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全国語学教育学会

JALT2005 Conference Co-Chairs

The Language Teacher interviewed Rob Waring and Marc Helgesen about plans for this year's conference.

TLT: Marc, why did you decide to accept the position of conference co-chair?

MH: At first we told people that we had lost a bet – then people start believing it and asked what the bet was about. It was a joke!



RW: The real reason is “stories.” We’d like to think that this can work in several ways. Firstly, Marc and I have both been involved in Extensive Reading (ER) for a long time. We saw the conference theme, *Sharing Our Stories* as a way of shining some light on ER, as well as on other aspects of stories and storytelling.

MH: Yeah, and it's also a way for people to network more and discuss their ideas rather just sitting and listening to others speak. So we'll be re-introducing the Discussion Sessions again this year in addition to the other normal session formats (workshops, papers, poster sessions, forums). In the discussions, the leaders will pose a few questions on their chosen topics to the audience and anyone can answer and pose new questions. It should be a great way to get people to take the issues to new levels. At least I sure hope so. Rob's supposed to lead one of them!

TLT: Rob, how will stories play a role in the conference?

RW: From the first plenary, stories will be highlighted. Jenny Bassett writes graded readers. In fact, she won one of the Extensive Reading Foundation's Language Learning Literature Awards last year. She'll be sharing her insights in the Saturday morning plenary.

MH: We are also very excited about the *Storytelling Space*. On the Sunday (Oct. 8), a special room will be set aside for storytelling, classroom activities, and skits. JALT member and storyteller, Charles Kowalski, is organizing it, but lots of people will be involved. We are still working out the details, but it promises to be great.



RW: We visited the site in Shizuoka a couple of weeks ago. The *Storytelling Space* will be in a really interesting room. It's in a long room with curved walls. There's lots of room for movement and creativity.

MH: Well, the Sunday evening social event will be a *Stories, jazz, wine, and cheese* evening. Again, we are still developing the specifics. We'll have more news in the next few issues of *The Language Teacher*. But it is going to be special.

TLT: In addition to stories, what other things do you have planned?

RW: We are also hoping to make the final panel more interactive. There will be a lot of give and take between the plenary speakers and the conference participants.

MH: Another new addition is the pre-conference “skills upgrade” workshops. They will be sessions that help teachers learn things like how to use PowerPoint and how to build a webpage. For teachers who don't already know how, this should be a great chance to learn. I live in Sendai where it is hard to find sessions like these in English. I know I'm looking forward to them. Tim Murphey and Brad Deacon will also be doing a pre-conference introduction to NLP (Neuro Linguistic Programming). Again, it is a chance to access something you usually don't get.



TLT: Rob, you were telling me about the *Speaker's Corner*. What that about?



RW: You know, it's based on London's Hyde Park Speakers' corner. We're going to have a designated space in a public area where anyone can stand up and make a speech on any topic they like for a maximum of 15 minutes in any language they like.

MH: Being from the other side of that ocean, I've heard of it but don't really know what it means.

RW: Great. It means you'll be in for a new experience, too.

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

Foreword

Welcome to the April issue of *The Language Teacher*. Heavy winter woolies are finally stored away for next year. Students and teachers Japan-wide are donning freshly pressed clothes and packing books and supplies into bags and satchels, impatient to take up the challenge of their classes at the beginning of the new school year. There will be smiles and anticipation, the excitement of first meetings, and the exchange of greetings with friends old and new. Entrance ceremonies, reached by passing through a tunnel of iridescent cherry blossoms,



mark the beginning of the time of learning. This year, learners and teachers will document their learning via paper, pictures, photographs, audio and video recording, and multimedia. Our learning will be shared.

This month's feature article by **Naoko Tani-Fukuchi** explores Japanese learner psychology and affect in terms of such factors as student emotions in the classroom, positive English classroom learning experiences, perceived areas requiring improvement in English education, student and teacher roles for class management, and student expectations for the future of English education. Following this, **Robert A. Brown** discusses the kinds of self-study strategies university age Japanese EFL students can identify, which ones they think are useful, and the reasons they may or may not use them. Then **Yuri Hosoda** and **David Aline** report on the results of the initial stage of a nationwide study to discover what is actually happening in *English Activity* classes held as part of the *Period for Integrated Study*.

All your favourite columns are here too—My Share, Perspectives, Book Reviews, Chapter Reports, and SIG News. Moreover, **Scott Gardner** has a new column, Old Grammarians, for everyone who enjoys the lighter side of life! So look around and consider how you can add to our shared knowledge by contributing to one of our columns! Have fun in the new school year!

Kim Bradford-Watts
TLT Co-Editor

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APRIL 2005

4月号によろこそ。ウールのセーターもいらなくなった今、日本中で生徒も教師も春の装いを身にまとい、カバンに本や文具をつめ、4月からの学校生活に意欲を燃やしていることでしょう。期待と不安を抱き、新しい出会いがあり、新旧の友達とあいさつを交わす季節の到来です。美しい桜の花が咲く中、入学式が行われ、学年の始まりを告げます。今年は、生徒も教師もテキスト、絵、写真、テープ、ビデオ、マルチメディアを通じて学習したことを記録し、他の人々と学んだことを分かち合いましょう。

さて、今月は、まずNaoko Tani-Fukuchi氏が日本人学習者を心理、情意面から論考します。続いて、Robert A. Brown氏が日本の大学生の自己学習ストラテジーに関して論じ、Yuri HosodaとDavid Alineの両氏が小学校の「総合的な学習の時間」で実際に行われている英語活動について報告します。さらに、My Share、Perspectives、書評、支部報告、SIGニュースなどいつものコラムもあります。皆さんも是非一度これらのコラムに寄稿してみたいはいかがでしょうか。では、よい新年度をお迎え下さい。

Errata

In the Foreword of the February 2005 edition of *The Language Teacher*, the authors of the My Share article, *Lost love and lamentation: A Carpenters' song lesson* were incorrectly identified as Richard Barber & Paul. R. Underhill. The correct author names are Richard Barber and Paul. R. Underwood. The editors apologise for this error.

TLT / Job Information Centre Policy on Discrimination

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Japanese learner psychology and assessment of affect in foreign language study

Naoko Tani-Fukuchi

**Kwansei Gakuin
University**

本稿の目的は学習者の立場から、(a)学習者の教室内での情動を調査・検討すること、(b)学習者の肯定的な英語学習体験を明確にすること、(c)改善が求められている英語教育の局面を明らかにすること、(d)より良いクラス運営のための学習者と教師双方の役割を明らかにすること、(e)日本の英語教育に対する要望を明らかにすることである。本論では、心理的ケアを広く活用したカリキュラム作りに向けた提言をし、今後求められている学習者・教師双方の心理的要因の研究を探求する。日本人の心理的要因や文化的自己観を理解した上での様々な学習場面における心理的働きかけが求められる。

Bridging the psychological, cultural, and social gaps in communication style between English and Japanese has been one of the goals in foreign language education in Japan. As emotions are thought to be culture specific, the culture-specific needs of Japanese learners should be addressed in order to explore the possibility of implementing a curriculum suited to Japanese. Research on the psychology of Japanese learners often treats their emotions and needs as culture specific. However, it is also necessary to investigate the impact that specific types of learning experiences and opportunities have on the development of Japanese learners' psychological responses to their English study. This would provide a better basis for developing English curricula, which are suited to

the psychological characteristics and needs of Japanese learners.

Recently, there has been increasing interest in learner psychology research among foreign language educators in Japan. One area of research has been concerned with identifying the characteristic psychological dimensions of Japanese foreign language learners. Although accounts of Japanese learners have been somewhat limited, many studies address motivation, anxiety, tolerance of ambiguity, self-esteem, and other psychological dimensions. Japanese students generally have low self-esteem, mid-range tolerance of ambiguity, and relatively high social anxiety, according to foreign language classroom research (Kimura, Nakata, & Okumura, 2001; Sakamoto, 2001; Takada, 2003; Tanaka & Ellis, 2003). *Foreign language anxiety* refers to a specific psychological condition that foreign language learners experience in their early years of learning (Takada, 2003). There is also evidence in learner autonomy research that secure environments are essential (Aoki, 1999). Arnold's language anxiety research (1999) shows that a lot of anxiety is cognitively generated, that boosting self-esteem and confidence is effective in reducing anxiety, and that methods by which we reduce anxiety need to be adjusted according to the learner's cultural background. Dörnyei (1999) illustrated how group dynamics approaches can enhance group formation and relations.

weblink: www.jalt-publications.org/tlt/articles/2005/04/tani-fukuchi

A study on teacher roles showed that laissez-faire leadership was least effective, autocratic leadership led to higher levels of aggression and hostility, and democratic leadership was most conducive to friendly communication, group cohesion, and positive orientation. This suggests that although autocratic leadership may come most naturally in the traditional classroom and reap immediate results, democratic leadership requires the teachers' capacity to effectively recognize and utilize the learners' abilities. This suggests that an understanding of Japanese learners' psychological needs could impact curriculum design and classroom management to obtain more satisfactory evaluations.

Another area of study has focused on the psychological outcomes of studying a foreign language. Some studies on language learning have suggested that there is a process of acculturation and psychological development among learners. In terms of general outcomes in the language classroom, advanced students report two language worlds, or different personalities in the two languages. This acculturative stage develops after a certain level of comfort and confidence is attained, and foreign language study generally leads to open-mindedness, flexibility, and tolerance of differences (Tani-Fukuchi, 2001). Similar findings describing intercultural competence in psychological research of emotion and culture have been reported by Matsumoto (2000).

In a recent study on foreign language learners (Tani-Fukuchi & Sakamoto, in press), relatively short overseas experiences of less than a month seemed to enhance motivation and different learner styles. For example, overseas experience impacted Japanese identity, and native speaker teacher experience and overseas experience impacted both learner style and motivation.

In a cross-national study comparing eleven nations, Littlewood (2001) reported that Japanese students in the foreign language classroom scored slightly under the mean for all countries in their attitudes towards working in groups, questioned the traditional authority structure of the classroom, and saw themselves as active participants in the learning process. These results are contrary to our widely held assumptions of Japanese learners, and different from those of some emotion and culture studies that report more interdependent or socially engaging emotions in Japanese (Kitayama, Markus, & Kurokawa, 2000; Kitayama, Misquita, & Karasawa, 2003). It may be that Littlewood's findings can be

explained by changes in approaches to foreign language teaching in Japan. As communicative approaches have recently been more strongly emphasized, this could be affecting changes in student characteristic traits or classroom climates.

Research to date suggests that the psychological dimensions of the language learner are rather dynamic and that there are possibly stages similar to that of acculturation, in which learners attain a higher acculturative status as they progress. Such studies are based on bicultural experiences and identity development (Berry, 1990; Minoura, 1991). Although some innate characteristics informed by individual temperament and characteristics may affect our adjustment or linguistic fluency outcomes, research so far suggests that the learning context makes a very important difference.

Purpose

This study evaluates innate and environmental contexts and their interactions to determine the outcome of the learning experience among Japanese university students studying English. Specifically, this study explores the following five points from the students' perspective: (a) the most prevalent student emotions in the classroom, (b) positive English learning experiences, (c) aspects of English education which need improvement, (d) student and teacher roles for better class management, and (e) student expectations for future English education in Japan. Item (c) addresses students' personal needs in their current classroom based on their interaction with the teacher, whereas item (e) addresses the overall system of English education in Japan.

Method

The study involved a free-format response questionnaire to survey learner needs and obtain feedback. Students were asked the following questions and were requested to write their responses based on their experiences in compulsory university language classes. The questionnaire was conducted in Japanese and the students' responses were later translated into English.

1. What is the strongest emotion you experience in your English class?
2. What positive experiences do you have in your English class?
3. What improvements in your English class are necessary?

4. How would you describe the students' role in class?
5. How would you describe the teachers' role in class?
6. How should English education in Japan be improved to meet your needs in the future?

The questionnaire also included a quantitative section to examine the overall tendencies of psychological traits (see Tani-Fukuchi & Sakamoto, in press). The responses from the free-format questionnaire were then categorized according to frequency and an overview of high response trends is presented.

The sample included university students in Hyogo and Iwate prefectures from two universities who were enrolled in 1st- and 2nd-year programs (182 men and 131 women, a total of 313). The Hyogo sample consisted of sociology majors and the Iwate sample, humanities majors. In most cases, students had experienced a native English speaker in the classroom.

Results

Some aspects of the students' English studying experience are presented in Table 1. Their profiles show that the majority (60.4%) studied English outside school in addition to classes at the university, that a vast majority (68.1%) had a native English speaking teacher, and that 31% had overseas experiences of one month to a year. Therefore, the students' experience with native speakers was mainly through their teachers, rather than everyday contacts, such as friends and neighbors.

Table 1. Exposure to English study

	Yes	No
English study outside school	189 (60.4%)	124 (39.6%)
Native speaker teacher	213 (68.1%)	100 (31.9%)
Overseas experience	97 (31%)	216 (69%)

Students' feelings in the language classroom (181 valid responses) are summarized in Table 2. Results showed that students had predominantly negative feelings towards their English study, such as *anxiety, shyness, fear, tense feelings, confusion, anger, frustration, discomfort, negative mood, resistance, worthlessness, self-*

hate, inferiority complex, and suffering. The most common response revealed some feeling of anxiety. Only a small number reported positive feelings towards their English class, such as *happiness, fun, enjoyment, positive mood, and the desire to be more active.* Some had no feelings to report (24 responses), and further study is necessary to determine whether this represents apathy or satisfaction.

Table 2. Student emotion/feelings

	Total	%
Negative feelings	123	68
Positive feelings	34	19
No feeling, neither positive nor negative	24	13

Students' positive experiences in the classroom (299 valid responses) are summarized in Table 3. No positive learning experiences were reported by over one third of the students. Responses of low frequency, such as *grammar, encounter with a good teacher, watching movies, and studying music lyrics* have been consolidated under *Other*. Students prefer native speakers as their teachers, and activities that are fun and practical rather than academically challenging.

Table 3. Positive learning experiences

	Total	%
None	109	36
Communication with native speakers	75	25
Oral Communication class	29	10
Acquired reading skills	21	7
Games/play fun activities	20	7
Other	45	15

Students' views on areas that need improvement are indicated in Table 4. Multiple responses were permitted, so the total number of responses (403) exceeds the number of students. The percentage figures in Table 4 (as well as Tables 5-7) represent the proportion relative to the sample size (313). Many students indicated a desire for more conversation and listening and less focus on grammar. *Teacher problems* are of dire concern

for many students. These included *incompetence*, *impractical English*, *lack of rapport*, *one-way lectures*, *incompatible personalities*, *error correction*, and *intense pressure*.

Table 4. Areas for improvement of English education

	Total	%
More conversation and listening work	95	30
Teacher problems	77	25
Less focus on grammar	61	19
Nothing	61	19
Desire to speak/share opinions more	58	19
Practical English	37	12
Too difficult	9	3
Intense pressure in class	5	2

Students' views about what roles they actually play or think they should play in the classroom are indicated in Table 5. A total of 635 responses were collected. There is a predominance of predictable responses, including the response of *Nothing*. Overall, students value an active role that supports learner autonomy. About one third of the students value initiatives on their part, or being active in class.

Table 5. Student role

	Total	%
Make effort	108	35
Active/self-initiating	100	32
Use what you learn	81	26
Show interest	75	24
Nothing	74	24
Motivation	70	22
Positive thinking/enjoy English	62	20
Practice/exposure	40	13
Review learning/study	25	8

Students' perceptions of desirable teacher roles are shown in Table 6. Multiple responses were permitted, and responses totaled 462. Students expect their teacher to be a *competent expert*, *entertainer*, *mood setter*, and *counselor*. A great deal is expected of the teacher, including qualities or abilities beyond language instruction or teacher training.

Table 6. Teacher role

	Total	%
Sensitive to students' needs	83	27
Nothing	72	23
Fun/interesting	66	21
Practical/useful class	50	16
Allow time for practice	39	12
Engage in English conversation	36	12
Proper use of English	25	8
Easy to understand	22	7
Relaxing mood	20	6
Precise/thorough	15	5
Good interaction and communication with students	14	4
Kind	10	3
Good atmosphere	10	3

Improvements that students expect in their English education are shown in Table 7. Multiple responses were permitted, and responses totaled 569. Students express a strong need for *communicative* and *practical learning opportunities*, rather than academic focus.

Discussion

The results of this study raise a number of important questions. Although foreign language anxiety is a common experience in the early years of learning, this anxiety also seems to be prevalent among learners in their sixth or seventh year of learning. This may be partly due to large class size, and to the fact that English is a compulsory course, but the predominance of negative affect is alarming. Some anger or frustration may be attributed to Japanese teachers' use of English in

Table 7. Expectations for future English education

	Total	%
Communicative focus	285	91
Nothing	85	27
Opportunities to use English	81	26
Useful/practical English	58	19
Communication with the world	38	12
Fun/enjoyable classes	22	7

class, as students expect instruction by Japanese teachers to be in Japanese. Both students and teachers need to move beyond the stereotypes of Japanese and native speakers. On the other hand, it is important to address how the positive affects have evolved.

As English is a more familiar language by the time students enter university, situational factors such as classroom dynamics may account for student anxiety. Among 1st- and 2nd-year students, the larger classes and reduced opportunities to communicate with the teacher could contribute to higher levels of anxiety. In the third and fourth years English is no longer compulsory, students have more motivation, and the class size is smaller. Although results are inconclusive, senior students have reported that they feel at ease and more open when using English (Tani-Fukuchi, 2001). It is necessary to follow this up by investigating how motivation, anxiety, personal characteristics, and situational variables impact on one another.

Although it is important to take learners' feelings into account when planning a curriculum, the results of this study suggest that it is also necessary to consider issues beyond student satisfaction. Students naturally have the desire to study under the instruction of a native English speaker. There is no doubt that native speakers offer natural exposure to a new language culture. At the same time, the role and advantages of nonnative speaker teachers must be explored. The positive effect of near peer role models (Murphey, 1995; Murphey & Arao, 2001) was confirmed through quasi-experimental research. Further support for the near peer role model approach is provided by Kosmitzki's social identity research (1996), which found that overseas experience

made people identify more strongly with, and feel closer to, their native cultural group, like that group's attributes better, and regard the two cultural groups to be less similar to each other, something she referred to as the *reaffirmation effect*. Striking a balance between native and nonnative speaker teachers can provide the right amount of support to encourage positive self-esteem and motivation. Although most students in this study prefer communicative classes, university education must provide courses that go beyond conversation, such as grammar, writing, and academic reading courses. Educators should explore other skills and knowledge that may further enhance students' intercultural competence.

It appears that teacher flexibility and open-mindedness can offer new opportunities to involve students in their learning process. Psychological approaches exploring the role of teacher as counselor or facilitator are surely worthwhile. New student and teacher roles can be mutually explored to create a better, supportive climate in the classroom. Areas to be explored include communication, creativity, autonomy, respect, responsibility, and various types of support.

Furthermore, student apathy or ambivalence should be addressed. A large number of students had nothing to report from their experiences. Students in this study seem to be looking for a compassionate communicative teacher who is willing to spend time with them. Since learning a foreign language is somewhat threatening to one's ego and in some cases affects self-esteem, there may be different qualities sought in a language teacher than in a teacher of other subjects. A follow-up study is necessary to explore what is behind this lack of feelings, positive experiences, and future expectations. The teacher's willingness to take risks may also provide motivation and incentives for learners.

There are still many questions that educators must continue to address. How can we deal effectively with student feelings and expectations? How can we deal with learner ambivalence? How can we enhance students' self-esteem? Exploring the means for personalized attention and positive feedback is critical. How can we re-educate students and teachers to explore new roles and possibilities?

Nakamura (2003) claims that compulsory English is a nuisance, that it creates large classes of unmotivated students and therefore drops the level of the textbook that can be assigned.

Compulsory English courses also discourage individuality and may be criticized in extreme cases as resulting in English fascism. The results of this study tend to support Nakamura's claims.

Implications for Curriculum Development

Finally, how can student psychology and needs be incorporated at the curriculum level? Below are some provisional proposals for university English programs based on this research.

Addressing learner psychology in the classroom should take precedence in program planning at universities. Creative support programs and opportunities to use English in and outside of the classroom need to be explored. As overseas-like experience proved to have a significant positive impact on learners (Tani-Fukuchi & Sakamoto, in press), it is essential to incorporate such opportunities in the Japanese classroom.

As mentioned earlier, alternative assessments and the involvement of Japanese teachers are necessary. Surely Japanese role models have an essential role to play in the learning process. One possibility would be for Japanese faculty members to take on counseling roles or to offer content-based courses in English in their areas of expertise. Both students and teachers should explore new roles and possibilities by continuing to network and communicate. As Aoki (1999) claims, learner autonomy begins with reconceiving autonomy and putting it into practice in an emotionally secure environment. Negotiation, self-evaluation, and building new teacher-student relationships all contribute to learner autonomy. Learner autonomy is expected to enhance self-confidence, improve self-efficacy, and thus reduce anxiety among students. Since the absence of feeling was apparent in this study, it is important to help students take initiative in their learning. For example, having students draw up a contract including their personal goals and their own action plan may be worth considering. Such measures have been incorporated in the workplace to enhance workers' motivation and responsibility, and may be effective in the classroom. The more students feel they have input in their learning, the more valued, and therefore secure, they may feel.

Incorporating students' needs is, of course, important for enhancing motivation. However, the curriculum should not be entirely dominated by such needs. University education must also provide instruction of other specialized skills, such as self-expression and presentation, to

incorporate creative thinking and activate both cognitive and psychological processing in a foreign language. Developing and experiencing a new language identity may be one of the goals of language learning.

To end, I would like to propose a framework for curriculum development that would be rigorous but also address the problems of negative learner psychology. A possible prescription for a new curriculum should include at least the following four components: (a) Academic competence--intellectual pursuit of higher knowledge; (b) Communicative competence--acquisition of speaking skills, including intercultural competence; (c) Explorative and Analytical competence--creative work in the real world, internship, self-enhancing activities, and identity exploration; and (d) Counseling feature--psychological support and positive communication to establish good rapport. These features are by no means completely separate domains; they naturally merge to form a psychologically enriched curriculum. This study revealed a strong need for counseling and consultation, for better communication and mutual understanding between the students and teachers. Follow-up longitudinal studies can further deepen our understanding of learner psychology, as can studies to explore teacher feelings and psychology, as the psychology of learners is beginning to shed light on both the teaching and learning processes.

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Autonomous learning strategies of Japanese EFL students

Robert A. Brown

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大学1年生171名に対し、授業外で英語を自己学習する場合どのような方法が効果的だと思うか、またその方法を自分自身で実際にやってみたかどうかを調査した。そして、実際にやってみて効果はあったか、もしやなかったとすればその理由もたずねた。その結果、多くの学生はかなり効果的かつ会話能力を高める自己学習法についての考えをもっており、また、それらを実際にやってみた結果は良好である。しかし、約半数の学生は、彼ら自身が良いと思っている方法を試みていない。そのような学生には、ここで概説した自己学習法が有益であろうと筆者は考える。

Learning English is difficult, as many students report, and not surprisingly so. The U.S. government estimates that 1,410 hours of study will be required to attain a “limited working proficiency” in Japanese for highly motivated, well-educated adult Americans attending the Foreign Service Institute, according to Rubin (1992), and it does not seem likely that a typical Japanese college student, despite some previous exposure to English orthography and vocabulary, would require much less than that.

Learning English, to the degree that many Japanese college students claim to want to learn it (Brown, 2004), probably cannot be accomplished in one-term of two 80-minute classes per week. This means that a substantial

amount of out of class self-study will be required. Obviously, time and energy spent on ineffective learning activities will not be maximally productive. Therefore, in order to help students achieve their learning objectives, it is important to know what students are actually doing, or as an approximation, what they believe, since as Ajzen (1988) points out, beliefs underlie intentions, which predict actions.

To elicit student beliefs about the effectiveness of self-study strategies, I adopted a technique used by Beebe (2001). The participants were 171 1st-year college students (116 males and 55 females, average age = 18.5) enrolled in compulsory general English classes that focused on listening at a university in the Tokyo area. Students read a scenario depicting two ordinary, average, typical high school students who have a great desire to learn English, yet are disappointed by their progress in their high school classes. They were then asked to give the high school students their best advice as to what they could do to improve their English. The format was open-ended, but it was stipulated that the advice had to be both effective and something that a Japanese student could actually do. Many students gave several pieces of advice. The most frequently suggested are shown below, in approximate order of frequency. There is a certain degree of arbitrariness in classification, and many responses combined recommendations. The male and female students did not differ at statistically significant levels ($p < .05$) in either age or whether they had

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tried the recommended strategy, hence differences based on age and gender will not be discussed.

Table 1. Self-study Methods Most Frequently Recommended by 1st-year College Students.

Recommendation	Number of Recommendations
Talk or write to foreigners	63
Watch TV and movies	25
Go to conversation school	21
Read English	20
Listen to English songs	19
Find an English environment	18
Listen to news or TV	16
Write English	14
Study the textbook	6
Study everyday	5
Speak English	4
Listen to tapes	2
Take an active attitude	2
Learn English grammar	2
Listen and write what you hear	1
Try to use English	1
Get a tutor	1
Make class fun	1
Use dictionary often	1
Study hard in class	1
Review the class	1

Note. $N = 171$, however, some students provided more than one response.

Most students mentioned what to do, while fewer mentioned how to do it. Some were very specific, e.g. *hire the English teacher to teach you privately*, while others were very general, e.g. *study hard*. By far the most frequently recommended method was some form of communication with native speakers (NSs), for example, making foreigner pen pals, studying abroad, or going to *Nova* (where the teachers are NSs). These results should be heartening to communicatively inclined language teachers, as the overwhelming majority involve authentic

input and communication. Few recommended traditional methods (such as memorizing grammatical rules and vocabulary lists). All of these seem like potentially useful FLL self-study activities--if they are actually done.

The questionnaire concluded with a pair of questions. The first was *Have you personally tried the strategy (or strategies) that you recommended?* Students who answered affirmatively were asked to describe the result. Students who answered negatively were asked why they had not tried the strategy. Approximately equal numbers of students had (81) and had not (90) tried their own strategy. Those who had not tried their own strategy slightly, but non-significantly, outnumbered those who had ($\chi^2(171) = 0.14, p = .71$). Most of those who answered affirmatively tended to say that the results were at least somewhat positive (see Table 2). Five mentioned results that presumably are positive (developing more interest in English or losing fear of foreigners). Seven said they either gave up or that it was *difficult*. Presumably, the result was not good. All together, students who tried their own strategy reported positive results (69%) more often than negative results (31%). Those who reported positive results significantly outnumbered those who did not ($\chi^2(90) = 5.90, p < .05$). This seems to be a fairly encouraging success rate.

Table 2. Results of Having Tried Self-Recommended Self-Study Method.

Result	Frequency
Slightly good	45
No result	14
Pretty good	9
Not good	7
Gave up	4
Developed liking for English	4
Very good	3
Difficult	3
Lost fear of foreigners	1

Note: $N = 81$, however, some students provided more than one response.

Students, it seems, have reasonably adequate ideas about how to learn English. However, approximately half of them are simply not doing it. The reasons given by the students who answered negatively may offer a clue. The

majority cited either personal deficiencies in interest, courage, confidence, *spirit*, motivation, ability, or general personal wherewithal (*yojyu*), or lack of one or more elements of the method necessary to successfully carry it out, such as money, time, space, or other people. One simply said he did not know, and another paradoxically said that he did not try the method that he recommended because it wasn't good enough.

If students know what they need to do to achieve their professed goals, why are they not doing it? The most plausible answer is that, although they probably do want to be able to speak English, they do not want it enough to actually put the necessary time and effort into making it happen. In short, the *opportunity cost*, in terms of competing obligations and temptations, is simply too high. All full-time university students in Japan have heavy course loads (McVeigh, 2001), and many also have part-time jobs, usually in the evening. Thus, in reality, they do not have enough time to devote to English study without sacrificing something else which, by implication, is more important to them at the present time than English. This is more a matter of personal priorities than a lack of motivation. In the case of these students, the primary motivation for learning English is that English is necessary for finding a job. This generally means getting an acceptable score on an objective test such as TOIEC, but the time for job hunting is far off for 1st-year students and they may simply be postponing studying until the need for it is closer at hand. They might be well advised to heed the example of the tortoise in the fable by Aesop (*kame to usagi*) that they all learned in elementary school, but in the end it is their own decision to make.

Table 3. Reasons for Not Having Attempted Self-Recommended Self-Study Method.

Reason	Frequency
No chance/time/money/space/partners	58
No motive/interest/spirit/courage//confidence/ability	45
Don't know why not	1
Another method is better	1

Note. $N = 90$, however some respondents gave more than one reason.

Suggestions

Not surprisingly, many students report that their comprehension of many samples of spoken English increases with repeated listening. While many of the students surveyed above had reasonably useful ideas about how to learn English, and many mentioned listening to English, none suggested any concrete procedure. One such procedure might be listening several times to the same stretch of dialog. This will improve recognition of already known vocabulary, which is a prerequisite to better comprehension. No doubt, connected speech at normal conversational rates of delivery will exceed the processing capacities of many 1st-year students. Successive exposure to the same material will be less demanding, as fewer unidentified lexical components will remain to be processed. One of the successful language learners that Beebe (2001) studied used a simple exercise that any student can do at home. The task is to listen to, rather than watch, a short segment of a high-context English language movie. The first time, the student will not be distracted by the visual input. The objective should be merely to recognize as many words or expressions as possible. This can be repeated at the discretion of the student. The next time, she or he can watch and exploit the information that the context provides. This also can be repeated. Most foreign videos available in Japan come with Japanese translations in subtitles. The subtitles should be covered at first however, so that the student focuses on hearing rather than reading. If, after several exposures the student still cannot recognize certain words, the subtitles can be read and may be useful in offering semantic hints that allow the student to retrieve the English words from memory. As before, repeated viewings may be necessary. It is, of course, possible that he or she will not be able to retrieve certain words from memory simply because they are not yet in memory. There is a difference between poor comprehension due to inability to recognize known words, and poor comprehension due to ignorance of the words in the first place. For this and other reasons, English subtitles are preferable. These can be applied during copying with the appropriate equipment, available in most university audio-visual centers. The procedure as described above should be repeated, with the difference that the student will now be able to identify unfamiliar words and look them up in a dictionary. Of course, meaning is multilayered, and goes far beyond merely identifying all of the lexical input, but word recognition is a necessary

preliminary and a reasonable goal for a 1st-year student to attempt to accomplish.

A supplementary exercise requires an audiotape to be made from the video, which can then be played back at slower speeds on machines that have adjustable speed controls. This invariably increases comprehension while retaining normal connectivity between words. The instructor could of course simply read the dialog slowly, but I suspect most will in fact slow the delivery rate by introducing pauses rather than actually speaking slower, and this will provide highly artificial input for the students.

Knowing what to do is not quite the same as knowing how to do it. Japanese secondary schooling tends to be highly structured and goal (entrance examination) directed. This has a number of positive consequences, but does not prepare students well for independent, self-directed study. It is known that effective pursuit of goals is enhanced by the formation of implementation intentions (Gollwitzer & Brandstätter, 1997). **Implementation intentions** are linkages between opportunities and goal-directed behaviors, or in simpler terms, what to do, and when and how to do it. An obvious example would be, *when I meet an English speaking foreigner, I will speak English with him or her*. More specific intentions would be even more efficacious—for example, *when the English instructor asks in class tomorrow whether anyone has any questions, I will ask a question that I already know the answer to, in order to reinforce the association in my own mind between the spoken words and the meaning expressed by them*. Instructors who have successfully learned foreign languages will probably be able to offer many similar suggestions.

Conclusion

Most students have thoughts on how to learn English. Some have translated their ideas into actions, and most of those reported positive results. Other students, however, did nothing, possibly, as one student explained, because he did not think his best idea for self-study was good enough. Possibly such students could benefit from having a step-by-step procedure spelled out for them to follow.

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Meeting the challenges of English Activities in Japanese public elementary schools

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文部科学省が小学校の学習指導要領を改定し総合的学習の時間に英語が教えられるようになって以来、全国の公立小学校はどのようにこの新しい学習指導要領に対応していくべきかを模索している。現在までに英語活動のデータを客観的に収集して実際に教室内でどのような活動が行われているのかを報告した研究は数少なく、ほとんどの英語活動における研究はアンケート調査やインタビューといった研究方法を用いている。また、その他の研究では小学校で英語活動が行われるにあたっての困難な点を指摘している。本研究では、さらに大きな規模の研究の初期段階として、三校の公立小学校の英語活動で実際どのような事が行われているのかを報告する。文部科学省の新学習指導要領については厳しい批評がよく聞かれるが、今回の授業観察によって収集されたデータを見る限り、今のところ公立小学校における英語活動は順調に行われていることがわかった。

Since the inception of the new *Monbukagakusho* (The Ministry of Education, Culture, Sports, Science and Technology: MEXT) curriculum guidelines, elementary schools throughout Japan have been struggling to cope with its implementation. The new curriculum guidelines include class time for the *Period for Integrated Study*, within which *English Activities* can be conducted. Many schools have opted to use the *Period for Integrated Study* for English Activities (EA) (MEXT, 2002). However, aside from pilot school studies, little research has been conducted to date on the effect of the new curriculum on public elementary school education. This article reports on descriptive EA data, in terms of types of activities, of the initial stage of a nationwide observational study of what is actually happening in EA classes in public Japanese elementary schools.

Previous Research

Few studies present objective research data on what actually occurs in EA classes. Most research reporting on EA in public elementary schools uses subjective data collected through questionnaires or interviews. Some researchers have gathered extensive questionnaire data concerning teaching formats, number of hours of EA lessons, lesson content (e.g. songs and games), materials, etcetera (Higuchi et al, 2001). Other researchers have used questionnaires and interview data for more focused research. In a case study of one school in Tohoku, Hogan (2004) demonstrated through questionnaire and follow-up interview data that, contrary to popular criticism, the teachers were “providing English in accordance with the Period for Integrated Study (*Sogotekina Gakushumo Jikan*) policy” (p. 3). While important, questionnaires and interviews have limitations in that they present a subjective view – that is, they present the opinions of those who answer the interview questions and are limited by the views of those writing the questionnaires and conducting interviews. In order to support this type of data, direct observation of actual classroom activities is required.

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Other research has suggested solutions to the difficulties elementary schools and their teachers face in implementing EA. Most elementary school teachers feel reluctant to teach English because of their lack of English speaking ability. Murphey, Asaoka, and Sekiguchi (2004) argue that elementary school teachers can function as language learning models for their students as they co-learn English. Kelly (2002) suggests meeting the challenge of the new curriculum through analysis of the teachers' training needs as discovered through focus groups and dissemination of findings through a web-based training site. Yet other research looks for answers from overseas. Takagaki (2003) compared elementary core French classes in Canada with elementary school English in Japan and concluded, "what is most lacking, in my observation, is the consideration of total annual instructional time" (p.18). While all of these studies make valuable contributions towards advancing the quality of elementary school English in Japan, they need to be supported by observational data from classrooms. To support Murphey et al., we need to observe actual classrooms to understand how homeroom teachers can co-learn or are already co-learning English with their students. Unless we know what teachers are actually doing in the EA classes, it is not enough to ask teachers for their ideas about their classes, either through questionnaires or focus groups. As Kelly suggests, it is necessary to observe what they actually do in relation to their beliefs about teaching English. Finally, a comparison of learning time, as carried out by Takagaki, requires an understanding of what is being compared. The teaching and learning in core French classes in Canada may be qualitatively different from EA in Japan.

This paper reports on the initial data collection and analysis of an observational study of elementary school English activities across Japan. We first discuss the methodology of our research project, and then describe how the *Mombukagakusho* curriculum was implemented in terms of the activities conducted in three Kanto area elementary schools.

Method

During the initial stage of a larger research project funded by MEXT Grant No. 16520359, we collected data from three Kanto area elementary schools. In the larger study, we will collect data from 15–20 randomly selected schools in ten geographic areas in Japan. This paper reports

on data from two randomly selected Kanto area schools and one Kanto area school from our research project pilot study.

After receiving permission from the school for data collection, we arranged a time to visit when the English activities classes were being held. We informed the school that we wished to observe a normal lesson and asked that they not prepare a special lesson for our visit. The three lessons we observed, each at a different school, were recorded with two audiocassette recorders and two video cameras strategically placed in the classroom. The principals and teachers signed data-collection permission letters.

During the lesson, both researchers took observational notes. Before and after the lessons we conducted interviews using open and closed-ended questions with the principals, homeroom teachers (HRTs), assistant language teachers (ALTs), and curriculum coordinators. Materials in the form of yearly curriculum plans and individual lesson plans were collected. Each lesson was transcribed using the Jefferson transcription conventions (Atkinson & Heritage, 1984). Although we plan to analyze the sequences of interaction in the classrooms in detail in our larger scale study, for the purpose of this paper, we will limit ourselves to a simple description of the English activities in these three classes.

Description of Classes *Elementary School A*

This elementary school is located in the countryside of Tochigi prefecture. On January 15th, 2003 we observed a class for 6th graders. It was the third year for the elementary school to conduct EA classes. At that time, all students from 1st grade to 6th grade had EA classes. For one to two weeks each semester, the school held EA classes everyday, about 20 classes in total per year. In the class we visited, there were 19 students, two teachers (ALT and HRT), and two observers (the researchers of this study). The class was held in the students' homeroom, where almost all subjects were taught. The ALT was a male American teacher who was hired by the Japan Exchange and Teaching (JET) program. It was the second year for him to teach English to children in Japan and he taught at all seven elementary schools in that area. The ALT stood in front of the class and the students sat at their own desks, except at the end of the lesson when the students sat on the floor to play a game. The HRT stayed mostly at the back of the classroom unless the students needed help. The class syllabus

and schedule were made by one of the Japanese teachers at the school and the ALT followed the syllabus in carrying out the lesson. However, how to teach the items in the syllabus was left up to the ALT.

On the day we observed, the lesson plan was to teach the days of the week, months, and numbers, and then play a game. Most of the class time was spent going over the names of the days of the week through a song, oral repetitions, conversation practice in pairs, and a game. The names of months were also introduced.

- **Step 1:** Greetings (3 minutes). The lesson started with greetings, *Hello* and *How are you?*
- **Step 2:** English song—*Days of the Week* (7 minutes). The teacher first went over the days of the week, and the students repeated after the teacher. The teacher then played the song. When the song started, the class sang the song once with the tape. After that, the teacher asked the boys to sing the song while the girls listened. Next, the girls sang the song while the boys listened.
- **Step 3:** Days of the week (10 minutes). After singing the song, the teacher used picture cards to review the days of the week again and the students repeated after the teacher. Pronunciation of *th* in *Thursday* was emphasized. Then the teacher asked the students *What day is this?* first to the whole class and then to several students individually. Next the teacher instructed the students to ask each other *What day is this?* in pairs. After a few minutes, some students volunteered to demonstrate the question and answer in front of the class.
- **Step 4:** Names of the months (5 minutes). The teacher used picture cards to introduce the names of the months and the students repeated after the teacher.
- **Step 5:** *Whose birthday is in (month)?* (3 minutes). After introducing the names of the months, the teacher asked the class *Whose birthday is in (month)?* and students who had a birthday in that month raised their hands. The teacher repeated the question for each month.
- **Step 6:** Game (*kanji* game) (12 minutes). Students made three teams to play the *kanji* game. The teacher said the name of a day of the week and each team made the *kanji* that represents that day of the week with

their bodies. The team that was able to make the *kanji* first received one point. The class repeated the activity 17 times.

- **Step 7:** Wrapping up (2 minutes). The teacher once again used the picture cards to have the students repeat the names of the days of the week. The class ended with *See you next time* and *Good-bye*.

Elementary School B

This elementary school is located in the center of Tokyo and acted as the school for piloting our research project. We observed a class for 4th graders on January 16th, 2003. It was the fourth year for the elementary school to conduct EA classes. At that time all students from the 1st grade to 6th grade had EA classes 20 times a year. In the class we visited there were 32 students, two teachers (ALT and HRT), and seven observers (the principal of the school, the mother of the ALT, three other teachers at the school, one teacher from another school, and the researchers of this study). The class was held in a special room reserved for EA classes. The ALT was a female teacher from America, sent from a major language school and chosen by the school because of her high proficiency in Japanese. During the class, the ALT taught in front of the class and the students sat in a circle most of the time. The HRT walked around the classroom to assist with the teaching. The class syllabus and schedule were made by one of the Japanese teachers at the school with the ALT's help.

On the day we observed, the class was scheduled to cover *Where is ~?* and answers for this question. As a warm-up activity, the class sang songs. After the songs, the key expressions *Where is ~?* and *It's in/on/under ~* were introduced. The students practiced the expressions through watching a video, repeating after the teacher, and playing games as described below.

- **Step 1:** English Song 1—*Hello Song* (1 minute). The class started with the Hello Song.
- **Step 2:** English Song 2—*Finger Song* (5 minutes). The teacher introduced the names of fingers by showing her fingers and having the students repeat after her. Then the class sang the finger song *Where is Thumbkin?* with the tape.
- **Step 3:** Video watching—*Where is my cap?* (5 minutes). The class watched a video in

which the expression *Where is my cap?* was introduced.

- **Step 4:** Conversation practice—*Where is ~?* and *It's in/on/under ~* (10 minutes). First, the students repeated *Where is the cap/dog?* and *It's in/on/under the basket/chair* after the teacher. The teacher then asked several students to volunteer to answer the question *Where is the cap/dog?*
- **Step 5:** Game—*Where is ~?* (14 minutes). The class was divided into two teams, the girls' team and the boys' team. The teacher then distributed a picture card to each student. One student from the girls' team and one student from the boys' team were asked to come to the front. The two students in front had identical cards. They showed their cards to the class and the class then asked the question *Where is (the picture card)?* In response to the question, the teacher said *It's in/on/under ~*. The two students competed to put the card in the place that the teacher had described. The students took turns playing this game until all students had participated. While waiting for their turns, the students individually practiced saying *in*, *on*, and *under*.
- **Step 6:** Review—*Where is ~?* (8 minutes). The teacher once again asked the students to repeat *Where is the ~?* and *It's in/on/under ~* after her. She then called for volunteers to ask and answer questions in front of the class.
- **Step 7:** *Good-bye song* (1 minute). The class ended with everyone singing the Good-bye song.

Elementary School C

This elementary school is located in Kanagawa prefecture. We observed a class for 4th graders on February 20th, 2003. It was the third year for the elementary school to conduct EA classes. At the moment, all the students have EA classes. The number of EA classes varied depending on the grade. Fourth grade students were scheduled to have 8 or more EA classes. In the class we visited, there were 28 students, one teacher (HRT), and four observers (two other teachers at the school and the researchers of this study). The class was held in the students' homeroom, where most subjects were taught. The HRT was a female Japanese teacher who also taught most of the other subjects, but she was not a specialist in teaching English. During the class, the HRT

taught in front of the class and the students sat at their desks except at the end of the class when the students pushed their desks aside to play a game. The syllabus and schedule of all EA classes were made by one of the Japanese teachers at the school and the HRT followed the syllabus.

On the day we observed, the class was scheduled to go over *Do you like ~?* and *What time is it?* At the start, the HRT reviewed the linguistic items and target expressions taught in previous lessons. Following the reviews, the target expressions—how to ask and answer questions about time—were introduced through video, oral practice, and a game as described below.

- **Step 1:** Warm-up—*Hello* (1 minute). The lesson started with a simple greeting. The teacher and students said hello to each other.
- **Step 2:** Review 1—*I like ~* (5 minutes). The teacher reviewed the expression *I like ~*. She practiced the expression with the whole class first, and then asked each individual student to say what s/he likes. The students expressed their own preferences by completing the phrase *I like ~* with their own words.
- **Step 3:** Review 2—*Hello Song* (5 minutes). The class sang the Hello Song together with the tape. After singing, the teacher reminded the students of the expression *How are you?* and *I'm fine*. She then asked some students to answer the question *How are you?*
- **Step 4:** Review 3—*Head, Shoulders, Knees, and Toes* (4 minutes). The class sang the song with the tape. After singing, the teacher reviewed words for parts of the body with the whole class.
- **Step 5:** Review 4—*I don't like ~* (1 minute). The teacher briefly reviewed the expression *I don't like ~* with the class.
- **Step 6:** Video watching—*What time is it now?* (17 minutes). The class watched a video in which the expressions *What time is it now?* and *It's just ~* were introduced.
- **Step 7:** Conversation practice—*What time is it?* (8 minutes). The teacher first explained the expression *What time is it now?* introduced in the video in Japanese. She then reviewed how to say numbers 1–12 in English with the whole class. Next, she explained the expression *It's just ~* in Japanese. Finally, she asked several students to answer the question *What time is it now?* while showing the time with a handmade clock.

- **Step 8:** Game—*What time is it, Ms. Wolf?* (MEXT, 2001, p. 169). After having the students listen to the expressions *What time is it now?* and *It's just ~*, the teacher introduced the game. More than half of the students (15) participated in the game while the others observed.
- **Step 9:** Wrapping up the lesson (2 minutes). At the end of the lesson, the teacher briefly reviewed the new expressions *What time is it now?* and *It's just ~* with the class. The class then ended with *Goodbye* and *See you*.

Conclusion

The observation of the three classes showed that although there has been a lot of criticism of MEXT for not providing enough teacher training or structure in the curriculum, the curriculum is being successfully implemented in elementary schools in that EA classes are actively engaging the students in English learning tasks. This is demonstrated through the active participation of students, the extensive use of choral and private repetition, and the application of Total Physical Response teaching methods. For example, we observed the students privately repeating the key expressions even when they were not called on, that is, when the teachers were preparing materials, or when other students were being called upon. Furthermore, while one's first reaction to the extensive choral repetition in the classes might be a call for greater communicative use of English, we should remember that this repetition is an important part of language learning for children as they play with the sounds and patterns of the language in order to break the code (Cook, 2000). We hope that our further analyses of the interaction in the classroom will clarify this aspect of EA in Japanese public elementary schools.

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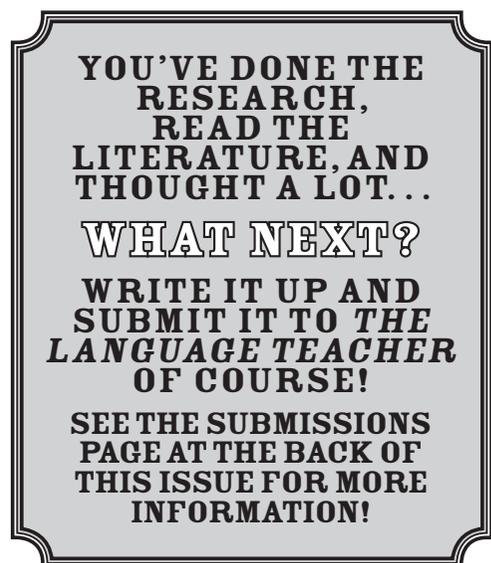
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Yuri Hosoda, Ed. D. is an assistant professor at Kanagawa University in Yokohama. She has done extensive research on second language use and Conversation Analysis.

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Advert: EFL Press



This month in My Share we start with an activity from Daniel James, designed to elicit more complex responses about their holidays from students. We then follow with two lessons related to food. Shawn Ladbrook gives us an activity for writing procedural texts, as recipes, and Sylvan Payne finishes with a menu reading and writing activity, with optional use of the Internet.

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

How was Your Holiday? And Where? And When? And with Who? And...

Daniel James, Suzugamine Women's College
<james@suzugamine.ac.jp>

Quick Guide

Key Words: holidays, WH-questions: what; where; who; when; why; which; how

Learner English Level: Intermediate and above

Learner Maturity Level: High school and above

Preparation Time: 10 minutes at best

Activity Time: 30–45 minutes

Materials: Pen and paper (the students' own)

I am not going to pretend that this is an entirely original idea of mine; in fact I adapted it from an activity I used as an Eikaiwa teacher. I have used it several times at different times of the year, after long holidays, and even just after a 3-day weekend, always with great success.

The activity is based on students writing about their holidays and then being asked questions about that holiday. Using WH questions to elicit more information about the holiday also makes for a more interesting and more detailed account of the holiday.

Procedure

Step 1: Give the students four easy questions to answer about their holiday (See Appendix 1). Ask students to write down their answers in sentences. If you use this after a 3-day weekend (or any weekend) you can give the questions as homework.

Step 2: As students are writing their answers to the questions, the teacher puts their answers on the board but writes them double spaced so that there is enough space to add extra information later. This extra information will come from the example that the teacher will show to the class.

Just one example is needed, i.e., the model answer from Steps 4, 5, 6, 7, and 8 described below.

Step 3: Put four sets of questions on the board.

Step 4: Choose four students from the class and have them come to the front and give each student a set of questions to ask from Appendix 2.

Step 5: The teacher stands in the middle of the four students. See Figure 1.

Step 6: The teacher reads out their holiday story one line at a time, stopping after every sentence. Students shout out one of the questions from their set.

Step 7: The teacher answers one question, gives the answer, and writes down that answer on a piece of paper.

Step 8: Repeat Steps 6 and 7 until the original story is finished and four questions have been asked. At this point the rest of the class should understand what to do.

Step 9: Have students make groups (obviously groups of five works best but you can be flexible about it). Each student takes it in turn to be the reader while the other students ask them questions.

Step 10: As students complete the activity, the teacher writes their extra information answers into their original story on the board. The teacher writes the answers from the questions from Steps 6, 7, 8. Using a different colour makes it clearer so students can see the extra information, and shows how to make the story more interesting and more detailed.

Step 11: After all students have finished, have them write out their new, longer stories. Comparing the new stories with original stories helps students see how the new stories are

improved and how with a little effort four simple sentences can become an interesting story.

Note:

The most successful lesson I have had with this activity was with a class of 55 non-English majors who had spent 6 months writing simple factual sentences. When given the chance to talk about themselves and expand upon their holidays, they thoroughly enjoyed it and wrote some excellent stories. After this lesson, any worries they had about writing completely narrative stories were lessened and in some cases disappeared.

This idea came from a former colleague of mine, Asami Shinohara, who used it as a practice for WH questions with no writing, just lots of listening and speaking. Of course it can still be used for that.

Appendix 1:

(Example)

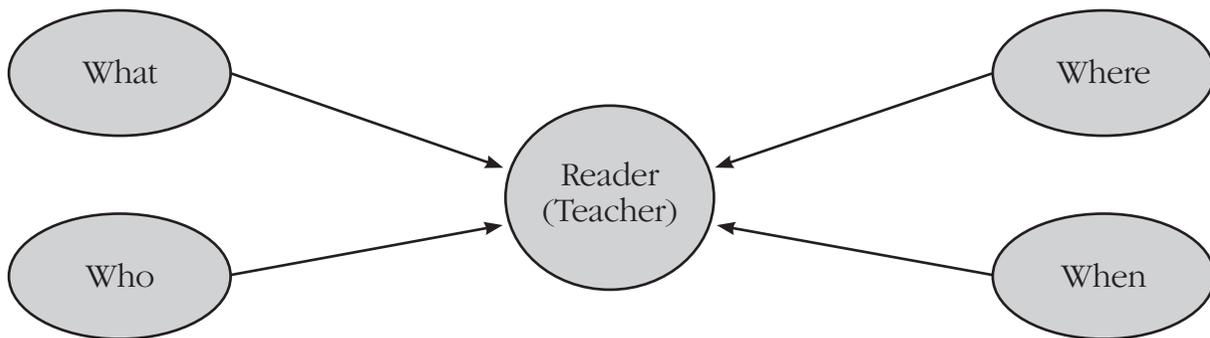
Think of a day in your summer holiday.

1. Where did you go?
2. What did you do?
3. What happened that day?
4. How did you feel at the end of the day?

Appendix 2:

What did you do next? did you wear? happened after that?	Where did you go? did you eat lunch/dinner?
Who were you with? did you meet? did you talk to/phone/mail/text?	When did you go? start? finish? get home?

Figure 1.



"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>

Writing Recipes

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Quick Guide

Key Words: Recipes, food, procedural text, cooking

Learner English Level: Lower intermediate

Learner Maturity: Junior and Senior High school

Preparation Time: 2 hours

Activity Time: 150-200 minutes

Materials: Student worksheets, OHP

Introduction

I find many students are interested in food and cooking. If we could combine this interest in cooking and English, motivation (for both) may increase. So, in this series of lessons, the students will learn how to write recipes for cooking through the use of a procedural text. As this text type is seen frequently, it is important for students to understand how it works. Once students have completed this text type using the field of recipes, they could try writing using a different field.

Preparation

Step 1: Make worksheet 1: See Appendix 1.

Step 2: Make worksheet 2: See Appendix 2.

Step 3: Make worksheet 3: See Appendix 3.

Step 4: Make worksheet 4: See Appendix 7.

Procedure

Step 1: Ask questions to stimulate discussion about recipes and to activate schema. The following questions might be useful: What food do you like? Can you make that food? How? Do you want to know how to make different kinds of food? Is it important to know how to make food? Why?

Step 2: Give the students Worksheet 1. Ask them to match the pictures with the correct vocabulary and write the Japanese equivalent on the line under the corresponding word.

Step 3: Give the students Worksheet 2, and have students complete the cloze using the surrounding context as hints. If students are unable to complete the cloze, provide the students with a choice of three answers for each cloze blank of which only one is correct and help the students determine the correct one. Pictures may also help the students to get the correct answer.

Step 4: (Steps 4—8 work on procedural text

organization.) Display the recipe for Spaghetti Bolognese on an overhead projector so that it is clearly visible to the whole class.

Step 5: Ask the class questions about each part of the recipe, as suggested in Appendix 4. The teacher may provide the English vocabulary here for the students should this prove difficult.

Step 6: Ask the students to write the text organization labels (from Step 5 & Appendix 4) on their own Spaghetti Bolognese recipe prints (Worksheet 2). That is, they should write the following three labels: Recipe Title, Ingredients, and Method.

Step 7: Give two authentic recipes cut up into three parts (Title, Ingredients, Method) to the students.

Step 8: Get students to put the three parts of each text in the correct order.

Step 9: Steps 9—14 work on the language features that realize procedural texts. Give students Worksheet 3, and let them read it. (Pikelets are small, thick, sweet pancakes.)

Step 10: Ask students to make pairs or small groups.

Step 11: In pairs or small groups, get students to decide which text (from Worksheet 3) would be the best if they wanted to make pikelets.

Step 12: Tell the students they must write notes describing the reasons they chose a particular text.

Step 13: Discuss, as a class, those things that make each text good or bad. If the students haven't already noticed them, draw attention to the language features which makes each text good or bad and which texts they come from (See Appendix 5).

Step 14: From the discussion in Step 13, complete a page titled *Rules for writing recipes* together with the class. Things that should be included on the page are shown in Appendix 6.

Step 15: (Steps 15—17 are an in-class joint construction activity for a recipe where the teacher is leading the class.) Give students Worksheet 4.

Step 16: Tell students that as a class, they will construct a recipe for making miso soup. Make sure the *Rules for writing recipes* page (from Step 14) is visible to the students. It might be prudent to use an overhead projector.

Step 17: Elicit from the students what they

might write in each part (Title, Ingredients, and Method) and provide assistance and scaffolding where necessary. This is written onto the board or OHP, and the class copies this to their own pages (Worksheet 4).

Step 18: (Steps 18—29 are the independent writing stages.) Give blank, lined paper to students.

Step 19: Ask students to choose a recipe they like and write it on their paper. Also, ask them to remember the principles from *Rules for writing recipes*.

Step 20: (Steps 20—28 are a peer review of the writing process. Students should have *Rules for writing recipes* handy to use as a guide when peer reviewing.) Ask students to make groups of four.

Step 21: Students pass their recipes to the student sitting on their left.

Step 22: Ask students to check that the recipe they have received has a succinct title, and to write one good thing about the recipe and one thing that could be improved.

Step 23: Students pass the recipe they have to the student sitting on their left.

Step 24: Ask students to check that the recipe they have received has a suitably written ingredients section, and to check spelling.

Step 25: Students pass the recipe they have to the student sitting on their left.

Step 26: Ask students to check that the recipe they have received has a suitably written method section.

Step 27: Students return recipes to the author.

Step 28: Tell the students that the author may discuss any disagreements over corrections and comments made with the group.

Step 29: Ask the students to write a final draft.

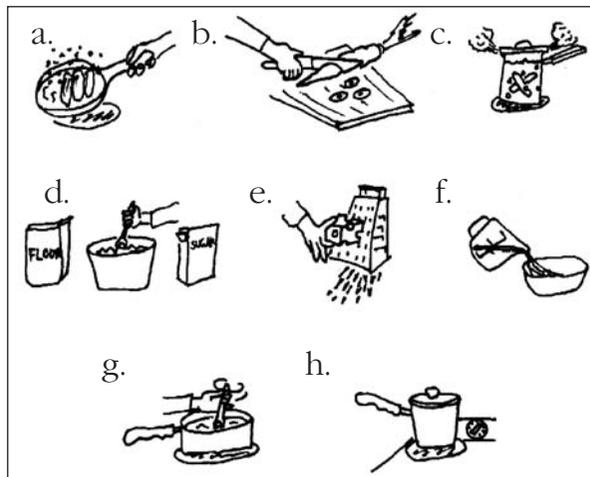
Conclusion

In Steps 2 and 3, the students learn some of the vocabulary associated with recipes, such as *cook*, *stir*, *add*, and *two tablespoons*. So that the students become familiar with recipe associated vocabulary, teachers should not limit vocabulary study to the two examples provided in steps 2 and 3. Rather, teachers should include more work on vocabulary study, such as the use of brainstorming, categorization into verbs or nouns, or making wall charts.

References

Education Department of Western Australia. (1997). *Writing Resource Book*. Melbourne, Australia: Rigby Heinemann.

Appendix 1:



1. boil (c) _____
2. grate () _____
3. stir () _____
4. cut up () _____
5. cook () _____
6. fry () _____
7. mix () _____
8. pour () _____

Appendix 2: Worksheet 2

Spaghetti Bolognese

- 2 garlic cloves
- 1 onion
- 2 tablespoons oil
- 500 grams mince beef
- 500 grams sauce
- 375 grams spaghetti

1. onion and garlic into small pieces.
2. Heat in a large pan.
3. Add and garlic.
4. over medium heat until light brown.
5. Add mince beef and over high heat until well browned.
6. in sauce and bring to the boil.
7. Set heat to low stir occasionally sauce thickens.
8. a pot of water.
9. Add to pot and cook soft.
10. Put spaghetti in bowl and on top.
11. Serve spaghetti Bolognese.

Answer Key

1. Cut up/chop onion and garlic into small pieces.
2. Heat oil in a large pan.
3. Add onion and garlic.

4. Stir over medium heat until light brown.
5. Add mince beef and cook over high heat until well browned.
6. Pour in sauce and bring to the boil.
7. Set heat to low and stir occasionally until sauce thickens.
8. Boil a pot of water.
9. Add spaghetti to pot and cook until soft.
10. Put spaghetti in bowl and sauce on top.
11. Serve spaghetti Bolognese.

Appendix 3:

Four sample texts about making pikelets (Education Department of Western Australia, 1997, p.75). Pikelets are small, thick, sweet pancakes.

Sample 4

How to make pikelets

Instructions

You have to get a cup of self raising flour and 1/2 teaspoon of carb soda and sift them into a bowl. Then you have to put in one egg, 2 tablespoons of sugar, and 1/2 a cup of sour milk and stir the mixture up so it looks not lumpy. You have to melt the butter and mix it with the other stuff. You heat the electric frying pan and put a spoonful in each corner. When you have cooked the pikelets they taste great. I like to eat the mixture before it cooks.

Sample 1

Pikelets

- flour
- carb soda
- sugar
- egg
- sour milk
- butter

Sift the first two things into a bowl. Put the other things in. You have to melt the butter first. Mix it all up. Cook the pikelets in a hot frying pan. Eat them hot or cold with butter.

Sample 2

We made some pikelets

Today in Room 7 we made pikelets. We all had a turn at sifting the flour and carb soda. I put the sugar in Angela put the egg in and Joel put the milk in. We all stirred it but Joel knocked over the bowl and some of the stuff spilt out. I cleaned up the mess. When it was mixed we poured in some melted butter and mixed it up. We cooked the pikelets and ate them. They were yummy!

Sample 3

Pikelets

Ingredients:

- 1 cup self-raising flour
- 1/2 teaspoon carb soda
- 2 tablespoons sugar
- 1 egg
- 1/2 cup sour milk
- 60 grams butter

Method:

1. Sift together, flour and carb soda.
2. Add egg, milk and sugar.
3. Mix.
4. Pour in melted butter.
5. Mix.
6. Place by spoonful into hot pan (160C).
7. Cook until bubbling.
8. Turn to brown other side.

Appendix 4

(Education Department of Western Australia, 1997)

1. [Recipe Title]
Question: What is the purpose?
Answer: To state the aim of what is to be made.
2. [Ingredients]
Question: What is the purpose?
Answer: To state the things we need to make the food.
3. [Method]
Question: What is the purpose?
Answer: A list of steps needed to make the food.

Appendix 5

(Education Department of Western Australia, 1997)

Text 1: The steps are not in order. There are no exact quantities.

Text 2: There is no information about ingredients. Irrelevant information is included.

Text 4: Information isn't easy to find. *You* can be deleted as it is implied by the writer and not needed by the reader.

Text 3: Title tells what is to be made. Ingredients and amounts are clearly listed. Method is in order and contains detailed information that helps the user. The reader is not usually referred to. In the method section, sentences often start with a verb.

Appendix 6

(Education Department of Western Australia, 1997):
Title.

Ingredients section: Utensils and exact ingredients required in list form.

Method section:

- Each step must be numbered and in the correct order.
- Use action verbs, e.g., *mix, add, stir*.
- Include detailed information by adding adverbs, e.g., *Quickly add...*

- Exclude the pronoun *you* because it is unnecessary.
- Use simple present tense, e.g., *stir, add, mix, place*.

**Appendix 7:
Worksheet 4**

Recipe Title	
Ingredients	
Method	1.
	2.
	3.
	4.
	5.

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Using Restaurant Menus to Teach Passives

Sylvan Payne, Miyazaki International College
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Quick Guide

Key words: Grammar, reading, writing, Internet
Learner English Level: Low-intermediate and up

Preparation Time: 1 hour

Activity Time: one or two 90-minute classes

Materials: Computers with Internet access, or photocopies of restaurant menus. An overhead slide of a menu item. Overhead projector.

Optional: Grammar text to present passive forms.

Introduction

In a recent lesson on passives, students looked at online menus of chain restaurants in the United States and Canada. Cooking English is a rich source of these past participle adjectives: *scrambled, boiled, chopped, ground, deep-fried, stir-fried, stuffed*, etc. Online menus (and every chain has one) wax eloquent with language like this: *Chargrilled, marinated chicken breast topped with crispy bacon and freshly sautéed mushrooms, then smothered with melted Swiss cheese. Served with barbecue and sweet 'n' sour sauces.* (Shoney's, 2004).

Students in a grammar-focused English skills class need to move past the *John hit the ball*. → *The ball was hit by John* kind of simple transformations. They need real-world examples in the passive voice if they are going to master when and why to use the passive. The vast majority of passive sentences in written or spoken discourse do not even express an agent (Celce-Mercia, 1983).

My students are using Azar's *Understanding and Using English Grammar* (1989) as a text. We use it mostly for homework and self-study and reserve class time for grammar-based communication activities.

Preparation

The instructor should prepare a worksheet in the form of Appendix 1 and an overhead projector acetate in the form of Appendix 2.

Procedure

Step 1: (optional) For this activity, the students are asked to study the section on stative passives from a chosen grammar book and do the related exercises, checking their answers with an answer key.

Step 2: As a warm-up activity, the students are asked to work in groups to fill out a worksheet (see Appendix 1) with items like this: *If you boil an egg, it's a _____ egg.* This was created from a list of cooking verbs. It serves to introduce a lot of new vocabulary and also reinforces other grammar points such as count and non-count nouns, singular and plural subject-verb agreement. The teacher monitors the student groups as they fill out the worksheet.

Step 3: The students are asked to look at the overhead slide of the menu item and find the passive language, both with and without prepositions. In this case, *golden-fried, grilled, topped with, melted, served with*.

Step 4: The students are given a list of URLs

from chain restaurants and asked to go online and examine the menus. Our class looked at Denny's, Friendly's, Perkin's, Olive Garden, and Shoney's, but there are literally hundreds of restaurants with online menus to choose from. Their task is to find 10 examples of passives from each menu. They are required to write down the context of their examples. If a classroom lacks Internet access, photocopies of menus could easily substitute.

Step 5: The students are asked to work in small groups to write menu items. They choose their favorite Japanese restaurant items and imagine them on an American menu. They should use plenty of passives, similar to the examples they found online. (See Appendix 2.)

Conclusion

My students were able to see from a real context the common use of passives using one of their more high-interest topics, food. By the end of the Internet session, many were practically drooling into their keyboards. Their final written menu work demonstrated that they had grasped the grammar point thoroughly in this highly enjoyable session.

A note on copyright issues: According to most website terms and conditions, restaurant chains allow free non-commercial use of unchanged or unmanipulated menu content. One suspects they may even encourage such use. Check each site's terms and conditions, and if in doubt, write them an email if clarification is needed.

References

- Azar, B. (1989). *Understanding and using English grammar*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Celce-Mercia, M. (1983). *The grammar book*. Cambridge, MA: Newbury House.
- Shoney's Menu Classics. (n.d.). [Online]. Available: <shoneys.com/menu/classics.html>.

Restaurants with online menus include:

- www.dennys.com
- www.shoneys.com

Appendix 1

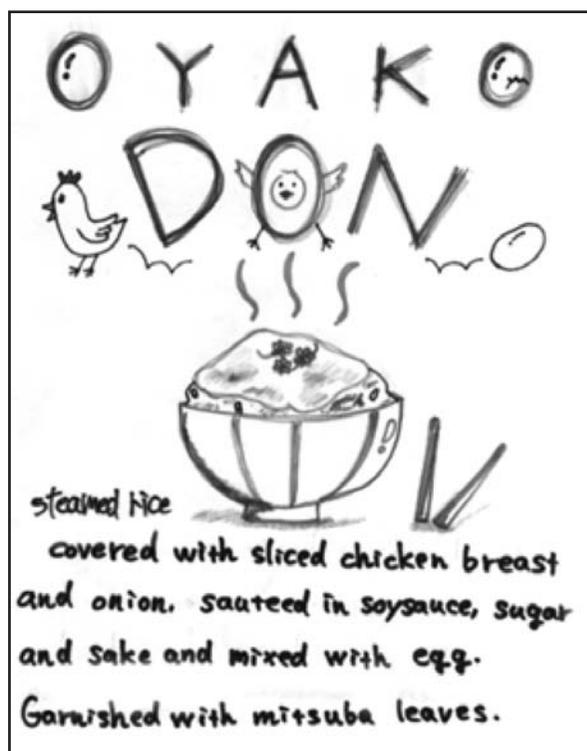
Worksheet: Using passive language in cooking

- If you boil an egg, it's a _____ egg.
 If you fry an egg, it's a _____ egg.
 If you fry potatoes, they are _____ potatoes.
 If you chop a tomato, _____.

- If you slice cheese, _____.
 If you chop cabbage, _____.
 If you barbecue spare ribs, _____.
 If you bake bread, _____.
 If you grill chicken, _____.
 If you stuff a turkey, _____.
 If you freeze a banana, _____.
 If you bake salmon, _____.
 If you toss a salad, _____.
 If you stir-fry vegetables, _____.
 If you toast muffins, _____.
 If you whip cream, _____.
 If you grate cheese, _____.
 If you dice an onion, _____.
 If you melt cheese, _____.
 If you peel an apple, _____.
 If you mince garlic, _____.
 If you grind beef, _____.
 If you mash potatoes, _____.

Appendix 2

Student menu item example



Advert: Thomson

FOCUS

JALT Focus for April starts off with a brief look at opportunities available to JALT members through the Science Council of Japan and the Japan Society for the Promotion of Science. In the *Perspectives* column, our first article highlights research grants for JALT members, and the second article focuses on the upcoming JALT CALL SIG conference.

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

Recently, in the February issue of *The Language Teacher*, I spoke about reaching out to other organizations, both inside and outside of Japan. Inside Japan, that means in particular other language organizations, such as JACET (Japan Association of College English Teachers), JASELE (Japan Society of English Language Education), and also AJET and other JET-related groups.

Apart from these groups there are also other national organizations which are important to JALT. This month, I'd like to introduce two such institutions which are particularly important to us: the Science Council of Japan (SCJ) and the Japan Society for the Promotion of Science (JSPS).

Science Council of Japan



SCJ was established in January 1949 as a special agency under the jurisdiction of the prime minister. It represents Japanese academics at home and abroad, and its mandate is to deliberate and act on important scientific and academic matters and promote the effective exchange of knowledge between researchers.

As an academic organization, JALT is involved in SCJ. As one of three distinctive English language teaching organizations,

JALT sends a delegate to the committee of SCJ's linguistics and literature group. Our current delegate is Sayoko Yamashita, who also happens to be our new director of public relations.

Our connection with SCJ is particularly important as SCJ is under the jurisdiction of the prime minister. You can find out more about the council on their website (details below). In particular, take a look at the domestic activities page for more detailed information about the linguistics and literature group committee's work.

Japan Society for the Promotion of Science

Its name would suggest similar objectives, but JSPS is not an advisory body; it is responsible for channeling and dealing with most funding and scholarship grants and aid matters. As an organization, JALT is looking to JSPS as a source of future funding—and this is something that Sayoko Yamashita is currently exploring.



Many JALT members have received grants-in-aid for scientific research from JSPS, either individually or in groups. Those of you who've gone through the application process for this funding will

know what an achievement this is. Sayoko is planning a survey of members to discover just how many JALT members get funding from JSPS or have received it in the past—as well as the type of funding received. And if we know who got funding, we can recognize their accomplishment in the pages of *The Language Teacher*!

JSPS also offers funding possibilities for organizations like JALT. There are funds available to support the publication of periodicals, and we are aiming to apply next year. An average

of 6 million yen was awarded to 154 different organizations in 2004, at an average success rate of 65.3%. We are also hoping to take advantage of funding available to help individuals attend international conferences. As a professional academic organization, we'd like to help our members to apply for such funding.

We'll let you know when we have the details! In the meantime, find out more about these organizations by looking up the webpages below.

Websites

- Science Council of Japan:
<www.scj.go.jp/en/scj/about/index.html>
- SCJ Domestic Activities page:
<www.scj.go.jp/en/scj/dom/index.html>
- Japan Society for the Promotion of Science:
<www.jsps.go.jp/english/index.html>

Steve Brown

JALT Notices

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>.

—WH Questions—

Rob Waring and Marc Helgesen are co-conference chairs of JALT 2005. Each month, they'll answer "WH" questions about the conference. Send your questions to: <wh@jalt-publications.org>



Q: Who's coming?

W: At this point, storyteller Jenny Bassett, David Nunan, and education reform leader Kumiko Torikai!

H: Also, featured speakers that include Mike McCarthy, TOEFL expert Deborah Phillips, and Susan Stemplewski. Look on the inside cover of this TLT for more!

W: Plus lots of other presenters, storytellers, and the International food fair

H: And, most importantly, YOU (we hope)!!



Drawings by Fujino Miyagi

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



This month's report focuses on the revival of JALT's research grants heralded by Steve Brown in the February issue of *The Language Teacher*. Nicolas Gromik and Andy Barfield explain this exciting development and detail what the new grants are and who is eligible to apply for them. Secondly, Alexandra Lake invites all to attend the many exciting sessions planned for the upcoming JALTCALL, which will be held June 3-5 in Shiga, near Kyoto. The co-editors warmly invite 750-word reports of JALT interest in English, Japanese, or both.



Research Grants: New Developments for You

It often starts with a gut feeling, an intuition, or a puzzling question that we just can't let go of...

"...I noticed not only their lack of motivation and energy toward their learning, but also their strong feelings of emptiness and the low level of their self-evaluation. Having worked with students with high motivation and openness toward their learning, I started to ask: 'What are the differences between those two kinds of students and what might explain such a puzzling gap?' Since then, I've been trying to find an answer to this and other questions by reading books and participating in workshops. And right now, I'm planning a small-scale research project to develop my understanding further." Yuri Nakao

As an educator, Yuri is well on her way to researching a question that matters to her professional development. But as a part-time teacher at different schools, Yuri doesn't have any access to institutional funding. Can JALT help her? As of April 2005, the answer is yes. Not only does Yuri have the chance to apply for a research grant from JALT, but she also has the opportunity, if her application is successful, to benefit from the expertise of a network of experienced teacher-researchers. Between April 1 and July 1, 2005, Yuri can apply for one of four JALT research grants now available for teachers who do not already have access to institutional assistance and research grant funding from their place(s) of employment. In this column, we'd like to explain more about these grants, which are specifically designed for part-time teachers working from the kindergarten to tertiary levels, as well as individual teachers working for themselves, companies, or language schools.

Type of Grant Available

Starting April 2005, four JALT research grants are available to JALT members without access to institutional assistance and research grant funding. These grants come in two types, with two grants per type. Each type has different funding and requirements:

1. Type A (¥50,000) requires presentation of the research at a local chapter or SIG meeting.
2. Type B (¥100,000) requires presentation at the annual JALT conference.

Co-authored research projects are welcome; however, the amount of each research grant is fixed, according to the type of grant applied for, and does not change if more than one researcher is involved.

Research Topics and Scope

Any research topic to do with the diverse field of language education is welcome. In particular, research focused on questions central to the improvement of language education in Japan will be enthusiastically considered.

Grant Schedule

The application period is from April 1 to July 1, 2005. Successful applicants will be notified in early October 2005 and then have access to the research grant from the beginning of the following academic year (April 2006). So, if you apply by July 1 this year for a grant, and if your application is successful, you will receive the full grant at the start of the next academic year (April 2006), with the requirement of completing your research by the end of March 2007. The research grants committee is also willing to offer successful applicants free ongoing collaborative support through an advisory network of experienced teacher-researchers, so that grant recipients can comfortably and confidently develop their research and successfully complete their projects.

weblink: www.jalt.org

How to Apply

For further details on how to apply, interested JALT members should visit the JALT website under grants and awards at <jalt.org/researchgrants/>. You may also contact us directly at <researchgrants@jalt.org>. Applicants for 2005 must submit their applications by July 1 this year; they will then be informed of the results between October 1 and 10, 2005. Research grant recipients will be later announced in *The Language Teacher*, as well as at this year's JALT conference.

Research Grant Committee Members

Andy Barfield, Nicolas Gromik, Mary Goebel-Noguchi, Andrew Obermeier, Donna Tatsuki

Research Grant Advisory Network as of March 1, 2005

Frank Berberich (Tokai University), Neil Cowie (Okayama University), Tim Murphey (Dokkyo University), Keiko Sakui (Kobe Shoin Women's University), John Shillaw (Nanzan University), Miyuki Usuki (Joetsu University of Education), & Rob Waring (Notre Dame Seishin University)

Reported by Nicolas Gromik and Andy Barfield

JALTCALL 2005—Glocalization through CALL: Bringing people together



As you can see by the title, this year's JALT CALL SIG conference is about bringing language teachers together for thoughtful discussions and insights on how Computer Assisted

Language Learning affects learners on both global and local scales. This focus on the social dimension of CALL continues in 2005, following last year's conference theme of HCI (Human Computer Interaction). We hope that this month's special CALL SIG report will encourage you to join us at Ritsumeikan University, Biwako-Kusatsu Campus, in Shiga (near Kyoto), on June 3–5.

In addition to continuing the focus on the social dimension of CALL, the conference analyzes its relation at both global and local levels, as defined in the word *glocalization*. Conference sessions will offer an opportunity for attendees to stay current on how to use CALL to foster communication between learners globally and locally, collaborative CALL research and learning projects, as well as projects on a local scale but with international goals. Our Plenary Keynote Speaker will be Uschi Felix, director of the Research Centre for New Media in Language Learning at Monash University. Hayo Reinders,

director of the English Language Self Access Centre of the University of Auckland, and Yukio Takefuta, Chiba University, will be making plenary addresses.

The conference sessions will be offered in a variety of formats: paper presentations, show-and-tell presentations, workshops, and poster sessions. Participants will be able to attend sessions providing an opportunity for both discussion on studies and CALL-related policies as well as practical demonstrations of software, courseware, and other tools to be used in CALL-based language learning environments.

We trust that this will be an excellent opportunity for professional growth and look forward to seeing you at the conference. For more conference details, please visit <jaltcall.org/conferences/call2005>.

Along with our annual conference, there are other channels to stay involved in the CALL SIG. CALL SIG members are already familiar with our newsletter *CALLing Japan*, which has been upgraded to a peer-reviewed journal. We also have another channel for discussion on CALL-related topics, which is our CALLtalk mailing list—another opportunity to stay in touch with CALL SIG members by sharing experiences or asking questions. For more information, please visit our website at <jaltcall.org>. We look forward to your participation!

*Reported by Alexandra Lake
JALT CALL SIG Publicity Chair*

In this month's Book Reviews column, Debra Simms-Asai reviews *The Cambridge Guide to English Usage*, and *Let's See the World* and *Surviving Troubles Abroad* are reviewed by Stella and Tatsuroh Yamazaki. 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.



The Cambridge Guide to English Usage

[Pam Peters. Cambridge: Cambridge University Press, 2004. pp. xii + 608. ¥8,054. ISBN: 0-521-62181-X.]

Reviewed by Debra Simms-Asai, CUE

The *Cambridge Guide to English Usage*, by the Australian-based linguist and broadcaster Pam Peters, is a comprehensive text covering over 4,000 words, editorial styles, and points of grammar that commonly mystify English users. Peters' fresh and accessible manner makes the book appropriate for advanced students of English, as well as native speakers. It will be of particular interest to EFL teachers and students of linguistics.

The book contains a short preface, an overview of contents, 592 pages of alphabetically listed entries, 9 appendices, and a bibliography. The entries themselves fall under two broad categories. The first type of entry deals with general topics of language, editing, and writing. Examples include *capital letters*, *fallacies*, and *inflectional extras*. The second kind of entry focuses on particular words such as *hierarchical* or *hierarchical*, and *lady* or *woman*, dealing with particular words, phrases, or parts of words.

The publication of *The Cambridge Guide to English Usage* represents a turning point in A-Z language guides. It is the first time that corpora (i.e., English language databases), are put to practical use for the average reader. Unlike previous corpus-based efforts, which tend to be laden with dry statistics, *The Cambridge Guide to English Usage* integrates corpus data into engaging and compelling entries. Consider, for example, the entry *-ize/-ise*. Most teachers of English are

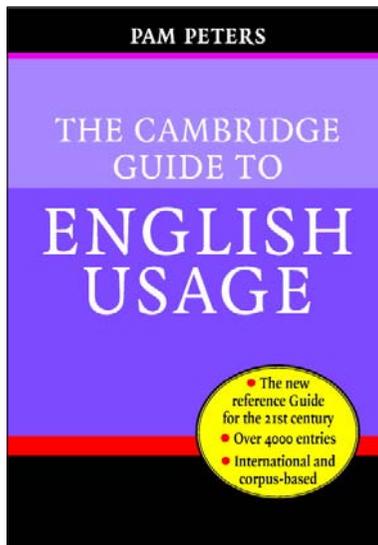
probably aware that *-ize* is standard in American and Canadian English, while both *-ize* and *-ise* are used in British English. They may or may not know that *-ise* is preferred in Australia by 3 to 1 according to the Australian Corpus of English. Peters discusses the phonological, etymological, and practical arguments surrounding the two endings, eventually siding with the *-ize* camp. She recom-

mends that speakers in search of an International English choose *-ize* because it is more widely distributed than *-ise* and because *z* more accurately represents the sound of the suffix.

The entries draw on a number of resources including the British National Corpus and the Cambridge International Corpus. *The Cambridge Guide to English Usage* provides empirical support, for example, for the claim that American writers prefer to use a single *l* in the word *counselor* rather than doubling it, as in *counsellor*. Americans currently prefer the single *l* spelling by 60 to 1. Under the entry "instill

or instil" Peters reports that only 1 in 7 writers in the UK use *instill*, while more than 99 out of 100 Americans do. *The Cambridge Guide to English Usage* is a useful tool for teachers who are concerned about unwittingly passing on their national biases to their students.

Critics of corpus linguistics may wonder what happened to the notion of errors. For them, there is a crucial distinction to be made between regional variation and bona fide errors of grammar



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

or spelling. Such critics may dislike Peters' focus on what is actually uttered by speakers of English rather than what is correct and incorrect. Peters does not address or defend her position in this volume. Readers looking for an ideological debate will have to find it elsewhere.

While Peters does not directly take a stand on the "error" issue, she does put forth her own idea of a region-free International English in the form of *advice boxes*. These are small boxes of text that appear throughout the book in which Peters offers her preference among competing terms. Her selections generally show consideration for a contested term's worldwide distribution, how much it conforms to regular spelling conventions, and how consistent it is with its own etymology. At least some of her choices will annoy some readers. Some readers will object, for example, to *dived* over *dove*, *e* alone rather than the *ae* digraph in words such as *an(a)emia*

and (*a*)*esthetic*, and the un-capitalized *internet* over *Internet*. Yet, none of her terms are chosen because she considers them "proper" English. Instead, Peters carefully defends each choice while acknowledging the merits of the competing term.

Scholarly yet unpretentious, *The Cambridge Guide to English Usage* presents a snapshot of English as it is actually used in the early 21st century. As a reference guide it is reliable and authoritative. Reading through the entries is both enjoyable and humbling. Watching oneself react emotionally to Peter's entries, particularly her choices for an International English, can provide insight into one's deeply held prejudices and beliefs about proper English. It also drives home the point that all English users, native speakers and teachers included, remain students of this complicated and mysterious language.

Let's See the World

[Masakazu Someya, Fred Ferrasci, and Paul Murray. Tokyo: Seibido, 2002, pp. 78. ¥1,800. ISBN: 4-7919-4568-9C1082.]

Reviewed by Stella and Tatsuoh Yamazaki, Hosei University

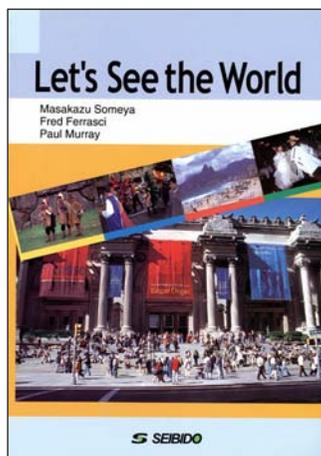
Let's See the World is a video course which exposes students to vocabulary, idioms, high-intermediate listening, and reading as it introduces them to famous travel spots worldwide: Machu Picchu, Ottawa, Istanbul, Ayers Rock, Cairo, Boston, Fiji, Melbourne, Rio, Los Angeles, Luxor, and Tehran.

Every chapter begins with a brief reading and vocabulary exercise. Students watch a 3-minute video, listening to Lina and Kyoka ask Professor Anderson about a spot he's traveled to. Afterwards students guess a key word which is defined and then mouthed silently by the announcer, Chris. After repeated viewings, students answer true-false questions on what they saw and heard and complete two sentences dictated from the video. Each chapter of the text ends with two dialogs using target vocabulary and idioms, and a longer reading.

On the plus side, the text and video are fairly interesting. They present many exotic locations not usually covered in English textbooks. The video is visually appealing, and Anderson's commentary, while not always conversational, is far clearer and easier to understand than other EFL travel videos currently on the market.

On the down side, some teachers may be put off by Lina and Kyoka's pronounced Japanese accents and by Anderson's exaggerated gestures. A far more serious complaint, however, is the lack of actual English teaching material in the text. A five-item vocabulary exercise is not sufficient practice for the ten new expressions presented per chapter. The short, introductory reading does nothing to prepare

students for the speed and difficulty of the video. The sample dialogs cannot usually be adapted for further practice, and there is no build-up for the



final, difficult reading. In short, the book covers too many skills—reading, listening, and vocabulary development—without ever teaching any of them.

This said, I was able to make this book work by adding my own material each time: a comprehensive vocabulary exercise and a dictation of key video sentences before viewing. Whenever possible, I also began lessons with regional music or cultural realia. I also used information exchange exercises which I had written around material gleaned from travel

guidebooks. Students ask and answer questions on the fascinating, surprising, and bizarre aspects of each location. This is usually a big hit in class and essential for sustaining interest.

The video and factual information presented in *Let's See the World* are good. If you have the time and resources to write instructional material to accompany the chapters, you will have a good course. If you are not prepared to invest this effort, you should look for another book.

Surviving Troubles Abroad

[Kimio Sato. Tokyo: Seibido, 1999. pp. 59. ¥1,600. ISBN: 4-7919-4549-2.]

Reviewed by Stella and Tatsuoh Yamazaki, Hosei University

Whether you are a seasoned teacher of travel English or a novice searching for a good video textbook, this is the course for you. It is practical, popular with students, and usable at many levels.

Surviving Troubles Abroad is composed of 12 units: At the Airport, Reserving the Room, Suddenly Sick, At a Restaurant 1 and 2, Getting Directions, Shopping Trouble, Losing a Credit Card, Checking Out, Missing a Flight, and Watch Out 1 and 2. Each deals with problems that travelers periodically face: damaged luggage, last minute reservations, unexpected illness, poor restaurant service, etc.

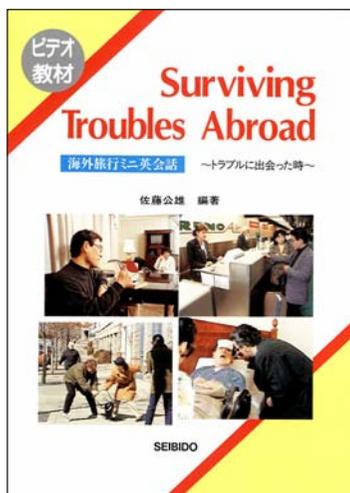
Every unit is divided into five parts: vocabulary, true-false questions, fill-in-the-blanks dialog listening practice, and a multiple-choice, short dialog listening exercise. A realia-based reading comprehension exercise ends alternate units. Each unit in the video also has five sections: 1) a first viewing of the problem situation with Japanese used initially to set the scene; 2) a repeat viewing of the situation without Japanese; 3) a third playing of the situation with short pauses for dictation; 4) a replay of sections with the dialog appearing on screen, dictation answers highlighted; and 5) five short dialogs on similar problems, each repeated once, with multiple-choice questions.

This course has many recommendable features. First, it is the only video text I know that deals with actual problems that are likely to occur during travel. Others just cover routine situations, like checking in and ordering meals. The dialogs are short, simple, and clear but totally realistic, and the initial use of Japanese saves students any confusion about the situations. The five segments for each unit of the video with graduated tasks allow the students to gain progressive control of the material without overwhelming them.

The video format also relieves the teacher of the necessity of rewinding the tape for repeated viewings. The lessons, which take my classes about 45 minutes to complete, are easy to supplement with standard travel English exercises.

There is very little to criticize about this course. Without a background in French, I was unable to answer two of the French menu questions, and the answer to one of the hotel information sheet questions still eludes me. But these are very small complaints.

I had success using this course with three classes: false beginners, low intermediates, and a mixed-ability class. I eliminated the last listening exercise for the lower level students. Invariably, the classes embraced this book and felt that they had really learned something useful. This is a course I'll be using for a long time.



Recently Received

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

I recently received (appropriately enough!) a whole lot of reading-oriented materials targeting young people from elementary school to college entry level, so if reading and kids are your thing, check out the list and feel free to write me for more information. First notice = *; final notice = !. Final notice items will be removed April 30. Please adequately test materials in the classroom before writing a review. Materials requested by more than one reviewer will go to the most experienced reviewer. 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>

**A Dynamic Approach to Everyday Idioms*. Malarcher, C. Tokyo: Hokuseido, 2005. [incl. CDs].

**English: Everything You Need for English from Preschool to University on One DVD* (multimedia DVD-R with additional *English Lower Primary* DVD-R). Coonarr, Australia: NelsonEducation.com, 2005.

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].

**Into English*. Cronin, J. Kyoto: White Tiger Press, 2005. [incl. teacher's manual, CD].

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

**Red Brick Learning Letter Books* (26 books focusing on each letter of the alphabet; six copies of each). Lindeen, M., & Endres, H. J. (Eds.). Bloomington, MN: Red Brick Learning, 2005. [incl. teacher's guide, content cards].

**Red Brick Learning Phonics Readers Read-at-Home Books: Books 1-36* (six copies of each, plus photocopiable additions). Lindeen, M., & Endres, H. J. (Eds.). Bloomington, MN: Red Brick Learning, 2004. [incl. teacher's guide, content cards].

**Red Brick Learning Phonics Readers Read-at-Home Books: Books 37-72* (six copies of each, plus photocopiable additions). Lindeen, M., & Endres, H. J. (Eds.). Bloomington, MN: Red Brick Learning, 2005. [incl. teacher's guide, content cards].

**Talking about the Australian Mosaic*. Akazawa, J., & Bradford-Watts, K. Tokyo: Hokuseido, 2005. [incl. teachers' resource manual, CD].

**Thematic Reading: Wonders of the Real World*. Malarcher, C., & Janzen, A. Tokyo: Hokuseido, 2005. [incl. CDs and transcripts].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Yuriko Kite
<jj-reviews@jalt-publications.org>

**Applied Linguistics and Language Teacher Education*. Bartels, N. (Ed.). New York: Springer, 2005.

JALT Journal

is a refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

For more information and submission guidelines see <www.jalt.org/jj/>

jalt journal
全国語学教育学会

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

RECENTLY RECEIVED

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.



JALT One Free SIG Promotion—Please see the *JALT One Free SIG Promotion* in the centre of this issue of *The Language Teacher*.

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, the JALT Pan-SIG Conference 2005 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—Congratulations to BSIG member Mary Goebel Noguchi, who has been selected as the recipient of the 2005 TESOL Virginia French Allen Award for Scholarship and Service. Mary was nominated by JALT in recognition for her many years of service to the Bilingualism SIG. It is wonderful to see one of our founding BSIG members being honored with an international award for all the effort she has put into nurturing the SIG over the years. The award comes just as Mary has completed her 10th volume of the SIG's journal, the *Japan Journal of Multilingualism and Multiculturalism*. 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.

CALL—The CALL SIG invites you to join us at our annual conference. The JALTCALL 2005

Conference will be held in less than 2 months on June 3–5 at Ritsumeikan University BKC Campus, in Shiga (only 20

minutes from central Kyoto). As the theme is *Glocalization through CALL: Bringing People Together*, the focus of the conference is on the social dimension of CALL at the local and global levels. Our plenary keynote speaker will be Uschi Felix, director of the Research Centre for

New Media in Language Learning at Monash University. Hayo Reinders, director of the English Language Self Access Centre of the University of Auckland and Yukio Takefuta, professor emeritus at Chiba University will be making plenary addresses. There will also be paper and show & tell presentations, along with workshops and poster sessions. For more information on the conference and other CALL SIG activities, 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—The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both theoretical and practical topics related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to

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gender and language teaching—are welcomed. To see past newsletters, please visit our website at <www.tokyoprogressive.org.uk/gale>. You can submit a piece by sending it to one of our coordinators: Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, please use the form in the back of this *TLT* or contact Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

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 <kcates@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 lively energetic group of teachers sharing an interest in ways to promote learner development and autonomy. If you are interested in being part of the excitement of learning, why don't you take advantage of the JALT membership and join a SIG for free campaign and become a member. Joining 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. There is a full array of LD events in 2005 that focus on learning while teaching and teaching while learning. First on our list is a bunch of active people working 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. For details, please see the *AYA1* website <coyote.miyazaki-mu.ac.jp/learnerdev/aya/index.html>. The anthology will continue to feature Japan-based authors with *AYA 2* and will be published by the LD SIG in 2006 through email collaboration and a retreat this June in the Kansai area. Second, we have a hot lineup of six posters at the LD forum in a workshop format at the JALT 2005 National Conference in Shizuoka. The last but not least event is an LD conference retreat in Miyazaki, Kyushuu on November 19–20. For more information about the LD SIG, contact: Stacey Vye <stacey.vye@gmail.com>, or Marlen Harrison <scenteur7@yahoo.com>, or check out our website at <coyote.miyazaki-mu.ac.jp/learnerdev/>.

Pragmatics—The Pragmatics SIG is pleased to present its new publication, *Pragmatics in Language Learning, Theory and Practice*, which is the first volume in its series *Pragmatic Resources*. This is only the beginning, so if you are interested in contributing future articles or working on the editing staff, please be sure to contact us. Remember, too, that the Pragmatics SIG is one of the sponsors of the JALT Pan-SIG Conference 2005 on May 14–15 at Tokyo Keizai University. Check the website <www.jalt.org/pansig/2005/> for details. The new book will be on sale there!

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 4 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>をご覧ください。

Teaching Older Learners—TOLd You So! Come and join us at the JALT Pan-SIG Conference 2005 in Tokyo. The TOL SIG will hold a forum on the theme of *Older Learners' Motivation*. If you wonder why so many older people

TOLd You So!
Teaching Older Learners

are eager to learn English, you may find an answer at this forum. Enthusiastic older learners and teachers will meet there and discuss the hottest issue, their motives!

SIG Contacts

Bilingualism—Tim Greer; t: 078-803-7683; <tim@kobe-u.ac.jp>; <www.bsig.org>

College and University Educators—Philip McCasland (coordinator) <mccaslandpl@rocketmail.com> t: 0463-58-1211 ext. 4587(w), 0463-69-5523(h) <allagash.miyazaki-mu.ac.jp/CUE/>

Computer-Assisted Language Learning—Timothy Gutierrez (coordinator) <sig-coordinator@jaltcall.org>; Newsletter Editorial Team <sig-newsletter@jaltcall.org>; Peter Ruthven-Stuart (Program Chair); t: 0138-34-6448; <sig-program@jaltcall.org>; <jaltcall.org>

Gender Awareness in Language Education—Steve Cornwell; <stevec@gol.com>; <www.tokyoprogressive.org.uk/gale/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global/sig/>

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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!

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.



Akita: October—*An Overview of Moodle: Course Management System for Teaching* by **Thomas Blair**. Blair described the advantages and disadvantages of the open source software, Moodle, and demonstrated some of its useful features. There is very little support except from users, and the quiz feature is the most useful and easiest to use. Other features are: online journals, forums, chat rooms, and email. Moodle provides computer savvy teachers with some spare time a cheap and acceptable way to use the Internet with a class; however, a workshop is necessary to learn all the features in a reasonable amount of time, and students need to know how to type.
Reported by Jarrett Ragan

Akita: November—*The Lexical Approach and Making Vocabulary Memorable* by **Susan Barduhn**. Barduhn presented lexical approach concepts and participants tried various activities to internalize the concepts: recognizing chunks, matching, categorizing, sequencing, and deleting activities useful for this approach to teaching. Some simple experiments were conducted to demonstrate how our brains remember words. We remember best the first and last things we see or study, things that stand out, and things

that we can associate with previous knowledge. An exercise on cognitive and affective depth highlighted how these affect the learning of vocabulary. Tips on teaching the learning of vocabulary were given.

Reported by Jarrett Ragan

Gunma: January—*Class Activities for Developing Speaking Fluency* by **Yukari Saiki**. Saiki shared her assumptions that fluency is most effectively achieved when language input is absorbed because it is being used in a meaningful way, language form is less important than purpose of use, and second language learners are capable of processing much more than the limited number of language forms that have traditionally been prescribed. Saiki finds one way to help students reach fluency is to encourage them to use their personal experiences as a base for speech production. Teachers can create such an environment by providing familiar topics, well-known vocabulary and structures, and giving ample time for repetition.

3/2/1, a good activity for getting students conversing (adapted from Arevart, S. & Nation, P.,

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

1991), was demonstrated. Students sit in pairs and one student speaks for 3 minutes about what he or she did last week, during vacation, yesterday, etc. After 3 minutes, speakers move one seat to the left while listeners remain in their seats. The speakers then tell the same story to the new listener, but this time they have only 2 minutes. Lastly, the speakers all move to the left again and tell their story a third time in only 1 minute. Then the roles of speakers and listeners are switched and the process is repeated.

This activity creates an opportunity for repetition, yet the retelling does not become tired because the successively confining time limit causes the speakers to think dynamically about their monologue. It is difficult for students to talk about their experiences for 7 minutes straight, but if they can recycle material they can speak more with greater ease. This was just one of the good ideas that Ms. Saiki brought with her and I expect most of us will use some of the activities she presented in our classes.

Reported by David Gann

Kyoto: December—Teacher Talk, Student Comprehension, and Training for Elementary School English Teachers by **Emiko Yukawa**.

Over the last 6 years, Yukawa and her team of graduate students at Kyoto Notre Dame University observed common English lessons/activities (EL/A) in elementary schools. They found a lack of standardization because classes were optional, and that the content, scheduling, and staffing were decided by each school, making it very difficult to carry out studies on the long-term effectiveness of elementary school English programs.

Classroom activities were evaluated by going into many classrooms and observing, recording, and transcribing all the utterances to identify the function of each one in order to study how effectively English communication skills were being taught. Many schools used a form-based approach, focusing on language structure, and a lot of mechanical drills. This was successful with younger students because English was a new experience and such a learning approach suited their level of intellectual maturity. For the 4th–6th grades, however, communication oriented lessons were more successful because they found drills monotonous and needed intellectual stimulation.

The graduate students experimented with making successful English content-integrated lessons, and found that to be well prepared, such lessons require a good command of English on the part of the teacher, as well as a lot of time and training, but the students enjoyed such lessons, understood the teacher's messages, and responded appropriately. Further studies were carried out to evaluate student behavior, comprehension strategies, and teacher talk strategies.

The most recent research has been on the acquisition and retention of vocabulary knowledge, indicating that retention of vocabulary is related to whether the students have uttered the new words themselves rather than the frequency of exposure. The speaker concluded by calling for large-scale studies to find which knowledge and skills taught in EL/A are retained and the effects of current variables, such as the teacher's English proficiency, ESL knowledge, number of teaching hours, and the focus of their lessons.

Reported by Amanda Gillis-Furutaka

Kyoto: January—Dealing with the “X-Factor”: Group Dynamics in the Language Classroom by **David Barker**. Whether classes are wonderful to teach or don't work well is based on how much the students know and like each other—the X-factor. Teachers have little or no control over which students are enrolled in classes, but the X-factor can be dealt with by finding out more about the students in each class and how they relate to each other. Teachers can use this knowledge to avoid grouping students with people they dislike and help students integrate better.

Through a series of activities the speaker showed how the focus of students is on their classmates rather than the teacher. A language class is not like the real world in many ways, but the interpersonal relationships among the students are real. These relationships, and the emotions they generate, can impede or enhance language learning to a great degree. Teachers can measure the X-factor in their classes by getting the students to use a scale to indicate how well they know each of their classmates. This provides the teacher with a lot of information about individual students, about whether the class will work well in groups, and how the groups can be organized.

Activities that promote good class interaction include: not insisting that the students use only English in the first few lessons when they are still getting to know each other, **holding class parties, doing tasks that require the students to look at and think about each member of the class, using each other's names, and having the teacher encourage students to help when lapses of memory occur. The teacher has enormous power in making students be noticed in positive and negative ways.** Simply mentioning students by name can enhance their status and facilitate their integration in the class.

Reported by Amanda Gillis-Furutaka

Miyazaki: February—Dealing with Lazy Students by **Hiromi Maruyama**. Maruyama focused upon how to deal with lazy students—in particular the question of how to create a passion for English in them. Maruyama's solution was to focus upon setting attainable goals for learners such that intrinsic motivation is encouraged.

Reported by Mike Guest

Miyazaki: February—Teaching PowerPoint Presentations by **Sylvan Payne**. To avoid his earlier experience of student nervousness, toying with PowerPoint at the expense of focusing on the actual presentation content, and boring script-reading verbatim presentations where no one is listening, Payne advocates that actual PowerPoint skills NOT be taught until presentation themes have been established (preferably in pairs), researched, and written. It is also crucial that learners then be taught to summarize and abbreviate their presentations. Finally, **Payne related the success of learners presenting in a round robin format that allows each presenter a small, but attentive audience, as well as several opportunities to improve their presentations.**

Reported by Mike Guest

Miyazaki: February—Five-Step Process Writing Plan by **Garth Irons**. Irons' five steps are: 1) *brainstorming* through word and topic association; 2) *organizing* and *distinguishing* between needed and unneeded information; 3) *writing a first draft*; 4) *reviewing* by peers (including questions), and *re-writing* (this is where grammar, spelling, and other minutiae are

dealt with); and finally 5) *completing* the final copy.

Reported by Mike Guest

Nagoya: January—Using the Internet Without a Computer by Tom Robb. Robb explained how to use the Internet in classes where there is no access to it in the classroom. Three possibilities are: 1) **doing projects in the classroom that can be put on the web at a later date**; 2) **using materials taken from either authentic or ESL websites**; and 3) **focusing on students' access to the Internet outside the classroom.** Robb introduced web course management systems such as Moodle. Such systems allow students to access activities designed by the teacher, key pal, and chat functions. With limited contact time in the classroom, **these systems can give students extra exposure to English.** Everything the students do can be tracked by the teacher and used for grading. This feature, **along with attendance functions (particularly useful for large university classes), allows teachers to keep track of their students' progress.** For more details visit Tom Robb's homepage at <www.kyoto-su.ac.jp/~trobb/>.

Reported by Karen Hallows

Osaka: February—Obstacles to Improving English Learning in Japanese Schools and Universities by **Robert Aspinall**. Aspinall asked participants: "What obstacles to your teaching have you encountered?" and "Why do you think English instruction in Japan has so far had such little success?" Aspinall, a scholar of history and politics rather than linguistics who has written about language policy and cultural factors in language instruction, **stressed the "culture" of education in Japan (not the ethnological aspects of culture, but the established customs, expectations, and practices of how schooling is structured).** Aspinall offered a strong critique of current English instruction and pointed out that English is studied as a "paper subject" in most Japanese contexts, where proficiency in communication is less valued than knowledge about the language. Using examples from the 1950s to illustrate how chronic problems continue to hinder language learning in Japan, he recommended ending the common practice of requiring every university entrant to be tested in, and then to study, English; this one-size-fits-all approach

should be replaced by adopting British-style A-level testing of high school students, so that pupils who have a strong aptitude for or a strong interest in English can study intensively while those who have little interest can choose to study other subjects in greater depth.

Reported by Deryn Verity

Shinshu: January—Reading: How to Turn Students of Any Age into Bookworms by **Oliver Bayley**. Bayley incorporated lively activities to explore readers available to learners of all ages, introduced extensive reading, and contrasted it with intensive reading. Extensive reading involves reading a large volume of material that is well within student ability and which the students chose, while intensive reading involves reading a small amount of material that may be outside student ability, which was chosen for the students, and where skills such as translation are emphasized. Many reading activities in Japanese secondary schools are intensive, and while in-

tensive reading has a place in language learning, a balance between intensive and extensive reading is important.

Bayley also addressed how to set up an extensive reading program using three keywords: ease, choice, and enthusiasm. Offering as much choice as possible allows students to express their interests and opinions, and sharing the enthusiasm of extensive reading with colleagues ensures the program will continue after its founder has moved on. Bayley also introduced several free resources, including OUP's readers' page <www.oup-readers.jp/>.

Attendees were the first in Japan to see OUP's new *Dolphin Readers Series*, which is leveled according to the *Let's Go* series of children textbooks. Bayley explained that with young learners, developing habits they can use for a lifetime is essential and hopefully learners will progress into extensive reading in the future.

Reported by Theron Muller

Chapter Events

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

This month JALT chapters have a great variety of events planned for you. How about a *hanami* party? Or a hike around a lake? Whatever you try, you're sure to find some great new ideas at a local chapter event. As a JALT member, you may attend an event at any chapter at JALT member rates, which are free unless otherwise noted. 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.



Chiba—A Literacy Framework: Guided Reading Strategies by **Robert Baines** and **Ellen Kawaguchi**. Guided reading is a structured reading activity for informational texts that helps students make sense of information. The workshop format proceeds from presentation with completed samples to participant practice with graphic organizer templates currently used in USA high school and college English and ESL classes, with specific application to English-Japanese bilingual textbooks addressing vocabulary development and narrative texts. *Sunday April 17, 14:00-16:30; SATY Bunka Hall, Room 2, 4F, 1 min. walk from Inage Station east exit on JR Sobu Line; one-day members ¥1000.*

Gunma—STEP Goes International: Eiken USA and STEP BULATS by **Todd Fouts** and **Martin Nuttall**. STEP Eiken is creating new opportunities for Japanese students to study abroad. This presentation will cover recent changes to the test design and a number of new ways in which Eiken qualifications are being recognized overseas. The talk will also provide an introduction to STEP BULATS, Cambridge ESOL's Business Language Testing Service developed in conjunction with STEP. *Sunday April 24, 14:00-16:30; Maebashi Koka Daigaku; free for all.*

weblink: www.jalt.org/calendar/

Hamamatsu—Teaching Forum on Japanese Perspectives. In this meeting, a panel of Japanese teachers from various levels of the education system will address some of those frequently pondered questions about their teaching situations and provide insights and answers. If you have questions you'd like to have addressed by the panel, please post them on the Hamamatsu JALT website, <www.hamamatsujalt.org>. *Sunday April 10, 10:00-12:00; Hamamatsu, ZAZA City Bldg. Palette, 5F, Meeting Room A; one-day members ¥1000.*

Hokkaido—Teaching Children Workshop by **Peter Schinckel**. Two 1-hour workshops. The first workshop introduces JALT Junior Hokkaido as JALT Hokkaido's voice for teachers of children. The workshop gives teachers of children an opportunity to say what they would like from JALT Junior Hokkaido and help plan its future direction. The second workshop focuses on classroom materials and provides a chance for teachers to discuss, evaluate, and advise each other. Please feel free to bring any material samples that you use and wish to share. *Sunday April 24, 13:30-16:00; Hokkaido International School near Sumikawa Subway Station; one-day members ¥1000.*

Hokkaido—Distance Study: Getting Qualifications From Home by **Amanda Harlow** and **Sanae Kawana**. Going back to college and doing it as a distance student are double challenges. They entail considerable financial and time investment. However, if the program is chosen carefully, studying by distance should be a life-changing, positive experience. Join this forum discussion to hear about the experiences of two local teachers: how to choose a program, how to balance study and life, how to find resources, and how to retain your sanity! *Sunday April 24, 14:45-16:00; Hokkaido International School near Sumikawa Subway Station; one-day members ¥1000.*

Ibaraki—Activities to Get Students to Appreciate Mistakes and Risk More in Conversation; Self and Other Modelling by Regular Video Taping by **Tim Murphey**, Dokkyo University. *Sunday April 24th, 13:00-17:00; Tsukuba Gakuin University (formerly Tokyo Kasei Gakuin Tsukuba Women's University); one-day members ¥500.*

Kagoshima—Post Hanami Social. All members welcome. For more info, contact t: 099-216-8800; f: 099-216-8801 or by email at <seminar@jellybeansed.com>. *Sunday April 24, 19:00-22:00; by the side of the Koutsuki River; free for all.*

Kitakyushu—Ambiguity, Neutralization, and Telling the Truth: A Phonetic Approach to the Teaching of EFL Listening Comprehension by **Hiroshi Matsusaka**. The discrepancy between English as it is orthographically represented and the same English as it is phonetically realized makes listening comprehension difficult. Our students may think we are telling them that a sound is present where there are none, or no sounds are present where there is one, or one sound is present where another is! Matsusaka will focus on sound change in natural speech, the phonetic ambiguity that may result, and how we can prevent confusion as we teach listening comprehension. *Saturday April 9, 18:30-20:30; Kitakyushu International Conference Center, Room 31; one-day members ¥1000.*

Kobe—Global Education Through Roleplay and Simulations by **Kip Cates**, Tottori University and JALT's GILE SIG coordinator. Experiencing global issues such as war, peace, and human rights through roleplays and simulations can result in more powerful learning than by traditional teaching methods. This workshop will give participants the chance to experience a variety of activities on global education themes designed for English language learners. Participants will analyze the design of the activities, share thoughts about their impact, and discuss the pros and cons of experiential learning in EFL. *Saturday April 23, 16:00-18:00; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, Kobe; t: 078-241-7204; one-day members ¥1000.*

Kyoto—JALTCALL 2005, the annual conference of the JALT CALL SIG will be held June 3–5, at Ritsumeikan University Biwako-Kusatsu Campus. 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>

Chapter Events

or visit our recently redesigned website <www.kyotojalt.org>.

Matsuyama—*OUP Graded Readers* by Tonja McCandie, Oxford University Press. The presentation will focus on OUP's graded readers. McCandie will talk about the types of readers, how to incorporate readers into the curriculum, the advantages of using them with students, how to select the correct level, lesson plan ideas, and activities in the class. She will also answer questions that teachers may have about readers. *Sunday April 10, 14:15-16:15; Shinonome High School Kinenkan, 4F; free for all.*

Matsuyama—*Some Methods of Teaching English that Developed in Japan After World War II* by Kiyoshi Shioiri, Shinonome College. Four major methods of teaching English have risen in postwar Japan; *eigo de kangaeru* (thinking in English), *shikan rodoku* (reading out loud), *kangaeru eigo* (English through thinking), and contrastive analysis between English and Japanese. In this presentation we will examine the advantages and disadvantages of each method and try to figure out a better method of teaching English to Japanese learners. *Sunday May 8, 14:15-16:15; Shinonome High School Kinenkan, 4F; one-day members ¥1000.*

Nagasaki—*Boardwalk/Hanami Party*. April brings the beginning of spring, the start of classes, and our spring party. The purposes are threefold: to enable our growing membership and new executives to get to know each other, to brainstorm meeting ideas for the year, and to share ideas for our first classes from the perspectives of teachers or learners. If you are interested, please contact us by April 3. Check our homepage at <www.kyushuelt.com/jalt/nagasaki.html> for news about the precise location. *Sunday April 10, 14:00-16:00; location at Dejima Wharf to be confirmed; free for all, but other costs will be shared.*

Nagoya—*Using Dance Movement and Drama to Increase Bodily Awareness and Improve Body Language and Voice Resonance in the EFL Classroom* by Evangelos Diavolitsis, movement teacher. Two of the biggest problems facing EFL teachers are the students' fear of making mistakes and their lack of expression

when speaking English. With music and props, we will learn the parts of the body that keep us afraid and the means to encourage greater vitality, creativity, and enthusiasm in the classroom. Wear loose clothing and bring paper and pen. *Sunday April 24, 13:30-16:00; Nagoya International Center, 3F Lecture Room 2; one-day members ¥1000.*

Nara—*The Psychology of Difficult Students* by Curtis Kelly. Every college teacher must face students who are bored, indifferent, and even hostile. While there are no simple solutions for dealing with such students, four theories in psychology related to motivation, moral development, and learning provide fascinating insights. The presenter will also explain how our pedagogy is based on the industrial model, and how radical humanistic techniques can dismantle the *wall of fear*. *Sunday April 24, 14:00-17:00; Tezukayama University Gakuenmae Campus (JALT2004 Conference Site), facing south exit of Gakuenmae Station on the Kintetsu Nara line; free for all.*

Okayama—*An Analysis of Pragmatic Errors Based on Riley's Hypothesis* by Hiroko Murakami. Intercultural communication can be interpreted successfully only when we are sensitive to the socio-cultural rules of language use. This is an analysis of pragmatic errors. Some common inter-cultural errors which occur in language classes or in daily life in the early stages of living in Japan will be given. Examples of errors from a questionnaire as well as from personal experiences will be illustrated and error-correcting strategies will be discussed. *Saturday April 23, 15:00-16:00; Okayama Sankaku Bldg. near Omotecho in Okayama city; one-day members ¥1000; students ¥500.*

Okayama—*Student Evaluations of Teachers: What do the Learners Think?* by Peter Burden. The end-of-semester questionnaire has become a ritual. While the purpose of the evaluations is the improvement of teaching and learning, are the results used to benefit the education system? We assume that students answer honestly and willingly. But do they? This study asked students about their attitudes toward the evaluation: how conscientiously they responded, what purposes they think are served by the evaluations, and

what should happen to teachers who receive poor evaluations. *Saturday April 23, 16:00-17:00; Okayama Sankaku Bldg. near Omotecho in Okayama city; one-day members ¥1000; students ¥500.*

Okinawa—Oral Communication Benchmarks

by **Marcos Benevides**, University of the Ryukyus. The speaker will briefly examine two new language competency descriptor systems, the Common European Framework and the Canadian Language Benchmarks, and discuss the urgent relevance of such an open system for describing and assessing communicative EFL levels in Japan. *Sunday April 17, 14:00-17:00; Okinawa Christian College; one-day members ¥1000, free for first timers.*

Omiya—The Illusion of Synonyms by **Andy Boon**,

Takushoku University. This presentation questions the synonymic relationship between bias and prejudice. Firstly, the two terms are compared using their entries in the *New Oxford English Dictionary*. Secondly, the investigation examines bias and prejudice as they occur in a corpus to discover points of overlap and departure. Finally, the presentation discusses a number of implications for vocabulary teaching. *Sunday April 17, 14:00-17:00; Sakuragi Kominkan, 5F (near Omiya Station, west exit); one-day members ¥1000.*

Sendai—Goal Setting for the New School Year and My Share Activities That Work for Me.

In part one, participants will reflect on their teaching and ways they want to become more effective in the next year. This will be followed by a *My Share* session in which members share ideas and activities they find useful. *Sunday April 24, 14:00-17:00; AER Building, 28F, Kenshushitsu 2; one-day members ¥1000; students free the first time, ¥500 thereafter.*

Shinshu—16th Lake Suwa Charity Walk.

Join us in a walk around Lake Suwa to the Kamaguchisuimon Kanritou. Donations are invited for a local environmental group. This is a family event and we welcome children. Members of the Shinshu University Research Team will accompany participants and talk about ecological issues in easy-to-understand language. At the Kamaguchisuimon we will have

a forum with a quiz for children about their walk and a short musical concert. Then we will take a ferry back. Bring lunch, a pencil, and good walking shoes! *Tuesday May 3, 08:10-14:00; Lake Suwa at the lakeside Katakura Fireiai Nagisa (the outside auditorium); free for all.*

Toyohashi—Using Short Stories & Poems in Japanese University English Classes by

Hillel Wright. Using selections from the 2002 anthology *Faces in the Crowds: a Tokyo International Anthology*, we will explore the ways university English teachers can employ literature, in short forms, to inspire class discussion, provide topics for speeches or presentations, and present examples for writing assignments—either critical essays or creative works. The text chosen includes much material about present-day Japan by current residents. *Sunday April 17, 13:30-16:00; Aichi University Bldg 5, Room 53A; one-day members ¥1000.*

West Tokyo—Pizza Party and Listening Skills Workshop by **Karl O’Callaghan**,

Oxford University Press. In daily life, we listen twice as much as we speak and four times as much as we write. Unfortunately, Japanese students are rarely trained beyond the level of listening for specific information. Karl will overview the listening process, then sample activities designed to give learners tactics for listening that will encourage them to become better thinkers and language learners. Free pizza compliments of OUP. *Saturday April 16, 14:00-16:30; Tokyo Keizai University, Building & Room: TBA, check the West Tokyo JALT webpage at <www.geocities.com/jaltwesttokyo/> for updates; free for all.*

Yamagata—The State of Iowa in Terms of its History, Culture, Education, Language, etc.

by **Jeffrey Kirstein**, Yamagata University. The speaker will talk about the topic focusing on English as a means of global communication in the 21st century. *Saturday April 9, 13:30-15:30; Yamagata Seibu Kominkan, Kagota 1-2-23, Yamagata-shi; free for all.*

Yokohama—Children’s English Education at Bilingual and English Schools Across Asia by

Jason Good, Houghton Mifflin. We often hear that Japan is lagging behind the rest of Asia with children’s English education, but what is the

Chapter Events & Contacts

rest of Asia doing in this regard, especially in bilingual and English-based schools? We'll look at the bilingual movement across Asia, as well as the core of any bilingual curriculum: literacy, and how we teach this to children. *Sunday April 10, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama subway Isezakichojamachi; see <yojalt.bravehost.com> for details & a map; one-day members ¥1000.*

Yokohama—Collaborative Learning Through Debates by **Chantal Hemmi**, British Council. In this session, a hands-on workshop on how the language of debates could be practiced will be introduced using a game that incorporates topics grounded in the students' interests. Later, results will be presented of a small-scale interpretive research project on what the students learned through the debate activity conducted in two intermediate classes at Sophia University. *Sunday May 8, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama subway Isezakichojamachi; see <yojalt.bravehost.com> for details & a map; one-day members ¥1000.*

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Miyazaki—Hugh Nicoll; t: 0985-20-4788; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies; 0985-85-5931; <sdavies@miyazaki-mic.ac.jp>; <allagash.miyazaki-mu.ac.jp/MiyaJALT/>
Nagasaki—Michele Ruhl; <michele@net.nagasaki-u.ac.jp>; Tim Allan; <allan@kwassui.ac.jp> or <timothy_allan@hotmail.com>; <www.kyushuelt.com/jalt/nagasaki.html>
Nagoya—Katsumi Ito; t: 070-5642-3339; f: 0569-34-2489; <itokatsumi@h5.dion.ne.jp>; <jaltnagoya.homestead.com>
Nara—Ann Mayeda; <amayeda@m4.kcn.ne.jp>; t/f: 0745-46-2503; <www.jalt.org/groups/nara/>
Niigata—Mark Frank; <niigatajalt@yahoo.co.jp>; t: 0254-26-3109
Okayama—Gavin Thomas; <gavin_chiaki_thomas@ybb.ne.jp>; t: 086-277-2995

Okinawa—Marcos Benevides; t: 090-5923-8047;
<www.okinawateacher.com>

Omiya—Ted O'Neill;
<ted.oneill@b5notebook.org>;
<www.jalt.org/chapters/omiya/>

Osaka—Robert Sanderson;
<sanderson808@gol.com>; <www.osakajalt.org>

Sendai—Thomas Warren-Price;
<tomprice6@hotmail.com>;
<www.geocities.com/jaltsendai>

Shinshu—Kaneko Tami; t: 0266-53-7707;
f: 0266-73-3899; <tami@clio.ne.jp>

Shizuoka—Masahiko Goshi;
<goshimms@ybb.ne.jp>

Tokyo—Stan Pederson; <spjalt@yahoo.com>;
<www.jalt.org/groups/tokyo>

Toyohashi—Laura Kusaka; t: 0532-47-4111;
<kusaka@vega.aichi-u.ac.jp>;
<www.kokusai.aichi-edu.ac.jp/jalttoyohashi/
entry.html>

West Tokyo—Chris Sullivan;
<jaltwesttokyo@yahoo.com>;
<www.geocities.com/jaltwesttokyo>

Yamagata—Fumio Sugawara; t/f: 0238-85-2468
<chricofu@sgic.jp>

Yamaguchi—Yukiko Shima; t: 0836-88-5421;
<yuki@ed.yama.sut.ac.jp>

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

Job Information Center

...with Ted O'Neill <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or fax (03-3446-7195) Ted O'Neill, 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.



Aichi-ken—Nagoya University of Commerce and Business, Faculty of Foreign Languages and Asian Studies is hiring in the English Language Faculty and Mandarin Chinese Language Faculty. Appointments may be made at Professor, Associate Professor, or Assistant Professor level depending on experience.

Qualifications: Applicants for the English teaching position are required to hold or be in the latter stages of a PhD in a language-related field, have experience in teaching at University level, be published in the field, and have a keen and proven interest in research. Applicants for the Chinese Language teaching position are required to hold a PhD in Chinese Language, preferably in Teaching Chinese as a Second Language or a language-related field; have experience in teaching Chinese to foreigners as a second language at University level; and have

a keen and proven interest in research. **Salary & Benefits:** The initial appointment will be for 2 years, thereafter renewable annually. Salary is highly competitive including the opportunity to earn bonuses. **Deadline:** April 15, 2005.

Application Materials: Please send CV, a letter of interest, and the contact details, preferably email addresses, of three referees. **Contact:** Nathalie Kennedy, Executive Assistant to the President, Nagoya University of Commerce and Business, 4-4 Sagamine, Komenoki-cho, Nisshin-shi, Japan 470-0193; f: +81-561-75-2430; <nathalie@nucba.ac.jp>. For more details and application procedure, please see <www.nucba.ac.jp/en/info.html>. No phone correspondence will be entered into. Only successful candidates will be contacted.

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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 and have TESOL or other equivalent language teaching qualifications and more than 2 years experience in teaching adults. Additional business experience or background preferred. **Duties:** Maximum 25 teaching hours per week. Most are private lessons for business people, especially for engineers. **Application Materials:** A cover letter and up-to-date CV with photo. **Deadline:** Ongoing. **Contact:** Email CV and cover letter to <akemi.miyosawa@atoz-ed.co.jp>.

Niigata-ken—The International University of Japan in Niigata-ken is looking for temporary English Language Instructors to teach in its summer Intensive English Program for graduate level students from Japan and several other countries. The exact dates have yet to be confirmed, but the teachers' contracts will probably run from July 14 to September 13. The contract length will be 9 weeks: 1 week orientation & de-briefing and 8 weeks teaching. **Qualifications:** MA or equivalent in TESL/TEFL or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication would be helpful. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level students up to 16 hours per week; assist in testing and materials preparation; attend meetings; write short student reports; participate in extracurricular activities. **Salary & Benefits:** ¥850,000 gross salary. Free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Location:** Yamato-machi, Niigata prefecture (a mountainous region about 90 minutes by train from Tokyo). **Application Materials:** Submit a current CV, a cover letter, and a passport-sized photo. **Deadlines:** Please send application materials as soon as possible. The deadline is ongoing. Selected applicants will be offered interviews. **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator, International

University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, 949-7277; f: 0257-79-1187; <iep@iuj.ac.jp>.

Tochigi-ken—The Department of English Education at Utsunomiya University in Tochigi, Japan, invites applications for a 3-year temporary position at the assistant professor level in the graduate and undergraduate programs. The position begins September 1, 2005, for a 3-year contract. Utsunomiya University is an equal opportunity, affirmative action employer. **Duties:** The successful candidate will teach seven 90-minute courses per semester to include courses in academic English for nonnative speakers and courses in second language acquisition where the primary focus is to prepare students at all levels to teach nonnative speakers (10.5 classroom hours per week). Teaching hours will be included in a 40-hour work week. In addition to teaching responsibilities, the candidate should be willing to take on administrative responsibilities in the Department of English Education and to participate in university-wide committee work. **Qualifications:** An MA (minimum) or a PhD (preferred) degree in Applied Linguistics/TESOL or closely related field; native fluency in English; demonstrated enthusiasm for language teaching; demonstrated commitment to current language teaching methodologies. The candidate must have specialized interests in teaching English for academic purposes in the graduate and undergraduate programs and in selected areas in English language teaching in Japan, teaching methodology and curriculum development, and English structure. Teaching experience at the college/university level is desirable. **Salary & Benefits:** Will be commensurate with rank and experience and will be based on current Utsunomiya University salary scales. **Deadline:** Application materials must be received no later than May 31, 2005 and will not be returned. **Application Materials:** A letter of application, a CV, a representative publication or manuscript, an official college/university transcript, and a letter of recommendation. **Contact:** Professor Kiyoshi Nakamura Faculty of Education, Utsunomiya University 350 Mine, Utsunomiya, Tochigi 321-8505 Japan. Email inquires should be directed to Hideaki Hatayama, the Department of English Education <hatayama@cc.utsunomiya-u.ac.jp>.

Tokyo-to—The English Department at Aoyama Gakuin University seeks part-time teachers to teach conversation and writing courses at their Sagami-hara campus. The Sagami-hara campus is about 90 minutes from Shinjuku station on the Odakyu and Yokohama lines, and classes are on Tuesdays, Thursdays, and Fridays.

Qualifications: Resident in Japan, with an MA in TEFL/TESOL, English Literature, Applied Linguistics, or Communications; minimum 3 years experience teaching English at a university; alternately, a PhD and 1 year university English teaching experience. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. We are interested in teachers who enjoy working with other teachers as well as with their students. Publications, experience in presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to other universities in the Tokyo area. **Application Materials:** Write to us for an emailed application form. **Deadline:** Ongoing. **Contact:** Part-Timers, English and American Literature Department, Aoyama Gakuin University, 4 - 4 - 25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

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 your CV in English with a covering letter

addressing why you are appropriate for the job. **Deadline:** Ongoing. **Contact:** f: 03-3368-6605; <recruitment@beo.jp>; <www.beo.jp/recruitment.html>.

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

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Conference Calendar

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

New listings are welcome. Please submit information to the editor by the 15th of the month at <conferences@jalt-publications.org>, at least 3 months ahead (4 months for overseas conferences). Thus April 15 is the deadline for a July conference in Japan or an August conference overseas.



Upcoming Conferences

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 and related 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@nknuc.nknu.edu.tw>; <http://tell.nknu.edu.tw/conference/>

April 18-20, 2005—*The 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 the 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@relc.org.sg>; <relc.org.sg/sem_frame.htm>

May 13-15, 2005—*The Asian EFL Journal Inaugural Conference. The Future of English Education in Asia: Making Connections*, at Dongseo University, Pusan, South Korea. The Keynote Address will be given by Rod Ellis, University of Auckland, New Zealand, who will talk on: *Principles of Instructed Language Learning*. Other guest speakers include Phyllis Chew of Nanyang Technological University ELLTAS Singapore on *Asian Realities in English Learning* and Marc Hegelson of Miyagi Gakuin Women's College on *Extensive Reading: Effective Reading*. Contact: <conference_manager@asian-efl-journal.com>; <www.asian-efl-journal.com/conf_2005_schedule.html>

May 14-15, 2005—*JALT Pan-SIG Conference: Lifelong Learning*, at Kokubunji campus of Tokyo Keizai University. Chapter sponsors are West Tokyo and Central Tokyo, and SIG Sponsors are GALE, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners, and Testing & Evaluation. There will be two featured plenary speakers: Dr. Curtis Kelly of Osaka Gakuin University who will be presenting on methods for teaching adults, learning contracts, assessing needs, and theories of learning, and Michael Bostwick of Katoh Gakuen in Shizuoka who will be presenting on immersion education in English. Contact: <pansig2005@yahoo.com>; <www.jalt.org/pan-sig/2005/>

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 JALTCALL 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), and Yukio Takefuta (Bunkyo Gakuin University, Japan). Contact: <submissions@jaltcall.org>; <www.jaltcall.org>

June 11, 2005—*The Second Linguapax Asia International Symposium: Language in Society and the Classroom. Preserving Heritage and Supporting Diversity*, at the Canadian Embassy, 7-3-38 Akasaka, Minato-ku, Tokyo. 9:00-18:00. This symposium will bring together speakers and

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scholars from around the world with members of the general public to exchange views and develop a vision of how to promote bilingual and multilingual education, intercultural understanding through language education, respect for linguistic diversity and linguistic heritage, and the preservation and revitalization of minority and endangered languages. The symposium aims to raise awareness of the links between language, identity, and human rights, and to encourage the quest for harmony and mutual understanding within and among communities and nations. Pre-registration advised. Contact: <info@linguapax-asia.org>; <www.linguapax-asia.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, <ryoung@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>

September 25–28, 2005—*Applied Linguistics Association of Australia (ALAA) 30th annual conference. Language politics, including language policy, socio-cultural context and multilingualism*, at the University of Melbourne, Victoria, Australia. Linguistic understanding of our world has evolved through continuous applications in many of the spheres of our society, from legal representation to forensics, from speech rec-

ognition technology to genetics, from language teaching and learning to intercultural communication and interaction in professional practice. Plenary speakers include Bonny Norton, Guus Extra, Merrill Swain, and Michael Clyne. The following scholars will convene colloquia: Joseph Lo Bianco (University of Melbourne—Language policy and politics), Tim McNamara (University of Melbourne—Language, identity, and violence), Catherine Elder (Monash University—Languages other than English in the classroom and community), Lynda Yates (LaTrobe University—Pragmatics), Gillian Wigglesworth (University of Melbourne—bilingual education of indigenous children), Sophie Arkoudis & Kristina Love (University of Melbourne—International students in mainstream schools). Contact: <m.decourcy@unimelb.edu.au>; <www.alaa2005.info>

September 30–October 1, 2005—*The 30th Annual Conference of the International Association Language and Business (IALB)*, at Russian State University for the Humanities and Moscow State Linguistic University, Moscow, Russia. The topic of this year's conference is *Communication Services in the Context of Global Intercultural Exchange*. IALB's objective is to contribute towards improving the general level of foreign language knowledge and its application in trade and industry through close cooperation between trade, industry, education, and research. Contact: <gudrun.jerschwo@rz.hu-berlin.de> or <manfred.schmitz@intertext.de>; <www.ialb.net>

Calls for Papers/Posters

Deadline: April 15, 2005 (for October 7–9, 2005)—*SLRF 2005. SLA Models and Second Language Instruction: Broadening the Scope of Enquiry*, at Teachers College, Columbia University, New York. This conference is devoted specifically to exploring interfaces between SLA research and second language instruction. Colloquia, individual papers, and posters are therefore solicited which, from a variety of perspectives, investigate SLA as it relates to various aspects of second language instruction ranging from classroom practices to syllabus design, material development, curriculum development, policy making, and assessment. Contact: <slrf2005@tc.columbia.edu>; <www.tc.columbia.edu/academic/tesol/SLRF2005/index.htm>

WIRED

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



Software for students of Japanese

Christopher Glick

The University of Tokushima

This article will look at some of the Macintosh and Palm software choices available to students of Japanese as a second language. The world of shareware, freeware, and donationware (meaning payment is nice but not required) tends to provide highly specialized choices, which, when used in conjunction, can often provide comprehensive solutions for users of both the Macintosh and Palm operating systems. Both platforms offer speedy English-Japanese dictionaries and flashcard programs. The latter even offers a kanji writing practice application. In short, you can be ready to study the Japanese language anywhere.

While computers are not crucial to second language learning, they can facilitate the process. Desktop and handheld computers typically offer access to multimedia courses and Internet tools, as well as traditional dictionaries and flashcard programs. However, handhelds offer far greater mobility and convenience to let you study nearly anywhere, anytime. Foreign language students should consider these choices if they wish to maximize their opportunities to learn a foreign language, especially as language learning software can be difficult to find or use because of operating system (OS) language constraints.

Macintosh software

For many people, desktop and laptop computers are probably what come to mind when thinking about language-learning technology. Such machines offer great speed for inputting, outputting, and processing massive amounts of

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 <tlwired@jalt-publications.org> or visit our website at <www.jalt-publications.org/tlwired/>.

data. While there are complete home language training solutions such as those marketed by **Rosetta Stone** <www.rosstattone.com/home> or **Audio-Forum** <www.audioforum.com>, for many users a flashcard program and bilingual dictionary can go a long way toward meeting one's needs.

Kotoba <www.kung-foo.tv/kotoba/index.php> is a donationware, automatic flashcard program for Macintosh OS X. The program's window can be set to float above all other windows or behave like a normal application window. Its transparency can also be adjusted so windows beneath it can be partially seen when in floating mode. The font face and size can also be freely set. Open the program's file editor (or import a pre-made list) to add your words for training. In short, although it does not collect statistics about which *kanji* you know, Kotoba shows you, at user-defined intervals, the *kanji* of your choice, followed by some more text (e.g., the *onyomi* or *kunyomi*), and finally yet more text (e.g., the definition or an example). Kotoba can also be used to study other languages.

Bilingual dictionaries in most European languages are readily available for many operating systems from vendors such as **Ultralingua** <www.ultralingua.com/en/index.html>. However, bilingual Japanese-English dictionaries targeted at non-Japanese speakers can be another matter. One possible choice for Macintosh OS X is **WordLookup** <www.lindesay.co.nz/page_wordlookup.shtml>, a free program that provides multilingual translation through downloadable databases. This program will likely satisfy your basic translation needs, but for only \$25 **JEDict** <www.jedict.com> for Macintosh OS X is well worth a look. In addition to its bundled databases,

from its website you can download a variety of free supplemental dictionaries covering topics on anything, from Japanese place names to forestry terms to medical vocabulary. Dictionaries can be toggled on and off easily depending on your reference needs. Leaving all dictionaries on (i.e., *loaded*) does not noticeably slow search speed, but it can produce overwhelming numbers of suggested and near hits. To search for *kanji*, you can assemble them from their component strokes, radicals, and *bushu*. You may also select them in Cocoa applications, then select Send to JEDict from the Services item under the File menu to look up kanji quickly (e.g., in an email).

For those with fulltime Internet access, **NetD** <www.croxy.com/projects/netd-e.html> is a free multilingual dictionary that uses online dictionaries to translate between English and Japanese, as well as a few other languages. This handy application sits in your menubar, so it is accessible at all times.

Palm software

Unlike desktop computers, PDA systems have until quite recently been greatly limited by the cost of flash memory, as well as the limitations of their operating systems. One result of this is that Japanese language Palm OS applications will not display legibly on English Palm OS devices without the use of third-party software that consumes large amounts of operating memory. However, Japanese Palm OS *should* run most English and other 1-byte Roman alphabet languages without trouble.

For those with \$25 to spare, Gakusoft's **KingKanji** <www.gakusoft.com> (for Windows as well) replaces your pencil and paper by letting you write kanji onto the PDA's screen. The program's download includes several kanji databases taken from various textbooks (currently eight). These databases are loaded into memory to become flashcards with three fields: In the top field, English words or phrases appear; in the large bottom field, you write kanji. When you are finished writing, you click a button to show the correct kanji, then mark whether you drew it correctly. The program's own kanji can usually be clicked to show short animated sequences that draw the kanji in proper order. KingKanji can usually recognize when your strokes are nearly correct (such strokes are colored blue) or flat-out wrong (colored in red), although

some strokes seem almost impossible to write correctly. Upgrades are increasingly improving the program's accuracy in detecting writing mistakes.

Walking JE (<www.palmgear.com>; search for *Walking JE*) is a fast, bilingual, Japanese-English dictionary. Using *romaji* input, the program will work on both Japanese and English Palm OS machines. It displays kanji by itself independently of the OS. Inputting romaji for Japanese words yields English words that can in turn be clicked to yield Japanese hits, inputting an English word yields a kanji (a graphic, not text, so a Japanese OS is unnecessary) and its reading in romaji, which can also be clicked to translate in reverse. It is not the most comprehensive of dictionaries, but for daily use, Walking JE is very useful, and is only \$20. Its sizable databases can be moved to external memory cards, thus freeing up valuable working memory.

If you do not know the reading of a kanji and must resort to another method (such as counting strokes), the freeware **Dokusha** <www.geocities.com/andrew_brault/dokusha/> is what you need. It can search kanji by stroke count, radical, bushu, yomikata (reading), four corner, and SKIP and JIS codes. When the desired kanji appears, you can click it to see its component radicals, various data, and common characters with which it commonly appears in combination. For many users, the most useful function will be the Find First button that appears when you find a kanji. Clicking this button yields a list of kanji with the target one appearing first. Users scroll down until they find the two-character combination they were searching for. Dokusha also allows translating from English, but this function is far slower than Walking JE, and thus not recommended. In addition to its core kanji-searching functions, Dokusha has a flashcard option and the ability to read EUC-encoded Japanese Palm DOC files, meaning you click on a kanji in a document and you get the English for it almost immediately. For Macintosh OS X, the donationware application **PalmDocConverter** <loki.kppm.cz/index.php?lang=en&item=PalmDocConverter> can make the needed conversion. As with Walking JE, the majority of Dokusha's dictionaries can be moved onto external media to keep the PDA's working memory free for other applications.

For those who have Japanese Palm OS devices, one bilingual dictionary choice is **RoadLingua** <www.absoluteword.com/engjpn/>, which contains 78,912 entries.

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Conclusion

Whether you are a serious student of Japanese or merely in need of occasional translations, many software choices, some of which have been described here, exist for users of Macintosh and Palm OS computing devices. Digital dictionaries

can speedily assist you and let you store commonly sought words. Other applications can teach you kanji through flashcards or even how to write. In short, technology gives you fewer reasons not to be able to study and learn Japanese at your convenience.

Old Grammarians . . .

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



The unthinkable has happened. *The Language Teacher* has gone pop. This month marks the debut of an entertainment-purposes-only humor column which will appear every 2 months, or until enough signatures are collected to have it stopped. It is written by Scott Gardner, a former editor of *TLT* who appears to have suffered some long-term effects.

Welcome to *TLT*'s Humor Column

A while back it was decided that *The Language Teacher* needed a facelift—again. Some years ago our readers were introduced to soothing traditional Japanese art tastefully distributed among the pages. Then later came the article titles in double-bold fat lettering. And now we have front covers in psychedelic colors. You can bet that sometime before December they'll be including 3-D glasses in the back of every *TLT*.

It's interesting to reflect on how editorial decisions on appearance and format are made. First of all, thoughtful readers often send in suggestions for improvements in the style and professionalism of the journal. *TLT* staff members also typically come forward with input on how to make *TLT* more readable and edgy for newer readers. All of these great ideas are carefully pooled by the editors, categorized, and then collectively ignored.

Now and then, however, a suggestion comes along that seems to stick out, primarily because of where it comes from: Above. Thus, one little nudge from the Publications Chair at JALT is able to set in motion the sweeping improvements in *TLT* that you now enjoy.

In that same spirit of change, we at *TLT* decided to create a space for a lighter look at life in Japan and at the world of language learning familiar to most JALT members. We wanted something short, witty, not too heavy, and not too crude. We wanted something that teachers could rap about in the hallways between classes. Mostly, we wanted something to fill half a page when Autobacs took a look at our demographics and pulled their ad at the last minute. And so, we hereby present **Old Grammarians: the Humor Column**.

There was no small difficulty in selecting a good name for the column. Some notable alternatives were **Strained Expectations** (from a definition of humor by Kant); **Just After Breakfast** (from a definition of humor by Attila the Hun); **Full Frontal Lobotomy** (from a drinker's joke whose punch line I can't remember); **Yo, No Soy!** (I really can't explain this one); and **Retch-a-Sketch** (rejected without debate).

Please bear in mind that this is a humor column in its infancy. There are still many bugs to work out—one of them being how exactly to spell *humor*. Another important demand of this fledgling column is quality control. I assure you that I'll do my best to steal my material from only the best joke collections, mass emailings, and blogs that 10 minutes of Googling have to offer. If I ever get a budget from Publications I may even canvass a few JET parties for good material.

Well, there you have it. The first *TLT* humor column is already over and done with. Watch this space for more fun, antics, or possibly advertising.

Submissions

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

日本国内での語学教育に関わる投稿をお待ちしています。できるだけ電子メールにリッチ・テキスト・フォーマットの添付ファイルでお送り下さい。郵送の場合には、フロッピーディスクかCD-ROMにラベルを張り、プリントアウトしたものと一緒にお送り下さい。書式はアメリカ心理学会(APA)スタイルに基づき、スタッフリストページにある各コラムの編集者まで締め切りを留意して、提出してください。提出されたものにつきましては編集者に一任していただくこととなります。

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名の査読委員により、研究水準、関連性、結論などの独自性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語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.

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

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

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

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

読者の意見: *TLT*に掲載された記事へ意見をお寄せ下さい。編集者が適切だと判断した場合には、著者の考えと並べて掲載したいと思えます。実名記載になります。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

マイシェア: 学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,600字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気を付け下さい。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, 1½ months prior to publication.

Send as an email attachment to the JALT Focus editor.

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

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

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

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

掲示板: 日本での論文募集や研究計画は、オンライン<www.jalt-publications.org/lt/focus/>で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーは Conference Calendar で扱います。

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

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

Send as an email attachment to the Book Reviews editor.

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

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

Chapter Reports. The column is a forum for sharing presentation synopses held at JALT Chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Submissions should:

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only. Faxed and/or postal submissions are not acceptable
- be approximately 300 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.
支部会報告: JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600文字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者名、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受取いたしませんので、ご注意ください。

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

Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 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か月前までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

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

- contain the following information: City and prefecture, Name of institution, Title of position, Whether full- or part-time, Qualifications, Duties, Salary & benefits, Application materials, Deadline, Contact information
- not be positions wanted. (It is JALT policy that they will not be printed)
- Deadline: 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。県と都府市、機関名、職名、専任か非常勤かとの区別、資格、仕事内容、給料、締め切りや連絡先を発行2ヶ月前の15日までにお知らせ下さい。特別の書式はありません。JIC担当編集者に電子メールの添付ファイルでお送り下さい。

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

- be up to 150 words.
- Deadline: 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。

The Language Teacher

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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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Join or renew

JALT (全国語学教育学会) について

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

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

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

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

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

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

会員及び会費：会員及び年会費：年会費にはJALT出版物の購読料及び支部の会費も含まれています。個人会員（10,000円）。学生会員（6,000円）- 日本にある大学・大学院・専門学校に在籍する学生を対象。ジョイント会員（17,000円）- 同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部。団体会員（6,500円/人）- 同じ住所で登録する5名以上を対象とし、JALT出版物は5名毎に1部。入会・更新申込みは、例会で行うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さい。海外からは国際郵便を替へてJALT事務局に送るか、又はCitibankより送金してください。詳しくはJALT事務局に問合わせてください。

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Story Space

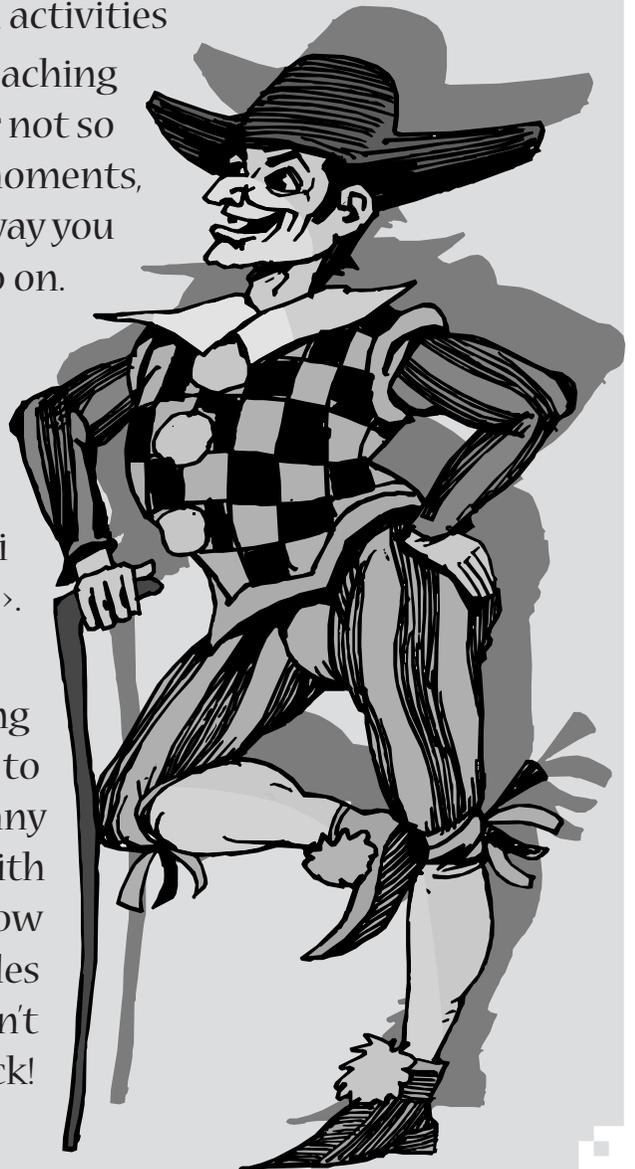
You are invited to share your short (maximum 10 minutes) stories in the **Story Space** at JALT2005. This will be a room, not for formal presentations, but for an exchange of ideas and revelations in a relaxed atmosphere (with tea and cookies available).

Stories are invited in the following broad categories:

- Storytelling performances (folk tales, etc.)
- Hands-on demonstrations of story-based classroom activities
- Stories from your teaching experience: wonderful (or not so wonderful) classroom moments, incidents that changed the way you look at teaching, and so on.

To reserve a time slot, please send the title and a brief description of your story or activity to Charles Kowalski <kowalski@tbd.t-com.ne.jp>.

Also welcome are storytelling materials (books, props, etc.) to put on display. If you have any materials you have used with success and would like to show others, send an email to Charles or just bring them along. (Don't worry, you'll get them back!





We've all got stories to tell. Remember the first day you walked into a class with all those eyes staring expectantly at you? Or go back a little further and remember as a student the conversations you had with your friends about new teachers after class was over. Our experiences, their experiences; our ideas, their ideas; our activities, their activities. Let's share these stories—and others—at JALT2005!

JALT2005

The Japan Association for Language Teaching
31st Annual International Conference on Language Teaching and Learning
& Educational Materials Exposition

— October 7-10, 2005 —

Granship: Shizuoka Convention and Arts Center, Shizuoka, Japan

Plenary Speakers

- ➔ Jennifer Bassett
(Oxford University Press)
- ➔ David Nunan
(Thomson Learning)
- ➔ Kumiko Torikai



Highlights:

- ➔ Educational Materials Exposition
- ➔ Non-native English Speaking Teachers (NEST) Workshops
- ➔ International Food Fair
- ➔ Skill-up Workshops
- ➔ Job Information Center
- ➔ Special Interest Groups
- ➔ Poster Sessions
- ➔ Social Events



Featured Speakers

- ➔ Wiley Blevins (Scholastic)
- ➔ Martha Clark Cummings
(Teachers College, Columbia Univ.)
- ➔ Clyde Fowle
(Macmillan LanguageHouse)
- ➔ Kathleen Graves
(McGraw-Hill Education)
- ➔ Jann Huizenga
(Oxford University Press)
- ➔ Chris Kennedy
(David English House)
- ➔ Michael McCarthy
(Cambridge University Press)
- ➔ Deborah Phillips (Longman ELT)
- ➔ Susan Stempleski
(Thomson Learning)

<http://conferences.jalt.org/2005/>