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In this issue:

- Japanese teachers' perceptions and practice of the communicative approach 3
— *Naoko Taguchi*
- Recommendations for developing L2 English writing programs 13
— *Tracy Terrell Franz*
- The ecological language teacher 19
— *Gretchen Jude*
- A knowledge base in Japan using video 23
— *Andrew Meyerhoff*
- My Share: Educating against plagiarism 25
— *Ideas from Kay Hammond and Greg Wheeler*
- TLT Wired: Content management systems. 51
— *Paul Daniels*

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The Japan Association for Language Teaching
全国語学教育学会

International Events at JALT2005

**International events at the JALT conference?
Where in the world do all the participants come from?**

Andrew Zitzmann

NPO JALT Director of Program

[The 3rd in a series of pre-conference info-articles]



Simply put, most of our international partners and affiliates from countries in Asia and around the world: Korea, Taiwan, Thailand, Russia, Singapore, Canada, the USA, and the UK. Their representatives are just some of the

participants at our international conference. Many others from around the world gather at JALT's premier event to share their experiences and learn from others. The sessions they participate in broaden our views and help us connect with fellow educational communities in Asia and beyond.



INTERNATIONAL FORUM

The highlight of our international programme is the **International Forum**, which brings together many of our partner delegates for discussions on topics relevant to the EFL context. Panelists at the JALT 2005 international forum have been invited to come share their tales of teaching abroad on the theme "Learning from Stories Around the World." This is sure to be a lively session, with many different cultures presenting a variety of views and opinions. However, individual attendees are not left out and are offered the chance to participate via an *open mike* session.

There's more!!
the EFL context.
Panelists at the JALT
2005 international



forum have been invited to come share their tales of teaching abroad on the theme "Learning from Stories Around the World." "The tales of the challenges our overseas colleagues face each and every working day can be quite eye-opening. There is a lot of creativity happening to make the most of the resources that are available to them. "That's a wonderful program you've got for teaching writing. Is there any way we can do the same thing, but without a computer?"

are available to them. "That's a wonderful program you've got for teaching writing. Is there any way we can do the same thing, but without a computer?"

There is a lot more to a JALT conference than just the "J" Go international. We encourage you to attend some of these events and feel the dynamism that runs across our region. Share in the stories and connect with the professional bonds that bring us together.



**For more information, visit
<conferences.jalt.org/2005/>**



Foreword

With the long awaited arrival of spring and the start of another new season, comes the March issue of *The Language Teacher*. For many of us it is the end of the academic year, providing time to reflect on our achievements over the past 12 months and to think about what we hope to achieve this coming year.

This month's issue features an article by **Naoko Taguchi** in which she focuses on a study conducted in Japanese secondary schools examining the perceptions and practices of teachers with regard to the Oral Communication (OC) curriculum.

With all the changes taking place in recent years to the English education system in Japan, Taguchi provides some insight into what is happening at the classroom level.

Readers' Forum presents us with three interesting articles, addressing a range of topics. The first paper by **Tracy Terrel Franz** makes some recommendations for the development of L2 writing programs at Japanese universities. **Gretchen Jude**

discusses the introduction of environmental issues for use as topics in EFL classes, suggesting them as an effective means of bringing the "outside" world into the classroom. **Andrew Meyeroff** advocates the creation of an ongoing database of authentic lessons stored on video and accessible via the intranet for use by language teachers in Japan. This technology would provide teachers with a useful resource for improving their teaching methodology.

My Share focuses on the issue of plagiarism, a problem confronting many language teachers and confounded by material available on the Internet. **Kay Hammond** introduces a handout to help students understand the concept of plagiarism, as well as a useful Internet check to detect plagiarism in student's work. **Greg Wheeler** provides a lesson plan enabling students to examine examples of plagiarism.

Finally, as new Associate Editor I would like to express my thanks to all the staff of *TLT* who work tirelessly to put this publication into print each month.

Jacqui Norris-Holt
TLT Co-Editor

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CONTENTS

Feature Article

- 3 *The communicative approach in Japanese secondary schools: Teachers' perceptions and practice*

Readers' Forums

- 13 *Recommendations for developing L2 English writing programs at Japanese universities*
19 *The ecological language teacher: Beyond the Three Rs*
23 *A knowledge base in Japan using video: The Stigler Model*

My Share

- 25 *Plagiarism Police: A Teacher's Guide to Teaching and Detecting Plagiarism*
27 *Assisting Student Recognition of Plagiarism*

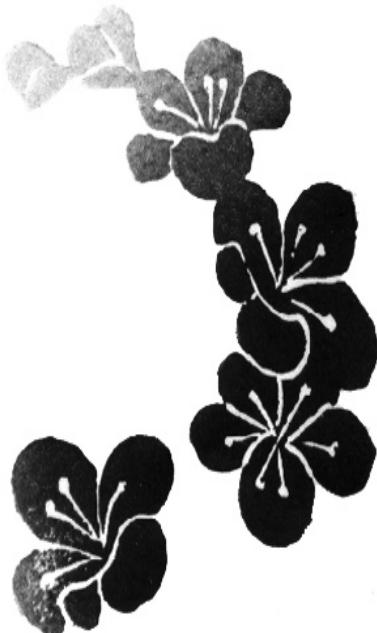
JALT Focus

- 29 *From JALT National*
30 *JALT Notices*
33 *Perspectives*

Departments

- 35 *Book Reviews*
39 *SIG News & Contacts*
43 *Chapter Reports*
44 *Chapter Events & Contacts*
47 *Job Information Center*
49 *Conference Calendar*
51 *TLT Wired: Content Management Systems*
53 *Recently Received*
54 *Submissions*
55 *Staff List*
56 *Membership Information*
2 *Advertiser Index*

JALT 2005



長

く待ち望んでいた春の到来とともに3月号が発行されます。学年末の今、私たちはこの一年を振り返り、そして来たる年度の抱負に思いをめぐらせます。

さて、今月号の論文では、Naoko Taguchi氏が高等学校におけるオーラル・コミュニケーションのカリキュラムに関して実態調査をもとに教師の認識と実践を検証します。読者フォーラムでは、Tracy Terrel Franz氏が日本の大学におけるライティングのプログラムの改善案について、Gretchen Jude氏が授業に環境問題をトピックとして取り入れる効果について、そしてAndrew Meyeroff氏がインターネット経由で日本の語学教師がアクセスできる授業のビデオデータベースの構築について論考します。また、My Shareでは、Kay HammondとGreg Wheelerの両氏による剽窃に関する寄稿もあります。

最後になりましたが、毎月本誌を刊行するにあたって労を惜しむことなく協力してくださるTLTのスタッフ全員に対し、新しい副編集長としてここに感謝を申し上げます。

TLT / Job Information Centre Policy on Discrimination

The editors oppose discriminatory language, policies, and employment practices, in accordance with Japanese and international law. Exclusions or requirements concerning gender, age, race, religion, or country of origin should be avoided in announcements in the JJC Positions column, unless there are legal requirements or other compelling reasons for such discrimination, and these reasons are clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

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Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

• Cambridge University Press	6
• CIEE	50
• IPI	32
• Linguaphone	8
• Longman	47
• Seido	IBC, 38

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The communicative approach in Japanese secondary schools: Teachers' perceptions and practice

Naoko Taguchi

Carnegie Mellon University

本研究では、1989年の高等学校学習指導要領によって初めて導入され、1999年に改正されたオーラルコミュニケーションという科目が実際の高等学校の現場でどの程度実施されているかを英語教師へのアンケートと実際の授業観察の結果をもとに検証した。アンケートの結果からは外部的要因として大学入試がコミュニケーションタイプな授業をする際の大きな妨げになっていることが明らかになった。一方、実際の授業観察からは教師側の要因、特にコミュニケーションタイプアプローチによる授業の経験不足が妨げの大きな要因となっていることが分かった。

The announcement of the national curriculum guidelines by the Japanese Ministry of Education in 1989 (revised in 1999) was a landmark decision in the history of secondary English education because for the first time, the government officially placed pedagogical emphasis on the development of students' communicative ability. The 1989 *Course of Study* (Mombusho, 1989) introduced three new courses-Oral Communication A (OCA), Oral Communication B (OCB), and Oral Communication C (OCC)-in an attempt to improve students' speaking and listening skills. General objectives of Oral Communication (OC) classes were "to improve students' ability to comprehend English in everyday situations and to express their ideas in English. To cultivate students' positive attitudes to attempt communication" (Mombusho, 1989, p. 14). In 2003, the new curriculum guidelines (i.e., 1999 *Course of Study*) were put into effect and OCA, OCB, and OCC were renamed as Oral Communication I and II, however the general course objectives of the OC classes from the 1989 curriculum were retained. The objectives of the OC classes largely reflect the characteristics

of communicative language teaching identified in the previous literature, including meaning and function-oriented language use, contextualized language use, the use of authentic real-life materials, the use of group activities that promote interaction, and learner-centered classrooms that develop an autonomous learning style (Finocchiaro & Brumfit, 1983; Larsen-Freeman, 1986; Savignon, 1991, 2002). Since the introduction of the 1989 *Course of Study*, it has been widely claimed that OC classes have not produced the intended outcome, as documented in the previous literature (Brown & Wada, 1998; Gorsuch, 2000, 2001; LoCastro, 1996; Oka & Yoshida, 1997; Pacek, 1996; Sato, 2002; Taguchi, 2002; Wada, 2002). LoCastro (1996) noted the popularity of the grammar-translation method in class, by which the teacher goes over sentence-by-sentence translations and students practice choral reading the sentences aloud. Gorsuch (2000, 2001) used a survey method in order to examine how national, school, and classroom variables are related to teachers' approval of communicative

weblink: www.jalt-publications.org/tlt/articles/2005/03/taguchi

activities. The results documented the centrality of college entrance exams; grammar-oriented exams dictate the instructional focus and shape teachers' classroom practices in Japan. Due to institutional and social tradition, teachers' preference for grammar-based instruction was found hard to change even after they had completed training programs on communicative methods, as documented in Pacek's (1996) interview study. Furthermore, English textbooks were also found to provide only partial support for the development of communicative ability in Japanese English education. McGroarty and Taguchi (2005) found that most exercises that appeared in OC textbooks were mechanical and structured, including simple comprehension and production of information, and did not provide more cognitively complex language activities such as negotiation of meaning.

Although the previous research described teachers' perspectives on the difficulty of implementing the guidelines, little research has been conducted from observation of actual teaching practice. Most studies relied on teachers' self-reported data in order to make inferences about what takes place in classrooms. Although using a self-reporting method such as a survey is advantageous in collecting a large amount of data quickly, questions remain as to whether teacher perceptions gleaned from a survey could form an accurate representation of actual instructional behaviors. Therefore, this study combined survey and class observation methods in order to examine whether teachers' teaching practices actually reflected the objectives stated in the curriculum. The study was guided by the following research question: What characteristics do current OC classes exhibit, in terms of class activities, assessment methods, and the degree of "communicativeness" reflected in teaching practice?

Method

This study was conducted in a prefecture with a population of 1 million in northern Japan. It was restricted to upper secondary school classes and teachers. According to the census data of May 2003, there were 65 upper secondary schools in the prefecture. The number of upper secondary school students was 41,567 (20,646 males and 20,921 females). The number of upper secondary school English teachers was about 300.

A survey method was used to investigate teachers' perceptions of OC classes and implementation difficulties (see Appendix). The survey was mailed to English teachers in upper secondary schools in

the prefecture in September of 2002. The results were based on 92 surveys returned to the researcher by December 2002. The survey asked teachers to report typical language activities, assessment methods, and equipment used in their English classes. As only 30% of teachers responded to the survey, it is possible that those who did respond were keen on the communicative approach stated in the national curriculum.

In addition to the survey, class observation method was used to examine teachers' practice in OC classes and the degree of communicativeness reflected in their teaching. Observation data was collected at two upper secondary schools in the target prefecture (i.e., School A and School B). Four regular, co-educational high schools located in the same central district of the capital city in the target prefecture were initially contacted, of which two agreed to offer classes for observation. Following discussions with the head of the English department, a total of four class visits (two 50- and two 65-minute 1st year senior high school OCA classes) were arranged according to teachers' schedules.

All class periods were tape-recorded and analyzed using the Communicative Orientation of Language Teaching Observation Scheme (COLT) (Frohlich, Spada, & Allen, 1987; Spada & Frohlich, 1995), which was derived from theories of communicative competence (see Canale & Swain, 1980). After each class observation all activities were identified, these forming the basic segments of analysis. The segments were categorized and analyzed according to the following five features adapted from COLT (Spada & Frohlich, 1995, p. 13-27):

1. Participant Organization: Participant organization refers to how students are organized in activities, including *teacher to student or class* ($T \leftrightarrow S/C$) (the teacher interacts with the whole class/individual students), *student to student or class* ($S \leftrightarrow S/C$) (one central activity lead by students occurs), *choral work, group task, and individual task*.
2. Content: Content refers to the subject matter of activities. *Language* includes *form* (grammar, vocabulary), *function, discourse* (extended texts), and *sociolinguistics* (politeness).
3. Content Control: Content control refers to who selects and controls the task: *teacher/text* in which the task is determined by the teacher/text, and *student* in which the task is determined by the students.

4. Student Modality: This feature identifies the various skills involved in each instructional unit, including *listening, speaking, reading, and writing*.
5. Materials: This category describes classroom materials in terms of text type. Type of materials include *minimal text* (isolated sentences, word lists), *extended text* (stories, paragraphs), *audio* (tapes), and *visual* (pictures). Source of materials include *authentic materials* (designed for native speakers) and *non-authentic materials* (designed for non-native speakers).

The rationale for these five COLT features is based on previous literature on communicative language teaching; group work is considered indispensable in developing communication ability because it facilitates negotiation of meaning among students. The content of instruction should also maintain an appropriate balance between meaning and form in a format of

authentic, "real language" materials, and should be initiated and controlled by students.

Classroom activities were coded using COLT following each observation. For each of the five COLT features, the starting and ending time of individual class activities was entered in real-time and confirmed by listening to the recording of the class immediately after observation. The time for each feature was calculated in minutes for each class activity. The total time for each feature was calculated for each class period. Finally, the totaled minutes were converted to percentages of the total class time.

Results

Figure 1 presents the typical classroom activities reported by the 92 teachers in the survey. Listening exercises and dialogue practice were reported by the majority of the teachers. Activities for creative expression and negotiation of meaning, such as debate, speech, or roleplay, were reportedly used less frequently. Grammar and vocabulary instruction was the third most common activity, reflecting teachers' need to prepare students for college entrance exams. These class activities were probably conducted largely in Japanese because only 7% reported using English as an instructional medium.

Figure 2 displays common assessment methods in OC classes. Most teachers reported using written tests that contained translations of key expressions, dialogue fill-in exercises, and grammar questions. Twenty teachers reported using listening tests. Only eight teachers indicated they used speaking tests, such as interviews and speeches.

Classroom observations documented how OC classes were actually taught by teachers, focusing on the degree of communicativeness reflected in their teaching practice. Table 1 summarizes the analysis of the four class periods, presenting the percentage of class time allocated for each COLT feature. Observed OC classes were found to be largely teacher-centered, with the instructor providing most input directly to the students (48-74% of class time). The teacher-centered style was also evident in the content control feature, with the task being determined and

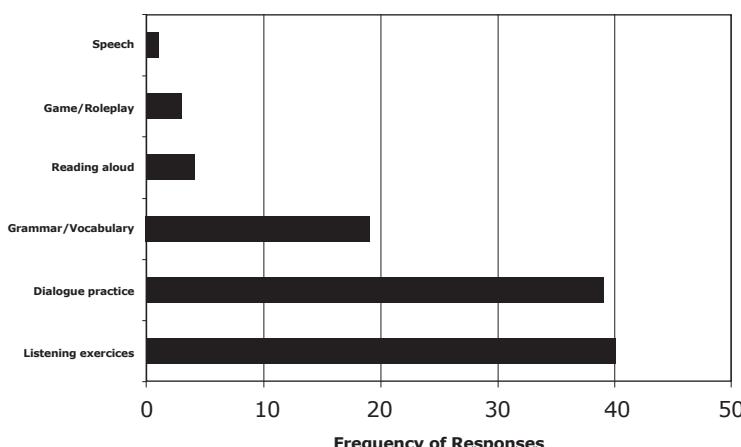


Figure 1. Typical activities in OC classes as reported by teachers (N = 92)

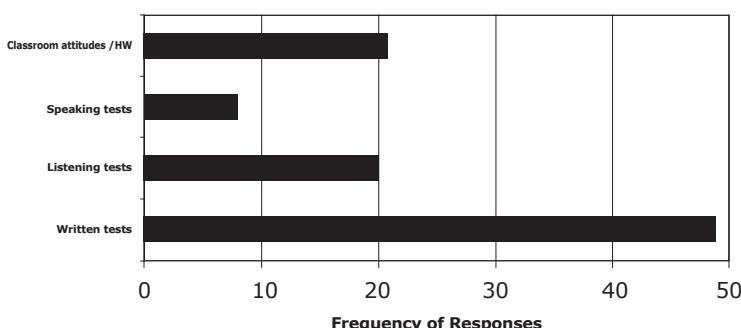


Figure 2. Typical assessment methods in OC classes as reported by teachers (N = 92)

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Table 1. Percentage of class time according to COLT features

COLT Features		School A OCA Visit 1 (50 min.)	School A OCA Visit 2 (50 min.)	School B OCB Visit 1 (65 min.)	School B OCB Visit 2 (65 min.)
Participant Organization	T<-->S/C	54	48	48	74
	S<-->S/C	0	0	12	0
	Choral	8	11	14	14
	Group	11	0	0	0
	Individual	31	40	20	12
Content	Procedure	8	0	0	0
	Form	85	77	88	54
	Function	0	0	0	0
	Discourse	0	18	12	10
	Sociolinguistics	0	0	0	0
	Others	8	5	0	36
Content Control	Teacher/text	100	100	100	100
	T/text/student	0	0	0	0
Student Modality	Listening	85	65	76	86
	Speaking	0	12	14	14
	Reading	42	23	10	0
	Writing	18		0	0
Materials	Minimal text	78	86	80	64
	Extended text	0	0	0	0
	Audio	20	14	20	14
	Visual	0	0	0	22
	Authentic	0	0	0	0
	Non-authentic	100	100	100	100

Note: The numbers represent the percentage of class time allocated to each COLT feature. The 23% for OCA Visit 2 represents a combined value for reading and writing.

guided by the teacher 100% of the time. This tendency seems to reflect traditional Japanese classrooms in which the teacher assumes full responsibility, and the students remain passive.

The characteristic of a teacher-centered classroom was apparent in the analysis of student modality. Most of each class period (60-80%) was spent exclusively on listening skills, of which approximately 15-20% was used for listening exercises. Of these, listening to dialogue and filling in the missing words were the typical exercises observed. Less than 15% of class time was devoted to speaking, with choral repetition of dialogues and key expressions the most frequently used. The time allocated for reading and writing skills was limited to grammar quizzes. The analysis of instructional content revealed a strong emphasis on language forms and structures. It is important to note that between 50% and 90% of class time was allocated to language form. These observations

also revealed how listening exercises and dialogue practice, reported in the survey as the two major OC activities by teachers, were actually presented to the students.

The form-focused instructional method was observed even when teachers did spoken exercises from textbooks. The following excerpt from the OCA (speaking) class shows the typical listening and speaking exercises observed (see Table 2). As shown in the first segment of the excerpt, the fill-in-the-blanks exercise presented the listening material as a set of discrete linguistic units, rather than connected, coherent discourse. As a result, sound discrimination and word recognition, rather than meaning decoding, were emphasized in the dialogue comprehension practice. In addition, the teacher used the target dialogue almost as reading material. The teacher identified a set of language points (e.g., key expressions) that she wanted to isolate from the dialogues, and explained and

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Table 2. Excerpt from OCA class in School A

Segments	Time	Activity
Segment 1	9:10	Listening to the dialogue and filling in the blanks <i>Teacher: OK, open the book, p. 15. This is a dialogue between David and Mariko. Listen and fill in the blanks.</i>
		(Teacher played the tape three times.)
		(Partial dialogue from the textbook)
		David: I got lost yesterday.
		Mariko: (), what did you do?
		David: I asked () for directions.
Segment 2	9:15	Checking the answers <i>Teacher: So Kumiko, what do you have for the first blank?</i>
		<i>Kumiko: I put "so."</i>
		<i>Teacher: Yes, "so." Good. (Teacher wrote on the board.)</i>
Segment 3	9:18	Going over the key expressions <i>Teacher: All right? OK, then look at the key expressions below. Look at the first line by David, "I got lost yesterday." Underline "got lost." The present tense form is "get lost." It means "Michi-ni-mayou" (translation). The verb conjugation is "get-got-got/gotten."</i>
Segment 4	9:25	Reading aloud from the text <i>Teacher: Ok, then let's read the dialogue, sentence by sentence. Repeat after me. "I got lost yesterday."</i>
		<i>Students: "I got lost yesterday."</i>
		<i>Teacher: "I got lost yesterday."</i>
		<i>Students: "I got lost yesterday."</i>
Segment 5	9:30	Dialogue practice in pair

translated them for the students (Segment 3). The students practiced the expressions through choral repetition from the textbook (Segment 4). It appears that the teachers were familiar with the grammar-translation method and structural approach that involved mechanical, structured drills, and they transferred these methods when teaching listening and speaking skills. As with written materials, listening texts were treated as a set of isolated linguistic units, and understanding of individual words and phrases, along with the grammatical points associated with them, seemed to receive instructional emphasis.

Discussion

This small-scale study conducted in one prefecture in Japan investigated the degree of implementation of the communicative approach in local OC classroom settings. Although interpretation of the results requires caution due to the data sample, the results revealed some obstacles in implementing the communicative approach in Japanese classrooms. One major instructional characteristic found in this study was grammar-

based instruction. In half of the class period in the OC classes observed, teachers did grammar drills and quizzes, directing attention away from OC materials, in order to prepare students for college entrance exams. This practice probably reflects the washback effect or the influence of testing on teaching and learning (Messick, 1996). High-stake public exams are often used as instruments of control in a school system, influencing teachers' classroom behavior and the types of activities incorporated in teaching.

EFL teaching in Japan presents a challenge for attaching value to OC because most students do not have immediate, authentic needs for practicing communicative skills. Creating a bridge between the classroom and the outside world is a major component of a communicative curriculum (Savignon, 2002), however, this goal encounters significant challenges in an EFL environment. As English is often considered an academic subject rather than a communicative tool in Japan, acquiring knowledge to pass entrance exams is the major reason for studying English. This tacit goal seemed to be agreed upon by teachers and

students, as shown in the present OC classes in which grammar and vocabulary instruction received emphasis, presenting a departure from the objectives stated in the national curriculum. Thus, the national curriculum seems to remain at a formal level and does not achieve its functional ability.

The form-focused, translation-based instruction method, transferred from traditional English classes, also surfaced as a characteristic of OC classes observed in this study. Incorporating OC classes into the national curriculum was an attempt to develop students' practical communication ability and to encourage the use of speaking and listening skills in the classroom. Given these objectives, it was expected that OC classes would exhibit different characteristics to that of traditional English courses. However, class observation revealed that the form-based receptive instructional method used in traditional courses was also evident in the OC classes. Listening exercises were largely mechanical with structured language use, focusing on linguistic details and grammatical analysis of the listening texts. Similarly, speaking practice in pairs or groups that were likely to promote interaction and negotiation of meaning was absent, indicating that promotion of language use for communication was not pursued in the classroom. These findings imply that, similar to other traditional courses, the OC classes overemphasized the notion of language as a means of receiving information, rather than language as a means of developing interpersonal relationships. The OC classes observed presented learning English as a language-knowledge receiving process, rather than a skill development process where students use English as a tool for communication. The mechanical and structured spoken activities seemed to reflect the teachers' shared understanding of what qualifies as a communicative activity. In OC classes, the teachers seemed to have limited expectations, doing some kind of spoken activities without questioning the degree of communicativeness or quality of the activities. Consequently, there seemed to be an understanding among teachers that using listening and speaking skills for some portion of class time was sufficient, and OC classes did not have to aim at developing students' ability to function outside the classroom. This observation also corresponds with the fact that systematic assessment of spoken skills had not been practiced much because the majority of the teachers reported using paper tests in their OC classes. It is also possible that teachers did not have clear ideas of how to assess communicative skills.

Conclusion

This study revealed that teachers were in an awkward position, caught between the objectives of the national curriculum and the constraints that discourage active practice in the communicative approach. The strong constraints were largely external, coming from the education system, such as college entrance exams. However, this study revealed that teacher-related factors such as their lack of expertise and experience in designing communicative activities were also principal obstacles in implementing OC classes. Thus, the washback effect of the exams on the content of teaching was evident, as shown by the inclusion of grammar exercises in OC classes, but not on teaching methodology itself, because the methodology used in teaching spoken skills was essentially the same as the one used in traditional English classes. Teachers did not seem to understand how to use speaking and listening exercises in a communicative manner and consequently reverted to their traditional methods (e.g., going over vocabulary items, choral repetition). These findings suggest that difficulty in implementing the communicative approach is not entirely attributed to the exams, and that simply changing the exams may not guarantee the successful inclusion of the communicative approach. Educational reform must consider factors related to the practitioners of the innovation and promote changes in their attitudes, personal beliefs, and experiences. As Fullan (1998) states, in order for innovations to have the desired impact, practitioners need to undergo the process of re-evaluating their traditional behaviors and beliefs.

Limitations of the Study and Implications for Future Research

This study was restricted to survey responses from 30% of the teachers in the target prefecture, as well as class observations at two upper secondary schools. Due to the limited data sample, generalization of the results cannot be made. It is also possible that the teachers who responded to the survey or offered their classes for observation had special concerns with regard to the communicative approach. Thus, future research needs to incorporate data from a wider range of the population. Secondly, extended systematic class observation is needed in future research in order to document teachers' practice in the communicative approach and identify their adaptation problems. Such information can be used to design an effective training program. In

addition, future research should develop a class observation scheme that captures features of English education in the Japanese context. The COLT used in this study was originally designed to evaluate the communicativeness of Canadian immersion classrooms which have different cultural and educational backgrounds. A coding framework that helps to analyze typical activities in Japanese classrooms could provide more appropriate examination. For instance, as the Japanese teachers in the present survey reported using Japanese as the major instructional medium, a framework that distinguishes instruction given in Japanese from instruction given in English would be useful.

Finally, the perceived influence of OC classes should be examined longitudinally. Some concerns expressed by the teachers (e.g., student passivity, time for material development) are not static factors. They are dynamic in nature and thus have the potential to change with increasing experience of new pedagogical attitudes and beliefs. Future research which investigates teachers' and students' changing practices in the communicative classroom could prove interesting.

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Appendix

Survey Questions for English Teachers

1. Please select the boxes for the courses and grades you are currently teaching. In the brackets, please write: *Three typical language activities you do in class; % of class time you speak in English; any classroom equipment (tape player, VCR) you use in class.*

English I

- First []
 Second []
 Third []

English II

- First []
 Second []
 Third []

Oral Communication A

- First []
 Second []
 Third []

Oral Communication B

- First []
 Second []
 Third []

Reading

- First []
 Second []
 Third []

Writing

- First []
 Second []
 Third []

2. For the classes you listed in Question 1, how do you decide the students' grades?

3. Have you attended any in-service programs or workshops sponsored by the government which specifically focused on listening and speaking instruction? () YES () NO
*If yes, how many hours or days?

4. What do you think communicative ability means?

5. In 1994 Oral Communication (OC) became a required subject in high school. Do you think OC has influenced students' communicative ability in English?
() YES () NO

Please provide reasons for your response.

6. According to the 1989 Course of Study, "to cultivate students' positive attitudes to attempt communication, forms part of the objectives for English I/II and Oral Communication A, B, & C. What types of classroom activities do you think fulfil this objective?

7. With regard to the degree of difficulty in implementing Oral Communication into the English curriculum, please rate your response from 1 (*Not a difficulty*) to 5 (*Great difficulty*). Please provide comments if any.

a. Teachers' ability in spoken English

1 2 3 4 5

Comments:

b. Time for material development

1 2 3 4 5

Comments:

c. Oral communication textbooks

1 2 3 4 5

Comments:

d. Students' low English ability

1 2 3 4 5

Comments:

e. Students' passive learning style

1 2 3 4 5

Comments:

f. College entrance examinations

1 2 3 4 5

Comments:

g. Large class size

1 2 3 4 5

Comments:

h. Support from ALTs

1 2 3 4 5

Comments:

i. Lack of teacher training/workshop

1 2 3 4 5

Comments:

j. Other (Please specify)

8. Age () 20s () 30s
() 40s () over 50

9. Gender () Male () Female

10. How many years have you been a high school English teacher?

11. How many years have you been teaching in your current school?

12. Have you visited any English speaking countries in the last 5 years? () YES () NO

*If yes, list the countries and length of stay.

13. Have you ever taught an oral communication class?
() YES () NO

*If yes, which one (A, B, or C)? How many years have you taught it?

14. How many English contact hours are there in each grade?

Recommendations for developing L2 English writing programs at Japanese universities

Tracy Terrell Franz

Shohei Daigaku

Save for some welcome exceptions, many English language programs and classes at Japanese universities promote mainly listening and speaking skills in foreign-taught classrooms and sentence-level translation skills in Japanese-taught classrooms (Wachs, 1993). Though both approaches are valuable, neither addresses English writing to the extent necessary for true literacy, the ability to read and write complex texts. Looking to the United States where post-secondary L1 and L2 English writing programs are well established may present some guidance in addressing the following: (1) the importance of English writing, (2) classroom pedagogy, (3) program structure and content, (4) student resources and other opportunities, (5) staffing, and (6) implementation.

The considerations and recommendations offered below are drawn from my own experiences and observations as a student, tutor, and instructor of English writing at universities in the U.S., as well as my experiences as a teacher in Japan.

English Writing: Why It Matters in Japan

Why is English writing important for our students? First, English writing instruction rounds out students' abilities in the target language. To ignore writing beyond listening and speaking, or beyond sentence level grammar is to ignore a fundamental aspect of language training. Working on writing means that the other areas of L2 study will improve to some degree as well, because it essentially teaches students how to *think* in the L2 (Raimes, 1983). And for those students who are not necessarily successful in the conversation classroom that stresses only speaking and listening skills, writing can provide an avenue of success.

Second, working in a different rhetorical mode can help students more deeply understand both L1 and L2. As opposed to conversation, writing allows for the slowing down and recording of utterances. This helps students focus on specific communicative concerns. It should be noted also that writing *process* skills, those skills used in conceiving of and generating a piece of

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thoughtful and coherent writing, are to some degree, transferable. Students can become better at composing in L1 by learning how to write in L2 (Raimes, 1983).

Third, competence in formal writing and reading is considered fundamental to an English based education. This background allows one to fully participate in overseas education, or pursue jobs in the international sector and elsewhere. If we wish to adequately prepare our students for these opportunities, we must give them the appropriate tools to be successful.

Fourth, perhaps the single most important reason for advocating the teaching of English literacy in Japan and elsewhere is a matter of politics. In a world that is growing smaller and smaller, for better or worse, English is becoming the language of power and control (Warchauer, 1999). This is most notably true within local and global systems that govern at the academic, bureaucratic, and economic levels. Thus, being a literate English speaker, reader, writer, or thinker gives a voice to individuals who, and therefore communities which, may not have a voice otherwise.

Recommendations for the Classroom ***Adopt curricula that reflect current writing theory and practice***

The bulk of L1 composition research and theory since the early 1970s—and, more recently, L2 writing research and theory—advocates a *process* approach to the teaching of writing (Clark, 2003). Proponents of this approach look at writing not as a set of rules to memorize, but as a process, something to be learned by doing. In effect, this

research looks at what writers actually do when they compose. The process might look something like Figure 1.

This chart is not meant to be followed strictly in the direction and order represented by the bold arrows; it is instead a representation of a general continuum, and the sometimes “backwards” movement that happens between the stages in that continuum, as represented by the dashed arrows. At the center is the goal, publication, which for most students means the point at which the paper is evaluated by the teacher.

Another useful way to look at this process is in terms of working through *global-to-local* writing concerns, as represented in Figure 2.

Usually when a writer writes, she works from big writing concerns such as generating ideas to smaller writing concerns such as making appropriate word choices. Of course, both ends of the spectrum are important for the writer to master. Interestingly, much of the current composition instruction in Japan deals primarily with local writing issues which are also valued in the process approach. A process approach, however, also values global writing issues and encourages starting from a global point (i.e., ideas) when instructing and practicing writing.

Make coursework learner-centered

Learner-centered pedagogy puts students, not teachers, at the center of the learning model. Students are expected to take a very active role in their learning processes, while teachers serve as facilitators who guide students through their learning experiences. This model particularly suits writing classes because, in order to succeed as

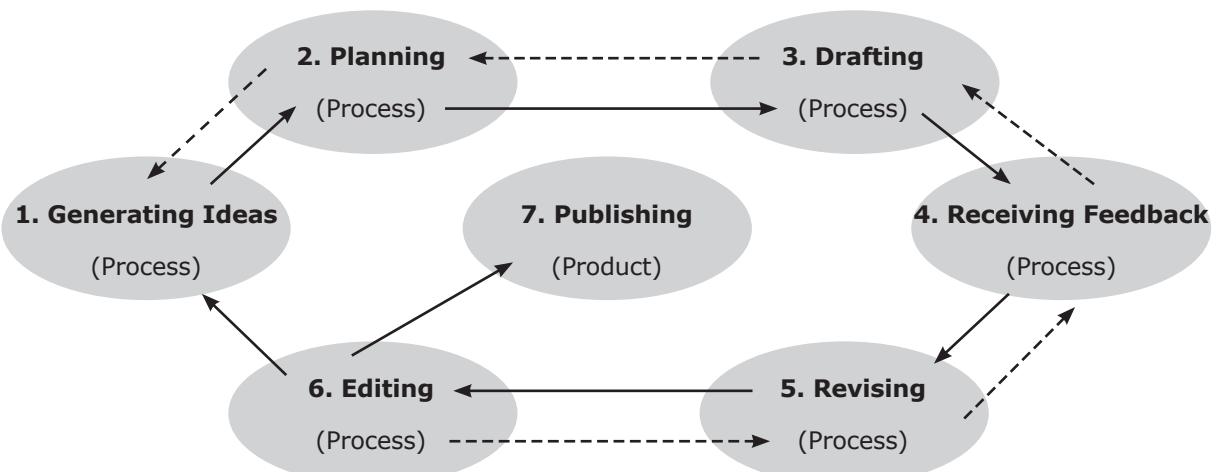


Figure 1. The Writing Process

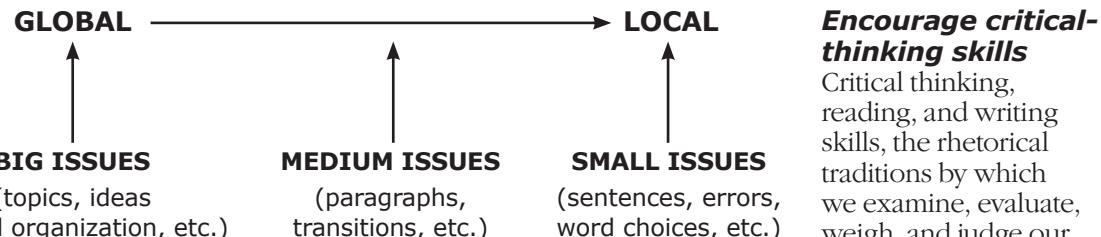


Figure 2. The Global-to-Local Process

writers, students will ultimately have to develop their own effective writing processes. As teachers, we can introduce activities that encourage active learning, for example, peer feedback workshops, communicative writing tasks, idea generating group discussions, and research projects.

Though our Japanese students may be more familiar with the teacher-centered lecture model classroom, the learner-centered model can still be culturally appropriate (Anderson, 1993). After all, Japanese students tend to enjoy and work well in small groups (especially *established* groups), a regularly used approach in learner-centered teaching. They may not, however, always have a sense of how to be productive in these groups or in solo active-learning activities, and for this reason we will need to provide adequate structure to tasks.

Bring reading into the writing classroom

Reading and writing skills, the dual benchmarks of language literacy, are interlinked. When a strong reader attempts a challenging text, her strategies in the reading process resemble the following (Grabe, 1991): (1) skim for titles, subtitles, and topic sentences; (2) read for main ideas; (3) read for challenging vocabulary and structures and look them up in reference materials; (4) read again for full comprehension; (5) compose a summary, (6) make connections to the text by, for example, writing, talking, reading other texts, and researching; (7) challenge ideas in the text and ask questions; (8) formulate opinions and respond by writing. It is noteworthy that in the later stages the reader often becomes both writer and critic, two roles that we expect students to play in process writing classes. Thus, in addition to offering models of how professional writers navigate writing tasks, reading in a writing class can provide texts to which students can respond in writing. Likewise, reading can teach writers how to be better critics of their own writing.

Encourage critical-thinking skills

Critical thinking, reading, and writing skills, the rhetorical traditions by which we examine, evaluate, weigh, and judge our problems, assumptions, and ideas are the lifeblood of truly

effective arguments in English. We can guide our students to develop these skills by introducing challenging questions, topics, ideas, tasks, and problems in our classes (Bean, 2001). Critical thinking practices, much like the learner-centered model, encourage our students to be active learners. Additionally, critical thinking ability enhances life skills valuable beyond the classroom.

Of course, teaching these skills to Japanese students can be challenging, as the direct nature of Western rhetoric and argumentation is quite different from the cultural values inherent in Japanese style rhetoric (Kaplan, 2001). We can be sensitive to this by (1) comparing and valuing different cultural rhetorical patterns, (2) giving learners access to the polite language patterns often used in argumentative writing in English, (3) modeling with specific examples, and (4) clearly outlining goals, tasks, and expectations.

Make computer equipped classrooms available to writing classes

There are many resources that could be valuable additions to writing classrooms. Computer access is especially valuable to our students because the computer is becoming an important mode of written English communication. It has even, in some cases, changed the way we read and write in English (Warschauer, 1999).

Recommendations for Program Structure and Content

Create multiple levels of English writing classes

We cannot expect that any single writing course will instantly make novice writers into expert writers. Only sustained and varied practice will move our students towards that goal. Thus, it would be advisable for students to take several composition classes during the course of their studies at university, and we should not consider these courses to be only of an "advanced" nature. After all, our students are false beginners with six

or more years of English study behind them. If we hold that this is enough preparation to put them in communicative listening and speaking classes, then it is certainly enough to put them in writing classes, where they have the added benefit of slowing down and revisiting their communicative efforts.

Create connections between courses at the university

Creating tangible links between courses can serve as support for teachers and students as well as fostering a shared vision of English writing at the university. English writing programs have commonly approached this in three ways. First, the *Writing Across the Curriculum* (WAC) movement was developed to help instructors in all disciplines deal with English writing issues in their classes and communicate shared goals across the curriculum (Reid, 2001). Second, *linked courses*, or writing classes connected to discipline-specific courses in various forms of collaboration (Smoke, 2001), have been developed with similar goals in mind. These collaborations have been forged in various ways, but the general idea is that a discipline specific course provides the content focus for students in the linked writing course. Third, much like WAC and linked courses, coordinated writing programs support collaborative efforts among teachers. But in this case, the collaboration occurs within the same discipline, English writing. In this scenario, teachers work together, or under a supervisor as in graduate instructor taught composition programs, in developing consistent curricula for all English writing classes.

Develop entrance and exit evaluation tools that reflect what students can actually do as English writers

Using only sentence-level testing to evaluate students' abilities as writers and communicators may not be useful, especially when few responses are actually generated by the students themselves (Hamp-Lyons, 2001). Instead, tools such as essay exams provide valuable information about our students' actual English writing competencies. We can learn, for example, the quality of the writer's ability to navigate such writing essentials as matters of audience, focus, development and support, organization, and grammar and mechanics.

An alternative or supplement to timed entrance and exit essay tests is the English writing portfolio. Portfolios generally consist of a selection of the

students' most polished written work up to a certain point in time. Other portfolio projects are capstone projects, extended research papers, or theses. The advantage in using portfolios is that they may more accurately reflect what a student can accomplish when working through their own writing process. We can also monitor plagiarism and related issues, much like we do in writing classes, by requiring that students submit all prewriting and drafting materials with the final product.

Offer writing electives

Classes such as news writing, creative nonfiction, poetry, and fiction should be offered to our students as methods of rounding out their English writing education. These modes of writing can be highly motivational for learners (Fenza, 2001), and they are absolutely legitimate. Professional writers work in these forms, and publishing in these modes is a significant way to contribute ideas to the English speaking community at large. Moreover, these forms have comparative value. That is, from global to local levels, we can show students (1) how different genre traditions require different choices for the writer and (2) how these different traditions can, and often do, inform each other.

Offer online English writing classes in addition to standard course curricula

Currently, there appears to be a movement at universities to offer online classes and programs, and for good reason. They infinitely expand the reach of the campus. This is useful for nontraditional students, or students who cannot always physically attend on-campus classes. It is, therefore, also good for universities seeking to increase enrollment, a concern that is currently plaguing Japanese universities (Nakamura, 2004). Additionally, online classes can educate our students about computer-mediated communication (CMC), skills which are becoming more and more in demand. For teachers of writing, one very exciting aspect of the medium becomes immediately apparent. Most, if not all, communication takes place through writing. Students are therefore learning by doing.

Offer degree programs in English writing

If a survey of job listings in various international publications proves correct, there is a growing need for skilled, highly literate bilingual writers in the marketplace. And the need for news writers,

editors, technical writers, translators, and so on will most likely continue to grow as English as a language for international communication expands. An English writing degree could significantly assist students in preparation for positions in these fields. Likewise, such a degree could help assure a potential employer that a job candidate is highly literate in formal English.

Recommendations for Student Resources and Other Opportunities

Set up an on-campus English writing Center and an Online Writing Lab (OWL)

Writing Centers serve as support for students struggling with projects and for overburdened teachers who may not always have the time to assist students with every English writing concern. These centers are spaces on campus that have trained volunteer or paid writing tutors (usually advanced English writing students) and writing teachers available by appointment. Often they are equipped with many self-service resources: study spaces, computers, grammar handbooks, dictionaries, educational software, useful handouts, and so on. The center may also sponsor workshops on various aspects of the writing process.

Some writing centers have developed Online Writing Labs (OWLs) in response to the growing call for online resources. In effect, OWLs are virtual writing centers accessed via the Internet, although some may be more interactive than others (Gerrard, 2003).

Offer publishing opportunities to students

The purpose of most writing is to communicate. What better way to illustrate this to students than by giving them the opportunity to share their voices with real audiences? Publishing opportunities can take many forms: class collections, poetry displays, fiction contests, public readings, campus newspapers, literary journals, and websites. These kinds of activities are excellent motivators for students to write and read actively. Participation can be synonymous with learning a trade in the field of English writing.

Invite authors (and others involved in professional aspects of English writing) to give presentations and readings on campus

Perhaps more than anyone, actual authors can show students that writers can, and do, make a

living by writing. These people can explain the how's and why's of the writer's marketplace, in particular, and this is invaluable for students wishing to break into these fields. Likewise, these talks can inspire students to write, read, and listen in English.

Recommendations for Staffing

Train or hire teachers with new paradigm composition teaching experience to supplement existing classes

Training in recent English writing theory and practice could be provided via workshops to current teachers, many of whom are experts in local level language instruction, so that they may (1) adopt what they wish in their own classrooms and (2) understand what, exactly, process-oriented writing teachers are doing. These courses can then be more adequately framed within the process focused approach. It would also be advisable to create positions for teachers with training specifically as teachers of English writing, because they will be the most fully prepared to implement up-to-date writing curricula. Furthermore, long-term employment for English writing instructors (as opposed to Japan's more common system of short-term foreign hires) could foster a sense of ongoing development, stability, and continuity in the English writing program over the course of these instructors' careers at the university.

Value teachers who publish work in genres other than academic writing

Academic writing is important to our discourse community, but it is not the only legitimate way to "join the conversation." The creative writing genres, in particular, have made their place in American academia, especially at universities offering Master of Fine Art (MFA) creative writing programs (Fenza, 2001). The MFA, like a Ph.D., is considered to be a terminal degree, but MFA-holding academics are not generally expected to produce academic writing, per se—they are expected to publish poetry, fiction, and creative nonfiction. These teacher-writers can offer insights into the craft and business of writing, both inside academia and out in the real world, a perspective that will be valuable for students who wish to become writers in real-world genres: advertising, journalism, speechwriting, column writing, technical writing, and book authoring.

Increase class meeting times, limit class size, and lower the courseload of teachers teaching writing classes

In order for writing classes to be truly effective, it is important that students have lots of exposure to writing practice in and out of class. This means that students should be in writing classes more than once a week and they should be able to participate in classes with reasonably low student-to-teacher ratios.

Also, teaching L2 writing takes a great deal of time and energy. Teachers must plan, give feedback, grade papers, have conferences, and so on in order to be effective. Likewise, writing teachers need adequate time to keep abreast of their field as, of course, do other language teachers. Thus, making allowances for these teachers is good for students, for teachers, and for the university at large.

Recommendation for Implementation Have a coherent vision and be willing to make changes

English language departments, like schools, need mission statements that provide coherence and focus to their programs, and it should likewise be clear how these goals fit in with the schools' overall missions for similar reasons. We must ask ourselves: Is it satisfactory for students to graduate with only a general knowledge of English, or do we want our graduates to have a genuine faculty with English? If the goal is the former, then no significant English writing training may be needed at all. But if the latter is our goal, we must strive to include training in English writing significantly and appropriately at the university.

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The ecological language teacher: Beyond the Three Rs

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EFLの授業で環境問題を扱うことで、興味深い授業内アクティビティを展開するとともに、授業という枠を超えた社会問題を積極的に考えていく機会を提供することが可能となる。この論文では、教師が環境問題に関して無力感に陥ることがないように配慮した取り組みをいくつか提案する。さらに、環境保護のために教師ができる具体的な活動が例示されている。

Environmental issues and catch-phrases like *Reduce, Reuse, Recycle* have come to be commonly included in ELT textbooks. However, like all slogans, *Save the Earth* is too simplistic to be useful in everyday life; just talking about pollution will not stop it happening, and may even have the effect of normalizing environmental degradation. I was reminded of this during a recent class discussion about the environment when one keen student turned the tables and asked me, "What do you do to help the environment?" It was a pivotal and humbling moment for me. As I spoke to the class (unconvincingly, it seemed) about recycling trash and carrying cloth bags to the grocery store, I realized that it was I who was unconvinced. Did it matter whether or not I separated glass bottles from plastic? What difference did a few plastic shopping bags really make? Since that memorable classroom moment, I have been plagued by such questions. Headlines like West's *Pollution led to African droughts*' give me pause. Is it possible to live by the Buddhist precept *Do no harm* in the modern world?

My main purpose in writing this essay is to open up a wider discussion in our local community--the community of language teachers--about both teaching and living the principles of ecology. If teachers do not talk amongst themselves and take action with others, in addition to the small steps we take individually, any list of small steps may seem fragmented and meaningless, as I have so painfully discovered. On the other hand, without practice and action, theory and talk are impotent. Taking small, concrete steps is the only way to reach the ultimate goal. Thus, at the end of this essay I also offer a list of actions which I try to take on a concrete level to help, or at least do less damage to, the world in which we all live. Of course, the closing suggestions are not meant as a prescription, rather as a catalyst to the imaginations and spirits of those who like me want to take steps to save the earth but sometimes lose hope in the face of such a monumental goal.

Language teachers in Japan can influence the thinking of potentially powerful people in a rich, powerful country. Our students are children and young people, returning and part-time students

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interested in communicating with people outside their usual sphere. All are present and future consumers, citizens, producers, and politicians.

The environment is a broad theme that can be related to many other important topics: international relations, poverty and inequality, food and health, urban planning and architecture, economics and consumerism, and industrial and agricultural policy. However, while environmental education may bring awareness, it can also dull students' interest in it, making real-life problems into abstract and atomized information: "We worry that environmental education is being treated as just one more academic topic for students to study, with no real connection to their lives and the world beyond the classroom" (Jacobs & Goatly, 2000, p. 257). In addition, learning about the myriad challenges facing the environment today can also make problems seem so overwhelming that individuals feel disempowered.

One in-class answer to this disempowerment is teaching problem-solving skills using a critical ELT approach. Auerbach suggests taking a "social-transformational perspective that stresses language learning as a basis for action on social issues" (Jacobs & Goatly, 2000, p. 262). However, ecological language teachers must avoid abusing their power as teachers and demanding students think "the right way," i.e., the teacher's, about environmental problems. Brown proposes that social issues can be taught fairly if 1) students can express themselves openly, 2) the teacher respects students' opinions, 3) issues are approached from many angles, and 4) students are not expected to think like the teacher (Jacobs & Goatly, 2000, p. 261).

Another concern in effectively teaching ecological issues is context; teaching about the environment must be specific and localized, yet not limited by national boundaries, if it is to result in effective change of behavior outside the classroom. Although environmental degradation in one region is often at least partly caused by pollution from a different region (Chernobyl is one obvious example), national boundaries and economic disparities are barriers to protecting the environment in which all living creatures ultimately have a stake. Ecological teachers must be willing to go beyond the broad textbook issues like global warming to present examples of environmental damage to their local and national communities. For example, Japanese government policy has resulted in 43% of native forests being replaced with *sugi*, Japanese cedar, plantations,

resulting in allergies due to increase in pollen, a lack of habitat for native wildlife, erosion due to lack of ground cover, landslides, silting of large rivers, and the disappearance of small streams (Kerr, 2001).

Moreover, how can information regarding low participation in conservation in such organizations as Greenpeace inspire individuals to care, when contrasted with large, publicly funded budgets for pro-development advertising (Kerr, 2001)? Educational practices that aim to empower students to become vocal citizens in a democracy may run up against despair, or possibly, the fundamental conflict between the culture of consumerism and the logic of ecological conservationism.

Ecological education also runs counter to a more basic barrier. Criticism of the people and institutions in power is not encouraged in Japan. McCormack (1996) provides examples of the successes and failures of Japanese popular movements. Critical education challenges government policy, consumerism, and the lack of widespread political participation. On the brighter side, it can also reinforce and be reinforced by the long-standing tradition of respect for nature within Japan. The organic foods movement has grown partly because people see their own health as connected to the larger ecosystem (Fukuoka, 1978). Similarly, popular films like *Sen to Chihiro no Kami Kakushi* exemplify the continuing and international appeal of this cultural value.

Finally, once a teacher starts to critique political and cultural institutions and practices in the classroom, all personal and professional practices become implicated. Take, for example, the case of computers--the high cost to the environment, both in production and disposal, and the possible detriment to users' health. Computers are convenient and, at this point anyway, perhaps even necessary. But are they ideal? One may come to the conclusion that computers are a necessary evil, or even an ideal solution. However, failing to examine or critique the proliferation of information technology has implications for the environment, and by extension, for the health and survival of life on the planet. Headlines such as *Chips Cost Environment Dear*, and *Computer Dumping Polluting Asia* indicate that some people, especially the poor and disempowered, bear a heavier burden than those in the affluent West.

If a teacher expects students to apply lessons learned in class to their everyday lives, it follows that teachers must also strive to do the same.

Institutional and economic policies and values may be difficult to change, but individuals and groups can resist—small, everyday change chosen by large numbers of people adds up.

In conclusion, after deliberating about my student and her question, I promised myself I'd take two small steps out of my mental quagmire concerning the environment. One was to post a sign in the teacher's lounge, asking people to limit their use of the paper cups provided at the tea machine, encouraging them instead to bring their own reusable ceramic cups. Somehow, this was much harder to achieve than I expected. The second step was to write this article, in the hope that I could stimulate others to rethink their stance on the environment, and expand the dialogue that started in my class with one simple question. After all, in the words of Wendell Berry (1991), "the real work of planet-saving will be small, humble, and humbling ... Its jobs will be too many to count, too many to report, too many to be publicly noticed or rewarded, too small to make anyone rich and famous" (Item XXIII).

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Gretchen Jude has enjoyed teaching in Japan since 1997. For the next two years she will be back in her native land (Boise, Idaho), but plans to return to Japan with fresh ideas about performativity and language learning. She will miss her colleagues and students at Tokyo Metropolitan University.

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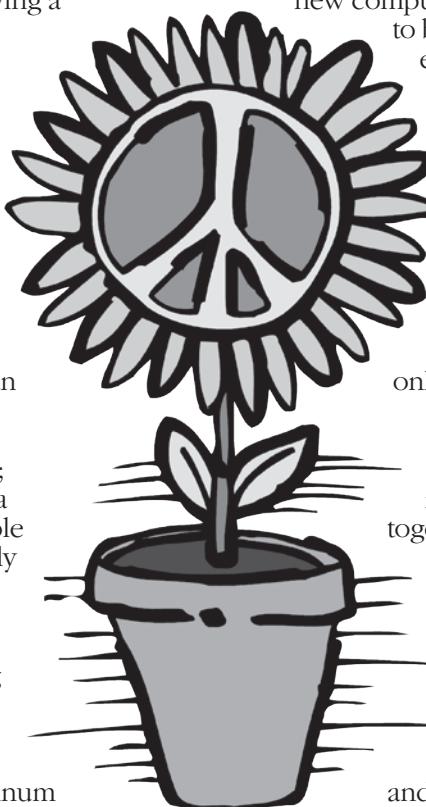
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SIMPLE THINGS LANGUAGE TEACHERS IN JAPAN CAN DO TO SAVE THE EARTH

Reduce

Reduce your use of computer printers and photocopiers. Use the blackboard or OHP instead of handouts. Plan students' note-taking time into lessons. When handouts are necessary, use smaller-sized paper and/or make double-sided copies. Reuse/share textbooks instead of photocopies for in-class activities. When writing for publication, print out hard copies of documents only when necessary. Use the library, not the copy machine. Share books; buy only those books you really need, and find out where you can donate books you don't need rather than throwing them away. Share copies of professional publications. Reduce your reliance on computers: encourage students (and yourself) to use school computer lab facilities when available, rather than buying a new computer. Encourage language departments and institutions to become responsible in their disposal of old computer equipment. Go easy on office supplies: learn to love refillable/reusable pens and pencils (fountain pens are fun!); buy in bulk to reduce packaging; buy recycled paper products. Use less nuclear-generated electricity; turn off unneeded lamps and lights; air conditioner temperature whenever feasible. Go to a neighborhood restaurant or cafeteria rather than buying plastic from a conglomerate a lunch entombed in washables, rather than dry-clean convenience store. Wear only to work.



Reuse

Reuse the backs of scrap paper; for convenient use by labeling a the copy machine. Cut and staple pads. Bring a *bento*, eco-friendly chopsticks. Use rechargeable

make scrap paper available reusable paper box near together home-made scratch snacks, a washable teacup, batteries in your walkman.

Recycle

If you must buy from a vending can. If it is not easy to recycle, recycling opportunities at your colleagues and students to newspapers, PET bottles, aluminum out what you can recycle from your encourage others to do so also.

machine, recycle the ask for expanded institution; encourage participate. Recycle and tin, and paper cartons. Find garbage collection service and do it;

Beyond the 3 Rs

Eat low on the food chain; buy organic/low-spray/local foods, beverages, and fabrics whenever possible. Support eco-friendly companies, shops and restaurants; buy second-hand, and buy less. Encourage yourself and those around you to enquire into the state of the environment, both near and far. Enlist the support of others in building/joining communities/organizations both within and outside the classroom--communities that transcend borders, borders already ignored by multinational corporations and environmental pollution.

—Finally, act as if education *can* make a difference—

(inspired by *50 Simple Things You Can Do to Save the Earth*)

A knowledge base in Japan using video: The Stigler Model

Andrew Meyerhoff

Okinawa Christian
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本論では、日本在住の外国語教師がインターネット経由でアクセスできる実践的な授業のビデオデータベースの構築が提案されている。そのデータベースはジェームズ・スティグラー博士がレッスンラボ(LessonLab TM)として開発したものをモデルにしている。日本在住の教師は都合の良い時にデータベースにオンラインでアクセスし、実際の授業を観察できる。これにより、教師は自らの教授法を向上させる新しい方法を研究したり、あるいはさらに大きな視野でアクション・リサーチを行うことができる。

weblink: www.jalt-publications.org/tlt/articles/2005/03/meyerhoff

Teachers have often relied on print to convey lesson plans. Unfortunately, the printed word has its limitations. First, a lesson plan in print form cannot pick up the visual cues and individual dynamics of proposed classes. Second, a lesson is a flowing continuum, and printed lesson plans only provide specific steps along the continuum. Third, a lesson plan provides limited data for action research. In this paper I suggest that an ongoing database of authentic lessons stored on video and accessible via Internet be created for the use of language teachers in Japan. Teachers could access this database at their convenience and watch actual classes online, either to find innovative ways to improve their own teaching, or to engage in action research. The proposed video database could be

modeled after the prototype designed by James Stigler at LessonLab.com which currently stores only math and science based lessons.

Obviously, a system of storing EFL lessons would benefit language instructors. Language instructors deal with a diversity of pedagogy, face a variety of classroom situations, and often lack opportunities to observe other teachers' lessons. Moreover, language instructors in Japan are often more geographically isolated than teachers in their home countries. Thus, a video-based network would provide a means of observing classes without traveling great distances.

In an interview with Willis (2002), Stigler suggests the following:

1. Teachers should be accountable for maintaining standards, although individual teaching styles should be encouraged to diverge.
2. Videotaped knowledge bases provide a means to analyze pedagogy in action in a "cause and effect" way.
3. Professional development should be site-based and long term.
4. Teachers need greater opportunities to collaborate.
5. Teachers need to be exposed to alternatives (pp. 6-11).

Standards and Diversity

Japan is facing a dichotomy of the maintenance of standards and the provision of alternatives in order to accommodate diverse needs and learning styles (MEXT, 2003). The only way teachers can adequately approach this dilemma is to be given authentic models to follow.

Stigler claims that much of present day professional development has become divorced from actual practice. By utilizing site-based research captured on video, teachers could once again focus on what really counts: pedagogy in action. Site-based research implies authenticity. As teachers analyze actual students in real classes, they will directly witness theory put into practice.

Until now, teachers have often used the Internet to seek information and to find print form resources such as lesson plans. We get our students to do webquests, listening exercises, and even watch video clips on websites such as CNN.com. Clearly, if our students can benefit from observing authentic materials on the Internet, we can too.

Cause and Effect Models

In most action research projects, teachers gather results on paper. However, this method reflects only snippets of the bigger picture. Videotaped lessons present data as a continuum, and provide certain audio and visual cues that cannot be recorded on paper. By making multimedia data available at teachers' and researchers' fingertips, the doors for future research will be flung wide open. Researchers will not need to rely on memory, which at times fails, and will less likely be accused of research bias.

Site-Based and Long-term Development

Although books on teaching methodology are informative, they do not actually put us into the classroom. The initial advantage of site-based development is that it would place the researcher in the classroom, virtually. Further, by having lessons stored on an Internet database, newer lessons could be added that are actually hybrid forms of previous lessons. Thus, the whole becomes greater than the parts, and the database will continually be evolving.

Collaboration

Professional development has traditionally taken place at workshops, chapter meetings, and conferences. However, these opportunities often do not fit our budgets or schedules. An Internet site could be accessed anytime at our convenience. Furthermore, we would be witnessing actual classes in action. How many times have we attended workshops when the presenter has said to a group of teachers "Now, you are going to be the students" It is not the presenter's fault; they are simply trying to get by with the best resources at hand.

One obvious form of collaboration using a bank of video lessons is action research. However, teachers could also collaborate on professional development, either as peer-based sharing or mentoring.

Exposure to Alternatives

Stigler suggests that initial lessons be provided by more experienced teachers. Less experienced teachers would, at first, feel apprehensive to "go live" as they would be afraid to demonstrate their weaknesses. On this point, Stigler suggests that experienced teachers should not edit their lessons, leaving their lessons "raw," with all blemishes exposed. Such candidness would help build confidence in less experienced teachers, as well as provide useful data for either research or discussion.

Conclusion

This proposal is not complete, but perhaps with other likeminded language teachers in Japan, we can get the ball rolling. Japan has already advanced the idea of creating a video-centered knowledge base aimed towards the teaching of math and sciences (Lewis, 2002). MEXT (Ministry of Education, Culture, Sports, Science and Technology) has established the Science Channel <sc-smn.jst.go.jp> for students to learn science via authentic models using video on the Internet, so why can we not do the same as language teachers?

Acknowledgement

I would like to acknowledge the inspiration and encouragement of Heather Stephens of Acadia University in the drafting of this proposal.

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I am delighted to be the new column editor for My Share! This month we will focus on the problem of plagiarism, which is becoming a major issue in universities internationally. Kay Hammond and Greg Wheeler have designed some activities which help students realise what plagiarism is, as it is a concept that students often struggle with.

We welcome submissions for this column. Submissions should be up to 1000 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>.

Plagiarism Police: A Teacher's Guide to Teaching and Detecting Plagiarism

Kay Hammond, International Christian University

<hammond@icu.ac.jp>

Quick Guide

Key Words: Plagiarism

Learner Level: Intermediate and advanced

Learner Maturity Level: High School and above

Preparation time: Minimal

Using someone else's ideas without citing the source, or citing the source and yet copying the original words or structure too closely, is plagiarism. Plagiarism is theft. There are serious consequences for committing plagiarism in the

Figure 1. What is Plagiarism?

Art	Writing
You take someone else's painting from a gallery. You give it to your art teacher. You say it is your painting. Is it all your painting?	You take some writing from a book and put it in your essay. You give it to your writing teacher. You say it is your essay. Is it all your writing?
You take the lyrics (words) to a love song you like and put new music with it. Is it all your song?	You take the same words as someone else and just change the order. Is it all your writing?
You take the music of a love song that you like and add your own lyrics. Is it all your song?	You change a few words but keep them in exactly the same order as the original. Is it all your writing?
You sing about love. You have heard other love songs. You write words that you thought of yourself. You write music that you created yourself. Is it all your song?	You write about a topic. You have read other people's ideas. You mention whose idea you are writing about. You use different words from the original (but they have the same meaning). You put them in a different order from the original you read (but it keeps the same meaning). Is it all your writing?
NO!	YES!

weblink: www.jalt-publications.org/tlt/myshare/

academic world. Those who break the rules may lose their jobs, and they certainly lose the respect of others in the writing community. As students enter the academic English writing community, it is important for them to understand the concept of plagiarism and why it is wrong. This can be difficult when the concept of plagiarism differs between cultures. It may be difficult for students to really understand the concept of plagiarism in this world of writing that is new to them. Instead, they can learn about it through a context that they are familiar with—art and music. The following handout can be used to compare theft in the world of art and music with that of writing.

However, even when students are aware of what constitutes plagiarism, heavy time pressures on students and the easy availability of essays on the Internet spell a recipe for plagiarism. Considering the serious nature of plagiarism, many teachers may hesitate to confront their students without proof. Teachers may also be unaware of how easy it is to obtain that proof. The following techniques can be used to anticipate and detect plagiarism.

Procedure

Anticipating and avoiding plagiarism

1. Teaching about plagiarism and the importance of avoiding it is important. Many good sources on the Internet provide further material on teaching and detecting plagiarism. The keywords “teaching about plagiarism” on a Google search give a good starting point.
2. Communicate to other staff members about students who have plagiarized in the past.
3. Ask for a list of potential essay sources from the students early in the term. Keep a copy of this on file. Most students will provide a loose variety of references on the general topic, and this will change as the essay progresses. Look out for the reference list that already seems focused, complete, and does not change with the essay drafts—compare that list with the list given in the drafts during the writing process.

Detecting plagiarism

1. Quickly check the Internet for cut and pasted essays and paragraphs.
 - Bring up Google <www.google.com>.
 - Click on *Advanced Search*.

- In the *Exact Phrase* box, enter in that unusually fluent and unique expression contained in the essay that a nonnative speaker would not be likely to know.
 - Hit *Enter*. This will bring up a list of all the sites with that exact phrase in them.
 - Compare the words on either side of the exact phrase with the essay until you find the particular site it came from. This will usually take less than two minutes. Repeat with other phrases in the essay if the first one does not come up with a match.
2. During the draft process of essay writing, have the students provide a photocopy or printout of the pages from which they have quoted or paraphrased. Ask them to underline or highlight each piece of information that they used and write a number next to it and also on the essay so that they can be matched up easily. This saves the teacher from having to find the sources later. Much unintentional plagiarism can be detected this way and corrected during the draft process before penalties might apply.
 3. Submitted work that contains unusual expressions and yet seems totally meaningless may be the result of the use of translation software. This is difficult to prove, but characteristic signs include the use of *it* where *he* or *she* should be. Some students do not consider that the use of such software is cheating. A recent class survey found that many students had used this for parts or all of their essays (Goddard, 2003).

Conclusion

Plagiarism is a serious academic offense and should be treated as such. If students learn that there is a huge payoff for getting away with plagiarism and that there is relatively little punishment for being caught, then the risk may seem worth it. In order not to encourage this thinking, teachers and/or institutions should hold the students responsible for their actions. There needs to be an implementation of clear procedures and consequences, and these should be made known to both teachers and students.

Reference

Goddard, S. (2003, November). *Student Writing: Original or Computer Translated?* Paper presented at 29th Japan Association for Language Teaching Conference, Granship, Shizuoka, Japan.

Assisting Student Recognition of Plagiarism

Greg Wheeler, Hokkaido University

<gregw@ilcs.hokudai.ac.jp>

Quick Guide

Key Words: Plagiarism, original ideas, group discussion

Learner English Level: False beginners to intermediate

Learner Maturity: High School/University

Activity Time: About 30 minutes

Preparation Time: 45 minutes

Materials: Three paragraphs prepared by teacher

Reading through the paragraphs that my writing class had handed in recently, one in particular quickly stood out. The topic the student had written about was why Hideki Matsui would be a successful player for the New York Yankees baseball team. Her first sentence read, "Hideki Matsui, a.k.a. 'Godzilla,' came to the Yankees considerable fanfare." The missing *with* notwithstanding, it was an impressive sentence for a student who up to this point had been struggling in the class. Further gems such as "He was to be the first Japanese League power hitter to try to test his mettle" and "While some had envisioned a typical slow-moving slugger" were enough to rouse suspicion. A quick Google search (inputting "Matsui considerable fanfare") confirmed what was already obvious: The student had copied, almost word for word, an article from the ESPN webpage at <sports.espn.go.com/mlb/players/scouting?statsId=7042>.

Plagiarism is a problem that most people teaching writing courses will likely have to confront at some point. The reasons students plagiarize vary. Some feel that they cannot pass the class on their own abilities. Others may have neither the energy nor the inclination to put effort into written assignments. On the other hand, there are also those students who plagiarize without actually realizing they are doing so. In my personal experience, the evils of plagiarism, and what it consisted of, were taught all too fully and forcefully from high school through university. It does not appear, however, to be as much of a concern in Japanese universities. The following lesson plan is a simple exercise to show students examples of what is considered plagiarism. I should note here that this exercise assumes that the students are not doing lengthy research topics; rather, they have been asked to write original paragraphs based on their own ideas and opinions.

Preparation

Step 1: Write a paragraph or short essay, one that you will tell your class was student written (Appendix 1). It is probably ideal to write something that the students can read without too much difficulty, but includes expressions that the teacher is certain students would not likely use in their own writings.

Step 2: Write another paragraph or short essay, giving it the appearance of having been published in a journal (Appendix 2). In content and phrasing, this paragraph should be almost exactly the same as the first paragraph.

Step 3: Write one more paragraph (Appendix 3), also to be distributed as student written. The wording in this paragraph should differ somewhat from that of the *published* work, but the content should retain almost exactly the same ideas as Appendix 2.

Procedure

Step 1: In class, arrange the students in small groups.

Step 2: Distribute copies of Appendix 1 to each group.

Step 3: Explain to the class that the assignment had been to write an original paragraph about whatever topic you based your three paragraphs on. (In my case, how Christmas differed in the United States and Japan).

Step 4: Have students read the paragraph.

Step 5: Ask students to discuss in their groups what they feel are the good and bad points of the work. Ask if, overall, they believe it is a good paragraph. In my classes, the students all believed the paragraph was well written.

Step 6: Distribute the *published* paragraph (Appendix 2) and ask students to read it.

Step 7: Have students discuss in their groups any comments they have concerning it. I think it may be best for the teacher to remain neutral at this point, letting the students work out for themselves that something is now suspicious about the first paragraph they read.

Step 8: After a few minutes, ask once again what the students think about the first paragraph. Comments I garnered from students ranged from the mild "he [Kintaro Takahashi] is imitating" to the more severe "the student is stealing." Make it clear to all (because there are often a few who do not understand the problem) that you expect original paragraphs and that the first paragraph is unacceptable.

Step 9: Distribute the third paragraph (Appendix 3).

Step 10: Have students in their groups discuss whether they think this would be a permissible paragraph, and if so, how it is different from the first paragraph. When I did this, I found that almost all of the students believed this paragraph was acceptable. Their reasoning was that because the words differed from those in Appendix 2, it was fine. It is important to impress upon these students that this paragraph still constitutes plagiarism. The points made in the paragraph are not the student's original ideas; simply changing the words is insufficient. (It is important to note that Paragraph 3 could be acceptable, of course, if the paragraph had been the topic of a research assignment, and the student had properly acknowledged the source).

Appendix 1

Kintaro Takahashi
May 25, 2004

Christmas is Different in America and Japan

American and Japanese people recognize Christmas as a special day, but they observe it in different ways. First, in the United States, Christmas is a family holiday. Most Americans feel it is of the utmost importance to spend the day with relatives. People in New York do not think twice about traversing across the country to be with their loved ones living in Los Angeles. On the other hand, in Japan, Christmas Eve is more of a time for romance. Young Japanese couples mark the day on their calendars with notes reminding them to make reservations at the nicest restaurants in town. Another difference is the food that is consumed in the countries on Christmas. Turkey and ham is popular food for Americans, as is lobster and duck in certain areas. In Japan, chicken is the main food of choice. In particular, Kentucky Fried Chicken does brisk business at Christmas time. Finally, perhaps because it is viewed as a day to be with one's family, students do not go to school on Christmas in the United States, and the majority of companies and other workplaces shut down business as well. However, for most Japanese people, people have to go to work and school. For these reasons, although recognized in both countries, the manner in which Christmas is celebrated is different.

Appendix 2

Vol. XV, No. 2

Culture and Countries

June 2002

Christmas Differences: The United States and Japan

JOHN SMITH

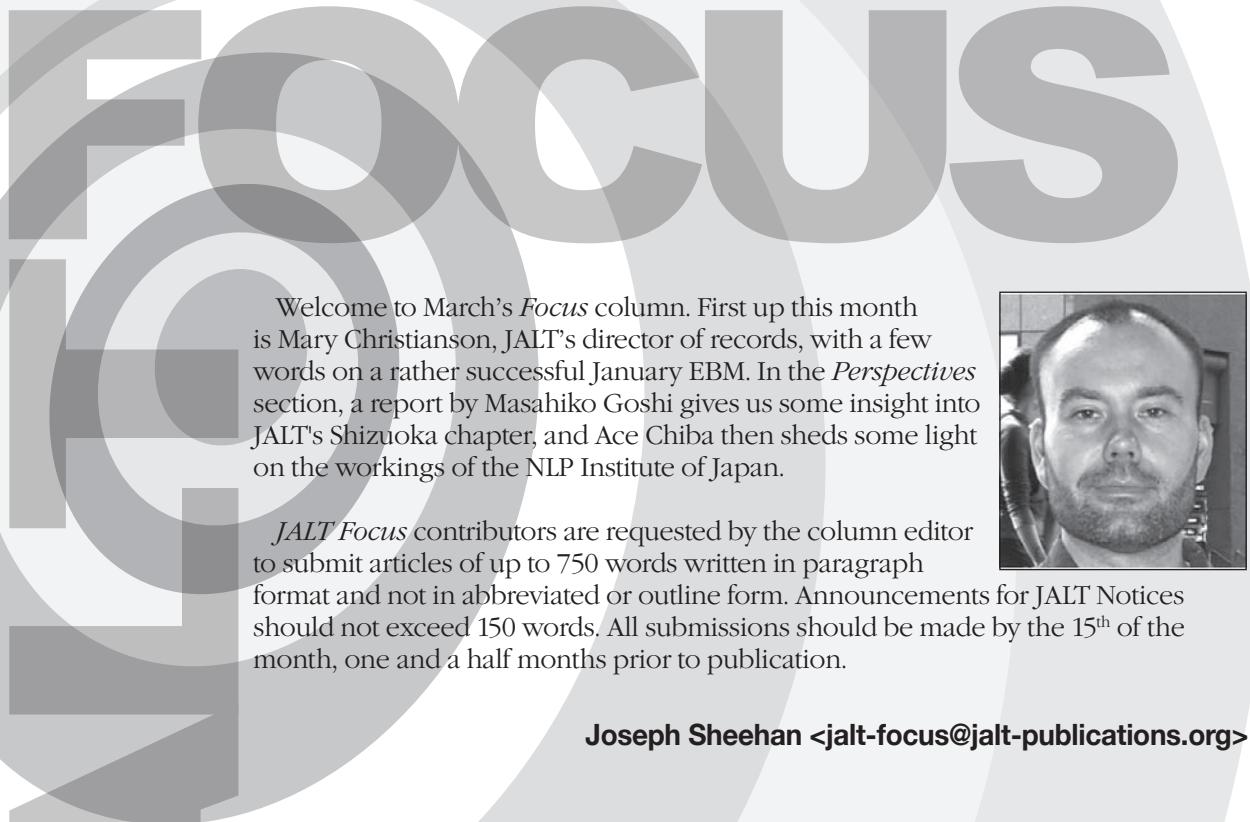
American and Japanese people recognize Christmas as a special day, but they observe it in different ways. First, in the United States, Christmas is considered a family holiday. Most Americans feel it is of the utmost importance to spend the day with relatives. Even those living in New York do not think twice about traversing across the country to be with their loved ones living in Los Angeles. On the other hand, in Japan, Christmas (in particular, Christmas Eve) is more of a time for romance. Young Japanese couples mark the day on their calendars with notes reminding them to make reservations at the nicest French or Italian restaurants in town. Another difference is the food that is consumed in the countries on Christmas. Turkey and ham are popular cuisine for Americans, as are lobster and duck in certain areas. In Japan, chicken is the main food of choice. In particular, Kentucky Fried Chicken does brisk business at Christmastime. Finally, perhaps because it is viewed as a day to be with one's family, students do not go to school on Christmas in the United States, and the majority of companies and other workplaces shut down business as well. However, for most Japanese people, Christmas is a normal school or workday. Thus, although recognized in both countries, the manner in which Christmas is celebrated differs.

Appendix 3

Kintaro Takahashi
May 25, 2004

How Christmas is Different in Japan and America

Christmas is a popular holiday in Japan and the United States, but it is celebrated in different ways. In America, people like to spend time with their families. For example, many people will travel thousands of miles so that they can be with their families. However, in Japan, we think Christmas is a romantic day. Many Japanese will have a date in an expensive restaurant or drink champagne on that day. Also, the food that Americans and Japanese eat on Christmas is different. Japanese like to eat Kentucky Fried Chicken and Christmas cakes, but Americans usually eat different things. Finally, in the USA, there is usually no school on Christmas. Also, most workers have the day off. On the other hand, in Japan, everybody has to work or go to school. In fact, many stores take down the Christmas decorations on Christmas Day! In these ways, Christmas in Japan and the United States is different.



Welcome to March's *Focus* column. First up this month is Mary Christianson, JALT's director of records, with a few words on a rather successful January EBM. In the *Perspectives* section, a report by Masahiko Goshi gives us some insight into JALT's Shizuoka chapter, and Ace Chiba then sheds some light on the workings of the NLP Institute of 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 15th of the month, one and a half months prior to publication.



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

Message from National

The first JALT Executive Board Meeting (EBM) of 2005, held at Temple University Japan in Tokyo over the weekend of January 29–30, was a testament to the positive spirit of cooperation and energy we've been working to create in JALT in recent years. In this month's column we'd like to share a summary of some of the topics discussed at the meeting, which will act as a roadmap for the direction the full executive board (national, chapter, and SIG officers) will take this year. Look to this column to learn more about how these plans are taking shape in the coming months.

Several of the discussion points from the January EBM evolved naturally out of core goals from the strategic planning meeting held in September 2003, which broadly encompass the areas of 1) improving membership services, 2) facilitating communication and cooperation within the organization, and 3) raising JALT's visibility domestically and abroad.



One Free SIG to Continue in 2005

One of the plans for improving membership services that has already come to fruition is the *One Free SIG* campaign begun in April 2004. The task of the executive board in January was to decide whether to extend the campaign beyond March 2005. The board was in near unanimous agreement to continue this program for another year, and support was considerable for the idea of making the free SIG an integral part of the regular membership package. However, we decided to heed caution and let the full ramifications of the program, in particular the financial impact, become evident before making any long-range decisions.

Chapters & SIGs: Cooperation and Support

Several discussion points revolved around ways of increasing services to members at the chapter level by facilitating cooperation among



groups and offering flexible means of financial and leadership support. Hokkaido chapter representative liaison, Ken Hartmann, garnered enthusiasm for his plan to form seven regional chapter groupings, with stronger chapters charged with coordinating communications and providing leadership. It is also hoped that regional chapter groups will combine their energy and resources with SIGs to produce joint events, following the successful model of the annual spring Pan-SIG conferences. A special projects fund of ¥1 million exists to support such events.

IT Upgrades

A comprehensive plan for upgrading JALT's IT capabilities has been spearheaded by resident tech wizards Hugh Nicoll, director of membership, and Paul Collett, web editor. Funding for this plan was approved as part of the preliminary budget for FY2005, and includes moving JALT's web services to a dedicated server and performing extensive upgrade work on our membership database. There was also talk of moving internal communications from email listservs to group weblog forums,

JALT Notices

TESOL Award

JALT is proud to announce that Mary Goebel Noguchi has been awarded TESOL's Virginia French Allen award for 2005. Mary was nominated in recognition of her many years of service to the Bilingualism SIG. It is truly wonderful to see a founding member of the SIG being honored with an international award for all the effort she has put in to nurturing bilingualism scholarship in Japan over the years. The award comes just as Mary has completed the 10th anniversary volume of the SIG's journal, *The Japan Journal of Multilingualism and Multiculturalism*, viewable

where threads could be more easily managed and archives maintained.

Public Relations

The topic of branding arose more than once during the EBM weekend in recognition of the necessity to renew and unify JALT's public image through our website, at chapter and SIG events, and at domestic and international conferences. Director of public relations, Sayoko Yamashita, presented a plan to provide PR kits to chapters and SIGs to use at their events. This kit will eventually include a short video advertising JALT's activities and member services, which will also be viewable on the JALT website.

Research Grants, You Ask?

After a long hiatus, JALT will once again offer research grants as one of its member services. We have given the research grants committee ¥300,000 in FY2005 to distribute to worthy proposals, which will be vetted by a committee chaired by Andy Barfield. Read more about these research grants in next month's TLT.

In other news, the executive board recognized the rise of the TOL (Teaching Older Learners) SIG from forming to affiliate status. Learn about their activities at <www.eigosenmon.com/tolsig/index.html>.

All in all I would have to say that January 2005 was the most cooperative, congenial, productive, and fun EBM I have attended in my 3 years of service. I look forward to the next one in July.

—Mary Christianson
Director of Records

at <www.bsig.org/jjmm/index.html>. Mary was integral in establishing the journal and has been responsible for editing it ever since. As a recipient of this award, Mary will receive a 3-year TESOL membership and a TESOL Quarterly subscription for her scholarship and service at the affiliate level. In addition, TESOL will introduce Mary as the award recipient at their 2005 conference in San Antonio, and her photo and bio will be displayed on TESOL's website and at the annual convention. Congratulations Mary!

Hokkaido Journal

The *JALT Hokkaido Journal* is a refereed online journal which appears once a year featuring theoretically grounded reports of research and discussion of central issues in foreign language teaching and learning with a focus on Japanese contexts. We especially encourage investigations which apply theory to practice and include original data collected and analyzed by the author. Those interested in submitting a paper should visit <jalthokkaido.net/>. The deadline for submissions is June 30, 2005.

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 & 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

TLT Associate Editor

The Language Teacher is seeking a qualified candidate for the position of associate editor, with future advancement to the position of co-editor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to

oversee the production of a monthly academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have a computer with email and access to a fax machine.

This post requires several hours of concentrated work every week editing feature articles, scheduling and overseeing production, and liaising with the publications board. Applicants should be prepared to make a minimum 2-year commitment with an extension possible. The assumption of duties is tentatively scheduled for October 2005.

Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become associate editor (and later advance to co-editor) of *The Language Teacher* to: Amanda O'Brien, JALT Publications Board Chair, <pubchair@jalt.org>. Deadline for receipt of applications is May 1, 2005.

Proofreaders

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>.

Advert: IPI

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



This month, you will read about how the Shizuoka chapter, headed by Masahiko Goshi, is faring. Masahiko is also active in other capacities in our annual conference. Secondly, you will learn about identity education and courses given by the NLP Institute of Japan. The co-editors warmly invite you to submit 750-word reports of chapter interest in English, Japanese, or both.

A Small Chapter With a Big Job



Shizuoka JALT is a relatively small chapter, yet it covers a wide geographical area, from Mishima city in the east to somewhere around Iwata city in the west (both 50 km from Shizuoka city). The chapter comprises about 40 members, and because of this, the average attendance at chapter meetings is often less than 10. We have been struggling to increase the number of chapter members and attract more people to our meetings. One thing we realized recently is that inviting well-known presenters attracts people. In 2004, we invited Susan Barduhn to speak on a Friday evening in November as part of the 4 Corners Tour. Thanks to our program chair and the 4 Corners coordinators, we actually had more non-JALT members than regular members, although the number of those attending was still low compared to other 4 Corners meetings. However, I realized then that there were still more potential members in the Shizuoka area. Also, having chapter meetings on weekday evenings might make it easier for people to attend. We have always held our chapter meetings on Sunday afternoons, but for many people, Sundays are for spending time with family. Therefore, in 2005 we will plan chapter meetings on both Sundays and weekday evenings.

Every other year, the JALT National Conference descends on Shizuoka. As a small chapter, it is impossible to take a more active role in conference planning. However, we do help the conference in whatever way we can. In 2000, two of us from the chapter assisted the conference treasurer. In 2002, I became the conference volunteer coordinator. Chapter involvement in the conference has gradually started to increase. Unfortunately, having the national conference in Shizuoka has not improved our membership, but it has been a great opportunity for my student volunteers to practice English. To them, it is something like an intensive study abroad program, in that they have never seen so many native speakers of English in one place or helped so many foreigners in English at the same

time. So, when you attend the national conference, please go out of your way to talk to them. For without student volunteers, it would be impossible to hold our national conferences.

Whenever someone asks me how I became involved in JALT, I always respond, "Several JALT people tricked me into this." Before I moved to Shizuoka, I had not been active in the Tokyo chapter to which I belonged. I attended my first Shizuoka chapter meeting not knowing that it was an officer meeting, which might have given the impression that I was ready to volunteer. One year later, I became the treasurer, believing that the previous treasurer would take up another position within the chapter, which he did not. Soon, our president became a national officer, so our chapter was in even more desperate need of officers. One of our chapter members, who was also a colleague of mine and extremely persuasive, *helped* me in making the decision to take up the positions of president and treasurer simultaneously; this particular dual position is no longer allowed. As a result, I started attending the EBMs two or three times a year. It took more than a few meetings before I could follow what was being discussed. It has been a good listening exercise for me as well as extra reading practice on the EBM members' mailing list! I have met a lot of hardworking, interesting people through my involvement. Three years ago, when we were having a difficult time at the national level, someone who took over as a national officer approached me to help with JALT2002, which at that stage was only 4 months away. Since then, a great deal of my free time has been taken up with JALT, especially when the national conference visits Shizuoka.

Well, let me tell you, working with the conference team has been an extremely informative and eye-opening experience. Now, maybe it's my turn to trick somebody else into finding out that being active in JALT is rewarding in so many ways. Watch out! I may be looking your way!

by *Masahiko Goshi, Shizuoka JALT president*
<goshi@scc.u-tokai.ac.jp>

weblink: www.jalt.org/groups/Shizuoka

Identity Education (Studying Identity)

What is identity education? Already accepted as a Japanese word in *katakana*, identity basically refers to how we realize or understand ourselves. Identity education, then, is related to developing our sense of identity. You yourself probably slip into the teacher's role when you are with your students. This kind of role is also one of the meanings of identity. Since every student has varying aspects or characteristics, teachers like us might be constantly looking for better ways of understanding our students. We can improve on the contact or communication we have with our students by expanding our concepts of ourselves as teachers or by adopting more precise roles, which may be required by the situation.

Studies on communication such as neuro linguistic programming (NLP) are based on scientific research and attest to the importance of high quality communication, which is once more being recognized as one of the keys to a successful life. NLP considers communication to be human reflections of the outer world. The study of NLP began in the 1970s in the United States and has its roots in psychology, linguistics, and epistemology.

NLP is not just academic but also pragmatic as it provides a rich variety of communication tools and techniques for improving one's teaching. One of the approaches that NLP has put forward is that teaching can be enhanced by observation from the different levels listed below:

1. **Environmental level:** The teacher takes on the role of guide or caretaker, organizing time and place in the learning environment.
2. **Behavioral level:** The teacher is similar to a sports coach and provides technical support followed by demonstration to help the students know exactly what to do.
3. **Capability level:** The role of teaching *how to*, or giving direction and tactics to enable students to take a specific action.
4. **Beliefs and values level:** These criteria help you decide to use a given ability. Since they are beliefs and values you consider important, they permit you to either utilize

such capabilities or prevent you from doing so. If you believe that it is not appropriate to bring your capability into play, you may never do so, in spite of the high abilities you possess. This level can be like a brake or an accelerator on your actions. At this level, you can support learners by assuming the role of mentor to help them make their own decisions.

5. **Identity level:** This is at the origin of the four levels above. It can be more easily understood when you think of a newborn baby that cannot yet see the world or move by itself; it lies in a given environment without being able to make any of its own choices, and it has no beliefs or values. However, the baby has a strong sense of existence simply by virtue of its being in the room. Identity has to do with this sense of existence. At this level, you act as a sponsor and recognize and bless the student's essence. Even if he/she feels inferior, you do not just see the learner in the present moment only but in his/her future as well, and you can guide the student by acknowledging him/her.

Given the above information, when you are with your students, which level are you mostly at? In the past, teachers tended to focus on the environment, behavioral, and capability levels. Now, however, we are expected to concentrate more on the beliefs and values and identity levels. That is the reason why identity education is so necessary. This concept is taken from the neurological levels created by Robert Dilts of the NLP University in California. On the cutting edge of NLP, he was just in Japan, invited by the NLP Institute of Japan. Having strong relations with various NLP organizations in the United States, the NLP Institute of Japan has provided a wide variety of NLP seminars for more than 10 years now in Japanese and English. For more information, please contact Ace Chiba at 03-5524-5217 or <nlp@nlpjj.co.jp>, or check our website at <www.nlpjj.co.jp>.

by Ace Chiba
Learning Consultant of the
NLP Institute of Japan

weblink: www.nlpjj.co.jp

Book Reviews

...with Robert Taferner <reviews@jalt-publications.org>

Language and the Internet reviewed by Nicolas Gromik and *Listening no Tatsujin* reviewed by Ann Junko Izawa are this month's featured book reviews. To access previous reviews please go to <www.jalt-publications.org/tlt/reviews>. Don't forget your *TLT* password.

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.



Language and the Internet

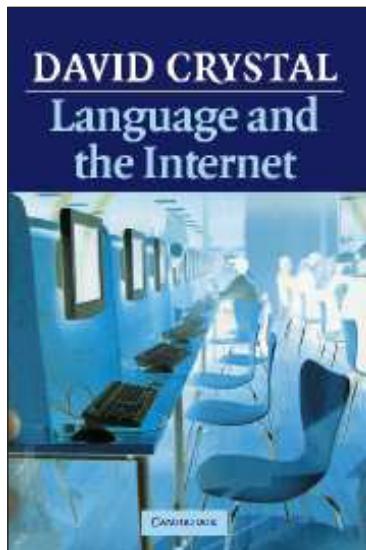
[David Crystal. Cambridge: Cambridge University Press, 2001. pp. ix + 272. ¥4,830. ISBN: 0-521-80212-1.]

Reviewed by Nicolas Gromik, Tohoku University

With Computer Mediated Communication (CMC) making headline news in the literature, Crystal's *Language and the Internet* is prescribed reading for any language teacher. Not only has Crystal done a formidable job putting to paper what teachers might have thought on this subject, but a visit to his website <www.crystalreference.com> also reveals that he is well qualified to investigate language and the Internet.

CMC involves all forms of electronic communication, from simple emailing to discussion groups, Internet Relay Chat, and website content. Crystal documents in layman's terms that not only has the Internet radically changed the English language, but it is also creating a linguistic generation gap between users. It discusses issues such as grammar and behaviour, and it provides clear definitions and examples, explaining and demonstrating what each aspect of CMC clearly demands of users.

Language and the Internet is divided into eight chapters. The first three investigate how "the Internet's global scale and intensity of use, is having an affect on language in general and on individual languages in particular" (p. 5). The next chapters define and document the linguistic aspects of 1) email, 2) chatgroups, 3) virtual worlds, and 4) the Web. These chapters deal with how to express, write, format, and deliver an opinion or thought electronically. The last chapter not only concludes this XLNT b%k (excellent book), but also provides



some suggestions about language and the Internet, otherwise known as *Netspeak* (p. 24). Crystal defines Netspeak as the language used to communicate on the Internet.

Write the way people talk sounds sensible enough, until we have to answer the question: which people? The Internet is a global arena through which users are given a voice to share information with a wide audience. The clear

resonating truism is that native speakers rely on prior experiences to set the Netspeak rules and regulations. These users are also creative and active. Creativity, it seems, breaks or redefines all boundaries, and because CMC is primarily received in the written format, it defies all linguistic rules. Not only are these linguistic rules being taught but they are being studied and eventually applied. Hence this book would be a stimulating read for university students and university level teachers in Japan. Through this book, students would be able to learn about a) the Internet and b) its linguistics transformation.

These new generations of learners need to learn not only the basic grammar rules and different kinds of written genre, but they must also become adept at deciphering how such rules and genres have been redefined to fit in with the electronic communication environment. Eventually such learners become users, with influence over Net-speak communication rules.

These users are delineating an identity and creating appropriate linguistic forms and

weblink: www.jalt-publications.org/tlt/reviews/

behaviours for all to use. From this constant flow of communication, never-before-seen compound formations are being generated on the Internet—including never-thought-possible prefixes, suffixes, acronyms, abbreviations, and spelling creations which defy the realms of orthography.

The rules are explicit, and Crystal brings the metamorphosis of grammar to life by providing ample examples in each chapter.

Chapter 4, The Language of Emails, begins the more in-depth aspect of Crystal's work. The pertinent point is that emailers rely on common sense to structure the presentation of an email and that native speakers are forever developing new forms to render their message more succinct and understandable. As email styles transform, Crystal predicts that this will be an opportunity for educators to begin analysing the changes.

Like emails, chatgroups have developed their own grammar constructions and specific vocabulary. Such creation is also occurring in the language of virtual worlds, where more private en-

vironments with more regulations and codes exist. On the other hand, the language of the web prefers precision. The reader is reminded that the Internet has developed a specific language not because of a need to restrict access but more for a need to save space and time. It is for this very reason that Web publishing adheres more strictly to grammatical rules and sentence structures.

Crystal's book opens a new horizon for teachers and students to view the reality of language and the Internet. Not only will educators need to become aware of Netspeak and its demands on linguistic mutation, but they will need to be conversant in it. They will need to be alert to the ever-changing technological advancements such as online translations or texting. Not only will they need to develop and gain new skills, but they will need to guide students through this World Wide Web and the communicative skills it demands of its users. Crystal's *Language and the Internet* provides relevant and accessible foresight.

Listening no Tatsujin Chukyu Junbi Hen (IV) (*Listening Expert: Pre-Intermediate IV*).

[Tokyo: GEOS Corporation, 2004. (incl. five books + five audio CDs). pp. 56 (each book). ¥9,975. ISBN: 4-86109-012-1.]

Reviewed by Ann Junko Izawa, CESA English Conversation School

Listening no Tatsujin Chukyu Junbi Hen (IV) is the fourth set of a six-level series designed for pre-intermediate level Japanese students whose goal is to improve their listening and communicative skills through a 15-minute-a-day self-study program. The listening goals in each of the five textbooks found in this set are presented through four different main topics or units that are subdivided into three sections. Each section covers specific listening targets and practice exercises for the listening materials (e.g., dialogs, speeches, and TV commercials) in the CDs that accompany each textbook. The sections are formatted in such a way that the learners only need to spend about 15 minutes at a time to go over the practice exercises, although some extra activities are also recommended for those who want to improve their pronunciation. Besides the sections, each textbook includes a story, as well as practice tests for TOEIC and Eiken Level 2 with their respective

scripts, translations, answer keys, and explanations in Japanese.

The listening goals of this text are multifold. Book 1, for example, uses various listening techniques, background knowledge, as well as discourse markers to help learners identify the context of the conversation. In Book 2 individual sounds of English, *katakana* words, consonant clusters, and distinction between sounds through context are explored. Book 3 covers linking sounds: contractions, assimilations, elisions, and liaisons. Book 4 focuses on strong and weak sounds. Finally, Book 5 emphasizes word stress and intonation as clues to aid listening.

Each section has two pages. On the first page, the students will find the targets and practice exercises and, on the next page, the English transcript and a translation of the listening material, a glossary, and answer key with explanations in Japanese. The targets presented first in each section are usu-

ally grammatical points, difficult pronunciation points, or listening tasks that should be aimed at as students cover the listening practice exercises that follow. After students read the targets for the section, they can start the first practice activity, which usually focuses on setting the context or content of the listening part through the presentation of words or phrases that are difficult to hear, particularities of the English sound system, and listening strategies. Some students found this part helpful as this activity is often focused upon by students who want a chance to hear how words are pronounced in English, in more detail. The other two to four exercises that appear in each section usually refer to the content of the main listening material on the CD. When doing the practice exercises, students have the opportunity to listen to the CD at least twice, in case they are not able to answer the questions after the first listening. After that, students can read the script at the back of the book and check vocabulary and answers. If time allows, students are also recommended to do some exercises for developing more accuracy and fluency in listening and speaking, such as dictation, repeating, shadowing, and reading out loud (see directions for these exercises in Book 3, p. 7).

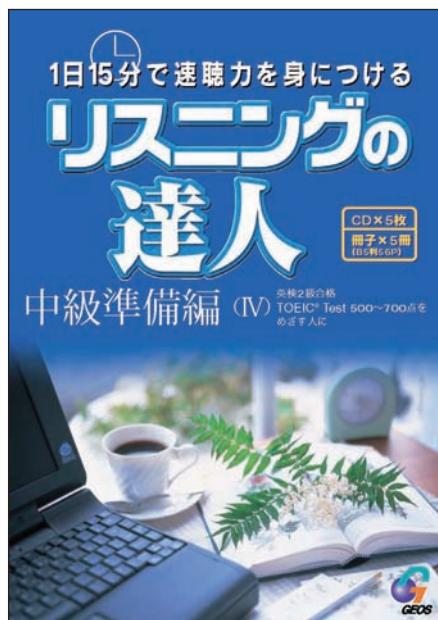
After every three sections, students will find *Take a break, it's story time!* where they can hear a segment of a simple but quite intriguing story that is completed at the end of each textbook. The purpose of this activity is to familiarize learners with listening to longer narrations and understanding the context and main ideas of the story. It is also a good way to motivate students to go over the next three sections so they can hear the continuation of the story.

Although they are primarily self-study listening textbooks, *Listening no Tatsujin Chukyu Junbi*

Hen (IV) can also be used in the classroom to improve both listening and speaking skills more effectively. Even though it is possible to develop some level of speaking fluency through the exercises suggested in the textbooks, there are certainly advantages in using the textbooks in the classroom, as questions regarding errors, grammatical points, vocabulary, and pronunciation issues can be clarified with the instructor. Students may also have a chance to practice the dialogs with their classmates and have discussions about the topics using the vocabulary presented in the units.

One of the difficulties that the textbooks may present is that since all the explanations regarding the use of the textbooks are in Japanese, English instructors with limited knowledge of the Japanese language may need an English version of the instructions to use the textbooks or recommend them to their students. Another point that may be controversial is the use of Japanese translations for the listening parts. Since the textbooks are primarily for self-study, it is understandable that some students might find them necessary, but it is certainly important to remind students that they should read the translations only when absolutely necessary.

To summarize, I can say that *Listening no Tatsujin Chukyu Junbi Hen (IV)* has many features that make it interesting and approachable for Japanese students who have a basic understanding of English but still need to work on some specific areas. Since only 15 minutes at a time are required to use these materials, they can be recommended to a busy audience such as business people, who will probably find them both entertaining and instructive.



Note: This month's Recently Received column appears on page 53

Advert: Seido

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 15th of the month, 6 weeks prior to publication.



The JALT Pan-SIG Conference 2005—

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>.

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

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

CALL—The Computer-Assisted Language Learning SIG welcomes new members and offers many opportunities for teachers to get involved. In addition to our newsletter (available online) and publications investigating CALL research/practice in Japan, we also have a yearly conference. The JALTCALL 2005 Conference will be held on June 3–5 at Ritsumeikan University BKC Campus, in Shiga, with the theme *Glocalization through CALL: Bringing People Together*. The focus is on the social dimension of CALL at local and global levels featuring presentations, workshops, poster sessions, and plenary speakers. We hope to see you at this event, which is also an opportunity to network with other CALLers from Japan and abroad. For more information on the conference and how to become involved in the SIG, please visit our website at <jaltcall.org>.

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 15th of each month.



Gender Awareness in Language

Education—GALE is proud to announce that Cynthia Nelson (University of Technology, Sydney, Australia) will be in Tokyo and Osaka presenting as part of Temple University Japan's Distinguished Lecturer Series. She will be speaking on *Issues in Gender and Sexual Identity: What Educators Should Know*. The Tokyo sessions are Saturday, March 12, from 2:00 until 9:00 p.m., and Sunday, March 13, from 10:00 a.m. until 5:00 p.m. The Osaka sessions are Saturday, March 19, from 2:00 until 9:00 p.m., and Sunday, March 20, from 10:00 a.m. until 5:00 p.m. The first 3 hours are free to the public; the entire seminar can be attended at a reduced rate.

The seminar will address the following questions: What does it mean to be an educator at a time when sexual identities (straight, gay, lesbian, transgender, queer, questioning) are becoming increasingly prominent in public discourses? How do divergent local/global practices and perspectives play out in the classroom, in terms of what sexual identities are understood to be, and how (or whether) they get discussed? What challenges and opportunities arise when teachers and learners do engage in class with topics about sexual identity? How can teachers frame discussions of sexual identity issues in ways that help to further the learning objectives of the class? What theories (e.g., poststructuralist, queer, postcolonialist) might be of practical use to teachers in thinking through such questions in relation to their own teaching practices?

weblink: www.jalt-publications.org/tlt/signews/

SIG NEWS & CONTACTS

This seminar will begin with a readers' theater performance of *Queer as a Second Language*, a play that has proved popular with audiences at conferences and universities in Australia and the United States (and at a conference in Sapporo, where the concept for the play was first canvassed). The play script derives from research transcripts, so the characters are not fictional but are composites of actual EFL/ESL teachers and students who were observed and interviewed. The performance will lead to a discussion of what it might mean to teach in queer and transcultural times. For more information on the above and other distinguished lecturer programs, please go to Temple University Japan's webpage at <www.tuj.ac.jp/newsite/main/tesol/lectures.html>. Information on how to get to the venues is also available on the TUJ webpage.

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 Kip Cates <kccates@fed.tottori-u.ac.jp>.

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.

Learner Development—The LD SIG is a friendly and active group of teachers sharing an interest in ways to promote learner development and autonomy. If you are interested in this kind of environment, why don't you take advantage of the JALT membership/join a SIG for free campaign and become a member? This will give you access to our biannual/bilingual newsletter, Learning Learning. We also have Learner Development Gets Wired at <www3.kcn.ne.jp/~msheff/LD%20HP%20files/LDSigNews.htm>, a quarterly e-publication. We hope to have many exciting and successful events in 2005. The LD SIG is working together on a second anthology publication in the series, Autonomy You Ask (AYA!) which is a collection of papers published in 2003 by Japan-based teacher-researchers investigating issues in learner and teacher autonomy <coyote.miyazaki-mu.ac.jp/learnerdev/aya/index.html>. AYA 2 will again feature Japan-based authors and is set to be published by the LD SIG in 2006 through email collaboration and a retreat. Tentative plans for an LD conference retreat are currently underway in Miyazaki, Kyushu on November 19–20. In addition, don't forget to mark your calendar for the LD forum at the JALT 2005 National Conference in Shizuoka. For more information about LD SIG, contact: Stacey Vye <stacey@sky.ucatv.ne.jp>, or Marlen Harrison <scenteur7@yahoo.com>, or check out our website at <coyote.miyazaki-mu.ac.jp/learnerdev/>.

Other Language Educators—

The OLE SIG newsletter No. 32 contained information on a project demonstrating the use of an FL (the example provided is German) in the local community and putting this into a newspaper article. Also included were: an overview of OLE-related presentations at JALT2004, the only printed-out take-along JALT2004 schedule and other JALT2004 information, a look back at the very successful JALT2003 proceedings submissions, and news about the long awaited for, updated, present-day Japanese-German dictionary. In addition, in order to also serve the many people interested in OLE who are not yet members of JALT, but would be interested in publishing or participating in JALT, the OLE SIG presents newsletter No. 33. It was issued immediately after JALT2004 and contained the

proceedings, submission guidelines, an example from a search of the JREC-IN job database, the first part of a series of articles explaining other language tests available in Japan, and a preliminary coordinator's report for 2003–2004. To receive an issue, please contact Rudolf Reinelt <reinelt@ll.ehime-u.ac.jp>.

Pragmatics—For the 4th consecutive year, the Pragmatics SIG is one of the sponsors of the JALT PanSIG 2005 conference, which will be held at Tokyo Keizai University on May 14–15. The event brings together solid presentations related to pragmatics, so it is highly recommended for all pragmatics researchers and practitioners. Please visit the PanSIG homepage <www.jalt.org/pansig/2005/> for more details. The SIG's publication *Pragmatics in Language Learning: Theory and Practice* is in the final stage of editing and is expected to be published soon. For further information about the Pragmatics SIG, please visit our website at <groups.yahoo.com/group/jaltpragsig/>.

語用論部会は5月14日、15日の両日、東京経済大学で開催される、2005年度PanSIG大会に4年連続して参加します。語用論関係の発表も多数予定されていますので、語用論の研究者や関心のある方は是非参加して下さい。詳しくはホームページ<www.jalt.org/pansig/2005/>をご覧下さい。また、部会出版物『語学学習における語用論：理論と実践』の編集は最終段階に入っています。完成もまます。部会についての詳しい情報は、<groups.yahoo.com/group/jaltpragsig/>まで。

Professionalism, Administration, and Leadership in Education—The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <www.debito.org/PALE>. Also, anyone may join our listserv 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. We 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> をご覧下さい。

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. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information on this SIG or to join the SIG mailing list, please contact the Membership Chair, Amanda Harlow <amand@aqua.livedoor.com>.

TOLD You So!
Teaching Older Learners

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Moving?

Make sure *The Language Teacher* moves with you.
Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

Name: _____

New Address _____

Tel _____ Fax _____

Email _____ New Employer _____



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.



Shinshu: December—Window on the World and End of Year Party by **Tamao Hoshina**.

Hoshina related her experiences volunteering and living in Cambodia for 2 years with the *Japan Overseas Cooperative Volunteers* (JOCV). As a participant in the *Triangle Project*, which spans Cambodia, Laos, and Vietnam, Hoshina represented JOCV in Cambodia, teaching literacy and basic arithmetic classes in small villages throughout the country.

After years of war, Cambodia has an adult literacy rate of only about 70 percent. To address this issue, Hoshina participated in a rural development program teaching villagers how to read and write their language, *Khmer*, and do basic arithmetic. Classes were generally held in the shady, open space under a *taka-yuka-shiki* (stilt house), and students used small slate boards instead of paper to practice writing. The classroom space was shared with local livestock.

Students' motivation varied and included a desire to get a job in the city, read to children, be able to give and receive the correct change at the marketplace, and read the signs in temples. Catering to the desires of her students was a challenge, and Hoshina noted that many younger students left her classroom to find jobs in the city after learning how to write their own names. Due to the demands of housework and the agricultural economy, many students

dropped out of classes despite their desire to learn.

The Khmer language is read from the center outward, and Hoshina included a short language lesson at the end of her presentation, teaching simple greetings in Khmer, such as *Choum reap sour* (Hello!).

Reported by Theron Muller

Know About IATEFL?

You can join the International Association of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information!

"Wow, that was such a great lesson, I really want others to try it!"

「すばらしい授業！、これを他の人にも試してもらいたい！」



Every teacher has run a lesson which just "worked." So, why not share it around? The **My Share Column** is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

weblink: www.jalt-publications.org/tlt/chaprep/

Chapter Events

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

Can you smell spring in the air? Are you looking for new ideas to refresh your classes and make the coming new school year better than ever? You're sure to find those ideas at a local chapter event. As a JALT member, you may attend an event at any chapter at JALT member rates. Chapters, please include your event in the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.



Fukui—Teaching English to Young Learners through Kyogen, the Japanese Classical Comic Theater by **Harumi Yamada**. This will be a joint event with the Fukui School for the Blind. Yamada will talk about her experiences teaching through the medium of *Kyogen*. She will suggest ways in which *Kyogen* can be used to raise cultural awareness and practice real-life communication. Participants are invited to the Big Hall to enjoy a performance of *Boshibari* by the students. The performance starts at 2:30 and is open to the public. *Saturday March 5, 13:00-15:00; Fukui Kenmin Kaikan, Kenshushitsu 1, the University of the Air, 6F and the Big Hall; one-day members ¥500.*

Gunma—How is CLT Viewed and Implemented by High School Teachers of English? by **Rieko Nakajima**. Since Mombukagakusho introduced Communicative Language Teaching into the Course of Study, nurturing practical *communicative competence* has been emphasized in Japanese secondary English education. However, the literature poses some questions as to the overvaluation of CLT. This workshop presents the results of research based on interviews with 19 junior and senior high school teachers regarding their reactions to CLT and includes a discussion on CLT in Japan. *Sunday February 27, 14:00-16:30; Maebashi Koka Daigaku; one-day members ¥1,000.*

Hokkaido—An Introduction to the Uses of Conversation Analysis in the Field of Second Language Acquisition by **Jack Barrow**, Osaka International University. Jack has developed a corpus of student-student conversations in English and has analyzed the data using conversation analysis. In Kansai, he has hosted a data session for a year and has found that many people are interested in this approach. Jack will share data on students repairing themselves, cooperatively searching for words and initiating topics, and using electronic dictionaries for word

searches. *Sunday March 20, 15:00-17:00; Hokkaido International School near Sumikawa Subway Station; one-day members ¥1,000.*

Kagoshima—English Examinations Round Table (TOEIC/TOEFL/Cambridge). For more information, contact: t: 099-216-8800; f: 099-216-8801; or email: <seminar@jellybeansed.com>. *Sunday March 27, 15:00-17:00; Kosha Biru (same bldg as Jelly Beans); one-day members ¥800.*

Kitakyushu—My Share: The High-Tech Classroom by **Hiroshi Otani** and others. EFL teachers are expected to raise all students' English abilities, including students with little motivation, so they often take advantage of college entrance examinations to push their students. However, even this instrumental motivation is not available in Japanese colleges of technology, or *Kosen*. Otani will introduce web-based vocabulary drills with databases developed by a group of *Kosen* teachers. *Saturday March 12, 18:30-20:30; Kitakyushu International Conference Center, room 31; one-day members ¥1,000.*

Kyoto—JALTCALL 2005, the annual conference of the JALT CALL SIG will be held June 3-5, at Ritsumeikan University-BKC. JALTCALL will be supported by Kyoto JALT and thus we are looking for volunteers to make this the biggest and best JALTCALL ever. Any questions regarding the conference should be sent to <enq@jaltcall.org>. For more information about Kyoto JALT and our activities, please contact Neil Heffernan at <kyotojalt@gol.com> or visit our recently redesigned website <www.kyotojalt.org>.

weblink: www.jalt.org/calendar/

Matsuyama—Developing a Textbook to Improve the Ability to Use Kanji by **Rumiko Mukai**, Ehime University International Student Center. In order to improve the ability to use *kanji*, one must learn the characters, of course, but it is also necessary to know how each is used in a sentence before really beginning to read and write. Until recently, this aspect of teaching *kanji* has received no attention. Our textbook was developed to solve this problem. We will introduce the textbook and our different approach to teaching *kanji*. *Sunday March 13, 14:15-16:15; Shinonome High School Kinenkan 4F; one-day members ¥1,000.*

Nagasaki—We do not have a meeting for this month confirmed at the moment, but please contact us for any late changes. Also, please note that we are now welcoming any ideas or offers for presentations, workshops, demonstrations, and more through much of 2005. In the meantime, please feel free to check our chapter homepage at <www.kyushuelt.com/jalt/nagasaki.html>, or you can keep in touch with us by signing up for our popular, free, monthly email newsletter at <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—The State of Bilingual Reading Education Throughout Asia by **Jason Good**, Houghton Mifflin. It's common these days to say that Japan is lagging behind the rest of Asia with its English education, but what exactly is the rest of Asia doing, especially for their kids? What is being taught at the bilingual schools? We'll look at the bilingual movement across Asia, as well as take a closer look at the North American-based reading curriculum being used by many of these schools. *Sunday March 20, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1,000.*

Omiya—Effective Ways to Prepare for the TOEIC by **Joe Falout**. In the first half, Falout will demonstrate conversational activities to teach learning strategies and listening skills for the TOEIC. In the second half, findings of an ongoing study of a group of autonomous learners preparing for the TOEIC will be discussed. Falout will then outline effective ways for students to prepare for the TOEIC, based on insights from the

study. *Sunday March 20, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); one-day members ¥1,000.*

Sendai—Discussion: Five Things I Wish I Had Known When I Started Teaching by **Charles Adamson**. What do you know now that you wish you had known earlier? What do other teachers know that they can share with you? This grew out of a panel at the JALT2004 conference. For examples, see <www.eltnews.com/features/thinktank/036_mm.shtml>. PLEASE NOTE: Our February and March meetings will be held at Sendai's Mediatheque on Jozenji-dori. Please go to <www.smt.city.sendai.jp/en/info/access> for access and a map to the Mediatheque. *Sunday March 27, 14:00-17:00; Sendai Mediatheque, 2nd floor conference room; one-day members ¥1,000; students free the first time, ¥500 thereafter.*

Shinshu—Task-Based Learning by **Greg Birch**, Seisen Jogakuin College. Birch will discuss task-based learning (TBL) and how to use it. TBL has become increasingly popular among teachers around the world. Greg will use examples from his lessons to show how this approach can supplement your course; e.g., with bilingual grammar resource books. This workshop will be very interactive with opportunities to explore how TBL can integrate fluency and grammar. Teachers at all levels can benefit from this fascinating new approach. *Sunday March 27, 14:00-17:00; Matsumoto; one-day members ¥1,000.*

Toyohashi—Make Reading Easy and Fun With the Potato Pals! by **Oliver Bayley**, Oxford University Press. Oliver will guide participants through practical group-work activities for very young learners and introduce *Potato Pals*, Oxford's newest course for young children. Get a free *Potato Pals* reader, *How to Turn Students Into "Bookworms"!* In the second half, we will look at how teachers use graded readers in various schools, as well as the latest readers from OUP (including the new series, *Dolphins*) and effective activities for students of all ages. *Sunday March 6, 13:30-16:00; Aichi University Bldg 5, Room 53A; free for all.*

Yamagata—*Washington D. C. in Terms of its History, Culture, and Politics* by **Moti Liberman**. Liberman is Coordinator for International Relations in the Yamagata Prefectural Government. He will talk about the above-mentioned topic, focusing on English as a means of global communication in the 21st century. *Saturday March 5, 13:30-15:30; Yamagata Kajo Kominkan, Shironishi-machi 2-2-15, Yamagata-shi; t: 023-643-2687; one-day members ¥800.*

Yokohama—*English Blast: A Model English Enrichment Program for Bilingual Children in Japan* by **Holly Thompson** (cofounder of English Blast <www.englishblast.com>). English Blast is a cooperative, parent-taught program of enrichment designed to provide intercultural children with exciting year-round English learning. Low-cost and adaptable, the program can meet the needs of after-schooling groups throughout Japan. This workshop will introduce the model and methodology. Participants will then work in teams to develop an English Blast teaching unit. *Sunday March 13, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi, (see <yojalt.bravehost.com> for map); one-day members ¥1,000.*

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Advert: Longman

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 15th 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:** Applicants should be native English speakers, have TESOL or other equivalent language teaching qualifications and have more than 2 years experience 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.miyoawa@atoz-ed.co.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 cover 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 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—Kiwi College, a foreign owned and operated school in west Tokyo, is looking for mature teachers and coffee lounge conversationalists with experience teaching English in Japan for all-day slots on Mondays, Fridays, and possibly Saturdays in Fujigaoka, 30 minutes from Shibuya on the Denentoshi line. **Qualifications:** TESOL qualifications and dual or multilingual ability is a definite plus. **Salary & Benefits:** This is a part-time job with remuneration being ¥4,000 per 90-minute class and ¥1,000 per hour for a 4-hour coffee lounge conversationalist slot. **Deadline:** Ongoing. **Contact:** Interested parties should contact Warwick Francis <warwick@japan.email.ne.jp> or go to <www.kiwicollage.org>.

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 March 15 is the deadline for a June conference in Japan or a July conference overseas, especially for a conference early in the month.



Upcoming Conferences

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 15–16, 2005—The Second

International Conference on Teaching of Languages, Linguistics, and Literature, at National Kaoshiung Normal University, Taiwan. TELL 2005 is an interdisciplinary conference aiming to promote the exchange of research findings among scholars and graduate students in the fields of teaching of languages, linguistics, and literature. The conference theme for this year is *Reflections on globalization and localization in the teaching of languages, linguistics, and literature in EFL contexts*. Contact: <TELLc@nknucc.nknu.edu.tw>; <tell.nknu.edu.tw/conference/>.

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

May 26–28, 2005—The 18th 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>.

June 3–5, 2005—The JALT CALL 2005

Conference: Glocalization through CALL: Bringing People Together, at Ritsumeikan University, Kusatsu, Shiga prefecture. The conference focuses on the social dimension of CALL at local and global levels, as represented by the term *glocalization*. 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/>.

July 24–29, 2005—The 14th 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, <rflyoung@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, and 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>.

weblink: www.jalt-publications.org/tlt/confcal/

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...with Malcolm Swanson & Paul Daniels
<tlt-wired@jalt-publications.org>



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

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you'd like discussed in this column, please write to us at <tlt-wired@jalt-publications.org> or visit our website at www.jalt-publications.org/tlt/wired/.

Course Management Systems

Ask almost any educational technology specialist what the most exciting software development has been in the last five years and they will probably mention course management or learning management systems (CMS or LMS). If you are not quite sure what the buzz is about, read on to find out how easy it has become to supplement your current courses with online content.

A CMS consists primarily of a set of robust web-based tools that administrators, instructors, and learners alike can use to manage online content. CMS software can be divided into three general areas: study skills, communication, and productivity. Since the software uses a point and click browser-based interface, teachers with little or no technical skills are able to upload and update course material.

This month's Wired column will briefly compare the core functions of six open-source CMSs as well as outline some of the features of the editor's choice. For a more detailed review of course software, visit www.edutools.info/course/compare/. Since all of the software listed below is open source, it can be downloaded and installed free of charge.

Software Links

Moodle	moodle.org/
LRN	dotlrn.org/
ATutor	www.atutor.ca/
Claroline	www.claroline.net/
Manhattan Virtual Classroom	manhattan.sourceforge.net/
KEWL	kewl.uwc.ac.za/

Core Functions

Most CMSs include the necessary functions to host an online course, such as a discussion forum, a file

upload/download area, a course calendar, user authentication, and computerized testing and scoring. There are, however, a few points you should be aware of before making your decision based only on functions. Since open-source software is developed by the community, one of the most important considerations is community support—not only user support, but also support for creating and updating the software. A software package that has a larger user base is generally updated more frequently and offers better user support. View the release notes for the version number and upgrade dates. Other important elements are the look and feel of the software and the ease of use.

Differences

Noteworthy differences in the software packages include support for internal mail, personal folders, and student tracking. *ATutor*, *KEWL*, and *Manhattan Virtual Classroom* all support internal email whereas the other packages require students to use an external email address. This may not be much of a concern since most students already have an external email address. A more significant difference is the ability for students to save and retrieve documents from a personal folder. Currently, out of the reviewed software packages, only *LRN (DotLRN)* and *ATutor* support personal folders. *Moodle* is currently implementing this function and offers a downloadable beta version of a document management system. A third key difference between the packages is the ability to track student progress. *Moodle* and *ATutor* track and log reports on students' access to course content, forums, and assignments. *Moodle* logs additional information such as IP addresses and number of attempts for assessments and assignments. *Claroline* and *Manhattan Virtual Classroom* offer limited student tracking.

weblink: www.jalt-publications.org/tlt/wired/

Hardware and Software Requirements

Most open-source CMSs can run on OS X, Windows, or Linux. The exceptions are *Manhattan Virtual Classroom*, which runs only on Linux, and *KEWL*, which requires Microsoft's SQL and web servers. *DotLRN* requires *AOLServer*, a freely available web and application server, whereas *Moodle*, *Claroline* and *Atutor* require MySQL or PostgreSQL database software, PHP, and web server software, preferably Apache. If you are running OS X or Linux, you may already have Apache web server, MySQL, and PHP installed. If you are interested in installing open source software on an Apple, visit <developer.apple.com/internet/open-source/>. Microsoft users can find the necessary server software at <hotscripts.com/PHP/Software_and_Servers/Installation_Kits/index.html>. If running a CMS on a school server that is supporting a few hundred students, I recommend a computer with a 2GHz CPU, 1 GHz of memory, a SCSI hard drive, and most importantly, a backup system. If your user base becomes larger, you can always add a second IDE hard drive dedicated for user data.

Editor's Choice

Of all the open-source CMSs, *Moodle* is by far the most robust as far as features are concerned. In addition, it is also the most user-friendly system for



both teachers and students. In the next section, I will touch upon a few of my favorite features and a few add-ons that can be used to enhance *Moodle*.

Useful Functions

Journal

Perhaps my favorite is the journal feature. The teacher can quickly add any number of journal assignments to a course. I find the online journal especially useful for short weekly paragraph writing assignments in which students outline their ideas in class and then finish up their paragraph writing online outside of class. The latest version has a spell-checker and a WYSIWYG editor that

allows students to add images to their writing. The instructor can view, respond to, or print all journal entries from a single page.

Glossary

Another versatile function is the online glossary. Not only can this glossary be used for creating shared class vocabulary lists, it can also be tailored to generate any type of shared collection including images, sound, or video files. However, there is a 120MB limit on attachments.

Web Pages

Having a web presence is a motivating factor for learners participating in an online learning environment. *Moodle* does have a few options for homepages. Each user can upload an image and limited HTML code, such as [links to outside pages](#). Students can also use the journal function to create web pages but currently these pages cannot be made public. I have been using an interesting software package called *Gallery* <gallery.sourceforge.net>, which allows students to upload images and add captions and comments under each image. The software is browser-based and automatically resizes images, creates thumbnails, and sets font colors and borders automatically so students can have a professional looking web presence without any web editing at all.

File Management

Although *Moodle*'s document management system (DMS) is still in the beta stage, I have been using it in class with several hundred students with few problems. The DMS provides students with a personal online document folder similar to Yahoo's Briefcase. Currently, it does not allow the administrator to set user quotas and has other minor bugs, but is otherwise a very powerful add-on.

Calendar

The online calendar is what every teacher and learner needs to stay organized. Global, course, group, and user events can be entered into the calendar. A small sidebar calendar on each course page keeps students up-to-date. Users can also navigate to a larger monthly view.

Surveys and Questionnaires

The survey module is a bit confusing because it is not a resource for teachers and students to create their own surveys, but rather a fixed survey that researchers can use to collect data related to learner perceptions and **online learning**. The *choice* resource allows instructors to create simple surveys for students. If you are interested in having your students create online surveys and questionnaires, you might want to have a look at an open source software package called *UCCASS* <www.hotscripts.com/Detailed/34024.html>. However, it is a tricky task to integrate databases so that the survey software can share *Moodle's* user account data. Another option is to install *Moodle's* developmental-stage questionnaire module. More on this can be found at <moodle.org/mod/forum/view.php?id=2642>.

Web-based Email

If you've decided you really want to use *Moodle* but need web-based email for your students, you might want to consider setting up your *Moodle*

software on a Redhat Linux server and use a web-based mail package called *SquirrelMail* (included with Redhat 9.0). Since both *SquirrelMail* and *Moodle* support LDAP, username and password data can be stored on an LDAP server accessible by both *Moodle* and *SquirrelMail*. A simpler solution would be to use free webmail services such as Yahoo or Hotmail, although there are problems with this. First, separate username and password management for email and for *Moodle* can cause confusion. Second, SPAM and ads associated with free email services create unnecessary complexity for language learners.

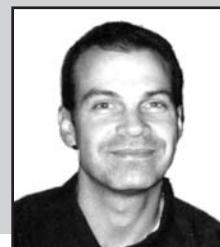
Support

If you need further information or support on setting up CMS software, visit the websites that appear at the beginning of this article. *Moodle*, for example, has an excellent community support forum, as do some of the other sites. If you can't find what you are looking for or feel this is far too complicated, try contacting the editor of this month's *Wired* column.

Recently Received

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

There's a new school year ahead. Why not experiment a little by using one of the books below in your class and reviewing it for *TLT*? Asterisks indicate first notice; exclamation marks indicate final notice. All final notice items will be removed March 31. You 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 experience. 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 list on the *TLT* website.



Books for Students (reviewed in *TLT*)

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

In English Elementary. Viney, P., & Viney, K. Oxford: Oxford University Press, 2004. [incl. workbooks, CD].

**In English Starter*. Viney, P., & Viney, K. Oxford: Oxford University Press, 2002. [incl. workbooks, CD].

Natural English: Intermediate Student's Book. Gairns, R., & Redman, S. Oxford: Oxford University Press, 2002. [incl. puzzle book].

Paragraph Writing: From Sentence to Paragraph. Zemach, D. E., & Islam, C. Oxford: Macmillan Education, 2005.

Passport to New Places: English for International Communication. Buckingham, A., & Whitney, N. Oxford: Oxford University Press, 2004. [incl. teacher's guide].

Top-notch Students: Study Skills for Japanese University Students. Heffernan, N., & Jones, J. Tokyo: Macmillan Languagehouse, 2005.

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す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に留意して、提出してください。提出されたものにつきましては編集者に一任していただることになります。

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本論文：実証性のある研究論文を求めます。質的か、量的か（あるいは両方）で追究された分析やデータを求めてます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000字程度で、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)付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語彙数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

読者のフォーラム：日本の言語教育、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。日本の語学教師に関連していて、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

Interviews. If you are interested in interviewing a well-known professional in the field of language teaching in and around Japan, please consult the editors first. Lengths range from 1,500-2,500 words. Send as an email attachment to the co-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、著者の考え方と並べて掲載したいと思われます。匿名記載になります。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：語学教師に关心のあるトピックの大会に出席された場合は、4,000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数枚をお書き下さい。表、図、付録などを含めることができます。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: 15th of the month, 1^{1/2} months prior to publication.

Send as an email attachment to the JALT Focus editor.

JALT フォーカス：JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTに、より活動的に参加するように働きかけるものです。1,600字程度で、毎月15日までにお送り下さい。掲載は1月半後になります。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。できるだけ前もつ掲載いたしますが、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かく、もしウェブサイトなどのリストない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものを特に歓迎します。書評は、本の内容紹介、教室活動や教材としての使用法に触れ、書評編集者まで電子メールの添付ファイルでお送り下さい。

SIG News. JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 15th of month, 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カラムを使用できます。会議、プレゼンテーション、出版物、論文募集、連絡代表者などの情報をお記入下さい。締め切りは出版の2か月前の15日まで、SIG委員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地域支部の研究会報告です。有益な情報をご提供下さい。600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けいたしませんので、ご注意下さい。

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

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

支部イベント：近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日で、2ヶ月前までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

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

- contain the following information:
City and prefecture, Name of institution, Title of position, Whether full- or part-time, Qualifications, Duties, Salary & benefits, Application materials, Deadline, Contact information
- not be positions wanted. (It is JALT policy that they will not be printed)
- Deadline: 15th of month, 2 months prior to publication.

Send as an email attachment to the JIC editor.

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

Conference Calendar: Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should:

- be up to 150 words.
- Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences.

Send 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 1,000m², 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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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*（モノグラフシリーズ）、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、コロキアム、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、テストイ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、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、学習者ディベロブメント、教材開発、語用論、外国語教育政策とプロフェッショナリズム、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・専門学校の学生を対象。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下さい。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為替をJALT事務局に送るか、又はCitibankより送金してください。詳しく述べはJALT事務局に問合せてください。

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