



The Language Teacher

ISSN 0289-7938

¥950

JALT2006 Pre-Conference Special Issue

- Plenary Speaker articles from:
Donald Freeman, Yasuko Kanno, Lin Lougheed, and Bonny Norton
- Featured Speaker articles from:
Steve Brown, Sara Cotterall, Nicholas Groom, Marc Helgesen, Don Maybin, Jack C. Richards, Bruce Rogers, Brian Tomlinson, Grant Trew, Rob Waring, and Shoko Yoneyama

July, 2006 • Volume 30, Number 7

Association for Language Teaching

全国語学教育学会



THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

全国語学教育学会

— Pre-Conference Workshops —

A chance to "Skill-Up" before JALT2006 starts!

14:00 – 18:00, Thu, 2 Nov, 2005

For JALT2006, we will be running pre-conference workshops aimed at helping teachers develop their professional skills. This year, we are offering three workshops – one on storytelling, and the other two on basic computer skills. They will be held on Thu 2 Nov, 14:00-18:00. Registration will be by pre-registration only and will be on a first-come-first-served basis. Please register when you complete your conference pre-registration. A maximum of 25 people will be accepted for each workshop. The cost is ¥4,000 (members) or ¥5,000 (non-members) for any one of the workshops.

Workshop 1: Storytelling technique for language teachers

—Charles Kowalski

Language teachers, working with all age groups and proficiency levels, have increasingly been taking an interest in using storytelling in their classes, but many hesitate because of doubts about their own ability as storytellers. However, storytelling does not require Academy Award-level theatrics, only effective use of the storyteller's natural talents. This workshop will provide basic training in making the spoken story into a polished performance. Exercises will focus on: using the voice with greater range and effect; creating scene and character through body language; and memory techniques. Strategies for making spoken stories easily understandable even to low-level learners will also be demonstrated.

Charles Kowalski studied under professional storytellers in the USA and has taught a storytelling course at Oberlin College. He has conducted storytelling workshops for language teachers throughout Japan and other Asian countries. One of his workshops received the 2002 Best of JALT Award from the Kobe chapter.

Workshops 2 & 3: Computer Skills Brush-Up

Teachers often have little time to develop their computer skills, yet the need for reasonable competence is becoming more and more evident. These workshops will focus on areas that will benefit users with novice or rusty computer skills. There will be two workshops, each with three 60-minute sessions, followed by a 15-minute Q&A session. If you have been hesitant about incorporating computers into your teaching, or have skills that you have allowed to atrophy, then these workshops are for you!

—Workshop 2 - CALL Skills for Novice Users

- Session 1: PowerPoint and Open Office: User-friendly tools to enhance language teaching—*Daniele Allard and Nicolas Gromik*
- Session 2. Using Word to create stylish handouts—*Suzanne Bonn*
- Session 3. Using weblogs in language learning classes—*Marc Sheffner and Aaron Campbell*

—Workshop 3 - A CALL Skills Brush-Up

- Session 1. Quick and easy ways of using corpora as a teaching resource—*Michael Rundell*
- Session 2. Practical Word techniques - *Naeko Naganuma*
- Session 3. Managing digital sound - *Kevin Ryan*

**For more information, visit
<conferences.jalt.org/2006/>**

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In this month's issue . . .**JALT2006 Pre-Conference Issue**

THIS MONTH *The Language Teacher* includes a wide selection of papers by the Plenary and Featured speakers who will be presenting at the JALT2006 National Conference. This year's conference—*Community, Identity, Motivation*—will be held in Kitakyushu from 2-5 November. Those wishing to attend the conference can find everything they need to know online at <conferences.jalt.org/2006/>.

This year we have included articles by four Plenary speakers. They include **Donald Freeman**, **Yasuko Kanno**, **Lin Lougheed**, and **Bonny Norton**. Featured speakers who have contributed to this issue include **Steve Brown**, **Sara Cotterall**, **Nicholas Groom**, **Marc Helgesen**, **Don Maybin**, **Jack Richards**, **Bruce Rogers**, **Brian Tomlinson**, **Grant Trew**, **Robert Waring**, and **Shoko Yoneyama**. We hope this issue will give readers an opportunity to familiarize themselves with the topics that speakers will cover at the conference.

In addition to all of this, My Share articles have been submitted by **N. T. Edwards** and **Luke Kutszik Fryer**, and Book Reviews by **Cheryl Kirchhoff** and **Robert Chartrand**.

The National Conference is a great opportunity to listen to a variety of presentations in one location, catch up with old friends, meet new people, and generally have a good time. So, why not make the trip to Kitakyushu—you won't be disappointed!

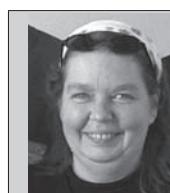
Jacqui Norris-Holt
TLT Co-editor



月号は北九州市で11月2日から5日まで開催されるJALT2006全国大会の基調講演者や特別講演者の論文を幅広く特集しております。基調講演者では、Donald Freeman, Yasuko Kanno, Lin Lougheed, Bonny Nortonの各氏による論文、そして特別講演者では、Steve Brown, Sara Cotterall, Nicholas Groom, Marc Helgesen, Don Maybin, Jack Richards, Bruce Rogers, Brian Tomlinson, Grant Trew, Robert Waring, Shoko Yoneyamaの各氏による論文が掲載されています。

さらに、マイシェアではN. T. Edwards 氏とLuke Kutszik Fryer氏による記事及びCheryl Kirchhoff と Robert Chartrand氏による書評が掲載されています。

それでは、北九州市でお会いしましょう。



TLT Co-Editors:
Kim Bradford-Watts & Jacqui Norris-Holt
Associate Editor:
Ted O'Neill

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JALT2006

"Community, Identity, Motivation"

**The Japan Association for Language Teaching
32nd Annual International Conference
on Language Teaching and Learning**

— November 2-5, 2006 —

**Kitakyushu International Conference Center,
Kokura, Kitakyushu, Japan**

*Plenaries by Donald Freeman, Yasuko Kanno,
Bonnie Norton, & Bruce Rogers*

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Bilingual education in Japan: Unequal access to bilingualism—*Yasuko Kanno*

Japan at the beginning of the 21st century is an increasingly multilingual and multicultural nation. Correspondingly, the demand for the education of bilingual children is growing rapidly. This presentation reports on an ethnographic study of bilingual education in Japan. Drawing on the concept of imagined communities (Anderson, 1991; Kanno & Norton, 2003; Norton, 2001) and Bourdieu's (1977a; Bourdieu & Passeron, 1990) theory of cultural reproduction, I analyze the policies and practices of five schools that serve large numbers of bilingual children: (1) an English-language immersion school, (2) a Chinese ethnic school, (3) an international school, (4) a public school with Asian immigrant and refugee children, and (5) a public school with the children of South American migrant workers. This study is the first in-depth analysis of different bilingual programs in Japan under a single theoretical framework.

21世紀の日本においてはますます多言語・多文化が進みつつある。この講演では、多くのバイリンガルの子どもを擁する5つの学校の方針と実践に関して、Bourdieuの文化再生理論に基づき詳細な分析を行う。

Motivating students to read: Can technology help?—*Lin Lougheed*

Most educators and parents agree that a person must be a good reader in order to succeed in school and life, especially in the information society of today. Educators and parents must continuously seek innovative ways to motivate students to read. When traditional motivational methods fail, technology may be the solution that teachers, parents, and students can agree on. While it can't stand as a replacement for personal role models, technology may be a useful motivator during the teen years when reading isn't cool.

教育者も両親も生徒が本を読みたがるようになる新しい方法を絶えず探さなければならない。従来の方法がうまくいかないとき、テクノロジーによって解決できる可能性もある。テクノロジーは生徒のやる気を引き出すことに役立つであろう。

Critical literacy, language learning, and popular culture—*Bonny Norton*

My JALT plenary will address two research projects that explore the subtle connections between literacy, language learning, and popular culture. The research projects, conducted with graduate students Karen Vanderheyden and Ardis Mackie, respectively, were conducted in multilingual Canadian classrooms. The first study addresses the appeal of Archie comics for young people, in general (Norton, 2003), and English language learners, in particular (Norton & Vanderheyden, 2004). The second addresses the use of film as a pedagogical tool to support adult English language learning (Mackie & Norton, in press). In my plenary, I will present the central findings from each of these research projects, arguing that an investigation of learner identities and investments is central to understanding learners' engagement with popular cultural texts.

この講演では、学習者のアイデンティティと興味を知ることが、学習者を大衆文化のテキストに専心させるのに重要であることを2つの研究プロジェクトを通して伝える。

Listening: New perspectives—*Steve Brown*

A consensus on the importance of teaching listening skills has been built over the last twenty years. The model of listening that has been adopted is one based on cognitive psychology and an analogy to reading comprehension. This article argues that research and teaching in listening needs to go beyond the current paradigm to incorporate both bottom-up listening issues like vocabulary and pronunciation as well as larger socio-cultural issues.

Using teacher talk to foster learner autonomy—*Sara Cotterall*

The way we talk to learners conveys important messages about the nature of language learning, roles in the learning process, and the purpose of classroom instruction. But how accurately does our classroom talk reflect our teaching philosophy? Previous research has found that teacher talk dominates in many language classrooms (e.g., Musumeci, 1996), that it can inhibit student involvement (Walsh, 2002), that teachers may speak to their learners in an unnatural way (Barker, 2006), and that there is often a mismatch between learners' and teachers' perceptions of the goal of language tasks (Block, 1996). Such concerns warrant attention. This article discusses the nature of teacher talk within the context of two university courses where the author is committed to fostering learner autonomy. It concludes that teachers need to reflect on the extent to which their goals are supported by the way they talk about learning.

教師の学習者への話し方は、言語学習の本質、学習プロセスの役割、教室での学習の目的などに関する重要なメッセージを伝えると考えられる。しかし、こういった教師の話し方がどれほど正確に教師の教授哲学を反映しているのであろうか？先行研究では教師の発話が授業の大半を占め（e.g., Musumeci, 1996）、学生の参加を妨げ（Walsh, 2002）、教師は不自然な話し方をし（Barker, 2006）、教師と学習者の間での言語活動の目的的理解が必ずしも一致していない（Block, 1996）などの結果があがっている。こういった結果は注目に値する。本論では大学で教師が学習者の自律性に注目しながら行った授業での教師の話し方を検証する。結論としては、授業目的が自分の話し方によってどうサポートされているかを教師が熟考することが必要だとされている。

ELT and the “science of happiness”—*Marc Helgesen*

Positive psychology is an important new branch of psychology which studies mentally healthy and happy people. As teachers, educational psychology impacts how we and our students behave in class. This article explores positive psychology and suggests ways we can use behavior typical of happy people in our own classrooms.

精神的に健康で幸せな人々を研究する心理学の新分野であるポジティブ心理学を用いて、教室にいる幸せな生徒の典型的な行動を利用する方法を提案する。

Dynamic strategies: Empowering the classroom community—*Don Maybin*

One of the greatest gifts we can give our students is a command of dynamic strategies—the tools to manage their conversation in another language. Instructors can use a step-by-step approach to develop awareness training in their classrooms, giving students an awareness of communication breakdowns and possible ways to resolve these breakdowns. There is a 4-stage model for learners to follow in order to apply dynamic strategies and make using them a habit. As instructors we need to be aware of certain behaviors we have which can often impede learners' ability to use these strategies. The ultimate goal is to make our students independent learners, and prepare them for conversations in the real world.

教師として学習者に教えられるものの1つは、外国語での会話をうまく進めるためのダイナミック・ストラテジーの運用力である。教師は、学習者にコミュニケーションの崩壊やこれらの崩壊を解消するための方法の認識をさせるなどする、教室での学習者の気づきを促進するためのアプローチを使用することができる。ダイナミック・ストラテジーの使用とそれを習慣づける4段階のモデルがある。教師は、学習者がこのストラテジーを使用する際妨げとなるような彼らの特定の行動に注意を払うべきである。最終的な目的は、生徒を自律した学習者に育て、現実社会での会話に備えられようすることである。

Listening and speaking: Making the connection—*Jack C. Richards*

Two views of listening are compared: listening as comprehension and listening as acquisition. The first focuses on how messages are understood and deals with the roles of both bottom-up and top-down processes. The second deals with the role of noticing in learning. Consciousness of features of the input can serve as a trigger which activates the first stage in the process of incorporating new linguistic features into ones language competence. In order for listening to facilitate learning, learners need to take part in activities which require them to experiment with newly noticed language forms.

If a listening course is part of a general English course or linked to a speaking course, both listening as comprehension and listening as acquisition should be the focus. Listening texts and materials can then be exploited, first as the basis for comprehension, and second as the basis for acquisition.

Communicative test prep: A practical guide—*Bruce Rogers*

Recently, there have been significant changes to two commonly used assessment tools, the TOEFL and the TOEIC. The Internet-based TOEFL includes new sections that test students' ability to communicate orally and in writing. Two optional test sections of the revised TOEIC do the same. This article discusses two traditional methods of preparing students for these high-stakes tests: materials that shadow actual exams and exercises designed to build the skills needed to improve scores. The article also describes communicative methods of preparing for the exams and points out some of the advantages of using these interactive techniques.

The new TOEIC: Understanding and overcoming the challenges—*Grant Trew*

The changes to the TOEIC test format introduced in May 2006 have significant implications for both students and educators. This paper aims to clarify the changes to the test, highlight the impact and implications for both test takers and teachers and present some approaches to helping Japanese learners best cope with the new format. In the workshop at the conference, the presenter will give examples of the new format, use interactive tasks to highlight some of the key challenges posed by the new test items, and walk participants through some activities that can be used to prepare students to improve their scores in both the long and short term. Although focusing mainly on the Listening and Reading components, an overview of the Speaking and Writing tests will also be included.

Why extensive reading should be an indispensable part of all language programs—*Rob Waring*

This paper discusses the need for an extensive reading component in all language programs. It is proposed that extensive reading should not be seen as supplemental or optional, but as a core and indispensable part of all language programs. The reasons put forward to support this notion are based on research evidence.

本論では、言語プログラムにおける多読の必要性について考察する。多読は、プログラムの中心になるものである。決して、補足的なもの、オプションとして取り上げられるべきものではない。その根拠として、これまでの研究結果を検証する。

Student-teacher relations as the key to sustainable learning: Japanese education in comparative perspectives—*Shoko Yoneyama*

Absenteeism (*futoko/tokokyohi*), bullying, and various kinds of school crime are widely recognized as indications of student alienation in Japan. A succession of education reforms in recent years does not seem to have worked to alleviate the problem. This is partly because the voices of students have been inadequately reflected in the reform discourse. This paper reports the results of a study on Japanese international students in Australian schools: what their comparative experiences have identified as factors that help promote their learning and subjective wellbeing. It was found that a sense of being cared for by teachers, an interactive mode of learning, and a clear focus on study constituted the ingredients for meaningful learning, i.e., the antithesis of alienation from school. The implications of the results of this study for education reform are also discussed.

学校環境は生徒の学び・学習意欲・自己肯定感といったものに、どのように関係するのだろうか。留学機会の増大により、この点について、学習者自身の比較的の視点から考察することが容易となった。ここでは、オーストラリアの高校で勉強する日本人留学生の調査を通して、生徒に意味充実感をもたらす学習環境の条件は何か考える。これまでの国際比較調査では、日本の生徒は教師に対して「冷めた」「疎外的な」眼差しをもっていることが指摘してきた。しかし、今回の調査は、日本人の生徒が、勉強面では厳しくても人間的には優しく、互いに尊敬し合えるような関係を教師に求めており、そのことが、彼らの学習意欲・自己肯定感・勉強についての意味充実感などに大きく影響していることを示唆している。

Course books as tools for activity in language classrooms: Towards some key design principles

Donald Freeman

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Training, and Research; School
for International Training,
Brattleboro, Vermont USA**

Sponsored by JALT & McGraw-Hill

COURSE BOOKS are one of the basic facts of language teaching for better or for worse; they often provide the platform upon which what happens in the classroom is built. They introduce new language and who does what, they present content, and guide participation. So it is somewhat surprising that there has been relatively little examination of *how*—from a descriptive standpoint—course books function in teaching. In fact, we often seem to jump to prescriptive discussions about what is *good* or *bad* in course books, without anchoring such discussions in how books function as tools to organize activity, by which I mean *who does what, when, and how* in the classroom. This article offers a brief report on research conducted through the Center for Teacher Education, Training, and Research at the School for International Training (<www.sit.edu/ctetr>) to examine how course books function in large classes in a range of classroom settings around the world.

The SIT Center was commissioned by a major ELT publisher to conduct a research project: "To describe how teachers use course books with basic to low intermediate students in a range of classrooms around the world." In narrowing the research focus, we noted that course books logically play a more central role with

students who are at the basic and low intermediate levels of the target language since the books not only need to supply more of the language input than they might at more advanced levels, but they also need to have scaffolds for student involvement that are very clear since comprehension in the new language is limited. Further, the notion of *a range of classrooms around the world* was intended to address issues in classroom settings, specifically those of class size, the teacher's comfort with English (as the target language) and, to a degree, the influence of the culture of teaching. The *culture of teaching* refers to the norms, values, and beliefs that shape how things are usually done in classrooms in a setting or context (Feiman-Nemser & Floden, 1986). These teaching cultures draw on national cultural values and practices, but are not identical to them. In fact, classroom teaching cultures often share strong resemblances across national cultures.

Regarding class size, we argued that the demands on the functionality of the course book increase with the size of the class. So while a teacher may well be able to adjust to instructional shortcomings in the course book with a class of 10 to 20 students, such adjustments become more complicated as the group increases. Put another way: The possibilities to compensate problems with the course book are greater a) when students have more of the target language, or b) classes are smaller.

Although it was not our major focus, we were also interested in investigating the assumption that certain types of problems that arise in using course books might be more generic than specific. In other words, we looked at the commonplace activities that *work* in one national or regional setting may not *work* in another, or that students from one national or language group may be disposed, for cultural reasons, to have trouble with a course book activity, while others may not.

Project design

In designing the research, we immediately faced the challenge of how to identify patterns of course book use in a variety of settings around the world, when opportunities for direct observation would be limited. While an observational study would have been valuable, it was not feasible from the point of view of resources. In fact, this *second-order* study design (Marton, 1981) which looked at participants' perceptions of course books, could be perhaps as useful since there is ample research that teachers' perceptions shape what they do in teaching. So we decided to focus our efforts through a reflective, web-based design, which drew on the experiences of a diverse research team. The team was made up of individuals who were experienced teachers, trainers, course or academic supervisors, and directors of studies in secondary schools, universities, and private language schools. The profile looked for people who were teaching and whose positions usually included some responsibility for teacher support, training, and development. The intent was that these individuals bring a level of familiarity with how course books are used both through their own direct experiences and their professional work. Members of the research team were identified from Brazil, Japan, Korea, and Mexico.

Each person was asked to choose a course book with which she or he was quite familiar and conversant; they chose books that they had both taught themselves or supported other teachers in using. In this process, six different basal English language teaching series were selected to serve as foci for the study. The SIT researchers guided the selection process according to the criteria above, but we did not shape the specific choices. In the end, we were less interested in which books were chosen than in the fact that the team member knew well the material they selected.

The members of the research team were asked to follow a three-stage process to identify and evolve patterns of course book use. First, they gathered accounts of their book *in use* from their experiences teaching and observing teachers. This involved choosing a unit and describing what usually happened when that unit was taught. Drawing on their experiences, the team member prepared a narrative, which described in some detail the typical ups and downs of that lesson. We emphasized that we were more interested in these archetypal accounts than in specific lesson observations because the former offered the possibility of capturing and synthesizing literally hundreds of hours gleaned from experience

teaching and observing. The second phase involved detailing and expanding these accounts in response to questions and prompts, first from the SIT researchers and then from fellow participants. By the end of this phase, we had detailed descriptions, drawn from experience, of what happened when these particular course book units were taught.

The third phase focused on identifying common patterns of activity. We paired participants across cultural and teaching situations and asked them to compare their accounts. We asked whether what was described in the lesson could occur in their teaching setting. In other words, could a lesson account from Brazil happen in Korea? Could the ups and downs described in the Brazilian account happen in a Korean classroom?

Common patterns of activity: Incidents of breakdown and strategies for repair

Through this process of reflection, description, and analysis surfaced what we came to call *incidents of breakdown*, where course book activities commonly fell apart, and *strategies for repair*, what the teachers usually did to get the lesson back on track. Incidents of breakdown seemed to occur across national settings and teaching cultures: where there were problems with using the course book, those problems appeared to lead to common breakdowns. What differed to some degree were the strategies for repair. Although by far the most common repair strategy was for the teacher to skip the activity and move on to the next activity (and usually to the top of the following page), there were instances in which teachers reported they would modify the activity, generally according to the culture of teaching in their setting which shaped student expectations. Individual seatwork and writing were cited as more common repair strategies, while additional group work or open-ended discussion were less so.

When we looked more closely at how these incidents of breakdown in course book activities in large groups among students at the basic and lower intermediate language level were described, a series of patterns emerged. To express these patterns, we developed them as design principles about the relative presence—or absence—of a particular feature in a course book activity. The balance of this brief report outlines four of these design principles derived in the research process.

I. The Transparency Principle: A course book activity is more likely to be successful if it is clear and easy to see who does what

It was clear that initial organization is crucial to a successful activity. This set-up includes what the task or activity asks students to do as well as the layout on the page and the instructions. A course book page seems to *work* when both teacher and student can easily see what to do. Confusing design, artwork that is not clear or relevant, or instructions that are ambiguous can serve as distractors for students, which can confuse the flow of the activity.

II. The Consistency Principle: A course book activity is more likely to be successful if it organizes participation (who does what) consistently

Ironically perhaps, variety and complexity seem to work against good activities. Activities that are unique or unfamiliar, that require a great deal of set-up, are less likely to succeed, especially in large groups. In contrast, when students can easily recognize *how to do* what they are expected to do, they can focus on the content. This may perhaps account, for example, for the success (at least in terms of participation) of such *tried-and-true* page designs as fill-in-the-blank activities or dialogues in which who does what is clear and consistent. Course book activities that vary content, while holding the activity structure stable, seem to be more usable.

III. The Flexibility-Flow Principle: A course book activity is more likely to be successful if each page is self-contained, facing pages interact, and content builds through the unit

In some ways, this principle goes to the heart of the course book; it conveys both the challenge and the Achilles' heel of effective design. Because teachers will skip activities to create flexibility and to address the diverse scheduling and time demands for their classes, to work effectively, a course book has to make it easy to stop and start lessons. Picking up the thread of the book will depend on how easy it is to see where one activity ends and the next one begins. Thus, each page needs to work as an integrated though flexible whole, and facing pages need to work together to sustain one another. So, for example, a speaking page can lead into a listening page, or vice versa, or a reading page can support the writing page that follows it, but each of these pages needs to

function on its own. In a sense, each two-page spread is a separate world, and once the teacher and class move on they leave what came before to focus on what is on the pages in front of them.

This design principle also speaks to how course book teachers' guides provide flexibility through additional suggested activities. While research team members reported that many times these additions were excellent, teachers would generally use them if they were easy to connect to what was happening on the page in the course book. *Connecting* meant two things: that the new activity built clearly from the existing one, and that it was easy to find your place back on the page in order to continue. So, in essence, moving *off the page* seemed to work if both teacher and students could get back easily to where they were on the page to continue the flow of the lesson.

IV. The Progress Principle: A course book activity is more likely to be successful if it helps students "see" what they can do in the new language

In many ways, this principle captures an aspect of life experience. Whether training for a marathon or road race or trying to lose weight on a diet, in most human activities motivation comes at least in large measure from being able to *see* progress. Similarly in classroom language learning, assessments can build confidence, and that confidence can build motivation. Assessments, which are part of the lesson and are performance-based rather than separate tests, can help students *see* their progress. In fact, many course books routinely include such activities, such as information gaps, role plays, or project work; however teachers do not always see these as potential bases for performance-based assessments, and they do not always engage students in making the assessment.

In many ways, these design principles are common sense gleaned from classroom experience. Teachers have known them, often intuitively, from years of teaching with course books. The benefit of this research was to capture and name them. Hopefully they will provide a basis for further examination of how published materials actually work as tools for activity in language classrooms to support student learning and more effective teaching.

Advert: IPI

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JALT2006 • PLENARY SPEAKER

9

Bilingual education in Japan: Unequal access to bilingualism

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Sponsored by JALT Bilingualism SIG

BILINGUAL EDUCATION in Japan may sound like an oxymoron to many. In fact, despite its stereotypes as a linguistically and culturally homogeneous society, Japan at the beginning of the 21st century is becoming increasingly multilingual and multicultural (Lie, 2001; Maher & Yashiro, 1995; Noguchi, 2001). Currently, 1.97 million foreign nationals live in Japan—1.55 percent of the total population and a 45.8 percent increase since a decade ago (Homusho, 2005). Of these 1.97 million,

approximately 269,000, or 13.6 percent, are minors. Correspondingly, the demand for the education of bilingual children is growing. For the first time in history, many Japanese schools are facing the challenge of educating students whose first language is not Japanese. Although the confusion and anxiety this situation is causing in schools is considerable, various types of schools (i.e., public and private, accredited and non-accredited) are also striving to meet the needs of bilingual children.

This presentation reports on five cases of bilingual education in Japan. I use the term bilingual education in a broad sense, ranging from submersion programs with minimal support for language minority students to immersion education that promotes additive bilingualism and biliteracy for language majority students (Baker, 2001). Although there are several excellent in-depth studies of bilingual education in Japan (Bostwick, 1999; Morita, 2002; Ochs, 1993; Ota, 2000; Ryang,

1997; Vaipae, 2001; Wakabayashi, 2002), most of these studies focus on one type of school (e.g., immersion school) or one type of bilingual child (e.g., children of Brazilian migrant workers).

What is missing is a comparative perspective that examines various types of bilingual education in Japan under a single theoretical framework. Such a comparative perspective is needed in order to shed light on how children's backgrounds, particularly their socioeconomic class and the market values of the languages they speak, affect the type of bilingual education they can access. In this presentation, then, I aim to fill this gap in knowledge and compare five schools that serve large numbers of bilingual students in Japan: (1) an English-language immersion school, (2) a Chinese ethnic school, (3) an international school, (4) a public school with Asian immigrant and refugee children, and (5) a public school with the children of South American migrant workers.

Theoretical framework and methods

For the theoretical framework of this study, I draw on the concept of imagined communities (Anderson, 1991; Kanno & Norton, 2003; Norton, 2001) and Bourdieu's (1977a, 1977b, 1991; Bourdieu & Passeron, 1990) theory of cultural reproduction. The core idea behind imagined communities is that each of us has visions of the person we want to become and communities in which we want to participate in the future, and that these visions shape our current learning (Kanno & Norton, 2003; Norton, 2001). To the extent that learning is part of social participation in communities of practice (Lave, 1996; Lave & Wenger, 1991; Wenger, 1998), our learning is also driven by our imagined communities of practice (Norton, 2001). In this study, I utilize the concept of imagined communities in terms of institutional visions. That is, I examine what kinds of future affiliations schools envision for the children they serve and what roles they expect their children to play in those imagined communities.

What is imaginable for one's future is in large measure a function of one's socioeconomic class. Bourdieu's (1977a, 1977b, 1991; Bourdieu & Passeron, 1990) theory of cultural reproduction is useful in illuminating how educational institutions serve to reinforce such class-based dispositions and expectations: what he calls *habitus*. Bourdieu argues that educational institutions privilege the knowledge, skills, and resources (cultural capital) of the dominant class by treating cultural practices of the dominant class of society as the norm. Hence, even if the same curriculum is technically

available to all children, only the children of the dominant class can benefit from it fully because of its better match with their cultural capital and *habitus*. Compared with their working-class peers, middle and upper class children who enter school with already abundant cultural capital thus end their schooling with an even larger share of cultural capital in terms of academic success and educational qualifications than when they started. As such, schools play a critical role in inculcating in children an understanding of their *place* in the world; or more precisely, a sense of what they can reasonably expect from life. In this study, I examine how schools adjust their expectations of their students according to their socioeconomic status and how such different expectations lead to different forms of bilingualism and life chances.

Methods

In order to include a wide range of bilingual education that is happening in Japan today, I selected five types of schools for close examination (names of the schools have been changed):

- *Nichiei Immersion School* (Grades K-12) offers an early partial English immersion program to Japanese "mainstream" students.
- *Zhonghua Chinese Ethnic School* (Grades K-9) specializes in the education of the children of Chinese residents in Japan.
- *Hal International School* (Grades K-9) caters to the children of Western business and government personnel stationed in Japan and Japanese children of privilege whose parents wish an international education for them.
- *Sugino Public Elementary School* (Grades 1-6) serves a large number of immigrant and refugee children from China and Southeast Asia. Most of these children intend to live in Japan permanently.
- *Midori Public Elementary School* (Grades 1-6) has a sizable number of children of South American migrant workers, mainly from Brazil and Peru. Unlike the children at Sugino, the majority of the foreign children at Midori are temporary sojourners.

Each of these schools is considered a pioneer in its category. These model schools were selected in order to capture the *state of the art* of bilingual education in Japan. At each site, I observed classes in each grade as well as pullout classes such as Japanese as a second language (JSL) classes. Interviews were conducted with teachers, administrators, bilingual instructional aides, parents, and students. In addition to the formal interviews, I

had numerous opportunities to talk with teachers and students as I observed their classes. Relevant documents such as lists of teachers, student demographics, timetables, school newsletters, and class handouts were also collected.

Findings

Based on the two-year fieldwork, the central argument that I make is that schools have imagined communities for their students—the kind of society and networks of people in which their students will grow up to participate. I further argue that such institutionally imagined communities have a large impact on the schools' current policies and practices and ultimately affect the students' bilingualism and identities. By imagining different future affiliations and possibilities for different groups of bilingual students, schools contribute to social reproduction: the process of endowing already privileged children with more linguistic and cultural capital while further depriving already underprivileged children. Teachers at Nichiei Immersion School and Hal International take it as a given that their students will grow up to be full members of their own countries and aim to become leaders in various sectors in the global community. They give the students a cosmopolitan education and encourage them to become bilingual with the assumption that such an education is a necessary preparation for their destined future. In contrast, transition to Japanese monolingualism is the outcome, if not the intended goal, of the language minority education at Sugino Elementary and Midori Elementary. In the context of trying to ensure basic academic skills and educational credentials for the students so that they will achieve a minimum level of economic independence and security (i.e., life without public assistance) in the future, bilingualism is considered a luxury that they cannot afford.

The education that takes place at Zhonghua Chinese Ethnic School, however, shows the power of imagining an alternative future. The majority of the students at Zhonghua are language minority students who would be destined to Japanese monolingualism if placed in a public school. However, because teachers at Zhonghua imagine their students to serve as cultural and social bridges between Japan and China in the future, the students are actively encouraged to develop Chinese-Japanese bilingualism. In other words, exceptional for this class of children, the students at Zhonghua are expected both to become full members of Japanese society and to participate in the transnational communities of

expatriate Chinese. Zhonghua provides an important example of how imagining an alternative, more promising future for a group of disadvantaged children can lead to concrete actions that go a long way in helping them fulfill their potential.

Conclusion

Schools implicitly or explicitly envision their students' future affiliations and roles in society. These visions shape the schools' current policies and practices and ultimately their students' identities and bilingualism. Schools contribute to the reproduction of the existing class structure by imagining different futures for different groups of bilingual students and socializing them into such differentiated futures. They provide already privileged children with opportunities to become bilingual while further depriving already underprivileged children by reducing them to subtractive bilingualism. However, schools can also act as an agent of social change. By imagining alternative, more equitable, futures for language minority students and preparing them for such future participation, schools can help socially disadvantaged bilingual students to augment their cultural capital and become practically equipped to make such alternative imagined communities a reality for themselves.

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Community, Identity, Motivation

The Japan Association for Language Teaching
32nd Annual International Conference
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Plenaries by Donald Freeman, Yasuko Kanno,
Bonnie Norton, & Bruce Rogers

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Motivating students to read: Can technology help?

Lin Lougheed

Instructional Design
International, Inc.

Sponsored by Longman ELT Pearson

Using traditional methods: Teacher as motivator

Teacher enthusiasm

First and foremost every teacher must demonstrate a love for reading. Keeping a bookshelf of your favorite books in the classroom, and recommending magazines and newspapers are great ways to motivate recreational reading. Involve your students with what you are currently reading by sharing funny or intriguing excerpts during class. If you are studying a literary element such as *similes* in your classroom, keep track of any you come across in your own reading and bookmark them to share.

Encourage active participation from the students

Every teacher should take the time to find out his or her students' reading goals (for the school year and future). Do they want to be able to build a better vocabulary, read classics, improve their writing through reading, learn to like reading? Take surveys after each semester. What did the students enjoy reading? What bored them? Why? Ask students to help you choose texts for next semester. Even older students like to *help* the teacher. Try having a class debate. How many students would recommend the required text to a friend?

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Ask your students to keep a reading log that they hand in once every few weeks. The log should not only be for books but also for articles and anything they read in their spare time. Take notes on what the students

enjoy reading and what they struggled with and modify your courses as you see fit. When students know that they have a say in what and why they are reading, they are motivated to set and achieve goals.

Explanation of expectations

Students are motivated to learn when they understand the expectations of their teachers. Be clear about what you expect of them as readers. For example, you may want your students to read one chapter a night or one section of the newspaper every weekend. That is a clear expectation that a student can understand and meet. You may prefer to assign reading based on time (i.e., one hour of silent reading outside of the classroom each night). Tell students what they will be required to do with the reading, before they begin reading. For example, will they be expected to know the theme, the characters, the main idea? Will it be on a test or exam? If students are doing a reading assignment in class tell them exactly how much time they will have (be sure to give enough time for reading and activity) to complete the task.

Discuss future goals and the rewards that come with being a good reader

Share the statistics and studies about literacy with your students just as you would with a concerned parent. Show them how much reading the average college freshman is responsible for. Encourage students to talk about their future goals. Do they want to get into a good university and get a good job?

Positive reinforcement

Instead of encouraging competition among classmates, promote the success of the group as a whole. Give your class a goal to reach and reward them for their achievements. Compliment students for achievements in reading, but do not single students out with negative comments. Any negative feedback related to reading should be given in privacy and paired with positive rein-

forcement and possible solutions (i.e., *You read aloud very well; What you need to work on is your vocabulary skills; Let's get you started on a vocabulary log*).

Choose appropriate topics and texts

The *level* of reading should be dependent on the abilities of the majority of your readers, and get progressively more difficult as the school year goes. Ask for feedback about whether the readings are too difficult or not challenging enough.

Choose reading topics that are *relevant* to your class. These can be both short or long term needs. For example, read about cultural traditions during Christmas holidays, or read about student entrepreneurs in order to encourage students to think about their future. This may also mean tying in topics that students are studying in other classes, or finding out what topics are of interest to the majority of your class. When students are already interested in a topic, they are more likely to be motivated to read further. Sometimes that might mean giving background information about the author (celebrating a birthday or milestone of the writer can generate enthusiasm for the material) or topic, or asking students to share what they already know. Find out if one or more of the students in the class have a personal or cultural tie to the topic before the reading. Any connection to the topic helps to motivate students to read.

Require students to teach each other

Another trick many teachers use to motivate students to read is to put students in charge of teaching the material. When students know they will be responsible for teaching the material to their peers, they often take the reading more seriously. Have your students write reviews about a novel they read and publish them in a school newspaper or somewhere that will be visible for their peers to read (i.e., a bulletin board).

Using technology

Books on CD

Listening to a book on tape or CD offers a change in scenery for students that need motivation to read. You can add even more variety by listening to one chapter in class and giving the next chapter as reading homework. At home, families can listen to a book instead of watching a movie or keep a book playing in the car. If students enjoy the book on tape, they are more likely to read

another book by the same author at a future date. Supply students with a list of novels by the same author or books on the same topic every time they show a keen interest in something.

Listening to books on an iPod

Most students use iPods (or other similar devices) to listen to MP3 music, but they can also be used for listening to books. Students can plug iPods into a personal computer and download many different audio books. It takes about six hours to listen to an average novel, but it's simple to stop listening and pick up in the same place later. Looking cool is a big motivation for students to do their reading homework. Those who do read for pleasure may be less intimidated to do so in public with something like an iPod.

Using Excel or other programs to chart reading

Give students the opportunity to personalize their own reading logs, by using simple programs such as Excel. They can add color and graphics and even use their own cool short forms and codes.

Handhelds

With a vast array of e-books and resources available on the web, students do not have to rely on libraries as they once did. By choosing books that students can acquire online, teachers open up the opportunity for reading, especially while students are in transit.

Blogging

Some students might be less resistant to keep reading logs if they can *blog* their thoughts, rather than keep them in a three-ring notebook. Setting up a portal for blogging is free and simple with many websites such as <www.blogger.com>. Do it as a class project at the beginning of the year, and encourage students to keep publishing their blogs so that classmates (and teachers) can read their comments.

Books and movies

Add variety to your English class by allowing students to watch the movie of one of the texts in your curriculum. Some teachers prefer to show the film first to motivate interest in the text. Others choose to show the movie after reading the

text. Students who have not bothered to read the book may be motivated to read it after enjoying the movie. Whichever route you choose, be sure to allow time to compare and contrast the film and text versions so that students see the relevance in the reading.

CD-Rom

There are many CD-Roms with reluctant readers in mind. They offer audio assistance, illustrations, definitions, and allow students to play games and become better readers at the same time. Students are motivated by the interactive nature of CD-Roms.

Online research for projects and book reports

When they get out into the real world, students will have to know their way around the Internet. Encourage students to use their knowledge of the Internet to help them with their school projects too. Give them hot links to online dictionaries, reference pages and other educational resources that are of particular interest in their courses.

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JALT2006 • PLENARY SPEAKER

15

Critical literacy, language learning, and popular culture

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Sponsored by JALT



THE DOMINANT conception of literacy among governments, policy-makers, and many members of the general public is that literacy references the ability to read and

write. While this conception of literacy is useful and important, there are some educators who conceive of literacy in broader, sociocultural and political terms, sometimes referring to it as *critical literacy* (Luke, 1997). Educators who are interested in critical literacy are interested in written text, or, indeed, any other kind of representation of meaning, as a site of struggle, negotiation, and change. As Luke (1997) notes, while earlier psychological perspectives conceived of literacy as the acquisition of particular behaviors, cognitive strategies, and linguistic processing skills, more recent insights from ethnography, cultural studies, and feminist theory have led to increasing recognition that literacy is not only a skill to be learned, but

a practice that is socially constructed and locally negotiated. In this view, literacy is best understood in the context of larger institutional practices, whether in the home, the school, the community, or the larger society (Fairclough, 1992; Heath, 1983; Kendrick, 2003; New London Group, 1996). These institutional practices, in turn, must be understood with reference to what is called the *literacy ecology* of communities, in which there is frequently inequitable access to social, economic, and political power (Barton, 1994; Barton & Hamilton, 1998; Hornberger, 2003; Kramsch, 2002). The complex way in which families, communities, and schools interact and differ in their literacy practices provides significant insights into the way in which people learn, teach, negotiate, and access literacy both inside and outside school settings (Auerbach, 1989; Delpit, 1995; Hull & Schultz, 2001).

Given such changing perspectives on literacy, it is timely to revisit debates on literacy, popular culture, and language learning. In this regard, while the research is limited, preliminary findings are promising. Over 20 years ago, Elley and Mangubhai (1983), who conducted research using non-traditional literature with Fijian elementary students, found that after eight months, students exposed to high interest stories progressed in reading and listening comprehension at twice the normal rate. Krashen (1993) has argued that comic books, as a form of light reading, could be viewed as an incentive for children to read, citing Archie comics, specifically, as one of the comics that could be used in language classrooms. Duff's (2001) research highlights the lack of confidence of ESL learners in Canadian classrooms, noting that if students are to learn effectively, their access to cultural knowledge is as important as their academic proficiency.

In our research, we are particularly interested in the way popular culture can engage second language learners in the culture of their peers, as well as the wider target language culture. This research, discussed in greater detail below, has found that popular culture provides unique access to target language communities, and is of central importance to the development of second language literacy. However, incorporating popular culture into classrooms can also be fraught with challenges, and our research suggests that second language teachers need to understand learners' complex investments in popular cultural texts if they are to engage productively with such texts in the classroom.

Archie comics and the power of popular culture

Archie comics, which address the lives of a group of adolescents in the United States, are popular in Canada, and indeed, many parts of the world, and are widely read by pre-adolescent children. In embarking on research with Archie comics (Norton, 2003; Norton & Vanderheyden, 2004), one of our primary aims was to better understand the ubiquitous Archie reader, and to determine if insights from Archie readers might have significance for second language literacy education. The research was conducted in a Vancouver, Canada, elementary school from 1998-1999, and involved 55 elementary students, aged 10 to 12, 25 of whom were English language learners.

We found that Archie readers are subject to an interesting set of power relationships in their home and school contexts. Students noted that their parents and teachers were frequently dismissive of their love of comic books, describing them as *garbage* and *a waste of time*. Archie readers had incorporated such views in their own understandings of literacy, drawing a distinction between what they called *real reading* and *fun reading*. Real reading, in their view, was reading that the teacher prescribed; it was *educational*; it was *challenging*; but it was seldom *fun*. The reading of Archie comics was *fun* because readers could construct meaning, make hypotheses, and predict future developments without trying to second-guess the teacher. The findings suggest that the inequitable relationships of power between teachers and parents, on the one hand, and children, on the other, may limit a child's engagement with text, sometimes rendering it a meaningless ritual.

With reference to second language learners in particular, we have made the case (Norton & Vanderheyden, 2004) that while teachers are often ambivalent about Archie comics, second language learners find the pictures and comic book format helpful in meaning-making. Most importantly, our data suggest that Archie comic readers constitute informal and loosely connected reading communities that cross ethnic and linguistic boundaries. Consider the following exchange between Karen and Dylan, a 12-year-old native English speaker:

Karen: Is popular culture like Archie a good way of bringing kids together?

Dylan: Well, yes because I know that one reason most of the kids with English problems and kids

with good English don't relate is because the English kids seem to think that either they are stupid because they can't speak English which is totally a misconception or they're not like them and they're kind of pushed away by that.

Karen: So that's what you think, that it's a good way 'cause they can talk to each other?

Dylan: 'Cause it would give them something to realize that these kids like some things that they like, that they are kids who like things that other kids like, which is a way of bringing them together.

Popular film as a site of struggle in multilingual classrooms

In the second research project, undertaken with Ardiss Mackie (in press), we shift from the use of comic books with ESL children to the use of film with ESL adults, making the case that films have become a powerful and popular way in which international students experience the English-speaking world. Indeed, as one participant in the larger study reported,

When I arrived Canada [from South Korea], I didn't feel much differences and I couldn't find much new things that gave me shock. Unconsciously, I learn North American culture through movie.

This statement suggests that popular American films may promote international students' understanding of the North American world. It also suggests, however, that popular American films may essentialize North American culture. In this research, we argue for a curriculum that invites students to question cinematic assumptions about the essential quality of culture, not only in North America, but in the wider international community.

As a case in point, we analyse a critical incident that took place in Mackie's postsecondary ESL classroom in Canada, in which there were conflicting readings of the film *Pearl Harbor* (2001), which addresses the Japanese invasion of the United States in 1941. While one Japanese student, Mikiko, read the film as a problematic portrayal of Japanese characters, a South Korean student, John, challenged Mikiko's claims to knowledge. The scenes from Mackie's class raise three crucial questions for pedagogical work with popular film: Who speaks for whom with respect to the meaning of a given film? Under what conditions do students resist particular readings of a given film? How should language teachers respond to acts of resistance in debates on the

meaning of film? In the plenary, I address Mackie's response to the critical incident, making the case that assignments that promote critical praxis provide rich opportunities for second language literacy development and educational change.

Conclusion

Luke and Elkins (1998) have raised the question of what it will mean to be a reader and writer in the 21st century. They suggest that what is central is not a *tool kit* of methods, but an enhanced vision of the future of literacy. Indeed, as scholars such as Kress (1993) and Stein (2004) have noted, we need to rethink the very notions of reading, literacy, and learning. The written word, while still important, is only one of the many semiotic modes that language learners encounter in the different domains of their lives. From drama and oral storytelling to television and the Internet, language learners in different parts of the world are engaging in diverse ways with multiple *texts*. The challenge for language teachers is to reconceptualize classrooms as semiotic spaces in which learners have the opportunity to construct meaning with a wide variety of multimodal texts, including visual, written, spoken, auditory, and performative texts. Our research suggests, however, that if teachers are to engage productively with such texts in classrooms, they need to better understand the complex investments that language learners have in such texts, and the extent to which learner identities are central in meaning-making.

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Listening: New perspectives

Steve Brown

Sponsored by Cambridge University Press

OVER the last twenty years, ELT has forged a consensus on the importance of developing listening skills. The model of listening that we have adopted is an interactive one based on top-down and bottom-up processing of information. We use our prior knowledge of life to process information top-down. We also, more or less simultaneously, use the information we have about sounds and word meanings to process bottom-up. We see the brain as limited in its abilities, and we try to ease its processing burdens by a variety of methods, including pre-teaching vocabulary and activating prior knowledge. As an example of prior knowledge's amazing power, I like to use my experience buying postcards at an Austrian museum. I speak no German, but walked up to the counter after having calculated that the postcards would cost sixteen schillings. I gave the clerk a twenty-schilling note, she opened the till, looked in it, and said something in German. As a reflex, I dug in my pocket and produced a one-schilling coin and gave it to her. She smiled and handed me a five. I managed the conversation based on my prior knowledge of how one deals with change at a store. In some sense, I did not need German. I just needed my life experience. Later on that same trip, however, I did need to manage a transaction bottom-up when I asked at the Madrid train station for tickets west and was answered by a torrent of Spanish including the word *huelga*. There had been a strike that morning. Here, the *getting tickets* routine failed and I needed words, just one in this case, to understand what was going on. Actually, the two kinds of processing are difficult to separate in practice. Knowing that *huelga* means *strike* came out of my prior experience not in the classroom, but working with farmworkers in California.

This cognitive view sees listening comprehension as being basically the same as reading comprehen-

sion, and our practices have been very similar: In a typical lesson, we have *pre* activities, *while* activities, and *post* activities. However, we know that, despite our practice, listening is a bit different from reading. Listening must be done in real time; there is no second chance, unless, of course, we specifically ask for repetition. Listening involves all sorts of phonological processes like reductions and odd stresses. There are false starts and hesitations to be dealt with. In the past, at least, we tended to think of listening as more interactive than reading, though that notion has disappeared as we have adopted a more active conception of reading. In one of the few direct comparisons of reading and listening, Lund (1991) found that readers recalled more detail. Listeners, on the other hand, recalled proportionally more main ideas and did more inferencing.

I do not have the space to more fully develop this, but it may be that academic listening and academic reading have more in common with each other than either has to do with its non-academic counterpart. The focus on academic contexts, the fact that much of ELT research has been done in pre-academic programs, may have given us a skewed idea of what listening is.

Given this background of listening as reading, many have started to wonder if perhaps our classrooms have focused too much on top-down processing, at the expense of bottom-up processing. Tyler (2001), for example, showed how prior knowledge of the topic aids comprehension and speculated that at some level the development of bottom-up processing skills may be inhibited by reliance on top-down processing. Students pluck words out of the air and make a guess, and if it works, they are satisfied and do not make an effort to improve their other skills. Tsui and Fullilove (1998) show how lower-level students especially tend to rely on prior knowledge to compensate for weak decoding skills. They call for instruction to make students less reliant on top-down processing skills like guessing from context.

Indeed, as we think of new approaches to listening, we need to begin to look at what has been left out of classrooms. Judy Gilbert (1995), for example, shows some possible connections between pronunciation work and bottom-up listening.

The profession has always looked to some degree at bottom-up processing, but we need to think about how to give better practice in bottom-up listening, particularly at the contexts of our tasks. It is sometimes difficult to fully capture a truly communicative approach to bottom-up skills in a textbook, but the distinction we need to be aware of is nicely made by looking at simple dictation and the sort of dictation done in dictogloss, in which students use their pooled knowledge to build up the dictation, rather than take down words verbatim (Wajnryb, 1990).

Another set of skills we do not think about enough as listening *per se* are those concerned with interpersonal listening. Of course, we put students in pairs and they talk to each other, but what goes on in listening materials is CIA English, English overheard and noted (i.e., What time is Ms. Smith's doctor's appointment?) Again, it is difficult to incorporate practice materials that focus on interpersonal listening into a listening book, but structured pairwork tasks go some way to helping students develop their skills as they listen to their partner. The key is having real personalized tasks to complete.

The reason for ignoring interactional listening lies partly in the maintenance of the conduit metaphor of communication. In this view, messages are sent and received in complete packages and either understood or not. Clearly, this is not the whole story. Bakhtin (1986) reminds us that all messages are actually co-constructed between the speaker and listener. We are always filling in the blanks. We need to know more about the socio-cultural work of listening. We are beginning to get some interesting studies; one of my favorites (Bremer, Roberts, Vasseaur, Simonot, & Broeder, 1996) shows us how listening exists within a cultural framework. We have the example of Abdelmalek, a Moroccan living in France who goes to the travel agency to get a ticket to return to Morocco. When the agent asks him, *Par quoi vous voulez partir?* (How do you want to travel?), he hears *Pourquoi vous voulez partir?* (Why...?) and begins to explain to the agent that his father is ill. This confuses the agent, but for Abdelmalek, who has been asked any number of intrusive questions by French bureaucrats, it makes perfect sense to explain himself. Another ethnographic study of listening is by Tony Lynch, who follows the progress over a short intensive course of Kazu, a Japanese student. Kazu made marked improvement on one-way, CIA listening, but left the course (and started his academic program) still deficient in two-way or interpersonal listening. Lynch (1997) concludes:

For a learner...to be able to handle the complex social processes of conversational two-way listening requires more than better knowledge of English and better one-way listening skills; it also requires fine interpersonal judgment as to how far you can task your interlocutors' tolerance by asking for repetition, clarification, and all the other things we recommend as good two-way listening strategies. (p. 397)

Lynch's work also reminds us of the importance of individual differences. The assumption of many in ELT has been that one of the key areas where individual differences come into play is through strategy use. One aspect of strategy use that may well need further study is the development of strategies to improve memory, in light of Just and Carpenter's work on language processing while reading. Just and Carpenter (1992) claim that individual differences in processing are a function of working memory. People who have good working memories have more processing space and are more efficient readers. Goh (2000) points out the importance of working memory in listening:

L2 learners need to hold as much of the spoken text as possible in the limited capacity short-term memory, interpret the content before it is displaced by new input, and provide immediate listener response if that is required. (p. 71)

At present, there seems to be an increasing interest in this area in listening. Though it is unclear how much effect strategy use can really have on short-term memory, it is something worth considering.

Goh (2000) argues in this regard that metacognitive strategies are important. These are the sorts of strategies that allow students to think about, plan, and change the focus of their learning. Goh suggests that instead of putting the blame on themselves for not understanding or blaming factors like the speaker or the text, listeners should instead learn to actively think about why they are having the problems they are having with listening. Teachers should give opportunities to talk about difficulties and strategies to overcome them.

In short, then, we need to expand the listening paradigm, by simultaneously looking at both smaller and larger issues than we have before now. We need to look more seriously at how bottom-up listening works in the classroom. At the other extreme, we need to expand our view of listening to accommodate larger socio-cultural issues.

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21

Using teacher talk to foster learner autonomy

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TEACHERS SPEND a lot of time talking to learners—but what messages about language learning does their talk convey? Compare the following:

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Teacher A: Now turn to page 135 and complete exercise 2.

Teacher B: If you don't finish your writing before the end of class, you will have to do it for homework.

Teacher C: What will you remember about today's class that might help you speak more fluently in the future?

The words of teachers A and B reflect a concern with controlling the behaviour of the learners and getting the job done. Neither mentions learning. Teacher C, on the other hand, seems to be adopting what Murphey (2003, p. 2) describes as a *democratic* or *autonomy-inviting* teacher mode.

Teacher C's question draws attention to the learning focus of the class and invites the learners to reflect on what they have learned.

I begin with these caricatures because I want to focus attention (here and in my JALT workshop) on the language that teachers use in the classroom. My aim is to encourage reflection on the following:

- the activities we invite our learners to participate in;
- the way we talk about these activities; and
- the extent to which our goals as teachers are supported by the way we talk about learning.

Previous research (e.g., Musumeci, 1996) suggests that teacher talk often dominates language classes, and that at times it inhibits learner participation (Walsh, 2002). Furthermore, in a recent article in *The Language Teacher*, Barker (2006) claimed that many teachers he observed tended to speak to their learners in an unnatural way—presumably in an effort to help them understand. In yet another strand of research, Block (1996) established that there is often a mismatch between learners' and teachers' perceptions of the goal and focus of tasks in the language classroom. These concerns justify a focus on teacher talk. What we say to learners conveys important messages about the nature of language learning, roles in the learning process, and the purpose of classroom instruction. But to what extent are our teaching goals supported by the way we communicate in the classroom?

Let me illustrate this point in relation to my own teaching. For many years now I have been committed to fostering the autonomy of the learners I work with. Holec (1981, p. 3) describes learner autonomy in this way:

To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques
- monitoring the procedure of acquisition
- evaluating what has been acquired

Encouraging learners to assume responsibility for such decisions is no easy task. However, this definition helps clarify my role as teacher. Ultimately my success in attempting to foster learner

autonomy can be measured in terms of my learners' ability to set their own goals, adopt appropriate strategies, and evaluate their learning. Therefore, it is my job to create opportunities for my learners to make such decisions, and to provide an environment which supports them in doing so. In attempting to do this, dialogue about learning is a powerful tool. Other means of fostering autonomy include the syllabus, classroom tasks, and feedback. But *talk* frames all of these, and is therefore, I believe, the most powerful tool of all.

In this short article, I will discuss the nature of teacher talk within the context of two university courses that I currently teach. The first is a course in Speech Communication, which seeks to introduce learners to basic concepts in communication theory, and to enhance their oral communication skills. This is not a language course and, therefore, the talk in class is not focused on *language* learning, but rather on learning itself. The second is a course in Independent Learning which takes place within a self-access centre, and where the promotion of learner independence is an explicit goal.

Function of teacher discourse

While a certain amount of teacher talk is inevitably concerned with procedural matters, I see its primary function as being to model and support good learning behaviour. Therefore, links need to be made between the activities introduced in class and the learning that learners can engage in outside class—in the *private domain* (Crabbe, 1991). Consequently, it is essential to highlight features of activities—such as goals or constraints on performance—that influence learning outcomes. This helps learners gain the task knowledge (see Wenden, 1998) they require in order to integrate new activities into their learning repertoire. In this way, every teacher-learner interaction can be seen as an opportunity to extend the learners' knowledge base about tasks, materials, strategies, and learning conditions. Let me illustrate these claims with two examples.

Learner-teacher interactions

The scenarios presented below are drawn from my teaching in the two contexts described above. The dialogues are abridged rather than verbatim because I reconstructed them from memory at the end of class. The first exchange took place in my Speech Communication class. After explaining that I wanted the learners to complete an activity, one of them asked for clarification:

Teacher: Now, I would like you to get into groups and discuss the questions on the handout.

Learner A: Shall we discuss all three questions or just one?

Let us first consider some possible responses. A teacher focused on completing her lesson plan smoothly might respond *I want you to discuss all three*, or *One will do*. Such a response suggests that the teacher is in charge and that the learners are used to doing as she says, although they may not know why. On the other hand, a teacher who believes that learner choice is important may respond with *You decide*. Notice, however, that this response gives the learners no guidance about the goal of the activity or the consequences of their decision.

If, however, the teacher's primary goal is to foster the learners' understanding of learning activities, her response may resemble the following exchange (the conversation I actually had with my learners):

Teacher: Well, to answer that question, we need to stop and think about why we are doing this task. What's the purpose of the activity?

Learner B: Maybe to practise speaking?

Teacher: OK. Anything else?

Learner C: To understand the ideas discussed in the textbook.

Teacher: Absolutely. So, in fact, there are at least two goals for this task. So, *Learner A*, how would you answer your own question now?

Learner A: It depends.

Teacher: What does it depend on?

Learner A: If we want to understand the textbook better, we should discuss all three questions. If we want to practise our speaking, we can choose one question to discuss.

Teacher: Exactly! So, now you might want to talk to the others in your group about your goals for this task, to help you decide how to do it ...

In this exchange, the learner's question is exploited as an opportunity to highlight the purpose of the task. In fact, all classroom tasks can be seen as a potential means of fostering autonomy. It is part of our responsibility as teachers to encourage learners to understand that relationship.

Now let's look at a conversation I had with a learner at the end of an independent learning session in the self-access centre:

Teacher: What did you do in your independent learning time today?

Learner: I watched a DVD. First I watched it with no subtitles, then I watched it with English subtitles, then I watched it with Japanese subtitles. The third time, I understood more.

Once again, before I present the actual exchange, consider how you would respond to this learner. Clearly she deserves encouragement, but what kind of response might prompt her to think further about the task she was engaged in? Here the challenge for the teacher is much greater, because the learner's reasons for choosing the activity are not known. An open-ended response gives learners the freedom to take the discussion in any direction they want. Here is how the exchange proceeded:

Teacher: Did you notice any interesting English while you were watching the DVD?

Learner: Yes, I wrote it down here. I heard the phrase *What am I suppose [sic] to...?* in something. There was the phrase *What am I suppose to believe?*

Teacher: Do you know what it means?

Learner: I compared English and Japanese, so now it makes sense for me. I'm going to use this phrase in my conversation.

Teacher: Good for you. By the way [looking at the learner's notebook], there's a *d* on the end of *suppose* when you write it.

Learner: Is the *d* there when you say it?

Teacher: Well listen to me saying it *What am I supposed to do?* *What am I supposed to do?* What do you think?

Learner: I can't hear *d*; I just heard *to do*.

Teacher: Exactly. When you use this expression in speech, the ending of the word *supposed* disappears. You only hear the *to* which follows it. But when you write it, you need to write a *d* on the end of *suppose*. By the way, you're very good at noticing language when you're watching a DVD. I'm impressed!

Here the learner was prompted to reflect on what she found salient in her learning session. If I had targeted her decision to view the DVD three times (methodology), or her choice of movie (materials), or the way the activity matched her goals (means versus ends), the interaction would have reflected *my* concerns, rather than the learn-

er's. This highlights the challenge inherent in the new role we assume when we work in self-access settings. Our talk needs to model the transfer of learning responsibility from teacher to learner, and to reflect a shift in attention from *today's task to tomorrow's learning*.

Conclusion

The implications of this discussion for teachers committed to fostering learner autonomy are clear. If we wish to promote autonomy, our learners need opportunities to make decisions about their learning. In order to make good learning decisions, they need to develop their understanding of the learning process and the impact their decisions have. Dialogue can develop both learners' understanding of learning, and their decision-making ability. As teachers, therefore, we need to make wise use of the opportunities we have in talking to our learners.

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Phraseology, identity, community, motivation

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Sponsored by David English House

RECENTLY I received an email from Seiji, a postgraduate student of mine who had missed one of his classes. (Seiji is not his real name, but it does reflect his Japanese nationality and first language background). The text of Seiji's message is as follows:

Dear Nick
This is Seiji, one of your students in Discourse Analysis class. I am very sorry, I could not come to class today because my condition is not good. I will get a copy of today's handout and notes from another student, so I hope I can catch up in time for next week.

See you then,
Seiji

In nearly all respects, this is a very accomplished text. First of all, it exhibits a strong command of English grammar; the only criticism that could be offered here is that *class* is a countable noun, so the phrase *one of your students in Discourse Analysis class* should be rewritten as *one of your students in the Discourse Analysis class*, or something similar (e.g., *This is Seiji, from your Discourse Analysis class ...*). Secondly, the text displays an impressive awareness of both contextual appropriacy and generic structure: Seiji begins by establishing his identity, then offers a polite apology for his absence together with some additional words of explanation, and closes with a nicely modulated assurance that all will be well in the near future.

And yet, despite all its obvious strengths, this text proved to be a less than entirely successful one in practice, or so it seemed at least from my own standpoint as its intended recipient, and as someone who was concerned about Seiji's welfare. Whereas Seiji's aim had been to reassure me

that everything was under control, the effect of his message was almost exactly the opposite: it presented me with a slightly disconcerting range of interpretative possibilities, and seemed to raise almost as many questions as it answered. In particular, I found myself quite unable to interpret with any confidence the nature or severity of the problem or problems alluded to in the clause *my condition is not good*. Had Seiji simply been feeling a little unwell on the day in question, or was he referring to a more serious, long-term chronic illness of some kind that had flared up and prevented him from coming to class? And if the latter, why had I not been previously informed about it? Or perhaps I *had* in fact been informed about it, but had (rather shamefully) long since forgotten all about it? Perhaps Seiji's problems were psychological rather than physical—or perhaps there was something else going on here altogether? I could make as many educated guesses as to the relative probabilities of each of these interpretations as I liked, but in the end, I simply could not be sure which was correct. It was only when I sought clarification from Seiji in my reply to his message that I learnt that his *condition* related neither to his physical health nor to his mental state, but to his domestic circumstances: the boiler in his flat had broken down (in the middle of the British winter, as boilers tend to do), and he had been too busy trying to obtain the services of a plumber to come to class that day.

No doubt there are many lessons to be drawn from the story of Seiji's email message and my problems in interpreting it. For me, however, what this anecdote illustrates most forcefully is the central importance of *phraseology* in the construction of linguistic meaning. Phraseology can be defined in simple terms as "the tendency of words to occur in preferred sequences" in naturally-occurring language data (Hunston 2002, p. 138), although in fact the term encompasses all of the various forms of non-random sequencing that have been identified over the last two decades by researchers using the tools and methods of corpus linguistics (Sinclair, 1991; 2003; 2004). In my Featured Speaker talk at JALT 2006 this November, I will provide a broad overview of this research, and consider its relevance and applica-

bility to language teaching. Here, however, I shall focus on just one of the major claims associated with the phraseological view of language: that the meanings of polysemous words do not reside in the words themselves, but in the sequences in which they participate. I have selected this claim for discussion because it lies at the heart of the difficulties that I experienced in attempting to interpret Seiji's statement *my condition is not good*. These difficulties will immediately become apparent when we submit the two-word sequence *my condition* to a simple phraseological analysis.

Consider, first of all, the random 20-line concordance sample, taken from the COBUILD Bank of English corpus in Figure 1.

It turns out that *my condition* overwhelmingly refers to a chronic illness or permanent disability which has already been mentioned by the speaker or writer at some previous point in the discourse. (There is one notable exception to this, of course: *my condition* is also a well-known, if a little archaic, euphemism for pregnancy.) We can see the anaphoric function of this phraseology a little more clearly by expanding one of the above lines into a full sentence, thus:

"I have just been diagnosed as having Parkinson's disease and am concerned about how quickly my condition will deteriorate."

from now on I have to consider my condition and my strength. Unfortunately it and feel much happier with my condition." Details on (07) 3870 1355. duties. He told the court: 'If my condition doesn't get better, I don't have offered any explanations about my condition. For the four days I remained to bear. I'm pleased to say that my condition has stabilized and, at present, I to work within six months. <p> My condition has improved considerably," he sustain any relationship due to my 'condition", I went ahead and had my baby my life to try to cope with it. My condition improved a little, now that I difficult. I changed back and my condition improved." Dr Kilm said his I was not able to walk well. <p> My condition is getting worse and I am very had I felt normal, but in my condition it was the last thing I wanted. everybody to secrecy concerning my condition. My parents were distressed to to an attentive audience about my 'condition.' Performance pressures can also wrong. There are thousands in my condition. Question: Is that the reason so from. Then his eyes took in my condition, seemed to sober instantly. <p> p. that I wasn't in pain, that my condition was fairly stable, that MS wouldn't to him. Most likely, I told him, my condition was hysterical. <p> Not this have been good for a man in my condition. When the care came it was very am concerned about how quickly my condition will deteriorate. <p> <f> A <f> said Graf. I wasn't sure what my condition would be, so I was happy to be

The other *conditions* referred to in the sample below include multiple sclerosis, blindness, and diabetes, and there can be little doubt that the clear semantic association of *my condition* with illnesses and disabilities such as these was at least partly responsible for the feelings of unease that I experienced when I read Seiji's message.

Consider, now, a concordance of the same two-word sequence taken from a corpus of Japanese EFL learner data, compiled by Ito Satoko, a postgraduate student at Birmingham University in Figure 2.

Although *my condition* only occurs 15 times in this corpus altogether, it seems reasonably safe to conclude that this sequence may have a very different set of associations for Japanese learners of English as a foreign language than it has for native speakers of English. In particular, it seems to be found in statements assessing the speaker or writer's general levels of physical, mental, or emotional wellbeing, or the external circumstances in which speakers or writers find themselves—which is of course precisely the meaning that Seiji was trying to convey in his email.

In summary, then, what the analysis suggests is that Seiji's *my condition* is not my *my condition*, as it were; through repeated exposure to this sequence (and perhaps to other possessive deter-

Figure 1: *my condition* in The Bank of English

ve, but I want to tell him about my condition and apology if he is alive now. He may it makes menus of training to fit my condition, and it can change the menus by various vacuated, my family want to know my condition. And I want to know my family's conditio I am in cold place. I must keep my condition batter. A blanket is useful to keep my . I often do exercise to improve my condition for a hour with my friends at the gym. hink the most important thing is my condition. If I were a famous person, I would not and friends, and I can tell them my condition. If I am injured, I will be able to call the newest information, so I will my condition is bad, what is worse I will get sick. My have enough money to travel and my condition is bad. Therefore it is dream forever. " and win and think, imagine. When my condition is gloomy, I am helped by them. We need or my eagerness to research, and my condition of mind. Second, the reason of this adv drew into myself. Father noticed my condition, then he supported me casually. But I I have cellular phone account of my condition to my relative and friends and it can and my meals. The robot can know my condition to be sent dates which are my blood and ink. At least I study them. When my condition was gloomy, I was helped through comics

Figure 2: my condition in a corpus of Japanese EFL learners' writing

miner + condition sequences) over long periods of time, we each have built up very different sets of expectations as to what it typically means, and we consciously or unconsciously apply these expectations to each new instance of this phraseology that we encounter (cf. Hoey, 2005). This small example is also instructive in that it allows us to see very clearly why the negotiation of ambiguous meanings is a relatively common feature of language classroom discourse (and of other forms of discourse featuring interactions between native and nonnative speakers), but is a very uncommon feature of discourse among and between native speakers. However, as soon as we begin to consider the pedagogical implications of these conclusions, we immediately find ourselves embroiled in an entirely new and complex set of questions, which may be summarised as follows: how and to what extent can we—or even should we—help our students to conform to native-speaker phraseological norms and expectations? As these questions form a central part of my Featured Speaker presentation in Kitakyushu this November, I will not attempt to provide answers to them here. What I will say, however, is that any viable attempt to address these intractable issues will necessarily have to take into account all three of the themes of this year's JALT conference: *identity, community, and motivation*. I look forward to discussing these fascinating issues with you then!

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Acknowledgements

I would like to thank Ito Satoko for allowing me access to her corpus data, and Carole Patilla for valuable critical comments on an earlier draft of this article.

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ELT and the “science of happiness”

Marc Helgesen

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Sponsored by Longman ELT Pearson

As soon as I wrote that title, I knew it would be read with two very different reactions.

Some readers would automatically embrace the idea: *Great. I'm working with young adults. This is a huge issue for them. This is humanistic language teaching. How can I use it in the classroom?*

Other readers will be much more hesitant, not from cynicism as much as skepticism: *What's "happiness" got to do with English language teaching? I'm teaching speaking (or listening, reading, writing, vocabulary, grammar...whatever). Is this just something that will take my attention and energy away from what I should be doing? Why should I be responsible for teaching my students to be happy?*

First of all, I am not sure we can teach anyone to be happy. What we can do is explore some things that happy people do. Whether our learners choose to do them on their own is certainly their choice, not ours. And I don't think that dealing with happiness is or ever should be a main focus of English language teaching. It isn't something we *have to* deal with. It's not an obligation. But it may be an opportunity.

Our classes do have content. And for some, talking about the weather or favorite music and sports is enough. But many students and teachers want to go deeper. More importantly, one of the things we have learned from humanistic language teaching over the past couple of decades is that we don't just teach listening, speaking, reading, and writing. We teach people. Teaching people means we deal with how they are learning as well as what we are teaching. As teachers, we all deal with educational psychology. Traditional psychology focused on mental illness. It has looked at people with problems and tried to find ways to help them.

More recently, the field of *positive psychology*

(Seligman & Csikszentmihalyi, 2000) has emerged, energized by researchers such as former American Psychological Association President Martin Seligman, Mihaly Csikszentmihalyi, and others. Rather than looking at people with mental difficulties, this discipline looks at the behavior of happy, mentally healthy people.

Time magazine (Wallis, 2005) has dubbed this positive psychology *the science of happiness*. That title is probably useful since it can differentiate positive psychology from *the power of positive thinking*. Seligman (2002) points out “positive thinking is an armchair activity. Positive psychology, on the other hand, is tied to a program of empirical and replicable scientific activity” (p. 288). He goes on to point out that positive psychology understands that, at times, negative expectations and negative psychology are essential. Using the example of an airplane pilot who has to decide whether to de-ice the wings of an airplane, Seligman says there are times when people need to be pessimists.

Contrastively, using positive psychology, researchers are able to identify common behaviors of happy people. University of California—Riverside psychologist Sonja Lyubomirsky has identified eight things that happy people do. To read her list, see *Eight Steps toward a more Satisfying Life* (from Time magazine; see Minnesota State University, 2005). The following is my summary, simplified to make the ideas easier to access for ELT students (Helgesen, 2005).

Eight things happy people do

1. **Notice good things in your life.** Write down 3-5 of them every week.
2. **Practice kindness:** Do nice things for people. It makes you happier.
3. **Notice life's joys.** When something good happens, stop.
 - Make a picture in your mind. OR
 - Tell yourself what happened. OR
 - Remember the feeling.
 This way, you can save the moment.
4. **Thank someone who has helped you.** Who has been important in your life? A teacher, a *sempai*, a parent. Write them a letter or tell them. Explain what they did for you. Say *thank you*.



5. **Learn to forgive.** When someone does something bad to you, don't hold the anger inside. Let go of the anger. Writing a letter to forgive someone is a good way.
6. **Take time with your friends and family.** They love you. You love them. Spend time with them. Let them know you appreciate them.
7. **Take care of your body.** Get enough sleep and exercise. Do stretching, smiling, and laughing.
8. **Learn ways to deal with problems.** Remember, we all face problems. Learn to move past them.

When I first read Lyubomirsky's list, it occurred to me that most of these are related to topics and language functions that we already use in the ELT classroom. Perhaps the ideas behind the list could have a role in the classroom.

Initially, I simply introduced the topic and gave my students the basic list (the words in bold). I happened to present it as a peer-dictation. Learners read their sentences to another student who wrote them. Then, in small groups, they brainstormed specific things they could do to try some of these things. I then began thinking of ways to work on some of the specific ideas.

The happiness journal

Journal writing is a common, out-of-class ELT activity. We ask learners to keep an English diary, both to give them extra writing practice and as a way to get to know individual students better. This seemed a natural way to get students to try the first item on the list—notice good things in your life. I made a simple journal form and handed it out (you can get a copy at the URL for Helgesen, 2005. About halfway down the page, there is a link to click for the PDF). I explained the task and the reason. If they wanted to participate, they needed to choose a time, about once a week, to record good things that were happening in their lives. It wasn't required, but students were told they would get extra credit if they kept the journal (in these classes, students can often earn extra credit for doing various out-of-class English activities.). Although it wasn't required, many students responded, some even needing extra copies of the form because they ran out of room.

The following is an extract from the journal of a 3rd-year, non-English major named Mayu. As you read, notice her use of adjectives. They seem

to reflect a pleasant, positive view. Her personality seems to come through as well.

Entries from Mayu's journal:

- I played with my pretty dog.
- It was a sunny day with beautiful blue sky.
- I got a *Charlie & the chocolate factory* book in English that I had long wanted.
- I got up early, so I walked with my dog. It was so pleasant and enjoyable for me.
- I dreamed a happy story when I slept.
- I saw a rainbow today.
- When I cooked dinner, my family was pleased.

Can just noticing positive experiences make a difference? Lyubomirsky (1994, as cited in Niven, 2000) points out that:

Happy and unhappy people tend to have had very similar life experiences. The difference is that the average unhappy person spends more than twice as much time thinking about unpleasant events in their lives, while happy people tend to seek and rely on information that brightens their personal outlook. (p. 4)

Practicing kindness.

Murphrey (in press) talks about practicing *random acts of kindness*, that is, doing unexpected nice things. In class, we start with a small group complimenting activity (*That's a pretty sweater; You have such a nice smile; etc.*). The recipients just smile and say *Thank you*. Simple enough, but actually useful language practice since our students come from a culture where the appropriate response to a compliment is often to deny it. Then they do a bit of mental review, (*Mika said I have a pretty sweater; Emi said I have a nice smile*) usually accompanied by a smile as well. This is followed by a brainstorm of *little things* we could do, especially for those people who help us everyday but we rarely think about—when is the last time anyone brought flowers to the department secretaries or a candy bar for the guy who cleans the classroom? Small things, to be certain. Why do them? And especially why do them in the ELT classroom? Well, the students are certainly dealing with the ideas in English. They are using language in new, creative ways. Also, in a materialistic age like ours, noticing that "life satisfaction ...[improves]... with the level of altruistic activity" (Williams, Haber, Weaver, & Freeman, 1998, p. 31) seems like a very important idea for teachers to share.

Space here doesn't permit me to share some of the other ideas my students are working and playing with: A thank you letter to a family member, smile writing, zen stories about forgiveness, even eating blueberries as a way to notice life's joys. We'll explore more at the JALT post-conference session.

I share these ideas not as a quick fix or a distraction to what we do in the classroom, but as an interesting path in humanistic language learning—one that is a joy to explore.

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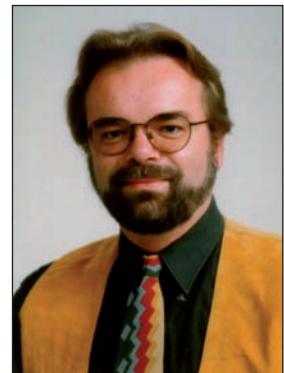
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Dynamic strategies: Empowering the classroom community

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Sponsored by Macmillan LanguageHouse



AFTER YEARS of being in foreign language classrooms as both an instructor and a learner, I have come to believe that one of the greatest gifts we can give our students is a

command of dynamic strategies—the tools to manage their conversations in another language. Dynamic strategies can be applied in a variety of contexts including, in the classroom community between students, between students and the teacher, and ultimately in the real world. As the ability to apply strategies in order to communicate in the target language increases, the individual is empowered and genuine learner independence is nurtured and eventually realized.

But how does an EFL instructor in Japan develop awareness and use of dynamic strategies in class? To begin, a working definition is crucial. Given the number of *strategy* terms and their interpretations in the literature (for an

overview example, see Ellis, 1994, pp. 530-533), it is easy to become very confused. For this essay, I will interpret dynamic strategies as a subset of language learning strategies, the latter defined by Rebecca Oxford, creator of the *Strategy Inventory for Language Learning* (SILL), as "specific action by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations..." (Oxford, 1990, p. 8). Dynamic strategies will refer to the actions an individual can take to understand or be better understood when engaged in an *actual* conversation. They consist of concrete steps which can be taken to overcome a potential (anticipated and/or based on past experience) or actual (*in situ*) breakdown in communication.

It is crucial that learners recognize when a particular dynamic strategy is necessary, as well as how to apply it appropriately. But how can instructors develop such awareness in their classrooms? One possible approach is to start with awareness training using the following sequence.

1. Give an example of a breakdown in communication. (I have found examples based on the instructor's or learners' actual experiences are intrinsically more interesting.)
2. Consider what action was or could have been taken, including language (i.e., the dynamic strategy).
3. Discuss the appropriateness of the action in terms of efficiency, local culture, etc.
4. Decide in what other contexts the strategy could be applied. (I do this as a group-based, brainstorming activity.)

Presentation of dynamic strategies can be challenging, particularly with young adults who have relatively little worldly experience upon which to base their understanding of strategy use. Describing a communication breakdown or dynamics of a strategy in English may lessen the impact of the training. Explanation in the students' mother tongue is one option; however, if the instructor is trying to conduct as much of the lesson as possible in the target language, switching to Japanese may prove defeating, not to mention you have lost the opportunity for students to use *other* dynamic strategies, such as asking for repetition or slower delivery.

An alternative is to prepare study sheets where each sheet gives a visual presentation of a communication breakdown, for example, using a comic book style. By answering simple questions

that focus on the predicament and how to get around it, the learner can experience a problem context requiring a dynamic strategy. Another experiential option is to carry out a roleplay of the problem with selected (braver?) students. Whatever the format, it is easier for learners to grasp a strategy if they clearly visualize the context and need.

With regard to learner application of dynamic strategies, a 4-stage model is useful at first; the aim is for the student to make it a habit.

1. *Realize* when a communication breakdown is about to or has occurred. Not understanding should not be interpreted as shameful. It is natural, especially for a nonnative speaker, to have trouble comprehending, and if a communication breakdown has occurred it needs to be acknowledged before action can be considered.
2. *Identify* the nature of the breakdown. What is the problem? Is the speaker talking too quickly? Is a single word confusing the learner, or is the entire utterance incomprehensible? Or maybe the individual is having trouble with the other person's accent, a common problem even for native speakers.
3. *Determine* the necessary strategy, including language and action. Once the problem has been clarified, there is a need to recognize what steps should be taken to remedy the situation, including the language required.
4. *Apply* the strategy. The previous stages, although potentially stressful, can be performed mentally. Applying the dynamic strategy requires an obviously active stance—to step forward and do something—which is why this last stage is the most challenging.

It is possible to structure dynamic strategies for classroom training. We *teach* students grammar or ask them to memorize lists of vocabulary. Why not do the same with dynamic strategies based on efficient behavior? By framing a dynamic strategy as a behavioral model and assigning a memorable label to it we can provide learners with a mental reference frame, or *menu*, for cognitive action(s), which can be taken to address the problems that come up in conversation. I have watched students

prompt their peers by saying *Use control* or *You should copy correct*, behaviors listed in the menu of dynamic strategies taught in class.

I feel if students have a heightened awareness of the strategies available to them, then communication breakdowns are not as intimidating and may eventually be recognized as an opportunity to learn. Once learners realize breakdowns can be overcome, their confidence in English should increase and they may apply strategies more in an effort to communicate. If a menu of specific dynamic strategy models is introduced in the classroom, the use of strategies is validated. Learners may apply them with a greater degree of comfort, initially as a cognitive process and, as they become more proficient and comfortable, as unconscious or automatic measures when a communication breakdown occurs.

Research studies I conducted with Japanese students in the UK suggested that learners trained in the use of specific dynamic strategies applied them in their exchanges with increasing sophistication over time (Maybin & Bergschneider, 1992). Three months after instruction, trained learners were found to be more active, efficient, and creative in their conversations in English when compared to the control group.

People who are adept at learning languages most likely already use selected dynamic strategies in their foreign language conversations, but what about those learners who apparently don't have the confidence to take action when there is a breakdown? One could argue they do not think in terms of the strategies required to overcome their conversational difficulties, do not have the common sense to take action. But perhaps this inability is due more to classroom conditioning—the expectancy that *sensei* will come to the rescue or that it is shameful to produce language which is imperfect. I suspect learners are often conditioned to show only what they know; however, good learners recognize what they do not know and take action. All students have an incomplete knowledge of the target language. Accepting this reality may help individuals take steps to remedy the gaps. Ignorance indicates a chance to learn, while dynamic strategies are the means needed to turn a predicament into a learning opportunity.

Once specific dynamic strategies and core language have been introduced to learners, there is a need for the instructor to provide opportunities to apply them. The teacher should study the day's lesson plan, anticipate problems, and identify where dynamic strategies could be applied. In this way, strategies can be integrated into class-

room activities without too much disruption. More good news: as in the real world, dynamic strategies can be used in a wide variety of classroom contexts, including text-based materials or more original activities, such as studying songs, performing skits, etc. Initial discomfort is dispelled once learners realize that an assertive stance, if taken politely, is acceptable behavior and has substantial benefits.

There is one final hurdle for applying dynamic strategies in an EFL classroom in Japan: the teacher. Actions such as interrupting or asking for clarification can be very intimidating when the other person is *sensei*. Although logical and efficient, such behavior would typically be considered culturally inappropriate, even rude. Another dynamic which comes into play is the sensitive *sensei* who is overly kind. In an effort to assist, such instructors actually defeat the purpose of strategies training by being too helpful. The minute a look of confusion crosses a learner's face, they leap to the rescue, repeating problem language like a tape recorder or giving definitions without actually confirming whether or not the student did not understand in the first place! Too strict or too sympathetic, in the classroom the teacher can be the main hurdle to efficient use of dynamic strategies and development of learner independence.

To conclude, a dynamic strategy is a portable tool for application in various contexts. To develop efficient use of strategies in class, creative applications throughout the course of study are useful. Behavioral change may be necessary, not only on the part of learners, but also on the part of the teacher. Teachers should not only introduce concrete strategy models, but also provide the opportunity to apply dynamic strategies, encouraging each student to take the initiative. In this way, learners will be better prepared for their conversations in the real world.

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Although presently working with university learners, Don has a strong practical background at all levels of ELT in Japan. He has worked with young children, secondary school students, and adults. In his energetic workshops, Don communicates his ideas through tested



activities that participants can use in their own classes. In particular, his sessions will address the main themes of the conference: training in communication strategies motivates learners to use the target language and develop confidence (identity) as they interact with the world around them (community).

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Listening and speaking: Making the connection

Jack C. Richards

Sponsored by Oxford University Press

IN MANY language classrooms, listening and speaking are taught as separate skills. They are viewed as having separate goals, and indeed, instruction often occurs in two very different contexts, the listening class taking place in a media room or language laboratory, and the speaking or conversation class in a regular classroom.

The goals of the listening class are generally related to developing skills in *comprehension, identity*, and few links are made to speaking skills. This paper seeks to establish the connection between the teaching of listening and the teaching of speaking and in so doing, raise some basic questions concerning a

pedagogy of teaching second language listening. To do this I will examine listening from two perspectives—*listening as comprehension* and *listening as acquisition*.

Listening as comprehension

From a current perspective, listening and listening comprehension are essentially the same thing. Writers on the teaching of listening in the last 20 years (including myself) have advocated an approach to the teaching of listening that is predicated upon the following assumptions:

- Listening serves the goal of extracting meaning from messages
- In order to do this learners have to be taught how to use both bottom-up and top-down processes in arriving at an understanding of messages
- The language of utterances (i.e., the precise words, syntax, expressions used by speakers) are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages.

In classroom materials a variety of strategies and techniques are used to practice listening as comprehension. These include:

- Predicting the meaning of messages
- Identifying key words and ignoring others while listening
- Using background knowledge to facilitate selective listening
- Keeping the broad meaning of a text in mind while listening

Tasks employed in classroom materials seek to enable listeners to recognize and act on the general, specific, or implied meaning of utterances, and these include sequencing tasks, true-false comprehension tasks, picture identification tasks, summary tasks, dicto-comp as well as to develop effective listening strategies (e.g., Mendelsohn, 1995).

Although what is sometimes called *discriminative listening* (Wolvin & Coakely 1996) is sometimes employed (i.e., listening to distinguish auditory stimuli), it is generally taught as an initial stage in the listening process, the ultimate goal of which is comprehension. Activities that are typically not employed when comprehension is the focus of listening are those which require accurate recognition and recall of words, syntax, and expressions that occurred in the input. Such activities would include dictation, cloze exercises, and identifying differences between a spoken and written text. Activities such as these are discouraged because they focus on listening for words rather than listening for meaning (i.e., they emphasize bottom-up listening processes rather than top-down ones). Writing of post-listening activities, for example, Field (1998) comments:

We no longer spend time examining the grammar of the listening text: that reflected a typically structuralist view of listening as a means of reinforcing recently-learned materials.

A typical lesson sequence from the current position involves a three-part lesson sequence consisting of pre-listening, while-listening, and post-listening. The pre-listening phase prepares the students for practice in listening for comprehension through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises which require selective listening, gist listening,

sequencing, etc. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic, and so forth.

Listening as acquisition

Few would question the format for a listening lesson described above when the focus is listening as comprehension. But another crucial role has been proposed for listening in second language acquisition theory, namely its role in facilitating the developing of speaking skills. Schmidt (1990), has drawn attention to the role of consciousness in language learning, and in particular to the role of *noticing* in learning. His argument is that we won't learn anything from input we hear and understand unless we notice something about the input. Consciousness of features of the input can serve as a trigger which activates the first stage in the process of incorporating new linguistic features into ones language competence. As Slobin (1985) remarked of L1 learning:

The only linguistic materials that can figure in language-making are stretches of speech that attract the child's attention to a sufficient degree to be noticed and held in memory (p. 1164).

Schmidt (1990, p. 139) further clarifies this point in distinguishing between input (what the learner hears) and intake (that part of the input that the learner notices). Only intake can serve as the basis for language development. In his own study of his acquisition of Portuguese (Schmidt & Frota, 1986), Schmidt found that there was a close connection between noticing features of the input, and their later emergence in his own speech.

In order for language development to take place, however, more appears to be required than simply noticing features of the input. The learner has to try to incorporate new linguistic items into his or her language repertoire. That is, they need to be used in oral production. This involves processes that have been variously referred to as restructuring, complexification and producing *stretched output*. Van Patten (1993) suggests that restructuring refers to

... those [processes] that mediate the incorporation of intake into the developing system. Since the internalization of intake is not mere accumulation of discrete bits of data, data have to "fit in" in some way and sometimes the accommodation of a particular set of data causes changes in the rest of the system. (p. 436)

Complexification and stretching of output occurs in contexts

...where the learner needs to produce output which the current interlanguage system cannot handle ...[and so] ... pushes the limits of the interlanguage system to handle that output. (Tarone & Liu, 1995, pp. 120-121)

In other words, learners need to take part in activities which require them to try out and experiment in using newly noticed language forms in order for new learning items to become incorporated into their linguistic repertoire.

What are the implications of this view of the role of listening in language learning, to the teaching of listening? I would suggest that we can firstly distinguish between situations where comprehension only is an appropriate instructional goal and those where comprehension plus acquisition is a relevant focus. Examples of the former would be situations where listening to extract information is the primary focus of listening, such as listening to lectures, listening to announcements, listening to sales presentations, etc., and situations where listening serves primarily a transactional function, such as service encounters. In other cases, however, a listening course may be part of a general English course or linked to a speaking course, and in these situations both listening as comprehension and listening as acquisition should be the focus. Listening texts and materials can then be exploited, first as the basis for comprehension, and second as the basis for acquisition. What classroom strategies are appropriate in this case?

I would propose a two-part cycle of teaching activities as the basis for the listening as acquisition phase of a lesson, namely:

- a) noticing activities
- b) restructuring activities

Noticing activities involve returning to the listening texts that served as the basis for comprehension activities and using them as the basis for language awareness. For example, students can listen again to a recording in order to:

- identify differences between what they hear and a printed version of the text
- complete a cloze version of the text
- complete sentences stems taken from the text
- check off from a list, expressions that occurred in the text

Restructuring activities are oral or written tasks that involve productive use of selected items from the listening text. Such activities could include:

- in the case of conversational texts, pair reading of the tape scripts
- written sentence-completion tasks requiring use of expressions and other linguistic items that occurred in the texts
- dialog practice based on dialogs that incorporate items from the text
- role plays in which students are required to use key language from the texts

I am hence advocating that in contexts where comprehension and acquisition are the goals of a listening course, a two-part strategy is appropriate in classroom teaching and instructional materials, namely:

- *Phase 1: Listening as comprehension*
Use of the materials as advocated above.
- *Phase 2: Listening as acquisition*
The listening texts used in Phase 1 are now used as the basis for speaking activities, making use of noticing activities and restructuring activities.

By linking listening tasks to speaking tasks in the way described above, opportunities can be provided for students to notice how language is used in different communicative contexts, and then practice using some of the language that occurred in the listening texts.

*Adapted from an article that first appeared in *RELC Journal*.

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Communicative test prep: A practical guide

Bruce Rogers

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ENGLISH-LANGUAGE TESTING is changing. The Test of English as a Foreign Language (TOEFL) and the Test of English for International Communication (TOEIC) both designed and published by Educational Testing Service, have changed or they are in the process of being changed. In the future, both tests will place more emphasis on test-takers' abilities to communicate.

The new form of the TOEFL, called the Internet Based TOEFL (TOEFL iBT), is already in place in North America, Europe, and, city by city, it is replacing the computer-based and the paper-based test around

the world. Although the test retains some familiar elements, it essentially takes a new approach to testing. Tasks on the new form of the test are designed to more closely approximate tasks that university students may plausibly be required to perform during their academic career. Gone are the error identification items and the sentence completion items. In fact, grammar is no longer tested directly on the test. There is a new emphasis on productive skills: A new speaking section has been added as well as a new type of writing task. Together the scores on these two productive sections of the test account for 50% of the total score. In both writing and speaking, there are *independent* tasks and *integrated* tasks. For the independent tasks, test-takers draw on their own background and experience to supply content when they write and speak. For the integrated tasks, test-takers listen to a lecture and read an article on the same topic. Test-takers must then summarize, paraphrase, and synthesize information from these two sources in their essay or oral



presentation—daunting tasks even for native speakers.

There are other changes in the TOEFL iBT as well. In the past, during the listening segments of the test, note taking was, for unknown reasons, strictly forbidden, although clearly, note taking is an essential academic skill. On the new form of the exam, however, note taking is not only permitted but encouraged. Another change in the test is the way in which the speakers in the listening segments deliver their lines. On former versions of the test, the speakers sounded like actors reading from a script, and that is exactly what was happening. However, on the TOEFL iBT, the speakers make an effort to sound more natural and to match the real delivery style of university lecturers. There are digressions, hesitations, repetitions, mistakes, corrections, reduced forms of speech (*kinda, gotta, gonna*), and a liberal sprinkling of *uh*s, *ah*s, and *ums*. To my ears, the lectures and conversations still sound rather stilted, but they are certainly closer to speech that is actually heard in lecture halls and on campuses than the recorded material used on past versions of the test.

The TOEIC exam has recently (2006) undergone some changes as well. These include reducing the number of items based on photographs, lengthening the talks and readings, adding a paired readings section that is based on two related readings, introducing a cloze section based on short passages, and eliminating the error identification items. Another change is to use English speakers from outside the US—to record items in the listening section—accents from the UK, Canada, Australia, New Zealand, among others can now be heard. The basic version of the TOEIC, though, is still a multiple-choice test not requiring any productive skills. However, in December of 2006, ETS will be adding two optional elements—a speaking section and a writing section. As of the time of this writing (April 2006), the design of these two sections has not been decided, but it will probably have some resemblance to the TOEFL iBT reading and writing section adopted for international business situations rather than for academic situations.

Not everyone has greeted the changes in the test with joy. Students, especially students who learned English primarily by studying grammar, mourn the fact that discrete structure items have been eliminated from TOEFL and de-emphasized in TOEIC. Some test-prep teachers may regret that the sections of the test that were easiest to coach for have vanished. Nor is it possible to

motivate or frighten students who are struggling with, say, past and present participles, by saying, "You'd better know this, because participles are on the TOEFL!" For most teachers and many students, however, the changes are welcome. The washback effect (the impact of a test on classroom teaching) for the new forms of these tests will probably be mostly positive, especially in the case of the TOEFL iBT. Many teachers have had students say to them, "I'm sorry, teacher, but I can't come to English class today ... I have to prepare for the TOEFL." No longer. TOEFL Prep classes should more closely resemble academic English classes, and academic English classes should provide good preparation for the test.

Although many instructors and writers have decried test-prep classes, in fact most of the skills that are practiced in these classes—for example, listening for important ideas, drawing inferences, writing and editing coherent essays—are perfectly applicable to a multitude of academic contexts. Indeed, the fact that most students in a test-prep class are so highly motivated makes the test-prep classroom almost an ideal setting for the teaching of academic skills.

Traditional methods of preparing students for standardized English tests have included two basic approaches (Conway & Shirreffs, 2003). The first involves practice with materials that simulate the actual exam—sometimes accurately, sometimes not, depending on the text. Early test-prep books mostly consisted of practice tests, basic background information about the test, and a few hints about how to approach multiple-choice items. Test-prep classes consist of taking these tests and discussing the results. The second approach is a skills-based approach. Test prep authors—or sometimes teachers—analyze the discrete language points that are tested and the skills that must be mastered to do well on the tests. They then design exercises and activities to develop these skills. For example, the first book of this sort, *Building Skills for the TOEFL Test* (King & Stanley, 1983) listed 32 learning objectives (skills) that are needed for a top TOEFL score.

Most test-prep texts currently on the market—including my own—involve a combination of skills-based exercises, mini-tests, and practice tests that shadow the actual exam. They also include tactics for improving scores and informational material about the design of the test, about interpreting scores, registering for the test, and so on.

I would argue that when taking any high-stakes test—whether an English language test such as

TOEFL and TOEIC, an admissions or aptitude test such as SAT, GMAT, or LAST, or a professional standards test such as the firefighter's aptitude test—candidates will be more confident and will attain improved scores if they are familiar with the format of the exam, have taken authentic practice tests, and have worked to develop the skills needed to do well on the exam. I would also argue that, given the changing nature of standardized English tests, some of the preparation for these exams should involve a communicative approach.

How does a communicative approach differ from traditional approaches?

Traditional approaches generally ...

- emphasize solo tasks
- tend to be teacher-centered
- develop passive skills
- involve exercises, tests, and parts of tests
- use *authentic* materials from ETS or publishers that closely resemble the test
- concentrate on one skill (and one section of the test) at a time
- develop only those skills that are tested on the exams

The communicative approach, on the other hand ...

- emphasizes pairs, small group, or whole class tasks
- is student-centered
- develops productive skills
- involves games, competitions, discussions, and presentations
- uses high interest materials found by teachers or students
- involves a variety of skills and prepares students for more than one section of the test at a time
- involves skills that are not directly tested on the exams, such as group discussion skills

What are some of the advantages of taking a communicative approach to test prep?

Communicative activities ...

- create a livelier classroom atmosphere
- provide a break from exercises and drills
- can be used to begin a section of the course by sparking interest and curiosity
- appeal to students with various learning styles
- reinforce knowledge on parts of the test that students find difficult.

- bridge the gap between TOEFL English and real-world English
- prepare students for *Life after TOEFL*

There are numerous ways to make a TOEFL Prep class more communicative. A simple way is to have students work on exercises as pairs or small groups rather than alone. Another way is to come up with a repertoire of interactive activities that can be used for part of a class or perhaps for an entire class on a weekly basis.

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Teacher development through materials development

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Sponsored by JALT Teacher Education SIG, JALT Material Writers SIG, Cambridge University Press

MY MAIN objective when working on courses with language teachers or teacher trainees is to help them to develop and apply their awareness of how to facilitate language acquisition. On these courses I will impart some new information about language systems, language acquisition, and language teaching, but my main aim is not the transmission of knowledge, but the personal and professional development of teachers. If the courses produce teachers with up-to-date knowledge of developments in applied linguistics and language teaching methodology but do not help teachers to develop new self-awareness, enthusiasm, and skills, the courses have failed.

In order to try to facilitate the sort of teacher development listed above I have tried many approaches and by far the most successful has been involving teachers in the various aspects of materials development.

The value of materials development

Most language teachers, especially nonnative speaking language teachers, have excessive reverence for published coursebooks and many treat them as scripts to follow rather than resources to exploit. This is often a reflection of their lack of confidence as language users and language teachers and of their view that materials can only be produced by experts in materials develop-

ment. This is a view shared by many Ministries of Education and by the many publishers who employ native speaking *experts* to give credibility to their coursebooks. However, when I have managed to facilitate teacher development of

coursebooks, I have found that the teachers' commitment and their awareness of the realities of classroom language learning have more than compensated for any deficiencies of language or knowledge. I have also found that the teachers involved have gained enormously in self-esteem and in their awareness of the language learning process. This was true of textbook projects I have contributed to in Bulgaria and Turkey and, in particular, of a project in Namibia in which I helped 30 teachers to write a secondary school coursebook (Tomlinson, 1995). Involvement in these projects, in the PKG Project in Indonesia (Tomlinson, 1990), and in short materials development workshops in many countries, have convinced me of the developmental value for teachers of being involved in materials development. Now I always include materials development on teacher development courses, and I am responsible for an MA in English Language Teaching and Materials Development and for a short course in Materials Development for Language Teachers, which we run twice a year in Leeds Metropolitan University and have run in Iran and South Africa, too. Hitomi Masuhara is the Course Leader of our MA course and has written about the developmental value of such courses (Masuhara; 1998, 2006). Many of our own staff have done our materials development courses and are now working on projects producing materials for countries and institutions (e.g., for China, Ethiopia, and Singapore) or are delivering materials development courses themselves.

What we have found is that both our materials development courses and our materials development projects (on which teacher-writers start by doing a short course in materials development) usually result in most participants developing greater

- awareness of the objectives, principles, and procedures of language teaching and of materials development
- awareness of the principled options open to language teachers and to materials developers
- skills as evaluators, adapters, editors, and producers of language materials
- sensitivity to the needs and wants of learners and teachers
- ability as language teachers



- confidence and independence as materials developers and as teachers
- ability to work in teams and to take and respond to initiative
- self-esteem

In other words, they become more confident and mature, both personally and professionally.

Objectives of materials development

The developmental effects listed above are obviously important objectives of materials development courses and projects. Other global objectives include:

Theoretical objectives

- To provide a concrete basis for reflective observation and conceptualisation (Tomlinson & Masuhara, 2000)
- To raise, investigate, and answer questions related to language use, to language acquisition, to language teaching pedagogy, and to the needs and wants of the users of language learning materials
- To provide opportunities for action research related to language learning and teaching
- To help the participants to articulate and develop their own tacit theories of language learning and teaching
(Based on Tomlinson, 2003a)

Practical objectives

Depending on the particular local circumstances, the practical objectives could include helping the participants to develop

- principled frameworks which will help them to evaluate, adapt, and produce materials outside and after the course
- a set of principled and localized materials which they can use with their classes and as models to stimulate and inform subsequent materials developed by themselves and their colleagues
- a coherent collection of principled materials which can be used as the basis of a course in a particular institution or region.

Procedures for materials development

The obvious question to ask is how to make materials development courses and projects as valuable as is claimed above. Here is one such way.

Demonstration

The first stage is to demonstrate the use of materials which are innovative, radical, different, and potentially engaging in principled ways. The teachers first *play* learners and gain a novel experience of materials in use on which they are later able to reflect. They then analyse the principles and procedures of the materials and use their analysis to discuss theories of language learning and teaching.

If there is time, a number of different types of materials are demonstrated which share some similar objectives, principles, and procedures. The teachers evaluate these materials and consider possible applications to their local contexts of teaching.

Discussion of issues

The teachers are given a number of provocative statements to discuss which relate to important issues in materials development and which connect to some of the activities in the materials in the demonstration stage (e.g., *Low level learners should be given achievable tasks which help them to develop high level skills.*) After discussing a number of such statements, the teachers can rewrite those with which they disagree and can relate them to classes which they teach or for which they are writing materials. Every so often they are encouraged to refer to their re-written statements and to consider modifying them in relation to subsequent experience, reading, etc., on the course or project.

Evaluation

The teachers write down their beliefs about what facilitates language acquisition (e.g., *The students should be exposed to language in meaningful use.*) and then they try to turn them into global evaluation criteria (i.e., those that are applicable to any language learning situation anywhere). They are given feedback on their criteria and are helped to make them specific, answerable, valid, and useful (Tomlinson, 2003b). Then they go through a similar process to develop media-specific criteria (e.g., criteria for video courses) and local criteria (i.e., criteria specific to local contexts of learning). They then use their criteria in evaluation simulations, for example, to conduct evaluations of textbooks in order to select one for use with a particular target profile, to write a review for a journal, or to review a textbook draft for possible publication.

Adaptation

The teachers profile a class and then evaluate a textbook unit in relation to their profile. Having identified deficiencies in the textbook they

adapt the materials to achieve a better match with the needs and wants of the profiled students by reducing, subtracting, replacing, expanding, modifying, and adding sections (Tomlinson & Masuhara, 2004).

Supplementation

The teachers profile classes and evaluate textbooks in relation to them as they did in *Adaptation* above. This time, though, they write supplementary materials to fill in gaps left by the textbooks in relation to the content and experience provided for the learners.

Critical modelling

The teachers are given principled and flexible frameworks to drive their materials. They then evaluate, modify, and make use of these frameworks to produce materials for specified profiles of learners (Tomlinson, 2003c).

Reading

Throughout the course or project, the teachers are given appropriate readings and recommendations for further reading. They evaluate and discuss what they have read and apply it to the practical endeavours in which they are engaged.

Monitored experience

The most important component of the course or project involves the teachers in making use of what they have experienced, read, discussed, and done in order to produce materials for real life situations. They do this in groups, in pairs, and individually, and they have access to peers and to tutors for constructive feedback. Ideally some of these materials are trialled and evaluated systematically and revisions are made.

Other approaches to using materials development in teacher education have been contributed by Canniveng and Martinez (2003), Masuhara (1998, 2006), and Popovici and Bolitho (2003). A book version of the Leeds Metropolitan University short course in Materials Development for Language Teachers has been published by Tomlinson and Masuhara (2004).

Conclusion

If more publishers, Ministries of Education, institutions, and teacher educationalists acknowledged the potential value of materials development for teachers, then many more language teachers would benefit from it, better textbooks would be developed, and there would be better teaching and better learning, too.

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The new TOEIC: Understanding and overcoming the challenges

Grant Trew

Sponsored by Oxford University Press

In JAPAN, the Test of English for International Communication (TOEIC) has come to be the de facto standard for assessing English proficiency. In business, a good TOEIC score has become a prerequisite for everything from getting hired, to being promoted or transferred to international positions. Additionally, according to *The 13th Trends Survey of TOEIC Utilization* (2005), almost 44% of universities and colleges polled indicated that their institution used the TOEIC for purposes of accreditation.

Given the tremendous importance of the test within Japanese society, the announcement in July last year that the test would soon be undergoing its first major changes in more than a quarter of a century was met with a considerable amount of concern. The potential impact of any such change would have implications for companies, students, and educators alike.

For me, the changes initially necessitated overseeing a fairly major overhaul of a TOEIC program serving 6000-7000 students a year, and will eventually require retraining over a thousand teachers. Needless to say, I have spent a considerable amount of time analyzing the changes and their implications. This has included running word count surveys, doing test runs using the available official samples, and even sitting the first run of the new test format myself.

My conclusion is that the changes make the test more difficult, especially for lower ability students. There is no doubt that the changes will alter TOEIC preparation courses. In spite of this, I believe that the way the test has changed has

some very positive implications. In this paper I will give a brief overview of the changes and their implications for test takers, suggest some ways we may need to adapt our teaching, and explain why I believe

the changes will have a positive effect on future TOEIC preparation courses.

An overview of the changes

All but two of the seven parts of the test have changed to some extent, though the number of questions and the time allowed for each section remains unchanged. The changes can be broken down into three broad categories:

Reallocation of questions between parts

Some of the most apparent changes include the reduction of the number of *Photograph* questions in Part 1 from 20 to 10. Perhaps more dramatic is the complete removal of *Error Recognition* questions that formerly comprised Part 6 and the reduction in number of questions in this section from 20 to 12.

The immediate result of these reductions is not so much what is lost, but what will replace them. In the case of the Listening section, the 10 questions lost in Part 1 have moved to Part 4 (Short) Talks, while in the Reading section, the 8 questions dropped from Part 6 have been moved to Part 7 (Reading Comprehension). Reducing Parts 1 and 6, both of which have been considered two of the easier parts of the test, in favor of the two sections generally considered the most challenging, only increase the overall difficulty of the test.

Increase in passage length and number of questions

One of the changes students find most noticeable is the increase in the overall length of listening passages in Parts 3 (Conversations), 4 (Talks), and 7 (Reading Comprehension). Although there is still a mix of short, mid-length, and long passages in these sections, the upper limit in terms of word count has increased significantly. The number of questions per listening or reading passage has also increased to a consistent three questions for each. This would also seem to be a step towards increased challenge for test takers, but for the listening section at least, these changes have some ramifications that students can use to their advantage.

New features

Students familiar with the test will almost immediately notice one significant change to the Listening section. The new format adds Canadian, British, and Australian accents to the previously exclusively American accents in the listening samples. Unfortunately, many of our students have become highly acclimatized to American English and often express some difficulty in comprehending other varieties. In the Reading section, the previous Part 6 (Error Recognition) questions have been dropped. These have been replaced with a new question type called *Text Completion*. This features three reading passages in each of which four words or groups of words have been removed. Students must select the best of four answer choices to complete the sentence. Although very similar to the current (and unchanged) Part 5 (Incomplete Sentences), these new questions include an additional aspect in that at least one of the gapped items will require the student to look elsewhere in the passage to answer the question.

Part 7 features two new question types. The first is known as *Double Passage* readings and features two documents that are related in some way (e.g., an agenda and related email, or a news article and related letter). Each of these double passages is followed by five questions, some of which test the relationship between the two texts. The other Part 7 question type not previously found on the TOEIC is the vocabulary question. Vocabulary questions follow the format of *The word "X" in paragraph 2, line 4 is closest in meaning to....* These items feature words with a number of different possible and common dictionary definitions, forcing students to use the context to determine the correct meaning. These new questions introduce organizational and cohesive elements that were not previously directly tested, resulting in a new set of challenges that Japanese students may not have faced before.

Dealing with the changes

The biggest change noted by people who have taken both forms of the test is the increase in the length of the passages and number of questions. In the past, skimming and scanning questions before reading or listening were always recommended for dealing with Parts 3, 4, and 7. With the increased length of reading and listening passages in the new format, these skills become absolutely essential. Especially for Part 7, reading through the passage word-by-word will result in time running out long before all questions have been completed. However, there are some facets

of the format change that can actually make the Listening section a bit easier. Because all three of the questions in Parts 3 and 4 are printed on the page, test takers can skim both the questions and answer choices to

- Make a better prediction of the content and context of the conversation than was possible with only a single question.
- Isolate the specific elements that they need to find and focus their listening accordingly.

In this case, the additional questions provide much more information than previously to help students predict what they will hear and develop a mental schema (Anderson & Lynch, 1988), which can dramatically help in finding the correct answer. The introduction of the new double passages, contextualized gap fills, and vocabulary items will require raising student awareness of a new set of skills, those more commonly found in general reading courses. Finally, the inclusion of other dialects of English makes it important that students be exposed to speakers from a broader variety of backgrounds.

Conclusion

The test has become more challenging and will require adjustment of course preparation methods. However, most interesting and encouraging for me is looking at the ways these adjustments will affect the communicative ability of students in the long run.

One important consideration in evaluation of language tests is known as washback. Alderson and Wall (1993, p. 117) have described this as "teachers and learners do things they would not necessarily otherwise do because of the test". In the past, (e.g., Cunningham, 2002) the TOEIC has been accused of having a negative washback effect, primarily due to the perceived gap between the types of activities useful for improving test scores and those with real world utility. Looking at the things I would now include in my classes to help students prepare for the new format, I see this gap narrowing.

In the short term, few students will welcome the increase in difficulty that these changes will bring. In the long term however, it may be hoped that the necessary shift in teaching that will result from these changes will serve to make them more effective communicators.

I am greatly looking forward to exploring the new test format and sharing ideas and techniques

with participants at JALT2006. In my workshop we will look in more detail at the changes discussed above and go through a variety of activities that can be used to help students. The session will also include a look at the tasks that will be included in the upcoming Speaking and Writing sections of the test.

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Why extensive reading should be an indispensable part of all language programs

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Sponsored by Thomson Learning

A teacher's goal is to make herself unemployed.
(Anonymous)



THIS PAPER puts forward the idea that graded reading, or extensive reading, is a completely indispensable part of any language program, if not all language programs. In order to demonstrate the

case for a graded reading component within any language program, it is useful to separate two kinds of learning. The first is learning to use language. The second is studying about language.

Learning to use language means not only to be able to use it fluently in communicative events but also to be able to read or listen fluently without having to be bogged down with the language features. Studying about language involves finding out about how the language works, such as, for example, the sound systems, grammar, vocabulary, and so on. An analogy would be taking a car engine to pieces to see how it works. This is what our course books and classes are designed to do. Course books introduce a piece of language in, say, a reading or listening passage (e.g., a tense, some vocabulary, or a strategy), and then ask the learners to analyze it and find out how it works. For example, the learners may learn the

difference between *make* and *do*, or between the past perfect tense and the present perfect tense; when to have rising or falling intonation; what to say at a restaurant; and so on. Typically, this introduction phase is followed by a stage to check that the feature is understood and can be manipulated and controlled by giving some kind of drill, a gap-fill, a sentence completion activity, or a test to see if the learners have learnt the item correctly. All this learning about language is fine, but how much language do learners need to learn?

Let us first look at the vocabulary. We know from vocabulary research that English is made up of a very few extremely common words that comprise the bulk of the language we meet. In written text, we know that about 2,000 word families (words including the inflections, e.g., *helped, helping*, and common derivations, e.g., *helpless, unhelpful*) cover about 85–90% of general texts (Nation, 2001, p.15). However, vocabulary learning is more than just learning words. There are the shades of meaning, the nuances, the pronunciation to learn as well. Moreover, in order to learn words well, the learner must also learn the word's collocations and colligations (the semantic or grammatical relationships between words, for example, why we say a *beautiful woman* but not a *beautiful man, blonde hair* not *yellow hair, depend on someone to do something* not *depend of someone doing something, and be obsessed with something* not *do obsessed by something*). To illustrate the task at hand, here is a sample of some of the main collocations and colligations for the very common word *idea* (taken from Hill & Lewis, 1997).

Verb uses of Idea. Abandon an idea.

abandon, absorb, accept, adjust to, advocate, amplify, advance, back, be against, be committed/dedicated/drawn to, be obsessed with, be struck by, borrow, cherish, clarify, cling to, come out/up with, confirm, conjure up, consider, contemplate, convey, debate, debunk, defend, demonstrate, develop, deny, dismiss, dispel, disprove, distort, drop ...

These are just a small part of the verb collocations and colligations of one word—*idea*. And most of them were not given. I only gave those up to the letter *d* and there are about 100 more! In addition, learners need to pick up the tens of thousands of useful phrases, and chunks of language that characterize much of native language such as *I'd rather not; If it were up to me, I'd...; We got a quick bite to eat; What's the matter?; The best thing to do is ... and so*

on and so on almost *ad infinitum*. If we now turn to the grammar, we can see a similarly daunting task ahead of our learners. Let's look at some examples of the present perfect tense.

- A government committee *has been created* to ...
- He *hasn't seen* her for a while.
- Why *haven't you been doing* your homework?
- There's *been* a big accident in Market Street.
- *Have you ever seen* a ghost?

The present perfect tense, in its various guises, is masked by various forms. It comes with differing uses, differing subjects and objects, as questions, negatives, or declaratives; in active or passive, in continuous or simple, with irregular and regular past participles, and so on. To be able to induce the rules underlying the forms, let alone the different uses and nuances of the present perfect tense, must take thousands and thousands of meetings. It is no wonder that typically it is several years after learners have been introduced to language features that they finally feel comfortable enough with them to start to use them correctly.

No learner has the time to methodically go through and learn all the above. No course book, or course, can possibly hope to teach even a tiny fraction of them. There is too much to do. But our course books were not designed to teach all of this. Our course books concentrate on introducing new language items each appearing in new chapters, with new topics, all the time. For example, learners may learn the copula *be* and jobs in Unit 1, and in Unit 2 the present simple tense and simple actions, in Unit 3 frequency adverbs and hobbies are taught, and so on. Each chapter has something new—new grammar, new vocabulary, new reading skills, new pronunciation points, and so on. Thus, the structure of course books shows us that they are not concerned with deepening knowledge of a given form, only introducing it or giving minimal practice in it beyond a token review unit, or test. They do not concentrate on the amount of revisiting and revising necessary for acquisition. The assumption underlying most courses and course books is that our learners have met or done that now and we don't need to go back to it, so we can move on. Adopting this view of language teaching (that teaching equals learning) implicit in these materials is a massive mistake if that is all we do. We have seen we need to meet the language features a lot in order to learn them. We also must meet them under the right conditions.

Considerable evidence (e.g., Nation, 2001; Waring & Takaki, 2003) suggests that our brains do not learn things all in one go, and we are destined to forget things we learn, and we tend to pick up complex things like language in small incremental pieces rather than as whole chunks. We know, for example, that it takes between 10-30 meetings of a word receptively for the form (spelling or sound) of that word to be connected to its meaning. A far greater number of meetings will be needed to deepen the knowledge of the word (e.g., to learn a word's collocations and colligations, whether it is typically spoken or written, informal or formal, and so on). This may take thousands of meetings—consider the word *idea* or the present perfect tense example above. Moreover, Laufer (1989), Nation (2001), and many others have shown that unless we have about 98-99% coverage of the vocabulary of the other words in the text, the chance that an unknown word will be learnt is minimal. This means that at minimum there should be 1 new word in 40, or 1 in 50 for the right conditions for learning unknown language from context. The figures for learning from listening appear to be even higher due to its transitory nature.

As we have seen, course books are not designed to recycle words and grammar in later chapters, and therefore, do not meet these requirements for depth of acquisition. Course books deal with initial meetings with language. So, how are the learners going to deepen their knowledge if they do not have time to learn these things consciously, and our course books do not revisit the features they teach? Where is the recycling of language we need for acquisition? The answer lies with graded or extensive reading.

Graded reading and extensive reading and listening are focused on several things. Most importantly, graded and extensive reading and listening are primarily about meaning. The aim is to read, or listen to, massive amounts of comprehensible language within one's comfort zone with the aim being to build fluency. Reading fluently allows learners to read a lot of language which provides opportunities to notice and pick up more knowledge about language features that the course books can only introduce. Importantly, if the reading text is too hard then learners' fluent reading will stop as will their chance of meeting a lot of language. Thus, they will not be able to meet enough language input to meet and pick up new words or collocations from context. Therefore, it is vital that when they are learning to use language fluently that they read fluently and smoothly with minimal interruption. When they

are studying language (such as is done in course and grammar books) the text can be more difficult. Very often in language programs I see teachers using native materials with the intention of exposing the learner to authentic texts. This is fine if, and this is a huge if, if the learner can deal with it. If not, then the text is noisy and frustrating (for the teacher and learner) and not instructional but interfering with instruction.

Probably the most important benefit of being exposed to massive amounts of text is the opportunity it gives the learner to consolidate the language that was learnt discretely in the *studying about* phases. Our course books, and language study in general, necessarily remove the item being studied from its context, so the learners can examine it. The aim is not about being able to work with meanings, but about being able to understand and get control over language features in an abstract sense. However, this knowledge is separated and removed from context and is knowledge about that feature which is unconnected to other features. It is largely unavailable for production in anything but a limited way. Therefore, learners must also meet these items in real contexts to see how they work together, to see how they fit together. In other words, learners must get a sense or feeling for how the language works. This can only be done by meeting the language items very often and by seeing them work together in actual language use (i.e., from their reading or listening). This depth of knowledge gives learners the depth of language awareness and confidence that will enable them to feel comfortable speaking or writing. Thus, any program that does not allow learners to develop their comfort zone of language is denying them the chance to progress to productive language use.

Bluntly stated, language programs that do not have an extensive reading or graded reading component of massive, comprehensible, sustained, silent, individualized language practice will hold back their learners. Most language programs do not require their learners to read much. Instead, they consider the reading as somehow supportive or supplemental and rarely set fluent reading for homework. I have argued that it is a fundamental mistake to consider sustained silent reading as supplemental or optional. Extensive reading (or listening) is the *only* way in which learners can get access to language at their own comfort level, to read something they want to read, at the pace they feel comfortable with, which will allow them to meet the language often enough to pick up a sense of how the language fits together and to consolidate what

they know. It is impossible for us to teach a sense of language. We do not have time, and it is not our job. It is the learners' job to get that sense for themselves. This depth of knowledge of language must, and can only, be acquired through consistent exposure. It is a massive task that requires massive amounts of reading and listening.

If all learners do is plough through course books and endless intensive reading books, they will not be able to pick up their own sense of how the language works until very late in their careers. This, I suspect, is one of the reasons people complain that even after several years of English education, Japanese learners cannot make even simple sentences. Simply put, they did not meet enough language to make sense of what they were taught in school. The endless drudgery emphasizing only abstract knowledge for tests, at the expense of language use, compounds this problem.

Teachers and learners can opt out and avoid extensive reading (or listening) if they wish, but no matter what happens, it will still take a certain amount of time to get that sense of what is right in English. Getting a sense of a language will take time. This applies just as much to general English classes as it does to special purposes classes. Learners studying a specialist area (say nursing or engineering) also need constant exposure to massive amounts of text from their discipline to master and consolidate their knowledge of the specialist language. Thus, the principle that extensive reading is indispensable for all language programs is maintained. Where else are they going to pick up the collocations, the colligations and the tens of thousands of lexical phrases they need to sound native-like? Certainly not from only working with their course books or word lists. Unless they read or listen extensively, they will be tied to classes and teachers, dictionaries and course books until they have met the required volume of language. There is no way around this. Thus, there is no excuse for not having an integral extensive reading program in every language program. It would, quite rightly, be a scandal if the learners were denied access to graded reading materials.

You may say, *But we do not have a budget, time, or resources to do this.* My answer is, speak to the people who make decisions, tell them why it is *vital* (not just a good idea) that your learners have chances to read (and are *required* to read if necessary) massive amounts of comprehensible texts within their comfort zone. If necessary, reallocate budgets and redraw curriculums to

give your learners a chance to get out of your classes instead of pinning them in. Carry on your good work with the course books to help them study about language but let's add the extensive reading component to deepen this knowledge, and not just as a supplement. Let's aim to make ourselves unemployed. It is our job!

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Student-teacher relations as the key to sustainable learning: Japanese education in comparative perspectives

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HERE IS a general consensus in Japan that its education is not accommodating well the needs of its youth. Indications of student alienation, such as the prevalence of school violence, student bullying (*ijime*) (Yoneyama & Naito, 2003), and various kinds of absenteeism (*futoko/tokokyohi*) (Yoneyama, 2000) have been ubiquitous since the late 1970s. School-related crimes have also become a sociological issue lately with few signs of decline (Yoneyama, 1999).

While there is a general perception that Japan's education system needs to be changed, there seems to be confusion as to the general direction it should take. This is partly because political agendas have driven educational reform discourse with little reference to the problems that have triggered it (e.g., Schoppa, 1991; Yoneyama, 2002). It is also because of the paucity of comparative research that identifies the strengths and weaknesses of Japanese education vis-à-vis other advanced nations with a view to identifying what needs to be changed or should remain unchanged (Ichikawa, 1990). This point raised by Ichikawa seems valid and applicable even today.

Among the limited number of comparative studies including Japan, international studies such as PISA (Program for International Student Assessment) and TIMSS (Trends in International

Mathematics and Science Study) provide the most objective comparative assessment of Japanese education. Although they are quoted mostly to point out the high academic performance of Japanese youth, they have also shown

that Japanese students have a particular profile in their relationship to school. The profile is shared with students in some other countries in Asia. Namely, they have consistently scored poorest in their valuing of mathematics and science as well as in their enjoyment in learning them (Mullis, Martin, Gonzalez, & Chrostowski, 2004; Martin, Mullis, Gonzales, & Chrostowski, 2004); and they have a low sense of belonging to school despite the relatively high attendance rate at Japanese high schools (OECD, 2004c). Such a profile of Japanese students fits the OECD category of *students feeling isolated* (OECD, 2004a), which is translated in the Japanese version, *students feeling alienated* (OECD, 2004c). The PISA index of *sense of belonging at school* was derived from students' reported agreement that school is a place where *I feel like an outsider (or left out of things), I make friends easily, I feel like I belong, I feel awkward and out of place, other students seem to like me, and I feel lonely*.

The PISA2003 also contains an index of *student-teacher relations* consisting of five items (OECD, 2004b, p. 309), the results of which are available through the PISA2003 database.

The database shows that the percentage of Japanese students who held a positive view on their relationship with teachers was consistently lower than the OECD average for all items included. With regard to the statement *Most of my teachers really listen to what I have to say*, the positive response was 10 per cent lower in Japan (53%) than the average. For items such as *Most of my teachers are interested in students' wellbeing* and *If I need extra help, I will receive it from my teachers*, the gaps were even greater (45% for Japan and 66% for OECD average, and 57% for Japan and 75% for OECD average, respectively). These results suggest that students' negative perceptions of their relationship with teachers may be one of the key factors of their sense of alienation at school.

Other survey-based comparative studies focusing on student perceptions of school have produced similar results. Ban and Cummings (1999) found that Japanese teachers are less likely to praise pupils, more likely to resort to persistent scolding, and less likely to give high marks

than their US counterparts. Yoneyama (1999) found that teacher-student relationships were perceived to be more alienating, school rules less reasonable, and the sense of meaninglessness of study more prevalent among Japanese students than their Australian counterparts. A study by Japan Youth Research Institute (2000) found that a) the sense of respect towards teachers was much *lower* among secondary students in Japan compared with the US and China; and that b) the description of teachers most commonly chosen by Japanese students was *people with whom I maintain only superficial relations* (*hyomenteki ni tsukiau hito*), which attracted over 50 per cent of the Japanese sample, twice as large when compared with the US and Chinese data. The report concludes that there is an insurmountable distance between teachers and students in Japanese high schools. Thus, existing comparative studies on Japanese education consistently suggest that the student-teacher relationship is one of the key weaknesses of the learning environment in schools.

While being effective in describing the characteristics of education in one country against the other, the conventional method of comparative research—to compare data collected from students in one country with those collected in another—is limited in that students usually do not have comparative reference to assess their experience in their home country. The method does not give much scope for students to question their taken-for-granted realities.

In the second half of this article, I would like to outline the result of a study conducted in Australia, which examined comparative perceptions of secondary schools in Japan and Australia held by Japanese international students in Australian schools. Data were collected from 76 Japanese students who were enrolled in 19 government schools in South Australia in 2003 and 2004. The students were in upper secondary school, Years 10-12, and mostly 16-18 year olds. Some three quarters of them were to return to their Japanese school after studying in Australia for a limited term, while others intended to complete secondary education in Australia. In this study, the same set of questions were asked in a questionnaire about the school-learning environment in Australia and, retrospectively, in Japan, followed by another set of questions about their subjective experience as a learner in the respective milieu. Interviews were also conducted to collect students' accounts of learning in Australia and Japan in their own words. This method has enabled us to compare the different learning environments of Japanese and Australian schools from the perspective of the same learner,

holding constant student-related attributes such as values, expectations, personality, academic ability, and family backgrounds, and thus allowing focus on school-related attributes. It has enabled us to examine how (or whether) the same learner learns differently in a different learning context, and how taken-for-granted conditions of learning affect motivation, learning, and identity of the students. Having said that, it should be emphasised that it was *not* the aim of the study to assess Japanese schools against Australian schools in order to say one is better than the other. The aim rather was to identify the factors that encourage or discourage student learning by using a comparative method.

Findings

The study found that the school-learning environment makes a crucial difference in students' experience of learning. In the interview, many students talked about how they had changed for the better in the learning environment in Australia. This change was best illustrated by a student in the following dialogue (S=student/R=researcher).

- S: I didn't like the study in Japan.
R: You didn't? In the past tense?
S: I like it very much now.
R: Why?
S: The classes are fun here.
R: Really? Why do you think so?
S: Because it's not just following the textbook.
R: How does the class go?
S: We read books, think about them together, express opinions, and discuss them.
R: Why do you find it fun?
S: I don't know, but it's fun.
R: How about in Japan?
S: In Japan, there was something gloomy in the class, the atmosphere.
R: Gloomy atmosphere?
S: Teachers say to open the textbook, to do the exercise. We just go to ask questions afterwards.
R: How did you find study in Japan?
S: For me, I went there to put up with it (*gaman shini*).
R: You went to school to put up with it? I see. Do you think it's good that you came to Australia?
S: Definitely.
R: What's the best aspect?
S: I came to like the school where I study.
R: What does it mean to you?

- S: My life has changed.
R: How?
S: I want to study even before I go to bed. I told this to my mother. She was very surprised.

Generally speaking, the students were more positive about the learning environment in Australia. More specifically, they thought that their Australian schools had the following qualities to a greater extent than the Japanese high schools they knew.

1. School is a personal place where students and teachers are friendly, helpful, and caring to each other.
2. Students are encouraged to think and learn in their own way, using their own imagination.
3. Teachers teach energetically and enthusiastically in a manner that is interesting to students.
4. School rules and regulations are reasonable in terms of numbers, content, and administration, and there is room for negotiation.

How did such an environment affect the students' subjective experiences of learning? Their responses indicated the following.

1. The students found study more interesting and meaningful in Australia; they felt that they were learning better than in Japan.
2. The students liked teachers in their Australian schools more than those in their Japanese schools; and felt that they could trust adults more in Australia.
3. The students felt more relaxed and at ease in their Australian school than in a Japanese school as well as in Australian society; they felt more satisfied with themselves and felt, to a greater extent, that they had a lot of good qualities as a person in Australia, more than in Japan.

It was also found that there are moderate to strong correlations between perceived conditions of learning and the subjective experiences of learning, and that the correlations are much stronger in the Japanese context. This means that students' perceptions of schools have a greater and wider impact upon their lives outside school in Japan, including their identity as a member of society, and how comfortable they feel in society. This seems to explain why Japan is called a *school society* and perhaps why schools have often become the target of aggression and violence by students and young adults who have felt alienated by the school experience.

When considering the relationship between the school environment and learning, the results of the study showed the possibility that student alienation and poor learning, at least, in part reflect structural problems inherent in the attributes of school, independent of attributes of individual learners such as academic ability, personality, and family background. This, in turn, suggests the possibility for improving student learning substantially and systemically by changing the learning environment, including the student-teacher relationship.

Although Japanese international students are generally satisfied with the conditions of learning in Australian schools where they can learn in a friendly and democratic atmosphere that is less constrained by control, this does not necessarily mean that such a learning environment alone constitutes an ideal setting to maximise learning. The friendly atmosphere and enjoyment of learning alone may provide a temporary sense of liberation from the stifling learning environment of Japan, or it could be a condition that encourages further learning. Some students were critical of their Australian schools for the lack of pressure put on students who have low motivation to study. Others were more appreciative of the Japanese system, which is more clearly focused on academic study and also puts pressure even on less motivated students. Their voice suggests that the students are generally seeking the sense of long-term fulfilment in learning rather than temporary satisfaction for easy learning.

The most fundamental strength represented by Australian schools can perhaps be summarised by what Buber calls *fruitful zero*. Buber writes that 'Freedom is the vibrating needle, the fruitful zero. Compulsion in education means disunion, it means humiliation and rebelliousness' (1968, p. 118). He hastens to add, however, that freedom alone does not necessarily generate good learning. It is a necessary, but not sufficient, condition. Whether it actually leads to good learning depends upon the quality of human relations at school, in particular, whether there is a student-teacher relationship underpinned by trust and dialogue (Buber, 1968).

Whether it be in the Australian or Japanese school context, students talked in the interview about how they felt hurt by teachers whom they perceived to be indifferent to their learning or personal difficulties; teachers whom students felt to have imposed their views either in learning or in discipline with little dialogue and interaction with students; or teachers whom students considered

lacking in humanity. Such teachers made students feel that there was little meaning in school. Conversely, their voice clearly indicated how they were encouraged and empowered by teachers whom they felt really cared about them as individuals. Their voice confirmed that the quality of the student-teacher relationship is the key to learning, making it either *meaningful* or *meaningless*, be it in Australia or Japan. As Noddings (2003, p. 84) claimed, the key for good learning for contemporary and future generations can be found in the lost aspect of education such as care and happiness.

Although the student-teacher relationship has not been at the centre of educational reform discourse in Japan, comparative studies suggest that, when seen from the perspective of students, it is one of the key weaknesses of Japanese education. This relationship is worth considering to further improve the quality of learning and teaching in Japan. In order to work out what to change and how to change it, however, it will be essential to involve teachers in the reform discourse. Foreign language teachers in particular, I believe, play a significant role in this pursuit, because they (or you) are in an advantageous position to see Japanese education in comparative terms while working within the system.

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Creative use of the glossary function for written assignments on the Moodle CMS (Course Management System)

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Quick Guide

Key words: Peer proofreading, online writing, discussion groups, glossary function, *Moodle*

Learner English level: Intermediate to advanced

Learner maturity: All

Preparation time: 20 minutes

Activity time: Unlimited

Materials: *Moodle* CMS website, computer access, student instructions to insert into *Moodle* Glossary page (see Appendix 1 for example of filled-in glossary page)

The *Moodle* open-source CMS (Course Management System) has quickly become one of the most popular, user-friendly methods of organizing course content and online instruction in the world. Its impressive list of features grows larger with the release of each new free version. However, many users around the world, teaching and working in a variety of languages, have often wondered how they can allow students to upload written assignments directly to their *Moodle* course website. The Glossary function can be creatively adapted to suit this purpose with several additional benefits for both teachers and students. It has been used with great success in this way at Yamaguchi University in interactive e-learning courses designed to promote both critical and creative thinking skills, as well as enhanced computer literacy.

Preparation

Step 1: First, of course, you need to set up your own free *Moodle* website if you do not already have one. Visit <www.moodle.org> for more information.

Step 2: Although originally intended for vocabulary items and definitions, the Glossary function can accommodate more than 300 words per entry, making it ideal for the submission and evaluation of short online student reports.

Procedure

Step 1: On your *Moodle* course homepage, turn Editing on. This function is located at the top right of your screen.

Step 2: In the first space of the Weekly Outline column (your course syllabus) select the Glossary function from the drop-down menu.

Step 3: Insert the Glossary icon, which is shaped like an open book. In my course, I added the line *Upload your writing assignments here!* beside the book icon. Students click on that line to access the main Glossary page.

Step 4: At the top of the Glossary page, insert clear, simple instructions for the students on how to post their written assignments (see Appendix 1).

Step 5: Give the students a weekly topic discussion question (DQ) or written assignment in class.

Step 6: The teacher can edit and proofread the assignments online and add comments. Posted assignments and comments are visible to all course participants who have access to the course *Moodle* site using a password.

Appendix 2 shows an authentic, short sample student report from an intermediate English course at Yamaguchi University dealing with key environmental issues with a focus on developing critical thinking skills and generating creative solutions to global problems.

This creative use of the Glossary function of *Moodle* for online submission of student writing assignments has many advantages:

- Simply by inserting the instructions provided in Appendix 1, the *Moodle* Glossary function is instantly converted into an online, cross-referenced, written report student portfolio.
- The teacher can easily edit/add/insert/correct text in the student entries and add comments and various emoticons (symbols such as happy faces which express different emotions). These symbols are quite popular with students and can help to offset the seemingly austere tone of online teacher comments.
- All entries can be viewed by all course participants, allowing them to add additional comments and to provide peer error correction and suggestions by posting additional entries in the same category similar to a newsgroup.
- Written assignments can be filed alphabetically in a cross-referenced portfolio system that can also be made available to other classes and courses using the same *Moodle* website.
- Students enjoy the flexibility of being able to submit their reports at any time of day or day of the week within a set time period.
- Computer literacy and typing skills are enhanced.
- The feeling of having the entire class as the online reading audience, not only the teacher, increases motivation and the amount of effort put into writing the report.
- Students are required to enter their own original titles, essentially paraphrasing the main idea or topic of the report.
- Students are required to separately list keywords in their report, an important form of note taking and summarizing of the main points.
- As a follow up activity, students can post their own DQs to the teacher and fellow students.
- It saves a huge quantity of paper, ink, and money and helps to protect the environment.

Appendices

Appendices 1 and 2 can be viewed at:
jalt-publications.org/tlt/myshare/resources/edwards.html

A classroom tool for providing students with listening and pronunciation practice for minimal pairs

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Quick Guide

Keywords: Minimal pairs, pronunciation practice, listening practice

Learner English level: All

Learner maturity: Junior high school and up

Preparation time: Varies

Materials: Card set(s) made up of pairs of the minimal pairs you want your students to practice, a computer program capable of designing cards (optional), and a printer capable of handling thick paper (optional).

One of the many difficulties a learner of a new language faces is differentiating between minimal pairs. The term *minimal pairs* refers to two words within a language which have different meanings and vary in one sound segment only (Blair, Collins & Fromkin, 2000). Examples of this in English are the words *fat* and *hat*. There are plenty of these in the English language and some of them pose serious problems for language learners. The phonetics of students' native languages and language of study (L1 and L2) determine the minimal pairs that cause them problems. In the case of Japanese learners of English, minimal pairs like *fat* and *hat* pose a problem because of the nature of the Japanese language, which has neither the sound for the English *h* nor *f*, but instead has a sound somewhere in between. Japanese learners of English also have a great deal of difficulty with the numbers 13 and 30, 14 and 40, 15 and 50, etc. In all of these cases students need to be aware of why it is difficult for them, and they need to have an opportunity to practice both pronouncing and listening to the difficult minimal pairs.

Preparation

Step 1: Make a deck of cards containing pairs of the minimal pairs your students are finding difficult. A good online list of English minimal pairs can be found at <members.tripod.com/Caroline_Bowen/wordlists.html>. With a list of the minimal pairs you want addressed in hand, the next step is the production of the cards.

Step 2: For number cards (13 & 30 or 14 & 40, etc), purchase two packs of cards numbered 1-100. These can be purchased at most ESL bookstores. For the minimal pair cards such as *sip* and *ship* you have a few options depending on the number of students you are teaching and your access to facilities. If you are teaching a group of six or less it may be easiest to make a deck by hand, simply cutting out the cards and then writing the minimal pairs to be practiced on them. If you have a large number of students you can either enlist your students to write on the cards you have prepared beforehand or you can make them on a computer. The computer option is the most efficient as you can produce more cards easily at a later date and there is a lower chance of mistakes and missing cards. You will need a program to design and lay out the cards, and paper thick enough to be shuffled as cards and that cannot be seen through. You will need a printer capable of handling thick paper. With this newly fashioned deck the students will play a simple game called Fish.

Procedure

Step 1: Divide the students into groups of two to six. (Four members are probably best).

Step 2: Deal each student between five and eight cards. The remaining cards stay in a stack in the middle.

Step 3: Each student takes a turn and asks for cards matching the ones they have in their hand like this: "Excuse me, (name of the student they want to ask), do you have a *fifteen*?"

Step 4: If the student has it, she or he gives it to the asking student, and then the asking student puts the newly made pair down and can ask the same student or any other student for another card. If, on the next request, the student does not have the card they simply say, "No, I don't have it. Sorry."

Step 5: Then the asking student takes a card from the pile in the center and his or her turn is complete.

Step 6: The process goes round and round until all of the cards have been made into pairs. The student who has the most pairs wins.

Variations

Once the students have played a few times a small change to the game will improve its effectiveness. If a student hears a card being asked for which they have in their hand, on their turn, when they ask for the card they should ask for the card with "May I have ..." rather than "Do you have ...?", as they know that the student they are asking has the card in question. If they do so and are correct they receive an extra turn next time they make a mistake; if they are mistaken they lose a turn. This will both teach them a useful phrase and encourage them to listen during the other students' turns. For classes that find the activity particularly difficult, one way of easing students into it is to start with minimal pairs of one kind and slowly expand the deck each class. For example, start with only *s* and *sh* pairs (*sip* and *ship*, *sin* and *shin*), then expand to *f* and *h* (*feel* and *heel*, *fit* and *hit*), until finally they are dealing with all the various minimal pair types that are relevant to their L1 and L2 situation.

Comment

It is of course very important for the teacher to review the correct pronunciation each time before the activity and then roam among the students lending a hand. Using this activity before and after a test may also help both the teacher and students to know how they are progressing.

Why use this activity in your class? For several reasons: 1) The immediacy of it, as students' problem areas are soon obvious. Then, they can either work together as a group to get the pronunciation right or ask the teacher for help. 2) The amount of practice that is possible, as the game can be played as many times as the teacher feels necessary. 3) The size of the class is not an issue as they work in groups of around four and more groups simply means making more cards. 4) Students are forced to spend the activity time pronouncing and listening actively. 5) Many students enjoy it as a respite from regular class.

References

- Blair, D., Collins, P., & Fromkin, V. (2000). *An introduction to language*. Sydney: Harcourt Australia.
- Bowen, C. (n.d.) ...and a few words from Caroline and others ... Retrieved November 4, 2005, from <members.tripod.com/Caroline_Bowen/wordlists.html>

Advert EFL Press

...with Robert Taferner

<reviews@jalt-publications.org>



If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership. Note that submissions should be within 750 words.

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

<jalt-publications.org/tlt/reviews/>

THIS MONTH's Book Reviews column features *Group Dynamics in the Language Classroom*, a teacher's resource textbook reviewed by Cheryl Kirchhoff, and *ICON International Communication Through English*, a multilevel textbook series evaluated by Robert Chartrand.

Group Dynamics in the Language Classroom

[Zoltán Dörnyei & Tim Murphey. Cambridge: Cambridge University Press, 2003. pp. xii + 191. £2,958. ISBN: 0-521-82276-9.]

**Reviewed by Cheryl Kirchhoff,
Meiji Gakuin High School**

Group Dynamics in the Language Classroom describes the potential for a teacher and their group of students to develop a cooperative and focused environment for optimum language learning. Dörnyei and Murphey include research and personal stories to give the reader a practical introduction to group dynamics. They combine their teaching experience in Europe and Asia to inspire the reader that even in situations with institutional limitations the learning environment can be improved through group dynamics.

Imagine a group of students that willingly cooperate in interactive activities and understand their role in helping the whole class become better speakers. Imagine it, then read this book and

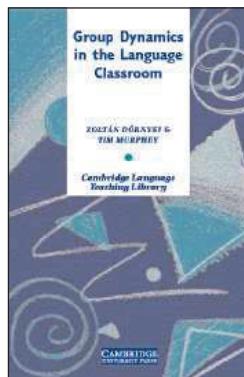
see how giving attention to group dynamics can improve your classroom.

Leading students to use a second language for communication with meaning is thought to be a key element in language learning. Yet, students hesitate to communicate with people of a different peer group, gender, or personality. The social environment can limit students' ability to communicate and ruin or weaken any well-planned lesson. "Success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom" (Stevick, 1990, p. 4). Group dynamics exist in any classroom; how can a teacher form an effective classroom group?

Group dynamics begin as soon as students come in the door on the first day of class. They experience anxiety about peer relationships and the teacher's academic expectations. The teacher's first task in group formation is to help the students accept one another as co-learners. "In a 'healthy group', initial attraction bonds are gradually replaced by a deeper and steadier type of interpersonal relationship: acceptance" (p. 18). The authors describe how the teacher's example and classroom activities can consciously promote acceptance. Activities include learning names, low-risk self-disclosure activities, changing seats often to increase interaction, and tasks that require the whole-class to work toward a common goal.

In an elective class I teach, there are several different peer groups who all have a hard time talking with one another. This limits the student's interaction and thus the effectiveness of my lessons. Throughout the year I have had to insert activities to help the students break through these social barriers so they can communicate more easily with everyone in the class.

Groups naturally develop norms of behavior that guide relationships and how things are done. The teacher has the opportunity to create norms that will support the goals of the course. Class norms or rules can include statements like, "Let's listen to each other" and "It's okay to make mistakes" (p. 38). Involving students in creating classroom rules and therefore owning them is described. If these norms are modeled by the



teacher and accepted by the students, they provide the standard of behavior for the group. Class norms can be strengthened by posting the norms on a wall or in a class newsletter quoting students and learner contracts.

Building acceptance and maintaining class norms should yield growing trust and cooperation between the class members. Group cohesion occurs when there is a relational environment in which members cooperate with each other toward a common learning goal. A cohesive classroom is more than just a pleasant environment, but the authors argue that cohesiveness leads to higher performance.

One study included in the book involves Hungarian high school students in EFL classrooms. The relationship between motivation, self-confidence, and group cohesion was assessed (Clément, Dörnyei, & Noels, 1994). The study revealed that when students evaluated their class to be cohesive they were more involved and more motivated in classroom activity. A cohesive classroom also lessened anxiety and increased self-confidence.

A chapter on student roles describes how informal roles, such as the *class clown*, and assigned roles, such as the *group secretary* are "basic building blocks for successful class performance" (p. 110). I have found that giving difficult students a role can greatly improve a class and prevent rebellious behavior. Roles such as *demonstration assistant* for the actor and *enthusiastic leader* for the outspoken student have enhanced my classes.

The teacher's role as group leader is considered from the perspective of various leadership theories. The authors integrated leadership styles to suggest that the teacher can take on different roles as the dynamics of the group develop over time. In the beginning, the teacher gives direct guidance and is more controlling. Then in order to allow for group development the teacher can become a facilitator who relies more on student resources.

The last stage in classroom group dynamics is dissolution. Students have worked to communicate with each other. Taking class time to evaluate what was learned and receive affirmation of progress made can help students plan for future steps in learning. "Therefore, an appropriate closure that helps to put things in a positive light plays a very important role in motivating students to pursue further academic achievements" (p. 163).

Senior (2002) has studied the effect of classroom dynamics in intensive language schools and con-

cludes, "Language learning is, by its very nature, a collective endeavor, and that learning takes place most effectively when language classes pull together as unified groups" (pp. 401-402). I highly recommend this book as a tool to build healthy learning groups. It will give you inspiration and ideas on how to leverage the power of group dynamics in your classes.

References

- Clément, R., Dörnyei, Z. & Noels, K. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning*, 44, 417-448.
- Senior, R. (2002). A class-centered approach to language teaching. *ELT Journal*, 56, 397-403.
- Stevick, E. (1990). *Humanism in language teaching*. Oxford: Oxford University Press.

ICON International Communication Through English [Intro, 1-3]

[Donald Freeman, Kathleen Graves, Linda Lee and Deborah Gordon. New York: McGraw Hill, 2005. pp. xi + 102. ¥1,985. ISBN: 007-124406-9.]

**Reviewed by Robert Chartrand,
Kurume University**

There is a sizeable number of textbooks for EFL learners available from large and small publishers alike. Many of these books are excellent, and some of them offer extensive support materials as well. This makes the task of choosing a book for our students very daunting. So, what are the criteria for choosing books? According to Peacock (n.d.), they may include: general impression; appropriateness; motivation and the learner; pedagogic analysis; and, supplementary materials. I will look at the ICON series of books with these criteria in mind.

ICON is a four-level integrated skills series of textbooks and workbooks. The levels are defined as Intro, 1, 2, and 3, from beginning to intermedi-

ate levels. Each textbook is accompanied with a student audio CD which includes the pronunciation exercises and model conversations, but not the active listening nor the review lessons. These audio segments are included on the class audio CDs, which must be purchased separately. The workbooks complement the textbooks well. There is a comprehensive Teacher's Manual for each level, which is useful for tips on how to teach different activities. There is also a Teaching-Learning Video and an Assessment Package, which I did not receive and therefore will not review here.

My general impression of the series is that the books look good; the layout is attractive and not overly dense. The colors are soft and the artwork is simple. The photographs are useful and the reading topics also seem interesting, according to my university students. Some of the topics include discussions on TV programs, movies, music, travel, work, school, shopping, dating, sports, food, technology, gender differences, animals, and feelings. There is some content introducing cultural differences about what people do in Japan, Brazil, Russia, or other countries, especially at the Intro level. In my experience, this level seems appropriate for Japanese high school students or above. The vocabulary and grammar can reinforce what the students have already learned and make use of that knowledge for speaking and writing practice. Levels 1 through 3 get progressively more difficult. At level 1, the topics are generally related to students' lives. Unit 8, for example, addresses how people use money. The idioms "easy come, easy go" and "shop until I drop" (p. 49) are introduced, as well as discussions on using cash or credit cards. Levels 2 and 3 diverge slightly from the initial two levels in that there are no model conversations to emulate. At the Intro and 1 levels, there are model conversations in nearly every unit, however, at levels 2 and 3, these are replaced with more comprehensive listening practice as well as roleplays. Moreover, the latter levels encourage the students to use their cognitive skills by personalizing the information they are learning. At level 2 Unit 8, for example, learners are encouraged to discuss their background, goals, interests, and strengths and then use that information to discuss their plans for the future. At level 3, the listening activities are more detailed and require the learner to grasp some difficult information, such as interpreting dreams or dealing with dangerous jobs. Also, the discussions are more complex. In Unit 12, for example, learners are encouraged to discuss "two things you had planned to do this morning, yesterday, or recently—but didn't do. Tell your

partner what you were going to do and why you didn't do it" (p. 76).

According to the authors, the ICON series is designed around core activities, which provide a structure to scaffold the students' language learning experience. This is done by building the lessons from tightly focused to more open-ended lessons. The activities are consistent throughout the units, the target language is recycled, and there are four review units for each level.

The students will find the books motivating due to the changing sequence of activities. Each unit starts with a vocabulary building activity, a listening activity, a grammar activity, a reading activity, a thinking activity, another vocabulary activity, and finally a writing activity.

In the review units, there are listening activities, interviews, roleplays, information gap activities, and games.

The teacher's manuals include complete transcripts of all audio segments and offer some good advice on how to teach the different tasks in the books. For example, there

are some detailed notes on teaching the vocabulary section of each unit with warm-up, variation, and expansion suggestions. These notes provide some very useful information for novice and experienced teachers alike. On the other hand, there does not appear to be any multimedia support such as downloadable activities from the Internet, CD-ROM support on the audio CDs, nor photocopyable handouts.

In conclusion, I believe that the ICON series is appropriate for EFL learners from teenage to adult learners and the books are reasonably interesting. The conversations, reading passages, listening sections, and vocabulary sections make use of current subject matters, are easy to listen to, and are appropriate for their level. I can recommend this series for small or large groups of students.

Reference

- Peacock, M. (n.d.). *Choosing the right book for your class*. Available at <www.essex.ac.uk/linguistics/pgr/egspl/volume1/PDFs/PEACOCK1.pdf>

...with Scott Gardner

<pub-review@jalt-publications.org>

A list of textbooks and resource books for language teachers available for review in *TLT* and *JALT Journal*.

RECENTLY RECEIVED ONLINE

An index of books available for review can be found at:

<jalt-publications.org/tlt/reviews/>

* = first notice; ! = final notice. Final notice items will be removed July 31. For queries please write to the email address above.

Books for Students (reviewed in TLT)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

! *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.]

* *Japanese in MangaLand 3*. Bernabe, M. Tokyo: Japan Publications Trading, 2006.

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].

! *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

<jj-reviews@jalt-publications.org>

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

* *Japanese Female Professors in the United States: A Comparative Study in Conflict Resolution and Intercultural Communication*. Hamada, M. Lewiston, NY: Edwin Mellen, 2005.

! *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.

Come on! Get involved!

A JALT membership is more than just a product! It's an opportunity to make a difference. JALT is an organisation committed to the development of professionalism in language teaching and learning. As a JALT member, you can play a part in that by becoming involved. At your local chapter level, there is always a need for speakers, officers, and volunteers. JALT Special Interest Groups need help with events, mini-conferences, and publications. Our annual conferences require a vast team for doing everything from programming to cleaning up. JALT's publications are always on the lookout for committed writers, editors, readers, and proofreaders. So come on! Make a difference!



Get involved! See the JALT Contacts column in every issue of *The Language Teacher*!

...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.

- ▶ 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 voting information in the August issue of *TLT*.
- ▶ 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 Ochanomizu, Tokyo
- Room: Graduate School Building (*Ishigaku Sogou 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長

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.

Advert: CUP

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. If you are not confident offering advice to fellow writers, we have a shadowing system to help you improve your skills. 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/>.

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>, or use the form at the back of every issue of *TLT*!

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Call Toll-Free 0120-222-111, check out our homepage <www.econoship.net> or email: <info@econoship.net>

...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, biculturality, 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 <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の<www.bsig.org>をご覧下さい。

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] [☰] [☰]

The CALL SIG would like to thank all of the presenters and participants who attended the JALTCALL 2006 Conference at Sapporo Gakuin University. More than 150 people attended in total, making this Conference another great success. The CALL SIG officers would particularly like to thank the plenary speaker, **Jozef Colpaert**, Director R&D of the LINGUAPOLIS Language Institute, for visiting us to share his knowledge and skills. While computers and the Internet have made global communication possible, there remains no substitute for having an expert speak

and be present to answer questions afterwards. Finally, we thank all of the volunteers and the staff members for their professionalism and their efforts in continuing to make the annual JALTCALL Conference an exciting and informative event every year. We look forward to seeing everyone again next year. Please join us! Contact us at <www.jaltcall.org>.

College and University Educators

[☰: technology, computer-assisted, wireless, online learning, self-access] [☰: JALT CALL Journal Newsletter—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 <kccates@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] []

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 operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innovation. The employment of native speaker instructors on a large scale is a recent innovation and one which has yet to be thoroughly studied or evaluated. JALT members who are involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

[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] []

We are an enthusiastic, vibrant group of teachers committed to exploring connections between learning, teaching, and learning to learn/teach. Right now plans are underway for the LD Forum at JALT2006 in Kitakyushu. This year's Learner Development Forum will focus on two interlinked themes: *curricula for autonomy* and *the teacher's journey towards autonomy*. If you would like to know more about the forum in Kitakyushu, please contact Martha Robertson <marrober@indiana.edu> or Stacey Vye <stacey.vye@gmail.com>. For further details of recent and upcoming projects, please check out the LD website at <ld-sig.jalt.org/> or contact co-coordinators Stacey Vye or Marlen Harrison <scenteur7@yahoo.com>.

Materials Writers

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

The MW SIG aims to help members turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information on a wide range of issues, from advice on style to such aspects as copyright law. We share practical advice on ways to create better language learning materials for general consumption or for individual classroom use. We also advise on publishing practices, including self-publication, and (with certain conditions) can provide a free ISBN upon request. Articles and news are provided in a newsletter published three to four times a year and MW SIG members communicate through our Yahoo Discussion Forum and mailing list at <groups.yahoo.com/group/jaltnwsig/>. Our website is at <uk.geocities.com/materialwritersig/>. To contact us, email <mw@jalt.org>.

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] []

Pragmatics SIG members were well represented at the Fifth Annual JALT PanSIG Conference on 13–14 May at Tokai University, Shimizu Campus, Shizuoka. The Pragmatics SIG sponsored one of the conference's plenary speakers, **Donna H. Tatsuki**, whose talk entitled *What is Authenticity?* encouraged the audience to consider more deeply what is actually meant by the use of *authentic* materials. The SIG also sponsored a five-member colloquium, *Toward Dynamic Intercultural Pragmatics for EIL (English as an International Language)*, and a 105-minute workshop on *The Pragmatics of Coaching*. There were many other Pragmatics-related presentations given over the 2 days. Watch

for the Proceedings which will be published later this year. The SIG encourages more JALT members to get involved. 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 intends to regroup 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 more 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] [] []

The Teacher Education SIG and the Okayama JALT chapter will host a 2-day conference on *Professional Development in Language Teaching* on 7–8 Oct at Okayama University in Okayama. For further details please go to the Teacher Education SIG website <jalt.org/teach> or see this month's *TLT* Conference Calendar.

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] [] []

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the

SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsigjalt.org>.

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

Teaching Older Learners

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

An increase in the number of people of retirement age, combined with the internationalization of Japanese society, has greatly impacted the number of people who are eager to study English as part of lifelong learning. As such, this SIG is needed to provide resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information on this SIG or to join the SIG mailing list, please contact Amanda Harlow <amand@aqua.livedoor.com> or Publicity Chair Naoko Miki <hinancy705@yahoo.co.jp>.

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えています。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これから研究や活動が期待されています。TOLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していくと日々熱心に活動中です。現在オンライン <www.eigosenmon.com/tolsig/> 上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっているいらっしゃる方はもちろん、将来の英語教育動向に关心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますので どうぞお気軽にお問い合わせは Amanda Harlow <amand@aqua.livedoor.com>。または広報担当三木 直子 <hinancy705@yahoo.co.jp> までご連絡ください。

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

HAS THE rain been getting you down? Join a JALT chapter event and raise your spirits! Remember, you can check the JALT calendar <jalt.org/calendar> to find out the latest information about what's going on at a chapter near you.

Chiba—Activities That Work by Bill Dimoski and Tim Woolstencroft. This workshop will look at communication activities that have worked in a wide range of teaching situations and that can be easily adapted for students of any age or level. If you have any lesson target or language point that is giving you a problem, come along and we will try to find an activity that works for you. *Sun 16 Jul 14:00-16:30; SATY Bunka Hall 4F, Room 2 (1 min walk from Inage Station east exit on JR Sobu Line); one-day members ¥500.*

Gunma—Creating Campus Community: Global Issues and Experiential Learning by Janell Pekkain, Sundai College of Foreign Languages. Where is the *culture* in cultural festivals at Japanese schools? How can school events raise students' global consciousness? And why should they? We'll discuss organizing volunteer cultural exchange festivals including fundraising ideas for NPOs (non-profit organizations) and how these events help to create a cohesive and authentic learning environment. *Sun 2 Jul 14:00-16:30; Gunma Prefectural College of Health Sciences, 323-1 Kamioki-machi, Maebashi; one-day members ¥1000.*

Gunma—The 18th JALT-Gunma Summer Workshop at Kusatsu. A 2-day workshop with **William Grabe**, Northern Arizona University, as main speaker. Grabe will give two workshops on L2 reading instruction. There will also be presentations by the participants. Registration will be accepted on a first-come-first-served basis (max 40). For details, see <www.harahara.net/JALT/> or contact Morijiro Shibayama <mshibaya@jcom.home.ne.jp>. *Sat 26 Aug 11:00-21:00-Sun 27 Aug 8:00-14:00; Kusatsu Seminar House, Kusatsu, Gunma; program fee ¥3000, room and board ¥6000.*

Hamamatsu—Public Service for Social and Academic Growth 「社会的・学問的成长を促進する大学生の地域の公益活動について」 by **Kimihiro Tsumura**. Tsumura will tell how student-run CSN (College Student Network for Community Service, established in 2001) has provided college students with opportunities for leadership, self-discovery, personal growth, vocational exploration, and value development by addressing issues that are of critical concern to the community.

2001年に公益活動を目的として地域の大学生によって設立された団体(CSN)が、地域が抱える様々な問題への取り組みを通して、リーダーシップ、自己の発見や成長、職業の探求、自己の価値観の見直しを促す機会となる現状を発表する。 *Sun 9 Jul 10:00-12:00; Hamamatsu Zaza City 5F, Meeting Room A; one-day members ¥1000 yen.*

Hiroshima—Task-Based Language Learning Through Debate by **Eiko Nakamura** (Okayama Prefecture's Kawasaki University of Medical Welfare). High school students were observed debating in English classes. A chaotic period in which learners pushed themselves to paraphrase and improvise their speech during debate was recognized. This presentation explores crucial factors that push learners to make maximum use of English in the classroom. *Sun 9 July 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F; one-day members ¥500.*

Kagoshima—Teaching Debate: Drama in the Classroom. Why Use it? Does it Work? by **Alistair Turley** and **Bo Causer**. Come along and find out! *Sun 23 Jul 13:00-17:00; Seminar Room 117, Ground Floor Kousha Biru, Shinyashiki (opposite the Shinyashiki tram stop); one-day members ¥1000.*

Kitakyushu—Putting Reading and Listening Online by **Ken Gibson** and **Gordon Luster**. Our

students of English face a tremendous obstacle. When they leave our classrooms, it's Japan out there. They find very little access to understandable written or spoken English in their environment. Without access, they can't practice. Without practice, they can't improve. Without improvement, they give up. The answer is to provide easy, interesting, cheap, convenient access. Lots of it. *Sat 8 Jul 18:30-20:30; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from the Kokura station); one-day members ¥1000.*

Matsuyama—Developing a Peace Studies Course: From Theory to Practice by Gregory D. Gray, Matsuyama University. This presentation consists of two parts. The first part presents an actual content-based peace studies course that has been developed and taught to Japanese university-level EFL students. The discussion will then be followed by a workshop with the goal of aiding the participants in incorporating peace studies content materials into their respective classroom settings. *Sun 9 Jul 14:15-16:20; Shinonome High School Kinenkan 4F (parking not available); one-day members ¥1000.*

Nagasaki—Activities and Games for Children, by Helene Jarmol Uchida, Little America Schools, Fukuoka. With over 20 years of English teaching experience in Japan, Uchida is a believer in the natural ability of children to absorb English. Activities and games that motivate students to interact with their peers in English are the theme. Uchida will share methods, activities, and games that plant the seeds of confidence in young learners, enabling and empowering them to have control over their own English. *Sun 16 Jul 13:30-15:30; Dejima Koryu Kaikan 4F (next to Prefectural Art Museum and Seaside Park); one-day members ¥1000.*

Nagoya—Back to the Future: Lesson Ideas for Teaching Children from a Fresh Perspective by Howard Higa, Chubu Gakuin University. This presentation will arm teachers with up to seven innovative lesson formats to infuse classes with fun learning. Most are not one-shot activities but intended for extensive practice of interchangeable language focuses. The offerings will include original ideas as well as unique adaptations of popular American activities for children. University instructors should also find the activities relevant and useful as many of the activities originated in the university classroom. *Sun 9 Jul 13:30-16:00; Nagoya International Center 3F; one-day members ¥1000.*

Okayama—Two Action Researches with Learning Strategies by Jason Williams, Notre Dame Seishin University. This presentation will focus on two action research projects designed to teach students how to use learning strategies to become more self-reliant. One project focused on teaching communication strategies in order to keep students from using dictionaries during oral communication activities. The other focused on getting students to locate, use, and evaluate opportunities to practice English outside of class. *Sun 23 Jul 15:00-17:00; ARC Square Building, Omotecho 3-chome, Okayama; one-day members ¥500.*

Okinawa—Family Beach Barbecue. For more information, please refer to our website <www.okinawateacher.com>. *Sun 16 July 12:00-18:00; venue TBA; one-day members ¥1000.*

Omiya—Using Cooperative Learning Techniques in English Lessons by Kumiko Fushino, Temple University Japan, co-translator of Jacobs, Power, and Loh's *The Teacher's Sourcebook for Cooperative Learning*. Teachers have started using group work in their classes. One of the difficulties of having students do group work is getting them to interact with each other in English. Cooperative learning (CL) principles provide teachers with useful ideas to promote effective student-student interaction. Fushino will introduce basic CL principles while demonstrating CL activities. Participants will experience these CL activities so they can apply CL techniques in their own classes. *Sun 9 Jul 14:00-17:00; Sakuragi Kominkan 5F, map <jalt.org/chapters/omiya/map.htm#sakuragi>; one-day members ¥1000.*

Sendai—Primary School Ryugaku: The Debate by Annamaree Sugai, Tohoku Gakuin University, John Wiltshier, Miyagi University, Christopher Cuadra, Shokei Gakuin College, and Elaine Gilmour, Miyagi Gakuin University. There will be three parts: 1) presentation of a case study of two children who were taken out of Japanese primary school for a year to attend school in the UK; 2) a punchy and lively debate, including a *how to debate* worksheet for participants; 3) panel discussion with questions and comments from the audience. *Sun 30 Jul 14:00-16:30; Sendai AER Building (just north of Sendai Station) 28F, Dai 2 kenshushitsu; one-day members ¥1000.*

Shinshu—A Comprehensive Approach for Learning English with Computer Assistance by Peter Wanner, Tohoku University. Two groups

of Wanner's students discussed the same topics. The experimental group also performed reading and writing tasks related to the topics; the control group did not. The results indicate that the experimental group was more fluent in speaking and listening. Wanner will provide examples of how to incorporate computer grammar check, reading fluency, and speaking analysis programs into a comprehensive learning environment for developing more fluent conversation skills. *Sun 9 Jul 14:00-16:45; Nagano Kinrosha Fukushi Kaikan, Ongaku shitsu (Music Room), Kenchomae-dori; one-day members ¥1000.*

Yamagata—A Comparative Cultural View of Canada and the Philippines by Ruby Mangawawang. This Yamagata-ken ALT was born in the Philippines and raised and educated in Canada. She will share her cultural insights into the differences between these cultures and what is

required to truly understand and communicate in English. *Sat 1 Jul 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.*

Yokohama—Teaching English to Older Learners by **Tadashi Ishida**, founder of the Teaching Older Learners SIG. The presentation will include 1) A video *How to teach English to older learners* showing demonstration lessons by four native- and nonnative-speaking teachers; 2) Discussion and feedback on the video; 3) A live demonstration of how to motivate and teach older learners with four of Ishida's over-60 students; 4) Discussion: What role should a teacher play in teaching English to older learners? *Sun 9 Jul 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center, near JR Kannai and Yokohama subway Isezakichojamachi stations), map <yojalt.bravehost.com/>; one-day members ¥1000.*

COLUMN • CHAPTER REPORTS

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...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.

Akita: April—Language Learning Histories by Martha Clark Cummings. By employing a series of exercises, using the techniques of published writers, Cummings, who writes fiction and non-fiction, guided the participants through the writing and sharing of their stories and how to bring their stories alive. After first brainstorming about language learning in general, the participants wrote a few paragraphs about a significant language learning experience they had and shared it with their partners. The writing was further expanded and shared with a different partner.

Reported by Stephen Shucart

Gunma: November—Enhancing Fluency in Writing for Beginner-Level Learners: Utilizing Paper and Computer by **Atsushi Iino**. Iino presented his extensive paragraph writing project, which utilizes both handwritten and computer assignments. In the first part, he explained the procedure of his paper-based project: 1) write a paragraph; 2) circulate within the class and receive comments; 3) rewrite according to the comments. Later, participants had an opportunity to use a worksheet he had made, which allowed learners to become naturally aware of the structure of a paragraph. Then, each piece of writing was circulated and comments were collected. Using advice from the comments, participants were given a chance to rewrite their work. There was a lively exchange of opinions regarding advantages and disadvantages of the project. Some of the 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 using themes the students choose. Disadvantages were: 1) for the peer comments, students tend to comment on content rather than on grammar; and 2) it is time-consuming to collect comments.

Iino introduced the same project utilizing an online discussion board and online groupware. With the use of the online discussion board,

students can make comments on peers' work at any time if they have Internet access. 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

Hamamatsu: April—Increasing Student Exposure to and Interest in English Through Free and Easy-to-use Web-based Services and Resources by Thomas Pals, Timothy Randell, and Michael Shawback. Pals began the presentation discussing BBS Proboards, which is a tool useful for (among a variety of other uses) program management and monitoring student work. Pals also discussed the immensely popular topic of Podcasts and how they can be used as a tool to potentially increase students' autonomous learning skills.

Shawback followed with an introduction of Hot Links. He demonstrated how to create and use Hot Links capable of creating in-text links to sites such as free online dictionaries and translation programs—taking a Proboard or homepage to a new level of "e-user-friendliness" for students and teachers.

Randell demonstrated how to create a mobile phone website using a free web-based tool along with an introduction to some simple ideas of how it could be utilized by teachers. This confirmed just how doable this whole computer education thing is for everyone!

Reported by David Elmes

Hiroshima: April—Looking Like the Enemy by Mary Matsuda Gruenewald. Gruenewald, now an octogenarian, explained how her life as a Japanese-American child on the US east coast was carefree until 16 May 1942. On that date she had to leave her home with her family to go to her first internment camp, where she became a number—19788. Although a US citizen, she was considered by her government to look like the enemy, and since she could be dangerous at any time, she was forced to be an internee. Yet she felt herself to be American and from that date became confused about her Japanese heritage.

Subsequently, 112,000 to 120,000 Japanese and Japanese-Americans living in the USA were relocated. Two-thirds were US citizens by birth. All Japanese were eventually cleared by the US government in 1945, but the last camp was not closed until later.

Mary's talk was made all the more powerful by the fact that her oldest child, Martha, and her sister-in-law, Miyoko, were in the audience. For all three women, it was their first visit to Japan.

Mary's courageous story shone with "faith, hope, and love"—especially for her family in "a world gone crazy." Indeed she told us that the motivation to continue to create her book, from the first steps in a writing class, was primarily provided by her three children and nieces who wanted their "silent" mother to speak. Mary's talk was neither scathing nor bitter. Instead, she tells that through opening up her own dam of memories she has "learned the importance of speaking, telling (her) story, in the hope that history will not repeat itself."

Gruenewald is a formidable person with great depth of character. Her book, entitled *Looking Like the Enemy*, has been reviewed as a "valuable contribution" to its field. It also underlines that the growing pains of any democratic and dynamic society must include the seeking of solutions that give us all lives worthy of the dignity of human beings.

Reported by Ewen Ferguson

Hokkaido: February—Teaching Global Issues and Language by Greg Goodmacher. Goodmacher asked, "What do you think of when you hear the phrase 'global issues'?" Global issues include situations that cross international borders as well as those that don't cross borders but occur in a number of countries. There are a number of challenges facing teachers who want to focus on global issues in the classroom including students' ignorance of the world, their apathy and inability to relate, and the fact that many students are unaccustomed to expressing their opinions in Japanese let alone in English.

Goodmacher introduced several activities that he uses in his classes. Many typical conversation class activities can be developed with a global issues slant, like *Find Someone Who* with questions about overseas travel experience or pet dogs that aren't a Japanese breed. A homework assignment that asks students to find 10 things in their houses that are from other countries helps to raise awareness of the interconnectedness of the global economy.

Two ways that help students connect with global issues that are new to them are to globalize the local (e.g., air pollution—What country has problems with air pollution? What areas in Japan? What places in our city?) and localize the

global. In order to localize an issue like war for students in Japan who have never experienced it, Goodmacher has had his students interview someone who experienced the war in Japan.

Roleplaying several activities gave participants useful ways to bring a global issues element to their regular class activities.

Reported by Wilma Luth

Kitakyushu: March—1) Investigating <www.istopmotion.com> by **Malcolm Swanson**. Swanson introduced new stop motion/clay animation technology available from Apple at <www.istop-motion.com>. He pointed out how easily students could catch on to how the program works, even though all the instructions are in English. Audience members suggested some possible educational applications. **2) Preliminary Report on Linguistic Readiness of Japanese Students Studying at an American University** by **Dennis Woolbright** and **Kazuko Nishioka**. Woolbright and Nishioka shared insights into the significance of the TOEFL test in relation to student readiness to enter an American university from surveys of the American professors who had taught their graduates. Students passing the test often remained unprepared to handle a course in English so the new TOEFL test requires students to think in English and draw conclusions. Now an applicant needs a certain level of competency just to understand the rules. The new Internet test is all interactive, verbal questions and answers with the computer. Changes due for the TOIEC test as well promise to revolutionize the way we teach English.

Woolbright observed that Japanese students tend to excuse themselves from social occasions by claiming they have to study, missing the opportunity to pick up on the subtle nuances of expression in casual conversation. They tend to study the TOEFL test rather than the English language. Nishioka stressed that it is important for Japanese students to realize that English cannot be studied and learned like other subjects such as mathematics.

An audience member pointed out that a basic flaw appears to be in the (necessary) unpreparedness of students for the test dialogue, which is unrealistic—it is difficult to respond in a meaningful way to a subject broached only seconds before. There needs to be some way to prepare students with the topic—so they have something to talk about—while avoiding allowing them the possibility of preparing an all-purpose dialogue in advance that they could simply parrot, which

would make it counter-productive—exactly what the new format of the test is trying to avoid.

Reported by Dave Pite

Kobe: April—Using Native Culture as a Spur to Communicating in English by **Patrick Dougherty**.

Dougherty addressed the need for students to communicate about their own culture. He noted that students who had traveled abroad often remarked that they were often asked about their native culture. The need for students to learn about their native culture and be able to communicate this in English was the focus of a set of learning materials that Dougherty shared with workshop participants. During the workshop, participants were given the opportunity to share aspects of their culture using student projects. At the end of the meeting, participants received a package of materials and games developed by the presenter.

Reported by Brian Caspino

East Shikoku: April—1) Methods for Introducing Global Issues in the EFL Classroom by **Kip Cates**. Cates guided participants through a series of global education materials and provided useful suggestions for effective teaching methods.

Using Earth Day as a theme, Cates focused on environmental education and offered several practical ideas for building and recycling vocabulary. Three other local teachers also presented on how they address global education in their EFL classrooms. **2) International Exchange Project: Australian and Japanese University Students' Discussion of Global Issues via Email** by **Kazuyo Yamane**. Yamane shared her students' contributions and responses to her research project. **3) Mining Authentic Texts: Integrating Global Education Content and Language Learning Aims Using Commencement Speeches** by **Darren Lingley**.

Lingley presented a practical teaching application for arousing student interest in global issues. **4) Teaching the New Global Education Course in the SELHi Context: High School Curriculum Development** by **Fuki Tani**. Tani addressed the potential for global education at the high school level by outlining Kochi Nishi High School's special GE course.

Reported by Darren Lingley

Advert: SEIDO

Nagoya: April—Teaching During Your Break by Linda Donan. Donan has taught all ages in Japan for more than 20 years. Her experience teaching at Mother Teresa's school made her decide to volunteer at an orphanage in a small village, Panskura, during her break.

She enjoyed teaching in spite of the poor sanitary conditions: heat, humidity, no warm water for showers, no toilet paper, and so forth. Her 26 five-year-old students all loved her; she was someone who never hit them. At the Christmas party the kids were given toys. When a teacher declared that the party was over, they began to cry. They had no doubt that the toys must be returned after the party, as at the end of every class the kids had to return their pencils and paper distributed at the beginning. They rejoiced when they learned it was not necessary to do so.

There is an orphanage in every village, because parents tend to die young, and when the mother dies, the father can't take care of his kids and takes them to an orphanage. Discrimination against girls made the male-female ratio of the orphans 2 to 20 in her orphanage.

Donan showed how to use her flash cards, plastic cards with letters of the alphabet, posters with pictures to teach pronunciation, and puppets that she had made out of socks to encourage conversation. Several suggestions were given in regard to raising contributions. She sold her used books, teaching materials, and picture cards at the venue. Lastly, she added the pleasures of learning yoga and meditation there. Her email is <linda-donan@hotmail.com>.

Reported by Kayoko Kato

Shinshu: March—Second Mini Colloquium—Researching ELT in the Japanese context. 1) *Elementary School ELT Cultural Exchanges* by Eddy Jones. Jones showed how local elementary schools engage in international exchanges with foreign schools. 2) *Senior High School Testing* by Tetsu Osada. 3) *Japanese Perceptions of Varieties of English* by Sue Fraser Osada. Osada explained how many Japanese students expressed preferences for certain accents but could not identify them accurately. 4) *Word Association and Lexical Development Research* by Phil Brown. Brown discussed his MA research at Birmingham and showed how beginners often produced associations relying on meaning, but advanced learners created more complex associations. 5) *Use of Films in Listening* by Atsuko Otsuki. Otsuki showed how the use of films in listening im-

proved TOEIC scores in university classes. 6) *Longitudinal Research into Student Attitudes at College Level* by Theron Muller and Joel Thomas. 7) *An Innovative Methodology to Teach Japanese Counting* by Takashi Matsuzawa. A session was also held to give advice on research into qualitative interviewing, team-teaching, national policy in ELT, and discourse analysis.

Reported by John Adamson

Yokohama: April—NLP and Feldenkrais®: Body and Mind in the Classroom by Sylvie Kuehne. Participants began this workshop with an experimental movement: closing their eyes and moving arms in an arch to touch forefingers. With repetition, we got better. This experiential feedback loop, Kuehne explained, is how the brain learns, and can be used as a demonstration of the learning process to build student confidence.

After brief background information (Feldenkrais is named after the 20th century physicist who developed the field), Kuehne explained that red-light reflex posture related to fear can habituate, thus limiting the brain, which becomes concerned with safety over exploration. This physically complements educators' experiences and the literature—that anxiety negatively affects learning. Using an exercise with bizarre combinations of arm, eye, and head movements, participants experienced how to unlock such habitual fear-enhancing posture. For classroom implementation, Kuehne recommends movement tapes titled *Alertness Breaks* by Debbie Ashton, which "help students to calm down, lengthen attention span, and improve cognition" (SenseAbility #7 Newsletter). These are available for US\$14 at <www.feldenkrais.com/store/cart.php?target=category&category_id=259>.

Kuehne's explanation of NLP refreshed memories and brought exciting new realizations. She demonstrated using anchors to create learning hyperlinks in the brain. In pairwork, participants observed eye cues: how we store visual, auditory, and kinaesthetic (VAK) information around the head, accessed by eye movements as we speak. She illustrated how to use this knowledge: If a student is trying to spell staring at the floor, the teacher can ask them to write on the floor with their foot, then write it on the ceiling. Kuehne's flexibility and fun teaching was apparent as we flashed words in different colors up high.

Reported by Renata Suzuki

For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found in the annual *JALT Information & Directory*.

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...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/> or email Derek DiMatteo, Job Information Center Editor, <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/>

Gofuku—Toyama University invites applications for one full-time teacher of English as a foreign language to start 1 Apr 2007 at the rank of Full-time Lecturer, Associate Professor, or Professor, depending on qualifications and experience. The initial contract period is for 5 years according to *The Regulations of Toyama University on Term of Office*. The contract may be renewed for another 5 years after the evaluation of performance. **Duties:** Teach General and Academic English Writing and English Oral Communication skills in General Education Courses, the Faculty of Humanities, and the Faculty of Human Development Science (currently the Faculty of Education). **Qualifications:** Native-level English ability and a master's or higher degree in a field related to TEFL or have equivalent qualifications or experience. University classroom experience as a teacher of English to speakers of other languages is preferable. **Salary & Benefits:** Salary will be based on the university's salary scale for this position. Inquiries concerning salary should be directed to the contact person by email. **Application Materials:** CV (including documents verifying qualifications); a list of publications (include photocopies of up to three self-selected works); and an essay of approximately 1000 English words on your teaching plans, your teaching strategies, and your

teaching experiences. Application documents cannot be returned. Send your application by registered mail to: Professor Hamatani Masato, Dean of Faculty of Humanities, Toyama University, Toyama-shi, Gofuku 3190, 930-8555, Japan. (Write in red "Application Documents for a full-time teacher of English" on the envelope). **Deadline:** 30 Sep 2006. Interviews will be held for short-listed candidates in late October. Non-short-listed candidates will not be contacted. There will be no reimbursement for travel expenses incurred by candidates. **Contact:** Professor Ogawa Hiromichi; <ogawa@hmt.toyama-u.ac.jp>.

Japan—reallyenglish is looking for teachers who would be interested in grading and correcting short business emails (100-150 words) submitted online. The grading is on a bespoke online course for a Japanese client. This is an ongoing contract with courses starting in Sep 2006 and Feb 2007. Each course runs for 20 weeks with 120 students. There are 20 lessons in the course and each student submits a first and final draft of a writing task for each lesson (one lesson per week x two drafts per student). **Duties:** Take responsibility for a group of 12 students per course with 6 hours of grading per week (a smaller or greater commitment is also possible). Grading has a turnaround time of 2 days. Full training prior to the course will be given. **Salary & Benefits:** Each task graded and corrected will be paid at a rate of ¥700 per task. The grading and correction time is an average of 15 minutes per task. **Application Materials:** Send a cover letter, CV, and availability. **Deadline:** ongoing. **Contact:** Glynn Jones, Human Resources / Project Director, reallyenglish.com, 87 Worship Street, London EC2A 2BE, UK; t: +44-(0)207-456-1071; f: +44-(0)207-456-1072; <glynnj@reallyenglish.com>.

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 Apr 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, two electives, one homeroom). Full-time staff work 5 days per 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, and so forth. 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 Sep 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.

Kyoto-fu—Kyoto Women's University is seeking a part-time teacher for Oral Communication classes, Tuesday 1st and 2nd periods from the Fall Semester. **Qualifications:** A masters-level degree in Applied Linguistics or TEFL, at least three published papers, and a minimum of 1 year teaching experience in a Japanese tertiary institution. **Salary & Benefits:** As per university rules. **Application materials:** Send cover letter, copies of degrees, and three published papers by mail to: Kim Bradford-Watts, Kyoto Women's University, 35-banchi, Imakumanokitahiyoshi-cho, Higashiyama-ku, Kyoto 605-8501. **Deadline:** 12 Jul 2006. **Contact:** <wundakim@yahoo.com>.

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 Thursday 13 Jul through Tuesday 12 Sep. 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; <iep@iuu.ac.jp>.

Osaka-fu—Kansai University seeks to appoint one person in the field of English linguistics to a permanent position starting 1 Apr 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 Jul 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>.

Tokyo-to—Kanto International High School, a Super English Language High School in Nishi-Shinjuku, is hiring full-time English teachers beginning Sep 2006. Further 1-year contract extensions are possible upon mutual agreement and staffing needs. **Qualifications:** Native-level English speaker. High school experience, MA in TESOL (or in progress), and intermediate Japanese ability preferred. Applicants must currently reside in Japan. **Duties:** Teach Mon–Fri with 17–19 contact hours. Duties include solo teaching, course planning, student assessment, faculty meetings, and administrative duties. Classes will include Advanced Placement. **Salary & Benefits:** ¥300,000–350,000 monthly starting salary. **Application Materials:** Apply by email with a CV and cover letter. **Deadline:** 7 Jul 2006. **Contact:** <kantocoordinator@yahoo.com>; <www.kantokusai.ac.jp>.

Tokyo-to—The School of International Politics, Economics, and Business at Aoyama Gakuin University's Sagamihara Campus is seeking versatile part-time teachers for the 2007-2008 academic year to teach English courses, communication courses related to public speaking, discussion/debate, English in the mass media,

English for academic purposes, and advanced English courses related to specific themes, such as intercultural communication, comparative culture, media studies, gender awareness, conflict resolution/peace studies, global issues, and other subjects related to international studies. **Qualifications:** Resident of Japan (both native and non-native speakers); proper visa if non-Japanese; MA or PhD in relevant areas of the humanities, social sciences, or education (including TEFL/ESOL); 3 years previous teaching experience at the university level, with at least 1 year in Japan; ability to teach language, communication, and advanced courses in English; publications and membership in relevant academic associations a plus. **Salary & Benefits:** Similar to other private universities in the Tokyo area. **Application Materials:** Send a complete resume in English, which includes details about qualifications/experience in the above areas. No personal responses (including replies to inquiries) will be made unless the applicant is being seriously considered for a position. **Deadline:** 30 Sep 2006. **Contact:** Send applications to Richard Evanoff, School of International Politics, Economics, and Business, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

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COLUMN • CONFERENCE CALENDAR

...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, July 15th is the deadline for an October conference in Japan or a November conference overseas.

Upcoming Conferences

4–6 Jul 2006—The Fifth Pacific Second Language Research Forum (PacSLRF), at University of Queensland, Brisbane, Australia. This is a venue for databased and theoretical papers on areas of basic research in second language acquisition (SLA). **Contact:** <www.uq.edu.au/slccs/Application/pacsrlf/>

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>

22–23 Jul 2006—3rd International Postgraduate Linguistics Conference, at Victoria University of Wellington, New Zealand. A conference for postgraduate students of linguistics, applied linguistics, communication studies, sign linguistics, translation studies, and languages. The plenary speakers will be: Miriam Meyerhoff (University of Edinburgh, Scotland), and Rachel McKee and David McKee (Deaf Studies Research Unit, Victoria University of Wellington). **Contact:** <www.vuw.ac.nz/lals/about/postgrad.aspx>

28–30 Jul 2006—The 11th Pan-Pacific Association of Applied Linguistics (PAAL) Conference, at Kangwon National University, Chuncheon, Korea. A forum for academic exchange among scholars and practitioners in applied linguistics and related areas, providing 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). **Contact:** <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) and Susan Napier (University of Texas at Austin). 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 Thornton); 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:** <japane-seteaching.org/icjle>

18–20 Aug 2006—The 2006 Asia TEFL International Conference: Spreading Our Wings: Meeting TEFL Challenges, at Seinan Gakuin University, Fukuoka, Japan. Topics include: testing and evaluation; curriculum design; materials writing; teacher training; CALL; classroom-based research; teaching English through English; language and culture awareness in the classroom; language acquisition; alternative approaches; and music, art, and literature in the classroom. **Contact:** <www.asiatefl.org/index.html>

26–27 Aug 2006—The 18th JALT-Gunma Summer Workshop at Kusatsu: Teaching and Learning of Reading as an L2, at Kusatsu Seminar

House, Kusatsu-machi, Gunma. The principal speaker will be William Grabe (Northern Arizona University), who received the 2005 AAAL Distinguished Service and Scholarship Award for his research on issues in L2 Reading. He will give two workshops: 1) Research on L2 reading instruction: Implications for L2 teaching, and 2) From vocabulary to motivation: Building effective L2 reading instruction. Registration is accepted on a first-come-first-served basis (max 40). Proposals for presentations (30 min) are also welcomed. **Contact:** <mshibaya@jcom.home.ne.jp>; <www.harahara.net/JALT/>

20–22 Sep 2006—Diversity and Community in Applied Linguistics: Interface, Interpretation, Interdisciplinarity, at Macquarie University, Sydney. The conference is intended to provide an opportunity for applied linguists, language researchers, and language educators working in a variety of diverse and overlapping fields to consider the issues of interface, interpretation, and interdisciplinarity among their communities. Confirmed invited international speakers include: Suresh Canagarajah (Baruch College and the Graduate Center of the City University of New York), Kees de Bot (University of Groningen, Holland), Anamaría Harvey (Pontifical Catholic University of Chile), and Elana Shohamy (Tel Aviv University, Israel). **Contact:** <www.ling.mq.edu.au/centres/alle/conference.htm>

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 undertaken in language teaching and learning, and this range will be reflected at the conference. **Contact:** <clesol.org.nz>

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. Issues of particular interest include: improving our teaching, raising standards in the profession, getting qualifications, working with colleagues, leadership, time-management, dealing with stress, and maintaining motivation. Presentations will include papers (30 or 50 minutes), workshops, themed sessions or panel discussions (90 minutes), and poster sessions. **Contact:** <www.esl-efl.info/conference/index.html>

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

JALT2006

"Community, Identity, Motivation"

The Japan Association for Language Teaching
32nd Annual International Conference
on Language Teaching and Learning

— November 2-5, 2006 —

Kitakyushu International Conference Center,
Kokura, Kitakyushu, Japan

Plenaries by Donald Freeman, Yasuko Kanno,
Bonnie Norton, & Bruce Rogers
Educational Materials Exposition, Food Fair, Skillup Workshops,
Job Information Center, Special Interest Group Sessions,
Poster Sessions, Social Events

<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 Kirby (State University of New York, Buffalo), Richard Donato (University of Pittsburgh), and Peter Upton (Country Director, British Council, Thailand). **Contact:** <www.culi.chula.ac.th/dia/DIA-WEB/Rationale.htm>

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 destructions in writing; and plagiarism and authorship. **Contact:** <twn.massey.ac.nz/>

7–9 Dec 2006—The Second CLS International Conference: CLaSIC 2006: Processes and Process-Orientation in Foreign Language Teaching and Learning, at National University of Singapore, Singapore. Aims to bring together academics, researchers and professionals from Asia and beyond for a productive and rewarding exchange of insights, experiences, views and perspectives on current and future developments in foreign language teaching and learning. Keynote speakers include Yoshikazu Kawaguchi (Waseda University, Tokyo), William Littlewood (Hong Kong Institute of Education), Bernd Rüschoff (Universität Duisburg-Essen, Germany), and Wu Weiping (The Chinese University of Hong Kong). **Contact:** <www.fas.nus.edu.sg/cls/clasic2006/>

Calls for Papers/Posters

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 using the online submission form accessible from the website. All abstracts submitted will be vetted and notifications of acceptance sent by 1 Aug. **Contact:** <conference@jalthokkaido.net>; <www.jalthokkaido.net>

Deadline: 31 Jul 2006 (for 16–19 Nov 2006)—The Third Pacific Association for CALL Conference (PacCALL 2006): Globalization and Localization of CALL, at Nanjing University, in cooperation with Southeastern University, Nanjing, China. Proposals for papers (35 minutes), demonstrations (35 minutes), symposia (120 minutes) and posters sessions are now invited via the PacCALL website. **Contact:** <www.paccall.org/>

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: <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>

Deadline: 1 Dec 2006 (for 14–16 Mar 2007)—Tenth Biennial University of Seville Conference on Applied Linguistics: Issues in Teaching, Learning, and Using Vocabulary in an L2 (English or Spanish), at University of Seville, Spain. Keynote speakers include Batia Laufer (University of Haifa, Israel), Norbert Schmitt (University of Nottingham, UK), and Carmen Perez Basanta (University of Granada, Spain). Proposals for papers and workshops are invited in English or Spanish. **Contact:** <elia@siff.us.es>

You've done the research,
read the literature, and
thought a lot...

What next?

Write it up and submit it
to *The Language Teacher of
course!*

<jalt-publications.org/tlt/call/>

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

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

Feature Articles

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

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and sub-headings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か（あるいは両方）で追究された分析やデータを求めます。原稿は、匿名のJLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000字以内（題名、著者名、所属、連絡先および語葉数を除く）以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語葉数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

- be of relevance to language teachers in Japan
- contain up to 2,500 words
- include English and Japanese abstracts, as per Features above
- include a list of up to 8 keywords for indexing
- include a short bio and a Japanese title.

Send as an email attachment to the co-editors.

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

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

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、4,000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

SIG News. JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 15th of month, 6 weeks prior to publication. Send as an email attachment to the SIG News editor.

SIGニュース: SIGはニュースやイベントの報告にこのカラムを使用できます。会議、プレゼンテーション、出版物、論文募集、連絡代使者などの情報をお書き下さい。締め切りは出版2か月前の15日までで、SIG委員長に電子メールの添付ファイルで送ってください。

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

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

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

Chapter Reports. This column is a forum for sharing synopses of presentations given at JALT chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Submissions should:

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

Deadline: 15th of month, 2 months prior to publication. Send as an email attachment to the JIC editor.

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

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should be up to 150 words. Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences. Send as an email attachment to the Conference Calendar editor.

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

- show a thorough understanding of the material reviewed in under 750 words
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission.

Send as an email attachment to the Book Reviews editor.

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

JALT Focus. Submissions should be directly related to recent or upcoming developments within JALT, preferably on an organization-wide scale. Submissions should:

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level.

Deadline: 15th of month, 1^{1/2} months prior to publication. Send as an email attachment to the JALT Focus editor.

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

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

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

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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。バイリンガリズム、CALL、大学外国语教育、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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Advert: IIBC

— Conference Activities —

What activities are planned for JALT2006 in Kitakyushu?

Building on the fun we had in Kitakyushu in 2001, the local conference team are putting together a package of fun activities that will keep you healthy, active, and ready for another day of presentations!

JALT2006 Fun Run: Join us for an early-morning jog through some of Kitakyushu's historical sites. Whether you're a devoted marathoner or an occasional stumbler, the Fun Run is the best way to start your day! Prizes will be awarded at the finish.



Walking Tour: Tours will be offered each day through some of the more interesting downtown areas. Kokura Castle, Tanga Market, and the RiverWalk development are some of the sites you'll visit. Each tour will feature commentary from some of our local university students.

Enjoyable, healthy, and educational! The perfect break from the conference!



Morning Tai Chi with Martin Pauly: What a gentle and soothing way to start the day. Join Martin at first light in the conference center courtyard.



Night Crawl: We'll give you a map and a stamp sheet, and you have 2 days to find all the night spots listed. Lucky spot prizes will be given to a few fortunate survivors!



For more information, visit
conferences.jalt.org/2006/