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In this month's issue . . .

JALT2009 Pre-Conference Issue

From the Conference Co-chairs

In this issue, we are pleased and proud to introduce some of the highlights of the upcoming international conference, JALT2009 *The teaching-learning dialogue: An active mirror*, to be held at Granship Shizuoka on November 20-23, 2009. This issue of the *TLT* offers some choice appetizers for the feast that JALT2009 is going to be.

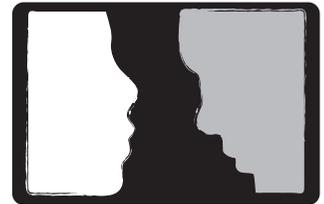
Readers will find short papers previewing the plenary talks of **Christine Pearson Casanave**, **James Lantolf**, **Aya Matsuda**, **Merrill Swain**, and **Scott Thornbury**. We are very excited to present, in addition, papers by our distinguished Featured Speakers, including **Angela Buckingham**, **Miles Craven**, **Nick Groom**, **Kristin Johannsen**, and **Grant Trew**. You will also find contributions from **Garr Reynolds**, our special guest to the Technology in Teaching workshops, and from this year's Balsamo Asian Scholar **April Alcazar** of the Philippines.

The theme for the 35th JALT conference was chosen to emphasize the dialogical and interactive nature of our profession. Teaching is not a one-way transmission of ideas, but a partnership of exploration and development taken in collaboration with our learners. Looking at what we do with the help of a mirror allows us to reflect, re-imagine, inspect, and magnify our activity in useful and exhilarating ways. Talking about and sharing ideas with colleagues allows us to take advantage of the collective knowledge and experience of the professional community.

Look through the papers, abstracts, and other pre-conference information and mark your calendars for what will surely prove to be a wonderful weekend in late November! It will be a great chance to reconnect with old friends and meet some new ones. Come to Shizuoka, enter into the dialogue, and be an active mirror!

Steve Cornwell & Deryn Verity, Co-chairs, JALT2009

JALT2009



THE TEACHING LEARNING DIALOGUE
AN ACTIVE MIRROR
- NOV 21-23, 2009 -
GRANSHP SHIZUOKA
<JALT.ORG/CONFERENCE>

[Photographs on the cover provided by Jonathan Brown]



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大会委員長からのお知らせ

今月号ではJALT2009年次大会「教育と学習の対話:多様な鏡像」にスポットが当てられることを、嬉しくまた誇らしく思います。大会は11月20日から23日にかけて静岡グランシップで行われます。今月号のTLT は、その前菜とでもいふべき美味しいお料理をいくつかご用意しました。

まず、Christine Pearson Casanave、James Lantolf、Aya Matsuda、Merrill Swainと Scott Thornbury による基調講演をご紹介します。加えて、Angela Buckingham、Miles Craven、Nick Groom、Kristin Johannsenと Grant Trew による卓越した特別講演をお楽しみいただけるのもたいへん嬉しいことです。また、テクノロジー・イン・ティーチングの特別ゲストGarr Reynoldsと、今年のBalsamo Asian ScholarであるフィリピンのApril Alcazarも寄稿しています。

第35回JALT年次大会のテーマは、私達の仕事の本質である対話性・相互作用性に特に焦点を当てています。ティーチングは一方的なアイデアの伝達ではなく、学習者とのコラボによる探求や発展です。鏡に写った自分達の行動を見つめることによって、私達は有効で爽快な方法で活動を反省し、再想起し、精査し、拡大することができます。仲間とアイデアを話し、分け合うことにより、私達はプロとしての集合的知識と経験を得ることができるのです。

今月号で様々な論文や概要、その他大会情報を下調べし、きっと素晴らしいものとなる11月最後の週末の予定をカレンダーに印して下さい。旧友や新しい友人と会う素晴らしいチャンスでもあります。静岡に来て、対話に加わり、多様な鏡となって下さい!

Steve Cornwell & Deryn Verity, Co-chairs, JALT2009

JALT



2009

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Please pass along the flier included in this issue to a friend who might be interested in JALT.

Perspective taking

Christine Pearson
Casanave

Temple University, Japan Campus

パースペクティブ・テイキング

In this talk I discuss perspective taking, the ability to see the world through someone else's eyes. This can happen if people actually experience something that another person or group has experienced, or if they imagine themselves in the shoes of another. In my talk, I refer to both types of perspective taking. In particular, I discuss the following: 1) what it might be like to be a student in our own classrooms; 2) what insights we can glean from our own language learning experiences; 3) what it might be like to be a reader of our own writing; and 4) what it is like to do scholarly reading and writing in an L2. Reflecting on our teaching, learning, and professional writing from diverse perspectives can help us expand how we understand our students and our work as second language educators.

本講演では、パースペクティブ・テイキング、すなわち他人の眼で世界を見る能力について論じる。これが行われるのは、人が他人や集団が経験したことを実際に経験する場合や、他人の身になって想像する場合である。本講演では両方の種類のパースペクティブ・テイキングについて言及し、特に以下の点について論じる。(1) 自分自身のクラスの生徒になってみるというのとはどのようなものなのか、(2) 自分自身の言語学習経験からどのような洞察を得ることができるのか、(3) 自分自身が書いたものの読者になってみるというのとはどのようなものなのか、(4) 第2言語で学術的な読み書きをするというのとはどのようなものなのか。教授法、学習および職業的執筆について様々な視点から内省することによって、生徒を理解したり、第2言語教育者としての自分の仕事を理解したりする幅を広げることが可能となる。

Keywords: perspective taking; reflection; narrative; teacher as language learner; writer as reader; writing in L2 パースペクティブ・テイキング 反省 叙述 言語学習者としての教師 読者としての執筆 第2言語での執筆

PERSPECTIVE taking refers to the ability to see the world through someone else's eyes.

This can happen if people are given an opportunity to experience something that another person or group has experienced, or if they are asked to imagine such experiences. I refer to both types of perspective taking and explore how looking at our teaching, learning, and professional writing from various perspectives can help us understand our work as second language educators in more insightful ways.

Many studies of perspective taking come out of the experimental psychology literature that studies stereotyping, discrimination, conflict, and autism.

In this work, researchers design experiments that seek to reveal how different types of perspective taking influence people's attitudes toward minorities, cultural groups, or relationships in their lives. In some organizational literature, the concept of perspective taking has been used to study how communication within organizations can be improved (Boland & Tenkasi, 1995). Education scholars have used the concept of perspective taking in controversy-resolution tasks to argue that it can contribute to learning (Johnson, Johnson, & Smith, 1990). Moreover, activities such as collaborative learning, role-play, and audience awareness exercises in writing instruction can be considered a type of perspective taking.

In second language education, we do not do a lot of conscious perspective taking. We rarely look closely at our own lives as language teachers, let alone at students' lives, or wonder what it is like to be in the shoes of another. My interest in this talk primarily involves asking how teachers and scholars in second language education might expand our understanding of our work by doing conscious perspective taking. For instance, many of us don't stop to consider what it might be like to be a student in our own classrooms. Nor have many of us begun learning a new language for years, and when we do, we rarely ask how our own learning experiences might help us understand our students better. Further, many L1 writers of English have never read or written academic papers, or even done journal writing, in an L2. These are things our students do all the time.

Expecting busy teachers to do these kinds of perspective taking might be a lot to ask. Our lives are packed, and filled with routines with which we have become familiar. However, we do not see what is familiar or what we take for granted. Perspective



taking, particularly by means of narrative, is one way of de-familiarizing what we know, and hence bringing it to conscious attention and providing us with new insights and understandings (Boland & Tenkasi, 1995). It is worth a small investment of time. The kind of reflection that perspective taking requires can help us see our students in more complex and understanding ways, see ourselves as they might see us, and see ourselves through other lenses as teachers, readers, writers, and language learners. All of these benefits will contribute to the depth and complexity of our knowledge of language teaching, learning, and scholarship. Let me now turn to some specific questions.

There are many ways to imagine ourselves as students in our own classes

My colleague Miguel Sosa and I have found it difficult to do this kind of perspective taking with ourselves and other teachers, because it requires us to look closely at our own teaching practices without getting defensive or assuming we know all the answers (Casanave & Sosa, 2007).

First, class activities: How would you feel doing the activities you have done with your own students? Do you mainly lecture? Do skits and role-plays? Textbook activities? In-class worksheets? Computer and Internet work? Do you give a lot of tests and quizzes or few or none? If you ask students to work in pairs or small groups, how would you respond to this kind of activity? Do you yourself prefer talking or listening in an L2 class?

Second, assignments: Do you give assignments that you yourself could realistically (and would willingly) do in your L2? For instance, do you assign daily activities or long-term projects in your classes? Do you require a lot of web-based work? How would you react to your own computer-based approach to teaching? Do you ask students to give presentations? Could you do this in your L2 and do you think you would find it helpful? How much homework, particularly writing, do you give that must be completed outside class? How would you react to your own homework assignments? What kinds of feedback do you give on assignments, and what kinds of feedback would you want on written work in your L2?

Third, language(s) used in class: Consider what language(s) you use with your students, and imagine yourself being an L2 student in your own class. What language(s) would you expect to be used? How would you react to a class conducted 100% in your L2? 100% in your L1, but for reading, writing, and presentations? Do you have a strict language policy in your classes, such as L2 only?

Fourth, student-teacher relationships and interaction: If you were a student in your own class, how would you expect your teacher to relate to you? What kind of presence do you have in your classes? Do you usually interact with students from the front of the class or from other locations? Would you want a teacher who is distanced, authoritative, and armed with a detailed syllabus and materials, or one who interacts more informally and personally with students without so much concern for coverage? How would you feel being a student in classes like these?

Language teachers benefit from being life long language learners

This includes periodically studying languages in which we are not already proficient as a way to experience what our students may be going through. We learn something about language teachers as language learners from the classic diary studies of the past (e.g., Bailey, 1980; Schmidt & Frota, 1986; Schumann, 1980) and more recently from McCaughey's (2008) tale of his experiences as a learner of Russian and my own longitudinal diary study of my years of dabbling in Japanese (Casanave, n.d.). These studies demonstrate that we react strongly to local language learning situations—that our motivation and efforts depend greatly on how well a teacher and specific learning conditions suit our personalities and needs.

Here are some questions that once applied to ourselves can also be asked of our students: As a language learner, what are my goals? Do I function best in a formal classroom or in self-study? Why? What motivates me to keep up even a minimal effort? What aspects of an L2 do I find myself interested in learning, and what strategies of learning suit my personality and life style? What factors seem to discourage me and make me want to give up? How do I respond to L2 tasks that are too easy, and therefore boring? How do I react to tasks that are too difficult? What parallels to my L2 learning experiences can I make with my own students' experiences?

A third kind of perspective taking applies to us as professional second language educators and concerns our experiences writing and publishing. I mention only two aspects of this kind of perspective taking. First, I ask whether we ever imagine what it is like to be a reader of our own published writing. Would our writing keep us, as readers, willingly turning pages (see Richardson, in Richardson and St. Pierre, 2005), or would it leave us uninspired? This question also asks about the reasons why we write for publication. If we are committed to seeing our own writing from the perspective of a reader

who we hope will willingly turn pages, this suggests we have something we really wish to communicate. If we are less concerned about our potential readers, this indicates that our desire to publish our writing stems from other concerns, such as building a CV or having something to submit for job applications. In such cases, we need only to please the gatekeepers for our writing such as editors and reviewers. In both cases, it behooves us as writers to consider seriously the perspectives of readers. However, in only the first case do we seek willing page-turners from a broader audience.

Second, I ask L1 English speakers in particular to consider what it is like to read and write in an L2 for the purposes of graduate work and of scholarly publication. Throughout the world, L2 speakers of English are increasingly pressured to do this, not just to advance their careers but sometimes even to graduate from a doctoral program. As a reader of many graduate student theses and as an editorial board member of several journals, I regularly receive work by L2 speakers of English that needs a lot of attention to language issues. If I work too quickly, it is easy to let the language problems get in the way of my assessment of an author's scholarship and to overlook what it is like for someone to read and write scholarly works in an L2. At those moments, I remind myself that I have never written a scholarly publication in my strong L2 (Spanish), and have trouble imagining myself doing this competently. In other words, I am not sure if I could do what my own graduate students or L2 colleagues do on a regular basis. Wondering about this helps me see the reading and writing of L2 scholars with renewed admiration. (See Casanave, 2008 and Flowerdew, 2008 for different perspectives on the topic of discrimination against L2 scholarly writers).

Let me conclude by proclaiming the pleasures and benefits of the two kinds of perspective taking I discussed here: Perspective taking that engages us in the actual experiences of another, and perspective taking that we access by means of thought experiments. How might our attitudes toward language learning and teaching and toward scholarly reading and writing change if we were to regularly step outside ourselves and do these kinds of perspective taking? Insights and growth await us if we are language teachers who can envision becoming students in our own classes; language teachers who experience and monitor our own L2 learning; writers who can envision being readers of our own writing; and L1 writers who make an effort to become readers and writers in an L2.

Acknowledgments

My thanks to Miguel Sosa for his comments on this paper and his conversations on this topic.

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acquisition: Selected papers of the Los Angeles Second Language Acquisition Research Forum (pp. 51-57). Rowley, MA: Newbury House Publishers.

Christine Pearson Casanave lived and worked in Japan for over 15 years, most of them at Keio University's Shonan Fujisawa Campus, and also as adjunct at Teachers College Columbia University and visiting professor and adjunct at Temple University Japan. She has a special fondness for writing (reflective and essay writing, academic writing, writing for publication), for professional development of language teachers, and for narrative, case study, and qualitative inquiry. One of her long-term goals

is to help expand the accepted styles of writing in the TESOL field, and another is to argue for more humanistic, less technology-driven second language education.

Christine Pearson Casanaveは15年以上日本に在住・勤務しており、そのほとんどの期間慶應義塾大学湘南藤沢キャンパスに勤めている。また、Columbia University Teachers Collegeの助手およびTemple Universityの客員教授・助手でもある。語学教師の職業的育成のための執筆や、叙述、事例研究および定性的質問についての執筆(反省的・エッセイ作品、学術作品、出版向けの作品)に特に意欲的である。長期的目標は、TESOLの分野での執筆における許容可能な文体の拡大に貢献することや、より人間的で、技術論にとらわれない第2言語教育を推し進めることなどである。

6

JALT2009 • PLENARY SPEAKER

The dialectics of instructed second language development

James P. Lantolf
The Pennsylvania State
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教授される第2言語の発達の弁証法

This presentation emerges from an on-going project on the implications of dialectics in Vygotsky's theory of consciousness for instructed second language development. Although most L2 research informed by sociocultural theory asserts that mediation through social interaction and cultural artifacts forms the foundational concept of the theory, I will argue that the real key to the theory is found in the notion of praxis—a notion that Vygotsky appropriated from Marx. The crucial feature of praxis in its contemporary version is the dialectic unity of consciousness (knowledge/theory) and action that gives rise to new forms of understanding and behaving. In making the case for praxis and language education, I will explain dialectics (i.e., the unity or fusion of opposites) with specific examples and will then discuss evidence from several studies that sustain the effectiveness of a praxis-based pedagogy for promoting language development.

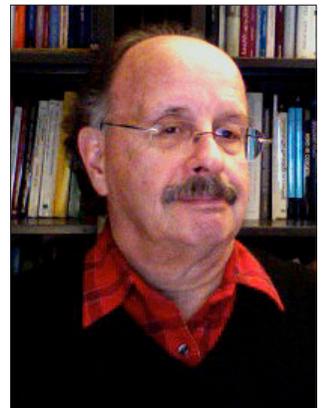
本講演は、教授される第2言語の発達のためのヴィゴツキーの意識理論における弁証法の含意するところに関して現在行われているプロジェクトに由来するものである。社会文化理論に立脚した第2言語の研究のほとんどにおいては、社会的相互作用および文化的産物による仲介が同理論の基本概念を形成するとの主張がなされているのに対し、講演者は、同理論への本当の鍵はプラクシスの概念——ヴィゴツキーがマルクスから借用した概念——にあると主張する。現代版プラクシスにおける重要な特徴は、意識(知識・理論)と行動の弁証法的統一性であり、これにより認識と言動の新たな形態がもたらされる。プラクシスおよび言語教育を推進するにあ

たり、具体的な例を用いて弁証法(対立する事象の統一または融合)を説明し、次に言語発達の促進におけるプラクシスに基づいた教授法の効果を立証するいくつかの研究における証拠について論じる。

Keywords: dialectics, praxis, scientific and spontaneous concepts, zone of proximal development, second language teaching 弁証法 プラクシス 科学的概念と自発的概念 発達の最近接領域 第2言語教授法

Basic research and pedagogical practice

As important as the Zone of Proximal Development is for educational practice, I will not deal with it directly in this article. Instead, I will focus on the second, and perhaps less well known but no less crucial, feature of Vygotsky's conceptualization of developmental instruction (Davydov, 2004). This is the argument that the unit of artificial development in educational activity is scientifically organized conceptual knowledge. Before turning to this topic,



let me address another issue that differentiates Vygotsky from mainstream SLA—the connection between research and classroom practice.

I would like to make the same argument with regard to SLA that Vygotsky made for general psychology: SLA theory/research and pedagogical practice can and must be brought together into a dialectically unified theory. Indeed, from this perspective pedagogical practice *is* the relevant research that is not only informed by, but also informs, the theory. In other words, if the theory is not closely connected to pedagogical practice it is a problematic theory.

Scientific and spontaneous concepts: Schooling and praxis

Before children come to school, their language is largely automatic behavior and is not very visible to them. It is mostly what Vygotsky called spontaneous knowledge. When they enter school and encounter literacy, the language becomes visible and their awareness and control over it increases as they develop the capacity to produce and read written texts, the primary medium of educational activity. In other words, they develop scientific knowledge of language.

Vygotsky (1987, p. 218) argued that scientific (explicit, conscious, articulated) and spontaneous (folk, empirical, unconscious) knowledge each had its strengths and its weaknesses.

While several second language researchers acknowledge a role for explicit (i.e., conscious) knowledge in L2 instruction (e.g., Ellis, 2006) to my knowledge, only one (DeKeyser, 1998) has raised concerns about the quality of this knowledge and its impact on L2 instruction. But the quality of knowledge is a crucial matter. Hammerly (1982, p. 421), for example, supports rule-of-thumb knowledge, which he describes as “simple, non-technical, close to popular/traditional notions,” and recommends that grammar explanations be “short and to the point” because if they are complex and extensive “it is too much for the students to absorb” (p. 421). The problem with this approach is that rules-of-thumb are not always complete, coherent, or accurate. They generally describe what is typical in a specific context rather than an abstract principle that promotes a deep understanding of the concept.

The strength of spontaneous knowledge is that it is saturated with personal experience and its use is spontaneous, or automatic. Its weakness consists in the fact that it is tied to concrete empirical situations and is not sufficiently abstract to be flexible enough to be easily extended to a wide array of circumstanc-

es. Its automatic quality, which is part of its strength, is therefore at the same time a weakness.

Because spontaneous knowledge is not easily accessible to conscious inspection, we have less intentional control over it to make it serve our needs. By the same token, the strength of scientific knowledge resides in its visibility and rigor, which imparts greater flexibility and control to the individual. However, its weakness is that it does indeed lack rich personal experience and it also requires a fair amount of time to gain the necessary automatic control (i.e., proceduralization) over it. Thus, for scientific knowledge to be of value it must be connected to practical activity—the domain where spontaneous knowledge dominates. Otherwise, the result is what Vygotsky, among others, describes as “verbalism,” or knowledge “detached from reality” (Vygotsky, 1987, p. 217). And as Ilyenkov (1974) notes, verbalism is “that chronic disease of school education.” This is what praxis overcomes: the connection between conceptual knowledge and practical activity.

I am arguing that scientific knowledge of the L2 is an essential, but too often overlooked, component of language instructional programs. Keeping in mind the principle of praxis, this is not an argument against communicative language teaching. On the contrary—communicative activity must continue to play a central role in language pedagogy, but it must be guided and shaped by the appropriate conceptual knowledge.

Praxis in a language classroom

Designing a pedagogy that comprises Vygotsky’s theory of praxis, Gal’perin (Gal’perin, 1967 and 1979; Talyzina, 1981) proposed a multiple phase procedure which begins with presentation of the concept and terminates with its automatization (i.e., internalization) in practice. These phases are bridged by two additional procedures: materialization and verbalization.

Materialization requires the conversion of the verbal representation of the concept into an imagistic depiction (see Figure 1). The assumption is that a concrete image is more coherent and more easily comprehended, and thus serves as a more flexible guide of activity, than does a verbal definition. Gal’perin uses the acronym SCOPA (Schema for Orienting Basis of Action) to capture the process of materialization.

In this section of the paper, I will discuss a sixteen-week university course in Spanish as a foreign language designed and taught by Yáñez Prieto (2008). The course focused on the dialectical relationship between everyday spoken language

and highly artistic literary language. It attempted to improve students' proficiency by providing them with scientific concepts and engaging in intense experiences with spoken and written language (including reading and writing). In other words, it gave them opportunities to tie the L2 to both scientific and spontaneous knowledge.

Let's focus on one feature of the course which exemplifies the theory of education that I have been discussing. To provide students with systematic understanding of the concept of verbal aspect, Yáñez Prieto designed the SCOPA in Figure 1.

The SCOPA in Figure 1 illustrates quite clearly the importance of speaker perspective on an event or state when deciding which aspect to use. Thus, in the case of preterit (perfect aspect), a speaker can focus on the beginning or end of an event, regardless of the status of that event or state in real time. By contrast, if a speaker wishes to focus on the mid-point of an event or state, the choice of aspect would be the imperfect.

Yáñez Prieto linked the concept to practice through the reading, analysis, and discussion (oral and written) of Spanish literary texts. The cata-

lyst through which the students experienced the full impact of aspect in making meaning was Julio Cortázar's short story *Continuidad de los parques*. In the story, the author plays with aspect in ways that obviously contradict rule-of-thumb pedagogy. For example, instead of using preterit to indicate that a character in the story entered a room or arrived on the scene, Cortázar casts these actions in the imperfect: "Primero *entraba* la mujer, recelosa; ahora *llegaba* el amante, lastimada la cara por el chicotazo de una rama" (Yáñez Prieto, 2008). [First, the woman was *entering*, suspicious; now her lover was *arriving*, suffering from a facial injury caused by a swinging branch.]

The instructor then contrasted the story with a scene from a Spanish-language soap-opera which used aspect shifts in a very different way. This contrast raised the learners' awareness of "free direct speech" as represented in the soap-opera versus "free indirect speech" as represented in the stream of consciousness depicted in Cortázar's story. The

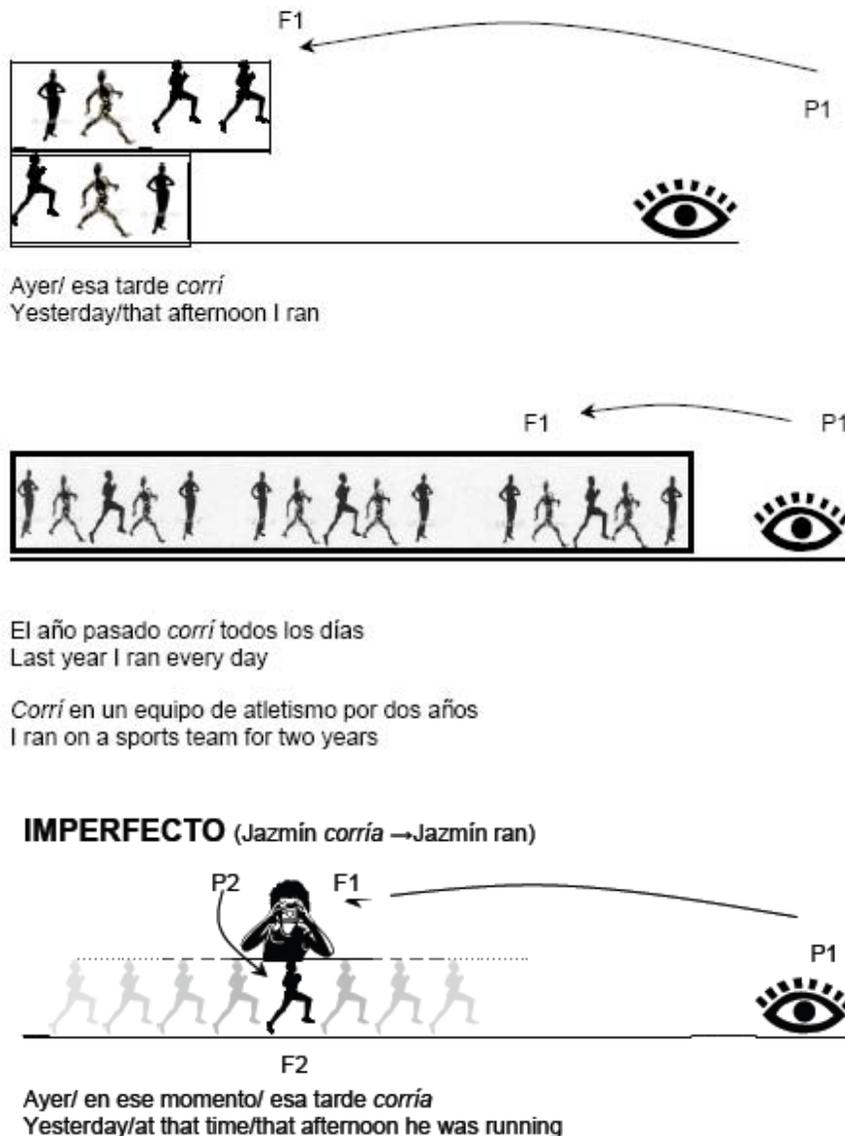


Figure 1. SCOPA for aspect in Spanish (Yáñez Prieto, 2008)

goal was, in presenting the difference between the story and the soap-opera, to create cognitive dissonance for the students that could be used to promote development. The students were then provided with activities where they had to transition between free direct and free indirect speech and explain the shifts in meanings that occurred in each case.

Initial reactions from students bore this out. For example, this student's initial encounter with the SCOPA created cognitive dissonance between her rule-of-thumb knowledge and the coherent concept of aspect depicted in the SCOPA. In a one-on-one interview, one student remarked:

This week we learned about aspect and perspective. I feel that I am starting to understand that there are many more uses for the preterit and imperfect than those introduced in textbooks. *It is confusing however to grasp the idea that the preterit can be used to describe something in the past, when we have been taught the "rules" that the imperfect is used for description in the past.* (Yáñez Prieto, 2008) [Italics in original]

As Yáñez Prieto points out, the comment does not yet reflect a reorientation toward a conceptual approach to aspect; instead, it indicates an attempt to expand the original rule of thumb to include preterit as an option for description in the past.

With further discussion and analysis of Cortázar's story, the students gradually began to gain in confidence in their use of aspect. One student produced a narrative describing the night her parents announced to the family that their mother had become seriously ill. When verbalizing her reasons for use of aspect, the student explained:

"Although a lot of my paper could have been written in either imperfect or preterit, I tried to use each tense strategically to convey different meanings. For example, when I was talking about the moments when we were in the dining room in silence, I used imperfect to depict everything as if the reader was there in the middle of the action, seeing everything as it was happening" (Yáñez Prieto 2008) [italics in original].

Later the student went to her mother's room to talk with her about the sad announcement regarding her illness. She shifted from imperfect to preterit aspect. When verbalizing her explanation for the shift to preterit, the student asserted, *"I used preterit for all the verbs. This time I wanted to show each action as a complete act"* (Yáñez Prieto, 2008) [italics in original].

According to Yáñez Prieto, the student's aspectual choices violate the traditional rule-of-thumb explanation. For instance, her use of imperfect to describe completed actions on the powerfully emotional evening related in her story runs squarely counter to what the rule-of-thumb states: "preterit recounts completed actions in the past." The student's intent was to emphasize how that particular evening was radically different from all other evenings for the family and "how the piece of news [on her mother's health] forever altered the family routine" (Yáñez Prieto, 2008). The student went on to say that her intent in using the imperfect was to "talk about the *middle of the moment* and, like... like, *let the reader see-up close*" (Yáñez Prieto, 2008) [italics in original].

Conclusion

The argument I've been making is that learning a second language under properly organized instructional conditions is a different process from learning it under other circumstances. The key expression here is "properly organized." According to SCT theory, this means making the dialectical link between scientific knowledge and practical activity, as called for in praxis, the guiding principle of instruction. We cannot merely leave learners to their own devices as they struggle to figure out the workings of a new language in the educational setting and reduce instruction to setting tasks or stimulating communicative interaction.

Educational praxis, not as the application of the findings of basic research and theorizing, but as a theory in its own right, has the imperative of overcoming the limitations of everyday spontaneous development, where the object of learning is usually not fully visible.

The importance of Vygotsky's integration of praxis into his theory of mind cannot be overemphasized. It is at the heart of the theory's dialectical orientation to mental development. As Roth (2008) points out, the dialectical aspect of the theory has not been taken up in Western scholarship. The other concepts of the theory, including mediation, the ZPD, regulation, internalization, private speech, and the genetic method, lose something of their significance if praxis and the dialectic nature of the theory are not kept on center stage.

Note: This paper has been excerpted from a longer version.

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– JALT2009: TIP #37 –

"Don't forget to eat! But plan your meals in advance!"

It's easy to get caught up in the excitement and energy of the day, and completely forget about what your body needs. However, if you don't eat and drink, by the end of the day you'll feel like a zombie! Carry snacks with you to munch between sessions, eat at non-peak times to avoid rush hours in the restaurants or grab something for lunch on the way to the site, and act interested at the publishers' stands on the offchance you'll get an invite to a party at night. Hydrate regularly—all that talk will dry you out!



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Globalization and English language teaching: Opportunities and challenges in Japan

Aya Matsuda
Arizona State University

グローバル化と英語教授法—日本におけるチャンスと課題

The global spread of English and its extensive use as an international language has made English a popular foreign language option across the world. The national curriculum in Japan, for instance, specifies that English be taught as the required foreign language in middle schools because it is an international language. English is also the de facto foreign language offering in senior high schools and continues to play important roles in college and beyond. However, the linguistic, cultural, and functional diversity of English today complicates ELT practice by challenging some of its most basic assumptions. In my talk, I first present the current sociolinguistic landscape of the English language and illustrate how “traditional” ELT that focuses exclusively on US/UK English and culture is not adequate in preparing effective users of English as an International Language. Specific changes that can be incorporated into a traditional English curriculum are also suggested.

英語は地球規模で広まっており、国際語として広範に使用されているため、世界中で一般的な外国語の選択肢となっている。たとえば日本の学習指導要領では、英語は国際語なので中学校における必須外国語として教えなければならないと定められている。また英語は高等学校における事実上の外国語科目であり、大学以上の教育でも重要な位置を占めている。しかし、今日の英語の言語学的、文化的および機能的多様性から、ELTの実践は、その最も基本的な前提のいくつかが揺らいているため困難になっている。本講演では、まず英語の現在の社会言語学的状況を提示し、それから米英の英語と文化にのみ焦点を当てた「伝統的」ELTが、国際語としての英語の有能な話者の育成に不適切であることを明らかにする。また、伝統的な英語カリキュラムに組み込むことのできる具体的な改革案も提案する。

Keywords: English as an international language, World Englishes, globalization 国際語としての英語 世界英語 グローバル化

THE global spread of English and its extensive use as an international language have made English a popular foreign language option across the world. In Japan, it is a required subject in middle schools, and continues to play an important role in high school and university curriculums, including college entrance exams. Demand continues for corporate English classes and English conversation schools. In many settings, a primary instructional goal is to prepare learners for the use

of English in international contexts.

One characteristic of today’s English is its linguistic and functional diversity. The diversity existed for a long time, even before English established itself as an international language. For instance, in the US, different varieties of English existed because settlers came from different parts of England—which reminds us that distinct varieties of British English already existed back then.

It is, however, relatively recently that such linguistic variations have been recognized, especially in the context of English language teaching (ELT). And this new awareness requires us to stop and reflect whether the current presentation of the English language, its speakers, and cultures in our classrooms accurately reflects the reality of English today.

In recent years, scholars (e.g., Matsuda, 2006; McKay, 2002) have suggested how ELT practices need to be re-envisioned, especially in contexts where students are learning English as an international language (EIL)—i.e., to communicate with people from different national, language, and cultural backgrounds. The ideal approach would be to create a program, every aspect of which is informed by current sociolinguistic understanding of the language and where all teachers understand the diverse nature of English varieties, functions, and users. In reality, very few of us are in such a luxurious position to create or completely revise a language program. Many programs are required to follow national and/or institutional requirements and cannot be restructured easily. Those who teach a multi-section course with colleagues may



be required to follow a set curriculum. And even in a flexible curriculum, integrating the complex reality of English today may be a challenge if our colleagues do not agree with the assumptions and implications of such a perspective.

It would be unfortunate, however, to resort to our old way of teaching English simply because changes are difficult to implement. One thing we do as teachers is personalize lessons within various constraints in order to better meet our students' needs and to draw on our individual strengths. The same can be done to "internationalize" our classroom if we bring the same passion and creativity that we bring to other aspects of teaching.

In this paper, I will discuss how traditional ways of ELT may be inadequate in preparing future users of EIL, and present pedagogical ideas that can be considered at the classroom and program level.

Multiple varieties of English

The recognition of multiple varieties of English poses a challenge in English classrooms in Japan, where one inner circle model—usually American or British—is typically presented as the sole instructional model. Since we do not know which varieties of English our students will encounter in the future, selecting an instructional model is no longer a simple task. Even when one variety is selected as the dominant instructional model—as is the case in many programs—we must ensure that students understand that the variety they are learning is one of many and may differ from what their future interlocutors use.

There are two approaches to increasing student awareness of English varieties. One is to expose students to different varieties of English. Rather than relying exclusively on CDs that accompany the textbook, we can supplement with textual and audio samples of other varieties of English. If students are starting a chapter on Aboriginal culture in Australia, why not bring in a short documentary of Aboriginal culture which is narrated in Australian English?

The other approach is to increase their meta-knowledge about English varieties. For example, some textbooks include references to different varieties of English (e.g., a chapter on Singlish in *Crown English Series II* (Shimozaki, et al., 2004)). Reading and discussing the information presented in such materials provides an opportunity to explicitly teach students about Englishes.

Diverse profile of English speakers

The spread of English makes the profile of English speakers more diverse and heterogeneous than

ever. Our students' future interlocutors, especially in international contexts, will come from a wide variety of backgrounds and may not necessarily include Americans, Britons, or whoever they think of as "native" English speakers.

Because speakers and varieties go hand-in-hand, strategies to bring in different varieties of English also introduce students to diverse English users. Likewise, we can increase exposure to English varieties by having students meet English users from various cultural and national backgrounds. For instance, a program administrator may strategically diversify the background of teachers so that all three circles—and multiple countries in each circle—are well represented in the program. Alternatively, if a program is located in an area where international visitors or immigrants are easily found, they can be invited to the class to interact with students. Students will not only be exposed to different English varieties and users, but also witness the power of EIL by using English to interact with guests from different language backgrounds. Meeting local English users is also a way to reflect on the linguistic and cultural diversity in students' own community, which is often overlooked because of an assumption that Japan is a monolingual and monocultural nation.

Cultures in the EIL Classroom

The broadened recognition of English naturally expands the notion of *English-speaking culture*. It is now much broader than the cultures of the inner circle, such as American and British cultures, that typically dominated the cultural discussion in English classrooms in Japan. There are at least three sources of cultural materials for EIL curriculum: *English speaking culture*, *Global culture*, and *Local culture* (Matsuda, 2007). *English-speaking culture* refers to the culture of countries where English is spoken. It is similar to the idea of *target culture* (Cortazzi & Jin, 1999; McKay, 2002), except that I expand its scope from inner circle countries to any countries where English is used. *Global culture* refers to beliefs, practices and issues that cut across national boundaries, while *Local culture* refers to the native culture(s) of English learners themselves.

Global culture and English speaking culture with a focus on the inner circle are already represented in many English classrooms. MEXT-approved textbooks often include readings on such global issues as peace, technology, and environment as well as topics from inner circle countries. Educational materials on other English speaking cultures (i.e., outer and expanding circles) are less available, but the Internet makes it possible to search for mate-

rial appropriate for classroom use. For example, an English website for international visitors created by the government of a country can be a good starting point to learn about that country or region. While it is impossible to introduce students to the full range of cultures found within a single nation or region, recognition of how diverse the cultures associated with English are today seems to be vital.

What is equally important for EIL users is the knowledge of students' own culture and the ability to explain it in such a way that outsiders can understand it. The purpose of using English is not to *learn from* English speakers, as we may have believed in the past. Our goal now is to establish equal, mutually-respectful relationships with others, and the ability to perceive and analyze the familiar with an outsider's perspective is essential in establishing and sustaining such relationships. Local culture is not limited to traditional culture, such as "kimono" and "kabuki" in the case of Japan, or knowledge of the formal political system, history, and the constitution. Any beliefs and practices in which students' experience is situated—e.g., school, family, community—also constitutes local culture. For instance, interacting with international visitors and trying to answer their questions call for the knowledge of, and the ability to explain, local culture. Creating an English website of their own school or hometown for international visitors is another possibility. These experiences allow students to critically reflect upon what they take for granted and work on skills to explain it while practicing their English in authentic communicative situations.

Politics of English and responsibilities of EIL users

In addition to the inclusive representation of English varieties, speakers, and cultures, EIL classes must foster sensitivity and responsibility among students. EIL users need to be aware of the politics of English, including such issues as language and power, relationships between English and various indigenous languages, and linguistic divide. I am not necessarily arguing for offering a World Englishes course to 7th graders or asking high school students to read and respond to Phillipson's (1992) *Linguistic Imperialism*. Rather, I am advocating for equipping students with a critical lens that would allow them to use English effectively to meet their own needs while respecting the needs of others.

For instance, students must understand that the variety they learn—or even English itself, for that matter—may not be always considered as the most appropriate choice for international communication. While we as teachers try to find and teach a

variety that is considered appropriate in as many situations as possible, it would be impossible to find a language, let alone a variety, that always works. This is so because the appropriateness of language choice lies in the assumptions and expectations of members of the speech community and not in the language itself. It would be arrogant to think that the language or variety one knows is the choice preferred by all, and EIL users need to approach the issue of language choice sensitively.

Advanced students can read, watch, discuss, and write about issues that are directly related to the politics of English (or language in general). For example, topics related to dialects and language policies in Japan, or the possibility of Japanese becoming an international language, allow students to critically examine the relationship between language, culture, identity, and power, while gaining further understanding of their local culture.

Collaboration with colleagues

One great resource for pedagogical innovations discussed above is colleagues from other subject areas. The English website project, for example, can be integrated into two courses, one in web design and the other in English. Students can learn the technical aspect of the project in the former course while working on the content in the latter. If we want to introduce readings from a country or historical period, we may coordinate with social studies colleagues so that students who are in both courses read about the same country or event in two languages. Such collaboration allows teachers to benefit from each other's expertise and helps students take learning beyond individual classrooms.

Conclusion

The linguistic, functional, and cultural diversity associated with the use of EIL complicates the way we teach English, and requires us to critically examine every aspect of our practice, and every pedagogical decision we make needs to be informed by our understanding of how English is used by whom and for what purpose.

However, as I mentioned earlier, it is not realistic to expect any English program to be completely redesigned overnight. We must start where we can to help our students become effective and responsible users of English who can use the language to empower themselves. The pedagogical ideas presented in this article are not exhaustive or comprehensive, but I hope that they serve as the springboard for further innovations and creativity in many English classrooms in Japan.

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Aya MatsudaはArizona State Universityの言語リテラシー・応用言語学の准教授で、応用言語学の学部課程および大学院課程の授業を担当している。研究対象には、英語の全世界的な広まりが及ぼす教育学的影響、米国教育への世界英語の視点の統合、在米日本人家族のための日本人学校の役割などが数えられる。これらの問題に焦点を当てた執筆作品は、様々な書籍や、*JALT Journal*, *TESOL Quarterly*, *World Englishes*などの雑誌に掲載されている。日本の出身で、英語と日本語を流暢に話し、子供を2言語で育てている。

Languaging and second / foreign language learning

Merrill Swain

OISE/University of Toronto

ランゲージングおよび第2言語・外国語の学習

The goal of this talk is that the audience leaves with an understanding of the concept of "languaging" and why it is important for second/foreign language teachers (and learners) to know about.

Languaging is a concept that has emerged from Vygotsky's sociocultural theory of mind. For Vygotsky, language is not just a means of social communication, but a tool of the mind: language mediates our thinking and cognition. Languaging is the use of language to mediate cognitively complex acts of thinking. It is "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006).

In it, we can see learning in progress. Students who engage in more languaging learn more than those who engage in less languaging. This has been demonstrated over many knowl-

edge domains, including biology, mathematics, and language. In this talk, I will illustrate the power of languaging with excerpts from students who are learning a second or foreign language.

本講演の目的は、「ランゲージング」の概念と、第2言語・外国語の教師（および生徒）がこの概念について知っておくことがなぜ重要なのかを、聴衆に理解してもらうことである。ランゲージングとは、こころに関するヴィゴツキーの社会文化理論に由来する概念である。ヴィゴツキーによれば、言語とは単なる社会的意思疎通手段ではなく、こころのツールである。すなわち、言語は我々の思考と認識を媒介するのである。ランゲージングとは、言語を用いて思考という認知的に複雑な活動を媒介することであり、「言語を通じて意味を形成し、知識と経験を形作るプロセス」(Swain, 2006年)である。ラン



ゲーミングにおいて、我々は学習の進行過程を観察することができる。ランゲージングを行っている生徒ほど学習効率は高い。これはたとえば生物学、数学および語学といった多くの知的領域で示されている。本講演では、第2言語・外国語を学んでいる生徒からの引用によってランゲージングの力を明らかにする。

Keywords: languaging, sociocultural theory, second language learning, cognition, mediation ランゲージング 社会文化理論 第2言語学習 認識 媒介

An Interview with Merrill Swain

Merrill Swain needs little introduction to anyone who works in the field of applied linguistics. Long based at the Ontario Institute for Studies in Education of the University of Toronto in Canada, she has again and again revolutionized the study of second language acquisition through a wide-ranging series of studies and publications, many of them in collaboration with colleagues and graduate students. This preference for collaborative research is not surprising, given her recent interests in the socio-cultural grounding of language learning.

Her seminal work on such fundamental concepts as *communicative competence*, the *output hypothesis*, *collaborative dialogue*, and *languaging*, as well as her intensive research into immersion and bilingual programs in Canada, form a powerful base for her more recent studies. These (e.g., Swain, 2006; Swain, et al., 2009; Swain & Lapkin, 2002 & 2007; Tocalli-Beller & Swain, 2007; Watanabe & Swain, 2007) have helped to expand our understanding of the SLA research paradigm; because of her contributions, a wider range of socioculturally-situated ways of understanding the process of learning a second language are available to us.

Swain's current scholarship takes much of its inspiration from the ideas of the Russian psychologist Lev Vygotsky (1894-1938), whose influence can still be widely felt in contemporary education. In October, 2008, Stephen Mackerras had the opportunity to talk with Professor Swain for *The Language Teacher* while she was in Japan giving a series of lectures.

TLT: What led you to start working within the sociocultural paradigm? Was it a sudden change of research direction?

Merrill Swain: No, it was a gradual process. Significant change happens gradually. It's taken me a decade to transition from talking about the 'output hypothesis' to talking about 'languaging.' Why have I made this shift? Because I began to understand the limits of the output metaphor. Output conveys a role for language that doesn't reflect what people actually do.

For example, the notion of output suggests that language *carries* meaning rather than *creates* meaning. The output metaphor implies that language and thought are the same. Instead, there is a reciprocal relationship between them. Analysing data at a microgenetic level is hugely revealing, and I guess I started to shift my perspective as I worked at that level with language learning data that I had collected. I started looking for a theory that helped me understand what was going on instead of sticking with a theory that wasn't helpful.

TLT: What's changed in language teaching? Why do we need sociocultural theory (SCT) now?

MS: We need it now because we can't get much further right now within the cognitive paradigm. Other theoretical paradigms offer new possibilities and insights. In my view, new insights about additional/second language learning will come from understanding more deeply learners' and teachers' histories and experiences. To do so, we will need to use mixed-method research designs, that is, we will need to make use of both quantitative and qualitative data.

TLT: At the heart of SCT are collaboration and cooperation. To some classroom language teachers, that might look like "communicative language teaching." How is it different?

MS: In communicative language teaching the goal is simply to get the students to communicate in the target language, and there is little to no emphasis on teaching language form. But in collaborative learning, the emphasis is on the co-construction by participants of language and knowledge about language. This includes discovering *how to use* the target language to make it express the meaning you want to convey. The aims are broader because learners don't just practice using the target language, they discover how to use it as a tool to make meaning.

TLT: Let me ask you about your concept of *languaging*. Is languaging useful as a pedagogical tool for teaching listening and speaking?

MS: Yes. What many teachers (and learners) fail to realize is that we come to understand something (e.g., the content of a text or a grammatical concept) by talking it through; by talking about it. It's often when a student has to explain what they've heard in a listening exercise, for example, that they discover what it is they do and do not understand. Working together (collaborating), students can help each other to construct a fuller understanding. "Mainstream SLA" is still arguing that doing exercises

leads to learning because learning is happening *in the head* in some unknown way. I don't agree. I think we (researchers, teachers and learners) can see and hear learning happen in the collaborative dialogue students engage in during class. Teachers need to listen to their students' languaging. From it, they will learn a great deal about how the students are understanding the target language, and importantly, why they are doing what they are doing with language.

TLT: You've been travelling and teaching SCT to people in many countries recently. What do people find most difficult to understand?

MS: SCT is such an integrated theory: all the major concepts (e.g., mediation, internalization, zone of proximal development) are so interconnected, it's difficult to know where to "break into" the theory. And, of course, if you've been educated within the cognitive paradigm where everything happens "in the head", then shifting to an understanding that all higher-order mental processes have their origin in the social world, can be difficult. It involves re-cognizing how you understand learning.

TLT: What aspects of SCT are most useful for someone teaching English in Japan?

MS: That's a tough question for someone who doesn't teach English in Japan! Perhaps one way I can answer your question is by telling you about a study conducted by one of my PhD. students. The study illustrates ways in which communicative language teaching can be modified making use of Vygotsky's ideas about the importance of language to mediate cognition.

The student, Suzanne Holunga, developed a set of communicative language teaching materials focusing on accuracy of verb use. In her study, she had three different groups of learners who participated in 15 hours of instructional time.

To the first group of students, she gave the activities as they were. To the second group, she gave the same activities, but also taught them about four metacognitive strategies: predicting, planning, monitoring and evaluating. To the third group, she gave the same activities, she taught them about the same strategies, *AND* she taught them to verbalise what they were doing as they used the strategies. So not only did the third group of learners do the communicative activities, they also had to talk about what they were doing.

TLT: So you might call that the *languaging* group?

MS: Yes. The third group would say things like

"well, what are we supposed to do?"; "we should use the past tense."; "we have to say what would happen if..." "I think you just made a mistake. Let's listen and find out."

TLT: Did the three groups differ much in their learning?

MS: After 15 hours of instruction, one would expect progress in all groups. But that's not what happened. The first group made no progress in the accuracy of their verb use. The second group made some progress, but the third group made greater progress, which was maintained on a delayed post-test. When I describe these results to teachers, they are always surprised. But Suzanne and I weren't because it was so clear in the transcripts what was happening. Students in the third group were internalizing (learning) the strategies by verbalizing them, and, as a result, were much more successful at applying the metacognitive strategies. Without Vygotsky's insights about the role of language to mediate higher mental processes, we would never have even thought of setting up the study in this way.

TLT: And what language does the languaging occur in?

MS: In Suzanne's study, the students languaged in their second language. But for students who are less advanced, they may find it easier to language in their L1. Here in Japan, it seems to me not unrealistic for students who are beginning to learn English, to language in Japanese. I would argue that languaging in Japanese actually supports the development of their English. We found this to be the case with intermediate learners of French who languaged in English (their first/dominant language) about how voice is expressed in French (see Swain et al., 2009).

TLT: Some English teachers don't know Japanese. What you're suggesting might alienate them or make them uncomfortable.

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MS: Yes, I see your point. But I think there are possible solutions. For example, students could tape their own discussions and then summarize them in English for the teacher. Or, the teacher could tape some of what the students are saying and play it to a Japanese-speaking colleague (which might have the positive impact of creating partnerships between English-only teachers and their Japanese colleagues).

TLT: That sounds like a result that benefits everyone! Thank you for your time. We look forward to hearing your plenary talk at JALT2009.

Note: Original interview by Stephen M. Mackerras; editing by Deryn Verity and Merrill Swain.

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- Merrill Swain** is Professor Emeritus in the Department of Curriculum, Teaching, and Learning at OISE/University of Toronto. Author of over 150 articles and many book chapters on bilingual/immersion education in Canada and communicative L2 learning, teaching and testing, Merrill Swain is an award-winning educator, writer and scholar. She frequently gives workshops and lectures internationally, recently in the Asia Pacific region, Europe, and North America. Recent books of interest to JALT readers are the co-edited collections listed below.
- Bygate, M., Skehan, P., & Swain, M. (Eds.) (2001). *Researching pedagogic tasks: Second language learning, teaching and testing*. Harlow, Essex: Pearson Education Limited.
- Johnson, R. K., & Swain, M. (Eds.) (1997). *Immersion education: International perspectives*. Cambridge: Cambridge University Press.
- Merrill Swainは、OISE/University of Torontoの「教育課程・教授・学習学部」の名誉教授である。カナダにおける2言語・イマージョン教育や、コミュニケーション的2言語学習・教授・試験に関する150以上の論文、および書籍中の数多くの章を執筆し、教育者、著作家および学者として多くの賞を受賞している。国際的にワークショップや講演を数多く行い、最近ではアジア太平洋地域やヨーロッパ、北アメリカで活躍している。JALTの読者が関心を持つような最近の書籍としては、共同編集のコレクション『教育学上の諸課題の研究—第2言語の学習、教授および試験 (Researching pedagogic tasks: Second language learning, teaching and testing)』(Bygate & Skehanと共同、2001年) および『イマージョン教育—様々な国際的視点 (Immersion education: International perspectives)』(Johnsonと共同、1997年)がある。

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Seven ways of looking at grammar: One way of looking at grammar—as “Grammar McNuggets”

Scott Thornbury
The New School

文法についての7通りの見方: 1つの見方—グラマー・マクナゲット

What is grammar and how is it internalised in the mind? Is it symbolic code or is it neural connection strengths? Is it the sedimented trace of previous conversations or is it an innate human capacity? However we answer these questions obviously has an impact on the way we go about teaching second languages. In this talk I will review some of the key models of grammar—often couched as metaphors—and look at their implications in terms of classroom practice. In so doing, I will suggest that models grounded in both sociolinguistics and psycholinguistics offer a more valid basis for teaching than do purely linguistic descriptions.

文法とは何か。文法はどのように身に付くのか。文法とは象徴的な符号なのか。それとも揺るぎない神経回路なのか。文法とは以前の会話の堆積した跡なのか。それとも先天的な人間の能力なのか。我々がこれらの問いにどのように答えるにせよ、それは第2言語を教える上で明らかに影響を与える。本講演では、いくつか重要な文法例—時に隠喩と呼ばれる—を検討し、授業で使用する上でのヒントを探る。それにより、文法例を、ただ言語学的に説明するよりは、社会言語学的、あるいは心理言語学的根拠から説明した方がより良い指導ができるということを提案したい。

Keywords: grammar method, metaphor, linguistics, emergentism 文法 方法 隠喩 言語学 創発主義

FEW topics are as likely to trigger such strong opinions as *grammar*. If asked whether explicit teaching of grammar is necessary in order to learn a second language, both proponents and opponents of grammar teaching will often appeal to common sense. It's obvious that you need it or it's obvious that you don't. When two conflicting beliefs are equally obvious, you may be reasonably sure that there is an ideological component to the argument. The argument is less about grammar than about what grammar *stands for*. It is an argument about values, group membership and identity. And, ultimately, because values and identity are being contested, it is an argument about power.

Grammar, I argue, is culturally constructed. It has been constructed through a range of meanings and practices that are culturally situated. Moreover, like other cultural artefacts, English grammar is mass

produced and serves a global market. In order to understand why such strong attitudes attach to grammar, it helps to apply the same kind of analysis that has been applied to the marketing of other globalised commodities (see Hall, 1997). How, for example, is grammar represented, produced, consumed, and regulated, and what does grammar mean to those who have an investment in these processes? In what follows I shall examine grammar from the perspective of its *production* and *consumption*.



Production

Grammar is not so much produced as *reproduced*. Ritzer (1998), writing about the so-called *McDonaldization* of the social sciences, inveighs against what he calls *cookie-cutter* textbooks:

When a particular textbook...is a big hit, competitors seek to discover the factors that made it such a success and then set about publishing clones....Repeated over and over, many texts come to look like every other one (p. 44).

This is particularly the case with the grammar syllabus: There is a canonical order for teaching grammar that defies attempts by innovators to change it. The same canon is endlessly reproduced, with minimal variation, and course book writers need look no further than a previous best-selling course for an acceptable model for their syllabus.

It is these processes of reproduction that find an echo in post-modern theories of consumption, which argue that we live in an age of copies and of simulation. Ritzer (1998) provides an example:

A perfect example of a simulated product is McDonald's Chicken McNugget. The executives at McDonald's have determined that the authentic chicken, with its skin, gristle, and bones, is simply not the kind of product that McDonald's ought to be selling; hence the creation of the Chicken McNugget which can be seen as inauthentic, as a simulacrum. There is no "real" or even "original" Chicken McNugget; they are, and can only be, simulacra (p. 10).

Much of what is taught as pedagogic grammar is of equally doubtful authenticity. The skin, gristle, and bones of language have been removed such that, as Kerr (1996) argues, "grammar exists independently of other aspects of language such as vocabulary and phonology" (p. 95). Moreover, the findings of corpus linguistics in particular suggest that pedagogic grammars only loosely reflect authentic language use and that "some relatively common linguistic constructions are overlooked, while some relatively rare constructions receive considerable attention" (Biber, et al. 1994, p. 171).

An enthusiasm for compartmentalization, inherited from grammars of classical languages, has given rise to the elaborate architecture of the so-called tense system, including such *grammar McNuggets* as the future-in-the-past, and the past perfect continuous, not to mention the conditionals, first, second, and third-features of the language that have little or no linguistic, let alone psychological, reality.

Consumption

The notion of the *grammar McNugget* also captures the way that grammar is reified and commodified by its consumers. Not only is grammar produced and merchandised as if it were a commodity, but it is consumed in similar fashion. Thus teachers are often heard to say "I presented the present perfect today" or "We did the futures last week"—much as package tourists can boast that they "did Italy".

In an informal study of how teachers construe their classroom practice, twenty-two teachers of general EFL in two different institutions in Spain were asked to recount the last lesson they had taught. Their accounts were transcribed and subjected to linguistic analysis. What emerged was the fact that not only had the majority of teachers (77%) based their lessons around a discrete area of language (and a grammatical one at that), but that they typically described the delivery of these discrete items in terms that were entirely consistent with a *transmission* view of teaching (see Barnes, 1976). Moreover, there was a high incidence of

transitivity in the extracts, as in this edited extract (transitive verbs emphasized):

I *gave* them a little test...
I *gave* them the word in Spanish,
they *wrote* it in English,
then I *put* those up on the board
and *elicited* them up on to the board...

In functional terms (Halliday, 1985), classroom processes are construed as *material processes*. "Material processes are processes of 'doing'. They express the notion that some entity 'does' something – which may be 'done' to some other entity" (p. 103).

Note, furthermore, that in the extract quoted above, the causal agent is for the most part the teacher (*I...*). The pattern finds a lexical echo in the high frequency of the uses of the archetypal transitive verb *do* in teacher's lesson accounts, especially in the cluster *and then we did*. As Thornbury (2001) concludes: "When teachers talk about this kind of teaching, they use transitive verbs (I taught the grammar) of which the teacher is the agent (*I...*). The object of the verb is typically grammar-as-thing (I taught the present perfect) or the students (I taught them) or both (I taught them the present perfect)" (p. 76).

Conclusion

Grammar exists—not simply as one of the ways in which language is patterned, but because it satisfies the need, on the part of many involved in language teaching, for a transmittable, testable, and, ultimately, marketable *subject*. An industry has evolved not only to service this need but to inflate it and perpetuate it. Academic institutions, publishers, and examination bodies are complicit in this process—a process that, I argue, parallels the marketing of fast food. Like the consumers of hamburgers, teachers and learners are "blissed out" by this constant diet of (junk) grammar. Everyone is kept happy and no one complains. The McDonaldization of grammar provides the perfect means for capitalizing (literally) on the global spread of English. If it didn't exist, then we would have had to invent it.

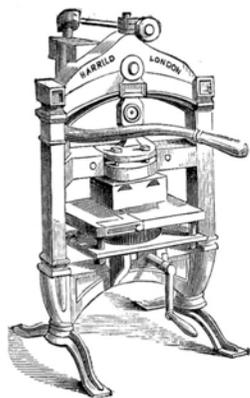
If grammar has in fact become McDonaldized, and if the teaching of grammar has become nothing more than the delivery of grammar McNuggets, is there an alternative? Is there a home-grown product that would serve just as well? I believe there is: It would take the form of a pedagogy that values *learner* grammar and takes this to be the starting point and focus of instruction. It would be

a pedagogy that, instead of *covering* grammar, is aimed at *uncovering* the learner's emerging inter-language through the foregrounding of the learner's meanings and intentions. It would be a pedagogy in which knowledge is not so much imposed in the form of a pre-existing system of facts to be learned, but is jointly constructed via the interactions between learners and teachers, and between the learners themselves. It would be a pedagogy that prioritises *use* rather than *usage*, *performance* rather than *competence*, *practice* rather than *presentation*—a pedagogy that, in short, restores the C to CLT: Not *commodified* language teaching, but *communicative* language teaching.

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Building students' confidence through simple, step-by-step activities

Angela Buckingham
Writer, teacher, and teacher trainer

学習者の自信を高めるためのシンプルで段階的なアクティビティ

In this day and age of frequent travel, an increasing number of people find it necessary to be able to communicate at least on a basic survival level in English. Japanese students are no exception, but they can often be reticent when it comes to speaking out in class. Together with the participants and through her own experiences of teaching beginner and false beginner level students, Angela Buckingham will examine why this might be so. Then, under the conference theme of *The Teaching-Learning Dialogue: An Active Mirror*, she and the participants will explore ways in which proven classroom activities and techniques provide students with the tools they need in order to participate in everyday situations using English—be it at home, with a foreign home-stay student, or overseas on a business trip or holiday.

国際化が進み海外との交流が活発な昨今、最低限必要とされる基本的な英語によるコミュニケーション力が重要視されている。日本人学習者もその例外ではないにもかかわらず、会話中心のレッスンとなると無口になってしまう人々が多いのも現状である。この問題について、入門レベルや初級レベルの学習者を教えた豊富な経験をもとに、講演者が参加者と共に考察する。さらに「The Teaching-Learning Dialogue: An Active Mirror」という本大会のテーマに基づき、外国人留学生との交流や海外旅行および出張などの実生活において、学習者が必要とする英語力を指導するための効果的なクラスルーム・アクティビティと指導方法を参加者と一緒に検討する。

Keywords: false beginner, classroom activities, confidence, step-by-step, survival English 初級学習者, クラス・アクティビティ, 自信, 段階的学習, サバイバル英語

In this day and age of frequent travel, an increasing number of people find it necessary to be able to communicate at least on a basic, survival level in English. Many of the students we teach are often called false beginner level learners, a term which can cover a wide range of competencies. Under the conference theme of *The Teaching-Learning Dialogue: An Active Mirror*, I will invite participants to investigate how many different types of beginner we can identify and have taught in our classrooms. From there we'll begin to explore some of

the problems these learners can have in the English Language classroom, as well as opening up to some of the problems that we may have teaching them. How can we develop our learners' confidence, and enable them to enjoy not only the process of learning a language in class, but also actually using the language in the real world? As a practicing classroom teacher and materials writer, I'm interested in what goes on in the space between what I write for teachers and students and what actually happens in our classrooms—as well as what occurs when our learners get out there and try to use the language for real.

Building our students' confidence and getting them to speak is a problem that teachers around the world face on a day-to-day basis. It is not a new phenomenon and it may not necessarily require new solutions—but there are things which we can do to overcome the difficulties students face and transform our classrooms into lively, dynamic places where our students are motivated and enjoy communicating in English. Speaking in class should be purposeful as well as enjoyable, with the aim of equipping the learner with the confidence he or she needs to get out and “have a go.” It should be that safe place where students are given the time and place to get their mouths around new language, the freedom to make mistakes without fear, and the motivation to keep trying until they are confident enough to manage their own learning. In particular, we need to be able to help learners overcome feelings of self-consciousness, which can hinder their progress.



As an adult false-beginner level student in a foreign language classroom, I can sympathize with my students when they feel embarrassed, confused, or are reluctant to speak out—we've all been there. I don't want to be thrown in at the deep end, and I don't want to look foolish in front of my classmates. I want to learn the language, but I don't want to be talked down to, and I want to have a go at using the language with activities that are meaningful and relevant. It's tiring being a beginner, and in class it requires a lot of concentration. I need time to be able to develop my confidence. In other words, I want to practice things step-by-step, in small chunks at first, until I feel ready to try it out for myself.

So, how to motivate our students and help them develop the survival skills that they need to make their first telephone call in English, or that first nerve-wracking time going through Customs, or that first encounter with a waiter in a restaurant overseas? If we as teachers are to provide our students with the tools they need to survive in a foreign language overseas, then to start with we need to look into our classrooms, to identify which tools we can use to best effect in teaching the language and to develop our students' confidence.

If every learner is different, and each learner has their own individual path to success (Rubin, 1987), then this is necessarily rather different from the commercial publisher's point of view, which needs to view a group of learners (e.g., false beginners) as a homogenous group, with similarities that bind them together, in order for their books to reach the widest market. Where does the classroom teacher stand in this, and how to reconcile these two views, where we as teachers can identify with our students as individuals with individual learning needs, and yet at the same time recognize that there are certain traits that seem to be present in many of our learners—such as this lack of confidence in speaking out? As we begin to examine some of the difficulties our learners can have with speaking English, we will likewise begin to identify and analyze some of those practical techniques and activities that for some reason always seem to work well in class.

In order to involve as many people as possible, participants are invited to bring along ideas and examples of classroom tasks for their false beginner level learners that somehow always just seem to work. Using small group discussion in the workshop, we'll deconstruct some of these activities to see if there are any shared principles which underlie these successes, asking questions such as: What is the task? How did I set it up effectively? Can we break it down into steps? What were the stages?

What did I need to pre-teach? How did I set a context? What equipment did I need? What was my role during the activity? Why do my students like this task? Why do I? What makes it *effective*?

We know through our own experiences of learning as well as through our teaching that beginners require a careful, staged approach in the classroom, with plenty of task support, repetition and practice to help give them the confidence they need to start speaking out. Together, then, we will look at a number of classroom practices that can help towards this end, such as setting up activities effectively, giving clear instructions, and managing our classrooms well in order to increase student interaction. Taking things slowly, taking things step-by-step; we don't need to rush our students into speaking straight away, and yet we do need to provide the tools for the beginner to feel comfortable and motivated to do so. Clearly we learn to speak by speaking (Swain, 1985) and at some point, we do want our students to have a go at using the language for themselves.

In our investigation then, we'll need to look at the routines we use or can introduce, in order to make our classroom more familiar and less terrifying, and remind ourselves of techniques that enable us to maximize practice time. We'll share our experiences of teaching process language and explore why it is needed to promote learner confidence during classroom activities. Taking things step-by-step, we'll see how vital it is to have a task (Willis, 1996) and to find ways of pre-teaching task language in order to promote success.

Thus the aim of the workshop overall is to explore what we as language teachers need to do in order for our false beginner level learners to feel empowered to begin using basic "survival" English overseas. As their language teachers, we must work to identify what our students' learning needs are as a starting point, and from there we can gear our teaching and classroom practices around meeting those needs; step-by-step, slowly, and effectively, building our students' confidence as well as skills in speaking out in English.

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Angela Buckingham is a very experienced teacher, teacher trainer and materials developer in the field of EFL. Her areas of expertise particularly lie in English for Specific Purposes. Based largely on her experience as a teacher in Japan at a travel *senmon gakko*, Buckingham co-wrote *At Your Service* (Oxford University Press) for students of travel and tourism, followed by the Japan-specific *Passport* series. She also co-wrote *Get Real* (Macmillan

Language House). More recently, in 2009, she has just published the new second edition of *Passport* and the new third edition of *Business Venture* with Oxford University Press.

Angela Buckinghamは経験豊富な教師ならびに教師トレーナーであると同時にEFL教材の開発にも携わっている。特にESP(特定目的の英語)の分野に造詣が深く、日本の旅行専門学校にて教鞭を振るった経験を持ち、旅行・観光を学ぶ学習者向けAt Your Serviceや日本人学習者向けPassportシリーズ(オックスフォード大学出版局刊)の共著者としても知られている。また、Get Real(マクミラン・ランゲージハウス刊)の共著者でもあり、2009年にはオックスフォード大学出版局よりPassport第2版とBusiness Venture第3版の出版を手がけている。

Extensive reading or intensive reading: Two sides of the same coin?

Miles Craven

The Møller Centre, Churchill College, University of Cambridge

多読か精読技能練習か—同じコインの両面?

This workshop will serve as a forum to compare and contrast the merits of extensive reading and intensive reading as a basis on which to help our students develop their reading competence. Participants will work together to examine the two approaches and review their respective merits. Participants will then focus not on the tensions between extensive and intensive reading, but on their mutual strengths, and explore ways in which each approach can act as a complementary mirror to the other. There will be plenty of time to share common experiences and swap ideas on how to overcome the challenges that teaching reading presents. Finally, participants will draw up a list of key principles which can act as guidelines for teachers of reading classes.

本ワークショップは、多読と精読それぞれの利点を比較対照し、それに基づいて生徒の読解力の伸長を助ける場となるものである。参加者はまず両方のアプローチを共同で検討し、それぞれの利点を確認する。次に、多読と精読の対立関係ではなく、両者の極めて現実的な相互補完性に焦点を当て、それぞれのアプローチが互いに相補的な鏡として働くことのできる方策を探る。参加者が共通の経験を共有したり、「読解の教授」の際に生じる諸問題をどう克服するかアイデアを交換したりする時間も十分に設ける。最後に、読解のクラスの教師のための指針となるような基本原理の一覧を作成する。

Keywords: extensive, intensive, reading, approach, principles 多読 精読 読解 アプローチ 原理

The debate

Intensive reading is generally acknowledged to involve the detailed study of short texts, focusing mainly on extracting specific information. This approach maintains that when we read we employ a variety of skills, and when reading in L2 the path to comprehension lies in practising a range of text-attack and word-attack skills, explicitly as well as implicitly. The assumption in teaching intensive reading is that equipping students with the syntactic, semantic, and lexical analysis reading skills they need is the most effective way to help them progress to reading fluency. Supporters of intensive reading say that simply reading for its own sake does not necessarily make a better reader. They argue that students need to be trained in ways to



approach texts in order to be able to read them effectively. In other words, we need to equip students with the ability to apply to L2 texts all the skills and strategies they use in L1 instinctively (Koda, 2005).

Extensive reading is generally understood to mean reading longer texts, more for pleasure than tuition, from a wide range of genres and encompassing many styles. The emphasis here is upon reading fluency from the very start. The assumption is that through breadth and depth of reading input learners develop fluency (Day & Bamford, 1998). To some advocates of extensive reading, intensive reading is not really reading at all. They argue that analysing texts in this unnatural way is simply a language exercise, and nothing more, i.e., that focusing on comprehension, grammar, and cohesive devices, or practising certain skills and strategies, is not reading. What's more, some say that the reading skills and strategies so clearly identified in the intensive approach don't in fact exist; these so-called skills, which involve inferring, identifying text organization, and decoding meaning, among others, are simply elements of the natural process of comprehension. What's worse, they claim that separating these skills out artificially can impede students' progress.

Key issues

So, where does this leave us? Which approach is best? Which one should we employ to give our students maximum benefit? Well, let's start by establishing a few basic foundations.

Reading is a complex skill, and especially so when applied to second language acquisition. Reading in L1 or L2 requires both linguistic knowledge and mental information processing skills. Reading is also an active skill. It involves predicting, guessing, inferring, checking, and reflecting. So let's view our students as proactive participants in the reading process. That means we have to give them the opportunity to react and interact with the text and each other on a meaningful level. It also means we have to allow them the freedom and opportunity to develop their reading in the ways they choose.

Reading cannot be separated from other skills. In the real world, we rarely read in a vacuum. We tend to talk or write about what we read, or we might read something in response to what we have heard (Grellet, 1981). This is why the texts we choose should be informative and rewarding, but above all enjoyable. It is this enjoyment that provides the stimulus for learners to really engage with a text. We must remember that language is simply a vehicle that conveys the message of a text. However, all too often, reading texts for learners of English

are nothing more than vehicles for the language. We need to accept that content is key, perhaps more so for reading than any other skill. Ask students to spend an entire class in close scrutiny of a text they can't relate to, and the result will be a tiresome exercise in futility for all involved.

There is one thing we need to state clearly at this point: Students in our classes are there to learn. They are giving their time, effort, and possibly their money, to be there. Understandably, they need to feel that their reading ability is improving as a result. It may seem obvious, but time spent in a reading class needs to be distinct from time spent reading out of class. Learners need to see clear learning outcomes from their experiences in class. This is a vital factor, and one that educators responsible for reading programmes overlook at their peril. Like it or not, students come to us with certain expectations and demands, and we need to accommodate them as best we can without sacrificing our principles!

A unified approach

For all the above reasons, we need to encourage ourselves to look to both the intensive and extensive reading approaches for help here. I believe that students really benefit from quality class time spent focusing on key skills and strategies that can help them read effectively in their L2. We can't deny that for many students there is something very satisfying about practicing a skill while at the same time completing an exercise accurately. It fulfills a basic need for affirmation that they are 'learning' something useful and that they are succeeding. It also helps them feel confident that they can cope when they approach more extensive texts, either in or out of the classroom. They feel better prepared, knowing they can employ the skills and strategies they have covered to help them overcome the challenge of a longer unseen text (i.e., one they haven't been prepared for with discussion, predicting, or vocabulary preparation exercises).

However, students also need to stretch their wings and so we have to offer plenty of room for extensive reading, to develop a more genuine fluency. Offering extensive reading opportunities necessarily involves out-of-class time. Some programmes refer students to collections of graded readers, which help them systematically progress from level to level along clearly defined language tramlines. Sometimes, it might also be possible to run a Book Club (Newman & Green, 2004), or offer a recommended list of short stories, novels, poems, newspapers, magazines, and other unabridged texts that match topics or language level. We can

certainly help our students to broaden their reading horizons by encouraging them to explore diverse genres. We can't ignore the huge volume of reading material available online in the form of e-zines, bulletin boards, and blogs, among others. In the case of online material, it is perhaps best to evaluate sites and web pages first (e.g., for level, content and appropriacy), before giving students a recommended shortlist to start off with. These can act as a springboard for further online browsing, and help to make sure they aren't put off at the first attempt!

As long as we set clear goals, provide stimulating texts (both simplified and unabridged) of varying length, and cover a wide variety of real-life genres, we should be able to engage our students' interest. Students often find it difficult to assess their progress during a reading course; if we can also try to develop ways to measure achievement regularly, then so much the better. It is of course important to continually monitor progress and assess fluency in any reading programme, but how we do this is more problematic. If we give tests, what are we testing for? Fluency, accuracy, speed, vocabulary range, use of skills? The balance between intensive and extensive reading becomes more of an issue here, but need not be insurmountable, provided the tests reflect that balance in proportion and involve both assessment and testing (Aebersold & Field, 1997) together with a degree of self-monitoring.

Conclusion

You might be asking yourself, so where does the balance lie between intensive and extensive reading? Should we be aiming more towards an extensive reading programme, or should we be thinking primarily about a skills-based intensive programme? Drawing from what I have said above, I'd like to suggest that time spent in class needs primarily to involve the study of skills and strategies, while time spent out of class should include wide-ranging extensive reading opportunities. But let's not get distracted by labels. It may not be new to say this, but it is worth emphasizing: both approaches are means to the same ends (Nuttall, 1982). As such, they each represent two sides of the same coin.

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Miles Craven, sponsored by MacMillan Language House, has over twenty years experience in English language teaching and is author or co-author of many ELT publications, especially for Asian learners. Courses include *Get Real!*, *Reading Keys*, *English Grammar in Use CDROM*, *Cambridge English Skills*, and *Breakthrough*. He has written many articles and online materials, and regularly presents at conferences and workshops. Miles also helps coordinate the Business English Programme at the Møller Centre, Churchill College, University of Cambridge. His recent research has focused on developing skills and strategies to help learners improve their reading ability, for Macmillan's new edition of *Reading Keys*.

Miles Cravenは、MacMillan Language House社の後援を受けて20年以上の英語教授の経験があり、数多くのELTに関する出版物、特にアジアの英語学習者向けの出版物の著者・共著者である。コースとしては、Get Real!、Reading Keys、English Grammar in Use CD-ROM、Cambridge English Skills、Breakthroughなどがある。多くの論文やオンライン資料を執筆しており、定期的に会議やワークショップで発表を行っている。また、Møller Centre、Churchill College、University of Cambridgeでビジネス英語プログラムのコーディネーターに参与している。最近の研究の中心は、MacMillan社のReading Keysの新版に向けた、学習者が読解力を向上させる助けとなる技能および戦略の開発である。

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Introducing corpora into the language classroom

Nicholas Groom

Centre for English Language Studies, University of Birmingham

語学クラスへのコーパスの導入

Although electronic text corpora and the new discipline of corpus linguistics have had a profound impact on the design and content of second language dictionaries, grammars, and course books, very few teachers or learners are directly accessing corpora for themselves, either within or beyond the confines of the language classroom. This workshop begins by briefly considering why this is so, and why it matters, before tackling the central question of what can be done about it. Participants will try out a range of classroom activities whose aim is to convince learners of the value and viability of studying corpus data inductively and of the value and viability of learning how to use corpus software in order to access and manipulate such data. The aim of the workshop is thus to provide participants with both the inspiration and the practical means to introduce corpora successfully into their language classrooms.

電子テキストコーパスおよびコーパス言語学という新たな学問分野は、第2言語の辞書や文法書、教科書などの構成や内容に多大な影響を及ぼしてきたが、教師や学習者の中で、語学クラスの枠内または枠外で自らコーパスに直接アクセスしている人は極めて少ない。本ワークショップはまず、この現状の原因とその重要性について簡単に考察した後、その対策を探るという中心課題に取り組む。参加者は多種多様な教室用のアクティビティを体験する。これらのアクティビティのねらいは、帰納的にコーパスデータを学習する価値および実現性、さらにコーパスソフトウェアを用いてそのようなデータにアクセスしこれを操作する方法を学習する価値および実現性を、学習者に納得させることである。したがって、本ワークショップの目的は、参加者に自分自身の語学クラスにコーパスをうまく導入するためのヒントと具体的な方法とを提供することである。

Keywords: corpus, concordance, data-driven learning コーパス コンコーダンス データを活用した学習

It is now widely recognised that electronic text corpora and corpus linguistics have had a profound impact on the language classroom, perhaps most obviously visible in the field of lexicography. When the first edition of the Collins COBUILD English Language Dictionary appeared in 1987, it was greeted in many quarters with bemusement or even derision. Two decades later, attitudes and practices have changed so much that it is now difficult to imagine anyone taking seriously a monolingual learner's dictionary that was not informed by a

large electronic corpus of authentic language data (Hunston, 2002).

Corpora have also had a revolutionary impact on the production of grammar reference books. Where grammarians once aimed to provide general accounts of the grammar of a language, advances in corpus analysis have now made it possible (and increasingly necessary) for descriptive and pedagogic grammars to distinguish between spoken and written modes, and to compare the behaviour and distribution of particular grammatical features across different genres or registers. And where grammarians once took pains to exclude vocabulary from their analyses wherever possible, the insights gained from corpus linguistics allow modern grammars to relate structural patterns to the words with which they are typically associated. The *Longman Grammar of Spoken and Written English* (Biber, Johansson, Leech, Conrad, & Finegan, 1999), for example, features a lexical index alongside its traditional grammatical index, while the entire first section of the *Cambridge Grammar of English* (Carter and McCarthy, 2006) is devoted to a detailed account of the grammatical properties of 77 high frequency words and phrases.

Developments such as these clearly reflect profound shifts in thinking about the nature of language and how best to describe it, shifts that have been spurred on by recent findings of corpus research. Indeed, some new thinking has even begun to filter through into the traditionally more conservative world of language course book publishing. Books produced for language classroom use are now beginning to devote more time and care to the integration of lexis into their overall design, and there is now a greater general awareness of the value of providing students with a repertoire



of multi-word units and formulaic expressions to balance the traditional roster of verb tenses and other grammatical structures that still form the backbone of most course book syllabi. It is also becoming more common for published materials to indicate when and whether a particular language feature is more or less likely to occur in speech or in writing, and more course books are now beginning to appear that explicitly target a particular mode or variety. A good example of this is the *Innovations* series (Dellar, Walkley, & Hocking, 2004-2007), which focuses very strongly and deliberately on informal spoken English, and on developing conversation skills in ESL.

However, there is one glaringly obvious area in which corpora have yet to make any significant impact. Despite the advocacy of applied linguists and educationalists, very few teachers (and still fewer students) are accessing corpora for themselves, either inside or outside the language classroom. Given the massive impact of corpora in other areas of language learning and teaching, it is worth asking why hands-on, classroom-based corpus analysis, or data-driven learning (DDL) as it is usually termed (Johns, 1991), has thus far received such a lukewarm reception among practising teachers.

In some places, of course, this lack of take-up may reflect the fact that the requisite technical resources are not available to teachers and learners (although see Cornu, 2005, for a more positive perspective). But this is clearly not a plausible explanation for DDL's apparent lack of penetration in affluent countries such as Japan, where many if not most teachers have direct access to the Internet, and where computers, interactive whiteboards, and other forms of educational technology are becoming commonplace. Here, a more likely explanation is that many teachers may be reluctant to introduce DDL into their classrooms because it seems to require learners to take on too many new ideas on too many fronts simultaneously. As Boulton (2008) puts it, "[i]t is unsurprising that learners find it difficult to get to grips with new material (the corpora), new technology (the software) and a new approach (DDL) all at once—especially at lower levels of language ability" (p. 39).

If we do want to introduce corpora successfully into our classes (and, as I shall argue in my Featured Speaker presentation, there are some very good reasons why we should), we need to prepare the ground carefully. First, we must ensure that students understand the fundamental learning approach that underpins the whole DDL enterprise. Essentially, DDL is a form of inductive learning, requiring students to study some examples of

authentic language data (typically in the form of a set of concordance lines) and to infer some kind of linguistic rule or generalisation out of them. Of course, there is nothing new in this approach in general terms; students may well have had plenty of exposure to inductive activities of various kinds. However, familiarity does not necessarily entail comprehension. Many students do not see inductive learning tasks as real learning tasks at all, but as tiresome and time-wasting activities to be endured until the teacher finally weighs in with the correct answer. In such a milieu, it is unlikely that DDL activities will meet with success unless and until such misapprehensions are addressed as a crucial first step.

Even when our students have been persuaded of the value of inductive learning, we still need to convince them of the value and viability of studying corpus data. The first is not particularly difficult to achieve; indeed, any corpus-savvy teacher has at least one striking example of the power of concordance analysis up her or his sleeve for precisely this purpose. (My own favourite involves asking people to explain the difference between the plural nouns 'factors' and 'aspects' using their intuition only, and then showing them concordance samples for each of these words.) Achieving the second can be more difficult. It is all too easy for an initial wave of enthusiasm for corpus-based language study to be extinguished by the barrage of unfamiliar language and content that typically occurs within even a small set of concordance lines.

Finally, we cannot take it for granted that students will automatically see the point of learning how to use corpus analysis software for, or by, themselves. As a student once said to me, "What is the point of spending lots of time learning how to use this complicated software when I can answer the same questions for myself just by typing a few words into Google?" It is not enough to *tell* such students that learning to use corpus software will enable them to answer their own questions about the language they are learning—we need to *show* them if we are to convince them to invest their time and energy in this way.

In summary, my argument is that the successful introduction of corpora into the language classroom depends on our ability to demonstrate three things to our students: the value of inductive learning in general, the value and viability of studying corpus data inductively, and the value of learning how to use corpus software in order to access and manipulate such data. The question that remains concerns how we are to do this in practice. The aim of my workshop at JALT2009 is to answer this question. I

will provide hands-on demonstrations of a range of practical classroom activities that focus on each of the three learner training objectives stated above. I will also review the research literature on learner training and inductive learning in general, and on DDL in particular, in order to make a theoretical case for introducing corpora into the language classroom as a strategy for enhancing student learning. If you are at all interested in bringing corpora into your own classroom, I look forward to seeing you there.

Dedication

This article is dedicated to the memory of Tim Johns, inventor of DDL, who passed away in March 2009.

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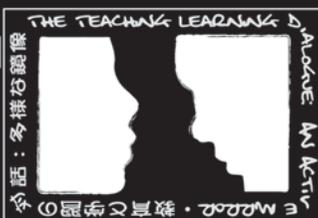
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A global view from your classroom window

Kristin L. Johannsen
Textbook author

教室の窓からのグローバルな視野

Within the language classroom, cross-cultural communication is too often framed in terms of differences, a catalog of troublesome national quirks. Instead, true culture teaching explores both differences and similarities—the fascinating diversity of cultures, and the common humanity that unites us. Such a perspective gives learners a window to understand the world, and a mirror to perceive themselves. This practical, hands-on workshop will present ways that teachers can bring cross-cultural learning and communication into their own classrooms. Participants will look at different views on cross-cultural communication and build their own definitions. Then they will take part in a number of classroom activities using language to investigate different cultures and build understanding. Such activities give students a sense that culture is a fascinating field to explore, and build students' confidence in their own ability to have successful and enjoyable cross-cultural encounters.

語学クラスの中では、異文化コミュニケーションは往々にして相違点、すなわち問題を引き起こしがちな、国民の奇妙な特性をリストするという枠組みで語られがちである。しかしながら、正しい文化の教え方は、相違点および共通点—文化の魅力的な多様性および我々を結びつける共通の人間性—の両方を探るものである。このような視点に立つことで学習者に世界を理解するための窓と、自分自身を認識する鏡を与えることができる。今回の実践的なワークショップでは、教師が異文化学習および異文化コミュニケーションを自分のクラスに導入する方法が呈示される。参加者は、異文化コミュニケーションに関する様々な意見に接し、自分自身の定義を構築する。その後、言語を使って、異なる文化を調べ、その理解を深めることのできる教室用のアクティビティのいくつかを体験する。これらのアクティビティにより、学習者は文化が探求すべき魅力的な分野であるという感覚を持ち、また、異文化との出会いを見事にやり遂げ、楽しむことのできる自らの能力に自信をもつようになる。

Keywords: crosscultural, culture, communication, diversity 異文化 文化 コミュニケーション 多様性

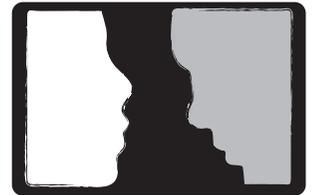
WHY do we teach culture in our foreign language classroom? A hundred teachers will give a hundred different answers, but often it comes down to the idea of tolerance: “I want my students to learn respect for other cultures, and especially tolerance for other people who are different from them.”

A seemingly noble goal, but when we unpack it, it begins to look much less appealing. To tolerate is to

put up gamely with an unfortunate fact. One current learner dictionary defines *tolerate* as “to allow people to do, say, or believe something without criticizing or punishing them” (*Longman Dictionary of Contemporary English*, 2003). Another says that “If you tolerate a situation or person, you accept them although you do not particularly like them” (*Collins COBUILD Advanced Dictionary of American English*, 2007). An older dictionary contains an even balder definition: “to allow, put up with” (*Newbury House Dictionary of American English*, 2000). In other words, tolerance says “You’re wrong, but because I’m a decent person, I’ll do my best to overlook that.”

Until now, a lot of culture teaching has been unconsciously based on this sort of idea—that cultural differences are mainly a cause of friction and misunderstanding. We warn our students, just as we may have been warned by our own language teachers, “Europeans like to shake hands a lot. Always shake hands with them.” “Don’t talk too loudly to a Japanese.” In doing this, we’re really teaching our students to be afraid of differences, to regard them as a source of problems. I believe a broader view is possible, and crucially needed—one that sees difference as something to explore, enjoy, and even celebrate.

My own experience as a language learner seems to parallel the development of culture teaching in language classrooms. I began studying French, my first foreign language, in high school in 1972. We had a particularly enlightened teacher who went far beyond substitution drills to share with us her love for all things French. Sister Irene taught us about the chateaux and the 365 cheeses. (She also advised



us that in France, one needs to greet everyone when entering a small shop, or the French will find you desperately rude.) Culture, I understood, was something developed through a thousand years of high civilization, which definitively ruled out my native place: An industrial city best known for brewing beer and building motorcycles (Milwaukee, Wisconsin, USA, home of Harley-Davidson and—at that time—three of North America's largest breweries). And in such a rarefied atmosphere, people would naturally view a foreigner as odd, and wrong.

A bit later, I joined a pen-pal club and began exchanging letters with several people in Europe, including a girl who lived on a fjord in western Norway. After graduating from college, I went off to spend five months in Europe, and successfully visited a number of French chateaux and greeted people in French cheese shops. But my real awakening came when I went to visit my Norwegian pen-pal. She was about to leave her remote village of 150 people to attend university and get an elementary-school teaching certificate. Her goal was to teach Norwegian language and history.

My youthful self was amazed. A country half the size of Texas, its language spoken only by four million people, and she was getting a degree in it! The more she told me, the more astonished I became. Her obscure mother tongue had numerous distinct dialects, and two very different written languages (her room was stuffed with books in both versions), and its very own poets and writers of detective novels. And quite apart from Vikings and ski champions, the country had its own rich, intricate past, which she loved to talk about. Many modern Norwegians are still named after ancient Norse gods, she told me. Every town in Norway had its own traditional jewelry, clothing, and way of knitting.

It wasn't just my beloved France that had a culture, I saw—even that handful of remote Norwegians at the end of their fjord had one. Not only that, but they were deeply proud, and gruffly sentimental, about it. The corollary was even more electrifying: that must mean that I, too, had a culture. (I felt as foolishly amazed as the character in the Moliere play we studied in French class who realizes that for forty years, unbeknown to him, he's actually been speaking in "prose".) I had gained a new pair of eyes. Everywhere I looked, I could see *cultures*—including my own.

Over the last decades, there have been major shifts in the ways culture has been treated in the language classroom. Traditionally, if it was considered at all, it was high culture (sometimes called "Culture with a capital C"). The English cognates for Sister Irene's chateaux and Flaubert are English

manor houses and Shakespeare. Later, with the move towards communicative language teaching, teachers began to consider the role of culture in learners' potential interactions with native speakers—the "small-c culture" of customs and everyday life in the target language. Much as Sister Irene taught proper French greetings, we told our students that English speakers don't like spitting, long silences, or loud slurping of food—whatever sins their culture might lead them to commit. It was a contrastive approach to culture, built upon the assumption that learners would be interacting with native English speakers.

However, that assumption is woefully outdated. More and more, English has become a language of international communication, of conversations between two nonnative speakers, and we need to question this way of teaching culture as a catalog of differences.

For one thing, there can never be such a thing as a single, monolithic culture, certainly not one based on language. English speakers include Australian Aborigines and London investment bankers. Housewives in the Caribbean and Swiss physicists share French as their mother tongue. Even teachers of Japanese need to consider the differences in ways of living (and speaking) between, say, a teenage girl in Osaka and an elderly Okinawan farmer.

Furthermore, this catalog approach is singularly unhelpful for students. No one can ever hope to memorize and master all the differences between cultures, certainly not within the walls of a language classroom. Even people who marry into another culture and live immersed in it for decades can still, on occasion, find themselves taken aback, or even infuriated, at some quirk of their adopted culture. Add in the fact that users of English as an international language are likely to interact with people from a variety of cultural backgrounds, and the futility is even more obvious.

Finally, the contrastive approach actually undermines any effort to help make our students truly global citizens. By emphasizing differences, rather than considering both differences and things we all have in common, it builds a sense of separateness. Students learn only to "do as the Romans do"—not to consider the ways that "the Romans" (and the Danes, Thais, and Ethiopians) raise their children, enjoy their friends, go about their daily work, and do all the things that every human around the world does.

To truly teach culture, we need to teach *many* cultures, using the language to access the wider world. We need to show students that English is the language of a tremendous variety of people—not

just “the Americans” or “the British.” We need to include minority cultures within the English-speaking world, such as African-Americans and Maoris in New Zealand. Students need exposure to the expanding circles of English, in countries like India, the Philippines, and Singapore, where local varieties of English have taken on a life of their own.

Above all, students need to gain a sense that English is a means they can use themselves to connect directly with people in other countries who are like them in some ways—and intriguingly different in others. The practical tools for this kind of cross-cultural interaction are evolving too quickly to discuss here in detail. With each passing month, the possibilities opened up by new online applications grow more varied and exciting. Through use of tools such as email, chat, VOIP, and blogging, students can interact not only with native speakers, but with learners and others from a spectrum of places and cultures.

Our real task as teachers of culture is to give learners a sense that differences are fascinating areas to explore—not stumbling blocks to overcome. Through learning about a variety of cultures, students begin to grasp the range of cultural possibilities, as well as gaining a sense that culture is an intriguing realm worth delving into. They gain confidence in their ability to deal with and enjoy whatever new, surprising cross-cultural situation they might find themselves in.

Culture teaching needs to examine the big issues in life and how they are answered in different places: What do people value most? What’s the best way to raise children? What do people celebrate, and how? What do people hope for our collective future? We need to present cultural content that gives students a sense of our shared humanity, and the diversity within it. If teachers can do that, we will truly play a part in making our students citizens of the world.

Acknowledgements

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Kristin Johannsen is a language teacher, materials writer, and lifelong cross-cultural traveler. She has taught English at universities in the United States, France, South Korea, the United Arab Emirates, and Japan. She has served as author, coauthor, and contributing writer for a number of EFL textbook series, most recently *World English* (Heinle). Her travels have taken her to more than 70 countries, and her travel writing has appeared in newspapers and magazines from Tokyo to Bahrain to Trinidad. Her presentation is sponsored by Cengage Learning.

Kristin Johannsenは、語学教師、資料執筆者、また生涯をかけての異文化間の旅人である。これまで米国、フランス、韓国、アラブ首長国連邦、そして日本の大学で英語を教えている。また、数多くのEFL教本シリーズ、最近のものとしてはWorld English (Heinle社)の著者、共著者また寄稿者となっている。旅行で70カ国以上を訪れており、東京やバーレーン、トリニダードなどの新聞や雑誌で旅行記事が掲載されている。本ワークショップはCengage Learning社から後援を受けている。

– JALT2009: TIP #17 –

"Give the speaker a break—wait, and pounce later!"

While you're at a presentation, you may well have a lot of questions for the presenter. However, during the presentation may not be the best time to ask. The presenter is nervous or busy, and probably has their own timeframe already mapped out, so Q&A time will be limited. Instead, wait till they leave and approach them. You'll find them relaxed, relieved, and more than willing to share their thoughts further!



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Functional literacy and contextual learning theories applied to English language learning

April Alcazar
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英語学習に応用された場合の機能的識字理論及び文脈学習理論

The paper explores the application of two learning theories, functional literacy theory and contextual learning theory, as applied to English language learning. The author hypothesizes that using these two approaches can increase the English language proficiency of students in Japan. The author cites her own case in comparing the learning of English with Japanese and the techniques with which greater proficiency can be achieved. She will discuss more methods and techniques using these two methodologies during the conference as she presents her paper and asks the participants about how their own teaching methods are related to these theories. She cites empirical research that has been conducted and how it will assist in professional teacher development using these two theories. She concludes that these theories can help English language teachers achieve their objectives in teaching English courses that are relevant, current, and interesting to students.

本講演は、機能的識字理論および文脈学習理論という2つの学習理論の英語学習への応用を探るものである。講演者はこの2つのアプローチを用いることで日本の生徒の英語熟達度を向上させることができると仮定する。自らの事例を引用して日本語と英語の学習を比較し、熟達度を向上させる諸手法について論じる。また、自らの論文を提示し、参加者自身の教授方法がこれらの理論にどのように関係しているかを問いかけながら、さらにこの2つの方法論を用いたメソッドや手法を論じる。また、これまで行われてきた経験的な研究を引用し、それがこの2つの理論を用いてどのように専門性の高い教師の育成に寄与するかを論じる。結論としてこれらの理論は、生徒にとって意味があり、最新かつ興味深い英語の授業を教師が行う上での諸目標を達成する助けとなると論じる。

Keywords: functional literacy, contextual learning, learning theories, proficiency, practical application 機能的識字 文脈学習 学習理論 熟達度 実践的応用

COME from the Philippines. My country has a rich foreign cultural heritage: 350 years of Spanish rule and 50 years under American occupation. The pseudo-nationalists in my country derisively call the colonized periods as “350 years in the convent and 50 years in Hollywood.” One of the prevailing myths among educators in my country is that English language proficiency is high enough to enable Filipinos to land jobs abroad.

Eight million Filipinos comprising the diaspora would seem to validate that claim.

But I hypothesize that English language proficiency in my country has only achieved a comparatively high level (at least in South-east Asia) because of the application of two theories of learning: *functional literacy theory and contextual learning theory*.

According to contextual learning theory, “learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their frame of reference (their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in the environment where the person is located—and that it does so through searching for relationships that make sense and appear useful” (Hull & Sonders, 1996, p. 41). On the other hand, the functional literacy approach is a method to teach people how to read well enough to function in a complex society (Mancebo, 2005, p. 6).

Let me explain by telling you about my own experiences in learning Japanese and relating it to the study of the English language.

I lived and studied in Japan for six years. During my first year in the university where I studied, I studied Japanese in an intensive course for 6 months and then studied another 6 months for the entrance examinations. Although I had studied Japanese before I came to Japan to an intermediate level, the demands of academic life in Japanese became the focus of my studies during that first year. My reading and writing skills were all that I emphasized. I did not really speak or listen much to



“ordinary” Japanese, because I focused on the technical language I needed to know in order to pass the entrance examinations.

In my second year, I began taking master’s level classes conducted in Japanese. That was when I started really using Japanese in an everyday context inside the classroom and with my classmates. However, I still would not characterize my Japanese as being proficient; also, it was obviously tilted to the needs of academic life. I literally spoke like a book at that time.

Before the end of my third year, I got married and my husband came to Japan and became a JET (Japan Exchange Teacher) teacher for one year. He studied some Japanese before coming to Japan and continued to study Japanese while teaching, but was very much dependent on me for translation. In addition, there was paperwork that had to be done with government agencies written in Japanese, so I started acquiring spoken vocabulary (and reading kanji) to deal with those matters, as well as increasing my contact with people outside the university.

By the fourth year, we had our first baby and there was lots of paperwork, preparation before, during, and after the hospital stay, applications for day care, immigration, insurance, and a whole host of completely new things that we had to deal with. Before the year was out, my husband went to graduate school in a city different from where the baby and I were staying, was a victim in a major earthquake, had a major surgical operation in two hospitals, and went through evacuation plans. But by that time, my Japanese became better in that I could initiate conversations with complete strangers, speak on the telephone with confidence, and generally find information useful for our daily lives.

The fifth year, I could argue on the telephone in Japanese—whether it was a mistake on the credit card billing, having a wrong amount transferred to my bank account, mishaps at my daughter’s day care center, notices from different government agencies on insurance, health matters, etc.

My point is not to really tell you my life story, but to point out that my need for functional literacy in Japanese increased as the demands of my life in Japan became more integrated and assimilated to Japanese society. Without those demands on me, I would probably not have acquired the level of Japanese I have if my life had been confined to life in the university and if someone else always acted as a buffer between me and Japanese society. I acquired spoken vocabulary and written kanji in the context of the situations I found myself in.

But the key to being able to deal with Japanese society was to learn Japanese to a proficient work-

ing level, so that I did not feel illiterate or helpless in Japan. I still have a handicap as a foreigner due to my lack of understanding cultural nuances, but my disadvantages have decreased as the level of my Japanese increases.

By using functional literacy and contextual learning theory, it is possible for Japanese students to acquire English language proficiency. If students cannot find it within themselves to find the motivation to learn English, maybe the English teacher can be instrumental in finding the *raison d’être* for learning English for them. For instance, I taught English to three law students one summer. I did not teach them the basics, but we studied New York state law which I had studied and which was going to be of use to them in a course on international law.

Later, I encouraged three Japanese students to come to the Philippines to study in the Philippines, not so much for the contents of graduate studies, but to take the opportunity to study English at more economical rates, rather than going to a native English language speaking country. I convinced them that by acquiring English language proficiency, they could have future jobs that were better than their current prospects. In the end, it worked out for them. One now works with a religious organization that gives disaster aid to calamity stricken areas. She has worked during the post-tsunami period in Thailand, has distributed blankets in Somalia, and has traveled extensively to different countries. One graduate changed her job from being an assistant to a professor in the university to now being the international marketing representative to the Asia-Pacific region for an international cosmetics company. She conducts technical training in English for their representatives in Southeast Asia, China, and Korea. The third one worked for an international computer company where she acquired technical skills and now has moved to an NGO developing bilingual websites.

I had a different system of studying foreign languages probably because I do not have a background in language teaching or linguistics. What I did have were clear and specific objectives in studying English. Firstly, I wanted to do something in the international field. When I was in university, I started getting involved in activities that were international in nature. I joined an international university congress held in Rome, Italy, writing a paper representing the Philippines. After the conference, I had the opportunity to also travel to France, Spain, and England for the rest of the summer. Then I joined the International Association of Students in Business and Economics, an international student organization that had at that time 70 member countries based in 300 universities around the world. From my involve-

ment in the group, I had the chance to organize a Philippines Study Tour for our Japanese counterparts and to participate in a Japan Study Tour that they organized in return. From that time on, there was no looking back as to what were the necessary tools and skills that I needed in order to get into the international field—excellent communication skills in English, both written and oral—as well as working knowledge in several of the languages I had studied—Japanese, Spanish, German, and French. In between my graduation from my undergraduate course in business and my entering law school, I went on an international business traineeship in Germany. In Europe I was fascinated by the fact that most university graduates were trilingual and English was not necessarily one of the languages they considered their second language. But English was definitely the international language, especially for those who came from outside the European countries.

By applying these two theories, it may be possible to encourage your Japanese students to study English more. It would certainly make your teaching more interesting, vibrant and relevant to your students.

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Amihan April Mella-Alcazar, or April, has a very strong affinity to Japan, and spoke at Sendai JALT in 2004. From 2000 to 2006, she was a scholar of the Japanese Government at Tohoku University, where she graduated with a Ph.D. in Business Administration, majoring in Business Management and a Masters in Business Administration. She graduated with a Bachelor of Laws degree and a Bachelor of Science in Business Administration (*Cum Laude*), from the University of the Philippines. She is currently the *Teachers Helping Teachers* coordinator in the Philippines and is Adjunct Professor at the Asian Institute of Management.

Amihan April Mella-Alcazar (April)は日本に極めて縁が深く、2004年には仙台JALTでも講演を行う。2000年から2006年まで、東北大学で日本政府奨学生となる。経営学(ビジネス管理専攻)で博士号を取得、ビジネスアドミニストレーションで修士号を取得。University of the Philippinesにおいて法学学士号及びビジネスアドミニストレーションの理学士号(優等)を取得。現在、フィリピンのTeachers Helping Teachersのコーディネーターで、且つAsian Institute of Managementの非常勤教授である。

Design, Zen, & the art of presenting naked

Garr Reynolds

Designer, author, and blogger

デザイン、禅と裸でのプレゼンテーション美学

Over the years, presentation software programs such as PowerPoint and Keynote have gotten better, but presentations have not. Why? Part of the problem has been a focus only on the tools themselves, not on how to clarify our ideas and messages through fundamental design and storytelling principles. In this workshop, Garr explores techniques from some of the world's top business leaders. His Presentation Zen approach

challenges the conventional wisdom of making "slide presentations" and encourages thinking differently and creatively about the preparation, design, and delivery of presentations. Incorporating cognitive science, principles of graphic design, visual communications, and Zen aesthetics, Garr dispels popular myths about presenting, and offers alternatives for designing and delivering better presentations. The



lessons are not about dressing up the presentation or decorating slides; they are about understanding and embracing concrete design and delivery principles to make presentations clear, powerful, and memorable.

長年にわたり、パワーポイントやキーノートなどのプレゼンテーションソフトは向上しているが、プレゼンテーション自体は良くなっていない。なぜか？問題の一部はツール自体にのみ重点が置かれ、基本的なデザインと話術の法則を通じてどのように我々のアイデアやメッセージを明確にさせるかに重点が置かれていない点である。本ワークショップではReynolds氏が数人の世界のトップビジネスリーダーの技術を研究します。Reynolds氏のPresentation Zenアプローチは、広く受け入れられている「スライド式プレゼンテーション」に疑問を投げかけ、プレゼンテーションにおける違った、また独創的な考え方や、デザインとプレゼンテーション方法を奨励します。認知科学、グラフィックデザインの原理、視覚的情報伝達、禪の美学など、Reynolds氏がプレゼンテーションについての一般的な通説を払拭し、違ったプレゼンテーションのデザインと、より良いプレゼンテーション方法を提案します。このレッスンはプレゼンテーションをどのように飾り立てるか又はスライドをどのようにきれいに見せるかについてはなく、プレゼンテーションを明確で迫力があり、印象的なものにする為に、具体的なデザインと話術を理解し受け入れるものです。

Keywords: presentations, presentation software, simplicity, zen プレゼンテーション、プレゼンテーションソフト、簡潔さ、禪

O NSENS (hot springs) are ubiquitous in Japan and an important part of the culture. The act of getting naked and soaking in the bath with others is a means of communication. In Japanese it's called *hadaka-no tsukiai* (communication in the nude). With *hadaka-no tsukiai*, to soak with others in your in-group is to freely expose everything and communicate the naked truth. Naked, we are all the same, regardless of rank or position. In theory at least, this kind of exposure leads to better, more honest communication.

What if we thought of designing and delivering business or conference presentations in a way that was more naked as well? A way that was simpler, fresher—perhaps even a bit cheeky—and far more satisfying to both presenter and audience? That is, in a way that was freer. Free from worry. Free from anxiety over what other people will think. Free from self-doubt. Free from tricks and gimmicks and the pressure to pull those off. Free from hiding behind anything (including slides) and the fear of possible exposure that accompanies such hiding. Remove all encumbrances, be in the moment, naked...and connect.

Being naked

Being naked involves stripping away all that is unnecessary to get at the essence of your message. The naked presenter approaches the presentation task embracing the ideas of simplicity, clarity, honesty, integrity, and passion. She presents with a certain freshness. The ideas may or may not be radical, earth-shattering, or new. But there is a newness

and freshness to her approach and to her content. And if she uses slideware, her slides fit well with her talk and are harmonious with her message. The slides are in synch, and are simple and beautifully designed, yet never steal the show or rise above serving a strong but simple supportive role.

Why are we afraid to be naked?

Presenting naked is hard to do. But it wasn't always this way. When we were younger and we performed show and tell at the front of the class in elementary school, we were honest and engaged—sometimes our candor even made the children laugh and the teacher blush. But it was real. We told great stories...and we were only six. Now we are experienced and mature, we have advanced degrees and deep knowledge in important fields...and we are boring.

One reason we are so dull as adult presenters is because we are overly cautious. We are afraid. We want it all to be so safe and perfect, so we overthink it and put up a great many barriers. Or we retreat, however unconsciously, and play it safe by hiding behind a stack of bulleted lists in a darkened room in a style void of emotion. After all, no one ever got fired for just stating the facts, right?

Next time, to be different—to separate yourself from the crowd—try presenting naked.

How to present naked

This is not an exhaustive list, but here are a few things to keep in mind when trying to present naked.

- Be present in the moment. Right here right now. Do not be occupied with thoughts of the future, of thoughts concerning what the results of your presentation might lead to. Do not ask about origins and ends leaving the moment forgotten. When you are with your audience, all that matters is that moment.
- Do not try to impress. Instead try to share, help, inspire, teach, inform, guide, persuade, motivate, or make the world a little better.
- Keep the lights on. Find a compromise between a bright screen and enough room light for you to be seen. Do not hide in the dark—the audience came to see you as well as hear you.
- Forget the podium. Move away from obstacles that are between you and the audience.
- Use a small remote allowing you to have the freedom to move around the room or stage as you like.

- Do not attempt to hide. What's the point? Do not be evasive intellectually or physically.
- Do not become attached to your software—if your computer crashes, screw it ... the show must go on immediately, not after you have rebooted. Stuff happens, move on. Your message is far more important than the technology helping you.
- Keep it simple. All of it. Simple goals, clear messages, and moderation in length.
- Are you just a bit cheeky? Then that should show in your presentations too. Let your personality shine through. Why hide one of your biggest differentiators?
- Be credible, respectful, and never go over your allotted time (ever).
- Do not use corporate-speak—speak like a human being. You cannot be naked if you say something like best practices or empowering a new paradigm.
- Think of your audience as being active participants not passive listeners (passive listener=oxymoron?).
- Be comfortable with yourself being naked. It takes practice and it takes confidence. The confidence comes with practice. Audiences hate arrogance and cockiness, but they love confidence if it is genuine.
- Never decorate your messages or your supporting visuals. Decoration is veneer. Think design, but never decoration. Design is soul deep, decoration is “Happy Birthday” placed atop a sponge cake.
- Make it visual, make it large, make it high-rez.
- Make it vocal. Your voice is a powerful tool. Your presentation is not a slideshow with narration. It is you telling your story with compelling visual support.
- Think in terms of what makes a good meal and good design. Think balance, harmony, variety, and content that leaves them satisfied and delighted, yet wanting more.

Presenting naked may not be appropriate for every case, but stripping down as much as we can often will make a huge, refreshing difference. The result will be a presentation that is different and somehow more real, like a frank conversation among friends. In my experience, the higher up the management chain you go, the less real the talk. People at the highest level of management do not often present naked, but I wish they would.

A writer, designer, musician, and life-long student of the Zen arts, **Garr Reynolds** is author of the internationally best-selling *Presentation Zen* (3rd out of Amazon's top 10 business titles for 2008). Honored for outstanding book design at the 38th Annual Bookbuilders West Book Show and Awards Ceremony in 2009, Garr is the Director of Design Matters Japan. His popular website presentationzen.com features regular insights on presentations, communication, and creativity. Currently Associate Professor of Management at Kansai Gaidai University, Garr is frequently invited to speak internationally (recently to Microsoft, Google, Hewlett Packard, P&G, and Ritz-Carlton). Garr lives in Osaka, Japan.

著者、デザイナー、音楽家、また生涯、禅を学び続ける学生でもあるGarr Reynoldsは国際的なベストセラー本:*Presentation Zen* (2008年のAmazonトップ10ビジネスタイトルで3位)の著者でもある。2009年、第38回 Annual Bookbuilders West Book Show and Awards Ceremonyにおいて「きわめて優れた本のデザイン賞」を受賞。またDesign Matters Japanのディレクターでもある。Garr Reynoldsの有名なウェブサイトであるpresentationzen.comでは、プレゼンテーション、コミュニケーション、創造性に関して、様々な洞察力溢れる話題を取り上げている。現在、関西外大経営学部准教授を職務とし、国際的な会議で講演者として招かれている(最近ではMicrosoft, Google, Hewlett Packard, P&G, Ritz-Carlton)。大阪に在住。

– JALT2009: TIP #91 –

"Plenaries—more than just, well, plenaries!"

Plenaries can be a mixed bag. Some, like Paul Nation's last year, are mind blowing. Others can be yawners. However, they provide a wonderful opportunity for a number of things—a relaxing sit down in comfortable seating, a chance to read the handbook and plan ahead, an opportunity for people watching and catching up with friends, and if worst comes to worst, a moment to snooze. Just don't snore too loudly!



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Business English and TOEIC®: Similar goals, similar methodologies

Grant Trew

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ビジネス英語とTOEIC®: 共通の目的と指導法について

Developing practical English skills of use in the workplace is more important than ever. In response to this need, Japanese companies are increasingly relying on the TOEIC® test to evaluate their workers' English ability. Traditionally these two areas have generally been seen as requiring significantly different skills and have been approached with often dramatically different teaching methodologies. In this workshop, I will show how goals of practical business English and effective TOEIC® preparation classes are largely similar and will demonstrate that the same interactive and communication-focused techniques can and should be applied in both types of classes. Finally I will look at ways that TOEIC® and Business English study can be integrated and made more mutually supportive.

仕事上での実践的な英語力向上が重視されている昨今、このニーズに対応するため、社員の英語力の評価にTOEIC®スコアを活用する日本企業が増えている。ビジネス英語とTOEIC®テストは、大きく異なるスキルを必要とし異なる方法で指導されるべきものと考えられてきた。しかし本ワークショップでは、実践的なビジネス英語の指導と効果的なTOEIC®対策クラスの大きな共通点に着目し、インタラクティブでコミュニケーション重視の指導方法がどちらのクラスにも有効であることを解説する。TOEIC®とビジネス英語学習の間の垣根を取り払うことで、より効果的な学習が進められることを証明する。

Keywords: TOEIC®, Business English, functional language, testing, goals, methodology TOEIC®, ビジネス英語、機能言語、テスト、目標、方法論

FOR countries like Japan, with a high dependence on overseas exports, the need for practical business English skills has become more important than ever. In addition, companies also need to be able to assess the English ability of their workers. To this end, the Test Of English for International Communication (TOEIC®) has become the standard for Japanese companies. This multiple-choice listening and reading test is taken by over 4.5 million people each year, with over one third of these in Japan (TOEIC® Data & Analysis, 2008).

TOEIC® scores are often required for new recruits seeking employment, for promotion to senior

management positions, and for transfers to international departments. This leads to the very real pressure for Japanese workers to not only develop practical English ability, but also to get decent TOEIC® scores.

Traditionally however, business English and TOEIC® preparation have been seen as requiring different skills and are generally taught in completely different courses using different methodologies. Unlike business English courses, which generally use an interactive or communicative approach, TOEIC® preparation has consisted largely of extensive practice doing test questions supplemented with additional lessons on grammar, vocabulary, or both, often with some focus on test taking strategies.

Not only is this type of instruction generally seen as a poor complement for developing practical English skills, many educators actually see it as counter-productive. Nall (2003) notes this sort of teaching:

...may include narrowing or distortion of the curriculum, loss of instructional time, reduced emphasis on skills that require complex thinking or problem-solving and test score "pollution," meaning gains in test scores without a parallel improvement in actual ability in the construct under examination. (Evaluating the TOEIC test section, para. 3)

In any case, the desire for both high test scores and practical communication ability leaves Japanese learners (and teachers and administrators) with the unhappy need to study two separate, and seemingly only indirectly related, courses of study.

But are these two curriculum choices actually as different and incompatible as they seem?



After nearly 15 years of teaching, administering, and writing materials for large-scale TOEIC® and business English courses, I've come to the conclusion that they aren't as different as they may appear at first glance.

In order to clarify why I believe this, I'll first take a closer look at what exactly is involved in business English.

What characterizes business English?

Ellis and Johnson (1994) note three main characteristics of Business English:

1. Sense of purpose—Broadly speaking this means that in business English language is used to achieve a practical end.
2. Social aspects—A big part of business interaction involves building a good relationship. Much of the language used for things like greetings and introductions is typically polite and largely formulaic.
3. Clear communication—Exchanging information with the minimum risk of misunderstanding is a high priority

In terms of the objectives of business English, the main focus is on performance. Typically this would include features such as:

- confidence and fluency in speaking
- sufficient language accuracy (to be able to communicate ideas without ambiguity or stress for the listener or reader)
- strategies following the main points of fast, complex, and imperfect speech
- strategies for clarifying and checking unclear information
- clear pronunciation and delivery
- an awareness of appropriate language
- skills for organizing and structuring information
- practical reading and writing skills
(adapted from Ellis and Johnson, 1994, p. 35)

Now let's take a closer look at the TOEIC®. The TOEIC® Examinee Handbook (2008), says that the test, "...measures the everyday English skills of people working in an international environment." (p. 2), but to get a clearer understanding of exactly what skills and knowledge students need, let's take a look at some examples of actual TOEIC questions.

Listening Part 2: Question-Response

In this part of the test students hear a question or statement followed by three responses. Students

must select the best response to the question or statement. Question content includes a range of typical business or social interactions.

Why don't we go to the beach this weekend?

- (A) Sorry, I don't know.
- (B) That's a great idea.
- (C) Because I was there.

In order to choose the correct response, you need to be able to recognize that this is actually not a question. The first speaker is in fact making a suggestion, and answer (B) is a very common and appropriate way of responding to such suggestions.

Common everyday functions such as suggestions, requests, offers, complaints, and invitations make up a high percentage of the type of things tested on the TOEIC®. In order to do well in these sorts of questions, students must be familiar with common language functions, and the natural phrases used to perform them. Here we can see a direct relationship to business English, as being aware of the appropriate ways proficient speakers handle such common functions is crucial to social interaction and avoiding misunderstanding.

Let's look at another example.

Listening Part 3: Conversations

In this part of the test, students hear conversations between two people, then answer three questions. Situations in Part 3 closely mirror those found in typical business English textbooks, and include such things as asking for information about delivery schedules, making appointments, asking for directions, and arranging meetings by telephone. Students hear:

- W:** Would it be okay if I took a few hours off next Friday? My parents are coming to visit and I need to pick them up at the airport.
- M:** Yes, that would be fine. We do need to form a construction committee and start planning the company picnic next week but there should be plenty of time for that.
- W:** Thanks. I'll be happy to work late on Thursday if necessary.
1. What are the speakers discussing?
 2. What will happen next week?
 3. What does the woman offer to do on Thursday?

In this case we have a situation where an employee is making a request to her boss for some time off work. Understanding that the stock phrase *Would it be okay if...* is a common way of making polite re-

quests, and that such requests are often followed up with a future offer or promise, is of great assistance in understanding the situation, and by extension, answering the questions correctly.

Looking closely at the test, we find that the types of situations closely mirror those found in the average business English course. A more important, and often overlooked similarity is that an understanding of natural English usage, especially common everyday functions and their associated vocabulary and stock phrases, is a key factor in doing well in the TOEIC®.

Teaching Methodology

Traditional TOEIC® study methods do very little to address this key need of understanding natural English usage. Thus the implications for teaching such clearly communication-focused content are fairly obvious—if you want students to gain a clear understanding of how language is used in the real world, the best way to give them that understanding is to give them opportunities to actually use it.

In practice what this means is that rather than having students spend most of their class time doing practice questions, teachers should:

- Draw attention to key functions common in everyday communication
- Outline the high-frequency language associated with those key functions
- Give students opportunities to practice actively using the language in activities such as role-plays, focusing on the type of functions and situations found in the TOEIC® (and in business English courses)

After several years of using this approach with my TOEIC® classes, I noticed significant improvements in overall test scores. Even more encouraging has been the development of the types of practical language skills normally covered in business English courses.

Implications for TOEIC® and business English classes

The similarities between TOEIC® and business English, in terms of content, key language, and effective methodology present a number of positive implications for our classes, specifically:

- Study of key functional language found in the TOEIC® can directly support the development of skills relevant to business English study (and vice versa)

- Use of interactive and productive activities of the type found in typical business English courses can help students better understand and answer questions on the TOEIC®
- Students or institutions with limited study time can find it easy to integrate practical business skills and TOEIC® preparation into a single course of study

In my workshop I will present further examples of the similarities between TOEIC® and business English and will provide some practical examples of ways the two types of courses can be integrated and made more mutually supportive.

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Grant Trew has 20 years EFL experience in the UK, Asia, and the Middle East. He has particular interest in language assessment and has designed oral and written test instruments for a number of institutions. He has designed training courses and written preparation materials for the TOEIC® test, TOEFL® test and EIKEN tests and has been an oral examiner for the Cambridge exams. He is the author of the *Tactics for TOEIC® Speaking and Writing Tests* and *Tactics for TOEIC® Listening and Reading Tests* for Oxford University Press. Grant is the series advisor for the forthcoming *Business Venture* 3rd edition.

英国、アジア、中東諸国にて20年以上の英語教育経験を持つGrant Trewは、特に語学力評価の分野に力を注いでおり、多くの機関にスピーキングおよび筆記試験教材を提供している。TOEIC®テスト、TOEFL®テストおよび英検対策のコースや教材作成にも携わるとともに、ケンブリッジ英検のスピーキング試験官も務めている。オックスフォード大学出版局刊のTactics for TOEIC® Speaking and Writing TestsとTactics for TOEIC® Listening and Reading Testsの著者でもあり、間もなく出版されるBusiness Venture第3版のシリーズ総監修者としても知られている。

...with Mark de Boer & Dax Thomas

<my-share@jalt-publications.org>



We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.



MY SHARE ONLINE

A linked index of My Share articles can be found at:

<jalt-publications.org/tt/
myshare/>

WELCOME to another My Share column! This month, Jon Mitchell shows us how peer assessment can work with students' narratives. Gordon Reid then looks at how students can remember some of the rules they use for writing with his Five-Star Groove.

Telling tales: Student-centred narratives and peer-assessment

Jon Mitchell

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Quick guide

Keywords: Story-telling, peer assessment, speaking

Learner English level: High beginner and up

Learner maturity: High school, university, adults

Preparation time: 30 minutes

Activity time: One 90-minute class

Materials: A poorly-written short story (approx-

mately 200 words) tailored to the level of the class, a well-written story (approximately 200 words), a pre-drawn four-frame comic strip.

Introduction

This lesson plan introduces one way in which the power of stories can be harnessed in the classroom. At its heart is a student-led exploration of what makes a good story good. These narrative guidelines provide learners with both the tools to structure their own stories and the confidence to assess the work of their peers.

Procedure

Step 1: At the outset of class, divide learners into pairs and hand them the poorly-written short stories. Ask them to place themselves in the roles of teachers and explain that you would like them to grade the story. Tell them to focus not only on grammar mistakes, but also to consider whether the story was interesting for them—whether it held their attention.

Step 2: After allowing the students time to discuss the story in pairs, elicit from them the story's weaknesses. As they tell you what they think is wrong with the tale, encourage them to think about how they could make it better. Write their ideas on the board, starting with "A good story..." Some of the guidelines that my learners often come up with include: *A good story uses tenses carefully, A good story includes speech and emotions, A good story flows smoothly using "so", "then", "in the end".*

Step 3: Having now elicited what makes a story good, hand the learners a better-written narrative. Ask them to find instances of the guidelines within it, and add any extra examples that they find to the *Good Story...* list created above.

Step 4: In this stage, hand the learner pairs the four-frame comic strips. For the more adventurous of you, these can be hand-drawn, but for the artistically-inept (like myself) try snipping Garfield and Sazae-san cartoons from the newspaper and blacking out the speech bubbles with a magic marker. Tell students that you would like them to write a short story and they should try to make it as interesting as possible. Encourage them to refer to their guidelines if they become stuck, but make yourself available should they have any questions. Be sure to tell them that their classmates will be assessing their tales, so they should write clearly.

Step 5: Collect the completed narratives and then redistribute them to different pairs. Ask them to assess the stories according to the guidelines that they

produced earlier. Ask the students to produce written feedback on the stories along the lines of *What we liked about this tale was...*, *What we didn't like as much was...*, and *In future, you might like to try...*

Step 6: After the students hand their comments back to the stories' authors, provide some feedback on common strengths and weaknesses.

Step 7: As homework, have the learners write a short story of their own choosing. With the learners' permission, these stories can be recycled into Step 3 of future classes, thereby creating a truly self-sufficient learning community.

Conclusion

The lesson plan above is based upon a four-stage cycle: Text exploration—Short presentation—Pair production—Peer assessment. It is designed to provide a high level of support for students who are often reticent about critiquing the works of their peers. From the outset, the plan encourages the learners to place themselves in the role of assessors. The *Good Story* list provides them with a means not only to guide their own creation of stories, but also for assessing other students. Since this list is created by the learners themselves (albeit with your guiding hand), it should give them a vital sense of ownership of the criteria, more so than if you had given them a ready-written handout.

Appendix 1

An example of a poorly-written story

(A story designed for late beginner students to highlight the importance of tense, conjunctions, emotions, and speech)

I went to the beach with my friend. It is a sunny day and the beach is very crowded. We ate ice-cream and we drink soft drinks. My friend and me went into the sea. We swim for about one hour. The sea is very cold. My friend screamed. I looked at her leg. It was very red. There are many jellyfish in the water. We went to the life guard station and we asked for help. The life guard is very handsome. He give my friend medicine. My friend smiled at him. Next week, they are going on a date.

Appendix 2

An example of a well-written story

(A story designed for lower intermediate students to highlight emotions, conjunctions, past perfect, and the use of a final coda)

Last summer, I went to the beach with my best friend. The beach was very busy, but we could

find some space near the water. We sat down and relaxed. After about an hour, we were hot so we decided to go into the sea for a swim. The water was cool and we felt very refreshed. However, when we came out of the water, we discovered that our bags were missing. In a panic, we rushed to the life guard's hut. We asked him if anyone had handed in our bags. He checked in the back room and came back with our bags. He told us they had been washed away by the incoming tide and we were very lucky that someone had spotted them. We were so relieved and from now on we will be very careful.

Five-star groove

Gordon Reid

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Quick guide

Keywords: Entrenched errors, mediated memory, established rules, writing

Learner English level: Pre-intermediate to advanced

Learner maturity: Junior high to adult

Preparation time: One hour

Materials: Writing assignment, rule(s), symbol

Introduction

The following technique has helped my students reduce their common recurring errors. I developed the technique from Vygotskian theory—in particular mediated memory. The most common example is a string tied around one's finger in order to remember something of importance. The string acts as the external reminder until the necessary action is performed or the action becomes internalized, thereby rendering the string unnecessary. In a language class, this means the students become conscious of particular errors and then make the necessary adjustments without a teacher's continual reminders. The basic concept can be modified for classes that focus on speaking skills.

Procedure

Step 1: When you have identified a common error from class work, establish a classroom writing (or

speaking) rule that addresses the error. For example, if students are consistently writing the word *because* at the beginning of simple or compound sentences, make the rule: *Do not begin a simple or compound sentence with the word "because"*. Four rules or less is most effective.

Step 2: Have students demonstrate their understanding of the rule. Provide writing samples that may or may not include the particular error. Then have students identify which samples adhere to the rule and which samples violate it.

Step 3: Have each student write the rules at the top of the writing assignment. Then, have the students write five stars (or whatever symbol) after each rule. For example:

Rule: Do not begin a simple sentence with because. ☆ ☆ ☆ ☆ ☆

The technique is more effective if you have students write the rules and symbols themselves on each assignment.

Step 4: After the students submit their completed assignment, correct it in your usual manner. In addition, each time a student breaks one of the established rules, put an X through one star. For example, if the student begins a simple sentence with *because* three times in one assignment, cross off three stars.

Rule: Do not begin a simple sentence with because. ☆ ☆ ✕ ✕ ✕

Step 5: Return the assignments to the students and repeat the process from step three. However, for the next assignment, the students should put

only their remaining stars. According to the above example in step four, the student would write the rule as before, but write only two stars rather than the original five.

Rule: Do not begin a simple sentence with because. ☆ ☆

At this time, remind students that the stars do not relate to the grading of the paper, if there is any. The stars are simply reminders.

Conclusion

This technique is not a punishment/reward system. As in the example of the string around one's finger, the string is not a punishment, but a reminder. Furthermore, once you have initially explained the process to your students, no further explanations or discussion is necessary. The students simply have a visual reminder of how their piece of writing relates to the rules. Although students may begin with five new stars, if none remain for a particular rule, it has been my experience that they do not require more than five. In other words, the students' writing starts to get into an English groove rather than an error-filled trench.

JALT2009

THE TEACHING LEARNING DIALOGUE
AN ACTIVE MIRROR
- NOV 21-23, 2009 -
GRANSHIP SHIZUOKA
<JALT.ORG/CONFERENCE>

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

「素晴らしい授業!、これを他の人にも試してもらいたい!」



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

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

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

...with Robert Taferner

<reviews@jalt-publications.org>



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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

T HIS month's Book Reviews column features Andrew Atkins' evaluation of *Reading for Speed and Fluency 1*.

Reading for Speed and Fluency 1

[Paul Nation and Casey Malarcher. Santa Fe Springs, CA: Compass Publishing, 2007. pp. 113. ¥1,575 (incl. downloadable MP3 files). ISBN: 978-1-59966-100-1.]

Reviewed by Andrew Atkins, Kyoto Sangyo University

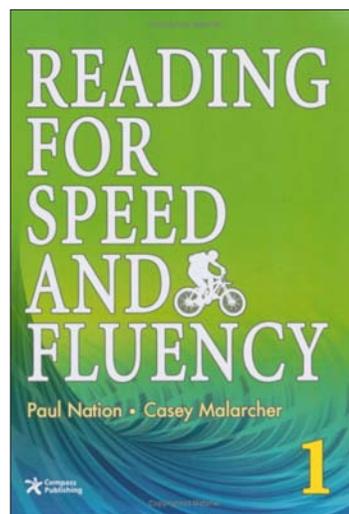
Reading for Speed and Fluency 1 is the lowest level of a four-level series written to help learners of English read at a normal, comfortable reading speed, of around 250 words per minute. This is the same speed that the average American college student reads English, and it is not the goal of level one, but for the whole series. This one book alone is unlikely to produce native-like readers of English in the Japanese EFL context, but may be a means to help students get closer to the ideal speed. The book consists of eight thematically arranged chapters, all of which contain a set of vocabulary-based preview exercises and five short readings. The preview exercises are designed to pre-teach any vocabulary that may slow the learner's reading speed, and they also serve the purpose of activating

schemata before the reading begins. The reading passages are ordered in a way that facilitates comprehension of the subsequent passages in the chapter.

The non-culturally specific schemata required by students to use the book made it suitable for EFL students at the tertiary level in Japan. The readings were designed to be easy so the student level needed to be carefully considered. Unfortunately no guidelines were provided. The textbook was used with two intermediate level university classes and two low intermediate level junior college classes. Some of the low intermediate students found the book slightly too difficult, making it inappropriate for the class as a whole. The intermediate level university students appeared to be of a suitable level, and did not have to worry too much about vocabulary and focused on their reading speed.

Each of the readings consists of 300 words, and it can only be speculated that this arbitrary number was chosen to make calculation of reading speeds easier. This is a serious concern, as longer passages or even stories would surely give students more chance to improve their reading. This clearly is not extensive reading (ER) in the usual sense, but neither is it intensive. It can be inferred that the authors envisage the book being used as a complement to ER. Tanaka and Stapleton (2007), using this kind of combined approach, found that studying shorter reading passages in class when combined with ER texts outside of class produced statistically significant improvements in reading speed and comprehension.

Students record their reading times on a chart at the back of the book, from which they can find out their reading speed in words per minute. They also record their score on a five-question test, the purpose of which is to check that they have understood each reading. Reading speed does steadily improve, giving students a sense of achievement. In a recent study using this type of activity, Crawford (2008) found that timed reading was an effective



means of developing reading rates. He cautioned, though, that further research needs to be done before any strong recommendations can be made, and suggested that a combination of timed reading, repeated reading, and extensive reading may be most beneficial to learners.

In addition to the student book, freely downloadable MP3 files for all of the readings are available, extending the book's possibilities to include listening activities. A recent study by Brown, Waring, and Donkaewbua (2008) shows that students retain significantly more vocabulary when texts are delivered using a reading-while-listening approach, as opposed to a reading-only approach. Using a computer lab for individual practice of reading-while-listening, as well as shadowing and rhythm and intonation practice of the readings, provided useful reinforcement of vocabulary and variety for the students.

An informal discussion was held after using this book in class for six lessons over six weeks, and students felt that it was of benefit to their learning, although many said that two readings in one lesson were enough, suggesting the book would be best as a supplementary text. The students felt the topics were of interest, but were a little bemused by the reading about Elvis Presley. Most of the topics of the readings could be further expanded for class discussion and follow-up activities and, if used along with extensive reading books outside of the class, the book could be used as the basis for a whole course. Choosing the correct level for a class could be difficult; however, if successfully done, *Reading for Speed and Fluency* could be a useful tool to help develop reading speed.

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Recently Received

...with Greg Rouault

<pub-review@jalt-publications.org>

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the Publishers' Review Copies Liaison address listed on the Staff page at the back of *TLT*.

* = new listing; ! = final notice. Final notice items will be removed 31 July. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault
<pub-review@jalt-publications.org>

Activities for Interactive Whiteboards. Martin, D. Crawley, UK: Helbling Languages, 2008. [Resourceful Teacher series activities handbook incl. CD-ROM].

Language Leader. Cotton, D., Falvey, D., & Kent, S. Harlow, UK: Pearson Education, 2008. [4-level coursebook styled for adults and professionals incl. CD-ROM, audio CD, workbook w/CD, teacher's book w/*Test Master* CD-ROM].

Oxford Picture Dictionary (Second Edition). Adelson-Goldstein, J., & Shapiro, N. New York: Oxford University Press, 2008. [Picture dictionary arranged by topic in monolingual and bilingual editions incl. workbooks at 3 levels, vocabulary handbooks, reading library, instructional support w/interleaved lesson plan book w/audio CD, photocopiable classroom activities, OH transparencies, and dictionary CDs].

Stimulating Conversation. Goodmacher, G. Fukuo-ka, Japan: Intercom Press, 2008. [Intermediate to advanced level critical thinking and conversation coursebook incl. CD].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Bill Perry
<jj-reviews@jalt-publications.org>

Japanese language teaching: A communicative approach. Benati, A. G. London: Continuum, 2009.

...with Marcos Benevides

<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>, the JALT events website <jalt.org/events>, or see the SIG and chapter event columns later in this issue.

- ▶ 1 Oct 2009: Pre-registration deadline for presenters at JALT2009 in Shizuoka <jalt.org/conference>
- ▶ 11 Oct – The 4th JALT Joint Tokyo Conference, Toyo Gakuen University, Hongo Campus.
- ▶ 26 Oct 2009: Pre-registration deadline for JALT2009 in Shizuoka <jalt.org/conference>
- ▶ 21 - 23 Nov – JALT2009 "The Teaching Learning Dialogue: An Active Mirror" will be held at Granship Shizuoka. See <jalt.org/conference> for more information.

JALT Focus

Announcements

TLT Call for Papers: Discourse and Identity Special Issue

The Language Teacher is seeking papers (1,500-2,000 words) for a special issue on discourse and identity in second language contexts, including language learning settings and/or language-in-use beyond the classroom. Papers should be research based and focus on the discursive accomplishment of identity through the application of participant-centred methodologies such as discursive psychology, conversation analysis or membership categorization analysis. We are looking for articles that document the negotiation of identity in instances of naturally-occurring interaction, particularly studies that feature original collections of interactional practices. Transcripts should conform to Jeffersonian conventions and be limited to 35 characters per line, including spaces. If you are interested in writing a paper for this special issue or have suggestions which might fit with the above themes, please contact Tim Greer <tim@kobe-u.ac.jp> and Keiko Ikeda <ikedakeiko@nagoya-u.jp>. The deadline for manuscript submissions is 30 July 2009.

TLT Call for Papers: Lifelong Language Learning

The Language Teacher is seeking papers (1,500-2,000 words) for a special issue focusing on lifelong language learning. Papers should be research or classroom based and related to language education for adult learners (post-graduation) in various contexts. Articles may address topics such as local or national guidelines and facilities for lifelong language learning; reasons that adults study languages; business-related language learning; language classes for the elderly; materials and methodology for adult learners; the challenges faced by lifelong learners and their teachers; the future of lifelong language learning; and other related topics. In addition, shorter papers for My Share, book reviews, and teacher or learner profiles are welcome. If you are interested in submitting a paper for this special issue, please contact Julia Harper <harper,julia.k@gmail.com>. The deadline for manuscript submissions is 30 September, 2009 and publication is expected in September 2010.

JALT Research Grants 2009

Spring means a new opportunity to be awarded a JALT Research Grant to help fund your research aspirations. This year apply between 1 May and 31 July for one of three ¥100,000 grants. Successful awardees will receive comprehensive support,

both from the Research Grants Committee and from experienced advisors and mentors in the Research Grants Teacher-Researcher Network. Full information, including application procedures, is available on the JALT website <jalt.org/researchgrants/>.

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JALT FOCUS • MEMBER'S PROFILE

...with Jason Peppard

<memprofile@jalt-publications.org>



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

In this month's Member's Profile, Steven Herder discusses the benefits of collaboration and shares his EFL experiences, insights, and accomplishments.

MEMBER'S PROFILE

Steven Herder

First we have to connect... the rest we just work out day by day.

Not an auspicious start

The bubble economy was still thriving when I arrived at Narita airport in the fall of 1989. As I got off the plane, a woman in uniform was waiting for me, holding a sign saying, "Steven Herder." Yikes! Did she know that I only had a tourist visa but was hoping to eventually work here? She had been sent by JAL to tell me that my big green backpack had abandoned me and was in Hawaii. Even worse, five days later I drove a friend's van into a truck parked on a narrow street. After four hours in the local police station, I was wondering if Japan was "right" for me. Thankfully I stayed, because I eventually stumbled into a great career as an EFL teacher.

Nagging questions

Even after 17 years of "solo classroom teaching," I still hesitated to share in public all I had learned. Having just a BA in English, I always secretly questioned my lack of a real teacher's license. Recently though, completing my MA TEFL through the University of Birmingham has helped immensely



because those studies added theory to my years of practice, and left me feeling complete: well prepared to finally "join the EFL conversation" and share with others.

So in August of 2006, I helped to start a network of teachers who wanted to do more and grow more. We created an organization that we call MASH Collaboration (Meet, Ask, Share & Help). We are interested in making good things happen for each other and for all like-minded colleagues. While working full-time, and studying in all the remaining time, we have accomplished a lot together in the past three years:

- An online weekly study group (2 years);
- Six MASH events around Japan focusing on *Professional Development through Collaboration*;
- A homepage that facilitates our collaborative efforts and records our projects;
- An ongoing book project defining our EFL context, *Innovating Teaching in Context: Asia*;
- A column on Professional Development (PD) on the ELT News website;
- A MASH building (headquarters) in the *Second Life* virtual world;
- Collaborative events with Kyoto JALT Chapter and with Curtis Kelly;
- MASH Online Statistics Course with Gregory Sholdt (Kobe University);
- Nakasendo 2009 participant.

What I've learned through PD

Two *MASHisms* that have evolved over time and sum up what I've personally learned from collaborating are, "Anything I can do, we can do better." Once I learned to be more open to feedback and the collective opinions of people I trusted, I noticed that my own work got much better. Even more importantly, I now know that "Collaboration creates just the right kind of tension to get lots done." I have grown used to letting myself down at times, but I continue to fight to never let my cohorts down.

Calling a spade a spade

Unfortunately, teaching is an unregulated profession that IMHO produces *blue-collar* and *white-collar* attitudes. This metaphor simply separates teachers who understand that being a teacher means a never-ending commitment to personal and professional development from those teachers who don't see teaching that way. I've seen white-collar attitudes at NOVA and ECC, and blue-collar attitudes at famous universities. If we non-Japanese teachers are ever going to get the responsibility and respect that many of us deserve, we are going to have to work extra hard to differentiate ourselves from teachers who just do the minimum.

Message to colleagues

The deeper you go, the better it gets. The more you reach out—earnestly, to ask questions, to connect with others, to get involved in JALT, JACET, ETJ, MASH, etc., the more meaningful each day becomes. My MASH and JALT friends will be friends for life. As a foreigner in Japan, these connections are my lifeline. If any of this resonates with you, I hope we meet someday. My professional interests include:

- Extensive Writing (EW_r)—my dissertation is on fluency writing practice in Japanese high school writing classes.
- Professional development through collaboration with EFL teachers.
- Defining the unique nature of our EFL context: raising our voices beyond ESL ideologies.
- Debunking the "English Only" myth for all levels and all contexts of teaching in Japan.
- Promoting a balanced four skills approach to teaching English.

Steven teaches Writing II & III, and Oral Communication at Seibo Jogakuin in Osaka and Intensive English in the International Relations Department at Kyoto Sangyo University in Kyoto. He can be reached at <steven.herder@gmail.com>.

...with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>



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



In this month's issue, Hideto Harashima warmly invites you to the ever-popular 21st JALT-Gunma Summer Workshop, with guest speaker Geoffrey Leech.

Geoffrey Leech comes to Kusatsu

by Hideto D. Harashima, Co-president, JALT Gunma Chapter

Renowned professor emeritus of English linguistics at Lancaster University, Geoffrey Leech is visiting Kusatsu this summer for the 21st JALT-Gunma Summer Workshop. The summer workshop is an annual event that Gunma Chapter is particularly proud of, and this year it will be held on Saturday and Sunday 22-23 August. This year's theme is English Grammar and Politeness. The workshop venue is Kusatsu Seminar House (Kanto-Koshinetsu Kokuritsu Daigaku Kyodoriyo Shisetsu), 737 Shirane, Kusatsu-machi, Agatsuma-gun, Gunma-ken 377-1711 (tel: 0279-88-2212).

Participants will be able to enjoy a good many things in the two-day workshop: the cool and fresh air of Kusatsu highlands, one of the best *onsens* in Japan,

a relaxing atmosphere, a draft-beer party, an excellent opportunity for networking with other participants, presenting their own papers, and sitting in on informative lectures from a first-class featured speaker.

Leech is both a Fellow of the British Academy and a Member of the Academia Europaea. He has written, coauthored, or coedited numerous books in the areas of grammar, stylistics, semantics, corpus linguistics, and pragmatics <www.ling.lancs.ac.uk/profiles/296>. In this summer workshop, he will give two separate lectures on topics certain to interest you. The first is entitled: *How English grammar has been changing*; while the second is: *Politeness: Is there an East-West divide?*

Participants will most surely enjoy all the features the Kusatsu Workshop has to offer. Those wanting to attend should contact the coordinator, Mr. Shibayama, as soon as possible, for capacity is limited. Send the registration form and deposit in an "envelope for cash" (*genkin kakitome fuutoo*) to Morijiro Shibayama, 2-38-4 Hirose, Maebashi, Gunma 371-0812 (tel/fax: 027-263-8522) <mshibaya@jcom.home.ne.jp>. Registrations will be accepted on a first-come, first-served basis. The maximum capacity is 40 participants. The fee to participate is ¥9,000 per participant, which includes the right to attend the

programme, room and board, and the party; ¥6,000 per family member; ¥4,000 for a primary school child; ¥2,000 for a preschooler; and free for a baby (without meals). The deposit is ¥3,000 per participant and ¥1,000 per family member. The deposit should be enclosed with the registration form, and the rest will be collected onsite.

As mentioned above, you are also welcome to give a presentation. If you want to apply, please put your title on the registration form. There are five presentation slots of about 30 minutes each. Most presenters go on to write articles for Gunma Chapter's ISSN-numbered newsletter *SpeakEasy*, which serves as the workshop's proceedings. The registration form is available from the website: <harahara.net/JALT/kusatsu.htm>. The deadline for registration, deposit, and any presentation proposal is 31 July. Hope to see you with us this summer at our Gunma Chapter annual retreat!

Contact persons: JALT Gunma Chapter Co-presidents: Michele Steele 0277-45-3233, Hideto Harashima 027-266-7101; Co-Program Chairs: Barry Keith 0277-30-1944, Morijiro Shibayama 027-263-8522, Hisatake Jimbo 0274- 62-0376, Natsue Nakayama 027-266-7575.

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...with James Hobbs

<sig-news@jalt-publications.org>



JALT currently has 17 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

SIGs at a glance

Key: [🔍] = keywords [📖] = publications [🗣️] = other activities [📧] = email list [💬] = online forum]

Note: For contacts & URLs, please see the Contacts page.

Bilingualism

[🔍] bilingualism, biculturalism, international families, child-raising, identity [📖] *Bilingual Japan*—3x year, *Journal*—1x year [🗣️] forums, panels [📧]

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.bsigsig.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.bsigsig.org>をご覧ください。

Computer Assisted Language Learning

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

The 2009 JALT CALL SIG officers and conference team would like to say a great big *Thank you!* to all of our presenters, attendees, and especially our Associate Members for their continued support year after year. We look forward to meeting even more persons interested in the expanding world of CALL next year! <www.jaltcall.org>.

College and University Educators

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

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

Extensive Reading (forming)

Extensive Reading in Japan Seminar 2009: The ER SIG will be co-hosting the ERJ Seminar with the Kyoto and Osaka chapters of JALT at Kinki Daigaku in Osaka on 5 Jul. The featured speaker, **Rob Waring**, is one of the giants of ER. He has played many roles in the world of ER including researcher, promoter, author, and series editor. In addition there will be many ER presentations and several publishers showing their latest readers.

Gender Awareness in Language Education

[🔍] gender awareness; gender roles; interaction/discourse analysis; critical thought; gender related/biased teaching aims [📖] newsletter/online journal [🗣️] Gender conference, workshops [📧]

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Visit our website at <www.gale-sig.org> or contact us for more details.

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! Our website is <www.gisigsig.org>. For further information, contact Kip Cates <kcates@rstu.jp>.

Japanese as a Second Language

[🗨️ Japanese as a second language] [📖 日本語教育ニューズレター *Japanese as a Second Language Newsletter*—4x year] [🗨️ Annual general meeting at the JALT conference] [🗨️]

JALT JSLでは毎年「日本語教育論集」を発行しています。現在第10号までを発行。日本語教育・学習に関する論文や研究報告など、JALT JSL会員の日本語教育研究者、日本語指導者や学習者より募集しています。次号の発行予定は2010年3月31日。投稿締め切りは2009年12月31日。

Call for Papers: *JALT Journal of Japanese Language Education*. Japanese as a second language researchers, teachers, and learners who are members of the JSL SIG may contribute articles, research reports, essays, etc. Submission Deadline: 31 Dec 2009.

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 large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

[🗨️ 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] [🗨️]

The Learner Development SIG is a lively and welcoming group of teachers interested in improving our practice by exploring the connections between learning and teaching. The SIG publishes an e-journal twice a year. We also meet to share ideas and research in small-scale events such as mini-conferences, poster-sessions, and local group meetings. For more information check out our homepage <ld-sig.org>.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <jalt.org/lifelong>). For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

生涯語学学習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おります。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、これからの研究や活動が期待されています。LLL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こうと日々熱心に活動中です。現在オンライン< jalt.org/lifelong>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らっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、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ご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

The MW SIG shares information on ways to create better language learning materials, covering a wide range of issues from practical advice on style to copyright law and publishing practices, including self-publication. On certain conditions we also provide free ISBNs. Our newsletter *Between the Keys* is published three to four times a year and we have a discussion forum and mailing list <groups.yahoo.com/group/jaltmwsig>. Our website is <uk.geocities.com/materialwritersig>. To contact us, email <mw@jalt.org>.

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 is the study of how people use language. As teachers we help students learn to communi-

cate appropriately, and as researchers we study language in use. This is clearly an area of study to which many JALT members can contribute. If you have a practical classroom technique or a research project related to Pragmatics, please send an article to our newsletter, *Pragmatic Matters*. Send submissions to <sarmstro@kansai.ac.jp>. Also see <www.pragsig.org/index.html>.

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>.

Study Abroad (forming)

[💡 study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [🗳️ Pan-SIG, national and mini-conference in 2009] [🌐]

The Study Abroad SIG is a new and upcoming group interested in all that is Study Abroad. We aim to provide a supportive place for discussion of areas of interest, and we hope that our members will collaborate to improve the somewhat sparse research into Study Abroad. We welcome submissions for our newsletter, *Ryugaku*, and we are still in need of officers. Contact Andrew Atkins or Todd Thorpe <studyabroadsig@gmail.com> for further information.

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 is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. We also have an online discussion group. Contact <ted@jalt.org> or visit our website <jaltesig.terapad.com>.

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 or hear about our upcoming events. <tcsig@yahoogroups.com>. For more information, visit <www.tcsigalt.org>.

児童教育部会は子どもに英語(外国語)を教える教師の方を対象とした部会です。当部会では、この分野で著名な教師らがコラムを担当する会報を年4回発行しております。英語指導に関するアイデアや疑問などを交換する場としてメーリングリスト<tcsig@yahoogroups.com>を運営しています。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に関する詳細は<www.tcsigalt.org>をご覧ください。

Testing & Evaluation

[💡 research, information, database on testing] [📖 *Shiken*—3x year] [🗳️ Pan-SIG, JALT National] [🌐]

The TEVAL SIG is concerned with language testing and assessment, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our newsletter, published three times a year, contains a variety of testing-related articles, including discussions of the ethical implications of testing, interviews with prominent authors and researchers, book reviews, and reader-friendly explanations of some of the statistical techniques used in test analysis. Visit <www.jalt.org/test>.

JALT2009



THE TEACHING LEARNING DIALOGUE
AN ACTIVE MIRROR
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GRANSHIP SHIZUOKA
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...with Ben Lehtinen

<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.

JULY arrives with hopefully well-deserved summer holidays just around the corner for teachers across the land. It also brings another flurry of chapter events happening around the country from Yamagata to Okinawa, so why not plan your vacation around one? If your chapter is not listed below, be sure to keep an eye on the chapter events website <jalt.org/events/2009-07> as events may appear at any time.

Gunma—Developing group cohesion in the language classroom by **Steven Paydon** of Tokai University. Most modern teaching methodologies are based around communicative classrooms. However, when students do not feel secure enough in their classroom group to communicate, learning is compromised. The key to making students feel secure in the language classroom is to develop the group's cohesion. This interactive workshop will discuss the importance of cohesion and demonstrate a number of activities that can be used to develop it. *Sun 12 Jul 14:00–16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku); One-day members ¥1000.*

Hamamatsu—Changing English education in Japan at its roots by **Dan Frost** and **Tetsuya Ozono**. Junior high school English has followed this recipe: The Japanese teacher does reading and grammar while the native speaker appears occasionally to do conversation. Frost and Ozono are trying to break out of this dichotomy by sharing the teaching of reading, grammar, and conversation, using children's picture books as a base and helping students to gradually free themselves from translation. *Sat*

25 Jul 18:30–21:00; Hamamatsu ZaZaCity Palette 5F Rm A; One-day members ¥1000.

Kitakyushu—Teaching/learning principles for oral communication courses by **Kristen Sullivan** of Shimonoseki City University. Sullivan will introduce the teaching/learning principles she believes are crucial for oral communication courses; she will discuss how they were incorporated into the oral communication textbook *Impact Conversation 1 & 2* (Pearson Longman), which she coauthored, and how she applies them in her own classes. *Sat 11 Jul 18:00–20:00; Kitakyushu International Centre, 3F; One-day members ¥1000.*

Nagasaki—Intertwining content studies with language studies by **Greg Goodmacher** and **Asako Kajiura**. The presenters will demonstrate activities and materials that they have used in culture content, environmental issues content, and other global issues-based content classes. Also, attendees will create and adapt their own materials and activities during this practical workshop. There will also be a discussion about balance of content and language, testing and authentic materials. A dinner and *onsen* trip to nearby Ioujima will follow the meeting. If you are interested, please contact us as soon as possible. *Sat 25 Jul 13:00–15:00; Dejima Koryu Kaikan, 4F; One-day members ¥1000.*

Nagoya—Using the whole language approach to create meaning for young children by **Ruth Barnes** of Manakau Institute of Technology. This interactive workshop explores the whole language approach to developing children's language. Advocating that language learning is a whole life experience, best achieved when there is real purpose for the child, Barnes explores using puppets, rhymes, and magnetic stories to make language learning more relevant, engaging, and memorable for children. *Sun 12 Jul 13:30–16:00; International Center, 3F, Lecture Room 2; One-day members ¥1000.*

Okayama—In search of the “real” Johnny Depp: The co-construction of identity through an interview by **Ian Nakamura** of Okayama University. This workshop-lecture will highlight how celebrity interviews are organized to draw out new and interesting information. Special attention will be paid to what can be learned by examining transcript excerpts to appreciate how talk-in-interaction is a co-accomplished social activity. *Sun 12 Jul 15:00–17:00; Sankaku A Bldg, 2F near Omotecho in Okayama City; One-day members ¥500.*

Okinawa—All-Okinawa Language Educators' Day by Okinawa JALT, Meio University, Cengage and JellyBeans. There will be two featured presentations (**Curtis Kelly** and **Chuck Sandy** are the main presenters) as well as poster sessions, short papers by local presenters, and an extensive book and materials display provided by Cengage and JellyBeans. Contact kamadutoo@yahoo.com or 090-1945-5224. *Sat 11 Jul 9:00–17:00; Meio University, Nago, Okinawa; Members and students free, others ¥1000 donation.*

Osaka and Kyoto—Second Annual Extensive Reading in Japan Seminar by the Extensive Reading SIG with Rob Waring. Extensive Reading is a growing phenomenon in Japan and an excellent way of reaching our students. This will be a full day of presentations and poster sessions about ER and there will be a wide range of publishers with their latest offerings. Whether you are new to ER or a seasoned pro, there will be something for you to learn! *5 Sun Jul 11:00–16:00; Kinki University, Higashi-Osaka City; Non-members ¥500.*

Osaka—Stories that need to be told—A film screening by an award-winning Japanese-Canadian by Linda Ohama. Ohama, a filmmaker and visual artist, will show and discuss her award-winning film, *Obaachan's Garden*. This film is about the life of Asayo Imamoto Murakami, born in Onomichi, Hiroshima-ken, who was sent to Canada in 1923.

Ohama, the granddaughter of the film's heroine, will share some experiences in making this film. This event is cosponsored by Kyoto JALT and SIETAR Kansai. *12 Sun Jul 13:30–17:30; Osaka Gakuin University, Building 2, near Hankyu Shojaku Station; Members and students ¥500, Non-members ¥1000.*

Shinshu—The second annual JALT Shinshu/International families camping retreat by everyone. Let's take a relaxing weekend by the river in the rustic scenery of Nagano near Ueda City. You can camp, rent a cabin or a bungalow. There are lots of facilities here. Please check the webpage at jalt.org/events/shinshu-chapter/09-08-21. Be sure to make your reservations early, because the cabins especially will fill up fast. Bring the children! For more information, contact Fred Carruth fredcarruth@hotmail.com. *Fri 21 Aug 18:00–Sun 23 Aug 17:00; Kinpo Sanso lodge; Members and non-members free (all participants pay their own expenses).*

Yamagata—Canada in terms of its history, culture, education, and language by Cheryl Stapleton. Stapleton will present on this topic in terms of English as a means for global communication in the 21st century. How is Canada different from the USA, Europe, Russia, and China? Cheryl Stapleton is a CIR at Yamagata Education Center. *Sat 4 Jul 13:30–15:30; Yamagata-shi Seibu-Kominkan; Kagota 1 chome 2-23 (tel 0236-45-1223); Non-members ¥1000.*

COLUMN • CHAPTER REPORTS

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...with Troy Miller

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—The corpus in the classroom by Colin Graham. The presenter led a workshop session to show the possibilities and pitfalls of introducing corpora in a practical way in the classroom. After a

brief introduction to Corpus Linguistics, he went on to discuss aspects of building a corpus, and ways to involve students in its creation, and then illustrated resources for materials development. There were practical demonstrations of various activities teachers could employ based on Corpus Linguistics. After a short break, the presenter utilized a live Internet feed to compare various Corpus Linguistics websites, and explained how best to adjust the input variables for optimum success.

Reported by Stephen Shucart

Gunma: April—Teaching communicative strategies by Alastair Graham-Marr. Graham-Marr encouraged instructors to take a look at communicative strategies from a curriculum development point of view. Developing strategic competence is vital to students' language acquisition. Teachers cannot be sure of all the grammar structures and "real life" situations students may encounter, but

they can be sure that students will have trouble. If students do not feel equipped with strategies to navigate their learning experience, their motivation and, consequently, their accomplishment, will be negatively affected. Graham-Marr provided excellent examples of how he has reconciled the role of strategy instruction in his own publications.

Reported by Sarah Carter

Hiroshima: April—Teaching culture in the university classroom. Four well-known local teachers gave short presentations outlining their ideas about the teaching of culture. (1) **Ron Klein** discussed his syllabus for a cross-cultural communication course, emphasizing that a historical perspective is crucial to the understanding of culture. (2) **Susan Meiki** described her course which focuses more on religion, the understanding of one's own culture, and awareness of prejudice and discrimination. (3) **Fuyuko Takita Ruetenik** talked about her cross-cultural management class and the way that cultural differences are manifested in the business world, before introducing Hofstede's work on culture and values. (4) **Peter Goldsbury** outlined three different courses he has designed in which culture is taught either implicitly or explicitly, including a discussion of "deep" cultural concepts. In the second hour all the presenters took part in an enjoyable and informative panel discussion chaired by **Carol Rinnert**.

Reported by Andrew Brady

Hokkaido: April—Analyzing grammar mistakes in college composition classes by **Kenlay Friesen** and **Peter Gray**. Friesen and Gray gathered data by classifying the mistakes found in their composition courses. Their analysis consists of 20 categories, of which eight include subcategories. According to the rank of difficulty, the following categories were revealed to be most problematic: (1) articles; (2) word choice of verb, preposition, noun, pronoun, adjective, or adverb; (3) prepositions (including extraneous or missing ones); (4) noun pluralization; (5) adverbs; and (6) verb form and tense.

Qualitatively, the researchers provided evidence that students' writing accuracy had generally improved, despite finding approximately the same number of mistakes in essays throughout the year, because the students' essays increased in length and complexity. Their findings suggest three general conclusions: (a) Students need continual help in vocabulary building in order to express their ideas clearly, (b) When faced with numerous student errors, teachers need to make careful and consistent

decisions about which errors to correct and how to correct those errors, and (c) As far as possible, teachers should devise ways to give students individual attention, because the individual strengths and weaknesses of students vary greatly.

Reported by Lorne Kirkwood

Kitakyushu: April—Neuroscience and psychology for TEFL by **Robert Murphy**. Murphy's basic introduction gave us just enough insight into behavioral psychology to follow his reasoning and understand his practical advice for class organization. He is concerned with students missing out on their full potential of language acquisition due to a lack of necessary support, reminding us that learning without application falls short of understanding. He walked us through the four tiers of understanding—reflexes, actions, representations and abstractions—explaining when and how they each kick in, how they can be augmented for optimal results with "High Support Conditions," and why ongoing assessment is the only worthwhile form of assessment. Many commonly accepted psychological truisms were entertainingly debunked. A simple diagram illustrated how three developmental archetypes, Linguistic Structures, Nonverbal and Cultural Manifestations, need to be balanced for good L2 performance, and how overemphasis on the former is counterproductive. Self in Relationships (SiR) interviews showed that father and teacher roles (which demand arbitrary filial respect) are the ones viewed most negatively by students in Japan. "Consciousness raising maps," grouping of terms and assigning of emotional valences to them, help students focus on Performance of Understanding, entirely in English.

Reported by Dave Pite

Nagasaki: April—English language as a lingua franca in the Nagasaki foreign settlement, 1859-1941 by **Brian Burke-Gaffney**. Burke-Gaffney's extensive knowledge about Nagasaki and its linguistic roots assured the audience a stimulating and informative talk. He first explained his personal motivation for his research, stemming initially from an interest in Eastern philosophy which eventually led him to settling down in Nagasaki—a city he believes has maintained congeniality between peoples despite abhorrent historical events. Burke-Gaffney's focus on the Nagasaki foreign settlement from 1859-1941 highlighted varying sources of documental evidence of English in use. These were found in natural features, English newspapers dating back to 1861, and letters stored at the Nagasaki Museum of History and Culture, as well as docu-

ments now contained in the UK National Archives in London. Notable people, such as Thomas Glover and the Ringer family, were highlighted for their role in the shaping of the city. Photographs, supplemented by Burke-Gaffney's personal interest in postcard collecting, revealed the geographical changes that have taken place in Nagasaki over the years. Burke-Gaffney finished with an activity for students to compare discrepancies in English and Japanese newspapers in the coverage of the events.

Reported by Monica Roberts

Nagoya: April—Task sequence and design for all classrooms by **John Gunning**. Gunning began by explaining the framework for designing task-based language lessons: Pre-task, Task, Planning, Report, Analysis, Practice. Gunning explained that when you design a sequence of tasks for skill building, it is important to give students concrete goals they can easily attain, give them motivation to realize their progress, and give them confidence at every step. It is also important to consider time, the students' level of ability, materials, environment and atmosphere, and how well students work together. Gunning showed the participants an example of a lesson plan and let them join in a receptive skills lesson. After watching a scene from the movie *Stand By Me*, participants were asked to discuss photos from the movie. This was followed by listening to a song from the same movie, doing a word-scramble task, and completing a handout for the song. Participants were chosen to come to the board and write the answers. They also wrote 5-6 questions based on friendship, surveyed other participants, and returned to their groups to share their survey results.

Reported by Kayoko Kato

Nara: April—Poetry for language learning and personal growth by **Jane Joritz-Nakagawa**. Joritz-Nakagawa began with having participants look over poems on her handout and select the one(s) we could use in class. When everyone was ready, each person related which one(s) could be used and how. Rather than mere presentation, everyone added comments and questions about each person's potential uses, which created an interactive and useful sharing session. Some of the considerations in choosing poems were language difficulty, length, the sound of a poem when read, and the image created by a poem. Activities ranged from merely reading the poem, to having discussions about it or students sharing impressions. Joritz-Nakagawa noted that songs are often better for rhythm and rhyme, if that is a goal. Although she has taught

courses devoted to poetry, she mainly peppers her other classes, including general English classes, with activities similar to the ones we discussed. One important point is that she tries to make many of the activities communal in nature, so students can share their ideas and help each other, rather than working alone. She then gave us information about materials and resources before ending the workshop with ideas and experiences of using poetry for therapy and personal growth.

Reported by Rodney Dunham

Niigata: March—Rapport in the classroom by **Patrick Lee**. Within the ESL and EFL classroom, rapport is an under-studied area, yet no teacher would deny its importance. Lee is a teacher trainer, and his area of focus is learner autonomy and teaching as a reflective learning process. He feels that focusing on rapport in an overt manner, rather than assuming it will naturally develop, is a key step in easing into effective second language learning and teaching. Rapport tends to be the relationships the students have with their teachers, with each other, with the environment, and with the content of what is being taught. Some ways to encourage the development of rapport are to design personalised lessons; learn and remember students' names and use them; have the students learn each other's names and use them; and be aware of the lives of students' outside the classroom, and whether they have problems that may be contributing towards apathy or a perceived lack of involvement. Providing students with personal information about your own life is also beneficial as is having a sense of humour. Lee provided us with many more ways to develop and maintain rapport, and urged researchers to further explore this neglected area.

Reported by Susan Sullivan

Okayama: April—Motivating non-English majors in English classes by **Paul Moritoshi**. Moritoshi opened with an interactive discussion exploring the underlying causes of low motivation in the English classroom, especially as it relates to non-English university majors. Lack of relevance was identified as a major source of low motivation. The latter half of the workshop was devoted to the introduction of a comprehensive framework developed by Moritoshi for the implementation of ESP-based projects that address the needs of non-English majors. Moritoshi asserts that non-English majors might be more motivated to actively participate in their English classes if a clear link is established between the subject matter of their majors and the English used in the classroom, as this would make the material

more relevant. The students could provide much of the content by identifying those aspects of their degree course which they might find useful, interesting or fun to perform in English. This information would then be used to develop a discipline-specific project such as a poster presentation. Moritoshi then had those in attendance try their hand at making a project to demonstrate in a practical manner the steps involved in his framework.

Reported by David Townsend

Omiya: March—Defining good language learners and University listening classes: Less product, more process by **Joe Siegel**. Siegel first examined the notion of GLLs and how they relate to teaching and learning contexts, ranging from the more traditional to the more progressive. Participants were asked to create a characterization of their own GLLs for one of the teaching contexts. This was followed by a discussion and Siegel's explanation of learners' characteristics. In the second session, Siegel discussed listening in university classes. Based on his experience, he thinks university listening classes and curriculum should be changed. He emphasized that Japanese students require more listening training to become autonomous listeners. He summarized some listening strategies and what he sees as the need for a shift from product-orientation to process-orientation. A useful framework to form plans for sustainable curriculum change was also addressed.

Reported by Masa Tsuneyasu

Sendai: April—So where are the working women? A discussion of gender roles in high school textbooks by **Fumie Togano**. Japanese government policy calls for promotion of gender equality in educational materials. Interested in whether this directive is reflected in high school EFL textbooks, Togano, an instructor at a high school in Kanagawa, analyzed sentences in exercises and examples in five EFL writing textbooks. She found that men appear much more frequently than women in example sentences and that traditional gender roles, represented by women staying home and men working outside the home, overwhelmingly dominate, in spite of an increasing number of working women in society. In her presentation, Togano led us through examples from the textbooks, clearly laid out her findings and provided opportunity for small group discussion of the implications of her findings and our experience with gender-related issues in the classroom. This was followed by discussion of a textbook unit specifically on gender in society and recommendations for improvements. Finally we

looked at an activity Togano used with her students to examine gender roles. The session was an excellent combination of eye-opening presentation and constructive discussion.

Reported by Ken Schmidt

Shizuoka: April—Developing discussion tasks for EFL classrooms by **Gregory Strong**. Strong, a coordinator of the Integrated English Program at his university, began by discussing research concerning the importance of classroom activities to develop speaking skills. Strong and his colleagues were dissatisfied with the rigid speaking activities in commercial textbooks and sought alternatives. Over the past 8 years, they have been refining the implementation and assessment of discussion tasks in speaking classes. Strong emphasized the importance of students clearly understanding what is expected of them. This is achieved by showing them video clips of students engaged in discussion tasks. In addition to understanding the task, the students need activities that involve the various components of discussions such as turn-taking, eye contact, gestures, and functional language. Strong then discussed the practicalities of using discussion tasks with large classes and with students of various proficiency levels. He also shared the standardized rating scale that is used to quickly assess the performance of the students. He concluded by sharing online resources that students can use when preparing for discussions.

Reported by Adam Murray

– JALT2009: TIP #62 –

"Join a SIG—and party on!"

It's a well known fact that SIGs hold the best parties (except for *TLT*, of course!), so join a SIG at the conference and find out their evening plans! Of course, there are lots of other reasons to join SIGs, but having a little fun is also important!



<jalt.org/conference>

...with James McCrostie

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email James McCrostie, 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>

Judging job applicants by their cover letters

Too many job hunters focus on perfecting their résumés to the detriment of their cover letters. If you are one of those applicants sending off the same rushed generic cover letter to every job, stop and remember that recruiters will be looking carefully at the whole application package.

The cover letter should briefly describe yourself and tell the person in charge of hiring why you're perfect for the position. There is no need to go longer than one page. There is less need to try turning one-and-a-half pages into one page through the magic of wider margins and 11-point-Garamond font.

Include a person's name and proper title after the salutation whenever possible, but if a job ad doesn't list a contact person, please don't pester office staff by phoning them for the name of the person in charge of hiring. If you don't know the name of a specific person, a general *Dear Search Committee* will suffice.

Starting the body of your cover letter is easy: State the title of the job you are applying for and where you saw the position advertised. For the rest of the letter's content the most important thing is, like writing resumes, to tailor your cover letter for each position. Writing to say you are interested in the position won't suffice. You must show that you read the entire job ad and that you meet all the requirements it listed. If a job ad lists four qualifications, make sure your cover letter addresses all four.

Always include specific examples. Who would you bring in for an interview? The candidate who says, "I have students use a variety of online resources in my classroom" or one who explains, "For their final project students worked together to design a *Visit Canada* website with links to their own power point presentations, popular Canadian tourist destinations, and a virtual tour of Niagara Falls."

Applicants must also make sure to give specific reasons why they want to work at a school and not just state how they are the apotheosis of language teaching. Explaining why you want to work at the school allows you to demonstrate that you've done some background research and that you aren't just applying to every advertised job. This ensures you look better in the eyes of hiring managers who get shocked and appalled annually with how little many applicants know about their schools and students.

When applying for jobs by email you should put your cover letter in the body of the email as well as send it as an attachment. Some employers will print out a copy to attach with your resume and a properly formatted Microsoft Word document always looks better than a printed email. With any luck, the hiring manager will read your cover letter twice.

Finally, proofread your cover letter, proofread it again, and then have a friend proofread it.

Job Openings

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

Location: Fukuoka, Kurume

School: Kurume University

Position: Part-time instructors

Start Date: April 2010

Deadline: 25 September 2009

Location: Kanagawa, Sagami-hara
School: Aoyama Gakuin University, School of International Politics, Economics, and Communication
Position: Part-time instructors
Start Date: April 2010
Deadline: 30 September 2009

Location: Ehime, Matsuyama
School: Matsuyama University
Position: Full-time instructor
Start Date: April 2010
Deadline: 30 September 2009

Location: Tokyo, Hachioji
School: Chuo University (Tama Campus)
Position: Part-time instructors
Start Date: April 2010
Deadline: Ongoing

Location: Nagano, Komagane
School: Interac Japan
Position: Short-term intensive language programme instructors
Start Date: Four times a year
Deadline: Ongoing

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COLUMN • CONFERENCE CALENDAR

...with David Stephan

<conferences@jalt-publications.org>



New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 July is the deadline for an October conference in Japan or a November conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

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Upcoming Conferences

5 Jul 09—Second Annual Extensive Reading Seminar in Japan, Gogaku Center, Kinki University, Higashi Osaka. Keynote speaker: Rob Waring. Free to JALT members; non-members, 500 yen. **Contact:** <eltcalendar.com/events/details/4456>

20-23 Jul 09—Fifth Corpus Linguistics Conference, at U. of Liverpool. Plenary speakers will be Svenja Adolphs (U. Nottingham), Douglas Biber (N. Arizona U.), Michael Hoey (U. Liverpool), Joybrato Mukherjee (U. Giessen), Mike Scott (U. Liverpool). **Contact:** <www.liv.ac.uk/english/CL2009>

2 Aug 09—Teaching Peace and Cultural Understanding in the Classroom, Yamaguchi. **Contact:** <web.cc.yamaguchi-u.ac.jp/~johnson/Peace%20Conference%202009/Peace%20Conference%20E.pdf>

8 Aug 09—First TESOL Philippines International EFL ESL Conference, Cebu, Philippines. Keynote speakers will include Rod Ellis (New Zealand), Phyllis Chew (Singapore), Carlo Magno (Philippines), Z. N. Patil (India), Paul Robertson (Australia). **Contact:** <tesol.com.ph/index.php>

3-5 Sep 09—BAAL 42nd Annual Conference: Language, Learning and Context, in Newcastle. **Contact:** <www.ncl.ac.uk/ecls/news/conferences/BAAL2009/>

13-16 Sep 09—Third Biennial International Conference on Task-Based Language Teaching: Tasks: Context, Purpose and Use, in Lancaster, UK. **Contact:** <www.lancs.ac.uk/fass/events/tblt2009/index.htm>

18-19 Sep 09—Good Practice Forum: Collaborative Language Teaching in North East Asia through ICT, U. of Shimane. Keynote speaker will be David Nunan. Participants are invited to attend one or both days to discuss collaborative language teaching through ICT. **Contact:** <lms.u-shimane.ac.jp/~eguchi/conference09.html>

18-20 Sep 09—15th IAICS International Conference on Cross-Cultural Communication: Intercultural Communication and Collaboration Within and Across Sociolinguistic Environments, at Kumamoto Gakuen U. **Contact:** <www.uri.edu/iaics/> <iaics2009@kumagaku.ac.jp>

26-27 Sep 09—International Conference on Applied Linguistics: Developments, Challenges, and

Promises, Teheran, Iran. Keynote speakers include: David Block, Guy Cook, Hossein Farhady, Barbara Seidlhofer, Henry Widdowson. **Contact:** <applied-linguistics.ir>

11-13 Oct 09—Language Learning in Computer Mediated Communities (LLCMC) Conference, at U. of Hawaii, Manoa. **Contact:** <nflrc.hawaii.edu/llcmc>

14-17 Oct 09—English as an International Language Conference, Izmir, Turkey. Invited speakers will be Sandra McKay (USA), Cem Alptekin (Boğaziçi U., Turkey), Gül Durmuşoğlu (Anadolu U., Turkey), Roger Nunn (UK), Paul Robertson (Australia), Ahmet Acar (Turkey), John Fanselow (USA), Bradley Horn (USA). **Contact:** <asian-efl-journal.com/Call-for-Papers-Izmir-Turkey-2009.php>

16-17 Oct 09—First International Conference on Foreign Language Learning and Teaching, at Thammasat U., Bangkok. Keynote speakers will be Anne Burns, Macquarie U.; Gita Martohardjono, CUNY Graduate Center; Shelly Wong, President, TESOL. **Contact:** <flit2009.org>

17-18 Oct 09—Third Annual Japan Writers Conference, Doshisha Women's College, Kyoto. Presentations on all aspects of the writing craft for those living and working in Japan. **Contact:** <japan-writersconference.org>

24-25 Oct 09—ACE 2009: Asian Conference on Education: Local Problems, Global Solutions? in Osaka. Featured speaker will be Stuart D. B. Picken (Royal Asiatic Society). **Contact:** <ace.iafor.org/index.html>

5-7 Nov 09—Symposium on Second Language Writing: The Future of Second Language Writing, at Arizona State U. Plenary speakers will be Carole Edelsky, Mark James, Ann M. Johns, Mark Warschauer, Gail Shuck. **Contact:** <sslw.asu.edu/2009>

26-28 Nov 09—14th English in South East Asia (ESEA) Conference: English Changing: Implications for Policy, Teaching, and Research, Ateneo de Manila U., Philippines. Keynote speakers include: Vaidehi Ramanathan (UC, Davis), Brian Morgan (York U., Canada), Edilberto C. de Jesus (U. of the Cordilleras, Philippines). **Contact:** <ateneo.edu/index.php?p=2487>

21-23 Nov 09—JALT2009: 35th Annual International Conference on Language Teaching and Learning: The Teaching-Learning Dialogue: An Active Mirror, in Shizuoka. Mirrors allow us to look at a single object from many different angles. In a good teaching-learning situation, there is always another way of looking at any issue: We proceed successfully only when reflection and a variety of perspectives are involved. **Contact:** <jalt.org/conference>

Calls for Papers or Posters

Deadline: 31 Aug 09 (for 14-17 Oct 09)—English as an International Language Conference, Izmir, Turkey. Proposals should be related to English as an international language, or general ELT themes, such as new trends in approaches, methods and techniques; syllabus design; textbook evaluation; the role of culture in language teaching; or the use of literature in language teaching. **Contact:** <www.asian-efl-journal.com/Call-for-Papers-Izmir-Turkey-2009.php>

Deadline: 15 Jan 10 (for 16-19 Jul 10)—18th International Conference on Pragmatics and Language Learning, Kobe U. Proposals for papers (20 min. presentation, 10 min. discussion) are welcome on topics such as L2 talk and text, developmental L2 pragmatics, pragmatics in language education, assessment, computer-mediated communication, and theory and methodology in pragmatics. **Contact:** <pragsig.org/pll/>

Deadline: 28 Feb 10 (for 23-28 Aug 11)—16th World Congress of Applied Linguistics (AILA2011): Harmony in Diversity: Language, Culture, Society, Beijing. **Contact:** <aila2011.org/en/newsdetails.asp?icntno=92662>

For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found on the JALT website <jalt.org>.

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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.

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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 subheadings (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TLTの査読委員により、研究水準、関連性、結論などの独自性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(大文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。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: 日本ででの言語教育、及び言語学習に関する思想的なエッセイを募集しています。日本での語学教師に関連していて、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

Departments

My Share. Submissions should be original teaching

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

- be up to 700 words
- have the article title, the author 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。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気を付け下さい。My Share担当編集者に電子メールの添付ファイルでお送り下さい。

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くか、もしwebサイトなどのリストにない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものを特に歓迎します。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, 1½ months prior to publication. Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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コラムを使用できます。会議、プレゼンテーション、出版物、論文募集、連絡代表者などの情報を記入下さい。締め切りは出版の2か月前の15日までに、SIG委員長に電子メールの添付ファイルで送ってください。

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

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

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

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. Chapters are limited to one report per month. 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 200 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.

支部会報告: JALT地域支部会の研究会報告です。有益な情報をご提供下さい。600文字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者名、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受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 within an email message 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、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日まで、日本、および海外の会議で3ヶ月前までの情報を掲載します。

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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
- Lifelong language learning

- 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、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育研究部会、試験と評価、教材開発。

JALT cooperates with domestic and international partners, including [JALTは以下の国内外の学会と提携しています]:

- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers 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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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at <<https://jalt.org/joining>>

...by Scott Gardner

<old-grammarians@jalt-publications.org>



Battlestar Grammatica: Episode SVC

THE robotized Pluperfects are attacking again, and the beleaguered Battlestar Grammatica is running desperately short of labialized velar approximants with which to wage war. Commander Clitic risks the life of his only living son, A-bar, by sending him and three volunteers, chained at the ankles, on a long-shot mission to the planet Theta Criterion, to enlist the help of the Expletives, a race of druids and winemakers who centuries ago renounced war and declared that the taking up of arms was punishable by a yellow card and a free kick. After a treacherous journey that lasts nearly as long as that last sentence did, A-bar and his bound and governed associates reach the planet and request an audience with the Expletives' mysterious leader, Anaphora. They are invited to wait in the lounge and take advantage of the coffee bar while there is a short commercial break.

Meanwhile, back on the BS Grammatica, Commander Clitic is facing mutiny, fomented by the unruliest of his soldiers (which confuses him greatly, seeing as he thought he had just packed off his unruliest soldiers on a fool's errand with his son). The mutineers have only one demand: change course and pilot the ship toward the mythical planet called Earth, where it is believed the race of humans began eons ago. In a passionate, patriotic speech—broadcast by Trimline telephone to all the ships in the fleet—Commander Clitic informs his renegade crew that Earth has been the ship's destination ever since the first series two seasons ago. As proof he also transmits an annoying low-resolution internet teaser video from the first season and an interview he once did for Japanese television. The rebellious crew members immediately stand down, give a cheer, and promise to send the Commander a batch of decorative, eight-cornered thank-you cards containing trite poetry written by anonymous strangers. The mutiny is ended. [Cut to Hallmark Octagreetings commercial.]

A-bar finally meets with the Expletive leader Anaphora, who demonstrates her unique powers of insight by telling him that she and he have two things in common: specifically that both their names start with A, and that their roles in the current episode are not central to the plot but meant simply to pad the story out and prop up the feeble attention spans of the average 21st century TV audience. She determines to make the Expletives' role more significant—and to increase her share of speaking parts—by agreeing to renounce the Expletives' renunciation of war and fight alongside Grammatica against the evil Pluperfects. A-bar is elated, and steps up to show his gratitude to Anaphora, but he oversteps the bounds of Expletive decorum by exposing his teeth in her presence. This results in a severe punishment of two minutes on the bench and two foul shots. Precious time is being lost. [More commercials here.]

In her stateroom aboard Grammatica, A-bar's fiancée, Hortense, is crying at her desk as she reads again the acid words of a letter she has just received from the Natural Order Adherence Ministry (NOAM), informing her that she is to be banished from the fleet because her existence has been found not to allude in any way to the religiously revered syntacto-grammar symbology which by law pervades every facet of life for the Grammaticans. After giving her fate a few commercials' thought, she decides she has only two options: kill herself, or seek help from Doctor Dissociative, the eccentric scien-

**EXPLETIVES
...AND
BEYOND!**



tist who is often seen walking around the ship muttering to himself "You look much better in the red dress, darling," and who always seems to know in advance what maneuvers the Pluperfects are planning. In a final appeal to humanity Hortense chooses the latter option, but unfortunately when she confides in the Doctor he counsels her to do the former. Cut to her lover A-bar, who is finally on his way back with a massive Expletive fleet of spaceships, but will they be able to reach Grammatica in time? Hortense is just about to commit suicide by affix detachment when the episode ends.