be the first of an annual CamTESOL conference series. Contact: <info@camtesol.org>. <camtesol.org>

**April 18–20, 2005—40<sup>th</sup> RELC International Seminar: *New Dimensions in the Teaching of Oral Communication***, at the Regional English Language Centre, Singapore. The role of oral skills in language learning has been an area of theoretical discussion over the years, with some suggesting that the oral language must come first. There has also been controversy over the need for oral skills, especially in foreign language situations where the main aim is examination preparation rather than communication with speakers or writers of the target language. Contact: RELC Secretariat, <admin@relc.org.sg>. <relc.org.sg/sem\_frame.htm>

**May 26–28, 2005—The 18<sup>th</sup> TESL Canada Conference: *Building a Profession, Building a Nation***, at the Westin Hotel, Ottawa, Canada. The conference will include a research symposium, many workshops, a technology fair, keynote addresses by Karen E. Johnson and Elana Shohamy, a learners' conference, and much more! Contact: <teslca2005@yahoo.ca>. <www.tesl.ca>

**July 24–29, 2005—The 14<sup>th</sup> World Congress of Applied Linguistics**, Madison, Wisconsin, USA. Presentations at the World Congress will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is *The Future is Now*—a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away. Contact: Richard Young, <rfyoung@wisc.edu>. <aila2005.org>

**August 24–27, 2005—Eurocall Conference: *CALL, WELL, and TELL, Fostering Autonomy***, at Jagiellonian University, Cracow, Poland. The theme aims to focus attention on the changing concepts and practices concerning autonomy in learning and teaching brought about by technological developments. It aims to actively promote the awareness, availability, and practical benefits of autonomous learning using CALL, WELL, & TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally. Contact: <info@eurocall-languages.org.pl>. <www.eurocall-languages.org.pl>

## Calls for Papers/Posters

**Deadline: February 20, 2005 (for May 14–15, 2005)—The JALT Pan-SIG Conference 2005**, at Tokyo Keizai University. Sponsored by the JALT Gender Awareness in Language Teaching, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners and Testing & Evaluation SIGs, and by the West & Central Tokyo Chapters. The featured speaker will be Curtis Kelly of Osaka Gakuin University on adult teaching methods, learning contracts, needs assessment, and learning theories. Contact: <pansig2005@yahoo.com>. <www.jalt.org/pansig/2005/>

weblink: [www.jalt-publications.org/tlt/confcal/](http://www.jalt-publications.org/tlt/confcal/)

**Deadline: January 31, 2005 (for June 3–5, 2005)**—*The JALTCALL 2005 Conference: Glocalization through CALL: Bringing People Together*, at Tokyo Keizai University. The conference focuses on the social dimension of CALL at local and global levels, as represented by the term “glocalization.” The conference organising committee is specifically seeking submissions in the following areas: using CALL to encourage communication between learners at the local level, using CALL to encourage communication between learners globally, collaborative CALL research projects, collaborative CALL learning projects, local-scale CALL projects with international objectives. Plenary speakers include Ushi Felix (Monash University, Australia), Hayo Reinders (University of Auckland, New Zealand), Yukio Takefuta (Bunkyo Gakuin University, Japan). Contact: <submissions@jaltcall.org>. <www.jaltcall.org/>

**Deadline: February 28, 2005 (for October 8–10, 2005)**—*The 31<sup>st</sup> Annual International JALT Conference: Sharing Our Stories*, at Granship Convention Centre in Shizuoka, Japan. Please visit our website for more information on submissions. Contact: <jalt@gol.com>. <conferences.jalt.org/2005/>

## SCENES FROM JALT2004 IN NARA



Photo: Bob Sanderson

## Call for Papers

### Classroom Materials Publication

Due for release in mid-2005, this "My Share" style publication is intended as a practical resource for language teachers looking for supplementary materials. This fully indexed CD-ROM will feature activities tried and tested in language-learning classrooms. Many activities will also include photocopiable worksheets.

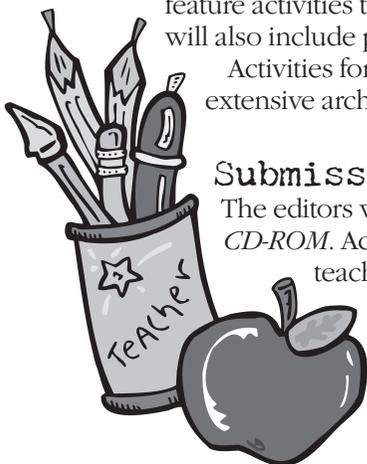
Activities for the disk will be collated from the *TLT My Share* column's extensive archives, and from submissions from JALT's SIGs and members.

### Submissions

The editors would like to call for submissions for this *Classroom Materials* CD-ROM. Activities should be original, unpublished, and relevant to language teaching. We are particularly looking for activities that can be adapted to photocopiable worksheets.

For more information on the *Classroom Materials* project, including guidelines for writing and submitting articles, please visit:

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



# Submissions

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となります。

## Feature Articles

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

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and sub-headings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- 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、結論などの独自性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。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 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、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-Editor.

**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。

**Readers' Views.** Responses to articles or other items in *TLT* are invited. Submissions should be sent to the editor and time allowed for a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence. Send as an email attachment to the Co-Editors.

**読者の意見:** TLTに掲載された記事へ意見をお寄せ下さい。編集者が適切だと判断した場合には、著者の考えと並べて掲載したいと思えます。実名記載になります。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-Editor.

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

## Departments

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

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

Send as an email attachment to the My Share editor.

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

**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、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までに送ってください。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/tlt/focus/>. Calls for papers or research projects will be accepted; however, announcements of conferences, colloquia, or seminars should be submitted to the Conference Calendar. Submissions:

- should be no more than 150 words
- should be submitted in 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/tlt/focus/>で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーは Conference Calendar で扱います。

**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
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission.

Send as an email attachment to the Book Reviews Editor.

**書評:** 本や教材の書評です。書評編集者 <pub-review@jalt-publications.org>に問い合わせ、最近出版されたリストからお選びいただくか、もしwebサイトなどのリストにない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものを持って歓迎します。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。

**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, 2 months 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 Reports.** The column is a forum for sharing presentation synopses held at JALT Chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. 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 300 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。

**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。

**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。県と都府市、機関名、職名、専任か非常勤かとの区別、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 as an email attachment to the Conference Calendar editor.

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

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# Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

**Publications** — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

**Meetings and Conferences** — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m<sup>2</sup>, an employment center, and social events. Local chapter meetings are held on a monthly or bi-monthly basis in each JALT chapter; and Special Interest Groups, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

**Chapters** — Akita, Chiba, Fukui, Fukuoka, Gifu, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama.

**SIGs** — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Gender Awareness in Language Education; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Pragmatics; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Other Language Educators (affiliate); Eikaiwa (forming); Pronunciation (forming); Teaching Older Learners (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

**Awards for Research Grants and Development** — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair. Awards are announced at the annual conference.

**Membership** — All membership includes subscriptions to *The Language Teacher* and *JALT Journal* and membership in a local chapter. **Regular membership** (¥10,000). **Student membership** (¥6,000) - available to students of undergraduate/graduate universities and colleges in Japan. **Joint membership** (¥17,000) - available to two individuals who can register with the same mailing address; only one copy of each JALT publication for two members. **Group membership** (¥6,500/person) — available to five or more people who can register with the same mailing address; one copy of each publication for every five members or fraction thereof. Applications may be made at any JALT meeting or by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*. Joint and Group members must apply, renew, and pay membership fees together with the other members of their group. From overseas, application may be made by sending an International Postal Order to the JALT Central Office or by transferring the fee through Citibank. For details please contact the Central Office.

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## Join or renew

### JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,000名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

**出版物:** JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌 *The Language Teacher*、年2回発行の *JALT Journal*、*JALT Applied Materials*（モノグラフィーズ）、およびJALT年次大会会報を発行しています。

**例会と大会:** JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキウム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テストングや他のテーマについての研究会などの特別な行事を支援しています。

**支部:** 現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、岐阜、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜）

**分野別研究部会:** バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロップメント、教材開発、語用論、外国語教育政策とプロフェッショナルイズム、教師教育、児童教育、試験と評価、他言語教育（準分野別研究部会）、英会話(forming)、発音(forming)、中高年学教育(forming)。JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

**研究助成金:** 研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

**会員及び会費:** 会員及び年会費: 年会費にはJALT出版物の購読料及び支部の会費も含まれています。個人会員(10,000円)。学生会員(6,000円) - 日本にある大学・大学院・専門学校に在籍する学生を対象。ジョイント会員(17,000円) - 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。団体会員(6,500円/人) - 同じ住所で登録する5名以上を対象とし、JALT出版物は5名毎に1部。入会・更新申込みは、例会で行うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さい。海外からは国際郵便を替へてJALT事務局に送るか、又はCitibankより送金してください。詳しくはJALT事務局に問合わせてください。

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