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So much positive energy and enthusiasm for teaching and learning are expected at the JALT Conference. That energy, along with chances to interact and network with other teachers is what draws me to the event. It’s a chance to actively contribute to language teaching in Japan. — Joe Siegel

Inspiring, exciting, invigorating, refreshing, stimulating, wonderful... Meeting so many great minds, getting a chance to interact with others is what brings me to the conference. It’s fantastic to be part of such a vibrant community. Of course, being way up north, a trip to any big city is appealing too... — Mark de Boer

For me, it’s about the collective enthusiasm of the people who care so much about what they are doing. It’s infectious and stimulating. I always take away a renewed desire to better myself and try that bit harder... as well as a slightly sore head. — Andrew Atkins

I am always able to find a few solid threads of interest within all the presentations being given, and it’s interesting to see what directions people who have invested energy are taking with their investigations and explorations. Good brain food to keep you inspired. — Matthew Walsh

Practically and psychologically, spiritually, JALT International is a reassuring lighthouse in sporadic semi-dimness for me. A bright beaconed haven of kindred spirits, mirror stories, reminding me I’m not the only one undergoing certain ordeals in both classroom and conscience. Parts of my teacher’s tapestry worn faded or threadbare get mended. I’m restored there. — Paul Hullah

Find your thread from Oct 31 to Nov 3 in Tokyo
See our website for more information
<conferences.jalt.org/2008>
May is one of my favorite months because the weather is lovely. During the Golden Week holidays, people might go to some parks or gardens to enjoy new green leaves. Some TLT readers might want to avoid crowded places and stay indoors reading. For you, the May issue provides thoughtful articles and useful news.

In the Feature article of this month, Brian Rugen discusses excerpts from group discussions and analyses the positions taken by a moderator and three Japanese preservice teachers of English in Japan, based on positioning theory. In Readers’ Forum, James Sick interviews Jack Stenner. In this interview, Stenner discusses the Lexile Framework and its potential application to L2 reading. Also, in Readers’ Forum, Haruyo Yoshida introduces the concept of project-based learning and presents a project-based case study which was conducted during a preservice teacher training.

For the My Share column this month, Stephen Pihlaja demonstrates how blogs can enhance the classroom experience, while Junko Matsuzaki Carreira provides a content-based lesson based on rice. Finally, Simon Robinson offers a lesson plan for using the Oscar-winning documentary, An Inconvenient Truth. Book Reviews this month include Eigo de Ittemiru My Life, a useful phrasebook reviewed by Jillian Schlicher and Dynamic Presentations, a textbook to help students both write and deliver effective presentations by Dale Brown.

The staff at TLT hope you will enjoy the articles and learn something from this issue. We also hope you can start your teaching refreshed after the Golden Week break.

TLT Japanese Language Editor
Sachiko Takahashi
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**Correction**

The appendix for David Leaper’s article “Using group discussions for self and peer-assessment” in last month’s TLT were inadvertently omitted, but may be downloaded from: 
[<jalt-publications.org/tlt/resources/2008/0804g.pdf>](http://www.jalt-publications.org/tlt/resources/2008/0804g.pdf)

We apologise for the omission.

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**PAC7 at JALT2008 Conference — TIP #79**

"*Start making connections now so that when you go to the conference, you’re going to meet up with friends, not be looking to make friends.*"

There are a number of ways to get started:

- Join a SIG and **go deeper** into some ELT area.
- Join one of the many ELT online mailing lists and **start posting**.
- **Get out to a JALT chapter meeting** in your area and **meet people**.

Stay tuned to the TLT for a new interactive pre-conference forum that will be starting up at the end of the summer. It will provide **oodles of opportunities to collaborate with like-minded conference goers**!
Narratives-in-interaction: Discursive identity work of preservice Japanese teachers of English

Brian Rugen
University of Hawaii at Manoa

The focus of this article is on narrative self-construction among Japanese preservice teachers of English. Previous research of this kind has tended to focus on identity through a life-history or life-event approach to narrative (Georgakopoulou, 2006). As an alternative to this mainstream approach, or narrative as cognitive structure, this paper follows a social constructionist perspective which views narratives as discursive actions. The purpose of this article is to suggest how a “discursive” approach to identities in narrative, focusing on conversationally embedded narratives (Ochs & Capps, 2001), may be a useful one for researchers interested in narrative self-construction in the field of English language teacher education in Japan.

Conversational narratives, or narratives-in-interaction, are short and refer to stories told and negotiated in everyday conversation. Here, I follow the seminal work of Ochs and Capps (2001) which extends the narrative canon to include these kinds of stories. These are stories that seem to pop up in everyday interactions and may be about small incidents of no particular importance. They differ from mainstream narratives in that they do not necessarily reflect on a speaker’s life or events the speaker has lived through, and they are not elicited by a researcher in an interview setting. They represent a type of narrative activity which has gone relatively unnoticed by researchers, despite being highly relevant in revealing aspects of identity construction that have otherwise remained hidden. For example, they may reveal contradictions and moments of trouble and tension as preservice teachers navigate various, often contradictory,
positions. This, in turn, allows us to legitimize the negotiation management of these competing positions in order to help teacher educators and supervisors understand patterns of struggle for Japanese students preparing to teach English and what kinds of assistance will be most useful.

Why identity? In her work on teacher education and preparation, Danielewicz (2001) notes, “Becoming a teacher means that an individual must adopt an identity as such” (p. 9). Because of the enormous complexity of teaching, to do it well, says Danielewicz, requires one “inhabit the classroom as if it is the most natural place in the world” (p. 10). As such, “teaching demands nothing less than identity to accomplish these tasks; this is more than just playing a role” (Danielewicz, 2001, p. 10). Identity here is defined as the discursive construction of membership in a social group or category (Kroskrity, 2000). In order to develop better educational practitioners, we need to pay more attention to the person who teaches, rather than simply the what or the how (Palmer, 1998).

Furthermore, researchers have noted the connection between identity and narrative. Our stories are the narrative expressions of who we are. Mainstream narrative studies, which take a life-story or life-event approach, view narratives as retrospectives, opening up views of past lives for the purpose of identity analysis. “These stories,” note Bamberg and Georgakopoulou (under review), “have often been taken as more or less unmediated and transparent representations of the participants’ subjectivities and from there as reflecting back on their identities” (p. 1). These mainstream strands of narrative research have certainly been valuable in drawing our attention to the importance of narrative as a principal means through which people make sense of the world. However, I believe it is time to extend our view of narrative and, as Ochs and Capps (2001) state, “to probe less polished, less coherent narratives that pervade ordinary social encounters and are a hallmark of the human condition” (p. 57).

In this paper, then, I want to take this idea—the idea that identities are constructed and emerge in talk-in-interaction, specifically narratives-in-interaction—and apply it to English language education in Japan. To do this, I draw on positioning theory, specifically Bamberg’s version (2003), with theoretical roots in narrative theory and ethnomethodology/conversation analysis (CA), to analyze an example of a conversational narrative. Positioning theory considers how a narrator and audience position themselves interactionally and has been used to analyze the construction of identity in conversational narratives. Bamberg’s approach is especially useful in that it strikes a balance between an orientation that views subjects as being positioned by dominant discourses, on the one hand, and an orientation that views subjects as positioning themselves and subjectively constructing these discourses, on the other. This is especially relevant in Japan, where discussions in our field often focus only on how teachers are being positioned by dominant discourses, without considering how agency may operate at the same time, allowing for positions to be interactively constructed and/or resisted.

According to Bamberg’s version, we may follow a three-step procedure for analyzing the positions taken in an interaction:

1. Positioning level 1: The first step involves an analysis of how the characters are established in the story and how they are established with respect to each other. Here, we may ask the question: What is the story about and how are the characters depicted?
2. Positioning level 2: The second step involves an analysis of the interaction between participants and how the story gets told in the interaction. Here, we may ask the question: Why and how is this story told among participants at this point in the interaction?
3. Positioning level 3: The third step involves putting it all together in an analysis of how speakers and audiences establish a particular sense of (them as) selves” (p. 336).

By analyzing these three interrelated levels of positioning we may discover how narrative positioning partly constructs the self.

Data and analysis
I have chosen an excerpt of talk from a larger collection of data on the topic of narrative self-construction. This particular example comes from a moderated group discussion between Yuko, Atsushi, and Daisuke (pseudonyms), all Japanese students enrolled in an English teacher education
course at a university in Tokyo, and the researcher, a graduate student from the U.S. Although the language used in the discussion shifts throughout the discussion, in this particular excerpt, participants are speaking in English (except for a very brief shift to Japanese in lines 6-7).

In the turns prior to this excerpt, they have been talking about the characteristics of English education in secondary schools in Japan. It had just been mentioned that the school where Daisuke completed his student teaching has a good reputation. The excerpt begins approximately eight minutes into the discussion and is initiated by Atsushi, who asks Daisuke for the name of the school where he did his student teaching.

Let us proceed, then, with Bamberg’s three-step framework for analyzing the interrelated levels of positioning at work in this short narrative about a student teaching experience. The complete excerpt on which the following analysis is based may be found in the Appendix.

Positioning level one: What is the story about and how are the characters depicted? All the characters in this story—the students, the Japanese teachers of English, and the three native English-speaking teachers—are constructed anonymously. They are, however, endowed with certain attributes. The students are constructed as “feel boring,” or bored. They are positioned as passive; “everyday they have many homework and uh and they come to school and the English class is only just correct answers,” and the constructions “feel boring” and “just correct answers” index a generalized and recurring state of affairs. In a sense, this positions students as unaccountable for their success as English language learners.

The Japanese teachers of English are constructed as responsible for classes where students “only correct the answers.” The native English-speaking teachers’ classes are constructed as “play the works and some activities they played,” or, we can assume, leading some other kinds of activities in the class other than “correcting answers.” Here, the audience can infer that the two groups of teachers do different things in the classroom. Extending this thought, then, in lines 48 and 49, we can assume that Yuko’s description of the activities in the native speaking teachers’ classes are “not boring.”

First step is important because the way in which characters are depicted in a story, and often implicitly evaluated, signals how speakers want to be understood by their audience (Bamberg, 2004). Consider the following examples:

a. “So, teacher, Japanese teachers’ class is only correct the answers…” (Line 41)

b. “And native teachers teaches twenty students. And they play the works and some activities they played.” (Line 48-49)

These two utterances differ in how the speaker positions the Japanese teachers and native English-speaking teachers in the story, as well as how the speaker positions herself. Both are also loaded with different moral evaluations as a result of the different ways Yuko depicts the teachers and classes in her story. In addition, by describing her students as feeling bored with a particular approach to English instruction, Yuko is positioning herself as a particular kind of person. We might say that, at that point in the interaction, she has positioned herself as a student teacher who is sensitive to students’ feelings and as someone who may recognize the value in alternative pedagogical approaches—a young, accommodating, sensitive student teacher.

Positioning level two: Why and how is this story told at this point in the interaction? This second step involves an analysis of the interactional accomplishment of the story—how conversational resources are managed to co-construct the story. Why is this level important in an analysis of narrative self-construction? Wortham and Gadson (2006) note, “By virtue of telling a particular story in a particular way, narrators position themselves interactionally with respect to their interlocutors” (p. 324). As conversational narratives emerge from turn-by-turn talk, it is useful to examine the talk preceding and following the story. I will raise just two points in this section.

First, the literature recognizes two ways for introducing stories into conversation: (a) when a participant is reminded of a particular story from the prior talk, and (b) when a story is methodically introduced into the talk (Liddicoat, 2007, p. 281). In Yuko’s case, she is reminded of a particular story from prior talk. However, in contrast to typical cases noted by Jefferson (1978) in which the introduction of a story is preceded by a disjunct marker (e.g., oh, by the way or incidentally), Yuko instead begins the story following a gap in the talk. Unlike cases where a silence may be attributed to a particular speaker, in this case any of the speakers could have legitimately spoken. However, it is Yuko who takes up the turn in line 11 (“I went to the high school and I went to the private school”), positioning herself as a person...
who is willing to take the lead in this conversa-
tion—a move attuned to, perhaps, her desire for a favora-
able relationship with the adult moderator. Here, it is im-
portant to consider more than two potential audiences: her peers and the adult moderator. The opening of the story also suggests Yuko is sensitive to the concerns of her peers too, as a fellow student who has experienced student teaching. I would argue that the audience she has in mind may be both the moderator and her peers. Other studies (Bamberg, 2004) have shown how a principal narrator may target only one audience member in a group discussion. Nevertheless, these rhetorical decisions have implica-
tions for how narrators want to be understood in the interaction. Her story is also successful in not only securing the space in which to tell the story, but also in procuring its tellability—whether a story can be told at a particular mo-
ment in a particular conversation. This is evident in the vocalizations in lines 13 and 16, “Yea, mmhm” and “mmm”, which align the speakers of these vocalizations as the story recipients. These vocalizations signal an understanding of the talk as participants decline opportunities to produce any talk in these positions (Schegloff, 1982). This further indicates that stories are interactionally accomplished and depend on the collaboration of participants to succeed.

Second, as for the interactional accomplishment of the narrative closing, Liddicoat (2007) notes that “a story about ‘something wonderful’ will not be seen to be properly complete until some-
thing occurs which is recognizable as ‘wonder-
ful’” (p. 286-7). In a similar fashion, Yuko’s story about something “boring” (the style of English instruction she encountered during her student teaching experience) cannot be seen as properly complete until something actually boring occurs, for example focusing on grammar instruction and correcting answers. In line 54, near the end of the excerpt, Atsushi repeats Yuko’s “so boring” utter-
ance. This overlapping hitch (Schegloff, 2000) is not deployed randomly, but serves as a device which allows Atsushi to display an understand-
ing of the prior story, fashioning its completion with a recipient response. Yuko’s understanding of Atsushi’s utterance as a signal for the story’s completion is evident in the subsequent pause and Yuko’s decision to pass up a turn of talk. Therefore, just as Yuko positions herself as some-
one willing to take the lead in the conversation at the beginning, she positions herself at then end as someone attuned to Atsushi’s utterance of under-
standing, displaying a deference that is common within a peer-like relationship. These examples, at the beginning and at the end, support my inter-
pretation that the audience she has in mind may be the moderator and her peers.

Positioning level three: Who am I in all this? We have looked at how the characters in the story are drawn up (level one), and briefly at the coordina-
tion of interaction between conversation partici-
pants (level two). At this final level, we consider levels one and two together, along with the domi-
nant discourses participants made relevant in the interaction. It is here where we come full circle, addressing what I mentioned above as a balance between an orientation that views subjects as being positioned by dominant discourses, on the one hand, and an orientation that views them as positioning themselves and subjectively construct-
ing these discourses, on the other.

Interestingly, two dominant discourses have been made relevant in this interaction. First, the teachers in this story are constructed as native versus non-native speakers, reflecting a domi-
nant discourse as such. Jenkins (2003) cites a problem with this perspective, “The first group [native speakers] have always been considered superior to the second regardless of the quality of the language its members speak” (p. 15). Despite the questionable assumptions on which this dichotomy rests, the discourse is made relevant. Second, there is an appearance of a prevalent dis-
course regarding exam pressures, and how these pressures may restrict the possibilities of doing anything but teaching from a textbook (correcting answers).

Positioning herself within these cultural scripts, Yuko construes herself—as a student teacher at this school—as acutely aware of and sensitive to the monotonous activity of grammar exercises and correcting answers. Her position becomes less self-incriminating when she says, “I think it’s um bad and maybe they feel boring.” This evaluative utterance works to reduce her affiliation with the idea. We can assume she is invested in a different teaching approach. Second, by taking a kind of middle ground, the participants are able to con-
strue themselves as thoughtful and open-minded educators; “balance is important” with respect to a discourse on competing styles of teaching (i.e., the native speaker versus non-native speaker) that is made relevant in the story.

Yuko can be heard as juggling two storylines—one according to which she can be seen as a thoughtful English teacher who wants to make learning fun (not boring) for students; the other in which she comes across as acknowledging
the necessity of such “boring” work and noting
that balance is important. And this is what we
might expect with Japanese preservice teachers of
English often faced with contradictory messages
during the preservice years. Seidhlofer (1999)
calls this a “striking discrepancy”—that being the
“idealistic” visions of global ‘real world/whole
person’ concerns” versus the “practical matters
which impinge directly on teachers’ daily prac-
tice” (p. 234).

Conclusion
The point of this interpretive analysis has been
to explain a new set of tools and a new way of
thinking about narrative self-construction as a
discursive process, emerging in local interactions.
Positioning theory helps us understand how sub-
jects construct themselves in their conversational
narratives vis-à-vis dominant discourses and vis-
à-vis other participants in the interaction.

According to recent research from the American
Educational Research Association (AERA), for re-
searchers interested in teacher education, and the
outcomes of teacher education, better tools need
to be developed and available for such inquiries
(Cochran-Smith & Zeichner, 2005, p. 20). If one
of the outcomes of a teacher education program
is the development of a teacher identity, then
this study is significant in that it seeks to expand
our understanding of narrative self-construction
within teacher education and provides a set of
tools to do so.

Furthermore, this research offers the possibility
of utilizing its findings for the design of interven-
tions in teacher education programs which are
sensitive to the everyday concerns of Japanese
preservice teachers of English. This is especially
important in a contemporary climate where
contradictory discourses may pull teachers in
different directions. Seidhlofer (1999) suggests
that it is up to teacher education to address these
issues and prepare teachers for “the demanding,
even daunting task of coping with the contradic-
tory powers of educational ideologies and market
forces in order to negotiate the gaps between
global claims and local conditions” (p. 235). For
example, if it is indeed the case that Yuko is jugging
two story lines, then what kinds of assistance can we
offer in teacher education programs which address these concerns?

Finally, for those interested in narrative inquiry
this study has suggested that we pay more atten-
tion to conversational narratives. Bakhtin (1986)
calls conversational narratives a “primary genre.”

In other words, they are the most common form
of narrative in our lives and so it makes sense to
direct our attention to this genre in our work here
in Japan.

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Brian Rugen is currently a doctoral candidate in the College of Education at The University of Hawaii at Manoa. Prior to entering this doctoral program, he worked as a full-time lecturer in Japan for 4 years. He has taught courses in multicultural education to teacher candidates in Hawaii and a variety of language proficiency courses in Japan, Hawaii, and Russia.

His research interests include discourse analysis, narrative inquiry, teacher education, second language writing, and global Englishes. He is currently working on ways of integrating narrative inquiry into second language teacher education programs in Japan. He can be contacted at rugen@hawaii.edu.

Appendix

Excerpt 1.1

Participants: M—moderator; Y—Yuko; A—Atsu-shi; D—Daisuke (pseudonyms)

1. A: May I have (. ) the name (. ) of your school?
2. D: Hachioji Higashi
3. A: °Hachioji Higashi°
4. (2.2)
5. A: °I don’t know°
{Laughter from everyone}
6. Y: It’s so famous. (.1) maybe many students may (.9) can go to (.8) Todai=
8. Y: Tokyo University
9. D&A: Hm:::
10. (2.5)
11. Y: I went to the high school and I went to the pri- private school.
12. Y: they’re um: (.8) they have junior high school and high school and six months, uh, six, six [years together].
13. D: [Yea, mmhm].
14. Y: And, I (.9) I belong the third grade and I thought English class is more
15. Y: focused on the ↓ grammar=
16. D&A: =mm
17. Y: And (. ) I thought it is diffi- diff- mm: maybe (1.0) >strange< but
18. Y: um (.7) °the° many of the (. ) time they are just [((…))]°
19. ?: [Ah::]
20. Y: >correct correct answers> they have many=
21. ?: =[Mm hm hm]<
22. Y: [they] students have many home- work >everyday they have< many
23. Y: homework >and uh< and they come to school and the English class is
24. Y: only: [huh huh huh]
25. D&A: [Heh heh]
27. A: O[h:
28. D: [Ahhh:]
29. Y: One class is forty-five minutes. But, uh: (1.0) 20 minutes or so they
30. D: =they [check
31. Y: [correct
[laughter from everyone]
32. Y: check their answers. (.8) I think it’s [um bad and maybe they] feel boring.
33. D: [Mm::]
34. A: Yes.
35. (1.5)
36. A: °Which which school did you go?°
37. Y: I went to Keisen Keisen chugakuen
38. A: °oh I [know°
39. Y: [Di- do] you know?
40. (2.0)
41. Y: So, teacher, Japanese teacher(,)s’ class is only correct the answers and they
42. Y: have three native teacher (. ) teachers. They taught <English
43. Y: speaking (. ) class.>
44. M: Together with the Japanese teacher?
45. Y: No ,[only::
46. M: [just ] by himself
47. Y: just by himself. And maybe they are twenty students. They’re cut half of
48. Y: the class. And native teachers (.9) teaches twenty students. (2.0) ((…))
49. Y: and they play the: works °and° some activities they played.
50. A: I think balance is important=
51. Y: =[Yea::]
52. A: [is necessary]
53. Y: but but correct answers is so:: boring
54. A: >so boring<
55. (2.0)

56. A: Uh: so...entrance exam is (.8) big problem I think, so...

Transcription Conventions
(0.0) Pause or silence, estimated to the nearest tenth of a second
= Latching, or interruption, of successive talk
[...] Overlapping or simultaneous speech, with the utterances vertically aligned and marked with brackets
: Elongation of prior syllable
↑ Rising intonation
↓ Falling intonation
˚...˚ Quieter than surrounding talk
_____ Emphasis (underline)
CAPS Strong emphasis (capitalized utterance)
>...< Accelerated talk
<...> Drawn out talk
((...)) Talk unclear or inaudible
{...} Comments by transcriber including para-linguistics/non-verbals

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Interview with Jack Stenner: Matching readers with texts

Keywords
Reader ability, text difficulty, reading comprehension

Jack Stenner is the co-developer of The Lexile Framework for Reading (Knickelbine, Schnick, & Stenner, 2000) and CEO of MetaMetrics Inc., a privately held company that develops scientifically based measures of student achievement. He will be a featured speaker at the upcoming Pacific Rim Objective Measurement Symposium (PRoMS), an international conference to be held at Ochanomizu University, Tokyo, August 1-3, 2008 (<www.proms-tokyo.org>). The Lexile Framework for Reading is widely used in the United States for assessing both L1 English reading ability and the difficulty of reading materials. In this interview, Stenner discusses the Lexile Framework and its potential application to L2 reading.

James Sick
J. F. Oberlin University

Sick: Could you tell us briefly what The Lexile Framework for Reading is?

Stenner: The Lexile Framework for Reading is widely used in the United States to match first-language readers with appropriate reading materials. Currently, about 28 million American students receive a Lexile reading ability measure each year. In addition, Lexile measures are available for more than 100,000 fiction and non-fiction books, 80 million articles, and 60,000 websites.

Sick: I’m a bit confused. Is the Lexile Framework a measure of reading ability, or of text difficulty?

Stenner: It is both. Reader ability is measured using a test or assessment that has been linked with the Lexile Framework. Text difficulty is measured by a computer program from the scanned text. Both are reported in a common unit called a Lexile. The comprehension that a particular reader will enjoy when reading a particular book, article, or website is a function of the difference between the reader measure and the text measure. For example, Harry Potter and the Goblet of Fire has a readability measure of 880 Lexiles (880L). A reader with a Lexile ability measure of 880L would be expected, according to our measure- ment model, to be able to read Goblet of Fire with a comprehension rate of about 75 percent.

Sick: So when the reader and the text measures are aligned, we expect a reading comprehension rate of about 75 percent?

Stenner: That’s correct.
Sick: A comprehension rate of only 75 percent seems a bit severe. In L2 Extensive Reading, one rule of thumb is to target texts with a 90 to 95 percent rate of comprehension in order to promote reading fluency and discourage over-reliance on a dictionary.

Stenner: Fair enough. A very useful property of the Lexile Framework is that an estimated rate of comprehension can easily be calculated from the difference between the Lexile reader and text measures. For example, if a reader’s Lexile measure is 250L higher than the text measure, we forecast a comprehension rate of 90 percent. If the reader’s ability is 250L below the text, we forecast a comprehension rate of only 50 percent. Therefore, to read *Harry Potter and the Goblet of Fire* with 90 percent comprehension, a reader would need an ability of 1130L (880L plus 250L). If your reader has a Lexile ability measure of, say, 600L, he or she should seek texts at about 350L in order to enjoy a 90-percent comprehension rate.

Sick: Are Lexile measures for various texts easily available?

Stenner: Yes. We provide two free resources online at <www.lexile.com> to search for titles among the 100,000 fiction and non-fiction books with Lexile measures: the Lexile Book Database and the Find a Book site. The Lexile Book Database enables users to search for books based on criteria such as Lexile range, title, author, keyword, and ISBN. The Find a Book site enables users to build reading lists based on Lexile range and personal interests. Lexile measures for millions of periodical articles can be found using resources such as ProQuest, EBSCO, and Thomson Gale. In addition, we provide a Web-based tool called the Lexile Analyzer® that can be used to produce a Lexile measure for submitted text. The Lexile Analyzer is free to educators for non-commercial use. Teachers can go to our website and use the Lexile Analyzer to obtain a Lexile measure for any scanned or original text.

Sick: Could you elaborate a bit more on text readability? How are Lexile readability measures calculated?

Stenner: Readability in general refers to the demands that the vocabulary and syntax of a text place on the reader. Various readability indices have been formulated over the years. They generally use statistical characteristics of the text, such as average number of words per sentence or syllables per word, as proxies for syntactic complexity and semantic difficulty. These variables are incorporated into a formula that may or may not indicate some reference to reading ability, such as a grade level equivalence. Lexile measures are based on statistical transformations of sentence length as an indicator of syntactic complexity and word frequency as a proxy for semantic difficulty.

Sick: By word frequency, you mean how commonly a word appears in some corpus of written text?

Stenner: Yes. We now have a six-billion-word corpus based on all of the books that we’ve scanned and measured. Our proxy for semantic difficulty is a statistical transformation of how frequently the word appears in our corpus.

Sick: How does the Lexile Framework differ from other readability indices such as the Gunning-Fog or the Flesch-Kincaid index? Have you found the Lexile measures to be better predictors of reading comprehension?

Stenner: Not necessarily. All readability indices, including Lexile and the two that you mentioned, incorporate similar variables in their equations and tend to correspond quite closely with each other. We settled on words per sentence and word frequency because they lend themselves quite well to high-volume computer analysis, not necessarily because we argue that they are better predictors. As I said, our research indicates that all of the readability indices produce similar results.

Sick: So what sets Lexile measures apart?

Stenner: What sets The Lexile Framework for Reading apart from other measures of text difficulty is simply that we place the reader and the text on the same scale, and that permits a fairly precise estimate of how well a particular reader will understand any measured book, article, website, or teacher-produced text they might encounter. In the L1 reading classroom, we’ve recognized for a long time that reading skill can vary widely within a single grade level. In fact, a reader range of 900L in a single classroom is not uncommon. This is about the difference between *Harry Potter and the Goblet of Fire* and a beginning reader such as *The Cat In The Hat*. A vague correspondence between text difficulty and grade equivalence is not adequate. What we are attempting to do with the Lexile Framework is to make public the correspondence between numerous published texts and multiple ways of getting a reader ability measure. To date, over thirty different tests of reading comprehension have been linked with
the Lexile Framework, so that students taking these tests can view their results in both the test-specific metric and its Lexile equivalent.

Sick: So a main purpose of the Lexile Framework is achieving standardization of some sort?

Stenner: Yes, you could say that. We argue that what we need is some unification. We are trying to reduce the overhead on educators, who may need to be familiar with several different readability indices or, when kids enter from another school district, different state-mandated reading tests.

Sick: Speaking of tests, the next question I have is how can we obtain Lexile measures for our L2 English readers in Japan?

Stenner: To measure reader ability, you need an assessment that has been linked with the Lexile Framework via a controlled linking study or has been developed to report results directly in Lexiles. A list of about 30 commercial tests that report results in Lexiles can be found at our website. Popular ones include the Scholastic Reading Inventory (Scholastic, 2008) and Pearson PASeries (Pearson, 2008), which are available in both paper and electronic forms. The SRI has a computer-adaptive version, based on an item bank with about 5,500 items.

Sick: EFL reading skill is often measured with the TOEFL or TOEIC. Have either of these been linked with the Lexile scale, or are there plans to do so?

Stenner: No, neither of those tests has been linked with the Lexile Framework. Linking them would require a request from the publisher followed by a linking study. The MetaMetrics business model is to offer the Lexile scale as an open standard, but to charge publishers a licensing fee to use a certified Lexile measure. Whether publishers will see value in doing so is largely a matter of customer demand.

Sick: So how widely, if at all, has the Lexile Framework been used in EFL contexts?

Stenner: I’m unaware of the Lexile Framework being used in any ELT context outside of the United States. That would be a new, but rather interesting use of it. We do, however, have the Lexile Framework in use in several of the large Spanish speaking areas of the US, such as Houston and Miami. School districts in these areas have many students who speak English as a second language and who make use of Lexile measures in the classroom.

Sick: Does the Lexile Framework work similarly for such students? Is the forecasted rate of comprehension the same whether the reader is a native English reader or an ESL reader?

Stenner: That is an interesting empirical question, and we would be quite interested in collaborating with L2 reading researchers interested in investigating the issue. At this point, we have one small study of 56 Spanish speakers who speak English as a second language. In this study, we found no difference between these learners and native-speaking English readers in terms of what our theory predicted they would understand and what they were observed to understand. But I would have to say the question is still open.

Sick: What will you be talking about at the PROMS conference in August?

Stenner: In addition to a keynote, I’ll be making several presentations at PROMS. On the language learning theme day, I will talk about the Lexile Framework—what it is, what it means, and why it is useful in reading instruction. I will also be presenting a data-driven study that contrasts measurement of human temperature with the measurement of reading ability, and showing how generally objective measurement can be realized in both contexts. I will also be demonstrating a new MetaMetrics product called MyReadingWeb.

Sick: Could you tell us a bit about MyReadingWeb?

Stenner: MyReadingWeb is a new web-based product that has just come out of beta testing. Imagine a content silo stacked with 100 million graded articles in English spanning the developmental continuum from 200 to 1500 Lexiles. Readers can search for content based on their own Lexile measure and personal interests, or be assigned appropriate articles that have been screened by a teacher. A teacher could, if desired, locate a range of articles on the same topic, global warming for example, and assign them to students within a class based on individual reading skill and test difficulty. This would ensure that all readers are engaging similar content without overburdening the weaker readers. It might also get around the necessity of having to test readers to determine their Lexile measure. A reader could just enter with some guess as to where to start and then select text that is more or less difficult until they locate where they feel comfortable reading.
Sick: Where does all of this content come from?

Stenner: We contract with content aggregators, who are constantly adding new content in order to keep articles timely and up-to-date. The content ranges from journal articles to public domain text. In the United States, aggregators such as EBSCO and ProQuest collect articles from periodicals that span the text continuum from elementary magazines to scholarly journals. All of these will be represented in MyReadingWeb.

Sick: Can teachers add their own content?

Stenner: In the current version no, but there is no reason why that feature couldn’t be added in future versions.

Sick: This sounds like quite a useful resource.

Stenner: And there’s more. As learners complete reading tasks, a MyReadingWeb utility is able to build cloze test items automatically, providing both teachers and learners with ongoing assessment of reading comprehension, based on what students have just read. In this sense, the system blurs the distinction between instruction, self-study, and assessment.

Sick: It sounds like a fascinating resource and I’m looking forward to seeing the demonstration at PROMS. I’d like to thank you for taking the time to share your thoughts with us.

Stenner: It’s been my pleasure.

References

James Sick is an assistant professor in the English Language Program at J. F. Oberlin University, Tokyo. His research interests include individual differences in language learning and Rasch measurement in language education. He is one of the organizers of the Pacific Rim Objective Measurement Symposium (PROMS) to be held at Ochanomizu University, Tokyo, August 1-3, 2008 <www.proms-tokyo.org>.

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This article introduces the concept of project-based learning and presents a project-based case study. Project-based learning is a comprehensive instructional approach to engage students in sustained, cooperative learning. Within this framework students collaborate to make sense of given topics. Project-based instruction differs from traditional inquiry by its emphasis on students’ artifact construction to represent what is being learned.

In this case study 36 Japanese college students intending to become English teachers participated in an intensive TEFL (Teaching English as a Foreign Language) course for 3 days, 8 hours each day. The participants took part in project-based learning guided by the Intel Teach program, which helps teachers understand how, when, and where to bring technology tools and resources into their classrooms. They discussed cross-cultural communication and social consciousness in small groups and prepared trial lesson plans for teaching English to junior high school students, including creating a project for junior high school students. On the third day, the participants filled out a self-assessment sheet and a questionnaire in order to clarify the effectiveness of the project-based learning.

Results revealed two important effects of the project-based learning:

1. The participants understood the concept of project-based learning through the active discussion of cross-cultural communication and social consciousness.
1. はじめに

グローバル化の進む今日、英語教育においてコミュニケーションツールとしての英語をより実践的に学習者に学ばせることが重要となっている。また、平成19年11月7日に公表された文部科学省教育課程部会による「教育課程部会におけるこれまでの審議のまとめ」において、外国語に関しては、「聞いたり読んだりした内容を踏まえて、自らの考えなどを発信できるよう、中・高等学校を通じて、「聞く」「話す」「読む」「書く」の4技能を総合的に育成する指導を充実する」という指導が提案されている1)。このような英語科教育の位置づけは、より実践的なアプローチを重視した形で、関心・意欲・態度の育成に有効な題材を用い、4技能を総合的に指導するところが求められる傾向にある。さらにこの英語科教育においては、外国語学習に対する関心・意欲を高め、学習の目的に自ら「気づき」、自発的・持続的な学習を促し、「聞くこと」「話すこと」「読むこと」「書くこと」の四技能を自らの体験等と結びつける形で、総合的に育成することが特に求められるだろう。

このような授業展開を可能にする一つの手段として、本稿では、社会との関わり・他者との関わり・自己との関わりを有機的に捉えていく学習スタイル「プロジェクト型学習」を取り上げ、教科教育のカリキュラムの中で行われた事例を紹介する。このような実践事例は、将来英語教員を目指す教員養成のための「英語科教育法集中講座」の中で行われたが、そこでの「プロジェクト型学習」の効果と有効性について述べていく。

2. プロジェクト型学習とは

「プロジェクト型学習」とは、その用語については正式な定義はされていないが、課題解決などのようなプロジェクトの遂行を通じて、テーマに関わる知識の獲得だけではなく、その遂行の過程で得られるさまざまな能力を得ることを目的とするものである（妹尾他、1998；東野他、2007）。導入・課題設定・企画などの学習プロセスと個人・グループなどの学習スタイルを効果的に組み合わせることにより、ならうとする能力・態度の育成につなげることができる。さらに、活動によって生み出された学習の成果を実社会と関連させることにより、実験体験を伴って、社会・他者・自己との関わりを持つことができる。学習の成果を実社会に提案したり関与したりすることによって、成果物の質の高さも求められるところに、それが発達段階に応じた知識・技術の向上に結びつく。

このような、プロジェクト型学習に必要な視点は、社会との関わり・他者との関わり・自己との関わりの3つが有機的につながったものである。この視点をもとに、どのような社会との関わりを活用するか、その社会との関わりに必要な能力・態度は何か、その能力・態度を育成するためにどのような知識・技術が必要か、その知識・技術はどのように社会と関わっているのか、ということを常に意識させながら学習を進めることが重要である。

2.1 社会構成主義の立場から

プロジェクト型の協同学習は単なるグループ学習ではない。グループで活動しても「何を学習したのか」という意識が低かったり、それぞれの関わり合いが薄かったりした場合は協同学習とは言えない。他者と相互作用の中で知識が構築されていくプロジェクトが重要な活動になるからである。プロジェクト型の協同学習は、その方法を真似するだけでは効果が高まらない。協同で取り組む意義について、教育者側も学び、その上で、その効果を高める努力が必要である。協同学習を支える理論は、社会構成主義の考え方である。それは、知識を個人の産物とは捉えず、関係性の産物と捉える。したがって、相互の協力による問題解決的な学習を志向する。

Vygotsky（ヴィゴツキー、2003）の「発達の最接近領域の理論」も協同学習を支えるものとなっている。発達の最接近領域とは、学習者が独自で解決できる水準と、他人との協同で解決できる水準との差異によって決定される領域を指す。子どもが協同で解決できることは、やがて独自で解決できるようになるというものである。

2.2 プロジェクト型学習の5つの仕掛け

プロジェクト型学習を成立させるためには、次の5つのポイントに留意することが求められる（Thousand, et al., 1994)。

① 伸びたい能力にこだわる：プロジェクトの遂行（課題解決）を通じて、テーマに関する知識の獲得だけではなく、その遂行の過程で得られるさまざまな能力を得ることを目指す。そのために、プロジェクトを遂行するうえで必要な知識・スキルを受講者が自ら開発できるように、基礎となるスキル・トレーニングを実施する。

② 成果物を社会に還元する：論理的思考観点で完成度の高い成果物を目指す。

③ 評価を活かす：評価軸を設定する。プロジェクトのねらい・テーマ・成果物に応じて、企画・制作のポイントとなる要素を導き出し、整理した上で評価軸として設定する。さらに、その評価軸を共有することで、企画・制作の指針となり、常に原点に立ち戻って批評する観点を持つことができる。

④ 継続的・発展的なリサーチ・プロセスを取り入れる：論理的思考力の観点で完成度の高い成果物（提案活動）を目指す場合には、学習段階に応じた情報収集・リサーチが鍵になる。

⑤ 個人→グループ→全体の共有で思考を深める：「個人」で考えた後、「他者」に共有するステップを取ることで、複数の情報共有の手法を組み込むことで、目的に応じて手段を選択する視点を持つことができる。もう一つのねらいは、企画や制作に不可欠なコミュニケーションの育成にある。情報共有することで、一人の気づきよりも複数の気づきによって視点が広がり、新しい発想の糧となることを体感し、課題解決に向けたグループ・ワークの価値を理解することが重要である。

3. インテル® 教育支援プログラム

インテル基金とインテル・コーポレーションは、教育振興を目的に日本を含む50カ国以上において、インテル®教育支援プログラム（伊藤他、2007）により、高度な教育水準と21世紀型スキルの指導と学習を推進している。基本
理念は、教育は、それぞれの人が知識経済で成功できるかどうかを左右する重要な要素であり、情報通信テクノロジー（ICT）の確かな知識・問題解決・批判的思考・コラボレーションなど、重要な21世紀型スキルを提供することである。

インターン®教育支援プログラムの中の一つであるIntel® Teachプログラムは、プロジェクト型学習の授業を展開する上で手引き書となるものである。その内容はおおよそ、「単元プラン」「カリキュラム構成質問」「ループック評価に基づく評価シート」から成り立っている。

① 単元プラン
授業全体を通しての骨子となるもので、総時間数や評価の観点、授業を通してのねらいなどを書き込むことになる（資料1参照）。

② カリキュラム構成質問
その単元を通してのねらいや学習の意義を受講者に気づかせるために設定する質問で、以下の3段階の質問が用意されている。

本質的質問：単元の学習目標を通して、幅広い深い気づきを促す。たとえば「仲間とは何か」という質問は、人間を含め生き物全体の観点から課題を提示する。

単元質問：より主題と課題に近い質問で、特定の内容に沿った枠組みを作り、より巧緻な本質的質問に導く役割を持つ。たとえば「カエルとヒキガエルは仲間か」という質問は、特定の領域に働きを持つ。

内容質問：具体的な学習活動に結びつく質問で、いくつかの内容質問への取り組みが単元質問の答えにつながる。たとえば「カエルの天敵は何か」など。

これらの質問に答えながら問題解決を行いつつ掘り下げていくことで、より深い気づきを促す。

③ ループック評価
受講者の学習過程も重視した評価方法である。従来の手法では評価しにくいとされていた「過程」の部分を客観的に評価することができるので、プロジェクト型学習の定義や意義については理解していたが、授業時間内に取り込むのは難しいのではないかという問題点が提起された。

そこで、2007年12月18-20日の3日間の大学の集中講義において、Intel® Teachプログラムを用いてプロジェクト型学習を実施した。参加者は、国立大学Bの外国語学部の英語科教育法受講者3・4年生計36名で、グループ分けられて模擬授業を行い（各グループ2回）、自己・相互評価と共にアンケート調査を行った。

4.1 方法
2007年12月18－20日の3日間の大学の集中講義において、Intel® Teachプログラムを用いてプロジェクト型学習を実施した。参加者は、国立大学Bの外国語学部の英語科教育法受講者3・4年生計36名で、グループ分けられて模擬授業を行い（各グループ2回）、自己・相互評価と共にアンケート調査を行った。

4.2 学生が受ける活動の流れ
1日目
Intel® Teachプログラムを用いたプロジェクト型学習・単元プランの立て方などの説明を受ける。

2日目
模擬授業のモデル提示を受け、受講者役で参加する。6グループに分かれる（1グループ6名）、授業案を練り、単元プランを作成する。

3日目
グループ内でディスカッション後、2回目の授業案を立てる。活動開始：模擬授業2回目。ループック評価に基づいて作成された自己・相互評価シート（資料2参照）に記入。

アンケートに記入。

4.3 具体例
各グループが取り組んだトピックは、「スペイン語圏の料理」「Let’s love!」「携帯電話との付き合いを見直そう」「アダムとイブが出逢った証（結婚について）」「Are you beautiful?」「なんで私たちは結婚できない（同性愛について）」であった。「異文化理解」と「社会的還元」というテーマに基づき、教員の立場からグループ・ディスカッションをしながら単元プランを作成した。

4.4 結果と考察
自己・相互評価シートとアンケート調査より以下のが判明した。

① 自己・相互評価シート
グループごとに自己・相互評価シートの対比を行った。表1が評価シートのまとめの例（グループ1）である。表1は、学生が教員側と受講者側に立った場合の評価を示している。

教員側（自己評価）：「授業目標への気づきへの誘導」、「プロジェクト型学習の英語教育への効果」、「課題の発想力を育む」以上の観点が、授業中的得点と自己評価シートの内容から得られる。

学生側（他者評価）：「授業内容の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ」、「授業の充実度」、「授業の参加度」、「授業の理解度」、「授業の面白さ'
YOSHIDA

表1 グループ1の評価シートのまとめ

<table>
<thead>
<tr>
<th></th>
<th>教員側（自己評価）</th>
<th>受講者側（相互評価）</th>
</tr>
</thead>
<tbody>
<tr>
<td>授業目標への気づき</td>
<td>大変良い</td>
<td>良い</td>
</tr>
<tr>
<td>教員側（自己評価）</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>受講者側（相互評価）</td>
<td>3%</td>
<td>80%</td>
</tr>
</tbody>
</table>

質問 (Q1:社会との関連性, Q2:集中講義でのプロジェクト型学習, Q3:英語学習) とそれぞれの自由記述をまとめた。図1は、集計結果をまとめたものである。

Q1の「社会との関連性を重視したテーマを考えることによる変化」については、大いに学習の意義・意味に気づくことができた (58.3%), 少し考えが深まった (41.7%), 意義を見出せなかった (0%) という結果であった。社会との関連を重視することについては、その有用性は評価していたが、他方では、設定の難しさを課題として挙げる者もいた。

肯定的意見としては、「実社会と関連していると意識すると、上手く自分の理解を伝えることができた」、「授業を受けて自分たちの理解が深まった」、否定的意見としては「実社会との関連性を重視する」、アンケートの設定が難しい」といったものがあった。

Q2の「集中講義によるプロジェクト型の学習形態は従来の授業形態と比べてどうか」については、大いに学習意欲が向上した (80.6%), 少し学習意欲が向上した (19.4%), 変化はなかった (0%) という結果であった。このことから、受講者は集中講義によるプロジェクト型学習の形態に関して、非常に肯定的に捉えていることがわかる。

積極的な意見の例としては「グループ活動に参加し、社会とのつながりを意識することでモチベーションが上がった」、「グループ・メンバーと話し合う機会が多く、自分で調べた情報を伝える責任を持ちながら授業を受けた」があり、留意が必要な意見としては「クラス内での雑談が積極的に変わる」というものがあった。

Q3の「プロジェクト型学習を模擬授業形態で英語で用いることによる英語力強化」については、大いに従来の授業よりもスキルが身に付く (66.7%), 少しは意味がある (27.8%), 特に意味はない (5.5%) であった。このことにより、プロジェクト型学習と英語学習との親和性については、発信力が身に付くという意見が多くみられたが、否定的な意見も一部あった。肯定的な意見の例としては、「伝えることが出来た」と、否定的な意見の例としては、「伝えることが出来なかった」というもののあった。

Q3の「プロジェクト型学習を模擬授業形態で英語で用いることによる英語力強化」については、大いに従来の授業よりもスキルが身に付く (66.7%), 少しは意味がある (27.8%), 特に意味はない (5.5%) であった。このことにより、プロジェクト型学習と英語学習との親和性については、発信力が身に付くという意見が多くみられたが、否定的な意見も一部あった。肯定的な意見の例としては、「伝えることが出来た」と、否定的な意見の例としては、「伝えることが出来なかった」というもののあった。

図1: アンケート調査結果
して学ぶことで記憶に残りやすい」があり、否定的意見として「語学を学ぶなら単純なディスカッションの方が良い」というものがあった。

さらに、自由記述からは、「受講者が学ぶことの動機付けがなければ」「一つの教科に捉われずに、総合的に学ぶこともできる」というような「動機づけ」の高い効果があるという意見が得られた。これは、当初の目的を超えるものであり、プロジェクト型学習が学習そのものの興味・関心を高めるものであることが示唆された。

5. まとめ

集中講義において模擬授業によるプロジェクト型学習を行う目的の3つであった。英語を使って「異文化理解」と「社会・地域への還元」をテーマにプロジェクト型学習を理解する学習目標を立てることによる教育効果については、その有効性が評価されたといえる。「英語を学ぶ」から「英語で学ぶ」の視点から、より自然な形で英語力が身につくものと考えられる。集団作業を対象としたものであるが、授業の時間枠や入試という関所を抱えた中高の現場の学習者に、どのようにプロジェクト型学習を提供するかは、カリキュラムも含めて教科を超えての課題となるであろう。

次に、集中講義による授業形態は、3日間少人数グループで活動することができ、問題解決のための十分な話し合いの場を持つことができ、充実した学習の場が確保されたといえる。授業授業の困難を乗り越え、プロジェクト型学習の効果を期待できるものであり、さらに短期間で達成できたことへの喜びを味わうことおよび経験できた。

最後に、プロジェクト型学習を英語による模擬授業を通じて実践するためには、教員役としては、受講者に理解してもらえる英語を話さなければならない。また、受講者役では、グループ内のディスカッションで自分の意見を正しく示し、さらにグループの意見としてまとめてクラスに伝えなければならないという必要性が生じた。受講した大学生は、今回のプロジェクト型学習の模擬授業を体験して、教員の立場として英語で授業を行うのを困難と感じたと対処法をある程度体験したようであり、同時に授業の向上が期待できると実感していた。このような学習は、意図的な学習ではなく、偶然的な学習（英語を学ぶのではなく、英語で教えること）による付随的な英語学習があっただと考えられる。動機付け・主体性・コミュニケーション力の育成の面で高く評価する声が多く、このことの意義があると考

2. 一例として、子供たちが将来を見据えて希望を持ちつつ、生きる力を育むことができる教育の実現に寄与することを目的とする小中高生のためのカリキュラム教育「キャリア教育プロジェクト」などNPO事業団体によるプロジェクト型学習がある。<http://www.career-edu.jp/index.html>。

3. インテル®教育支援プログラム <http://www.intel.co.jp/education/>。

4. ループリックとは、成功の度合いを示す数値的な尺度（scale）と、それぞれの尺度に見られる認識や行為の特徴を示した記述語（descriptor）からなる評価指標を指す。

5. 牧野快・西澤弘喜・本田勝久・吉田晴世（2007）。「英語教育におけるプロジェクト型学習の可能性について」『外国語教育メディア学会（LET）2007年度春季研究大会発表要項』にて発表。

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Appendices

参考資料 1：単元プランシート（グループ1）
Appendix 1: Unit plan sheet (Group 1)

参考資料2：自己評価（教員生側）
Appendix 2a: Self-evaluation (as a teacher)

参考資料2：相互評価（受講者側）の一部
Appendix 2b: Peer-evaluation (as a student)

These can be downloaded from <jalt-publications.org/tlt/resources/2008/0805a.pdf>
Enhancing classroom experience through a class blog
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Quick Guide

Key words: Blogs, handouts, video, audio
Learner English level: Beginner and above
Learner maturity level: upper level elementary school and above
Preparation time: 1 to 2 hours weekly
Materials: Internet connection, personal computer, digital camera, web camera

For some EFL students, time spent studying English is often limited to class hours only. Even if students seek out educational opportunities outside the classroom (such as television and radio), they are often unrelated and uncoordinated with content presented during classes. Internet-based journals known as blogs are websites that are easy to set up and use. They can be quickly updated and maintained with information relevant to classroom activities and can help increase student-teacher interaction time. They also help steer students towards online information that can answer their own questions about English.

Procedure

Step 1: Set up a blog using a blog provider such as WordPress or Blogger (see Appendix). Almost all these sites offer free accounts. You can register quickly and be live on the Internet within minutes. Sites that allow you to sort posts by categories known as tags are especially useful because one blog address can be used for more than one class. Entries can be cross-tagged and made available to all students, or tagged for one particular class.

Step 2: Decide on content. Blog content should be interesting, relevant, and diverse. Simply typing class notes or making long grammar explanations will not hold student attention. Posts must be short, concise, and include (when possible) pictures or video. What is interesting to one student might not be interesting to another, so content must also include different media. Video, which can also be produced easily and uploaded for free (See Appendix), can be a particularly engaging, especially if the content is related to classroom discussions. Teachers can also find English language television clips on popular sites such as YouTube.com. Handouts and worksheets can also be made accessible. Simply, the more topics addressed, the better.

Step 3: On your class blog, create an environment of engagement. By hyper-linking words within posts and to other online English sites, you can help students find their own answers to questions about grammar and vocabulary. Similarly, by linking confusing words to their definitions, you help students quickly and easily read through text that might otherwise be seen as too difficult. Linking also helps one bury content: posts can be kept simple and interesting on the surface, yet simultaneously richer for students who are curious about learning more. In addition, providing links to easy English sites (such as <www.timeforkids.com> or <simple.wikipedia.org/>) gives students a chance to find manageable English information unrelated to classes.

Step 4: Integrate the blog with your class. If you
create and update the blog for a week or two before telling students, you are much more likely to retain readers. Students can access the site and get an idea about course content immediately. When they have questions that do not relate directly to class topics, you can answer them fully online. Better yet, show your students where they can answer their own questions online. By keeping class plans and notes on the blog, students can prepare for lessons as well as review them afterwards. Encourage students to comment on blog entries and address these comments and topics in class.

Step 5: Have fun. Blogs give you a place to be creative and develop your own voice and online personality.

Conclusion
Blogging introduces students to a more manageable world of English on the Internet and encourages them to seek out their own answers in a simple, controlled environment. It also enables you to connect changing content outside of the classroom with ideas and topics addressed in unchanging textbooks. If students are able to connect with classroom topics and language more than once a week, the opportunities for improved retention and classroom experience are immense.

Appendix: A list of useful links to free online resources
Author’s EFL blog:
- <helterskelterenglish.wordpress.com>

Blog hosting sites:
- <www.wordpress.com>
- <www.blogger.com>
- <www.xanga.com>
- <www.livejournal.com>

Video hosting:
- <www.youtube.com>
- <podomatic.com>
- <www.metacafe.com>
- <video.google.com>

Image hosting:
- <www.flickr.com>
- <picasa.google.com>

Text and document hosting:
- <mail.google.com>

Hosting for any type of digital media:
- <ourmedia.org/>

Learning about rice around the world
Junko Matsuzaki Carreira
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<junko.matsuzaki@gmail.com>

Quick guide

Key words: Rice around the world, content-based instruction, period for integrated study

Learner English level: Beginner

Learner maturity level: 5th and 6th grades of elementary school

Preparation time: 40 minutes
Activity time: 40 minutes

Materials: World map, cards for national flags, rice varieties, and adjectives

The year this activity was designed (2004) was the International Year of Rice. The theme that year was Rice is Life. The mission statement indicated that development of sustainable rice-based food production systems would reduce hunger and poverty, contribute to environmental conservation, and sustain a better life for present and future generations (International Year of Rice 2004). Because I wanted my primary school students to recognize the importance of rice, I developed various rice activities for EFL classrooms. Since these activities also make use of national flags, they can also encourage interest in other countries around the world.

Preparation

Step 1: Create national flag cards for Japan, Korea, Italy, India, China, United States, and Indonesia. For added student involvement, print out one black and white copy of each country’s flag from <flagspot.net/flags/cbk.html> and let your students color and paste them on drawing paper.

Step 2: Make cards for three types of rice: Japonica rice (short, round), Indica rice (long, thin), and Javanica rice (wide). You can find information on these types of rice at <www.kamedaseika.co.jp/r_story/okome/hy0101.htm>.

Step 3: Create adjective cards for the following words: short, round, sticky, soft, long, thin, dry, and wide.
Procedure

Step 1: Using a world map and the national flag and adjective cards, explain about the following three types of rice: Japonica, Indica, and Javanica rice (see Appendix A).

Step 2: Play shinkeisuijaku (concentration) using the adjective cards:

- Separate the students into several groups.
- Give two sets of adjective cards to each group and have students place them face down in random order on their desks.
- The first player turns over any two cards, saying the word on each card in English.
- If the cards are the same, the student takes them and goes again.
- If the cards are different, the student turns them back over and the next player takes a turn.
- Continue likewise until all of the cards have been taken.

Step 3: Have a board race using national flag cards:

- Identify the countries using National Flag Cards.
- Place a row of cards along the chalk or marker rail.
- Say the name of one of the countries.
- One student from each team races to the board to touch the correct card.
- The first student to touch the correct card is the winner and earns one point for their group.
- At the end of the game, the group with the most points is the winner.

Step 4: After these activities, reemphasize the importance of rice in the world (see appendix B).

Conclusion

It is important to have students develop an interest in foreign cultures. These activities work towards this goal by enabling students to learn not only about rice, but also English words and phrases.

Reference


Appendix A: Basic information about Japonica, Indica, and Javanica rice

Today we will learn about rice around the world. There are over 1000 types of rice in the world.

Japonica rice is grown in Japan, Korea, and Italy. Japonica rice is short, round, sticky, and soft.

Indica rice accounts for about 90% of rice in the world. Indica rice is grown in India, China, and the United States. It is long, thin, and dry.

Javanica rice is grown almost exclusively on the islands of Indonesia. Javanica rice is wide and sticky.

Appendix B: Summary of the importance of rice in the world

More than half the world’s population eats rice as their staple food. Many children in areas such as Africa and Asia die of hunger. Once in a while, when we eat rice, remember children who suffer from hunger and poverty in the world. Rice is very important food that will help solve many problems.

A lesson plan for using the Oscar-winning documentary, An Inconvenient Truth

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Quick Guide

Key words: An Inconvenient Truth, review, comprehension, discussion
Learner English level: All
Learner maturity level: High school and above
Preparation time: 120 minutes
Activity time: 90 minutes
Materials: DVD of “An Inconvenient Truth”, viewing facilities
It’s not often you get to open a lesson with the words, “Pay attention! This is the most important lesson of your life!” By the end of this lesson, your students will hopefully be in wholehearted agreement, shocked by what they have learned and eager to know more.

Procedure

Step 1: Warm up your students by having them practice the following conversation:

Q: How do you come to school?
A: By __________ (car, motorbike)

Q: How far is it (from your house to school)?
A: About __________ (five kilometers)

Q: How long does it take?
A: About __________ (30 minutes)

Step 2: Introduce the movie by playing through it in fast-forward mode. While students watch the sped up video, have them think about these two questions:

• Do you know this movie? / Have you heard of it?
• What is this movie about?

Step 3: Pause at the section about the CO2 graph, and then have your students discuss the two questions above. Elicit their answers to the board.

Step 4: Pre-teach vocabulary in the following way: Write the following words on the board, give students two minutes to check them, and then elicit the Japanese translations. Finally, practice pronunciation by having the students repeat after you.

• Atmosphere 大気 (taiki)
• Carbon dioxide CO2 二酸化炭素 (nisankatanso)
• Ice Age 冰河時代 (hyoukajidai)
• Glacier 冰河 (hyouga)
• Temperature 温度 (ondo)
• Six hundred and fifty thousand years (rokuju-go man nen)
• The next fifty years 今からの50年 (ima kara no goju nen)
• Cold 寒い (samui)
• Warm 暖かい (atatakai)
• A nice day いい天気の日 (iitenki no hi)
• A mile of ice over our heads 頭の上に1マイル (1.6キロ)氷があること (Atama no ue ni ichi mairu (1.6 kiro) koori ga aru koto)

Step 5: Watch the entire movie if possible, or at least through the section about the CO2 graph.

Step 6: For review, rewind and pause the DVD at the point where the CO2 graph fills the screen. Give students a few minutes to discuss what they have seen, and then ask the follow questions whilst pointing to the graph (answers in brackets):

• What does the red line represent? (CO2)
• What does the white line represent? (Average global temperature)
• Is there a relationship between the two? (Yes, when CO2 is high, the temperature is high, and vice versa)
• What is this [point to graph]? (CO2 levels now)
• What is this? (CO2 levels in 50 years if present trends continue)
• What kind of weather is this? (A nice day)
• What kind of weather is this? (A mile of ice over our heads)

Finally, elicit or point out that the projected rise in CO2 is five or six times greater than the difference between a nice day and New Yorkers having a mile of ice over their heads.

Step 7: In groups, have students discuss the following question for a few minutes: Why is CO2 going up? Elicit their answers on the board.

Step 8: Repeat step 7 with the following two questions:

• What will happen if global temperatures rise?
• What can we do to stop this?

For dramatic impact, play the section of the documentary that shows simulated satellite footage of the sea levels rising.

Step 9: Provide some web addresses where students can get further information in order to prepare for the following lesson. Here are some Japanese-language sites:

• <www.futsugou.jp/> (An Inconvenient Truth Japanese website)
• <www.jeas.or.jp/> (Japan Environmental Association)
• <www.greenpeace.or.jp> (Greenpeace Japan homepage)

Step 10: In the following class, have the students form groups to discuss what they learned from watching the movie. Elicit their findings on the board, identify distinct topics, and have each group choose one.

Step 11: Students in each group then prepare and deliver a short presentation on their chosen topic.
Conclusion
This lesson is a great way to cut through student apathy and get them involved and engaged in thinking about the crucial environmental issues that face the world today.

Reference

This phrasebook is self-described as including 630 English phrases to take you through 210 situations that may arise between birth and the final farewell. Unsurprisingly, the book does not in fact begin from birth, but from a rather adult level, as its presumed audience would have made it through all the mess of growing up already, without ever needing English. Perhaps some will be disappointed, but there is no chapter on childish insults or, sadly, those familiar gems like I know you are, but what am I?

Instead the book is divided into seven sections, each given Japanese and English titles, which start from a post-adolescent stage. Starting from Friends and Human Relations, these sections continue through Love and Marriage, Family Life, Parenting and Education, Leisure Activities, Job and Money, and finally approach the end with Health and Aging.

Each section has 30 situations with mini-dialogues, which include three key phrases that the learner may find useful. Each phrase is provided with a Japanese translation and there are explanatory notes—though I would have at times preferred more. Though the index in the back of the book is in English, the table of contents is in Japanese, so learners can quickly find the situation they need.

In the introductory section, the six criteria for the inclusion of phrases are described. The phrases should be ones that native speakers frequently use and that are not limited to a certain locality or dialect of English. They should not include any elements related to sex, race, nationality, education or politics, nor should they risk vulgarity in any way. Finally, they should not deviate greatly from the grammar generally taught in Japan and should also be applicable in Japanese society.

This month’s column features 英語で言ってみる My Life, a conversational phrasebook reviewed by Jillian Schlicher. Dale Brown then evaluates Dynamic Presentations, a textbook to help write and deliver effective presentations.

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

If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

BOOK REVIEWS ONLINE
A linked index of Book Reviews can be found at:
<jalt-publications.org/tlt/reviews/>

英語で言ってみる My Life
Reviewed by Jillian Schlicher, Omiya Chapter

英語で言ってみる: My Life is a useful phrasebook for those considering living abroad or aiming for conversational fluency. The title of this book may be misleading slightly—with the byline “talking about my life,” I was half-expecting a book on the art of autobiography. Yet as the scope of this phrasebook falls quickly into focus, it is revealed as a thoughtful, though not flawless, addition to the English student’s library.
Perhaps due to this last point, I found a few phrases which seemed slightly unnatural or unusual to me, but which made sense within the Japanese context, such as Do you live in a three-generation household? (p. 113). There were also a few examples of perfectly acceptable phrases that seemed odd because of the situation they were grounded in. An example would be using the phrases That’s a great sorrow to me and I’ve never felt as sad as this to describe the closing of an oft-visited coffee shop—though I should not dare to assume that the closure of a shop is not the single greatest tragedy of the speaker’s life (p. 44). Still, these few examples only stand out because most of the phrases seemed convincingly natural to me as a native speaker.

The introductory section also instructs the learner on how to use the accompanying CD for the best results. The CD features all of the 210 dialogues, read by native English speakers. It is quite clear, though perhaps a little fast-paced. The instructions suggest first listening to the whole CD from beginning to end without opening the book. A course of study using the recordings is then suggested and it follows through seven steps: Listening and Reading; Listening and Reading Aloud; Listening and Repeating; Shadowing, Listening and Dictating; Focused Listening; and Overlearning. This is a well-explained sequence for the independent learner and a nice addition to the informative introductory section, which also includes additional recommendations for improvement of the four main language skills. The idea of learning through listening goes back to Stephen Krashen’s early theories and there is support for practicing listening and repeating as being mutually beneficial: in other words, focused listening might help oral production, while repetition and oral practice can improve listening skills (Pennington, 1996).

Phrasebooks such as this should not be dismissed for the use by the ESL or EFL student who wishes to improve his or her communication skills. Formulaic sequences such as the phrases found in this book are not only frequently used in native conversation but also have a processing advantage for both native and nonnative speakers (Conklin & Schmitt, 2007). Learning prefabricated phrases are the basis of English learning (Nattinger & DeCarrico, 1992) and this book would be recommended for learners, particularly independent learners, who wish to improve their conversational fluency for the purposes of studying or living abroad.

References


Dynamic Presentations

Reviewed by Dale Brown, Nanzan University

Dynamic Presentations aims to help students both write and deliver effective presentations. The book has been written for Japan and consists of a textbook that comes with a DVD, a class audio set, and a Teacher’s Notes booklet including DVD and CD scripts and answer keys. There are also additional teaching notes and worksheets available online.

At the heart of each of Dynamic Presentations’ seventeen main units and review unit are two strands. Speech-building skills focus on the process of creating a presentation, introducing, for example, brainstorming, clustering, and the elements of a conclusion. Communication skills look at aspects of giving a presentation, for example, making eye contact and using visual aids. Each unit also includes a warm-up and sections on practicing your presentation, pronunciation, and grammar. The DVD, which is packaged with the textbook so every student has a copy, includes a model presentation for each main unit, with one exception, and distinguishes the book from other presentation textbooks currently available.
Dynamic Presentations’ greatest strength is its step-by-step approach. The units move logically through the targeted skills, and within each unit concrete advice is given on each skill. For example, Unit 2 explains the introduction to a presentation. The steps are explained—make a greeting, identify yourself, explain your purpose, preview your speech, and say how much time you will take—then activities are provided to allow students to apply this framework. Breaking the somewhat daunting challenge of giving a presentation in a foreign language into bite-sized pieces makes it much more manageable for my 3rd-year low-intermediate non-English major students.

Also of merit are the practice sections, which guide students to practice their presentations in pairs and evaluate each other by completing a table or answering a series of questions. This approach allowed the students to gain confidence and to improve their speeches in a non-threatening way. Occasionally in some of the later units there are too many aspects to the evaluations, though this problem was easily overcome by putting the students in groups of three or four and assigning different sections of the evaluation to each person.

The main problem with Dynamic Presentations, however, is the DVD. There are three issues: firstly, the content of the model presentations. One (Unit 13) is on the life and work of James Joyce, a completely unknown figure to my students and I suspect to most students in Japan, and an odd choice considering the book is aimed at Japanese university students. Another (Unit 3), on a person I admire, was so sycophantic it reduced my students to laughter. Secondly, the level of the language in the model presentations is at times far more advanced than in the rest of the book. This made it difficult for my students, for whom the book was otherwise at an appropriate level, to focus on the presentation skills, as they were too busy trying to understand what was being said. The most useful model presentations were those that were simplest to understand. Thirdly, and most seriously, the way the presentations are filmed is poor; there is no sense at all that these are real presentations. There is clearly no audience present, there are almost no visual aids (except in the units on visual aids), and the actors who deliver the model presentations look and act in exactly the same way every single time regardless of the situation. One particularly egregious example, in Unit 5 on explaining a process, is a presentation about fixing a puncture, as part of a cycling safety course. The presenter is wearing a suit, as in every other model presentation, and there is no bicycle to be seen, not even an image of one. The presentation is thus very difficult to follow. I was also very disappointed that Unit 17 on responding to questions is the only main unit without a DVD model presentation, as in my opinion this would have been one of the most useful to see.

Despite these problems, I will gladly use Dynamic Presentations again, and will even use the DVD. Although very disappointing, the DVD does include some good model presentations and provided a useful focus for the students. Most importantly, however, the structure and content provided by the book were helpful to my class and the step-by-step advice in each unit really did help my students generate ideas, organize those ideas, and finally write and give presentations that were beyond my initial expectations.
Books for Students (reviewed in TLT)
Contact: Greg Rouault
<pub-review@jalt-publications.org>


* Sounds Good: On Track to Listening Success 1, 2, 3. Beatty, K., & Tinkler, P. Hong Kong: Pearson Longman Asia ELT, 2008. [Incl. CDs, teacher’s manual, downloadable website listening materials].


Books for Teachers (reviewed in JALT Journal)
Contact: Yuriko Kite
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MANY RESEARCHERS have pointed out the positive effects of intentional (in addition to incidental) vocabulary learning strategies and activities (Laufer, 2003; Nation, 1990; Schmitt, 1997; Stevick, 1996), particularly when learner-directed (McCarthy, 1990). For most learners of Japanese, kanji recognition and vocabulary development are major goals. Also, the ability to simply produce and share study materials, which make hints or glosses available on an as needed basis, should be a valuable aid (Hulstijn, Hollander, & Greidanus, 1996). Fortunately, the endnote and outline features of MS Word (and other word processors) allow any learner or instructor to easily create and share enhanced study materials with handy hyper-gloss and flashcard-like features.

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

In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face.
Hyper-glosses and Word’s endnote feature

As part of my own Japanese study, I often type out selected passages (from textbooks, etc.) containing kanji, vocabulary, and expressions that I want to learn. When reviewing these passages, I try to recognize the kanji without the aid of furigana, but when I can’t identify one, I want quick available help. Online utilities such as Rikai.com <www.rikai.com/perl/Home.pl> and Kanji Converter <www.j-talk.com/nihongo/> allow you to paste Japanese text into a window and view kana readings and English meanings in a pop-up window simply by moving the cursor over the desired word. Word’s endnote feature provides similar functionality, allowing me to easily and quickly create kana or English hyper-glosses that pop-up when the cursor is placed over a marked word.

Both methods (online and Word) allow me to see the word or expression in context—picking up contextual clues to meaning and use, and making connections with collocates—while still having a gloss immediately available. An advantage of the online utilities is that the glosses are already prepared; I only need to paste in a text and go. On the other hand, preparing the glosses in Word is, itself, an important part of my study process. Since the content of each gloss is determined by me, I can do without unnecessary English equivalents, only adding (or removing) them as appropriate. The Word method also does not depend on an Internet connection being available and Word study files are easily shared with others and modified for personal use. The choice comes down to personal preferences and intended use.

Flashcard-like vocabulary lists and Word’s outline mode

Another important part of my study routine is making and reviewing vocabulary lists. Word’s endnote feature allows quick production of useful word lists with pop-up glosses. Word’s outline mode allows me to create further-enhanced vocabulary lists that simulate the experience of paper flashcards, but with the flexibility of an electronic document. Inspired by Stevick’s (1982) suggestions for multi-faceted flashcards, with various study aids each on a different part of the card, I now use Word’s outline mode to create vocabulary lists with numerous hidden aids. These include hints, pictures, sample sentences, kana readings, and definitions—that I can reveal (and hide) at will to aid recall and learning. These aids can take some time to prepare, but again, the preparation is, in itself, part of my study process, and I may start out with only one or two aids, adding more only when a word proves difficult to remember.

Producing and using enhanced materials with these features have been great aids in my study of Japanese, and can be easily made and shared by any learner or instructor with access to a PC loaded with MS Word or similar. They can be distributed to anyone as an email attachment, downloaded, or saved to a flash disk, and require no extra software, programming expertise, or online connection to create and use. Below, I will briefly offer some tips on making these enhancements for Japanese study. On a side note, they would be equally useful employed in the opposite direction for English study (see Schmidt (1998) for ideas).

Creating hyper-glosses with Word’s endnote feature

Once a passage has been entered into Word, the first step is marking unfamiliar or still uncertain kanji or words. As I read, anytime I get stuck and have to check the reading or meaning, I insert a numbered endnote immediately following that kanji (Fig. 1). In the endnote list (Fig. 2), I then enter the kana reading and English equivalent, if needed.

Figure 1. Endnote markers (1–3) in text

Figure 2. Endnote list at end of document

Later, when I review the material and get stuck on the word again, or want to confirm my guess, simply moving the cursor over the marked word, causes a tiny pop-up window to appear (Fig. 3) with the contents of the endnote field.

Figure 3. Pop-up endnote hyper-gloss
These instantly available glosses are especially useful because once an endnote is created, the endnote marker and the contents of the endnote field remain attached. Moving a word and its endnote marker to another position in the file (e.g., cut & paste into a vocabulary list) results in the marker and endnote being automatically re-numbered appropriately. Copying the word and marker and pasting them into another location results in a new endnote being created, with the same contents as the original, correctly numbered for its location.

Some notes on endnotes
Word only displays pop-up endnote information correctly if marked words are separated by spaces. For example, when the cursor is placed over the sentence in Figure 4, only the gloss for the first marked expression, おさきに, will appear. The second gloss, しつれい, will never appear, no matter where the cursor is placed. Solve this by inserting a space after every marked word (Fig. 5), after which hyper-glosses will appear correctly. I do this at the same time I insert the endnote marker.

![Figure 4. Endnotes without separating space](image)

![no space](image)

![Figure 5. Endnote followed by separating space](image)

![space](image)

Footnotes, and the endnotes will appear in a separate pane at the bottom of the window (Fig. 6). This makes working with endnotes much easier; the two views are synchronized and both markers and corresponding endnotes are visible simultaneously. Later, hide the endnotes while studying with the passage.

![Figure 6. Text and endnote pane in Word’s Normal editing view](image)

Besides providing hyper-glosses, endnotes can be used in a variety of ways, including providing pop-up answers for cloze or multiple-choice exercises.

Creating flashcard-like vocabulary lists using Word’s outline mode
Word’s hyper-gloss endnote feature is ideal for working with passages of text, but for vocabulary lists, Word’s outline mode provides the ability to hide and progressively reveal multiple levels of nested study aids with a click of the mouse. For example, Figure 7 shows one list item (強い) with five levels of information that can be revealed one-by-one: (a) kanji form, (b) reminder image, (c) example sentence, (d) kana reading, and (e) English equivalents.

![Figure 7. Five levels of information for one list item 強い](image)

If needed, endnotes can also be employed at any level, for example, glossing words in example sentence (Fig. 8).
Any type of graphic, keyword, hint, or other information (part of speech, conjugation, etc.) can be included—up to seven levels deep. Hopefully, both the creation of these personally meaningful materials and their repeated use involves deeper processing and greater retention (Schmitt, 1997) than working with simple lists pairing target words with their kana readings or English equivalents.

When working with decks of flashcards, Stevick (1982) and Nation (1990) recommend placing unfamiliar items near the head of the deck, so they will come up more quickly on the next review. Thus, through repeated practice with the cards, you end up practicing the least familiar words most often. The same thing can be done with vocabulary entries in an outline list. As you review the words, insert a space before any word on which you want more practice (Fig. 9). When you are finished reviewing, select Sort from the Table menu to resort the list. All the words with leading spaces will go to the top of the list, ready to be reviewed first. As you continue to work with the list, remove spaces, add new ones and re-sort as needed.

Producing full-featured, multi-level vocabulary lists can be time consuming, especially if pictures are desired. Fortunately, users need only include the features they find helpful and can add more at any time. Instructors producing lists for class use or students each producing only one or two lists for a shared collection may also be able to invest considerably more time in producing full-featured lists.

**Conclusion**

MS Word’s endnote and outline features allow teachers and students to produce, use, and share enhanced materials for Japanese vocabulary study, with no extra software or programming skills. Such self-generated materials have been very useful in my own study, and I hope these ideas will be of help to other learners laboring under the kanji load and to the instructors assisting them.

**References**


Ken Schmidt teaches EFL at Tohoku Fukushi University in Sendai. His interests include task design, extensive reading, self-access learning, and learner perceptions of learning activities. Japanese study is also an enduring interest and frustration.

**Figure 8. Endnote used in combination with outlining**

Ken Schmidt teaches EFL at Tohoku Fukushi University in Sendai. His interests include task design, extensive reading, self-access learning, and learner perceptions of learning activities. Japanese study is also an enduring interest and frustration.
New Forming SIGs: Study Abroad and Extensive Reading

This month we highlight JALT’s two newest forming SIGs. According to our bylaws, all newly approved SIGs and chapters must go through a short nurturing and guidance period before becoming full SIGs. Forming status does not mean that the SIG is not yet operational; however, groups often have been gathering for years outside of the JALT umbrella before they decide to apply for SIG status.

Message from JALT’s SIG Representative Liaison

Megumi Kawate-Mierzejewska, SIG Representative Liaison and Pragmatics SIG Coordinator

JALT’s Special Interest Groups (SIGs) offer you opportunities to meet and exchange information and ideas with teachers sharing specific professional interests. As SIG Representative Liaison, I serve as a bridge between each SIG’s coordinator(s) and the Executive Board of JALT. Each SIG in JALT has its own feel and plays a crucial role, organizing events, seminars, workshops, and conferences, putting out SIG publications, and producing newsletters. By belonging to a SIG, members are able to keep up to date with current work and ideas in their field of professional interest.

This year, I am pleased to announce two new forming SIGs. Please join me in welcoming the Study Abroad SIG and the Extensive Reading SIG and give them your support. If you are interested in joining them, please contact Todd Thorpe and Andrew Atkins at <studyabroadsig@gmail.com> for the Study Abroad SIG, or Daniel Stewart at <stewart_reading@mac.com> for the Extensive Reading SIG.
Study Abroad SIG
Todd Thorpe and Andrew Atkins, Study Abroad SIG Co-Coordinators.

We are pleased that the Study Abroad Special Interest Group (SA SIG) has been officially recognized as a forming SIG. We hope that the group can provide teachers, students, study abroad professionals, and institutions committed to international education with opportunities to reflect on the issues and concerns related to study abroad. In addition to creating an avenue for dialogue among its members, the Study Abroad SIG aims to publish essays, research articles, interviews, and book reviews to add to the development of this area. As this is a new group, there are some executive and nonexecutive positions yet to be filled. If you are interested in joining us and having an influence on the future of study abroad research in Japan, please contact us.

Announcements

JALT Pan-SIG Proceedings
The 2007 Pan-SIG Proceedings are available online at <www.jalt.org/pansig/index.html>.

The Language Teacherの日本語編集長募集 [TLT Japanese Language Editor position]

このたび本誌では日本語編集長を募集しております。任期は2年間で、毎月のTLTの日本語編集と日本語論文採択の責任者となります。望ましい条件は以下の通りですので、興味のある方は略歴と業績表を応募理由とともに日本語編集長まで添付メールでお送りください。なお、締め切りは6月末とさせていただきます。

- JALT会員であること
- 第二言語教育分野での業績が多い人
- 日本語と英語に堪能な人
- 編集作業の経験がある人
- インターネット上での作業ができる人

Call for papers: Task-based language teaching

The Language Teacher is seeking papers related to task-based language teaching in Japan for an upcoming special issue. Papers may focus on theory, research, curriculum development, or classroom pedagogy, and may be in English or Japanese. If you are interested in writing a paper or have a suggestion, please contact the guest editors at <TBLT.issue@gmail.com>. The deadline for manuscript submissions is 1 Jun 2008. Selected manuscripts must be complete and ready for review by 3 Aug 2008.

The Language Teacher で、特集号のために、日本におけるタスク中心言語教育に関する原稿を募集しています。理論・調査・カリキュラム開発・教授法などを主な内容とし、日本語又は英語で執筆してください。投稿に関する問い合わせや要望は、特集号担当の編集者までメールにてご連絡ください。<TBLT.issue@gmail.com> 原稿の締め切りは2008年6月1日です。採択原稿は必要に応じて修正し、再審査のため2008年8月3日までに提出することになります。

JALT Hokkaido Journal

The JALT Hokkaido Journal is a refereed online journal that appears once a year. The journal features theoretically grounded research reports and discussion of central issues in foreign language teaching and learning with a focus on Japanese contexts. We especially encourage investigations that apply theory to practice and include original data collected and analyzed by the authors. Those interested in submitting a paper should visit <jalthokkaido.net/> and follow the journal link at...
In this month’s Member’s Profile Terumi Miyazoe of Tokyo Metropolitan University (TMU) talks about her experiences with global education and online learning.

MEMBER’S PROFILE

Terumi Miyazoe

It has become increasingly difficult to describe myself and my work as time goes on. I am Japanese and was born in Tokyo. I had a typical Japanese life until I entered the International Christian University for my BA in Humanities and MA in Comparative Culture, where my experiences had a large effect on my way of life and values.

2008 JALT National elections: Final call for nominations

This is the final notice that elections for all positions on the JALT board of directors will take place in November. You are cordially invited to nominate JALT members in good standing who have suitable experience for the positions. Full details were posted in the April edition of the TLT and are available on the JALT website <www.jalt.org/elections>. Nominations can be sent by post or email to Timothy Gutierrez <nec@jalt.org>, JALT Nominations and Elections Committee Chair, Tokai University Foreign Language Center, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken, 259-1292. Please submit nominations and include brief details of qualifications by 15 May 2008.

2008年JALT全国選出役員選挙—推薦者募集

以下の役職の選挙が11月に行われることを公表します。これらの役職に適任と思われる会員をご推薦ください。

任期：すべての役職において任期は東京の年次総会（2008年10月31日－11月3日開催）直後より2年間とする。推薦者は自薦、他薦を問わないが、いずれもJALT正会員である事。以下の連絡先ティモシー・グティエレスに手紙またはEメールで推薦文を5月15日までにお送りください。その際、推薦する者、推薦される者の会員番号と支部名を明記してください。詳細は、『TLT』4月号、または、JALTのウェブサイト<www.jalt.org/elections>に載っておりますのでご覧ください。

ティモシー・グティエレス

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Though my first major at ICU was modern French philosophy, I now primarily work as an EFL teacher at universities in Japan. After having had my head spun by the text theories of French philosopher Roland Barthes and the ideas of anthropologists and semioticians such as L. Strauss and F. Saussure, I left Tokyo for Bordeaux in France. For 2 years I experienced the joys of life and the tastes of the cheeses and wines of middle France, under the European sun.

I came back to Japan at the age of 26 with the Gallic spirit of individualism and independence as I started my teaching career as a part-time English instructor. I also did lots of translation from English and French into Japanese, from business letters to books to a whole art exhibition, for many different publishers and cultural events. At that time I sometimes felt a little guilty about my weak English teaching background, so I entered the distance learning unit of Nihon University and obtained an English teaching certificate.

As is often the case with other languages, English instructors who use communicative approaches are in high demand in Japan, and I moved from one place to another as a teacher, including 5 years as a full-time English lecturer at Rikkyo University. There, I encountered CALL (computer-aided language learning) and this urged me to shift the direction of my teaching career from a more traditional approach to blended learning. The Rikkyo students were lovely and I
learned a lot from my colleagues: it was there that I learned to critically examine my own teaching and how to share my results and reflections in a formal manner with others through presentations and publications. It was also at that time that I co-authored my first English textbook, *Insights*, which focused on intercultural communication and was published by Nan’un-do.

While working full-time, to develop my skills in TEFL and ICT, I entered a UK online master’s program in TESOL, which made me realize what online learning could be in the near future. I am not sure how many learners are learning online worldwide, but I am probably among the very first generation of nonnative learners who were able to study and complete a higher degree completely online with no face-to-face meetings at all.

Then came the third shift in my teaching career. I wanted to learn more about online learning; not the old-style web-based drills, but the modern high intensity communicative and collaborative style, where learners can learn together anywhere anytime. So I decided to go back to ICU to study more about educational technology on their PhD program while continuing to teach part-time English and information science, a new subject for me; I am also currently enrolled in an online master’s program in Canada specializing in online and distance education. Working with some friends, I used my experiences to write my second English textbook, *Navigate*, published by Pearson/Kirihara, which is an activity-based, four skills textbook aimed at developing students’ online literacy.

Thanks to the worldwide network of online learning, I can keep studying in overseas programs while staying in Tokyo, sharing my experiences with a variety of students from all walks of life and every corner of the earth, without giving up any of my work or family commitments.

So far, I have studied at five universities in four countries: Japan, France, the UK, and Canada. I have also studied and worked with people of different backgrounds for nearly 20 years but I can confidently say that I haven’t had enough; I want to continue studying and upgrading my knowledge and skills.

I believe that the opening up of online global education and limitless opportunities for students is something we teachers, as the providers of language education, have to keep up with.

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**Language Education in Transition**

**July 5 & 6, 2008 Kinki University (Higashi Osaka)**

Universities in Japan are facing several challenging issues such as the declining number of students and students’ decreasing academic abilities, changing student and societal needs, and the increasing importance of information technology. What choices will language educators have to make in this era of transition?

Join us at the CUE 2008 Conference, held by The Japan Association for Language Teaching, College and University Educators Special Interest Group (JALT CUE SIG) in collaboration with Osaka JALT chapter.

Presentations will be based around the themes of “bridges between secondary and tertiary education,” “curriculum development,” “evaluation and assessment,” “syllabus design,” and other topics.

The CUE 2008 Conference is held by JALT CUE SIG in collaboration with Osaka JALT

Computers won’t replace language teachers, but teachers who know about computers might replace those who don’t. This year’s JALTCALL conference tells you what you need to know. In the second article, Suzanne Bonn describes her experiences on a joint JACET/JALT conference organizational committee and encourages others to approach their local JACET chapter if they want a similar event for their region.

JALTCALL SIG 2008 Annual Conference
by Michael Thomas, Nagoya University of Commerce & Business

Following a highly successful event at Waseda University in 2007, the annual conference of the JALTCALL SIG this year returns to central Japan and the Nisshin campus of Nagoya University of Commerce & Business (31 May-1 June). The university’s language center provides state-of-the-art CALL facilities, housing over 170 computers in five dedicated computing labs, as well as being one of the first wireless campuses in Japan to offer a 1-1 laptop program for all its students.

The title of this year’s event, “New Frontiers in CALL: Negotiating Diversity,” reflects the growing debate about the relationship between traditional and emerging trends in computer assisted language learning and the way they may best be deployed in the language classroom to develop students’ 21st century skills in an age of globalization. The conference program is aimed at language teachers, administrators, and ICT coordinators across the educational spectrum, from language schools to universities, and is Japan’s largest annual CALL event in English.

Two full days of presentations from national and international researchers in the field of CALL and e-learning will focus on a number of areas of relevance to language educators in Japan, from computer-based testing and mobile learning to multimedia applications, Interactive Whiteboards, and Web 2.0 technologies such as blogs, wikis, and podcasting. Sessions will include full paper presentations, show and tell, posters, panel discussions, publishers’ displays, and a range of practical CALL workshops. Pre-conference workshops are also due to be scheduled for the evening of Friday 30 May for participants who want extra hands-on sessions.

Center for Global Communications: Keynote presentations

Dr Phil Hubbard, Director of the Foreign Studies Department at Stanford University, will provide the main keynote address on the afternoon of Saturday 31 May. Hubbard is co-editor with Mike Levy of Teacher Education in CALL (John Benjamins), and is a frequent keynote speaker at international CALL conferences around the world. An audio and print interview with Hubbard is currently available on the conference website featuring further information about his career and publications.

Gavin Dudeney, author of How to Teach English with Technology (Longman) and The Internet and the Language Classroom (Cambridge UP), will be the plenary speaker on Sunday 1 June. Dudeney
is honorary secretary of the International Association of Teachers of English as a Foreign Language (IATEFL), the international sister organization of JALT, and his involvement reflects the CALL SIG’s attempts to collaborate with international language learning organizations from around the world. As project director of the Barcelona based TheConsultants-e, Dudeney is a key organizer of IATEFL’s online conference at Exeter in April 2008 and his plenary will feature a live link-up with the virtual teaching facilities offered in the 3D virtual world of Second Life.

The vast majority of this year’s presentations and workshops will be held in one building, the university’s three-story language center, making traveling between rooms and sponsors’ displays simple and convenient. The keynote and plenary presentations will be held in the Centre for Global Communications, a futuristic building with views over the entire campus. A networking reception and buffet has been arranged for the Saturday evening in the nearby IS Building.

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**IS Building: Venue of the Networking Reception**

Featuring prominent international speakers and practical workshops on Moodle, digital technologies, and video in the language classroom, JALT CALL 2008 will be an excellent venue to catch up on the latest trends in information and communication technologies in education.

Further information about the event, including registration, transportation, accommodation, and the program of presentations, is available on the conference website at: <jaltcall.org/conferences/call2008>. We look forward to seeing many JALT members supporting this year’s event in Nagoya.

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**1st JACET/JALT Joint Regional Conference coming soon in June**

by Suzanne Bonn, Sugiyama Jogakuen University

On Saturday 14 June, the first JACET/JALT Joint Regional Conference will take place at the Nagoya Campus of Chukyo University. This event is co-sponsored by the JACET Chubu Chapter, and JALT Gifu, Nagoya, and Toyohashi Chapters with support from the CUE and LD SIGs. The theme of this one-day conference is “Toward a Synergistic Collaboration in English Education.” With this theme, we are hoping to encourage and support communication, cooperation, and collaboration between native English teachers and non-native English teachers at the tertiary level in Japan.

The idea for this joint conference came from Tadashi Shiozawa of JACET and John Gunning of JALT. They expressed a keen interest to develop collaboration between JACET and JALT at the chapter level, but with strong encouragement from both organizations, opted for a regional event. Soon thereafter, Tadashi and John formed JACET and JALT organizational teams and I was asked to join forces with John in July 2007.

In early September 2007, the JALT organizational team met to discuss preliminary ideas of conference themes, venues, guest speakers, and more. It was the first time for all of us to be conference organizers, and I must admit I was a bit apprehensive about joining such a big endeavor. Since then, our organizational team has grown to seven members: Alex Burke, Robert Gee, John Gunning, Steve Quasha, Mark Rebuck, Martha Robertson, and myself, Suzanne Bonn. Since our initial meeting back in September, we have been in regular, weekly contact with each other via email. This continuous exchange of ideas and troubleshooting has allowed us to give and receive constant feedback. I have truly enjoyed our email communications and am happy that it has not been overwhelming at all.

The JACET and JALT teams have met every other month since late September to discuss conference details. The focus of our first official meet-
ing in November was an introduction of JACET and JALT organization members, as well as deciding on a date, venue, and conference theme. We also discussed budgetary issues. During our second official meeting in January, presentation styles, guest speakers, onsite managers, and publishers were agreed upon. The following meeting held in March was to discuss accepted presenters and conference sub-themes. As the conference day approaches, we have further meetings planned to fine-tune the final details.

Among the JALT team members, we have taken on different responsibilities such as publicity (creating and distributing flyers; writing articles), vetting (choosing the accepted presentations written in English submitted by JALT contributors), program design (layout and proofing of the program booklet), social (making plans for the social aspects of the conference such as morning and afternoon breaks and meals), volunteer liaison (organizing student volunteers for the conference), and onsite manager (our contact person for issues onsite). Having seven members on the JALT team has certainly been beneficial in sharing the workload as it prevents one person being left with the entire load. This experience has given me a chance to work with people from other institutions whom perhaps I would not have been able to meet or work with had it not been for this great coming together of like-minded educators. This has truly been a valuable and enjoyable experience.

On 14 June at the conference, there will be a variety of presentations in Japanese and English: 30-minute papers, 30- and 60-minute workshops, the featured speaker (Hideo Kojima from Hiro-saki University), and a symposium of invited speakers. Also, many Japanese and English-based publishers will have displays and be available to give advice on textbooks and materials. Since we are promoting collaboration among native English and nonnative English teachers, there will be ample opportunities for interaction outside of the presentation times.

Conference participants will be pleased to know that it is FREE for JACET and JALT members. The fee for nonmembers is ¥1,000 and for student nonmembers ¥500. The conference fees are quite affordable, so please be sure to come out and experience what JACET & JALT are all about. We hope that this first-time collaboration will encourage other JALT chapters to approach their local JACET chapter to participate jointly in a similar event for their region. For further information, please refer to <jalt.org/main/conferences> and <www.jacet-chubu.org>. We hope you will join us for an enjoyable day of interaction, learning, and networking!

Conference Details:
- 1st JACET/JALT Joint Regional Conference
- Theme: Toward a Synergistic Collaboration in English Education
- Saturday 14 June, 2008
- Chukyo University (Nagoya Campus)
- FREE for JACET and JALT members

People choose to join JALT because they have made a commitment to professional growth. JALT’s publications offer advertisers direct access to these motivated people.

For more information on advertising with JALT, please contact the JALT Central Office <jco@jalt.org>, or visit our website at <www.jalt-publications.org/admin/advert.html>.
JALT currently has 16 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

SIGs at a glance
Key: [keywords] [publications] [other activities] [email list] [online forum]
Note: For contacts & URLs, please see the Contacts page.

Bilingualism
[bilingualism, biculturality, international families, child-raising, identity] [Bilingual Japan—4x year] [monographs, forums] [email list]

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

Computer Assisted Language Learning
[technology, computer-assisted, wireless, online learning, self-access] [CALL Journal Newsletter—3x year] [Annual SIG conference, regional events and workshops] [email list]

The CALL SIG 2008 conference, with the theme New Frontiers in CALL: Negotiating Diversity, will be held Sat 31 May-Sun 1 Jun (with possible pre-conference workshops on Fri 30 May). The 2008 conference will be held at the Nagoya University of Commerce and Business Administration. For further information, check <www.jaltcall.org>.

College and University Educators
[tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching] [On CUE—2x year, YouCUE e-newsletter] [Annual SIG conference, regional events and workshops]

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

Gender Awareness in Language Education

GALE’s purpose is to research gender and its implications for language learning and teaching. We welcome submissions for our newsletter on topics, both theoretical and practical, related to our purpose. Book reviews, lesson plans, think pieces, poetry—all are welcomed. Past newsletters are available at <www.gale-sig.org>. Send your submission to Joanne Hosoya <joanna@rb4.so-net.ne.jp>. To join GALE please use the form in the back of the TLT or contact the membership chair, Thomas Hardy <thomas_merlot@yahoo.com>.

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

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

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

JALT日本語教育論集 第9巻1号を発行しました。ジャーナルを日本語教育研究部会員に送ります。

We published the JALT Journal of Japanese Language Education, Volume 9, No. 1. The journal is sent to all JSL SIG members.
**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. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

**Learner Development**

Come and explore learner development issues at the Learner Development Retreat, Crossing Boundaries: Interdisciplinary Approaches to Learner Autonomy, 9:30-16:30 on 15 Jun at Nanzan Gakuen Research Center. The program promises a feast of practical as well as theoretical approaches. Presenters include Hugh Nicholl, Stacey Vye, Kathy Emori, Prisca Molotsi and Marlen Harrison. See our website for further details or contact Ellen Head <ellenkobe@yahoo.com>.

**Lifelong Language Learning**

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information or to join the mailing list, contact Amanda Harlow <amand@aqua.livedoor.com> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

**Materials Writers**

The 7th Annual Pan-SIG Conference is only a few weeks away. The MW SIG will have a great line-up, so don’t forget to pencil 10-11 May in your diaries. For accommodation and transport check <jalt.org/pansig/2008/index.html>. MW also has a new web home! See <materialswriters.org/index.html> for information pages, newsletters, forums, galleries, moodles, and more. Plus, the next newsletter will hit your mailboxes soon. If you want a paper copy, email <publications@materialswriters.org>.

**Pragmatics**

The Pragmatics SIG will join six other SIGs in sponsoring the 7th Annual Pan-SIG Conference. This year it will be held on 10-11 May at Doshisha University, Shinmachi campus in Kyoto. The theme is Diversity and Convergence: Education with Integrity. Your presence will help to add to the interest and diversity of this great annual event. For further information, check <www.jalt.org/pansig/2008/pansig08/>.
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 <groups.yahoo.com/group/PALE_Group/>. For information on events, visit <www.jalt.org/groups/PALE>.

Teaching Children

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

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

Nothing to do in May? Don’t fret! You’re sure to find something interesting at a chapter near you. If your local chapter isn’t listed, or for further details, go to the online calendar. There may be newly added events and updates.

Chiba—1) Building your own interactive whiteboard: methods and applications by Nick Dellemman. The interactive whiteboard may soon be a feature of all language classrooms. With a little ingenuity and ¥6000, teachers can introduce the technology into any space with a projector or television. The process is uncomplicated but the results are spectacular. 2) Extensive reading with low level learners by Fiona MacGregor. Extensive reading can increase motivation and confidence as well as vocabulary and reading fluency. Even very weak students can benefit from a new series of graded readers. Setting up and managing a class library will be demonstrated. Sun 18 May 14:00-16:30; SATY Bunka Hall 4F, Room 3 (1 min. walk from Inage Station east exit on JR Sobu Line); one-day members ¥500.

East Shikoku—Materials creation for professional development by Neil Heffernan, Ehime University. Writing textbooks can be a rewarding experience. The presenter will show how—through his involvement in the creation of two textbooks for Japanese learners—this can be achieved and how the process works. He will discuss the specifics of finding a suitable publisher and the best ways of integrating one’s ideas into the work. This will be followed by the results of a
survey of teachers’ attitudes and actions towards copyright laws. Sat 17 May 13:00-14:00; Kochi Women's University (Eikokuji), Administration Bldg, 2F; one-day members ¥500.

Gifu—Vygotsky in your pocket: Walk away with five effective classroom collaboration techniques by Mike Stockwell. This workshop will introduce participants to methods to improve classroom collaboration through an awareness of group dynamics. Participants will leave with five tried and tested techniques that will help students feel more challenged and stay on task in the target language. The goal is to supply participants with more teacher craftwork skills based on the Vygotskian view of learning as a social and collaborative activity. Sat 3 May 19:00-21:00; Heartful Square (southeast section of Gifu JR Station), Gifu City; one-day members ¥1000.

Gunma—From research to video blog: A final project for Japanese university students by John Spiri. University students in Japan can benefit by conducting research in English. The presenter will describe a final project for 1st- and 2nd-year students at a university of technology in Japan involving research, writing, revising, presenting, and finally uploading a video of the presentations onto a class blog, with corresponding text, for review, discussion, and future students. Sun 18 May 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi, t: 027-266-7575; one-day members ¥1000.

Kitakyushu—Gender equality: Teaching beyond grammar by Stefanie Tacata, Baiko Gakuin University. This presentation will provide a brief analysis of the international movement for gender equality, review current activities within the ESL and JALT communities, and provide classroom activities that promote gender equality awareness. The presentation will be based on scholarly articles, including many from JALT archives. Results of student surveys done at Baiko Gakuin University in Shimonoseki will also be presented. Sat 10 May 19:00-21:00; Kitakyushu International Conference Center, Room 31 (a 5-min. walk from Kokura station); one-day members ¥1000.

Kobe—Themed tasks for the communicative classroom by Marcos Benevides. Marcos will demonstrate a “strong” task-based approach to communicative teaching, based on his co-authored title, Widgets (Longman). Relevant to teachers seeking to develop their own task-based materials, the presentation will focus on classroom practice and feature video examples, encouraging teachers to view fluency building, motivation, and classroom management from a new perspective. This presentation is aimed at teachers of young adults in classes of 12-40 students. However, junior high and conversation school teachers may find it informative. Sat 24 May 16:00-18:00; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, t: 078-241-7204; one-day members ¥1000.

Matsuyama—A health topic for healthy students: Teaching about HIV/AIDS in the EFL classroom by Louise Haynes, Japan AIDS Prevention Awareness Network. This demonstration will present practical ideas about how to raise the issue of HIV / AIDS in the Japanese EFL classroom. The presenter will show how to keep students’ affective filter low and interest high when dealing with this sensitive topic. Haynes will focus mainly on the conversation classroom but will offer ideas for writing and reading classes as well. Sun 11 May 11 14:15-16:20; Shinonome High School Kinikan 4F; one-day members ¥1000.

Nagasaki—Can we teach humour in EFL classes? by Richard Hodson, Siebold University of Nagasaki. Hodson explains, “If you have ever tried to tell a joke in a foreign language, or to introduce a funny story in class, you will probably recognize the significant linguistic and cultural challenge that humour represents for learners and teachers.” He will introduce a variety of materials that exploit the huge potential of English humour as a source of authentic language. Sat 17 May 14:00-16:00; Dejima Koryu Kaikan 4F (large white building next to Dejima Wharf and Nagasaki Prefectural Art Museum); one-day members ¥1000.

Okayama—Thinking podcasting? Think again. by Alex McAulay, Yokohama University. The hype in CALL is currently settled on podcasting. However, teachers thinking of producing their own podcasts need to begin by addressing two issues: (a) the complexity involved in the undertaking, and (b) how to integrate a podcast into the syllabus. Adapting the guidelines by Harmer (2003), and Warschauer & Whittaker (2002), this presentation will outline 10 principles guiding the process of creating the video podcast. The podcast is available at <www.ynu5photos.blogspot.com>. Sat 17 May 15:00-17:00; Sankaku A Bldg. 2F, Omotecho; one-day members ¥500.
Sendai—*Dynamic presentations* by Mike Hood, Nihon University. This workshop examines the difficulties Japanese students face as they attempt to make presentations in English. The aim is to equip teachers with knowledge and tools to better assist their students. Though the textbook *Dynamic Presentations* is offered as one model, session participants will collaborate to solve context-specific problems. **Sun 25 May 14:00-17:00; Location TBA; one-day members ¥1000.**

Shinshu—*19th annual Suwako charity walk.* Join us for an educational walk around Lake Suwa! Meet at the Katakura Fureai Nagisa. We will walk 8 km to the Kamaguchi Suimon while learning about life in the lake. After lunch, you can enjoy a forum at the Shimohama Kumin Center in Okaya. Get back to the starting point by a free ride on the Swan Boat. Donations (optional) will be collected for the Suwa Environmental Town Planning Seminar. Bring a lunch and something to write with. **Sat 3 May 08:10-13:30; south shore of Lake Suwa near the Swan Boat dock; free for all.**

Shizuoka—*Elementary school English education: What can be done?* by Machiko Fujiwara and Brian Byrd, Seigakuin University, and Chizuko Aiba, Tokyo Denki University. The presenters have been working together in the field of elementary school English for more than 20 years. Seeking “the development of Japanese who can use English,” we have used original methods for teaching children in kindergartens, private and public elementary schools, and language schools. We will introduce these methods and our actual teaching practice, and present the results we have seen in teaching children. **Sun 25 May 13:30-16:00; Kyouiku Kaikan, basement (across from Shin-Shizuoka, a 5-min. walk north from JR station); one-day members ¥1000.**

Toyohashi—*Annual picnic & barbecue.* Toyohashi JALT will hold its annual May barbecue and picnic at the usual place, in Takashi Ryokuchi Park. Everyone is welcome—members, guests and visitors—and although barbecue will be provided, we ask you to contribute something to eat and drink. There are stores located around the park, which lies to the south of the Aichi University campus. **Sun 25 May 11:30-14:00; Toyohashi Ryokuchi Koen (Takashi station, Atsumi Line); free for all.**

Yamagata—*Wisconsin and Japan cultural differences* by Heather Dow. The speaker has been an ALT for one and a half years in three Yamagata high schools. She will share the cultural differences she has encountered and what effect it has had in her teaching Japanese students to learn English. **Sat 10 May 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.**

Yokohama—*Yokohama meet JALT, JALT meet Yokohama.* After a long hiatus, we are proud to announce the first meeting of the year. First on the agenda is the election of the new Yokohama JALT (YoJALT) board. Next will be discussion about plans: events for the coming year, social events, and finances. Then Steve Brown (JALT national president) will give a brief overview of what JALT is and how members can get more involved. Visit our new website <yojalt.org/>. The location and a map for the meeting can be found on the ELT calendar. **Sun 18 May 13:30-17:00; Location TBA; free for all.**

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

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

Fukuoka: January—Two presentations and a round table discussion. 1) Studying English teachers’ immediacy: Insights from the instructional communication field by Keita Kikuchi. The first presentation covered teacher immediacy from an instructional communication perspective. Kikuchi presented the idea of teacher immediacy and several of the effective behaviors associated with immediacy. He discussed teacher misbehavior and presented research findings on students’ perceptions of teachers’ bad behavior, and presented findings on what students found motivating in their classes. Kikuchi concluded with an overview and comparison of current research into the motivation climate in Japanese schools. 2) Building teacher efficacy in the second language classroom by Quint Oga-Baldwin. Oda-Baldwin discussed the idea of teacher self-efficacy in the Japanese setting and defined Bandura’s self-efficacy theory and its effect on teacher motivation. He discussed how people’s failure attributions could lead to low self-efficacy, and offered research findings discussing teacher efficacy beliefs in Japan. He concluded with a discussion of research findings on ways to increase self-efficacy and improve professional engagement. 3) Round table discussion led by J. Lake. Lake led participants in tying together the concepts introduced in the two presentations.

Reported by Quint Oga-Baldwin

Gifu: February—Using mobile phones in the language classroom by Alex Burke and Jeffery Scott. Have you ever wished mobile phones were never invented? For teachers, they can be a major distraction. Burke and Scott demonstrated that instead of battling our students, teachers could harness this technology as the ultimate multimedia weapon, or at least a very practical learning tool.

Burke showed how to record voices, so they can be exchanged, played back later, or kept as a recording. Also, mobiles could be used for listening comprehension activities and to review language outside of class. Furthermore, some of the practical issues of using the ubiquitous keitai, ranging from methodologies to administrative guidelines and concerns were discussed. By providing an audio dimension to her classes, Burke has been able to reach students with different learning styles.

Scott covered the steps to develop a website so students can access components of his lessons using mobile phones. The key points were to insure that files were compressed to reduce the cost of downloading/uploading files and insure cross-platform capabilities. Both presenters showed various ways that mobile phone technology could provide additional student exposure or input and also serve as an effective tool for reflective learning regarding English.

Reviewed by Mike Stockwell

Gunma: November—Teaching international relations through English: Can it be done? by Leo Yoffe. Yoffe related his experiences teaching a content-based course focusing on Canadian/Japanese relations. Factors effecting the conception of the course syllabus were outlined, such as objectives, drivers, constraints, and methodology. The objectives of the course are: (a) improve students’ knowledge of Canada, (b) make students more aware of global issues as they relate to Japan, (c) increase their media literacy and critical thinking skills, and (d) improve their English levels (vocabulary, presentation skills). The methodology employed is a presentation/lecture followed by task-based learning (TBL). The class format is theme based and includes lectures supplemented with authentic materials for about 20 to 30 minutes followed by group work using hypothetical situations in which students must solve problems using negotiating, prioritizing, and exchanging opinions. All interaction is done in English. Each group then chooses a representative to present on behalf of their group. Presenting students are assessed on their language and presentation effectiveness. Student assessment is also based on an individual research project presented at the end of each term and a written report based on one of these presentations submitted at the end of the course.

Reported by Harry Meyer
Hiroshima: February—Helping students to speak English better: The poster carousel by Eiko Nakamura. The Poster Carousel is an oral activity that encourages students to choose their own topic, present it in a poster form, and involve themselves in a cyclical activity with their peers—all done in carousel form. It encourages interaction with classmates, said Nakamura, and with each cycle lasting only 5 minutes, it shows the educator how students think on their feet. The theme of Nakamura’s students’ posters was Korean and Japanese cultures. Students can prepare the poster outside class, and after the activity starts, each individual’s level of application can be immediately measured by the educator. There will be a lot of language messiness, but learners’ language reformulations and the increase in language output are challenges that the students can rise to. As students interact with each other, they should settle into their mutual presenter and questioner roles. However, it should become obvious to both people how to understand each other’s position—especially when they switch roles.

Reported by Ewen Ferguson

Hokkaido: January—1) Actually teaching listening by Hugh Graham-Marr. Graham-Marr thinks many language teachers don’t actually teach listening skills. When teaching listening in English it’s useful to identify the kinds of problems students often have. Language problems, that is, unknown vocabulary or grammar structures, are connected to top-down processing skills. It’s important to pre-teach unknown vocabulary and grammar structures students will encounter in exercises. Many listening problems are connected to the bottom-up processing skills, and teaching intrusive sounds, linking words, the schwa sound, and contrastive stress can greatly help students. 2) Teaching the strategies of speaking by Hugh Graham-Marr. Graham-Marr stated that speaking strategies are tools students need for effective communication. Control strategies help students gain control of a conversation by asking someone to slow down or repeat themselves. Affective strategies are emotion-based and help students to be pleasant to communicate with because they show they are listening to their partner by making thinking sounds or asking questions. A good way to teach strategies is to model them, help students notice them, and point out the communication breakdown that happens when they are missing. Strategy use means more effective communication, which leads to more enjoyable encounters in English.

Reported by Wilma Luth

Kobe: January—Professional peer development: Teacher-directed classroom observations by Robert Croker and Juanita Heigham. Participants were surveyed regarding past experiences with classroom observations and opinions about both process and outcome. Discussion followed regarding peer observation as a paradigm shift and benefits of this alternative form of observation. Participants were divided into groups and led through activities in each phase of the observation cycle. Individuals took turns playing the role of student or practicing their peer observation skills. The observers each chose one of the following instruments (Woodward, 2002): (a) a teacher-learner interaction map, (b) questions, (c) alternatives, (d) balanced feedback, (e) students adapting activities—lists, (f) student adapting activities—boxes, (g) teacher language, and (h) student language. During these activities, the presenters stressed the importance of having clear guidelines for behavior (for both sides of the observation) and using information and experiences gained from feedback sessions as a springboard for future cycles. The audience received a list of references and a set of the above-mentioned instruments. See: Woodward, T. (2002). Ways of working with teachers: Principled recipes for the core tasks of teaching training, teacher education and mentoring. Broadstairs, Kent: Tessa Woodward Publications.

Report by Brent A. Jones

Nagoya: February—A treasure chest of songs, chants and games! by Kim Horne. Horne has been teaching kindergarten and elementary students in Japan since 2000. Emphasizing that kids love to move and sing, she advises combining movement and music with target language to help students improve their recall and fluency. Essential elements include: discussing, reviewing, observing, playing, singing, and moving. With Weather Song, she shows incorrect props or flash cards and lets students correct her. She recommends old songs or routines be energized by adding a new element or using a different speed. Beginning and ending routines bookmark the start and finish of a lesson and give students something familiar to warm up and cool down with. Rituals help students become familiar with the class structure and feel safe. However, throw them for a loop occasionally for fun. Have materials and an action plan in place for transitions. Help them learn meaningful communication, for example greetings or asking for things. Horne introduced Pirates-are-vowel-creatures, an
exciting game played by two groups, attacking
and retreating, chanting, “a,e,i,o,u,” with vigor-
ous fencing movement to valiant music, as well
as a flashcard game called Vowel Echo. For details,
contact <kim_horne@hotmail.com>.

Okayama: January—Creativity and play in the
English language classroom: Satisfying both
formal and communicative demands of ELT by
Scott Gardner. While Gardner pointed out that
the current trend in ELT favors function, creating
activities that allow students to play creatively
with language can effectively incorporate form
into the mix while still remaining communicative.
Gardner introduced a wide variety of wordplay
activities that could be used in the classroom
before having participants explore how these
strategies could be applied to junior and high
school materials to transform otherwise mundane
exercises into interesting and effective classroom
tasks.

Reported by David Townsend

Omiya: February—More community and motiva-
tion through coloring by Miori Shimada. Shi-
mada first mentioned her experience in attending
an art workshop and how she met the idea of
incorporating coloring into her English classes.
She summarized the theoretical background and
benefits of an application of coloring.

In order to motivate university students in a
repeater class, Shimada introduced a coloring
activity using a low-level textbook of English
anecdotes. Having completed the reading com-
prehension and relevant exercises, the students
colored the illustration of each unit. Afterwards,
they examined others’ work, asking questions
and exchanging their impressions. They also
submitted written feedback on the discussion or
on the story of a unit as a homework assignment.
In addition, their longer feedback and comments
were later presented in front of the class. These
activities not only enhanced students’ learning
attitudes towards English, but created a coop-
 erative atmosphere and mutual respect among
classmates.

During the presentation, the participants had
an opportunity to color, share, and discuss their
work in the same way it was conducted in the
actual classroom. The audience and the presenter
explored other modifications and applications of
this coloring activity in different class contexts.

Reported by Masa Tsuneyasu

Osaka: February—Getting published by Steve
Cornwell and Deryn Verity. Cornwell gave an
overview of the publishing process, including
what types of articles are reviewed, what hap-
pens to an article once it is submitted, and com-
 mon reasons for an article being rejected. Written
questions from participants were answered, such
as how to get started and the do’s and don’ts of
getting published, as a majority of the 25 or so
participants were yet unpublished. The process of
getting published can seem daunting to someone
inexperienced, but Cornwell gave participants
an informative insider’s view which made it feel
more attainable.

Verity focused on writer motivation. Partici-
pants formed small groups and were given article
extracts. They were asked to reflect on what
articles they responded to best, what the types of
articles were (i.e., quantitative research, inter-
view, etc.), and what the inspiration for writing
each article was. Participants were encouraged to
think about what topics they could write about
based on their teaching experience and interests.
The presentation ended with participants having
both an understanding of how to get published
and a higher motivation to write. Starting a local
peer-support writing group was suggested as a
continuation.

Reported by Pahnee Fukui

Sendai: January—Dyslexia: What is it? What
is it not? How to help our students overcome its
effects by Thomas Warren-Price. Speaking in part
from personal experience, Warren-Price defined
dyslexia, introduced various tests used by educa-
tional psychologists to diagnose dyslexia, sug-
gested activities to help deal with its effects, and
talked about the implications for teachers. The
focus of this workshop was on native speakers.
Factual information and PowerPoint were bal-
anced with activities where the participants could
try to get a feel for how people with dyslexia
might experience certain classroom situations,
examine real diagnostic test results to see how
dyslexia varies from person to person, and look at
some celebrities who have overcome dyslexia.

This was a very helpful workshop for teachers
as it introduced dyslexia and learning difficulties
in general in a practical and accessible way. Par-
ticipants gained increased awareness of how their
students may be struggling and some strategies
they can use to help. It is highly recommend to
other JALT chapters.

Reported by Ben Shearon
Shinshu: January—*The learning cyclone: Web 2.0 assisted recycling curriculum design* by David Ockert. The speaker introduced an innovative curriculum system design that integrates reading, communication, and listening course into a self-reinforcing cohesive pedagogy. Each course is horizontally integrated in itself. However, the three courses are vertically and horizontally integrated by both topic and vocabulary sub-sets. Furthermore, the system will take advantage of several Web 2.0 technologies to free up in-class time by utilizing student mobile phones for online testing, thereby increasing learning opportunities in the classroom. The listening course could be by podcast. In addition, out-of-class, online testing will make it virtually impossible for students to cheat by incorporating randomized test questions as well as answer choice order in a limited time.

There are several advantages to such a system: the learners are actually learning the language through interactive in-class and online socio-collaborative projects; the teacher is free to spend out-of-class time interacting with the students in event-based activities rather than grading one-off assignments; and the system guides the students toward a clear, measurable, and practical series of real-world, work-related skills in accordance with the MEXT action plan to cultivate Japanese with English abilities.

*Reported by David Ockert*

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**Reeling in the years**

**Joseph Tomei, Kumamoto Gakuen University**

For a country that prides itself on the Confucian notion of respect for the aged, Japan has never been very welcoming to workers, especially foreigners, who are over a certain age. Finding a longer term, full-time teaching position gets more and more difficult after the age of 35, and many job announcements have been full of phrases such as: *Age limit: under 35, Under the age of 45 years as of 1 April, 2008*, and *Age up to 55*.

Of course, old Japan hands will point out that salaries are tied to age in a way they are not in the West, and because a school’s bylaws will often dictate the salary scale of new teachers based on a combination of age and rank, adverts for positions also will note that salaries are not negotiable. The cynic might also point out that Japanese are just as susceptible to valuing the new, and often the most important qualification for many teaching jobs is a young, attractive face.

However, recent revisions to the Employment
Measure Law now prohibit companies, including schools, from putting age limits on job openings when recruiting and hiring new employees; previous laws simply asked firms to make an effort not to do it (The Japan Labor Flash, 2007). Largely designed to help older workers and retiring baby-boomers find work, the law may also be having an impact on the hiring practices of schools.

A recent, 1 Oct 2007, advisory from the Ministry of Health, Labor, and Welfare stated that age limits should be omitted from job announcements (available in Japanese at: <www.mhlw.go.jp/topics/2007/08/dl/tp0831-1a.pdf>). The Ministry of Health, Labor, and Welfare is promulgating the directive, and it was delivered to universities via the Japanese Research Career Information Network (JREC-IN) and by personal visits to schools by representatives of the Ministry of Health, Labor, and Welfare.

While I am not sure how other schools took this, my own institution immediately deleted the age requirement attached to some positions we were in the absolute final stages of approving. It’s not clear if this will simply prevent schools from mentioning age limits in job ads, while still utilizing candidate ages (which remain listed on resumes) in their decision making process. It’ll be interesting to see whether this requirement will be taken seriously, or honored, as rules often are in Japan, more in the breech than the observance.

In terms of universities, scanning the recent job announcements at the JREC-IN website <jrecin.jst.go.jp> shows that while almost all schools have eliminated age limits, a few aim to satisfy the letter of the law by providing an age range and adding the word *nozomashii*, (*optimal*), which then allows age to be taken into account. Job ads listed on the Japan Association of College English Teachers (JACET) website <www.jacet.org/kobo/2007/index.html> appear to have abandoned making any mention of age limits since October. Only time will tell if these changes signal a re-evaluation of age based hiring at universities or the deeper structural aspect of age determined salaries.

References

Job Openings
The Job Information Center lists only brief summaries of open positions in *TLT*. Full details of each position are available on the JALT website. Please visit <www.jalt-publications.org/tlt/jobs/> to view the full listings.

Location: Kanagawa-ken, Fujisawa-shi
School: Keio SFC Jr. & Sr. High School
Position: Full-time teacher
Start Date: 1 April 2009
Deadline: 12 July 2008

Upcoming Conferences
10 May 08—First Conference on English for Special Purposes: *Exploring the ESP Paradigm: Theory to Practice*, at Himeji Dokkyo U. Contact: <www.geocities.com/hdu_conf/main.html>


6-8 Jun 08—Fifth National Conference of Japan Association for the Study of Cooperation in Education, in Nagoya. Contact: <jasce.jp/conference05/indexe.html>

14 Jun 08—First Chubu Region JACET/JALT Joint Conference 2008: Toward a Synergistic Collaboration in English Education, at Chukyo U., Nagoya. To focus particularly on collaboration between NESTs and Japanese EFL teachers. Hosted by JACET Chubu and JALT Gifu, Nagoya, and Toyohashi chapters. Contact: <www.jacetchubu.org/> <jalt.org/main/conferences>

18-20 Jun 08—Language Issues in English-Medium Universities: A Global Concern, at U. of Hong Kong. Contact: <www.hku.hk/clear/conference08>

21 Jun 08—Nakasendo English Conference: Making Connections—Working Together to Better Our Teaching, at Seigakuin U., Saitama. To promote cooperation, sharing and support among the full variety of EFL organizations active in Kanto. Contact: <www.jalt.org/chapters/omiya/nakasendo.htm> <nakasendoenglish@yahoo.com>


26-28 Jun 08—Building Connections with Languages and Cultures, at Far Eastern National U., Vladivostok. Contact: <feelta.wl.dvgu.ru/upcoming.htm>

26-29 Jun 08—Ninth International Conference of the Association for Language Awareness: Engaging with Language, at U. of Hong Kong. Contact: <www.hku.hk/clear/ala>


5-6 Jul 08—CUE2008: Language Education in Transition, at Kinki U., Osaka. Sponsored by JALT College and University Educators SIG and Osaka chapter. Contact: <jaltcue-sig.org/>


21-26 Jul 08—18th International Congress of Linguists, at Korea U., Seoul. Contact: <cil18.org>

31 Jul-3 Aug 08—PROMS 2008: Pacific Rim Objective Measurement Symposium, at Ochanomizu U. To promote the use of Rasch measurement models to analyze data from assessments, including educational measurement. On one day the symposium will focus on language learning and assessment, including development of questionnaires. Participants will have an opportunity to consult with a researcher on how to apply the Rasch model. There will also be workshops to demonstrate Rasch-based software. Contact: <www.proms-tokyo.org>
5-6 Aug 08—WorldCALL2008: Third International Conference, in Fukuoka. Contact: <www.jlet.org/~wcf/modules/tinyd0/>

20-23 Aug 08—36th JACET Summer Seminar: Perspectives on Language Teacher Development, at Kusatsu Seminar House, Gunma. Simon Borg (U. of Leeds) will present on: Introducing Language Teacher Cognition; Teacher Cognition and Grammar Teaching; Teacher Cognition and Teacher Education; Teachers’ Conceptions of Research. Register by 15 Jun (max. 40 participants). Contact: <www.jacet.org/>

24-29 Aug 08—15th World Congress of Applied Linguistics: Multilingualism: Challenges and Opportunities, in Essen. Pre-register as follows: standard, by 30 Jun 08; latecomer, after 30 Jun 08. Applications are currently invited to chair sessions. Contact: <www.aila2008.org>


31 Oct-3 Nov 08—PAC7 at JALT2008: Seventh Conference of the Pan-Asian Consortium of Language Teaching Societies, held concurrently with the 34th JALT International Conference on Language Teaching and Learning: Shared Identities: Our Interweaving Threads, and the Asian Youth Forum, at National Olympics Memorial Youth Center, Tokyo. Contact: <jalt.org/confer-

ence/>. PAC is a series of conferences, publications and research networks, founded in 1994, and motivated by a belief that teachers of English around Asia have much to share and learn from each other. Currently, seven associations of EFL/ESL teachers are members, representing Korea, the Philippines, the Russian Far East, Singapore, Taiwan, Thailand, and Japan. Previous PAC conferences have been held in Bangkok (1997), Seoul (1999), Kitakyushu (2001), Taipei (2002), Vladivostok (2004), and Bangkok (2007). Contacts: <www.pacteach.org/>\<www.asianyouthforum.org/>

29-30 Nov 08—Second Annual Japan Writers Conference, at Nanzan U., Nagoya. Contact: <japanwritersconference.org/>


31 Mar-4 Apr 09—43rd Annual International IATEFL Conference and Exhibition, in Cardiff. Contact: <www.iatefl.org/content/conferences/index.php>

Calls for Papers or Posters


Deadline: 19 Jul 08 (for 8-10 Dec 08)—Inaugural Conference of the Asia-Pacific Rim LSP and Professional Communication Association: Partnerships in Action: Research, Practice and Training, at City U. of Hong Kong and Hong Kong Polytechnic U. Contact: <www.engl.polyu.edu.hk/lsp/APacLSP08>

Deadline: 31 Oct 08 (for 13-16 Sep 09)—Third Biennial International Conference on Task-Based Language Teaching: Tasks: Context, Purpose and Use, in Lancaster, UK. Contact: <www.lancs.ac.uk/fass/events/tbtl2009/index.htm>
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 conclusion, etc. Submissions should:

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and subheadings (boldfaced or italicized) 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 abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical paragraph
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

**Japanese Articles** 文字数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴を段落ごとに2行あけ、副見出し(太文字かイタリック体)を付けて下さいます。紙提出された場合は、1,000字から6,000字の長さです。共同編集者まで電子メールの添付ファイルでお送りください。

Send as an email attachment to the co-editors.

Letters to the Editor

Submissions should:

- contain the following information:
  - Name of the article, title, affiliation, and email address
  - a 4000-word abstract
  - at least two paragraphs of English or Japanese text

Periodicals, Conferences, Workshops, etc.

Submissions should:

- be up to 1,500 words
- be submitted to the contact editor indicated for each column. Deadlines are indicated below.

Departments

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

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

Send as an email attachment to the My Share editor.

**Conference Reports** Conference Reports should be informative essays on topics of interest to language teachers in Asia. If you have attended a conference in and around Japan, please consult the editors first.

Submissions should:

- be up to 2,000 words
- have the conference name, the date, city and country, and word count at the top of the first page
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission

Send as an email attachment to the Conference Reports editor.

**Chapter Reports** Chapters are invited to submit updates on the progress of their chapters. Submissions should:

- provide an update on the chapter's activities
- include the chapter's email address

Send as an email attachment to the Chapter Reports editor.

**Conference Calendar** The Conference Calendar is a forum for sharing symposia and presentations given at JALT chapters around the world. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Chapters are limited to one report per month. Submissions should:

- be interesting and not contain extraneous information
- be well-written, concise, informative prose

Send as an email attachment to the Conference Calendar editor.

Job Information Center

Submissions should:

- be up to 1,000 words
- include 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 more than 150 words

Deadline: 15th of the month, 2 months prior to publication.

Send as an email attachment to the JIC editor.
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The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976 -1976年に設立された学会
- working to improve language learning and teaching, particularly in a Japanese context -語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas -国内外で約3,000名の会員があります

Annual international conference 年次国際大会
- 1,500 to 2,000 participants -毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations -多数のワークショップや発表があります
- publishers’ exhibition -出版社による教材展示があります
- Job Information Centre -就職情報センターが設けられます

JALT publications include:
- The Language Teacher—our monthly publication -を毎月発行します
- JALT Journal—biannual research journal -を年2回発行します
- Annual Conference Proceedings -年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings -分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:
- Bilingualism
- CALL
- College and university education
- Cooperative learning
- Gender awareness in language education
- Global issues in language education
- Japanese as a second language
- Learner autonomy
- Pragmatics, pronunciation, second language acquisition
- Teaching children
- Lifelong language learning
- Testing and evaluation
- Materials development

JALT cooperates with domestic and international partners, including [JALTは以下の国内外の学会と提携しています]:
- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

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

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- Student rate (undergraduate/graduate in Japan) 学生会員（日本にある大学、大学院の学生）: ¥6,000
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For more information please consult our website <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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Old Grammarians....

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

Kill or be killed (aka die or be dead)

I like watching the Animal Planet channel. I like tuning in midway through a show and making a quiet bet with myself as to which form of wildlife is being featured. The general rule is: If it gets eaten, then the show must be about the thing that ate it. When I watch these shows, it always amazes me to see the enormous variety of life that exists on earth: all the tiny creatures living under rocks, and all the slightly bigger creatures living on top of those same rocks, waiting for the tiny ones to make the mistake of asking themselves, “Let’s see, now why was it I was hiding under this rock?”

The world, after all, is teeming with all manner of carnivores and herbivores. (In fact, I’m pretty sure there are a few living next door to me.) And these interesting programs show us some varieties that are even more particular about their food, like frugivores (fruit eaters), folivores (leaves), or detritivores (decomposed organic waste). I think once I even watched a show about a lipovore (fat eater) but it may have just been an infomercial for one of those Slender Shapers.

I recently tuned in to Animal Planet and saw one of your typical south-central African veldt scenes, complete with a cheetah, a tree, and a doomed troop of mongooses. Hitchcock couldn’t have staged it any better. The cheetah lay sleeping, its back to the camera, while the mongooses walked by in the foreground, as oblivious as school kids leaving a bus stop. One of them sauntered absently up the rise, dangerously close to the cheetah, but fortunately saw what lay ahead and caught itself in time. Surprisingly, the mongoose didn’t jump and run for its life. It simply switched into reverse and backtracked down to its friends, much like a commuter accidentally going through the ticket gate in the wrong direction. Then it stopped at what it presumed to be a safe distance and tried to get a better look, lifting itself up on its hind legs and craning its neck a little as if mentally measuring the cheetah’s length for the inevitable police report.

Then the others stopped to look as well. They took turns raising their long skinny bodies up on two legs and gawking at the great spotted behemoth snoring in the shade of the tree. Then just as calmly they dropped back down on all fours and moved on. Finally the last mongoose came along and predictably hoisted itself upright to see what everyone else was so interested in, but the poor sap arrived just as the cheetah was rustling awake and starting to think about breakfast. Suddenly the cheetah turned and pounced, and after a few seconds of them both making quick and blurry turns around the tree the cheetah put its paw down triumphantly in the brush and began tearing away at the poor creature with its teeth. Obviously the program wasn’t about mongooses.

For some reason this scene reminds me of another TV show I saw recently—a sitcom this time, and not a very good one, in which characters kept bursting each other’s ego bubbles by saying something to this effect: “Somewhere, billions of light years away, there’s a bright center to the Universe. It isn’t you!” (Ironically, the more this insult was repeated on the show, the more audience response it received in the form of canned laughter. If the logic held up, by the end of the show the writers conceivably could have reduced all dialogue to variations on this phrase and left the audience in a life-threatening state of hilarity.)

Drawing these two TV programs together philosophically presents a challenge, but the common thread for me at least may be this: Some days I walk out of a classroom thinking I’m Lord of the Jungle; other days I’m more like Lunch of the Jungle. I just need to remember that the “Show” isn’t about me at all; for students classes are really just little commercial breaks in the drama of life—public service messages, if you will. The trick for a teacher is to convince students not to pick up the remote control and change the ch—
### 参考資料 1：単元プランシート（グループ1）

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#### 単元情報

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<td>学 年</td>
<td>中学生</td>
</tr>
<tr>
<td>総 時 間</td>
<td>8時間</td>
</tr>
</tbody>
</table>

### 単元概要

スペイン圏の料理を通じて同じ言語を使う国でも地域によってさまざまな食生活があることを知り、異文化への理解を深めていく。また、実際に料理を作り、日本と違う食生活にふれることで日本と海外の文化の違いにもふれる機会を得る。

### 学習目標

グループに別れて調べ学習をし、適切な資料を探し出せる力を身につける。また、グループ内でディスカッションをしてもらうことにより、料理を通して地域による文化の違いへの理解を深める。ディスカッションの内容を英語で発表してもらうことにより、英語でまとめる力、発表力、リスニング力を高める。

### 単元指針

プロジェクト型学習の視点

授業で調べてもらった料理を実際に作ってみる。その際に材料を購入することが日本できるか、日本になじみのあるものか、メキシコ独特のものなのかなどをまとめてもらい、レポートを作ってもらう。最終的に社会への還元として自宅で作ってもらったり、学校の文化祭で皆に食べてもらい異文化に触れてもらう。

### 評価の観点

- 適切な資料を選び出せるか。
- 調査したことから論理的に結果を導き出せるのか。
- 英語で内容をまとめられるか。
- それぞれの料理の特徴を見つけだせるか。

### 本質的質問

- 異文化理解ってどうすればいいの。
- 文化って何だろう。

### 単元質問

- 外国の文化って何だろう。
- 文化は気候や歴史に影響されるのか

### 内容質問

- スペイン圏の料理って何があるか
- スペイン圏の気候はどんなだろ。
- スペイン圏の歴史ってどんなだろ。

(Intel® Teachプログラム提供「単元プランシート」利用による)
<table>
<thead>
<tr>
<th>授業案の評価</th>
<th>基準</th>
<th>評価</th>
<th>評価理由</th>
</tr>
</thead>
<tbody>
<tr>
<td>単元のテーマは目標が明確かつ実社会に上手く関連づけられており、生徒の興味・関心を引き出している</td>
<td>単元のテーマが明確かつ実社会に関連している</td>
<td>△</td>
<td>単元のテーマが明確とはいえない/実社会との関連性が薄い</td>
</tr>
<tr>
<td>単元プランは完成されたマニュアル性を備えており、他の教師が容易に実践することが出来る</td>
<td>単元プランは授業の素案としてのマニュアル性を備えており、他の教師の実践の参考になる</td>
<td>△</td>
<td>単元プランのマニュアル性が不完全で、他の教師の参考にじっくりものになっている</td>
</tr>
<tr>
<td>生徒は単元の目標に無理なく「気づく」ことが出来るようにになっている</td>
<td>生徒が単元の目標に「気づく」ことが出来るプランになっている</td>
<td>△</td>
<td>生徒が単元の目標に（自主的に）「気づく」づらいものになっている</td>
</tr>
<tr>
<td>英語の活用が生徒の既習スキルと無理なく結び付いており、学習目標達成のための効果的な手段となっている</td>
<td>英語の活用が生徒の学習活動と結びついているが、生徒の既習スキルとの乖離がみられる、または学習目標への関連が薄い</td>
<td>△</td>
<td>学習目標と英語の活用の関連性が明確ではない、または結びついていない</td>
</tr>
<tr>
<td>授業はプラン通りに進められ、テーマも生徒に伝わる形で行うことができた</td>
<td>授業はプラン通りに進められが、テーマを上手く伝え切れなかった</td>
<td>△</td>
<td>授業はプラン通りに進めることができず、テーマを伝え切れなかった</td>
</tr>
</tbody>
</table>

参考资料2：自己評価（教員生側）

日付（ ）（ ）班（ ）回目（ ）氏名（ ）

◎優秀 〇良 △要努力
<table>
<thead>
<tr>
<th>基準</th>
<th>評価</th>
<th>評価理由</th>
</tr>
</thead>
<tbody>
<tr>
<td>授業の評価</td>
<td>単元のテーマは興味関心を提起し立てるもので、社会との関連性も明確だった</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>英語の使用が既習スキルと無理なく結びついており、学習目標達成のための効果的な手段となっている</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>テーマは分かりやすい形で伝えられ、スムーズに授業に取り組むことが出来た</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>生徒への配慮（補助教材などの準備）が十分にされており、想定外の事態にも柔軟な対応が出た</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>教師役はそれぞれ上手く連携しながら授業を展開していた</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>自分たちの成果（物）を明確に、分かりやすく表現出来た</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>単元プランと授業内容が無理なく結びつき、スムーズに授業に入ることが出来た</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>単元の目標に無理なく気づくことが出来た</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>授業を通じて、テーマに対する理解を深め、目標を達成することができた</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>授業で自分たちの考えを深める/述べる機会設けられ、自主的にかつ積極的に活動できた</td>
<td>△</td>
</tr>
</tbody>
</table>