

# The Language Teacher

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June, 2006 • Volume 30, Number 6

The Japan Association for Language Teaching

全国語学教育学会



# JALT2006 Conference News

» What is it in our conventional approach to teacher education that is rocked so profoundly by this understanding that language creates who we are? p.170 Why do we persist in presenting students in classrooms and teachers in teacher education programs with these images of content as stable form instead of presenting content as the fluidity of user processes (as in composing, mathematizing, or languaging) ? p. 177

## Language, sociocultural theory, and L2 teacher education

Donald Freeman, School for International Training  
(Plenary speaker at JALT2006)



➤ As they currently function, most teacher education programs are mis-representing – or mis-teaching if you will – what language (as a subject matter) is all about. Working within and not questioning, this technical-rational view of teaching as teacher educators, we are selling teacher-learners a bill of goods. p193-4

➤ Simply put, the notion of a constant and stable subject matter is a fiction.... p180

➤ [Language is] a group of social understandings, positions, and identities that can be portrayed as a set of forms and structures. Like the particle and

the wave in physics, language may be both of these things. p182 [Google “What the “Bleep” do we know?”]

➤ All of this [change] is necessary simply because we cannot really go back. The influence of sociocultural theory in general, and the specifics of this book in particular, indicate a different way of understanding and doing the work of language teaching and language teacher education. p195

### » Read the full chapter:

Freeman, D. (2004). Language, sociocultural theory, and L2 teacher education: Examining the technology of subject matter and the architecture of instruction. In M. R. Hawkins (ed.) *Language Learning and Teacher Education: A Sociocultural Approach*. Clevedon, UK. Multilingual Matters.

AND, come hear Donald Freeman speak at JALT2006



Community, Identity, Motivation

## JALT2006

in Kitakyushu, Japan

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**In this month's issue . . .**

June. We relish the gorgeous sunshiny days before rainy season arrives. This issue of *The Language Teacher* provides food for thought for those times you find yourself splashing through puddles huddled under your favourite umbrella.

In this month's *Feature* article, **Yoshiko Murahata** brings to our attention issues related to nonnative English speaking teachers and suggests how teachers in the Japanese context can learn from these. In *Readers' Forum*, **Caleb Pritchard** discusses teacher autonomy and curriculum coordination, and **Peter Duppenhaller** provides insight into the structure of English haiku through a study of published examples and discusses establishing informed guidelines. **Takeshi Ishikawa** and **Chad Kallauner** have contributed *My Share* articles focusing on conversation and fluency, while **Jennifer Altman** and **Nicolas Gromik** have written book reviews to guide you in choosing materials appropriate to your Japanese study or thesis writing.

June also sees a change in *TLT* staff. **Hayo Reinders** has been serving as the editor of the *Conference Calendar*. He has resigned to pursue other interests. We would like to offer our warmest thanks to Hayo for his wonderful work. We would also like to introduce **Alan Stoke**, the new *Conference Calendar* editor. Check out his column this month!

*Kim Bradford-Watts*  
TLT Co-editor

**6** 月は梅雨入りの季節ですが、合間に晴れの日も楽しんでみませんか？TLTは今月号でも皆さんのお役に立つ記事や情報をお届けします。

今月の論文はYoshiko Murahata 氏によるもので、ノンネイティブの英語教師に関する論考です。そして、読者フォーラムではCaleb Pritchard氏 が教師の自律性とカリキュラムの調整について述べ、Peter Duppenhaller氏はアメリカの俳句刊行物の俳句を調べ、俳句を書く際のガイドラインを提案しています。マイシェアでは、Takeshi IshikawaとChad Kallaunerの各氏が会話と流暢さについて記事を寄せ、Jennifer Altman と Nicolas Gromikの各氏は日本語学習や論文作成の教材を選ぶのに有益な書評を寄せています。

最後に編集スタッフの人事についてお知らせします。学会情報担当のHayo Reinders氏がこのたび辞任し、Alan Stoke氏が新たに着任することとなりました。今月号の氏の記事をどうぞ一読ください。



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# What do we learn from NNEST-related issues? Some implications for TEFL in Japan

## Keywords

EIL, L2 user, native English speaking teacher, nonnative English speaking teacher, teacher training, world Englishes

In the last two decades an increasing number of articles and books have been published regarding nonnative English speaking teachers (NNESTs). Although mostly published in ESL countries, this literature provides precious ideas and opinions for English language teachers in EFL contexts to improve themselves as well. This article first reviews publications on NNEST-related issues from pedagogical, sociolinguistic, sociocultural, and sociopolitical aspects. Then it discusses what we learn from these issues to contribute to English language teaching in Japan and proposes some ideas for future research topics.

非英語母語話者の教師に関する論文や書物が、過去20年ほどの間に増加してきている。それらの多くはESL(第二言語としての英語)環境で出版されている。しかし、EFL(外国語としての英語)環境においても、それらは、よりよい英語教師になるための貴重な意見や考えを提供している。本論は、まず非英語母語話者の教師に関する出版物を、教育学的、社会言語学的、社会文化的、社会政治的な側面から概観する。さらに、それらの事柄から日本における英語教育に役立つ示唆を模索し、今後の研究課題をいくつか提案する。

**Yoshiko Murahata**  
Kochi University

**A** GROWING NUMBER of articles and books about nonnative English speaking teachers (NNESTs) have been published in the last two decades. They are mostly written by NNESTs in ESL countries in North America. The publications cover a wide range of topics, from pedagogical issues (Canagarajah, 1999; Medgyes, 1986, 1994; Phillipson, 1992) and teacher training (Govardhan, Nayar, & Sheorey, 1999; Kamhi-Stein, 1999; Samimy & Brutt-Griffler, 1999) to the identity of the native speaker (Davies, 2003; Paikeday, 1985), English as an international language (EIL) (McKay, 2003; Strevens, 1992), and socio-political issues (Kachru, 1992; Liu, 1999). (For further publications, see Nonnative English Speakers in TESOL Caucus, 2005.)

These issues inspire lively discussion in ESL countries, and they cannot be ignored by English language teaching professionals, even in EFL countries such as Japan. This article first reviews four aspects of NNEST-related issues in the literature, then discusses what we can learn from those issues to contribute to teaching EFL in Japan.

## Four aspects of NNEST-related issues

### *The pedagogical aspect: Is the ideal teacher of English a native speaker?*

The status of native English speaking teachers (NESTs) has been implicitly shielded. According to Phillipson (1992), one of the key tenets developed at the Commonwealth Conference on the Teaching of English as a Second Language held at Makerere, Uganda, in 1961, was that "the ideal teacher of English is a native speaker" (p. 185). This tenet was not explicitly codified, but it has had a lasting effect in core English speaking countries

and has spread among ESL/EFL professionals as a monolithic construct while promoting NESTs worldwide (Phillipson, 1992). Phillipson calls this tenet *the native speaker fallacy* and claims that teachers should be “made rather than born” (p. 194). He argues that NNESTs can be better qualified than NESTs, if they have gone through the laborious process of acquiring near-native-speaker proficiency of ESL/EFL.

Medgyes (1994) insists that both NESTs and NNESTs have an equal chance of success to be better English teachers on their own terms. While maintaining that NESTs have the advantage over NNESTs in terms of the use of the language, he specifies six advantages of NNESTs based on questionnaire surveys administered to NESTs and NNESTs (Medgyes, 1994). NNESTs can (a) provide a good learner model for imitation, (b) teach language learning strategies more effectively, (c) supply learners with more information about the English language, (d) anticipate and prevent language difficulties better, (e) be more empathetic to the needs and problems of learners, and (f) make use of the learners’ mother tongue.

Following Medgyes, Canagarajah (1999), Kamhi-Stein (1999), and Samimy and Brutt-Griffler (1999) discuss how NNESTs’ sociocultural awareness of learners’ local society and their linguistic/metalinguistic knowledge of the target language help them understand and teach learners. Widowson (1994) describes this situation, saying it is the NNESTs who are “in a better position to know what is appropriate in contexts of language learning,” while NESTs are “in a better position to know what is appropriate in contexts of language use” (p. 387).

### ***The sociolinguistic aspect: Who is the native speaker?***

Native speaker proficiency has been a necessary point of reference and model in language teaching theory (Stern, 1983). Interaction with a native speaker is an effective way to enhance L2 learning (Rivers, 1981). The term *native speaker*, however, has provoked extended debate in recent years (Davies, 2003; Kramersch, 1997; Paikeday, 1985; Rampton, 1990).

Native speaker in a general sense is considered to be “someone who has learned the language from his earliest days by virtue of having been born in the country in which it is spoken” (Paikeday, 1985, p. 2). Challenging this definition, Paikeday (1985) asserts that “‘native speaker’ is a useful artifact of thought . . . as arbitrary and

elusive a concept as Abominable Snowman . . . a legal fiction” (pp. 2-3) and argues that someone who judges grammaticality of a language is not just a native speaker but a proficient user of a language. Rampton (1990) also contends that the terms native speaker and mother tongue imply that the relationship between speakers and languages is of nationality and ethnicity, but that language ability is not guaranteed by either of them. Kramersch (1997) states that “the native speaker is in fact an imaginary construct” who has to be “a canonically literate monolingual middle-class member of a largely fictional national community whose citizens share a belief in a common history and a common destiny” (p. 363). She claims native speakership neither comes from birth nor education but rather from “acceptance by the group that created the distinction between native and nonnative speakers” (p. 363). Davies (2003) expands the definition and provides five realistic definitions of a native speaker: (a) by birth (that is, by early childhood exposure), (b) by being an exceptional learner, (c) through education using the target-language medium (the *lingua franca* case), (d) by virtue of being a native user (the post-colonial case), and (e) through long residence in the adopted country. This argument maintains that someone can be a native speaker of a language with sufficient contact and practice, even without acquiring it in early childhood.

While the researchers above challenge the definition of native speakers, Cook (1999) pays more attention to the term *nonnative speaker* and replaces it with a neutral term, *L2 user*. He asserts that the goal of L2 learners is not to be closer to native speakers but to become L2 users. The concept of the L2 user, which would not define English learners and NNESTs against native speaker linguistic competence, will give a new perspective to ESL/EFL teaching and researching, and to the definition of native speaker as well.

### ***The sociocultural aspect: What does it mean to teach EIL?***

Why has the status of the native speaker started to waver? Ironically, it is because English has obtained the unprecedented position of dominance by spreading into various regions of the world through its unique history (Strevens, 1992). Crystal (2003) estimates the number of English users, including those even in a very restricted case, at about 1.5 billion. Among English users, it should be noted, speakers of English as a mother tongue account for only a quarter of or a fifth of total English users (Strevens, 1992). Furthermore, the

annual population growth rate in ESL countries is about 2.5 times higher than that in native English speaking countries (Crystal, 2003). That is, the population gap between native and nonnative English speaking people is growing. We should be aware of the fact that the spread of English does not mean an increase in the number of native speakers but one in the number of nonnative speakers, the very fact of which justifies the status of EIL.

Kachru (1992) argues that, to capture the present sociocultural reality of English, the term *Englishes* rather than *English* should be used. As English has spread, it has developed varieties which have formed linguistic and sociocultural norms in each local speech community, such as India, Singapore, and West Africa (Stevens, 1992). Those varieties are not a deficient deviation from the proclaimed standard English or *interlanguage* on the path to native speaker English. Being ignorant of the fact of the "existence of flourishing, effective, functional, sometimes elegant, and literary nonnative varieties of English" (Stevens, 1992, p. 37) may prevent English language teachers from appropriately apprehending EIL.

When talking about teaching EIL, therefore, it must be recognized that nonnative speakers of English outnumber native speakers of the language and that NNESTs outnumber NESTs. There are more cases, therefore, where English is taught by nonnative speakers to nonnative speakers, in order to communicate with nonnative speakers (Stevens, 1992).

McKay (2003) states that teaching EIL does not necessarily entail native English speakers' norms, adding that NNESTs are often the ones who are familiar with the local culture, the local socioeconomic reality, the problems that students face, and the students' L1. Those NNESTs are indispensable in local communities because teaching EIL does not aim at creating a homogeneous English speaking community worldwide (Smith, 1983, cited in Stevens, 1992, p. 41). On the contrary, English users are expected to respect local cultures, and at the same time raise awareness of how English is used globally.

### *The sociopolitical aspect: Have NNESTs' voices been heard?*

Braine (1999) states that the voices and concerns of NNESTs have been "submerged in the multitude of presentations and publications" (p. ix) mainly by native speakers, though both NESTs' and NNESTs' positions in English teaching edu-

cation should be discussed. Medgyes (1986) broke the ice when questioning the communicative approach from the perspective of a NNEST. He argues that it is an approach developed by native English theoreticians and imposes too much burden on nonnative practitioners, who are required to provide a class with ample communicative opportunities paying attention to both meaning and form at the same time. It demands that nonnative communicative teachers hold native-like proficiency and sociocultural knowledge associated with the language, so that they can always judge learners' utterances with confidence and present prompt yet authentic expressions in order to keep the classroom interaction going. Medgyes (1986) claims, on the other hand, that NNESTs are not expected to blindly follow theories and principles developed in native English communities but are required to "act as catalysts" (p. 107) between those theories and classroom practice. McKay gives similar comments on NNESTs' role as a "questioning mechanism" (Flowerdew, 1999).

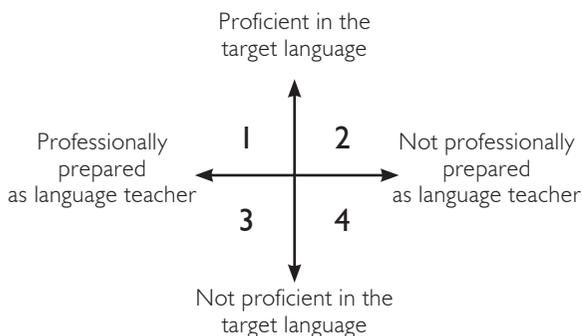
NNESTs have recently raised concerns regarding the sociopolitical shortcomings of Western-based English teacher education programs. It is argued that they fail to incorporate cross-cultural and cross-linguistic perspectives and do not sufficiently provide nonnative English speaking students with appropriate support and teacher training for nonnative English speakers to teach outside of English speaking countries (Govardhan, Nayar, & Sheorey, 1999; Kamhi-Stein, Lee, & Lee, 1999). Liu (1999) attributes these unfavorable teacher training conditions for NNESTs to ethnocentric ideologies of Western TESOL programs, saying that the economic and political power imbalance between the West and the non-West is reflected in English teacher education. Theories and methodologies developed in the ESL context, based on the data collected there, would not simply extend to the EFL context without any modification (pp. 199-200). In order to improve effective teaching and teacher training in both ESL and EFL countries, we need to hear more concerns and ideas from the NNESTs' perspective.

### **Implications for TEFL in Japan**

As seen above, the NEST/NNEST debate has mostly, though not all, taken place in an ESL context. What implications are there for TEFL in Japan by extension of the descriptions above?

First of all, exploration of the pedagogical aspect of NNEST-related issues leads both NESTs and NNESTs to realize two important requirements of being a language teacher: proficiency in

the target language, and professional training to teach it in a particular sociocultural teaching context. This suggests that language teachers should strive to be balanced in terms of both aspects in their teaching contexts. Bailey (2002) arranges these two issues in the intersected continua of *proficiency in the target language* and *professional preparation as a language teacher* as shown in Figure 1. Quadrant 1 in the figure indicates the most well-balanced ideal figure of a teacher with sufficient language proficiency, enough teacher training, and ample local sociocultural knowledge and understanding. Obviously, all language teachers fall somewhere on the continua regardless of their native/nonnative English speaking status. They are always expected to continue not only to improve their language proficiency in terms of both implicit and explicit knowledge of the target language, but also to develop their professional skills by keeping up with new research theories and findings and by learning local cultures where they teach.



**Figure 1. Continua of target language proficiency and professional preparation (Bailey, 2002)**

I would like to argue, secondly, that the pedagogical aspect of NNEST-related issues should be covered in the teacher-training curriculum. Discussing advantages and disadvantages of NESTs/ NNESTs in ESL teacher development courses at the graduate level results in improvement of self-perception of nonnative teacher trainees and a greater awareness of cross-cultural issues in language teaching by native teacher trainers (Kamhi-Stein, 1999). Awareness of one's disadvantages is absolutely necessary for any teacher to improve. Considering the native speaker fallacy and stressing the advantages of NNESTs surely helps NNESTs become more confident in their teaching. It will also help both NESTs and NNESTs to

develop better roles in their team teaching and collaborative work, which have been actively implemented in Japan as seen in Tajino and Tajino (2000) and Tuitama-Roberts and Iwamoto (2003), respectively. Furthermore, as Tsuda (1993) reports, learning about the dominant role of the English language and world Englishes in teacher education courses will surely help future English teachers teach effectively by thinking globally and acting locally.

Thirdly, teaching EIL may raise the question of what variety of English should be taught as EFL in Japan. Theoretically, aiming at teaching EIL, we do not have to base pronunciation on any model speaker of a particular native English variety, nor need we seek teaching content from native English speaking cultures only (McKay, 2003). What does this mean? Does it mean English with a strong Japanese accent will be accepted in the classroom, and internationally as well? Does it mean we do not have to learn cultural aspects of English? Further discussion of these matters will be crucial if Japan aims at cultivating *Japanese with English abilities* who will operate in the international community.

Lastly, another topic of debate is whether English learners of Japanese can be competent L2 users in the literal sense of the term. Cook (1999, 2002), in promoting the term L2 user to replace nonnative speaker, says that they are not monolinguals with added incomplete L2 knowledge who fail to become native speakers. Rather, L2 users are to be accepted in their own right without being measured against the abilities of native speakers. This concept of L2 users surely offers a new perspective to observe English learners and seems to provide a firm standpoint for NNESTs. Do NNESTs in Japan, however, refer to themselves as L2 users despite the fact that they do not use English "for real-life purposes" (Cook, 2003, p. 2)? Most NNESTs in EFL countries use English for the sake of teaching it, not for the sake of communicating with others through it. If such is the case, can they still successfully teach practical L2 users? Further investigation is necessary on NNESTs in Japan to discover their underlying assumptions and attitudes toward the term L2 user.

## Conclusion

In this article, we have seen that NNEST-related issues found in publications cover pedagogical, sociolinguistic, sociocultural, and sociopolitical topics areas. Though they are mostly discussed in ESL countries, exploration of NNEST-related issues provides us with valuable implications

for TEFL and its research in Japan as well. I hope that this article will help language teachers raise linguistic and social awareness, and that it will promote further investigation of English learners and teachers in Japan.

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# Determining the balance between teacher autonomy and curriculum coordination

## Keywords

curriculum development, university programs, teacher autonomy, accountability

Trying to pursue a coordinated curriculum in a language program too rapidly will likely lead to resistance from certain interest groups, including many teachers who want to maintain autonomy in instruction. Before undertaking a vast curriculum project, a preliminary self-study of program-specific variables can help curriculum developers determine how much new coordination is necessary in the program. This article aims to show how one Japanese university language program used such a study to examine its program in order to justify new curricular guidelines and to take moderate steps towards efficiency and accountability.

しばしば外国語カリキュラムを急激に改変することによって様々な困難が生じる。本稿では、どのように新カリキュラムの指針を正当化し、効率性と説明責任を伴うスムーズな導入をすることができるのかを、ある日本の大学での例をもとに考える。

## Caleb Prichard

### Kwansei Gakuin University

**T**HE TREND for language programs to pursue accountability in terms of learning objectives and assessment has been gaining in popularity in EFL contexts (Richards, 2001). Though some university language programs in Japan have yet to develop a coordinated curriculum, others began curriculum projects in the 1990s. As reported in the *Language Teacher* (Gossman and Cisar, 1997), Kanto Gakuen University underwent a curriculum renewal project to deal with lack of coordination in its English program. Teachers in the Kwansei Gakuin University Intensive English Program (KGU IEP) also initiated a curriculum project in 1997.

However, KGU IEP instructors were unaware of the project just 5 years later, and the curriculum was once again in disarray in 2004; the topics, skills, and materials were not coordinated between levels, or even within different sections of the same course. This situation was primarily caused by the high turnover rate of instructors, which is typical of Japanese universities because of the custom of hiring teachers for fixed-term contracts. However, other causes led to the disorganization of the curriculum, including instructors continually adapting their classes to teach to their strengths and to meet the needs of the students.

In the fall of 2004, another big turnover of teachers was scheduled at the KGU IEP, with the contracts of six of the eight instructors due to expire. Together, the lack of curriculum guidelines and the upcoming turnover of teachers were the impetus for the author, as the program coordinator beginning in the fall of 2004, to initiate a curriculum renewal project starting February of that year. However, before implementing new curriculum guidelines in the KGU IEP, it was first necessary to examine the

program to determine the extent of coordination needed and to find the balance between curriculum guidelines and teacher autonomy.

Despite the obvious benefits of a curriculum project, some faculty members may reject new curriculum guidelines (Richards, 2001). Indeed, experts in curriculum development maintain that there are several legitimate reasons to preserve teacher autonomy. Whether Japanese university language programs are undergoing their first curriculum project or renewing their curriculum, a preliminary self-study to determine how much coordination is necessary can ensure that the curriculum developers and administrators do not go too far with controls and guidelines that are destined to fail.

### Literature review

Both teacher autonomy and curriculum coordination are necessary, and programs need to find the balance between the two. Figure 1 shows the continuum between autonomy and flexibility on one side and coordination and guidelines on the other.



**Figure 1. The continuum of curriculum coordination**

While many programs may find balance in the middle of the continuum, certain program-specific factors may suggest that a program should pursue either more coordination or more flexibility. A situational analysis of the program (see Richards, 2001) done in the initial stages of a curriculum project can help determine this.

“A multiplicity of variables” such as “the personalities [and] institutional restraints” (Pennington & Brown, 1991, p. 59) may also be obstacles to organizing a unified curriculum. One factor that supports allowing for more autonomy is that having instructors plan their own courses may actually be more effective. Indeed, instructors are at their best when teaching to their strengths and interests, and trying to force teachers to use an approach or materials with which they do not agree will likely lead to failure. Therefore, if students are satisfied with the instruction and are achieving the objectives of the program, strict

curriculum guidelines may not be necessary. In addition, allowing faculty the right to make decisions about their classes empowers them and may reduce burnout, which is common in the profession (Soppelsa, 1997).

Pennington and Brown (1991) also argue that a curriculum should be flexible enough for the instructors to be able to adapt to meet student needs. This is particularly viable in programs with experienced teachers and small classes. Moreover, in programs that have few students progressing from level to level, less coordination of course content is required. While many IEPs in English-speaking countries consist of students advancing through several levels in a step curriculum, Japanese university language programs have fewer levels and students often do not advance after freshman English.

**Table 1. Benefits of autonomy**

<p>Many teachers prefer autonomy</p> <p>Teachers remain fresh</p> <p>Instruction may be more creative and effective</p> <p>Instruction can be adapted to meet student needs</p>
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On the other hand, while flexibility and teacher autonomy are beneficial, course guidelines and coordination are essential to a program's success. Pennington & Brown (1991) argue that a unified curriculum leads to consistency, efficiency, and effectiveness. First, curriculum guidelines allow for more control over a program's quality and instructors' performance, especially in large programs with inexperienced teachers (Davidson & Tesh, 1997). In addition, a coordinated project can help instructors understand the role of each course in the program (Pennington & Brown, 1991; Byrd & Constantinides, 1997), and it can increase teamwork.

Another benefit of the coordination of course content is that it allows students to move smoothly through the levels without being exposed to repetition of instruction. Since students in one level need to receive the skills to be able to advance to the next level in a coordinated curriculum, instructors often feel a certain amount of responsibility in getting their students to meet the course objectives to prevent their students from falling behind in the next level. Indeed, initiating a step curriculum, where the course objectives of each level build on those in the previous level,

can increase accountability. This accountability can help improve the reputation of the program. For example, the synthesis of the new curriculum at Kanto Gakuen University ensured the school's customers that the program was actively pursuing their best interests (Gossman & Cisar, 1997). This included the students, who felt comforted by the fact that they were not taking a totally different course from their peers.

**Table 2. Benefits of coordination**

Control over quality of instruction
Students move smoothly through the levels
Sharing of materials
Courses build on each other
More accountability

It can be concluded that while both teacher autonomy and curriculum guidelines are necessary, program-specific variables such as the number of students moving between levels, the experience of instructors, and the size of the classes may help decide exactly how much coordination is called for. Indeed, each language program needs to find the balance between teacher autonomy and program coordination to be effective (Pennington, 1983; Davidson & Tesh, 1997).

## Study

This study hopes to serve as an example of how one program, the KGU IEP, used the above rationale to examine its program in order to justify and implement new curricular guidelines and to take moderate steps towards efficiency and accountability. The answers to the following questions were collected in spring 2004 to determine how much coordination the curriculum required:

1. Are a significant number of students progressing through different levels in the program?
2. If so, are there gaps or repetition in course content?
3. Are there many students in each class?
4. Are the students satisfied with the program?
5. Do the new instructors have experience teaching in a Japanese university setting?
6. Are the teachers willing to follow a set curriculum and to contribute to the future development of the project?

The author and the only other returning instructor worked as curriculum developers to seek answers to these questions by distributing surveys and collecting data. Data concerning course policies (i.e., entrance requirements), student numbers, and the qualifications of the recently hired teachers—answers to questions 1, 3, and 5 were collected from the administrative staff. Teacher surveys were distributed to determine what content was being covered in each course (question 2). The curriculum developers administered informal follow-up interviews to clarify responses in the surveys and to understand how teachers felt about the curriculum project (question 6). Although these instructors would not be present for the updated curriculum, we thought their opinions might reflect the views of the teachers that would replace them.

All teachers helped by distributing needs analysis surveys to the students. This needs analysis was used to see if the content of our courses was in line with the students' preferences and needs (question 2). Finally, course evaluations were reviewed at the end of the semester to see how satisfied the students were with the courses and materials (question 4).

## Program information

The KGU IEP program serves as an intensive alternative to regular departmental English for students at the university's Uegahara Campus. The program consists of the following courses: Intermediate (IM), Pre-advanced (Pre-adv), Pre-advanced TOEFL (TOEFL Prep), Advanced Speaking and Listening (Adv A), Advanced Writing (Adv B), and Advanced Reading (Adv C). IM is generally the only KGU IEP course that can be taken to meet the KGU language requirement. The course meets three times a week, lasts 2 semesters, and nearly always consists of 25 students.

In contrast to IM, the higher-level courses are generally open to those who have completed the language requirement. The courses meet twice a week for one semester and often have fewer students (usually 10-20). The students are required to have a 450 TOEFL score to be eligible to enroll in the Pre-adv course and a 500 TOEFL score for the Advanced courses. The completion of a lower-level course is not a prerequisite to enroll in a higher-level course.

### *Program-specific factors supporting flexibility & teacher autonomy*

The self-study revealed several factors which supported maintaining teacher autonomy within the KGU IEP. The first was the experience of the teachers. All had MAs in TESOL with several years experience both abroad and in Japan. The experience of the former instructors (the six who were teaching their last semester and the two who would return) was reflected in the student satisfaction with the courses. Ninety-five percent of the students reported that they were satisfied, including 61% who were very satisfied. The fact that the students were satisfied throughout the program despite the great variety in individual teaching style suggested that strict course guidelines may not have been necessary. In fact, such guidelines could have actually lowered student satisfaction with the courses. In addition, a review of the entrance requirements and the student numbers of the different courses revealed that a fully coordinated step-curriculum was neither possible nor necessary since few students were progressing from one level to the next.

Other factors suggested that perhaps even more flexibility should be allowed for in the Pre-advanced and Advanced courses. These courses tended to have fewer students, so instructors could easily adapt to meet students' specific needs. In addition, since these courses were taken as electives and generally could not be taken to meet the school's language requirement, perhaps less stringent guidelines were necessary.

### *Program-specific factors supporting more coordination and guidelines*

On the other hand, certain results did support the need for a coordinated curriculum. First of all, a significant number of students in the Pre-advanced and Advanced courses had taken another KGU IEP course. While most students were not moving from one level to the subsequent level as mentioned before, a majority of the students in the Pre-advanced and Advanced courses had taken another IEP course. Therefore, although a step-curriculum was not possible, the course content did need to be more coordinated since some students were exposed to the repetition of content that had become apparent. Indeed, instructor surveys revealed that there had been even more overlap of skills, topics, and materials than was at first expected. The teacher surveys also showed that some instructors were not covering certain skills that were deemed essential to the students.

In particular, the student needs analysis revealed that many students were studying English for business purposes and few were interested in studying abroad. However, some teachers were stressing academic skills and most were ignoring business English all together.

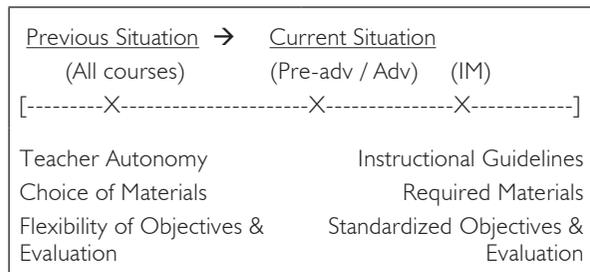
Another factor supporting more guidelines was that a review of the KGU IEP curriculum project completed in 1997 revealed that the students' beliefs and needs had changed very little over the years. Compared to programs in English-speaking countries, which sometimes experience drastic shifts in demographics, the student population of Japanese universities is more constant in terms of student needs and preferences. This indicated that relying exclusively on a needs analysis at the beginning of each semester, as was the custom in the KGU IEP, was not the most effective use of time. With 25 students per class, the IM course instructors, in particular, would find few significant differences in class needs from semester to semester. Though it was determined that needs analyses could still be useful in Advanced classes with fewer students, the curriculum project could make the teachers less reliant on them, allowing for more preparation time and the sharing of materials.

One last factor suggesting the need for more curriculum guidelines was that very few instructors had taught at a Japanese university. Despite having considerable experience in other contexts, as mentioned above, only one of eight teachers in fall 2004 had taught in a Japanese university before coming to KGU. Two of the former instructors stated in interviews that they had experienced a rather difficult adjustment period when they first began teaching in the IEP because the objectives and expectations of Japanese university students were much different from those of students studying in conversation schools in Japan or IEPs in English-speaking countries. Therefore, it was determined that course guidelines would be helpful for the new teachers without Japanese university teaching experience.

### **Discussion**

The self-study of the KGU IEP revealed that there were significant factors supporting both maintaining autonomy and implementing more coordination. Considering the program previously had very few guidelines or coordination, it was determined that the program should be more coordinated than it had been (see Figure 2). The repetition and the gaps in the curriculum, the lack of instructors' experience in Japanese universi-

ties, and the consistent needs and beliefs of the students were the main factors suggesting more guidelines and the coordination of course content were needed. However, the student satisfaction with the courses suggested that considerable flexibility was necessary in terms of methodology and approach. Finally, the fact that the Pre-advanced and Advanced courses were electives and had fewer students in each class suggested that more flexibility was needed in these courses.



**Figure 2. The continuum: The degree of coordination in the KGU IEP**

This determination affected what needed to be coordinated and how the curriculum would be implemented. On the one hand, it meant creating course guidelines and encouraging new instructors to follow them as much as possible to prevent the repetition of instruction. The project enabled the curriculum developers to justify the new guidelines, and the background and rationale of the new guidelines were presented to the faculty and administration through the department's in-house publication and research forum. At the end of the semester, the teachers completed a survey and had meetings to discuss what content they had covered from the curriculum. This was done in order to ensure that the instructors were attempting to cover the curriculum as much as possible.

On the other hand, the determination that flexibility and teacher autonomy needed to be maintained also influenced many decisions. First, although topics and supplementary materials were specified on the curriculum guidelines, the instructors were encouraged to use other content as long as it did not overlap with other courses. In addition, where the teachers' methodology differed from the guidelines developed based on the curriculum project, the teachers were left alone as long as their student evaluations did not suffer. After one semester, the new instructors were given the opportunity to suggest changes for the

curriculum, and they were encouraged to join the curriculum committee after one year. Indeed, the preliminary program self study helped reinforce the idea that a curriculum project can never be successful if it does not involve the entire teaching staff.

## Conclusion

Many Japanese university language programs are pursuing a coordinated curriculum and accountability. However, trying to achieve such a program too hastily will likely lead to failure. Before undertaking a vast curriculum renewal project, a preliminary self-study can help curriculum developers determine how much new coordination, if any at all, is necessary. Curriculum developers could consider questions posed in this study and some others:

1. Are there many levels in the program? Are a significant number of students progressing through the levels?
2. Are there gaps or is there repetition in the course content?
3. Are there many students in each class? Is the student population constant?
4. Are the students and other interest groups satisfied with the program?
5. Are the students achieving the program objectives?
6. Do the instructors have experience teaching in a Japanese university? Are there many part-time instructors? Is there a frequent turnover of instructors?
7. Are the teachers willing to follow a set curriculum? Might they be willing to contribute to the renewal project?

The answers to these questions can not only help determine how much coordination the curriculum needs but they can also be used to sell the idea of curriculum renewal to the teaching staff or the administration. Indeed, balancing flexibility and autonomy can help a program take appropriate steps towards efficiency and accountability.

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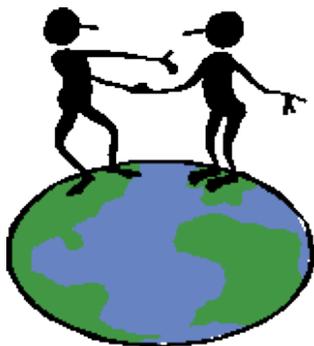
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# Establishing guidelines for writing haiku in English

## Keywords

English haiku, text analysis, guidelines

Haiku in English are more than just 17 syllables arranged in groups of 5-7-5. How much more remains somewhat of a mystery. This article examines haiku from two representative American haiku publications, using two computer programs to examine characteristics of these haiku. The findings are used to suggest possible guidelines for writing haiku in the EFL/ESL classroom.

英語の俳句とは単なる五七五でアレンジされた17音節ではなく、謎の部分もある。本論は、これらの俳句の特性調査に、2つのコンピュータプログラムを使って、2つの代表的なアメリカの俳句刊行物の俳句を調べる。調査結果はEFL/ESLの教室で、俳句を書くための実効可能なガイドラインを提案するために使われる。

**Peter Duppenthaler**  
**Tezukayama Gakuin**  
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**M**ORE AND more EFL/ESL teachers seem to be calling for the inclusion of haiku in language classes (see for example Apple, 2004; Rodriguez, 2004; Svendsen, 2002). According to Sato (1999):

Today it may be possible to describe haiku but not to define it.... Both in form and content, all you can say is that a haiku, be it in Japanese, English, or any other language, is what the person who has written it presents as a haiku. (p. 73)

What guidelines, then, can teachers give their students as to what is or is not an acceptable haiku in English? A natural place to start would be a description of what is accepted for publication. In order to do this, all of the haiku in the three volumes of *Frogpond* (Kacian, 2000) and three volumes of *Modern Haiku* (Spiess, 2000) were scanned and checked for accuracy. These are two of the most famous and well-established haiku publications in America.

Following this, two composite files were created, one for each publication, which included all of the haiku for the year. Each file was then run through two additional computer programs, VocabProfile and RightWriter. VocabProfile is a computerized vocabulary program (the most recent version is RANGE and is downloadable from <[www.vuw.ac.nz/lals/staff/paul-nation/RANGE32GSL.zip](http://www.vuw.ac.nz/lals/staff/paul-nation/RANGE32GSL.zip)>) that I will discuss in more detail later. RightWriter (Macintosh version 3.1) is a commercially available grammar and style program. It is designed to help writers create

strong, clear pieces of writing. Various document statistics are available in the program. The following two tables show the RightWriter printouts for the combined volumes of *Frogpond* and *Modern Haiku*.

**Table 1. RightWriter printout for combined volumes of *Frogpond***

Total number of words in document	3148
Total number of unique words in document	1381
Total number of words within sentences	3148
Total number of sentences (i.e., one sentence equals one haiku)	344
Total number of syllables	4452
Average number of syllables/word	1.413
Average number of words/sentence	9.151

**Table 2. RightWriter printout for combined volumes of *Modern Haiku***

Total number of words in document	5605
Total number of unique words in document	2146
Total number of words within sentences	5605
Total number of sentences (i.e., one sentence equals one haiku)	573
Total number of syllables	7900
Average number of syllables/word	1.409
Average number of words/sentence	9.782

### Number of words

As can be seen in Tables 1 and 2, there are about twice as many haiku in the three volumes of *Modern Haiku* as there are in the three volumes of *Frogpond*. However, we can see that the other statistics are quite similar and that a number of interesting document statistics have been generated by the computer program. By looking at the *Average number of words/sentence* we can see that for the combined volumes of *Frogpond* it is 9.151

and that for the combined volumes of *Modern Haiku* it is 9.782. In this case, each sentence represents one haiku. If we accept that these two publications represent the current state of haiku published in English, then we can say that the average number of words is  $9.5 (9.151 + 9.782 = 18.933 / 2 = 9.467)$  per haiku.

### Number of syllables

The suitable number of syllables for haiku in English has long been a matter of debate. Suitability in this case has often been based on the assumption that haiku in English should mirror haiku in Japanese, and on the desire of translators to provide *accurate* English language translations of Japanese haiku. However, Sato (1999) says, "It seems to me that all this fuss [about syllables] arose from a failure to recognize a simple fact: Syllables have different values in different tongues" (p. 72). Nevertheless, students seem to be fascinated by the *correct* number of syllables, and I am often asked "How many syllables should I have?"

Charles Nethaway answers this question in this way:

Not long before I was elected President of the Haiku Society of America in 1989 and while I was creating many haiku, I counted syllables per haiku in representative issues of *Frogpond*, *Modern Haiku* and *Wind Chimes*; the average number was 12. In the more traditionally oriented *Dragonfly*, the average was 15. In HSA meetings in New York in the late 1980s, attended by such poets as William J. Higginson, Cor van den Heuvel, L.A. Davidson, and Doris Heitmeyer, it was generally acknowledged, in my recollection, that fine English language haiku are found at 12-14 syllables. Now, in 2004, the pattern continues. (C. D. Nethaway, Jr., personal communication, January 10, 2004)

If we look again at Tables 1 and 2, we will be able to see that for the combined volumes of *Frogpond*, the average number of syllables per haiku is 12.942 (Total number of syllables: 4452 / Total number of sentences: 344) and that for the combined volumes of *Modern Haiku* it is 13.787 (Total number of syllables: 7900 / Total number of sentences: 573). This means that the average number of syllables in haiku published in these two publications is  $13.438 (12.942 + 13.787 = 26.729 / 2 = 13.365)$  per haiku.

## Vocabulary level

In order to investigate the level, based on frequency, of vocabulary contained in the haiku, the samples were run through the VocabProfile computer program. This program "shows the percentage of words a learner uses at different vocabulary frequency levels" (Laufer & Nation, 1995, p. 307). The program compares "a text against vocabulary lists to see what words in the text are and are not in the lists, and to see what percentage of the items in the text are covered by the lists" (*VocabProfile User's Manual*, n. d., p. 1).

The lists in this case are (a) the first 1000 most frequently used words of English, (b) the second most frequently used 1000 words, (c) "words not in the first 2000 words of English but which are frequent in upper secondary school and university texts from a wide range of subjects" (*VocabProfile User's Manual*, n. d., p. 3), and (d) words not found in any of the first three lists (i.e., not in the lists).

The program counts each occurrence of the words in a given text and provides the percentage of words in the given text found in each of the three lists, plus those not contained in the three lists. We are thus able to determine "the percentage of words a learner [i.e., writer] uses at different vocabulary frequency levels in her writing--or, put differently, the relative proportion of words from different frequency levels" (Laufer & Nation, 1995, p. 311). This information can be used as an indication of the level of vocabulary contained in each publication. Tables 4 and 5 show the VocabProfile printouts for the combined volumes of *Frogpond* and *Modern Haiku*.

**Table 3. VocabProfile printouts for the combined volumes of *Frogpond***

Word list	Tokens/%	Types/%
First list	2104 / 66.3	545 / 40.2
Second list	396 / 12.5	259 / 19.1
Third list	25 / 0.8	22 / 1.6
Not in the lists	647 / 20.4	529 / 39.0
Total	3172	1355

**Table 4. VocabProfile printouts for the combined volumes of *Modern Haiku***

Word List	Tokens/%	Types/%
First	3542 / 62.6	660 / 31.3
Second	728 / 12.9	407 / 19.3
Third	60 / 1.1	52 / 2.5
Not in the lists	1328 / 23.5	989 / 46.9
Total	5658	2108

In Tables 3 and 4, the word *Tokens* means words (i.e., Total Tokens = total number of words in the document), and *Types* means the number of unique words in the document. Unique in this case means that each word is only counted the first time it appears and is not counted at subsequent appearances. A comparison of Tables 1 and 2 with Tables 3 and 4 shows a slight difference in these numbers. This is due to the fact that different computer programs count words slightly differently (e.g., *I'm* and some hyphenated words may be counted as either one or two words by different computer programs). However, as we can see, the differences are slight and should not cause problems in interpretation of the data. As a precaution, one could use the averages for the various programs (see Table 5).

**Table 5. Averages for total number of words (i.e., Tokens) of three programs for *Frogpond* and *Modern Haiku***

	<i>Frogpond</i>	<i>Modern Haiku</i>
Microsoft Word	3228	5806
VocabProfile	3172	5658
RightWriter	3148	5605
Average	3183	5690

As we might expect, the majority (over 60%) of the vocabulary used in the haiku are contained within the first 1000 most frequently used words of English. In short, haiku do not require a particularly high level of vocabulary. As a rule of thumb, you can tell your students that *simple is best*.

## Use of *a* and *the*

We can investigate the use of *a* and *the* by using the vocabulary lists generated by the VocabProfile program. In both publications, writers use *the* more often than *a* (see Table 6).

**Table 6. Use of *a* and *the* in *Frogpond* and *Modern Haiku***

	<i>a</i>	<i>the</i>
<i>Frogpond</i>	112	322
<i>Modern Haiku</i>	193	572

By combining this information with that found in Tables 1 and 2 we can get the following information.

**Table 7. Percentages use of *a* and *the* in *Frogpond* and *Modern Haiku***

<i>Frogpond</i>	
Total number of words in document	3148 ( <i>a</i> = 3.6%; <i>the</i> = 10%)
Total number of unique words in document	1381 ( <i>a</i> = 8%; <i>the</i> = 23%)
<i>Modern Haiku</i>	
Total number of words in document	5605 ( <i>a</i> = 3.4%; <i>the</i> = 10%)
Total number of unique words in document	2146 ( <i>a</i> = 9%; <i>the</i> = 26.6%)

One of the ways to check if the VocabProfile program is running properly is to look at the numbers for *a* and *the*. These should be very high because they are the most commonly used words in prose writing. The interesting point here is that they are also common in haiku. Haiku writers tend to use *the* more than *a* which would seem to lend credit to the idea that writers should try to make their haiku specific and avoid general comments about nature or other topics—*the old pine tree* rather than *an old pine tree*.

## Begin with a noun

RightWriter makes *Sentence Structure Recommendations*. In this case it reported that *Most sentences*

[i.e., haiku] start with nouns. As it turned out, these nouns were quite varied. I had thought that many of the haiku would start with the words *spring*, *summer*, *autumn*, or *winter*, but this was not the case. Only about 7% of the haiku in the issues of *Frogpond* and 5% of those in *Modern Haiku* start with one of these four words, and in most cases, they are used to modify other nouns (e.g., *winter rain*).

## Adjectives and adverbs

RightWriter also reported that *The use of adjectives and adverbs is normal*. According to the *RightWriter User's Manual*, "The normal use of adjectives and adverbs ranges from 0.2 to 0.9. Values less than 0.2 indicate the writing is terse and choppy. Values above 0.9 indicate the writing is overly descriptive" (p. 7-9). In both *Frogpond* and *Modern Haiku*, the value was 0.30. It would appear that the use of adjectives and adverbs is *normal* when compared to other types of writing, but that it is on the low side. Reichhold (1996) advises haiku writers to "Avoid adverbs and adjectives" (p. 2), and it would appear that they are doing so though not to such an extent so as to make their haiku terse or choppy.

## Readability

A Readability Index is designed to indicate the level of education a reader will need in order to understand a given text. Readability indices are based on the average number of words per sentence and the average number of syllables per word. "Readability indexes work on the principle that writing is easier to read if you use short sentences and short words" (*RightWriter User's Manual*, 1990, p. A-3). (For more on readability see Duppenthaler, 2000).

**Table 8. RightWriter printout for readability**

<i>Frogpond</i> Readability index	4.66 (Readers need a 5th grade level of education)
<i>Modern Haiku</i> Readability index	4.86 (Readers need a 5th grade level of education)

As might be expected, this simply indicates that haiku writers tend to use short sentences and short words. A look back at Tables 1 and 2 will confirm this. The reported Readability index might be taken as an indication that a 5th-grade

level of English might be a good level at which to start having students read and write haiku in English.

## Conclusion

The above would seem to indicate that haiku from these issues appear to be very similar to any other collection of sentences, such as those found in a letter or an essay.

One of the questions that students frequently ask is, *What is the difference between a sentence and a haiku?* I always find this to be very difficult to answer. It is easy to talk about content, but form—other than telling them to write in three lines of short-long-short (which seems to be the preferred form in both publications)—is another thing. From the standpoint of vocabulary and the use of adjectives and adverbs, there does not seem to be much of a difference. A visual inspection of the published haiku in the two publications shows that almost all of them are written in three lines, often in a short-long-short pattern (e.g., 2-3-2 words or 3-4-3 words). To help students understand the difference between a sentence written in three lines and a haiku, we can suggest using the fragment-phrase technique, as outlined by Reichhold (2002), which states that “there needs to be a syntactical break separating the verse into two distinct divisions... I would like to call the shorter portion [one line] ‘the fragment,’ and the longer portion, the two-line remainder of the poem, ‘the phrase’” (pp. 31-32).

Although some questions, such as the frequency of different parts of speech, cannot be answered with these programs, many questions, including the number of words or syllables people usually write, can be easily and accurately answered.

By using programs such as those discussed above, we can establish a more concrete set of guidelines for our students to follow based on what is actually being accepted for publication as haiku in English. These include the level of vocabulary and the number of syllables used, and the use of articles, adverbs, and adjectives. We can tell our students with confidence that haiku published in two well-established English language haiku publications are around nine words long, contain about 13 syllables, use simple vocabulary, use *the* more often than *a*, use a minimum of adverbs and adjectives, and begin with a noun or noun phrase. Although much of this may be common knowledge to those who have been

writing haiku, it is not necessarily so for students. Not only can we give our students this information but we can also back it up with concrete evidence that can be easily updated over the years. This information, combined with some examples and the fragment-phrase technique, should help to ensure the creation of acceptable haiku by our students.

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## ...with Jerry Talandis

<my-share@jalt-publications.org>



We welcome submissions for the My Share column. Submissions should be up to 1000 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

### MY SHARE ONLINE

A linked index of My Share articles can be found at:  
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**T**HIS MONTH we have two activities requiring little preparation time that will get your students speaking in a spontaneous, unrehearsed manner. First, Takeshi Ishikawa provides a warm-up game that encourages students to improvise and speak from their imaginations. Next, Chad Kallauner introduces a fluency-building activity that enables students to use previously learned vocabulary in more realistic contexts.

# A conversation warm-up game that sparks the imagination

**Takeshi Ishikawa**

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### Quick Guide

**Key words:** Warm-up, imagination, opportunity to talk

**Leaner English Level:** Low-intermediate to advanced

**Learner Maturity:** High school to adult

**Preparation Time:** 10 minutes

**Activity Time:** 5 minutes

**Materials:** Kitchen timer or similar, thick magic markers

Warm-up games can help lower learners' anxiety levels and facilitate the establishment of a comfortable classroom atmosphere. They should be fun and help students use their current knowledge. Here is a game that will get your students warmed up by activating their imaginations and moving into a world of improvised conversations.

This activity has two advantages. First, it provides students with a fun way of switching their brains to English mode. Next, it enables them to engage in unrehearsed conversation. Mentioning risk-taking as one of the 12 principles of language learning and teaching, Brown (2001) claims that "successful language learners...must be willing to become 'gamblers' in the game of language" (p. 63). My students, for example, are really good at giving prepared speeches, but when it comes to unrehearsed conversation, most of them suddenly become taciturn. It is not that they don't want to speak—they are simply not used to having improvised conversations. Because this activity is done between pairs, students can "gamble" without worrying about their mistakes being exposed to the whole class. Playing this game allows students to express their opinions in English at the beginning of class and provides them with a good warm-up that brings them out of their shells.

This activity has three parts. In part one, the students will have to quickly generate word associations. In part two, they will brainstorm words related to a topic word generated in part one. Finally, in part three, they will have a conversation based on the topic word.

### Preparation

**Step 1:** Get hold of a kitchen timer and set it to count down 30 seconds.

**Step 2:** Collect thick magic markers, one for each pair of students. This activity can be done without them, but it becomes much more fun with markers or something appropriate for passing.

**Step 3:** Create a poster with easy-to-understand instructions (see Appendix) and post it at the front of the class.

## Procedure

### Part 1

**Step 1:** Making use of the poster, explain the game's procedure. Get a volunteer to model the game with you.

**Step 2:** Pair up the students and have them do rock-paper-scissors to decide who goes first. Pass out markers to the winners.

**Step 3:** Start the timer and say, "Go!" Students holding markers pass them to their partners while saying the name of a color (e.g., *blue*).

**Step 4:** Students receiving markers must say a word that goes with the color word (e.g., *sky*) and pass the marker back. Students continue passing the markers back and forth in such a way until the timer goes off (e.g., *blue > sky > bird > fried chicken > fast food > date > Tokyo Disneyland*). The students holding a marker at the end lose, while those without markers are the winners.

### Part 2

**Step 5:** The winners choose one topic word from the words their pair came up with during the previous part (e.g., *Tokyo Disneyland*).

**Step 6:** Each pair passes their marker back and forth while saying any word they can associate with the topic word until the timer goes off (e.g., *Tokyo Disneyland > Mickey Mouse > family > roller coaster > parade*). However, there does not necessarily have to be a connection between the adjacent words. The words they come up with here serve as useful resources for the next step.

### Part 3

**Step 7:** Have students talk about their topic word (e.g., *Tokyo Disneyland*). They do not necessarily have to use the words they came up with in Step 6.

### Possible conversation:

- A: Have you been to Tokyo Disneyland?  
 B: Yes, I have.  
 A: When did you go there?  
 B: Last year with my family.  
 A: Did you ride any roller coasters?  
 B: Yes, a lot!

**Step 8:** If time permits, have them report to the class what they learned about their partner. (e.g., *My partner Takeshi went to Tokyo Disneyland with his family last year.*)

## Conclusion

Problems can be avoided if the teacher properly models and demonstrates the activity in front of the class. Because part 1 and part 2 look similar, it is important to explain the differences beforehand to avoid confusion. I have introduced this game in different classes and different levels, but I have never encountered any situations where students were confused. Basically, students like to play exciting games with a time limit and seem to appreciate the opportunity to talk with their classmates in English.

## Appendix:

### Part 1:

Rock-paper-scissors > Go!

The winner starts with a color.

[**blue**→sky→bird→fried chicken→fast food→date→Tokyo Disneyland]

The winner chooses a key word.

[**Tokyo Disneyland**]

### Part 2:

Start with the topic word.

[**Tokyo Disneyland**→Mickey Mouse→family→roller coasters→parade]

### Part 3:

Talk about the topic word. The winner in part 2 starts the conversation.

## Reference

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# Timed fluency practice

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## Quick Guide

**Key Words:** Speaking, expression, repetition, summarizing, timed, circumlocution, active listening

**Learner English Level:** Intermediate to advanced

**Preparation Time:** None

**Activity Time:** 20–30 minutes

**Materials:** Whiteboard, marker, wall clock or watch

## Introduction

Although Japanese students have studied English for 6 years before entering university, many of them do not feel comfortable or adequate in expressing themselves in real-life situations where they have to rely on what they already know. Some of them have even told me, “I can’t find opportunities to speak English in Japan since my friends and I all speak Japanese!”

According to Rivers (1983), students need opportunities where they “are on their own, trying to use the language for the normal purposes of language.” Furthermore, “in this way they will learn to draw on everything they know at a particular moment...”

I like to do the activity here a few times per semester. It involves no preparation time (other than thinking of a topic off the top of your head) and nearly every student is drawn into it. Whether or not students are allowed to use dictionaries is up to the teacher; I do not allow them because it tends to slow down the fast pace of the activity. The only prop needed is a wall clock or watch.

## Procedure

**Step 1:** Arrange the students into two rows (A and B) facing each other so that each student has a partner. Choose a topic (preferably one that goes along with the current class theme) and write it on the board along with the first time

limit (4 minutes). For example, if the unit theme is travel, then the topic can be *Your Favorite Place*.

**Step 2:** Instruct row A to speak, and row B only to listen and ask simple questions when their partners struggle. Keeping track of the time, tell the students to begin. After 4 minutes of speaking, tell them to stop.

**Step 3:** Row A moves one chair to the right, giving everyone new partners. Again, row A speaks on the same topic and row B listens, only this time for 3 minutes. Indicate when row A should begin and finish.

**Step 4:** Repeat previous step with a time limit of 2 minutes and then once more with a time limit of 1 minute.

**Step 5:** This time, row B moves one chair to the right. It is now time for row B to speak while row A listens. Announce a time limit of 4 minutes. On your signal, row B speaks on the same topic. Row A can ask simple questions if their partners struggle.

**Step 6:** Repeat the previous step three more times, first with a time limit of 3 minutes, then 2 minutes, and finally with a 1-minute limit.

## Conclusion

The goals for this activity are for students to develop fluency through repetition and to practice summarizing as the time limit gradually decreases. Students learn that in order to keep repeating the same dialog, they must trim it down each time as the limit becomes shorter and shorter. Depending on the class, 4 minutes might be too long to start with; feel free to adjust the time limits to suit your particular class. I have received nothing but positive feedback from this activity. Students really want to speak, but some are just too shy or self-conscious in a typical discussion setting to express themselves. In this activity, everyone gets a good opportunity to speak as well as listen.

## Reference

Rivers, Wilga M. (1983). *Communicating naturally in a second language*. Cambridge: Cambridge University Press.



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## BOOK REVIEWS ONLINE

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**T**HIS MONTH'S Book Reviews column features *How to Tell the Difference Between Japanese Particles*, evaluated by Jennifer Altman, and *How to Write a Better Thesis*, reviewed by Nicolas Gromik.

## How to Tell the Difference Between Japanese Particles

[Naoko Chino. Tokyo: Kodansha International, 2005. pp. 198. \$19.95. ISBN: 9-784770-022004.]

Reviewed by Jennifer Altman,  
University of Washington

In *How to Tell the Difference Between Japanese Particles*, Naoko Chino aims to make it easier for learners of Japanese to understand the differences between Japanese particles. Chino categorizes particles by meaning over 19 chapters, with topics ranging from particles that indicate time to emphasis to comparison. She explains the usage and meaning for the particles in each category and provides sample sentences in *kanji*, *hiragana*, *katakana*, and *romaji*, with translations in English. At the end of each chapter, there are one or two quizzes with 5 to 10 items, with translations and answers after each quiz. The 19th chapter is followed by a seven-part review quiz and an index.

This book is intended for self-study, although it could be used as a supplementary text in a Japanese language class, small or large. There is no teacher's manual and all answers to quizzes are provided. The main pedagogy employed is grammar-translation. I used the book to supplement my preparations for the Japanese Language Proficiency Test and I studied on my own. I read each chapter a few times, took the quiz, and went on to the next chapter until I finished it. I now use it as a reference book.

Chino explains in the preface that people studying for the Japanese Language Proficiency Test and other Japanese language tests will find the book useful. As someone who is studying for the Japanese Language Proficiency Test, I have found the book enormously helpful. Chino's categorization and explanations have made it easier for me to understand how and when to use particles, especially those with similar meanings. For example, Chino takes seven particles (*shika*, *dake*, *dake-shika*, *nomi*, *kiri*, *kirishika*, and *nomishika*) that have similar translations in English (*just* or *only*) and explains the differences in grammatical structure, usage, and nuance. It is these explanations of the differences in addition to the categories that have made it easier for me to understand the particles.

I did have a few difficulties with the book. The first was that I kept wishing for more examples and for examples other than just sentences or dialogs. One or two per particle was insufficient to cement the particle's usage in my memory. I would like to have seen 7 to 10, given that it takes at least seven exposures to a vocabulary word to really acquire it (Chang, 2004, p. 3). Moreover, paragraphs taken from authentic sources demonstrating usage of several particles would be more useful than sentences or short conversations to illustrate the differences between the particles. I would also like to have seen review quizzes every few chapters instead of just one at the end of the book. This would give the student more exposure and the author an opportunity to more fully illustrate the differences in meaning and usage. While I found the explanations for most of the chapters sufficient, they were insufficient in Chapter 7, in which Chino discusses particles of condition and supposition. The author mentions that the scope of the book does not allow her to fully explain *-ba*, *-tara*, *nara*, *tokoro de*, *-te mo*, and *to*. As I read those words and took and retook the quiz, I thought: then either fully explain those particles or omit that chapter from the book. Other than the difficulties I had with Chapter 7, I found the rest of the book easy to understand and use.

Despite its weaknesses, Chino's book is a useful volume for those preparing for the Japanese Language Proficiency Test or wishing to further their understanding of Japanese particles.

## Reference

Chang, C. (2004). *An approach to vocabulary study*. Seattle: University of Washington English Language Programs.

# How to Write a Better Thesis

[David G. Evans and Paul Gruba. Melbourne: Melbourne University Press. 2005. pp. ix + 198. ¥3,361. ISBN: 0-522-85030-8.]

Reviewed by Nicolas Gromik,  
Tohoku University

*How to Write a Better Thesis* is a textbook which: a) offers practical and succinct information; b) is written in direct plain English; c) has its chapters carefully divided into goals, content, and summary of main points; and d) provides examples of structural problems as well as various approaches to correct them. Because of these characteristics, *How to Write a Better Thesis* could be categorized as an *easy reader* for advanced language learners. Many of the chapters describing the best type of thesis structure provide examples of thesis segments to demonstrate the importance of the comments or to reveal how changes assist the Master and PhD candidate in their endeavor to write an improved dissertation.

The book is divided into three sections. The first section explains what a thesis is and how to prepare oneself for managing and completing a thesis. The second section describes the structure of the thesis in terms of introduction, literature review, design, results, discussion, and conclusion. The final part explains the importance of editing and reviewing the second draft as well as giving some good advice on publicizing the outcome of the thesis either in a seminar or a publication.

Evans and Gruba take every precaution to explain the whole process of writing a better thesis from the very basic introduction, body, and conclusion, to the most advanced strategies of outlining introductions and conclusions in order to assess the flow and strength of a thesis paper. In

addition, they offer many strategies and rules for improving the presentation of research content. For example, the book explains how to collect, assess and demonstrate the outcome of data gathered. To ensure that the reader is provided with up-to-date and invaluable advice for undertaking a thesis project, they provide some key elements of a successful thesis, which are based on a list of questions which thesis reviewers usually adhere to when verifying the quality of a thesis, such as: *Does the thesis as a whole constitute a substantive original contribution to knowledge in the subject area with which it deals?* (p. 6). Lastly, in the chapter *Before you finally submit*, the authors include a comprehensive checklist which covers the need for a logical table of contents, and stresses that necessary information concerning the content, which should be included in the thesis, is checked.

Although *How to Write a Better Thesis* is primarily concerned with thesis structure, the appendix does provide some advice for improving the writing style, for example it explains the importance of using appropriate verb tenses. It encourages writers to pay attention to verb tense and punctuation as well as to use appropriate lexicon. There is also Dunleavy (2003), who stresses the importance of SOV by explaining that it removes any ambiguity in the overall purpose of a sentence, paragraph, or section of the thesis (see also Kastens et al., 2004).

One of the international students, who approached me for assistance with editing the English translation of her Japanese Master's research, found that the book provided insightful ideas to improve the structure of her research. The use of easy English explanations assisted her comprehension of the text and the task.

Finally, considering that most educators are involved in some form of professional development or research and that some do teach Master's and PhD candidates, *How to Write a Better Thesis* is an invaluable book to be familiar with. Not only will teachers gain a lot from this text, but students will also be able to conceptualize the importance of better structure and editing.

## References

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**...with Scott Gardner**

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

Contact: Scott Gardner

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*Advanced Listening Comprehension* (3rd ed.). Dunkel, P., & Pialorsi, F. Boston: Thomson Heinle, 2005.

\* *Animal Wise Series*. Stockland, P. M., & Ouren, T. Minneapolis: Picture Window, 2005. [Illustrated, hardbound elementary readers about animals; six titles].

! *Developing Listening Skills 1*. Malarcher, C. Seoul: Compass Publishing, 2004. [Incl. CDs, transcripts].

! *How Culture Affects Communication*. Stapleton, P. Tokyo: Kinseido, 2006.

! *Inside English: High Intermediate / Intermediate / Low Intermediate*. Maggs, P., et al. Tokyo: Macmillan Languagehouse, 2005. [Incl. teacher's manuals, workbooks, CDs].

\* *On Campus*. Department of English, University of Tokyo, Komaba. Tokyo: University of Tokyo Press, 2006. [Academic English reader with Japanese notations].

\* *Oxford Tactics for the TOEIC Test*. Oxford: Oxford University Press, 2006. [Incl. CDs, tapescript, answer key, practice tests].

! *A Practical Guide to Using Computers in Language Teaching*. de Szendeffy, J. Ann Arbor, MI: University of Michigan Press, 2005.

! *Reading Challenge 1*. Malarcher, C., & Pederson, M. Seoul: Compass Publishing, 2005. [Incl. CD].

! *Reading for the Real World 1*. Malarcher, C., & Janzen, A. Seoul: Compass Publishing, 2004. [Incl. cassettes].

*Writing Plus!: Practical English Writing Skills for University and College*. Jackson, A. Tokyo: Kinseido, 2005.

**Books for Teachers (reviewed in *JALT Journal*)**

Contact: Yuriko Kite

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*An Introduction to Psycholinguistics* (2nd ed.). Steinberg, D. D., & Sciarini, N. V. Harlow, UK: Pearson Longman, 2006.

*Language Learners in Study Abroad Contexts*. Dufon, M. A., & Churchill, E. (Eds.). Clevedon, UK: Multilingual Matters, 2006.

*The Language of Language: Core Concepts in Linguistics Analysis* (2nd ed.). Cruz-Ferreira, M., & Abraham, S. A. Singapore: Pearson/Prentice Hall, 2006.

*Spoken English, TESOL and Applied Linguistics*. Hughes, R. (Ed.). New York: Palgrave MacMillan, 2005.

**ESP-related Books**

**(for *TLT* special issue, September 2006)**

Contact: Todd Squires <squires@is.ritsumei.ac.jp>

! *Business Venture 1 / Business Venture 1 with Practice for the TOEIC Test / Business Venture 2*. Barnard, R., & Cady, J. Oxford: Oxford University Press, 2000, 2003. [Incl. CDs, teacher's guides, workbooks].

! *Tech Talk: Pre-intermediate/Intermediate*. Hollett, V. Oxford: Oxford University Press, 2003. [Incl. CDs, teacher's books, workbooks].

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## THE LANGUAGE TEACHER WIRED

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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.

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## Learning on the move

### Paul Daniels

#### Ubiquitous computing

Mobile phone use has infiltrated Japanese teen culture unlike any other trend we have experienced this past decade. Mobile phone ownership in Japan is at 91 million and over 90% of our students use a mobile device on a daily basis (<www.wirelesswatch.jp>). Why is this technological resource not more widely used in education? Students have already begun to exploit the advantages of mobile phones on their own. Christopher Dede at Harvard Graduate School of Education addresses this in his recent interview in *eLearning Magazine* <elearnmag.org> when he states, "Adolescents today are highly engaged and expert in many forms of informal learning outside of school." Even inside the classroom,

students are using their mobile devices to look up words with online dictionaries, to record assignment dates, to email classmates to arrange study meetings, and to capture notes using their mobile phone cameras. Although student-initiated mobile learning has evolved, instructors and administrators have yet to tap into the potential of mobile learning. There are several good reasons for this. Existing hurdles include irregularity of both mobile hardware and networks, high cost of data transmission, and slow network speeds, all of which are not easy issues to resolve. In spite of the limitations, a small number of teachers in Japan and elsewhere are actively designing and using mobile language activities.

#### Digital learning aids

Every semester, I discover innovative ideas for using mobile phones in the classroom from my students. Listed below are a variety of ways that students are using mobile phones on campus:

- to email or phone classmates to arrange meetings for a class project
- to look up words using online dictionaries
- to visit translation websites
- to snap an image of the whiteboard to capture teacher's notes.
- to file class assignments, URLs, and password information
- to record segments of lectures
- to listen to recorded English phrases for pronunciation practice

#### Mobile networks

With sluggish data transmission speeds and high data transmission costs, text and images appear to be the most appropriate medium for developing mobile learning content at this time. Although the new 3G cellular networks operate at speeds in the 2–10 Mbps range, most users are still using 2G cellular data networks which upload data at 9.6 kbps and download at 29.8 kbps. In addition to slow network speeds, the costs involved with data transmission are excessive for educational purposes. The average Japanese mobile phone bill is around ¥9,000 per month.

Sound and video is also possible with the latest handsets and 3G cellular plans. While the data transmission rates now are inhibitive, there is some hope on the horizon with the merging of IP wireless and cellular networks. An IP phone allows users to make and receive voice calls or

data when near an 802.11 WiFi network. These phones would be able to harness the wireless connectivity used in home or campus networks. NTT DoCoMo has already introduced an IP-based mobile phone with limited functions. As combination IP/cellular phones become more widespread, additional makers will be offering wireless handsets. Most importantly, students will be able to use their IP-based mobile phones to connect to wireless campus networks, thus allowing them to download large amounts of data at high speeds while circumventing the high cellular data transmission charges.

### Vocabulary review

Email and text messaging continue to be the easiest and most efficient tools for delivering language material to students. A simple but effective mobile learning activity is Chris Hauser and Patricia Thornton's *Vocabulary via Mobile Email* <[www.studypatch.net/mobile/](http://www.studypatch.net/mobile/)>. Using a *push media* approach, activities that involve vocabulary practice, quizzes, and phrase translations can be delivered to learners on the move.

### Mobile blogs

Mobile blogging or *moblogging* made its debut in Japan in 2002. I personally have had tremendous success using mobile blogs in the classroom. One such project that students participate in is *The Day and the Life of a KUT Student*. Learners post to their weblog during the course of a week using their mobile phone. They snap an image, key in some text, and send their data off to be posted on a class website. As a follow-up activity, students view their classmates' weblogs and fill out a worksheet with questions. More information on mobile weblogs can be found in the July 2005 *TLT Wired* column.

### Mobile calendar

Mobile phones make excellent personal organizers for both instructor and learners and are often utilized for administrative tasks, such as student-teacher communication, course updates and reminders, Internet study links, and other up-to-date instructional resources. One such example that can be modified for classroom use is Bill Pellowe's mobile phone event calendar <[www.jalt.org/calendar](http://www.jalt.org/calendar)>.

### Online courses for mobiles

If you are interested in delivering more than just a calendar to your students, you may be interested in Moodle for Mobiles, a project that is currently

being developed in Japan <[moodle.org/mod/forum/discuss.php?d=33033](http://moodle.org/mod/forum/discuss.php?d=33033)>. This project will allow students to view and post to discussion forums, complete online quiz activities, and view course announcements, grades, and links.

### Mobile polls

Classrooms can be made more interactive using classroom polls or surveys. Online surveys can be created using web-based open source software such as UCCASS <[www.bigredspark.com/survey.html](http://www.bigredspark.com/survey.html)> and administered via the Web. Students are able to answer survey items by selecting radio buttons or entering text, and results can be instantly displayed for everyone to see.

### Emerging technologies

Recently, there has been much hype about digital TV for mobile phones. At this time, terrestrial *One-Seg* broadcast content is available free of charge and is identical to the broadcasts that are beamed to digital TV sets in homes. With NHK being one of the broadcasters, news and other programs will most likely be offered in English. If you are interested in language game development, have a look at what MIT is doing with mobile technology and GPS <[education.mit.edu/ar/](http://education.mit.edu/ar/)>. Players use a GPS-guided mobile device to find clues and answer questions. It would be possible to create similar language games using the GPS functions that are available with several Japanese mobile phones.

### Additional mobile learning resources

- Harvard's Graduate School's *Ubiquitous Learning Project* (HDUL). <[gseacademic.harvard.edu/%7Ehdul/](http://gseacademic.harvard.edu/%7Ehdul/)>
- Digital game-based learning site. <[www.marcprensky.com/](http://www.marcprensky.com/)>
- Chris Hauser and Patricia Thornton's *Mobile CALL Projects* page. <[www.studypatch.net/mobile/](http://www.studypatch.net/mobile/)>
- A concise overview of mobile learning. <[www.educause.edu/apps/er/erm05/erm0532.asp](http://www.educause.edu/apps/er/erm05/erm0532.asp)>
- A comprehensive mobile learning site. <[www.m-learning.org/](http://www.m-learning.org/)>
- A Japanese perspective on mobile learning. <[ojr.org/japan/wireless/1080854640.php](http://ojr.org/japan/wireless/1080854640.php)>
- Mobile learning obstacles. <[www.mlearn.org.za/CD/papers/McMillan-Keough.pdf](http://www.mlearn.org.za/CD/papers/McMillan-Keough.pdf)>

**Advert: Seido**

## ...with Joseph Sheehan

<jalt-focus@jalt-publications.org>



JALT Focus contributors are requested by the column editor to submit articles of up to 750 words written in paragraph format and not in abbreviated or outline form. Announcements for JALT Notices should not exceed 150 words. All submissions should be made by the 15th of the month, one and a half months prior to publication.

### JALT FOCUS ONLINE

A listing of notices and news can be found at:  
<jalt-publications.org/tlt/focus/>

## JALT Calendar

Listings of major upcoming events in the organisation. For more information, visit JALT's website <jalt.org>, or see the SIG and chapter event columns later in this issue.

- ▶ June 3–4: CALL SIG Conference in Hokkaido
- ▶ July 1–2: National EBM; Tokyo Medical and Dental University in Ochanomizu (same as January meeting)
- ▶ September 15: Pre-registration deadline for JALT2006 (presenters)
- ▶ October 6: Pre-registration deadline for JALT2006 (general attendees)
- ▶ November 2–5: JALT2006 in Kitakyushu

## JALT Watch

JALT National news and announcements in brief.

- ▶ JALT Publications releases the latest in its JALT Applied Materials series: A CD-ROM of "Classroom Resources." For more information: <jalt-publications.org/jam>
- ▶ JALT National Officer elections will take place before this year's conference. See the call for nominations in this issue, and voting information in upcoming TLTs.
- ▶ If you need to contact JALT Central Office, note that the email address has changed to <jco@jalt.org>. Please change your address books.

# JALT Notices

## The July 2006 Ordinary General Meeting

- Date: 2 Jul 2006
- Time: 14:30-15:00
- Place: Tokyo Medical and Dental University in Tokyo
- Room: Graduate School Building (*Ishigaku Sougou Kenkyu-tou*), 2nd floor, Faculty of Medicine Lecture Room 2 (*Igaku-ka Kogi-shitsu #2*)

### Agenda:

- Item 1. Business Report (1 Apr 2005–31 Mar 2006)
- Item 2. Financial Report (1 Apr 2005–31 Mar 2006)
- Item 3. Audit Report (1 Apr 2005–31 Mar 2006)
- Item 4. Business Plan (1 Apr 2006–31 Mar 2007)
- Item 5. Budget (1 Apr 2006–31 Mar 2007)
- Item 6. Other important issues

Steve Brown

JALT National President

## 2006年度7月通常総会

- 日程: 2006年7月2日
- 時間: 午後2:30-3:00
- 場所: 東京医科歯科大学 (東京)
- 部屋: 医歯学総合研究棟、医学科講義室 # 2

### 議案

- 第一号 平成17年度事業報告
- 第二号 平成17年度決算報告
- 第三号 平成17年度監査報告
- 第四号 平成18年度事業計画
- 第五号 平成18年度予算
- 第六号 その他の重要事項

スティーブ・ブラウン 全国語学教育学会理事

## JALT Hokkaido Journal

The *JALT Hokkaido Journal* is a refereed online journal that appears once a year, featuring theoretically grounded reports of research and discussion of central issues in foreign language teaching and learning, with a focus on Japanese contexts. We especially encourage investigations which apply theory to practice and include original data collected and analyzed by the author. Those interested in submitting a paper should visit <jalthokkaido.net/html/jh%20journal/jh\_jour-

nal.htm> or <jalthokkaido.net/index.htm> and follow the journal link. The deadline for submissions is 30 Jun 2006.

### Chiba chapter

The JALT Chiba chapter is looking for speakers to give presentations throughout 2006 and beyond. We are interested in receiving proposals on a wide variety of themes and invite those interested to contact the chapter Program Chair, Blagoja (Bill) Dimoski <bdimoski@jiu.ac.jp>, with a short description and abstract of their proposal.

### Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group

members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator at <peergroup@jalt-publications.org> for further information. We do not at present have Japanese members, but that is because none have applied so far. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

### JALT Publications: Staff recruitment

*The Language Teacher* and *JALT Journal* are looking for people to fill the following positions: Associate Editor, English language proofreader, and Japanese language proofreader. Job descriptions and details on applying for these positions are posted on our website <www.jalt-publications.org/positions/>.

## ...with Theron Muller

<memprofile@jalt-publications.org>



Member's Profile is a column where members are invited to introduce themselves to *TLT*'s readership in 750 words or less. Research interests, professional affiliations, current projects, and personal professional development are all appropriate content. Please address inquiries to the editor.

**T**HIS MONTH in Member's Profile Tadashi Ishida, one of the founders of the Teaching Older Learners SIG, shares his story of learning English in Japan, which helped inspire him to teach older learners to view English learning differently from when they were growing up. I'm happy to welcome my first Japanese contributor, and am looking forward to hearing from other JALT members eager to share their stories in English, Japanese, or both.



## MEMBER'S PROFILE

### Tadashi Ishida

My name is Tadashi Ishida and for the past 23 years I have been teaching English to senior citizens at community centers in Tokyo, sponsored by the Taito Ward Board of Education.

I was taught English under the exam-oriented Japanese education system. I studied English as if it were an ordinary school subject instead of a social activity. I was trained by my school experiences to feel that learning was only worthwhile if it was assigned, tested, and approved by a teacher because teachers were given great respect and expressly disagreeing with them was impolite.

Students were encouraged to be passive. Although teachers asked students questions, students rarely asked their teachers questions. I devoted my energy to doing what I thought my teachers wanted me to do rather than to learning English. Therefore, instead of seeing English as something I could and must learn myself with the help of the teacher, I saw it as the teacher's job to teach me. I came to feel English was to be read aloud in the classroom if I was called on, and that it was not to be used in the real outside world. My teachers never told me English should be a medium of communication. In other words, I was not required to use English to satisfy my practical needs.

Teachers emphasized grammar and translation instead of speaking and listening. This method led me to think of speaking English as a matter of memorization and translation of words.

Several years after graduating from college, I began to work as director of a nonprofit organization for international student exchange programs. I visited several American high schools and found out teachers often tried to establish a feeling of equality with their students. I observed an American history class where creative thinking and reasoning were emphasized. Such things never happened in my Japanese history class, where memorization and rote learning were emphasized.

Students were encouraged to ask questions and challenge teacher and classmate statements. The teacher told me students often got opportunities to practice discussion, debate, and public speaking. He felt expressing opinions was as important as getting the right answer. He also told me one of the aims of education was to help students to learn to express themselves well. I learned that I should expend a lot of effort trying to explain myself and my ideas when I tried to communicate in English. I noticed the grammar translation I learned at school did not allow for creative English use.

The next step in my development came several years ago when I joined JALT and became an officer, where I have learned a lot about how non-Japanese communicate with each other in English through discussion and email. I found they tried to be honest with their feelings and thoughts. Some officers have tried to disagree politely with the opinions of others. They place great value on words and ideas. Because of my experience in America, I encourage older learners to think of English as a way to communicate and not only as a subject of study.

このような経験から、私は中高年者には、学校で受けた知識としての英語ではなくて、外国人と交流できるような英語を徹底的に教えたいと思っています。インターネットと格安な海外旅行の急速な普及につれて、草の根レベルまでの国際化が進んでいます。それゆえ、個人の自己実現にとって、国際語である英語の習得は生涯にわたって不可欠なものになってきています。英語が使える日本人の育成ということで、幼児や小学生からの英語教育が現在声高に叫ばれています。それはそれでよいと思うのですが、4人に一人が高齢者という本格的な高齢化社会が到来する中で、もう少し、中高年者に対する英語教育に関心が払われるべきだと思います。そこで、中高年者に対する英語教育に関心ある先生たちが一堂に集まって、知恵を出し合う場を二年前にJALTの中に作りました。それが生涯語学教育研究部会[TOL SIG]です。部会員は約50人で、外国人の教師と、日本人の教師が半々くらいです。日本における英語教育は、英語を母国語とする外国人の英語教師と、日本人の学習態度が良くわかる日本人の英語教師の協力によってのみ、初めて有効な方法が生

み出されると思うので、理想的な環境だと思います。そして、私自身は中高年者のための英語教育に関する本「はじめよう！生きがいとしての英語」—春風社刊—を昨年6月に出版しました。学校時代の英語教育の影響で、英語が嫌いになった人や、英語の勉強に苦しんでいる中高年者に、これから多少役立てたらと念願しています。

私のサイトは<[www.eigosenmon.com/](http://www.eigosenmon.com/)>、生涯語学教育研究部会[TOL SIG]のサイトは<[www.eigosenmon.com/tolsig/](http://www.eigosenmon.com/tolsig/)>です。

## Showcase

This month in Showcase, Greg Birch, contributor to *Teachers Exploring Tasks in English Language Teaching*, a book which won a British Council Innovation Award, shares his experience of adapting his MA dissertation for inclusion in the edited volume.

### Greg Birch

After finishing my MSc in TESOL at Aston University, it was an honor when Jane Willis invited me to submit a chapter to *Teachers Exploring Tasks in English Language Teaching*, which Willis co-edited with Corony Edwards. The book contains a collection of papers concerning the use of tasks in classrooms, and I had the daunting task of turning a 12,000-word dissertation into a 4,000-word chapter. It was an extremely useful experience as I was forced to decide what I most wanted to communicate, leaving everything else for the dustbin or another publication.

Another first experience was working with an editor. Most of my MA assignments have remained unpublished, so preparing something for a wide readership required working closely with Jane and Corony. They had the unenviable task of helping me remove sections that would appear in the literature review and ensuring my contribution was consistent with the other chapters, while leaving me space to add my voice.

Many chapters were authored by Japan-based graduates of Aston University or the University of Birmingham, including David Coulson, William Essig, James Hobbs, Craig Johnston, Patrick Kiernan, Jason Moser, and Theron Muller. It was a great privilege to have shared this experience with other authors and teachers interested in tasks.

Gregory Birch, *Seisen Jogakuin College*.

<[gbirch@seisen-jc.ac.jp](mailto:gbirch@seisen-jc.ac.jp)>

### Reference

Edwards, C. & Willis, J. (Eds.). (2005). *Teachers exploring tasks in English language teaching*. Hampshire: Palgrave Macmillan.

## ...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



The co-editors warmly invite 750-word reports on events, groups, or resources within JALT in English, Japanese, or a combination of both.



Have you ever thought about solutions to reverse language shifts throughout the world? This month's contribution from Te Mana Potaka-Dewes dwells on several interesting models dealing with this problem.

## What can we learn from Reversing Language Shift (RLS) programmes?

Do you remember the tsunami in December 2004? While most of the world's media attention centred on resort areas such as Phuket, the Andamanese of the Andaman Islands had to fend for themselves. How did they do?

Suffering only minimal casualties, the vast majority of the population survived the tsunami ("Did island tribes," 2005). The Andamanese showed incredible resilience after this natural disaster by drawing upon their knowledge of the environment. The intergenerational knowledge passed down through their language made them acutely aware of the foreboding tsunami danger. It is these knowledge systems which are in danger. The survival of the Andamanese demonstrated the relevance of a traditional understanding of the earth, and how it may be more valuable than up-to-date technology.

Most readers of this column will be asking how models of indigenous language revitalization can be useful in the Japanese EFL context. In this report, I want to briefly mention just two of the many successful Reversing Language Shift (RLS) efforts from around the world. I then want to highlight some of the learning and teaching

factors that successful RLS programmes employ. Readers may then find some of these models new and refreshing and thereby consider more extensive reading of the literature. Furthermore, it is hoped that readers will understand the importance of maintaining both linguistic and cultural diversity.

In 1991, Joshua Fishman developed the Graded Intergenerational Disruption Scale (GID) to describe language shift, the gradual loss of indigenous language use over time (Fishman, 1991, pp. 88-109). Fishman's GID scale gave language activists insights into language health. Attention could then be paid to designing an appropriate course of action, depending on what stage the threatened language was at on the scale. There are many RLS programmes throughout the world that share information, making it possible to defend against language shift by employing different language programmes strategically along the GID scale.

Some 20 years ago, the Maori people in New Zealand concentrated their efforts to save the Maori language at stage six of the GID scale by introducing Maori language nests, known as *kohanga reo*, for preschool children (Spolsky, 1996). These preschool centres were conducted by grandparents who still spoke the language and provided both daycare and informal Maori language practice for children as well as their parents.

The *kohanga reo* movement spread nationally and internationally. Children who had been educated in these Maori language nests caused the development of independent Maori schools, known as *kura kaupapa Maori*, where Maori is the medium of communication. These schools aim to teach a broad-based curriculum from a Maori world view. In 1998, there were 560 registered *kohanga reo* centres and 60 registered *kura kaupapa* Maori schools in New Zealand (Te Puni Kokiri, Ministry of Maori Development, 2000).

Another well known model is the master-apprentice language learning program at the Native Californian Language Network (Hinton, 2001). Here, the emphasis is on adult learners (the apprentices) and native speakers or elders (the masters), who are paired together to use the language the apprentice is trying to learn. Both partners attend a 2-day training workshop where they learn how to teach and learn using only the target ancestral language. The partners then agree to meet regularly to use the language over the summer months, a concentrated period of 3 months. During this time, the programme offers financial

support. The programme lasts for 3 years as these pairs work together and provides a small stipend to cover costs.

The factors that these two (and other) successful RLS programmes employ to help in second language acquisition are their willingness to be unconventional, innovative, and creative. These programmes also insist on the creation of target language domains in order to support and concentrate on communication. Perhaps most importantly, these programmes encourage and motivate learners.

It is vital that we pay attention to the plight of endangered languages not only for our own benefit as linguists and professional teachers but also because we need to retain our shared knowledge and support linguistic diversity. Humankind stands to lose so much should we allow languages and the cultural and knowledge systems that come with them to die. Will we be prepared and ready when the next tsunami comes?

*Reported by Te Mana Potaka-Dewes  
The University of Kitakyushu  
<te\_mana@kitakyu-u.ac.jp>*

## References

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# We Need You!

JALT is run solely by volunteer efforts. The more people who pitch in, the less work there is for everybody. Please consider volunteering to help out. Every hand helps!

## What Can You Do for JALT?

**Volunteer to help out at JALT2006:**

**"Community, Identity, Motivation"**

**Kitakyushu, Japan: November 2-5**

SIGs, Chapters, Registration, bag stuffing, recruiting, Information Desk, Job Information Centre, Handout Centre, catering, site, EME, photocopying, editing, proofreading, writing, funding, PR, advertising, signs, speakers, reporters, photographs, hospitality, accommodation, translation, interpretation, transport, supplies, coordinating, cleaning up, setting up, monitoring, website, layout, inputting, printing, badge checking, tearing down, designing, accounting, planning, researching, organising, gophering . . .



**Contact:** <volunteers@jalt.org>

**Advert: EFL Press**

...with David McMurray

<outreach@jalt-publications.org>



Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

## Teachers helping teachers in Vietnam

Based on a contact I had made at an AsiaTEFL conference in Busan, Korea in 2003, I was able to launch a teacher training seminar at the Hue University College of Foreign Languages in March this year. At AsiaTEFL, Truong Bach Le of Hue University introduced the work that he was doing in teacher development in Vietnam. I asked him if his university would be interested in inviting foreign teachers and hosting a seminar to support his teacher training endeavors.

Several months passed without any response to my offer. I then received notice from Truong that he was about to leave Vietnam for a year to continue his doctoral studies in Australia. He had however, forwarded materials that I had given him to both the rector of his college, Tran Van Phuoc, and the head of the English department, Nhu Ton Huong. Finally, in November 2005, I received their invitation to bring a team of teacher trainers to Hue University.

This chain of events highlights the value of networking with professionals who share the same values concerning education and also the great need of developing countries to bring quality instruction to the ESL/EFL classroom. I knew neither the director nor the head of the English department at Hue University and they had never met me. From the outset our relationship and communication were based on trust.

The schedule for the program was often in a state of flux, but I had no doubt that the seminars would take place. I promoted the project at conferences such as JALT2005 and Peace as a Global Language. Word spread among JALT members. Twenty teachers sent in proposals. Some teachers later cancelled, but in the end 14 professors submitted a total of 39 presentations covering a wide range of topics.

Hue University assigned Lai Quoc Loc as our liaison person. All correspondence, arrangements, problems, and concerns were to be handled by him. Obtaining visas became a problem because government regulations made it necessary for us to acquire business rather than tourist visas. Some members did however end up entering the country on tourist visas. Some of the teachers became anxious, but these problems resolved themselves

**T**HIS MONTH we have an opportunity to learn from language trainers from around the world who collaborated in offering seminars to teachers in Vietnam. A long history of colonization and the bitter experience of recent wars have made the current government in Vietnam cautious about receiving such assistance from abroad. Vietnam quietly reopened its ports of entry to foreign tourists and business people in the early 1990s. With its rich cultural heritage and large youth population, Vietnam has been able to revitalize itself in just a few decades after having been devastated by war. To visitors, Vietnam is a vibrant young nation in spite of centuries of tradition. It has great potential for growth and development.

William Balsamo and 14 colleagues recently returned from Hue, where they were conducting workshops for teachers in training. According to Bill, it was the first time ever that a group of teachers from Japan, America, Australia, Canada, and Argentina had been invited to Vietnam to provide instruction on how to teach English. Here is his report on how the team was able to provide outreach to Vietnamese teachers.



with little difficulty. Lai Quoc Loc did his best to make things work smoothly. The warmth and hospitality that our group received was typical of the friendliness and concern that is shown to guests in Asian countries.

The facilities at Hue University were up to international standards. Two rooms provided for the seminar were equipped with computers, overhead projectors, and good speaker systems. Technicians at the university were always on hand to clear up problems immediately. It was obvious from the onset that Hue University was fully committed to the success of the seminar. What impressed us most of all was the quality and level of professionalism of the Vietnamese teachers who attended the seminar. They numbered more than 120 and remained attentive and punctual throughout the intensive program. Their attention encouraged our team to give our best.

At the end of the seminar evaluation surveys were distributed and the feedback was positive. All teachers who answered the survey stated that they wanted another seminar conducted by foreign instructors and that they had benefited from the experience. The teachers stressed that they needed more methodology and less theory and were eager to acquire methods that they could take back with them to their classes.

When a similar survey was given to the foreign instructors who presented the seminar the response was equally enthusiastic. Many of the members of our team want to have more social interaction with the Vietnamese teachers and visits to high schools and colleges. Everyone expressed an interest in participating in future seminars.

What made the meeting significant was the element of trust. We were almost all virtually unknown to each other and were building our relationship on faith and goodwill.

During his final address, Tran Van Phuoc distributed certificates of completion and expressed his sincere gratitude to all involved. He invited us to return again next year with a more ambitious program and a wider outreach to local Vietnamese teachers. The moment was historic for never before had such an exchange been done on such a scale at the university. A foundation has been put in place to nurture future exchanges and extend involvement. For those of us who went as instructors it was also a learning experience and one which will serve as a high point in our professional careers for many years to come.



The team of facilitators at Hue University



Rector Tran Van Phuoc delivers the opening address



Dr. Marilyn Books talking with one of the participants

Readers can learn more about the seminars and link to Hue University at the following website <[www.geocities.com/yamataro670/vietnamfaq.htm](http://www.geocities.com/yamataro670/vietnamfaq.htm)>.

## ...with James Hobbs

<sig-news@jalt-publications.org>



JALT currently has 17 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, biculturalism, international families, child-raising, identity [📖] *Bilingual Japan*—4x year [🗣️] monographs, forums [✉️]

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

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

### Computer Assisted Language Learning

[🔍] technology, computer-assisted, wireless, online learning, self-access [📖] *JALT CALL Journal Newsletter*—3x year [🗣️] Annual SIG conference, national conference, regional workshops, publications [✉️] [💬]

### College and University Educators

[🔍] tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching [📖] *OnCUE*—3x year [🗣️] Annual SIG conference, national conference, regional workshops, publications]

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

### Gender Awareness in Language Education

The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both theoretical and practical topics related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, visit our website <www.tokyoprogressive.org.uk/gale>. You can submit a piece by sending it to one of our coordinators: Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, use the form in the back of *TLT* or contact Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

### 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 [✉️] [💬]

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! The GILE website is <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 [✉️]

On Sat 24 Jun 18:30-20:00 **Yoshiko Okuyama** will give a presentation titled *Advanced Learners' Dictionary Use* at Kyoto Kyoiku Bunka Center. The presentation, co-sponsored with Kyoto JALT, will introduce the results of a qualitative study on bilingual dictionary usage of college students. The study focused on how Japanese-English/English-Japanese dictionaries (paper, electronic, and on-

line) are used by advanced Japanese as a Foreign Language (JFL) and advanced ESL learners. Only the results of the JFL subjects will be introduced and discussed during the presentation. The speaker is an Assistant Professor in Japanese and Linguistics at the University of Hawaii at Hilo. Her area of expertise is Second Language Acquisition, and her research topics include technology-assisted language learning and adolescent bilingualism.

For directions to the Kyoto Kyoiku Bunka Center (KKBC) in Japanese, see the JSL SIG website <jalt.org/groups/JSL>. For directions in English and a map, see the Kyoto JALT website <www.kyotojalt.org>.

#### 研修会案内

上級学習者の辞書の使い方について

2006年6月24日(土)午後6:30-8:00

場所: 京都教育文化センター、発表者: 奥山よし子

共催: JALT京都チャプター

発表者は大学生のバイリンガルの辞書使用に関する質的研究の結果を紹介する。

和英、英和辞典(紙の辞書、電子辞書、オンライン辞書)が上級の日本語学習者(JFL)、英語学習者(ESL)によりどのように使われるかということに焦点をあてる。発表ではJFL対象の結果のみを紹介、考察される。

発表者略歴Hiloのハワイ大学で日本語と言語学の助教授で専門は第二言語習得。テクノロジーを利用した言語学習、青年期のバイリンガルに関する研究がある。

京都教育文化センター(KKBC)への行き方

住所: 京都市左京区聖護院川原町4-13

日本語ではJSL SIG website <jalt.org/groups/JSL>

英語と地図はKyoto JALT website <www.kyotojalt.org> をご覧ください。

### Junior and Senior High School

[💡 curriculum, native speaker, JET programme, JTE, ALT, internationalization] [📖 *The School House*—3-4x year] [🗣️ teacher development workshops & seminars, networking, open mics] [✉️]

The JSH SIG is collaborating with JALT Kobe on an event scheduled for Sat 24 Jun 16:00-18:30 at the Kobe YMCA. *Spotlight on Junior & Senior High School Teaching* will feature presentations by SIG members and an *Open Mic* session. **David Svoboda's** presentation, *Listening: Improving Teaching Skills and Benefiting Students*, addresses the concern that teachers often somewhat blindly play a recording and elicit answers from students without considering certain fundamental questions about the activity. **William Matheny's** presentation, *English on the Stage, Rather Than on the Page*, will describe and show materials from play projects done with junior high school stu-

dents. There will also be a presentation by one of the authors of *Immediate Conversations*, a book aimed at 1st-year junior high school students. In addition to the program, this event will serve as an opportunity for Kansai area JSH SIG members to congregate and consider an agenda for further activity. For additional details and map see the JSH website <www.juniorseniorhighsig.org>.

### Learner Development

[💡 autonomy, learning, reflections, collaboration, development] [📖 *Learning Learning*, 2x year; *LD-Wired*, quarterly electronic newsletter] [🗣️ Forum at the JALT national conference, annual mini-conference/retreat, printed anthology of Japan-based action research projects] [✉️]

Join us in Osaka on Sun 11 Jun 10:00-17:00 for the third annual *A Day Celebrating Learner Development*, entitled *Authoring Autonomy: Experience, Resistance and Resolution*. This learner-focused mini-conference is co-sponsored by the Osaka chapter and the Learner Development SIG, and will be held in the Osaka City Municipal Lifelong Learning Center, on the fifth floor of Umeda's Dai-2 Building, just southeast and across the street from the Hilton Hotel. For directions, see <www.manabi.city.osaka.jp/Contents/lll/center/acc.html>. This 1-day event features four workshops led by **Tim Murphey**, **Keiko Sakui**, **Neil Cowie**, and **Stacey Vye**; reflections on the day's events led by **Martha Robertson**; and an update by **Eric Skier** on the LD anthology publication, *Learner and Teacher Autonomy in Japan 2 (AYA2)*. This mini-conference focuses on exploring teachers' and learners' learning experiences, identifying critical issues and moments in our development of learner and teacher autonomy, and learning from them. Come and join an action-packed day of exploration and collaboration in June in Osaka! For more information, contact Ellen Head <ellenkobe@yahoo.com> or Bob Sanderson <sanderson808@hotmail.com>.

### Materials Writers

[💡 materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🗣️ JALT national conference events] [✉️] [🗣️]

### Other Language Educators

[💡 FLL beyond mother tongue, L3, multilingualism, second foreign language] [📖 *OLE Newsletter*—4-5x year] [🗣️ Network with other FL groups, presence at conventions, provide information to companies, support job searches and research]

## Pragmatics

[🗨️] appropriate communication, co-construction of meaning, interaction, pragmatic strategies, social context ] [📖] *Pragmatic Matters* (語用論事情) —3x year ] [👤] Pan-SIG and JALT conferences, Temple University Applied Linguistics Colloquium, seminars on pragmatics-related topics, other publications ] [✉️]

The Pragmatics SIG welcomes articles relating to how we use language both in and out of the classroom. Articles will be considered for the SIG newsletter, *Pragmatic Matters*, which is published three times per year. Everyone who teaches language should know more about the field of Pragmatics. The best way to learn more about it is to join our SIG. For newsletter inquiries, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>, and for more details about the SIG, contact Donna Fujimoto <fujimoto@wilmina.ac.jp>.

## 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>.

## Pronunciation

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

## Teacher Education

[🗨️] action research, peer support, reflection and teacher development ] [📖] *Explorations in Teacher Education*—4x year ] [👤] library, annual retreat or mini-conference, Pan-SIG sponsorship, sponsorship of speaker at the JALT national conference ] [✉️] [🗨️]

## Teaching Children

[🗨️] children, elementary school, kindergarten, early childhood, play ] [📖] *Teachers Learning with Children, bilingual*—4x year ] [👤] JALT Junior at national conference, regional bilingual 1-day conferences ] [✉️] [🗨️]

On Sun 25 Jun we will be co-sponsoring the 2nd JALT Kagoshima Teaching Children Conference with the Kagoshima chapter. The theme is Appealing, Ageless, and Simple Activities. See <www.kyushuelt.com/jalt/kagoshima.html> for all the exciting details! In November, JALT Junior 5 will take place in Kitakyushu at JALT2006. We look forward to seeing you there! In the meantime, join our mailing list <tcsig@yahoogroups.com>. We also publish, four times a year, a bilingual newsletter full of teaching ideas. Information is available at <www.tcsigjalt.org>.

6月25日(日)に第2回JALT鹿児島児童英語指導会議を鹿児島支部と共催します。テーマはどんな年齢にも使える準備が簡単で子どもの興味をひくアクティビティーです。くわしくは<www.kyushuelt.com/jalt/kagoshima.html>ご覧ください。11月には北九州のJALT2006年度全国大会でJALTジュニアを開催します!北九州でまたお会いしましょう!それ以前でも<tcsig@yahoogroups.com>にご連絡いただければ、私たちの活動に参加できます。また素敵なアイデア満載のバイリンガル機関紙も年4回発行しています。興味のある方は<www.tcsigjalt.org>を参照してください。

## Teaching Older Learners

[🗨️] lifelong learning, older adult learners, fulfillment ] [📖] *Told You So!*—3x year (online) ] [👤] Pan-SIG, teaching contest, national & mini-conferences ] [✉️] [🗨️]



Rain, rain, go away. Come again another day! But in Japanese there is a saying that a ghost and another day may never come (『今度』と『おばけ』は出た試しがない, 'Kondo' to 'o-bake' wa deta tameshi ga nai). That means you've got to do it now! So, join TOL now even if it's raining.

If you become a member of TOL, you will soon cheer up! For more information, contact Amanda Harlow, Membership Chair, at <amand@aqua.livedoor.com> or visit our website <www.ei-gosenmon.com/tolsig/>.

## ...with Aleda Krause

<chap-events@jalt-publications.org>



Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget to add your event to the JALT calendar or send the details to the editor by email or t/f: 048-787-3342.



### CHAPTER EVENTS ONLINE

You can access all of JALT's events online at:  
<[www.jalt.org/calendar](http://www.jalt.org/calendar)>.

If you have a QRcode-capable mobile phone, use the image on the left.

**J**UNE IS busting out all over! Events are busting out in chapters all over Japan. You're sure to find something that appeals to you. Remember to check the JALT calendar <[jalt.org/calendar/](http://jalt.org/calendar/)> to find out the latest information about what's going on at a chapter near you.

**Chiba—Teaching Pragmatics Through Consciousness-Raising Tasks** by **Megumi Kawate-Mierzejewska**. This seminar aims to enable participants to become aware of issues in inter-language pragmatics, focusing on cross-cultural differences in the use of language, as well as teaching pragmatics through consciousness-raising tasks while attempting to increase students' motivation to learn. The seminar consists of two parts: theoretical consideration and pedagogical application. *Sun 11 June, 14:00-16:30; SATY Bunka Hall 4F, Room 1 (1 min walk from Inage Station east exit on JR Sobu Line); one-day members ¥500.*

**East Shikoku—Elementary School English: Seven Steps to Success With Young Learners** featuring **Stan Pederson**. Workshop and supporting presentations by EFL professionals on English education at the elementary school level. Teaching young learners is challenging in terms of autonomy, support, and the provision of rich learning experiences. Pederson, working in elementary school teaching, curriculum, and materials since 1993, will lead a fast-paced, involving workshop

highlighting his seven steps to success in using young learner English activities (songs, games, and storybooks). *Sat 24 June, 13:00-16:30; Naruto Education University, Chiikirenkei Building, Room 107, Naruto-shi, Tokushima-ken; one-day members ¥500.*

**Fukuoka—Temple University / Fukuoka JALT Applied Linguistics Colloquium**. Three types of presentations will be offered: 1) activities for the language classroom, 2) reports on completed research, and 3) reports on work in progress. For further information contact Jack Brajcich <[brajcich@fukujo.ac.jp](mailto:brajcich@fukujo.ac.jp)>. *Sun 11 June 10:00-17:00; Fukuoka Jo Gakuin University (Tenjin Satellite Campus); cost TBA.*

**Gifu—My "My Share" Experience: Inspiration and Creative Lesson Planning** by **Paul D. Tanner**, Nagoya City University. Inspiration plays a key role in developing innovative and stimulating lessons. Tanner will explain four class activities that have appeared in *The Language Teacher's My Share* column. The activities were designed for large university classes, but can also be used in smaller classes and with a variety of student levels. In the last part, participants will discuss their creative lesson plans and explain their own My Share lesson. *Sat 3 June, 19:15-20:45; Heartful Square (southeast section of Gifu JR Station), Gifu-shi; one-day members ¥1000.*

**Gifu—EFL Young Learners Poster Sessions**. Join us for some spirited poster sessions featuring six members with vast experience in teaching young learners from 2–15 years old. Each member will give valuable ideas, activities, and techniques in their chosen area. The sessions will expand beyond the basics of flashcards, phonics, and simple conversation skills. Particular emphasis will be on the expanding role of Japanese teachers of English from kindergarten to junior high school. *Sun 25 June, 09:30-11:30; Heartful Square (southeast section of Gifu JR Station), Gifu-shi; one-day members ¥1000.*

**Gunma—Assessing English Proficiency by Computer—CALL Software and Prosody Analysis** by **Hiroyuki Obari**, Aoyama Gakuin University. How effective is the Computerized Assessment System for English Communication (CASEC) in assessing EFL learners' fluency in communication? The speaker compared CASEC scores with prosody analyses of subjects' oral presenta-

tions. He will discuss the results. Then the latest software developed by the National Institute of Advanced Industrial Science and Technology will be demonstrated to show how to automatically correct the pronunciation of Japanese speakers of English. *Sun 18 June, 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi; t: 027-266-7575; one-day members ¥1000.*

**Hamamatsu—How Gender Differences Influence Hearing and Listening** by **Gregg McNabb**. The presenter will delineate gender differences in hearing and suggest how these may impact on teaching listening. This presentation should be of particular relevance to junior high school teachers and others who teach children from ages 11 to 20. It will be of general interest to all those who wish to broaden their knowledge of how language can be taught. Everyone is welcome. *Sun 11 June, 10:00-12:00; ZAZA City Bldg. Palette 5F, Meeting Room A; one-day members ¥1000.*

**Hiroshima—Psycholinguistics and Second Language Ability** by **Jun Yamada**, Hiroshima University. The ability to imitate seems to involve not only general intelligence but also L2 ability. A psycholinguistic experiment recently found that English majors, in contrast to non-English majors, produced utterances closer to those of model speakers. The implications for the classroom are explained. Significant Q&A is guaranteed. The talk will be followed by *My Share*, in which everyone is encouraged to talk 5-10 minutes about any language-learning topic. *Sun 18 June, 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F, Seminar Room 2; one-day members ¥500.*

**Ibaraki—Politics of English Teaching in Japan** by **Robert Aspinall**. Despite success in many areas of education policy, the Japanese education system has been criticized at home and abroad for poor communicative foreign language teaching (FLT). Focusing on government efforts to improve English language teaching since the mid-1980s, this presentation proposes that obstacles to the improvement of FLT can best be understood through an analysis of the social norms, values, and expectations relating to teaching and learning that permeate classrooms. *Sat 17 June, 13:00-20:00; Ibaraki University Seminar House in Daigo, Okukuji Prefectural Nature Park; ¥1250 (includes dinner), ¥2500 (includes overnight and three meals).*

**Ibaraki—1) Teachers' Unions in Japan** by **Robert Aspinall**. The splitting into two of Nikkyoso (the Japan Teachers Union) in 1989 was a highly significant event for the union itself and the organizations and institutions with which it was closely connected. **2) Teacher and Student Motivation and Sociocultural Influence** by **Phillip Otake**. Contact Martin Pauly, Program Chair, if you are interested in presenting. Each presentation will last 30 minutes (including Q&A). For updates, see the webpage <[www.kasei.ac.jp/jalt/](http://www.kasei.ac.jp/jalt/)>. *Sun 18 June, 9:00-12:00; Ibaraki University Seminar House in Daigo, Okukuji Prefectural Nature Park; ¥1250 (includes breakfast and lunch).*

**Kagoshima—Second Annual Teaching Children Conference**, co-sponsored by the Teaching Children SIG, with **Richard Graham, Jan O'Laughlin, Alison Miyake, Melinda Kawahara, David Lisgo, Cecil Burton, Caroline Lloyd, Jessica Dunton**, and more. The conference theme is *Appealing, Ageless, and Simple Activities*. We will also be running children's English classes right through the day to allow teachers with children to participate. Special rates apply to student and child participants. More details on the website <[www.jellybeansed.com/event/index.html](http://www.jellybeansed.com/event/index.html)>. *Sun 25 Jun 9:00-17:00; Kagoshima Jutaku Kyokyo Kosha Biru, Shinyashiki-cho Kagoshima (same building as Jelly Beans); one-day members ¥1000 (pre-registered before Thu 22 Jun 17:00), on-the-day participants ¥2000.*

**Kitakyushu—Two presentations by Bill Pellowe.** **1) Using Podcasts—Even Without an iPod!** Podcasts are the latest online trend. After listening to some podcast audio files, you will learn how to use them with students (even if you don't have an iPod). **2) Using Your iPod in the Classroom.** Discover how to integrate the iPod into writing, reading, and speaking lessons, using the iPod to show photo slideshows and videos. Pellowe co-produces ELT Podcast <[www.eltpodcast.com](http://www.eltpodcast.com)>. *Sat 10 June, 18:30-20:30; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from the Kokura train); one-day members ¥1000.*

**Kobe—Spotlight on Junior and Senior High School Teaching.** In collaboration with the JSH SIG, we will have three presentations: **1) Listening: Improving Teaching Skills and Benefiting Students** by **David Svoboda**. Selecting listening activities for students that are appropriate

and fulfill basic considerations. 2) *English on the Stage, Rather Than on the Page* by **William Matheny**. Description of JHS play projects with video clips and scripts. 3) *The Immediate Method in JHS* by **John Brewer**. A simple and powerful conversation teaching method. Videos will be shown. *Sat 24 June, 16:00-18:30; Kobe YMCA 4F; one-day members ¥1000.*

**Kyoto—Advanced Learners' Dictionary Use** by **Yoshiko Okuyama**. This presentation will introduce the results of a qualitative study on bilingual dictionary usage of college students. The study focused on how Japanese-English and English-Japanese dictionaries (paper, electronic, and online) are used by advanced Japanese as a Foreign Language (JFL) and advanced ESL learners. Only the results of the JFL subjects will be introduced and discussed during the presentation. *Sat 24 June, 18:30-20:00; Kyoto Kyoiku Bunka Center, Marutamachi, Sakyo-ku; one-day members ¥1000.*

**Matsuyama—Why Listening?** by **Paul Shimizu**, Intercom Press. Listening is an essential element of English conversation classes. No input—no output. Students need strategies for focused listening so they can produce. One-pattern listening can work but if it is to be really effective, students need to be challenged and motivated by variety. Students can listen for general meaning, a specific word, a complete sentence, part of a sentence, or even a feeling. A demonstration of a variety of listening activities will be followed by discussion. *Sun 11 June, 14:15-16:20; Shinonome High School Kinenkan 4F (parking not available); free for all.*

**Nagasaki—TBA.** Best wishes from Nagasaki JALT. At press time, we did not have a meeting confirmed for June, but check with us. For email contacts, as well as news and event updates, go to our homepage <[www.kyushuelt.com/jalt/nagasaki.html](http://www.kyushuelt.com/jalt/nagasaki.html)>, or you can keep in touch with us by signing up for our monthly email newsletter <[www.kyushuelt.com/jalt/nagamail.php3](http://www.kyushuelt.com/jalt/nagamail.php3)>.

**Nagoya—Dealing With First Language and First Culture Interference for Japanese Learners of English** by **David Barker**, Nanzan English Program at Seto. *I am easy to become angry. You looks like happy. I played with my friend last night. I became to like coffee.* Are you tired of correcting the same mistakes year after year? We will look at the main areas of first language and first culture interference for Japanese learners and discuss ways that

native- and nonnative-speaking teachers can deal with these more effectively. *Sun 18 June, 13:30-16:00; Nagoya International Center 3F, Lecture Room 2; one-day members ¥1000.*

**Okayama—Students' Motivation and Resistance in Language Classrooms** by **Keiko Sakui**. Language teachers know that many students show motivation and enthusiasm for learning English. But we also see students who are not interested in what we try to teach and even show resistance in various ways. We will explore, from an educational-sociological perspective, what student motivation and resistance mean and how they affect teachers' classroom decisions. The presentation will adopt an interactive style: participants can share experiences and thoughts on the topic to raise awareness and learn from each other. *Sun 4 June, 15:00-17:00; Sankaku A Bldg. 2F; one-day members ¥500.*

**Okinawa—Power of the Pen Awards.** See our website for more information <[okinawateacher.com/](http://okinawateacher.com/)>. *Sun 18 June, 14:00-16:00; venue TBA; one-day members ¥1000.*

**Omiya—Student Projects—Why and How** by **Chuck Sandy**, Chubu University. Classroom projects are an effective way to consolidate and extend learning, increase motivation, and promote learner autonomy. Project work provides clearly definable learning outcomes and real take-away value. Sandy will demonstrate several easy-to-manage projects that require little set up and can be easily adapted for learners of almost any age or ability. In addition, he will give suggestions for sharing projects with classmates and encouraging both self and peer evaluation of project work. *Sun 11 June, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit), map <[jalt.org/chapters/omiya/map.htm#sakuragi](http://jalt.org/chapters/omiya/map.htm#sakuragi)>; one-day members ¥1000.*

**Osaka—Authoring Autonomy: Experience, Resistance, and Resolution.** This is our third annual daylong event, co-sponsored by the LD SIG. Four workshops include: 1) *The Identity Construction and Performance Weight of Intent Participation* by **Tim Murphey**, Dokkyo University. 2) *Student Resistance: How Can We Deal With It?* by **Keiko Sakui**, Kobe Shoin Women's University. 3) *Resolution: Reasons Why Experienced EFL Teachers Stay Positive and Motivated* by **Neil Cowie**, Okayama University. 4) *Exploring Criti-*

*cal Moments of Change in Our Learning and Teaching Lives* by **Stacey Vye**, Meikai University. See <[www.osakajalt.org](http://www.osakajalt.org)> for details. *Sun 11 June, 10:00-17:00; Osaka City Municipal Lifelong Learning Center, Umeda's Dai 2 Bldg. 5F; one-day members ¥2000 (¥1400 for half day).*

**Sendai—Text Exploitation Workshop: Moving From Accuracy to Fluency** by **Gerry Lassche**. Current high school classroom conditions tend to prepare students for testing and university entrance exams, which creates conflicts with communicative pedagogical practices. A more pedagogically sound rationale for extending fluency-based reading comprehension will be provided. Participants will have a go hands-on with this rationale to exploit an example text, thus creating options that can serve as points of departure for material design. *Sun 18 June, 14:00-17:00; Asahigaoka Shimin Center, Meeting Room 3 (easily accessible from Asahigaoka subway station); one-day members ¥1000; students—free for first attendance, ¥500 thereafter.*

**Shinshu—Adapting Textbooks for More Successful Lessons** by **Tetsu Osada**, Yashiro High School. EFL teachers face problems when using published textbooks. Problems arise when activities are not suitable for large classes or monolingual situations. Some activities are too mechanical; others are too ambitious and students cannot produce the intended output. Unsuccessful activities lead to demotivation and result in students being unable to communicate in English. In order to solve these problems, underlying causes will be identified and ideas for adapting published textbooks will be explored. *Sun 4 June, 14:00-16:45; Matsumoto M-Wing, Room 4-2, across from PARCO; one-day members ¥1000.*

**Toyoashi—Portfolios as Alternative Assessment** by **Suzanne Bonn**, Nagoya University of Foreign Studies. This workshop and presentation will offer effective methods for integrating portfolios in the language classroom and for adapting portfolios to different levels, curriculum, and content. The evolution of portfolios will be discussed: simple course file to reflective portfolio to electronic portfolio. Participants will learn how portfolios create learner engagement and self-reflection as well as provide an alternative form of assessment. *Sun 18 June, 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥1000.*

**Yamagata—Games in the Language Classroom** by **John di Stefano**, Tohoku University of Art and Design, Johoku High School. Language learning is hard work. Games can encourage learners to sustain interest and effort. Games also provide a context in which the language is useful and meaningful. The speaker will present rationale for using games in the classroom, offer suggestions for their effective use, and provide examples of different language games. Di Stefano has played games with his students for many years. *Sat 3 June, 13:30-15:30; Yamagata Kajo Kominkan Sogokakushu Center, 2-2-15 Shironishi-machi, Yamagata-shi (t: 023-643-2687); one-day members ¥800.*

**Yokohama—Practical Pragmatics: Teaching Speech Acts in EFL Classrooms** by **Toshihiko Suzuki**, Sophia University. Suzuki will describe his attempt to develop learners' pragmatic competence by the instruction of speech act performance strategies. Participants will be familiarized with basic concepts in pragmatics. Then the speaker will introduce what he has been doing in his classes: the instruction of speech act performance strategies (e.g., thanking, apologizing, requesting, complaining) through an autonomous skit project. Video will be shown. *Sun 11 June, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai and Yokohama Subway Isezakichojamachi, details and map <[yojalt.bravehost.com/](http://yojalt.bravehost.com/)>; one-day members ¥1000.*

## Is your JALT membership lapsing soon?

### Then be sure to renew early!

Renewing your membership early helps us to help you! Your JALT publications will continue to arrive on time, and you'll be able to access membership services at JALT events and online.

It's easy! Just follow the links to "Membership" at <[jalt.org](http://jalt.org)>, or use the form at the back of every issue of *TLT*!

## ...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.

**Gunma: November—*Enhancing Fluency in Writing for Beginner-Level Learners: Utilizing Paper and Computer* by Atsushi Iino.** Iino presented his extensive paragraph-writing project that utilizes both handwritten and computer assignments. The procedure of his paper-based project is: 1) write a paragraph; 2) circulate within the class and receive comments; 3) rewrite according to the comments.

Participants tried Iino's worksheet that allows learners to become naturally aware of the structure of a paragraph. Each piece of writing was circulated and comments were collected. Using the advice from the comments, participants were given a chance to rewrite their work. Opinions regarding the advantages and disadvantages of the project were given. Some advantages were: 1) students can understand how to form a paragraph because of the worksheet; 2) learners will be motivated by being conscious of readers; and 3) students can raise their motivation because they can express themselves with themes set by them. Disadvantages were: 1) for the peer comments, students tend to comment on contents rather than on grammar; and 2) it is time-consuming to collect comments.

Iino introduced the same project utilizing BBS and online groupware. With the use of BBS, students can make comments on a peer's work at any time if there is an Internet access environment. Moreover, through the homepage, students can have easy access to a peer's past work, examples, and dictionaries. Iino reported that through his project students generally got a positive reaction and their writing improved, according to a readability index.

*Reported by Natsue Nakayama*

**Hiroshima: March—*What Is the Look and Listen Method?* by Yukiko Shima.** The Look and Listen

(LL) method aims to provide automatic recognition of the sounds and letters of the English language and subsequent competency in the four skills of speaking, listening, reading, and writing. It places much emphasis on correct pronunciation and on learning to distinguish between the different sounds found in English. The method takes a scientifically organized approach to teaching phonics, and its learning structure is based upon 16 steps, beginning with learning to hear, repeat, and recognize consonants, followed later by the vowels, and eventually working towards acquiring the four skills. It differs from other methods in having been designed specifically for nonnative speakers.

Emphasis was also placed on games, rather than language drills, and Shima demonstrated different games and activities suitable for each of the 16 steps. Children in the audience thoroughly enjoyed participating in these activities, although they are perhaps more suitable for older children. In emphasizing correct pronunciation, children can soon master it themselves, as well as learn to identify and differentiate between sounds. They can also develop their listening skills.

This method goes a long way toward addressing a fundamental problem of teaching English in Japan by taking into account the fact that Japanese learners are not familiar with English sounds.

*Reported by Clementine Llewellyn*

**Hokkaido: February—*Culture Content-Based English Materials and the Necessity of an Integrated English Curriculum Among Junior High Schools, High Schools, and Universities* by Asako Kajiura.** Kajiura talked about the drawbacks of the Japanese Ministry of Education's English education policy to which she attributed the high numbers of unprepared students who enter university. Kajiura presented *Material World*, a series of CD-ROM, posters, and workbooks published by Social Studies School Service that presents families from 30 different countries. Looking at a poster of one of the families posed in front of their home with all of their material possessions, students use a worksheet prepared by the presenter to answer questions about the family's lifestyle. The worksheet guides students to think critically as they answer the questions based on evidence seen in the photo or give opinions deduced from the same evidence. Additional worksheets guide students in making their own family portrait.

Asking students to talk about their families in the classroom brings up privacy issues because

topics such as divorce and single parent families have traditionally been taboo. The presenter encourages students to speak openly. According to the presenter, the goal of English education is to educate Japanese people to communicate in a global environment.

The content-based activities presented can be used, with some adjustment, in junior high schools, high schools, and colleges. Disappointingly the presenter did not touch upon concrete ways the English curriculum of these schools could be integrated. Her prediction that more universities will replace part-time English teachers by outsourcing classes to language schools may signal an ominous future for part-time teachers.

*Reported by Sally Kobayashi*

**Hokkaido: March—Adapting the “Han” Group Organization for Use in College English Classes** by **Cynthia Edwards**. Edwards explained the concept of *hangakushu*. A *han* is a collection of six members who work together as a group to complete tasks. All members are responsible to the group.

Two hans were formed among the participants. Group work started by choosing a *hancho*, and groups were directed to discuss the chances of Hokkaido’s baseball team, the Fighters, to win their second game of the season. To give the predominantly foreign participants a taste of what their students experience, all group work was done in Japanese. After a 3-minute discussion, group members helped the *hancho* write up three reasons. The *hanchos* then reported the discussion results to the whole group. Edwards, in her role as language teacher, emphasized presentation skills like standing up straight, facing the audience, and making eye contact—essential skills for students who will probably attend international conferences in their future careers.

Students are used to this kind of arrangement since they’ve worked in groups like this throughout kindergarten and elementary school. Fred Anderson, a Japan-based researcher, describes it as an “interactional umbrella.” In the interactional umbrella model, students work semi-autonomously. Foreign teachers often have the false impression that students need training in group work. Students actually grow up with group work as an essential element of their educational experience. This familiar model provides students with some comfort as they study English (a requirement, but not their major).

*Reported by Wilma Luth*

**Nagasaki: March—BYOI (Bring Your Own Idea) / Open Executive Meeting**. Nagasaki JALT hosted a free meeting to invite participants to share ideas for their first days of class this coming April. Topics discussed included student profiles and learning strategies, organizational options, and class activities such as timelines, career snakes, circle games, and name games. The latter part of the meeting was an informal, open executive meeting in which opinions and calls for local presentations were solicited.

*Reported by Melodie Cook*

**Nagoya: March—Using Picture Books in the Lesson** by **Motoko Mori**. Mori introduced various picture books, songbooks, and chants and ways of using them to help children focus on her lesson. She demonstrated ways of showing pictures in a book and telling the story to focus kids on the pictures. The pictures are clues to help them understand different backgrounds and cultures. Repeating the reading in different ways makes kids more excited. Mori advises reading slowly through the first time, then reading again a little faster, while asking questions. The reader’s location, voice, and the way the book is held are important. Books should be held at children’s eye level.

Mori demonstrated how to get children to count numbers by using songbooks and singing songs and then changing their words or melodies. She also showed how to use her picture *rolling tapes*, hidden pictures, and puzzles. Show-and-tell, coloring pictures, and telling stories with a puppet on every finger stir up kids’ interest. Finally, Mori asked the participants for their ideas for using the materials creatively.

*Reported by Kayoko Kato*

**Omiya: March—Music in the EFL Classroom** by **Steven Morgan**. Morgan discussed music in EFL education, outlined typical ways that music is used in EFL, and reflected on research into teaching EFL through music, that is, using music as a content area. Morgan discussed his PhD project—teaching a weekly vocal music class in English to students at a primary school in Tokyo based on Kodaly’s methodology of music education. The test group, which learned English songs by rote, was compared with a control group taught by another teacher without music to discover whether the children taught through music acquired a better sense of the prosody of English language.

Statistics on the groups have not been finalized,

and although indications were that the difference is not large, there was some anecdotal evidence within the test school that its students could follow classes given in English better. Morgan accepts this could have resulted from using English as the language of instruction but raises the possibility the music training itself was responsible.

Morgan discussed acquisition theories. There is increasing evidence that speech and song are initially perceived as being the same. The presentation raised questions about the link between speech and music and showed a need for more research.

*Reported by Cecilia Fujishima*

**Shinshu: November—*Engaging Imaginations: Creative Cross-Cultural Activities as a Basis for Language Learning* by Eddy Jones.** Jones, a primary school teacher with 20 years' classroom experience, introduced a range of imaginative cultural exchange activities he uses in primary schools to motivate young language learners by engaging their creative thinking abilities. Currently, he makes guest appearances at primary schools in Nagano. His goal is to leave students with a positive introduction to foreign language and culture and make a deep impression on them.

As "a proud Welshman," he also wanted to go beyond the London or England-centered stereotype when presenting British culture, yet he has to "keep complex historical explanations to a minimum, and give students a chance to experience Welsh culture by trying ... hands-on activities." After seeing and hearing about the flags of the British Isles, children can design their own flags. "Similarly, they can design their own coats of arms, ... love spoons, or Celtic knot patterns. Rather than just listen they can actually do, and after I have left, the children's handiwork decorating the classroom walls provides a lasting impression of Welsh culture." Folding and completing well-designed little books to practice ABCs and tell stories, as well as other craft activities, were tried in the workshop.

Jones's next project is getting school children to become *Nature Ambassadors* by making picture books, *kamishibai*, or PowerPoint webpages to introduce the nature of their region in Japan to students overseas. Students overseas will then be invited to respond with similar productions introducing the natural beauty of their region.

*Reported by Fred Carruth*

**Shinshu: February—*Abraham and Albert: The ELT Implications of Two Western Pedagogical Theories* by Sean Mehmet.** Mehmet analyzed the work of two psychologists, Abraham Maslow and Albert Bandura, in search of insights applicable to the world of English teaching. He believes that English teachers have a responsibility to help students become global citizens, find their true vocation, appreciate beauty, and become good choosers of life's options.

Mehmet guided participants through exercises to increase our awareness of factors contributing to student motivation. Five steps were posited by Maslow's pyramidal *Hierarchy of Needs*. The needs in order are: 1) physiological, 2) safety, 3) belongingness or love, 4) esteem and achievement, and 5) self-actualization. Each higher need cannot be properly addressed until the one below it is satisfied. So, for example, students cannot study well (step 4) if they have been living on nothing but cup ramen (step 1). If teachers keep the student as a whole person in mind, we may be able to make a much greater contribution to life than just improving grammar.

The second part of the workshop was given to Bandura's social learning theory, which, according to Kearsley's 1994 summary, "emphasizes the importance of observing and modeling the behaviors, attitudes and emotional reactions of others." In practice, teachers should keep in mind that learning outcomes will improve if students: 1) first organize the modeled behavior symbolically, 2) see the prospect of valued outcomes, and 3) can relate to, respect, and see the functional value of the modeled behavior.

*Reported by Fred Carruth*

## JALT Contacts

A full listing of JALT national, SIG, and chapter contacts can be found in last month's issue of TLT (which is available for download from <jalt-publications.org>).

## ...with Derek DiMatteo

[<job-info@jalt-publications.org>](mailto:job-info@jalt-publications.org)

To list a position in *The Language Teacher*, please submit online at [<jalt-publications.org/tlt/jobs/>](http://jalt-publications.org/tlt/jobs/) or email Derek DiMatteo, Job Information Center Editor, [<job-info@jalt-publications.org>](mailto:job-info@jalt-publications.org). Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the

following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

**Job Information Center Online**

Recent job listings and links to other job-related websites can be viewed at [<jalt-publications.org/tlt/jobs/>](http://jalt-publications.org/tlt/jobs/)

**Aichi-ken**—The Graduate University for Advanced Studies (Sokendai, [<www.soken.ac.jp/en/>](http://www.soken.ac.jp/en/)), a national university dedicated to the education of PhD-candidate graduate students, is seeking a few part-time English language instructors to teach conversational English to graduate students and post-doctoral fellows at the Sokendai Okazaki campus. The English class starts at the beginning of July 2006 and ends in early March 2007, with a 1-month summer holiday and a 2-week Christmas and New Year holiday. The contract may be renewable for the next year, in which the class starts in May and ends in early March 2008. The Okazaki campus houses the Department of Basic Biology, Department of Physiological Sciences, Department of Structural Molecular Science, and Department of Functional Molecular Science. Okazaki is a 30-minute train ride from Nagoya (by the Meitetsu line). **Qualifications:** Applicants must be native-level English speakers, love teaching, and currently reside in Japan. Minimum of 3 years experience teaching spoken English to nonnative English speakers is necessary. Academic background or previous professional training in teaching English, such as TESL or TEFL and Applied Linguistics, is highly preferred. Special knowledge of science is not necessary, but may be of advantage. **Duties:**

The instructors will teach three to five 90-minute classes on Tuesdays, Thursdays, or both. Each class consists of five to eight students at a similar level of English proficiency. The teachers are also responsible for the initial and occasional assessment of performance of each student. The English conversation skills of our students vary considerably, but all have a good knowledge of reading and writing English; therefore, the class curriculum need not cover writing, reading, or grammar, and is expected to focus on the development of oral communication skills using interactive teaching methods. The teachers are also requested to manage the administrative tasks of the English conversation class, such as level check, classifications, scoring, teaching material preparations, and TOEIC test management. **Salary & Benefits:** 1) Class hours: ¥3,500 per hour; wage may be higher depending on qualification, experience, and academic background. 2) Management hours: ¥1,000 per hour; the management hours are usually for about 2 hours before the class hours. 3) Commuting cost. **Application Materials:** By email, send your CV with a photo, a copy of college or university diploma, two letters of recommendation, and a brief cover letter describing your teaching experience and favorite teaching materials and methods. Selected candidates will be contacted and invited to give demo lessons to two classes at different English proficiency levels. **Deadline:** 11 June, 2006. **Contact:** Yoshiyuki Kubota, PhD, Division of Cerebral Circuitry, National Institute for Physiological Sciences, 5-1 Myodaiji-Higashiyama, Okazaki, Aichi 444-8787, Japan; [<english@nips.ac.jp>](mailto:english@nips.ac.jp); [<www.orion.ac.jp/index\\_e.html>](http://www.orion.ac.jp/index_e.html); [<www.nins.jp/english/index.html>](http://www.nins.jp/english/index.html); [<www.nibb.ac.jp/en/index.php>](http://www.nibb.ac.jp/en/index.php); [<www.nips.ac.jp/eng>](http://www.nips.ac.jp/eng); [<www.ims.ac.jp/>](http://www.ims.ac.jp); [<www.soken.ac.jp/en/>](http://www.soken.ac.jp/en/>).

**Kanagawa-ken**—The Foreign Language Center at Tokai University's Shonan Campus is seeking several full-time non-tenured English instructors to begin teaching in September 2006. The contract is for 2 years, renewable up to 6 years. **Qualifications:** BA and MA in TEFL, TESL, Linguistics, or related area; native-level English speaker; at least 3 years teaching experience at the college or university level; previous publications in TEFL, TESL, linguistics, or a related field; Japanese ability preferred but not required. **Duties:** Teach eight 90-minute lessons per week, 4 days a week, which include required English speaking, writing, and elective courses; attend monthly teachers' meetings; work on committees and special events. **Salary & Benefits:** Salary (including

bonuses) is dependent on the applicant's qualifications and past experience; ¥15,000 per month housing allowance; ¥330,000 annual research money; transportation allowance. Will sponsor or renew applicant's visa status. **Application Materials:** CV, diploma(s), letter of introduction, all publications, photo, teaching certification(s), transcripts, two letters of recommendation, and photocopies of current visa and certificate of eligibility. All application material must be sent by post. **Deadline:** 12 May, 2006. **Contact:** Satoshi Tanaka, Chair Group 1, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken 259-1292; t: 0463-58-1211, ext. 4523; f: 0463-59-5365; <www.u-tokai.ac.jp>.

**Kanagawa-ken**—Keio SFC Jr. and Sr. High School, the newest secondary school associated with Keio University, is seeking applicants for full-time English teaching positions in 2007. Our students go on to Keio University, one of the most competitive private universities in Japan. SFC Jr. and Sr. High School differs from other secondary schools in that more than two-fifths of the students have lived abroad for extended periods. Many of these students already speak English or other languages fluently. The school provides training in computing, language, and intercultural communication in an effort to equip the students for active roles in the global community. The contract is from 1 April, 2007 and is renewable up to 3 years. **Qualifications:** Native-level English speaker and MA in TESOL or a related field. Junior or senior high school experience (particularly in Japan) a strong advantage. Conversational Japanese is an advantage. **Duties:** Teach up to 19 hours/week (16 core English classes, 2 electives, 1 homeroom). Full-time staff work 5 days/week (Sunday and one other day off) and are occasionally asked to come to school on holidays for school events and other duties. Share typical homeroom responsibilities with a Japanese partner, including 1 hour/week supervising homeroom class. Assess students in accordance with school guidelines. Participate in all school events and supervise students during school trips, sports days, club activities, etc. Play an active role in departmental functions such as curriculum development, test writing, coordination of exchange programmes, coaching students for speech contests. **Salary & Benefits:** Salary is based on age, qualifications, and year of graduation. Commuting allowance, annual book allowance, furnished apartment close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, details

of publications and presentations (if any), at least one letter of recommendation from a recent employer, a professor in TESOL, or both. **Deadline:** 28 Sept., 2006 (application materials to arrive by post ASAP). **Contact:** Mutsumi Miyata, English Department, Keio Shonan-Fujisawa Junior & Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816 Japan; t: (0466) 47-5111; f: (0466)47-5078.

**Niigata-ken**—International University of Japan is looking for temporary English language instructors to teach in its 2006 summer Intensive English Program for graduate level students from Japan and several other countries. The exact dates have yet to be confirmed, but the contract will probably run from Thurs 13 July through Tues 12 Sept. The contract length will be 9 weeks: 1 week of orientation and debriefing and 8 weeks of teaching. The university is located in Minamiuonuma-shi, Niigata prefecture, (a mountainous region about 90 minutes by train from Tokyo). **Qualifications:** MA or equivalent in TESL, TEFL, or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication would be helpful. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level students up to 16 hours per week, assist in testing and materials preparation, attend meetings, write short student reports, and participate in extra-curricular activities. **Salary & Benefits:** ¥875,000 gross. Free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials:** Submit by post or fax a current CV, a short cover letter, and a passport-size photo. **Deadline:** Ongoing. Selected applicants will be offered interviews. **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator, International University of Japan, 777 Kokusai-cho, Minamiuonuma-shi, Niigata-ken 949-7277; f: 0257-79-1187; <iiep@iuj.ac.jp>.

**Osaka-fu**—Kansai University seeks to appoint one person in the field of English linguistics to a permanent position starting 1 April, 2007. **Qualifications:** Applicants must possess a PhD or an equivalent record of research, and native or near-native fluency in both Japanese and English. Preference will be given to native speakers of English. **Duties:** The successful candidate will teach both classes in English linguistics or a related field and practical courses in English as a second language.

**Salary & Benefits:** Based on the university salary scale in the Kansai area. **Application Materials:** Curriculum vitae (standardized form); a list of publications and other research activities (standardized form); writing samples: three articles, essays, or books (copies acceptable); and an essay of approximately 1200 Japanese characters describing the approach you would take to teaching the 3rd-year seminar *Research in English Linguistics* (Eigogaku Kenkyu). **Deadline:** 31 July, 2006. **Contact:** Faculty of Letters Office, Kansai University, 3-3-35 Yamate-cho, Suita-shi, Osaka-fu 564-8680; <bungakubu@jm.kansai-u.ac.jp>.

**Québec**—The Département des arts et lettres at the Université du Québec à Chicoutimi invites applications for a tenure-track position in TESL/ Applied Linguistics at the level of Assistant Professor to begin 1 August, 2006. **Qualifications:** PhD in TESL/ Applied Linguistics or a related field with specialisation in language teaching methodology and classroom-based second language acquisition (highly qualified ABD applicants may also be considered); relevant teaching experience in both undergraduate and graduate programmes with evidence of excellence; scholarly potential as evidenced by publications, conference presentations, or both; native-speaker competence in English with excellent knowledge of French. Experience in ESL teacher training and teacher supervision as well as knowledge of the ESL programs in Quebec's public schools will be considered an asset. **Duties:** Teach undergraduate and graduate courses in ESL, composition, language teaching methodology, pedagogical linguistics, and other relevant applied linguistics courses; supervise student teachers and contribute to the ongoing development of practice-teaching guides and evaluation procedures; participate in the administration of the English Basic Language Program as well as assist in the development of the department's BEd in TESL and MA in linguistics; maintain an active research agenda in field of expertise, engage in scholarly publication, and provide service to the department, university, and profession. **Salary & Benefits:** Salary will be commensurate with assistant professor rank and experience. **Application Materials:** Applicants should send a letter of interest, statement of research interests and teaching philosophy, current curriculum vitae, sample publication(s) or conference presentations, and three recent letters of reference. All qualified applicants are encouraged to apply; however, Canadians and

permanent residents will be given priority. **Deadline:** Ongoing. **Contact:** General information: Leif French <leif\_french@uqac.ca>, Application address: Stéphane Aubin. Doyen de la Gestion académique, 555 boulevard de l'Université, Chicoutimi, Québec, Canada G7H 2B1; t: 418-545-5011 ; 5628; f: 418-545-5012.

**Shinjuku-ku**—Kogakuin University, a private university, is seeking an English teacher for a full-time faculty position (Lecturer) in the Department of General Education to start 1 April, 2007. **Qualifications:** Applicants should have a master's degree or higher in the humanities, at least 1 year of teaching experience at the college or university level, at least three publications, and a demonstrable working knowledge of Japanese. **Application Materials:** A curriculum vitae containing: a photo, copies of university degrees, and contact information for references; a cover letter providing the following information: country of residence (visa status for those residing in Japan), nationality, age, research interests, and any other information that may be pertinent; a complete list of publications; academic affiliations and positions held in those associations; relevant certificates; three publications (submitted materials will not be returned to the applicants); a one- to three-page essay (A4 sized), in English or Japanese, discussing your philosophy of English language education; two to three letters of recommendation. On the front of the envelope in red ink please write: APPLICATION FOR FULL-TIME ENGLISH POSITION. Final candidates will be contacted for interviews. Interviews will be conducted in both English and Japanese. **Deadline:** 8 May, 2006. **Contact:** Yoshihiro Niwano, Chair of Foreign Languages, Department of General Education, Kogakuin University, 1-24-2 Nishi-Shinjuku, Shinjuku-ku, Tokyo 163-8677.



**Community,  
Identity, Motivation  
Kitakyushu, Japan  
Nov. 2–5, 2006  
<conferences.jalt.  
org/2006/>**

## ...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please send information to the column editor by the 15th of the month, at least 3 months ahead (4 months for overseas conferences). Thus, June 15th is the deadline for a September conference in Japan or an October conference overseas.

### Upcoming conferences

**3–4 Jun 2006—The JALTCALL 2006 Conference:** *Designing CALL for Wired and Wireless Environments*; at Sapporo Gakuin University, Sapporo, Hokkaido. The conference will focus on the design of CALL for varied language learning environments, including wireless environments. The conference organising committee has particularly encouraged submissions in the following areas: design and use of CALL in new environments, including wireless classrooms; design and use of CALL for mobile learning; and innovative ways of integrating CALL in and out of the classroom. Plenary speakers for this year's conference include Jozef Colpaert, Professor of Educational Technology, Director R&D of the LINGUAPOLIS Language Institute, and Editor-in-Chief of the *CALL Journal* (Taylor & Francis). Contact: <jaltcall.org/news/>

**17–20 Jun 2006—Joint AAAL and ACLA/CAAL Conference;** at Hotel Hyatt Montréal, Canada. The annual AAAL conference has an international reputation as one of the most comprehensive and exciting language conferences. New ideas are generated, disciplinary boundaries are crossed, and research is shared about the role of language in all aspects of cognition and social action, including language learning and teaching. The conference offers: in-depth symposia and focused workshops on key issues in applied linguistics; sessions on a wide range of research studies, in progress or completed; stimulating and often provocative plenaries; a book exhibition giving access to the latest publications; and networking among established and new professionals and graduate students. Contact: <carolc@iastate.edu>; <aaal.org/>

**22–24 Jun 2006—Far Eastern English Language Teachers' Association 2006 Conference:** *Best Practice in ELT*; at Birobidjan State Pedagogical

Institute, Birobidjan, Jewish Autonomous Region, Russia. Contact: <ryanyama@hcc5.bai.ne.jp>; <www.dvgu.ru/rus/partner/education/feelta/Practice.htm>

**28 Jun–1 Jul 2006—Integrating Content and Language in Higher Education (ICLHE 2006);** at Maastricht University, the Netherlands. The conference, organized by ExHEM and Maastricht University Language Centre, will focus on higher education that is delivered in a foreign language, not necessarily English. The conference aims to address issues that affect institutions in many countries worldwide. Keynote speakers include: David Crystal (University of Wales at Bangor), Jeroen van Merriënboer (Educational Technology Expertise Centre, Open Universiteit), and Scott C. Ratzan (Johnson & Johnson Inc, Brussels). Contact: <www.unimaas.nl/iclhe>

**1–5 Jul 2006—Rethinking Educational Change;** at Ifrane, Fez, Morocco. The goal for this conference is to provide participants with confidence for institutional innovation. Contact: <info@transformedu.org>; <transformedu.org/>

**4–6 Jul 2006—The Fifth Pacific Second Language Research Forum (PacSLRF);** at University of Queensland, Brisbane, Australia. The PacSLRF is a venue for databased and theoretical papers on areas of basic research in second language acquisition (SLA). Topics include, but are not limited to: SLA in instructed and naturalistic settings; the effects of second language (L2) instruction on the rate and route of L2 development; the role of learner differences (e.g., aptitude, age, personality, motivation) in SLA; competing models of SLA processes; SLA theory construction; the acquisition of L2 pragmatics; bilingualism; the influence of cognitive variables (e.g., memory and attention) on L2 learning and use; the assessment of L2 use and development; and methodological issues in L2 acquisition research. Contact: <m.haugh@gu.edu.au>; <emsah.uq.edu.au/pacslrf2006/>

**5–8 Jul 2006—Applied Linguistics Association of Australia 2006 Conference:** *Language and Languages: Global and Local Tensions*; at University of Queensland, Brisbane, Australia. Presentations will explore the conference theme and related topics from different regional, national, international, disciplinary, and interdisciplinary perspectives. Contact: <www.alaa.org.au>

**28–30 Jul 2006—The 11th Pan-Pacific Association of Applied Linguistics (PAAL);** at Kangwon National University, Chuncheon, Korea. This conference is a forum for academic exchange among scholars and practitioners in applied linguistics and related areas. It provides a venue for the dissemination of current research on a wide variety of issues concerning Asia and beyond. Areas of interest include: language acquisition (FLA and SLA), EFL and ESL, materials development, language and culture, pedagogy (language and literature), theoretical linguistics, CALL, psycholinguistics and neurolinguistics, language testing, sociolinguistics, language policy and planning, and text analysis. Invited speakers include Susan Gass (Michigan State University, USA) and William O'Grady (University of Hawaii at Manoa, USA). There will be 20 minutes for each presentation, followed by 10 minutes for discussion and questions. There will be 2-hour blocks for the display and discussion of posters. Contact: <paalkorea@yahoo.co.kr>; <paaljapan.org/news/index.html>

**5–6 Aug 2006—International Conference on Japanese Language Education (ICJLE):** *Japanese Education: Entering a New Age*; at Columbia University, New York City, USA. Keynote speakers include Merrill Swain (University of Toronto, specialist in second language acquisition) and Susan Napier (University of Texas at Austin, specialist in Japanese literature, culture, and anime studies/theory). The invited plenary speaker is Yasu-Hiko Tohsaku (UC-San Diego), on Japanese language proficiency and assessment. Invited panel topics and organizers include: articulation (Carl Falsgraf, Hiroko Kataoka); Japanese (Haruo Shirane); classroom instruction ideas (Ryuko Kubato, Patricia Thorton); Japanese as a heritage language (Masako Douglas, Kazuo Tsuda); K–12 curriculum development (Sylvia Acierto, Kimberly Jones, Shingo Satsutani, Ann Sherif); and second language acquisition (Dan Dewey, Osamu Kamada, Keiko Koda). Contact: <japaneseteaching.org/icjle>

**28 Sep–1 Oct 2006—Pragmatics, Semantics, and Cultural Awareness in ELT;** at Hyatt Regency Hotel, Acapulco, Mexico. Contact: <anupi.org.mx>

**29 Sep–2 Oct 2006—CLESOL 2006:** *Origins and Connections: Linking Theory, Research and Practice*; at Pettigrew-Green Arena and the Eastern Institute of Technology, Napier, New Zealand. There is a wide variety of work currently being under-

taken in language teaching and learning, and this range will be reflected at the conference. Contact: <clesol@paardekooper.co.nz>; <clesol.org.nz>

**2–5 Nov 2006—JALT2006 International Conference:** *Community, Identity, Motivation*; in Kitakyushu, Japan. Contact: <conferences.jalt.org/2006/>

**27–29 Nov 2006—CULI's 2006 International Conference;** at Ambassador Hotel & Convention Centre, Bangkok, Thailand. The objectives include: to examine a variety of innovative language teaching approaches, to explore new challenges in EFL/ESL and ways to meet them, to investigate new ways of using IT in teaching and research, and to exchange ideas and experiences to enhance teachers' professional development. Specific topics include: professional development, curriculum/materials development, technology in education, English for special purposes, assessment and testing, EFL/ESL research and review, approaches in EFL/ESL teaching, self-access learning centers, quality assurance in EFL/ESL, and learner autonomy. Confirmed keynote speakers include: Andrew Littlejohn (Cambridge University Press), Hayo Reinders (University of Auckland), Michael Kibby (State University of New York, Buffalo), Richard Donato (University of Pittsburgh), and Peter Upton (Country Director, British Council, Thailand).

**7–8 Dec 2006—Tertiary Writing Network Colloquium:** *Old Text/Nu Txt: Writing for a Change*; at Napier War Memorial Conference Centre, New Zealand. A stimulating program is planned, with exciting homegrown speakers, together with a conference dinner at one of the area's acclaimed wineries. Topics include: the impact of new technologies on writing practice, writing and the Internet, distance learning, innovative teaching practices, new research findings, journals and blogs in the classroom, constructions and deconstructions in writing, and plagiarism and authorship. Contact: <F.E.Gray@massey.ac.nz>; <twm.massey.ac.nz>

**7–11 Dec 2006—The Second CLS International Conference:** *CLaSIC 2006: Processes and Process-Oriented in Foreign Language Teaching and Learning*; at National University of Singapore, Singapore. Contact: <clasic2006@nus.edu.sg>; <www.fas.nus.edu.sg/cls/clasic2006/>

## Calls for Papers/Posters

### **Deadline: 16 Jun 2006 (for 7–8 Oct 2006)—Teacher Ed SIG and JALT Okayama Conference:**

*Professional Development in Language Teaching*, at Okayama University, Okayama. The conference will focus on the various career stages that teachers may go through including: initial teacher training, being a novice teacher, and the transition to an experienced professional. It will provide opportunities for practical workshops to examine how teachers can approach some of these life stages, and more formal presentations for teachers to share their research or work in progress. Narrative is a legitimate method for teachers to express their knowledge of teaching, so presenters are also welcomed who wish to simply share their experiences of career development. Issues of particular interest could include: improving our teaching, raising standards in the profession, getting qualifications, working with colleagues, leadership, time-management, dealing with stress, and maintaining motivation. Various presentation types are welcome, including: papers (30 or 50 minutes), workshops, themed sessions or panel discussions (90 minutes), and poster sessions. Proposals should include: number of minutes, title and abstract (max. 150 words), author's name, institutional affiliation, mailing address, email address, and specification of any special equipment needed. Notification of acceptance of proposals will be made by 31 Jul 2006. Contact: <ncowie@cc.okayama-u.ac.jp>; <jalt.org/teach>

### **Deadline: 14 Jul 2006 (for 23 Sep 2006)—23rd JALT Hokkaido Language Conference:**

*Enrich Your Teaching, Enrich Your Students*; at Hokkai Gakuen University, Sapporo. Presentations may cover any aspect of teaching, and may be given in English or Japanese. Time slots are 45 minutes; depending on the type and complexity of their material, presenters may request a double session (90 minutes). Abstracts may be submitted in English or Japanese and should be submitted as early as possible to facilitate conference planning and scheduling. To expedite the process, please use the online submission form available from the website (below). All abstracts submitted will be vetted and notifications of acceptance sent by 1 Aug. Contact: 2006 Conference Program Chair, Michael Mielke: <conference@jalthokkaido.net>; <www.jalthokkaido.net>

### **Deadline: 31 Oct 2006 (for 20–22 Sep 2007)—Second International Conference on Task-Based**

**Language Teaching:** *TBLT: Putting Principles to Work*; at University of Hawaii. The conference will be an ideal forum for the dissemination of original, unpublished, or in-press work. Presentations are welcomed on empirical, theoretical, and educational dimensions of TBLT. Proposals are sought in a range of thematic areas, including: TBLT syllabus, curriculum, and program development; teacher development in TBL Education; TBLT and Technology; performance-based and task-based assessment; evaluation of task-based programs; psycholinguistic and acquisitional underpinnings of TBL learning; philosophical and educational underpinnings of TBL education; TBLT across contexts and cultures; and educational policy and TBLT. Proposals may be for any of the three following types of presentation: colloquia (scheduled for blocks of 2 and a half hours); individual papers (20 minutes with a 5-minute discussion period); and poster presentations (displayed for 1 full day). Proposal status will be notified on 31 Jan 2007. Contact: <submissions@tblt2007.org>; <www.tblt2007.org>

### **Deadline: 20 Nov 2006 (for 11–14 Apr 2007)—Socio-Cognitive Aspects of Second Language**

**Learning and Teaching**, University of Auckland, New Zealand. Recent research into second language (L2) acquisition has led to growing debate on fundamentals in the field. The conference will be of interest to researchers in applied linguistics and to teachers who are concerned with the social and the cognitive dimensions of L2 teaching and learning. Papers dealing with (but not limited to) the following areas of enquiry are welcomed: social perspectives on cognitive theories (e.g., information processing); critiques of sociocultural theories of mind; social and cognitive issues for task-based language teaching; social and cognitive issues for learning theories based around interaction; the relative significance of acquisition and participation as key metaphors for a learning theory; implicit knowledge, explicit knowledge, and social context; social identity and cognition in language learning/teaching; social influences on attention in language learning; and social and cognitive dimensions of interlanguage pragmatics. Guest speakers include: Patricia Duff, Rod Ellis, James Lantolf, Alison Mackay, Richard Schmidt, Merrill Swain, and Elaine Tarone. Contact: <www.arts.auckland.ac.nz/sociocog>

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### The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976 -1976年に設立された学術学会
- 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名の会員がいます

#### 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
- Teaching older learners
- Testing and evaluation
- Materials development

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。パイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育研究部会、試験と評価、教材開発。

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 for Teachers of English
- PAC—the Pan Asian Conference consortium
- TESOL—Teaching of English to Speakers of Other Languages

### Membership Categories 会員と会費

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。

- Regular 一般会員: ¥10,000
- 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
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員 (5名以上を対象とし、JALT出版物は5名につき1部): 1名6,500円

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>

## Some relief from terminal illness



I USED TO think that I enjoyed air travel. But I've done so much of it in the last 10 years that the thrill has completely gone out of it and I now generally prefer staying home, puttering around, and bumping my head on all the low doorways in my apartment.

Airplane travel is one of the worst manifestations of mass human recreational migration. Unfortunately, Japan being an island, its primary escape routes are by air. But how many of us relish the idea of strapping ourselves into giant orbiting vienna sausage tins for 12 hours at a time? Every time I fly I feel like a toothpick in one of those round plastic stress-packs you buy at the 100-yen shop. (Here I must say a thing or two about how maddeningly difficult it is to extract a toothpick from one of those packs. Anyone with fingernails nimble enough to pull them out one by one ought to be able to pick their own teeth without the help of any wooden tools.)

Why do flight attendants get so irate when they find people sitting in exit row seats? If they don't want anyone sitting there, why do they put seats there in the first place? They should simply take them out. Make it an exit ramp instead of an exit row. And while they're at it, they should put some brake lights and one of those cute *bakku shimasu* recordings on the beverage carts.

The toilets in airplane restrooms don't have seatbelts, for reasons I can understand. They don't want anyone camping out in there, especially when there's turbulence. Here's a tip for you, though: Should you find yourself caught in turbulence while you're in the restroom, just remain seated and keep flushing. The decompression below ought to hold you safely in

place until the skies are calm again. I've never tried this myself, so if it actually works, be sure to write and let me know. I'm curious.

Some people get onto airplanes like they get onto a bus to go downtown. They check the departure time and show up looking for their seat about 2 minutes before takeoff. They skillfully ignore the angered looks of the other 200 people who have been stationary in their seats like *zazen* students for the last half hour, foregoing all voluntary muscular movement in order to facilitate the unlikely achievement of that elusive nirvanic state known as "early departure." In such situations it's easy for the guilty late arrivers to avoid eye contact with other passengers, because they are focusing entirely on the overhead bins, wondering why in the devil they can't find any space for their roller bag.

I had a weird experience once near the end of a long international flight. The flight attendants suddenly appeared wearing different uniforms than they had when we took off. At first I thought I'd slept through my connection. I had to reassure myself that I couldn't possibly have moved unknowingly from one plane to another without at least grabbing a handful of mints at the terminal bar. I began to wonder instead if perhaps ownership of the airline had changed hands somewhere over the Pacific Ocean.

Which brings me to a bad dream I had one night before a long flight. Here's how it went: We're flying along when the pilot suddenly interrupts the movie to announce that the airline has filed for bankruptcy in mid-flight. A team of creditors appears in the aisles and begins assessing wear and tear on the passenger seats. When the plane lands they try to reclaim my half-finished bag of complimentary nuts. "I've opened it. It's worthless," I complain. "There may be some residual value to it," they counter, so I offer them the residual value of my airsickness bag as well.

# — The JALT2006 EME —

## What's happening at this year's Educational Materials Exhibition?



graduate courses, support services, investment opportunities, sample copies, and so much more can be found at the JALT2006 Educational Materials Exposition (EME). If you find that something is not



available, then you've probably found a business opportunity. Often there are draws and giveaways, so be sure to make your way to the EME to check out all that there is on offer during the conference.

Moreover, the very same groups that are working so hard to cater to your professional needs also want you to enjoy yourself. These generous groups support many of the social events, such as the Saturday night party, and various events within the conference programme. The conference bag will also be sponsored by one of our exhibiting JALT Associate Members, as will the very popular conference Quick Guide.



Every year the JALT conference hosts one of Asia's largest exhibitions of educational materials for language teachers. About fifty education-related groups display their materials and services for conference goers.

Textbooks, software, games, storybooks, insurance, post-



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Eagerly awaiting you at the many booths will be colleagues who have a keen interest in helping you. The EME will be open daily, so be sure to visit the JALT2006 EME in Kitakyushu from November 2-5, and catch up with the latest developments and offerings available to you, the educator.

**For more information, visit  
<[conferences.jalt.org/2006/](http://conferences.jalt.org/2006/)>**