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In this issue:

- **Feature Article**
Masataka Kizuka examines teacher education for English language teaching in primary schools3
- **Readers' Forum**
Reiko Yoshihara looks at teaching feminism in EFL7
James McCrostie and Rick Romanko investigate getting your doctorate and a better job in Japan13
- **My Share**
Articles by Steven Ahola, Daniel Jackson, James Porcaro, and Terry Fellner19
- **Book Reviews**
by Manfred Delano Cannegieter & Ann Junko Izawa . .36

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The Japan Association for Language Teaching
全国語学教育学会

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- Student Motivation and Pedagogical Activities
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Foreword

September. Autumn is upon us promising the return of cooler weather and an escape from the summer's heat. Students are returning to school refreshed from their time away from the classroom, eager to take up their studies. We, as educators, have an opportunity to inspire them once again with the introduction of new and innovative teaching methods and materials, and for this purpose *The Language Teacher* is the perfect addition to any teacher's bookshelf!

This month's feature article by **Masataka Kizuka** examines English language teaching in state primary schools. Kizuka focuses on the current system of teacher education and the issue of a teacher's license, highlighting the need for change to the university education system in the future.

In Readers' Forum **Reiko Yoshihara** raises the issue of teaching feminism and women's rights issues in EFL/ESL classes. **James McCrostie** and **Rick Romanko** examine the benefits and advantages of different doctoral programmes accessible to teachers living in Japan.

My Share presents four articles this month, the first of which comes from **Steven Ahola**. Steven suggests a writing exercise that can be used the first day back following the summer break. **Daniel Jackson** introduces a comparison essay matrix that can be utilised by students to plan and then discuss an essay. **James Porcaro** encourages teachers to make use of their own publications and prior drafts in an attempt to make students more aware of the composition process. Finally, **Terry Fellner** presents an activity that provides students with an opportunity to use new vocabulary and practice speech acts in a fun, non-threatening environment.



Jacquie Norris-Holt
TLT Co-Editor

CONTENTS

Feature Article

- 3 小学校英語の教科化に関する問題点の考察—教員養成における開放制を視点の中心に据えて—

Readers' Forums

- 7 *Beyond language: Teaching feminism in EFL*
13 *Is there a Doctor in the house?: Getting your doctorate and a better job in Japan*

My Share

- 19 *"Dear Instructor" letter: An after vacation writing activity*
20 *Planning a comparison essay in small groups*
22 *Teachers are process writers, too!*
23 *Diamond rankings: A communicative activity that involves all students*

JALT Focus

- 27 *From JALT National*
28 *JALT News*
32 *JALT Notices*
33 *Perspectives: JALTCALL 2005: Conference Report*

Departments

- 36 *Book Reviews*
38 *Recently Received*
39 *SIG News & Contacts*
44 *Chapter Reports*
49 *Chapter Events & Contacts*
53 *Job Information Center*
57 *Conference Calendar*
59 *TLT Wired: Using Flash Quiz Templates*
62 *Submissions*
63 *Staff List*
64 *Membership Information*

- 2 *Advertiser Index*

9月には、秋の気配に夏の暑さも立ち去ります。そして、生徒たちは勉強意欲を携えて教室に戻ってきます。私たち教師がこれらの生徒たちを適切に教え導くことは大切であり、そのためにもThe Language Teacherは書齋に置いておくべき有用な専門誌と言えます。

さて、今月の論文はMasataka Kizuka氏によるものです。小学校英語の教科化に関わる問題を採り上げ、教員養成や免許制度について考察して大学の教育制度の変革の必要性を訴えています。リーダー

ズフォーラムでは、Reiko Yoshihara氏はEFL/ESLの授業におけるフェミニズムと女性の権利について論じ、James McCrostie と Rick Romankoの両氏は日本で履修できる各種の博士プログラムのそれぞれの利点について論じています。

そして、マイ・シェアでは、Steven Ahola氏、Daniel Jackson氏、James Porcaro 氏、Terry Fellner氏の4人がそれぞれ教室で役立つ活動を紹介しています。



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Advertiser Index

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• Cambridge University Press	IFC
• IPI	12
• EFL Press	18
• Longman Japan	26
• Seido	34
• Thomson Learning	48
• TEL Book Fair	OBC

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小学校英語の 教科化に関する 問題点の考察 —教員養成 における開放 制を視座 中心に据えて—

木塚 雅 貴

北海道教育大学

A consideration of English Language Teaching in state primary schools from the point of view of teacher education and teacher's licencing
Masataka Kizuka, Hokkaido University of Education

The aim of this paper is to clarify some issues and problems that have not been previously addressed, especially concerning teacher education for English Language Teaching (ELT) in state primary schools from the following point of view: The opportunities for teacher education are open to every university and teaching licences are gained through this teacher education system.

In the current situation, ELT in state primary schools is not admitted as an official school subject, which means that there is no specific teacher's licence granted.

Heated discussions on introducing ELT in state primary schools as an official school subject are now progressing, but when it is officially approved as one of the school subjects—which seems likely to occur quite soon—teacher education

in universities will be required to change. At that time, the present teacher education system mentioned above has a high possibility of collapsing, which demonstrates that the opportunities for teacher education are *not* open to every university and that several restricted universities, especially national universities of education and large private universities, are more highly placed to become the centres of teacher education for state primary schools.

1. 問題の所在

小学校英語に関する議論は、近年その内容を変質させている。従前の議論では、小学校における英語教育の是非及びその必要性の有無に重点が置かれていた。現在も上記の議論が行われていることは確かである。が、議論の中心は、指導方法並びに指導内容、小学校と中学校の英語教育におけるカリキュラムの接続等、具体的に小学校の英語教育をどのように進めるかという事項に移りつつある。上記に見られる変化は、最近出版された小学校英語に関する書物、及び教員の国立大学教育学部において小学校における英語教育に関する講義が開設されていることに鑑みれば、自明のことと捉えられるであろう。すなわち、

weblink: www.jalt-publications.org/tlt/articles/2005/09/index

現行の学習指導要領下では、小学校英語は教科の扱いではなく総合的な学習の時間の一環として行われており、総ての小学校で英語教育を行う必要性は皆無であるという事実が存在しながらも、実際には小学校において英語教育を行うことを前提とした議論に変質していることが看取されるのである。

議論が変質してきている背景には、文部省(当時)の研究指定校であった大阪府の公立小学校二校が、国際理解教育の一環としての英語教育を開始し12年を経た今日、全国の多数の公立小学校において英語教育が行われているという事実が存在している。2004年(平成16年)6月、文部科学省により公表された公立小学校対象の2003年度(平成15年度)「小学校英語活動実施調査」の結果を踏まえれば、議論が変質してきている背景を数値的に捉えることが可能になる。上記調査によれば、全国の公立小学校全体で88.3%(19,897校)が英語活動を実施しており、学年別では、小学校3年生79.3%、4年生80.9%、5年生81.8%、6年生83.2%が英語教育を受けているという結果に加え、総合的な学習の時間が未導入の小学校1年生67.1%、2年生67.7%が英語教育を受けているという報告がなされている。また、2005年(平成17年)3月文部科学省により公表された、公立小学校の児童(4年生・6年生)、保護者、教員対象に2004年6月に実施された「小学校の英語教育に関する意識調査」の結果によれば、児童75.3%、保護者61.2%、校長77.0%、学級担任55.5%が、総合的な学習の時間に英語活動が実施されていると回答している。

また、すでに全国には研究開発指定校として、小学校における英語を教科として実施している学校が散見される³⁾だけでなく、東京都荒川区に見られる構造改革特別区の指定を受けた上で教科としての英語教育を実施している地域も存在している。さらに、2004年3月には、文部科学省の意を受けた中央教育審議会において、小学校に英語を教科として導入することに関する本格的な議論も開始されている。

小学校における英語教育を取り巻く現状に鑑みれば、議論が変質せざるを得ない状況は、容易に理解できであろう。小学校における英語教育の是非や必要性を議論するところに立ち返ることは、すでに現実性を喪失しかけているのである。

ただ、小学校における英語教育に関する議論を注意深く考察するとき、教員養成に関わる議論が不十分であることが見出される。現状では、小学校における英語活動はあくまでも総合的な学習の時間の一環として行われており教科ではないため、教員資格に関する規定が曖昧にされている。しかし、本来は小学校における英語活動を開始する以前に、教員養成に関わる事項を議論することが求められるであろう。すなわち、現行の教員養成が教育職員免許法に基づき行われていることに鑑みると、教科ではないとはいえ、免許資格を定めない状態で入門期の英語教育を大多数の公立小学校において実施している事実は、学校教育において免許制度が存在していることと整合性を保つことが可能であるのかという疑問を呈せざるを得ない状況を生み出している。例えば、2002年(平成14年)に一部改正された教育職員免許法においては、中学校及び高等学校の英語教員が小学校で英語指導を行い得ることが盛り込まれた⁴⁾。しかし現実には、中学校または高等学校の英語教員が小学校で英語指導を行っている⁵⁾割合は、0.6~0.9%に過ぎない⁶⁾。小学校英語活動の85%以上は小学校の担任教師が行っており⁷⁾、英語指導に関する専門的力に基づいた免許資格⁸⁾の観点から考えれば、依然として問題があると指摘せざるを得ないであろう。また、先に採り挙げた「小学校の英語教育に関する意識調

査」においては、質問項目「小学校で英語教育を必修とすべきでない理由」に対する選択肢「小学校では英語を教えることができる先生が少ないから」は、上位から5番目に位置しており、保護者23.3%、教員22.4%とほぼ同数が選んでいることに鑑みても、教員資格に関する問題への対応が急務であることが捉えられるであろう。

本稿では、小学校における英語活動が今後も継続するであろうという前提に基づき、小学校英語の教科化に関わる事項の中から教員養成に関する事項を採り挙げ、これまでの小学校英語の教科化に関する議論において言及されてこなかった免許制度に関し、教員養成における開放制の視点から、小学校英語が教科化される際に見出される問題点を考察することを主題とする。

II. 教員養成における開放制

戦後日本の教育改革における教員養成に関する特徴は、1949年(昭和24年)公布の教育職員免許法にある。教育職員免許法における諸原則として、海後(1971, pp. 293-296)は、「(1)免許主義、(2)専門職制と職階制、

(3)開放制原則の確立、(4)単位の修得、(5)現職教育の重視、(6)免許行政の地方委譲、(7)その他」を示している。これらの事項の中で注目する必要がある事項は、

「(3)開放制原則の確立」である。戦前の教育制度における教員養成は、師範学校を中心とした特定の教員養成諸学校に偏り、試験検定制度を採るといえば閉鎖的環境であった。一方戦後の教員養成は、「幼稚園から高等学校にいたるまでの教員と校長、さらに教育長や指導主事は、すべて大学において養成するという原則」(奥田, 1993, p. 306)、すなわち開放制原則に基づく教員養成となり、国による課程認定を受ければ、設置者の別を問わず総ての大学において教員免許資格の付与が可能となった。教員養成における開放制原則は、教員の計画養成に関わる政策論争等を経ながら、も、今日まで継続されている。開放制原則が現在まで維持されていることは、教員養成大学出身者に偏らない多様で幅広い人材を育成し教師として学校に輩出することを可能にする基礎として機能し、日本の教員養成制度の中に位置づけられてきたと捉えることが可能であろう。

以上に見られる教員養成における開放制原則は、戦後教育制度の特徴の一つに止まらず、1988年(昭和63年)に可決された「教育職員免許法等の一部を改正する法律案」において、「教員養成における開放制原則が堅持できるよう一般大学における教員養成のための諸条件の一層の整備に努めること」が参議院文教委員会における付帯事項として加えられた⁹⁾ことに鑑みても、今日の教員養成制度の根幹を成しているといえることができるであろう。

III. 教員養成の現状

前項において、日本の教員養成における特徴の一つが開放制原則にあることが確認された。以下では、教員養成の現状を捉えるために、本稿で問題となっている英語の教員養成並びに小学校の教員養成に関し考察する。

文部科学省によれば、2004年4月現在で、中学校一種・高等学校一種外国語(英語)の教員免許資格付与が可能で大学数は、国立62校(89学部)、公立20校(25学部)、私立223校(259学部)、私立通信制4校(4学部)となっている¹¹⁾。2004年5月現在の全大学数の内訳は、国立87校、公立80校、私立542校である¹²⁾ことから、国立大学71.3%、公立大学25%、私立大学41.9%が中学校・高等学校の英語教員養成を行っていることになる。全大学数709校に基づく割合で捉えると、国立大学8.7%、公立大学2.8%、私立

大学32%が中学校・高等学校の教員養成を行っていることになり、私立大学が養成の中心を担っていることが理解される。

一方小学校（一種）教員免許資格の付与が可能な大学数は、国立52校（54学部）¹³⁾、公立3校（3学部）、私立48校（50学部）、私立通信制6校（6学部）となっている。国立大学59.8%、公立大学3.8%、私立大学10%が小学校教員養成を行っていることになり、小学校教員養成を行っている私立大学の割合が小さくなっていることが捉えられる。また、小学校教員養成に占める割合を全大学数から見ると、国立大学7.3%、公立大学0.4%、私立大学7.6%となり、国立大学と私立大学の差が僅少であることが理解される。

上記の数値から捉えられる事項は、中学校・高等学校の教員養成においては私立大学が重要な役割を果たしている反面、小学校の教員養成においては国立大学に重点が置かれていることである。特に小学校教員養成においては、全大学数の12.3%を占めるに過ぎない国立大学が、教員免許資格授与と大学の7.3%を占めており、私立大学が全大学数の76.4%を占めながらも教員免許資格授与と大学の7.6%に過ぎないことと比較するとき、小学校教員養成における国立大学の優位性が改めて明らかとなるのである。

大学における教員養成を担う比率に関し、前項で考察した開放制原則の観点から述べれば、中学校・高等学校の英語教員養成における開放制原則は成立している一方で、小学校教員養成における開放制原則は、課程認定という制度上は保障されている反面、現実には国立大学中心であることが明らかとなる。従って、小学校教員養成における国立大学の優位性が、小学校英語の教科化に際し重要な意味を帯びてくることになると思われるのである。換言すれば、現実的には開放制原則がさらに歪められる可能性が危惧されるのである。

IV. 小学校における英語教育の教科化及び免許資格

松川（2004, pp.194-195）は、「小学校英語教員養成のためのカリキュラム試案」において、現行の中学校・高等学校教員免許資格取得のための科目構成である英語学・英米文学・英語科教育の三領域を、そのまま小学校における英語教育が教科化された場合に専門科目として充当することへの疑問を提示している。この点は、専門科目に関する限定的を得た指摘であると言える。なぜならば、初等教育における英語教育と中等教育におけるそれとを峻別することは、教育方法、内容、教材の観点から必要であると考えられるからである。

本稿では、松川の指摘が教員養成にとって必要不可欠な議論であるという認識に立ちながらも、専門科目として何を指定するかという議論以前に、前項で捉えた小学校教員養成における開放制原則をどのように考えるのかという点が問われていることに注目する。なぜならば、現行の制度に基づき小学校における英語を教科化した場合、私立大学が小学校教員免許資格を授与することができる可能性が低くなるのが想定され、それに伴い開放制原則が崩れることが危惧されるからである。

現行制度の枠組みを維持しつつ、小学校英語が教科化された場合、現在中学校・高等学校外国語（英語）教員資格付与の課程認定を受けている大学が、即座に小学校教員資格（一種免許状）付与の課程認定申請を行うことが可能になると考えることは早計である。すでに小学校教員資格付与の課程認定を受けている大学であれば問題は少ないが、前項において指摘したように、現状では大多数の私立大学が小学校教員資格付与の課程認定を受けていな

いため、小学校英語が教科化された場合、新たに小学校教員資格付与の課程設置準備を行った上で課程認定の申請を行い、小学校教員養成に参画することになる。すなわち、現在中等教育における外国語（英語）に関わる教員資格付与の課程認定を受けていることが、小学校に英語が教科として導入された場合の既得権益として機能することにはならないということである。

小学校教員資格（一種免許状）付与の課程認定を受けるためには、教育職員免許法施行規則における教職に関する科目の中において指定されている「教育課程及び指導法に関する科目（22単位）」の開設が必要となり、上記22単位の履修に当たっては、必ず「国語（書写を含む）、社会、算数、理科、生活、音楽、図画工作、家庭及び体育の教科指導法についてそれぞれ2単位以上を修得すること」が求められている。上記科目は、中学校・高等学校教員資格付与の課程認定に必要な科目との重複認定が不可能な科目である。すなわち、小学校英語が教科化された場合には、上記指導法の中に英語が入ることになるが、すでに明らかなように、英語以外にも指定された科目の指導法が必要になるのである。また、教育職員免許法施行規則においては、小学校教員免許資格付与のために、小学校における教育実習が必須とされている。従って、小学校英語が教科化された場合、中学校・高等学校外国語（英語）教員資格付与の課程認定のみを受けている私立大学が、小学校教員資格（一種免許状）付与の課程認定をも受けることを企図した場合、現行制度化では厳しい条件が付されることになるであろうことは明白である。

中学校・高等学校（英語）の教員資格付与の課程認定のみを受けている私立大学が、小学校教員資格（一種免許状）付与の課程認定のみを受けている私立大学が、小学校教員資格付与には参画しないとすれば、問題は解決したかのように映るであろう。しかし、現状の教育改革の流れに鑑みると、初等教育・前期中等教育両者の免許状保持が重要になることは、容易に理解される事項であろう。例えば、当初品川区等が実施を計画していた6・3制の見直しは、2004年8月の文部科学大臣による「義務教育改革案」として、中央教育審議会の審議事項として盛り込まれている。文部科学省の動向は、初等教育・前期中等教育の区分を大きく変更する試みであり、そこに関与する教員の免許区分とも密接な繋がりを帯びることとなる。実際、自治体レベルにおいても、品川区では2006（平成18）年度から6・3制を見直し4・3・2制を導入することを決定しており、また埼玉県志木市では、発達段階に応じた学級編成に関する研究を行っており、将来発達段階に基づく学校種区分の変更へと結びつく可能性も否定することはできないであろう。すなわち、初等教育・前期中等教育の区分変更が可能な状況が生まれると、現行の小学校・中学校の教育課程区分が変更されることに伴い、小学校および中学校の英語教育両者を担当することが可能な教員が求められることとなり、結果として初等教育・前期中等教育両免許状保持者が教員採用時に有利に働くことは、疑念を差し挟む余地が少ないであろう。

また、小学校英語が教科化された場合、現行の教育職員免許法における特別免許状並びに中学校教員等の特例を利用することも可能ではあるが、Ⅱにおいて挙げた海後に見られる「(1) 免許主義、(4) 単位の修得」の観点から考えた場合、問題があることは明らかであろう。

以上から、小学校英語の教科化に伴う免許資格と教員養成における開放制の連関が捉えられるであろう。

V. 結語

本稿における考察から、小学校英語が教科化された場合、現行の小学校の教員養成における枠組みを前提とし、そこに英語を教科として組み込むという方法では、教員養成における開放制原則が歪められる可能性が高いことが見出された。少なくとも現在の中等教育における英語教員の養成は、開放制原則が維持されている。しかし、現行の制度化で小学校英語が教科化された場合には、開放制原則の変更を余儀なくされる可能性があることを念頭に置く必要があるであろう。すなわち、小学校に英語が教科として導入され、それに伴い小学校教員養成の内容並びに免許状が変化するという単純な構図に止まらないことが見出されるのである。従来小学校に存在していなかった教科が誕生することは、小学校に続く中学校・高等学校における教員養成及び免許状にも影響を及ぼすことになるのであり、小学校における英語教育の方法、内容、カリキュラムが中学校におけるそれらと連関してくることと同様の事態が起こるのである。

特に、小学校に英語が教科として導入されることに伴う小学校教員養成並びに小学校教員資格付与に関しては、現在の中学校・高等学校外国語（英語）の免許資格付与の課程認定を受けた大学が、そのまま課程認定を受け小学校教員免許資格を付与することができるようにはならないことが想定されるため、私立大学に及ぼす影響が大きいと考えられる。

従って、小学校英語が教科化された場合の初等教育における免許資格付与と中等教育におけるそれとの整合性を、教員養成における開放制の観点から十分に検討する必要があることが捉えられるであろう。

注釈

- 1) 例えば、最近出版された書物の中に、『小学校英語は必要か』がある。また、2004年（平成16年）6月に文部科学省により行われた「小学校の英語教育に関する意識調査」の中にも、小学校の英語教育の必修化に関する是非を問う質問項目が一部見出される。なお、上記の調査結果に関しては、文部科学省ホーム・ページ（www.mext.go.jp）中の中央教育審議会初等中等教育分科会教育課程部会外国語専門部会（第6回）議事録を参照のこと。
- 2) 千葉大学並びに上越教育大学は、適例であろう。
- 3) 2003年度（平成15年度）には、埼玉県春日部市立粕壁小学校等11校が、英語を教科として扱う研究開発校に指定されている。
- 4) 「教育職員免許法第16条の5」を参照のこと。
- 5) 「『英語が使える日本人』育成のための行動計画」においても、中学校の英語教員等が小学校の英語活動を指導する必要性に言及している。
- 6) 文部科学省「小学校英語活動実施調査（平成15年度実績）」による。
- 7) 同上を参照のこと。
- 8) 文部科学省によれば、2003年度（平成15年度）において、全国の公立小学校教員のうち、中学校英語の免許状取得者は3.8%である。
- 9) 仲（pp. 215-220）を参照のこと。
- 10) 山田（pp. 494-495）を参照のこと。
- 11) 文部科学省ホーム・ページ（www.mext.go.jp）からのデータに基づいている。

- 12) 文部科学省「平成16年度 学校基本調査」に基づくデータである。
- 13) 大多数は、教育学部である。
- 14) 国による計画養成数が関与していることは、言うまでもない。

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Beyond language: Teaching feminism in EFL

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平和教育や環境問題と同様に、女性問題の重要性には気づいているが、どのように女性問題を英語の授業に取り入れたらよいかわからないという声をよく聞く。本論では、なぜ英語の授業で女性問題を取り上げることが必要なのか、そして、いかにそれを効果的に実践することが可能かを考えたい。男女平等を押しつけるのではなく、男女不平等を批判的に考える英語の授業づくりを提示したい。

Are women now equal to men? It would seem that the battle for women's rights has largely been won. More women are working, more girls are being educated, and there are women in politics and business. But beneath the surface there is another reality. 65 percent of illiterate adults are women (Stromquist, 1999). Women still make up 70 percent of the world's poor (IFPRI, n.d.). Every day, in every country in the world, women are beaten and sexually assaulted by their partners. Women's issues are still very much an issue for men and women alike.

One could argue that it is not the responsibility of English as a Second Language (ESL) or English as a Foreign Language (EFL) teachers to deal with women's issues, but should we tolerate sexism and related prejudices among students in our ESL and EFL classes? Addressing feminist issues such as women's rights issues, gender equality, and violence against women is addressing human rights issues as well. Excluding these issues in English language teaching (ELT) would be unfortunate.

Casanave (1995) points out that "[i]f we continue to focus nearly exclusively on language usage in college English classes in Japan, we are wasting a precious opportunity to help students develop critical thinking capabilities" (p. 96). The college level English class presents a meaningful opportunity to make students aware of women's issues and related topics and to correct inadvertent sexist practices such as the use of *policeman* or *stewardess* in conversation and prejudiced attitudes toward women reflected in student language practice. Elsewhere I have argued that we are not only language teachers but also educators and therefore that we should teach something meaningful related to our society and life experience (Yoshihara, 2002). English is viewed not only as a tool of communication but also as "a tool to help students develop intellectually and personally" (Casanave, 1995, p. 96).

I write this paper in the hope that the discussion of English teaching and learning as a liberatory practice will be broadened in second language education at the college level. I will first discuss why we should address feminist and gender issues

weblink: www.jalt-publications.org/tlt/articles/2005/09/index

in ESL and EFL classes and show what feminist language educators can do through practice. Then I will encourage language educators to engage with women's and other sociopolitical issues in ESL and EFL in Japan with the support of critical pedagogues.

Why address feminist or gender issues?

Many feminist theorists struggle to define what feminism is. However, it is certainly possible to construct a baseline definition. Many would agree that feminism is a way of thinking created by, for, and on behalf of women, is gender-specific, and that it requires an end to discrimination on the basis of sex in the social, economic and political order (Delmar, 1994; Luke & Gore, 1992; Maher & Tetreault, 2001).

The United Nations is addressing women's rights issues as human rights issues, therefore women's issues would be one aspect of "global education" (Pike & Selby, 1988), or "peace education" (Reardon, 2001). Reardon reports that the UN has focused on the human rights of women, all forms of violence against women, and women's roles in armed conflict and peacemaking over the last decades of the 20th century:

It has been recognized that not only war, but virtually all institutions and policies have different effects on men and women, and that understanding those differences is vital to proposing and implementing effective United Nations policies and programmes. Gender mainstreaming is intended to serve this purpose. Thus, gender is a perspective essential both to envisioning and development of a culture of peace and to the education necessary to achieve it." (Reardon, 2001, p.27).

Teaching for a better society and a peaceful world with a feminist perspective is essential for all educational systems.

Although a specific area of research linked to feminist and gender issues in ESL and EFL has not yet developed, there have been several articles and conference papers on gender in language teaching. Benesch (1996), a critical pragmatism practitioner, introduced students to the topic of anorexia in her ESL class which was linked to the regular psychology course, and required her students to research and write assignments for social and feminist consciousness raising. *Exploring Gender: Questions and Implications for English Language Education* (Sunderland, 1994), collects research and commentary on

gender in ESL and EFL, providing an introduction to and overview of the topic. Vandrick (1995b) addresses practices and resources for anyone interested in feminist and gender issues and ESL. She concludes that language educators "have an opportunity, even an obligation, to teach not only information and skills but also consciousness about issues of justice" (p. 6).

However, as language teachers incorporate gender and other sociopolitical issues into their classrooms, criticism rises against them and accusations of indoctrination begin. Introducing these social issues in ESL and EFL classes should not be construed as indoctrination because the principles, values, and goals are supported by UN conventions and international agreements (Cates, 1990; Cunningham, 1991; Peaty, 2004). Peaty asserts that "if society accepts and respects the principles, values, and goals being advocated, there is no problem of indoctrination, even when the teaching materials are clearly promoting a cause" (p.16). The problem is not in advocating certain values and viewpoints in the classroom, but in ignoring the connection between students' lives and social contexts and in intentionally preventing students from encountering the sociopolitical issues around us, including women's issues.

What we can do

As Vandrick (1995b) points out, "teaching and practicing feminism is not easy and requires much sensitivity and care" (p. 4). Here I wish to address how to incorporate feminist and gender issues in the English language classroom. English teachers in Japanese universities need to acknowledge that whereas the majority of college students are middle class Japanese, there are students from working class families, foreign Japanese residents including Korean Japanese and Chinese Japanese, international exchange students, the *Burakumin*, gays and lesbians, and differently-abled people. Ignoring them and presenting only wage or legal issues as gender issues in EFL classes can lead to separating and silencing minority women in Japan. Japanese society is not homogeneous and neither are classrooms. ELT practitioners who support a critical pedagogy acknowledge diversity in the Japanese EFL classroom and teach English related to students' life experience, Japanese society, women's issues, and global issues with sensitivity and care. As an EFL educator in several Japanese universities, I am willing to introduce women's issues to the classroom as an example sociopolitical issue.

Looking for supplementary materials

Some readings about gender issues can be found in ESL texts, but they tend to be limited to *equal pay for equal work* and *combining work and family*. These are safe gender issues and are openly discussed in EFL classes in Japan. What is problematic here is that the images of women represented in texts often hide gender issues in local communities and idealize Western women. Seeing women who can combine work and family in Western countries, or a white woman who appears as an executive manager in texts, students might stereotype and idealize women in society. These representations of women potentially affect students as L2 language learners and may build up among students the idea that Japan falls behind Western countries in gender issues.

Therefore, it is essential that EFL teachers in Japan provide students with information in a Japanese context. To do so, we need to constantly update our information on these topics through monitoring newspapers and magazines and bring the updated material into the classroom, and ask students to do likewise. Reliance on a single text diminishes the possibility of providing students with current information so they better understand present conditions. No matter which textbook we use, we must recognize that generating contents for our classrooms is one of our responsibilities as a teacher, starting with cultural sharing and moving on to problem posing.

Another responsibility of teachers is the sharing of information with our colleagues. Sharing supplementary readings and information on women's issues in Japan with native English speakers who have a feminist outlook makes English a resource for building alliances.

Video and films

Sensitive women's issues such as violence against women and sexual harassment are hardly mentioned in EFL and ESL texts, and not only male teachers but also female teachers hesitate to deal with these sensitive issues. However, the United Nations has focused on all forms of violence against women and the human rights of women for over 20 years. If we as language educators wish to help develop students as members of an international community, we should provide them with information and resources, and help them to develop critical thinking capabilities and to express their own opinions about these human rights issues using the target language.

Videos and films are relevant, useful, eye opening, and thought provoking as supplementary materials to introduce difficult but important women's issues. They are valuable in dealing with specific issues such as domestic violence, sexual harassment, and violence against women. One powerful video is *A Love That Kills*, directed by Anne O'Donoghue, which illustrates the story of a young Canadian woman who suffered from domestic violence and was killed by her boyfriend. In showing this kind of film, I have told my students several times that domestic violence is not only a women's issue in North America, but is also an issue in Japan. Students connect the film with news they hear about domestic violence in Japan and their own life experiences in small group discussions.

To develop students' English proficiency and critical thinking capabilities, I often ask them to write essays or short response papers about these topics. Although students often complain that they have a lot to say about topics but that it is difficult to express themselves in English, they rarely have to struggle with putting their thoughts into writing. This indicates that students are not empty receptacles and that this kind of teaching motivates them to express their opinions.

In and outside the classroom

Feminist educators and other critical pedagogues are willing to cooperate with related events on and off campus (Benesch, 2001; hooks, 1994; Vandrick, 1995b). Vandrick recommends that teachers can "encourage attendance at related events on and off campus, such as conferences, lectures, films, and women's group meetings, just as teachers might encourage attendance at intellectual, political, and cultural events on many topics" (p. 5).

Like many feminist educators, I encourage students to attend related events outside my classroom. For example, I linked my EFL classes to a Multiculturalism course taught by a feminist professor. The feminist professor had invited lecturers who are well known in specific fields. In EFL classes, minority issues such as the inequity due to race, gender, class, physical, and sexual orientation in the United States and Japan were addressed through use of the listening textbook *Inspiring Listening 2* and newspaper articles ("Same-sex couples rush to get married" in *The Japan Times*). We also viewed the film *If these walls could talk 2* (The first episode), which illustrates an old lesbian woman deprived of the right to keep the house that she had shared

with her partner. Students joined the lecture in a Multiculturalism course that illustrated how gays and lesbians in Japan face prejudice and discrimination. Through discussion in my EFL class and the lecture in Multiculturalism, students wondered about Japan's attitude toward minorities, prejudice within Japan, and themselves. Some student comments written in short response papers include: "It is unfair to discriminate against them because they are minorities," and "I realized that I had prejudice against homosexuals when I listened to the lecture." Another student wrote: "I didn't know that 'homo' is a discriminatory term." Although I forgot to mention the discriminatory term "homo," the lecture complemented what I missed in my class.

From such feedback, we could see how the paired EFL and subject matter course generated student awareness of sociopolitical issues and how they developed personally and intellectually. Moreover, this learning forms a large and important part of a student's college education and experience.

Conclusion

Vandrick (1995a), a teacher of privileged ESL students, supports a critical pedagogy even if there is discomfort, resistance, or conflict in the classroom, and insists that "the responsibility of and the opportunity for the instructor teaching privileged students" is "to open their eyes and minds to social issues" and "to help them become critical thinkers and responsible world citizens" (p. 380). While she points out that privileged ESL students are sometimes apathetic to sociopolitical issues, Vandrick asserts that "it is essential that these fortunate students be led to question the status quo and even to question their own sense of entitlement" (p. 379). The majority of college students in Japan might be Japanese, middle class, and heterosexual. Many take their privilege for granted and have no quarrel with the status quo. Like privileged ESL students elsewhere, many Japanese students have been kept from social and political issues and teachers can gently prod them out of their unquestioning complacency.

Students in my classes have been receptive to the textbooks, readings, discussions, and practices outlined here, as reflected in the following comments:

"It is good to learn social issues through English in this class."

"I haven't thought about these issues before."

"I'm glad to learn women's issues in our society."

On the other hand, there have been comments such as:

"Why do we talk about social issues in English classes?"

"I'd like a teacher to teach TOEIC in English class."

It may be easy for language teachers to teach pragmatic English with grammatical information and skills, or to teach toward English proficiency tests, such as TOEFL and TOEIC, without dealing with student cynicism and apathy toward society. As an EFL educator, I doubt that it is useful for students to acquire a few scraps of knowledge or to get good scores on English proficiency tests if all it results in is just adjusting to the society without doubt or curiosity. Hooks (1994) encourages critical pedagogues as follows:

I have found through the years that many of my students who bitch endlessly while they are taking my classes contact me at a later date to talk about how much that experience meant to them, how much they learned. In my professorial role I had to surrender my need for immediate affirmation of successful teaching (even though some reward is immediate) and accept that students may not appreciate the value of a certain standpoint or process straightaway (p. 42).

As we all know, it isn't easy to raise student consciousness of sociopolitical issues. Even if the effect is a ripple and could hardly make much difference, we have to start where we are and do what we can do. As educators, we have a meaningful opportunity to raise consciousness about the true meaning of justice and equality.

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Is there a Doctor in the house?: Getting your doctorate and a better job in Japan

James McCrostie

**Kwansei Gakuin
University**

Rick Romanko

**Tokyo University
of Agriculture and
Technology**

21世紀に入り、日本の大学で外国語教員の職に就くためには、より多くの資格が必要とされる傾向にある。この論考では、日本に在住している者にとって利用しやすい様々な博士課程プログラムのいくつかについて、その利点や長所を考察する。

“Qualifications: PhD or equivalent”. This phrase has been appearing with increasing frequency in Japanese university foreign language instructor job postings of late. If you have been monitoring these types of job postings in Japan over the last few years, you will know that the minimum qualifications for teaching at Japanese universities have been gradually increasing. A master’s degree may be sufficient for teachers satisfied with short-term contracts (usually 3-5 years) with age limits (usually between 35 and 40 years old). However, such contract offers are increasingly unappealing for teachers who are looking for greater long-term stability. For those searching for an elusive tenured position, a PhD is almost certainly required (Dillon & Sower, 1996).

Furthermore, the job market for foreign language lecturers at the university level is becoming increasingly competitive. In 2000, more than 5,000 foreigners were teaching full-time, and nearly 9,000 part-time at Japanese universities (Glick, 2002). One hiring committee member has commented that the standard of job applicants has been rising over the past several years (Stapleton, 2001). More teachers now hold master’s degrees and the resulting *diploma arms race* increasingly makes a doctorate the new standard for teaching at the university level (Stapleton, 2001). Of course, the diploma arms race is not the only reason people are looking to better their education. Some individuals want to enroll in graduate school for personal reasons and a deep interest in teaching and second language acquisition, rather than reasons related entirely to employment.

For those working in Japan who wish to get a doctorate, yet are unwilling to leave the country, there are two basic choices:

- 1) Study part-time at one of Temple University Japan’s campuses in Tokyo or Osaka, the only school in Japan where you can obtain an EdD in English.
- 2) Enroll in one of the many distance learning programmes offered by several different universities.

Both options will require a huge investment in terms of time and money, which means a lot

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of research is required before deciding which doctorate to pursue.

Our aim in writing this paper is to examine the benefits and advantages of the different doctoral programmes accessible to those living in Japan. In an attempt to achieve this, a comparison in terms of admission requirements, time required, residency requirements, cost, and resources was made between Temple University Japan <www.tuj.ac.jp/newsite/main/tesol/edd-description.html> and four distance learning programmes: the University of Exeter (EdD) <www.ex.ac.uk/~aholbroo/TEFL/teflpage.htm>, Lancaster University (PhD) <www.ling.lancs.ac.uk/tphd/>, the University of Birmingham (PhD) <www.cels.bham.ac.uk/prospectus/PhD.htm>, and Macquarie University (Doctor of Applied Linguistics) <www.ling.mq.edu.au/programs/researchdegrees/index.html>. The selection of schools examined is by no means a comprehensive list of universities offering doctorates by distance, but they represent a range of schools to facilitate comparison of the types of degrees available for perspective doctorate takers.

Which Degree?

The first decision to make is what kind of doctorate to obtain, two possibilities being a Doctor of Education (EdD) or a Doctor of Philosophy (PhD). The doctorate available at Temple University's Japan campuses is an EdD, granted by the College of Education. The doctorate available through many of the distance learning programmes is a PhD in Applied Linguistics. Successful graduates of either programme are referred to as "doctor". In the past, many academics viewed the PhD as more prestigious due to its research orientation, but this may not be the case in the field of education. Furthermore, members of the academic community usually do not know or care about the type of doctorate one received (TUJ, 2004). According to Johnson (2004), the number of institutions offering EdD degrees has increased recently and the prestige gap has narrowed. Some would argue that the degree one chooses depends on future career directions, a PhD being better suited for those wanting to become linguists, studying micro-aspects of the learning and teaching process that may or may not be related to the classroom. An EdD programme is better suited for those wanting to focus on researching practical teaching issues (Johnson, 2004). In the end, the individual must decide which degree better fits their career goals.

Admission Requirements

Applying to any doctorate program will require a substantial application package. Temple University requires an MA degree, scores (no lower than the fiftieth percentile) on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) and three letters of recommendation. The distance programmes also usually require an MA although Lancaster University is an exception. In addition, some universities (Lancaster University and University of Birmingham) require an initial research proposal. Others consider work experience. Five years of professional experience are required to enter Macquarie University's Doctor of Applied Linguistics programme and the University of Exeter requires three years of relevant professional experience.

Nonnative English speakers must also demonstrate competence in the English language. At Temple this means a score of at least 600 on the paper-based Test of English as a Foreign Language (TOEFL), or 250 on the computer-based test (CBT). The British universities usually require nonnative English speakers to score at least 6.5 on International English Language Testing System (IELTS). Some British schools also accept a TOEFL score. For example, the University of Exeter accepts a CBT score of 230 and the University of Birmingham requires a score of 237.

Time Required

A doctorate course will take somewhere between four to six years to complete—a long time to devote most, if not all, of your free time to a single undertaking. The Temple programme coursework can be finished in three years if students follow the prescribed schedule of course work, and it is possible to write the dissertation in six months to a year. In a best-case scenario, it takes four years to finish the degree, although adding life's responsibilities of work, family, and friends, most students take longer. The length of time to complete a doctorate through a distance programme varies. The University of Exeter's EdD takes four years of part-time study. Variation also exists between the different universities offering PhDs. For example, Lancaster University's course takes five years studying part-time, and the University of Birmingham and Macquarie University programmes both take from four to six years.

There is also some variation in thesis length. The Temple University Japan programme has no set thesis length, but most students produce a dissertation somewhere between 200 and

320 pages depending on whether the topic is quantitative or qualitative. The distance learning dissertation requirements vary widely: the University of Exeter requires a 160 page dissertation; Lancaster University sets a maximum dissertation length of 280 pages; the University of Birmingham requires a 200 page thesis plus two additional modules of written work totaling 48 and 80 pages; and Macquarie University sets a maximum length of 320 pages.

Residency Requirements

Another point that must be taken into account before deciding on a doctorate programme is the residency requirement. For the Temple programme, if you are already working in Japan, the only residency requirement is a willingness to live in or commute to Tokyo or Osaka for classes which are held on Friday evenings from 6 to 9 pm and Saturday afternoons from 2 to 5 pm for the most part, with some Sunday classes during the summer sessions. Most distance learning programmes include a residency requirement. For example, the University of Exeter requires three intensive three-week periods of study at the school or a designated centre. The Lancaster University doctorate requires students to be at the university for nine days in January and three weeks in July the first year, one week in January and three weeks in July the second year, and a further three weeks each year during the third to fifth years. The University of Birmingham has a minimum residency requirement of six months over the period of study with a maximum of ten weeks in any single year. In contrast, there is no residency requirement at Macquarie University.

Costs

While one might expect a substantial discount when obtaining a doctorate through a distance programme, there is actually little difference in cost. Tuition and fees for each three credit academic course at Temple University Japan total approximately ¥220,000. The total number of academic courses required for the EdD is 16. Thus, if the course schedule prescribed by Temple University Japan is followed, a total of approximately ¥3.5 million is required for the general course work. In addition, there are minimal fees incurred in the years after the course work is complete when writing the dissertation. Foreign students of the University of Exeter pay £4,000 a year, or about ¥3.2 million over four years, and those at Lancaster University pay about £4,000 a year, or about ¥4 million over five

years. Costs at Macquarie University are slightly lower: AUD 38,400 over six years. At current exchange rates, it costs about ¥475,000 a year or just under ¥3 million for six years. The University of Birmingham currently charges about £3,000 a year for the first four years (about ¥2.4 million) and students pay about £1,000 for each year after the fourth. Of course, when budgeting for a doctorate, it is also important to remember the tendency for tuition costs to rise each year.

The affordability of a specific doctorate programme also depends on the various extra and sometimes hidden costs. For example, at Temple University, students must pay extra for the photocopied packages of required readings provided in most classes. Temple policy also requires payment of a ¥29,400 matriculation fee once students have been admitted into the program. At the University of Birmingham, thesis binding costs can be as much as £300 (¥60,000). Students without access to a good library will need to budget for spending on books as well. Commuting costs will also add up as students at Temple will have to pay for the train from home to school and back. Distance learning students will need to pay for flights and accommodation to fulfill the residency requirements and travel to the school for the oral defense of the thesis.

Resources

No matter which type of degree one decides to pursue, studying for a doctorate requires access to a good library. Temple University Japan students gain full access to a library with over 50,000 books and 600 periodical titles boasting an especially strong collection in language teaching and linguistics materials. Distance learning programmes may provide students with packs of reading materials but still advise students to have access to a good library with the alternative being purchasing books. As an example, Macquarie University sends photocopied readings for each unit, the cost of which is included in the tuition, and provides a password for an online database, but access to a library remains essential. Birmingham University also sends photocopies of articles but warns it is impractical to complete the programme without access to a decent library. It goes without saying that those studying by distance require email and Internet facilities. For those opting for distance learning but living in Tokyo or Osaka, it is possible to pay to use the Temple University Library. The first visit is free, with each additional visit costing ¥1000, but with no borrowing privileges.

Pros and Cons

There are, of course, advantages and disadvantages that cannot be discerned simply by comparing university statistics. For example, one advantage of studying in person at Temple University is the personal contact with other students and professors. At Temple University Japan, students go through the programme together with a cohort of about twenty others. The fellow students in your cohort can offer a lot of support, encouragement, and become valuable educational and professional resources. An important part of this interaction is the benefit of job networking, opportunities that are much more difficult to find when studying by distance. In contrast, when studying by distance, each student must work individually. This may be acceptable during the coursework but less adequate when struggling to find a good job in Japan. Of course, a doctorate by distance offers the most flexibility for those who want to work and study at the same time. Obviously though, distance students require even more self-motivation and discipline than students studying in the traditional classroom setting.

A concern to most, if not all, people enrolling in a doctorate would be the job opportunities upon graduation. Those studying by distance may worry that their diploma is not regarded as highly as someone who studied at an actual university campus. According to one tenured foreign professor in Japan, many hiring committees view a doctorate merely as a sign someone can do systematic research. When considering a candidate for a teaching job, the committee would certainly look beyond simply where they did their doctorate (Johnson, 2004). However, many other academics continue to view distance learning with a degree of suspicion. This is due in part to the fact that so few professors currently teaching received their degrees by distance and because of the proliferation of degree mills. (Dunkley, 1997).

Bartlett and Smallwood (2004) broadly define degree mills as unaccredited institutions that require students to do little or no work to earn their diplomas. For example, it is possible to obtain a PhD in fourteen months for \$2,500 from Lacrosse University with unconditional acceptance into their program, thus showing not all distance learning programmes are created equal.

Conclusion

When comparing the brick and mortar campus experience offered by Temple University to the

email and fax experience offered by various distance learning programmes, there seems to be no clear cut winner in terms of application procedures, cost, workload, or time required for completion. There are, however, some concrete advantages of a traditional style of study at Temple University in Japan, such as making job contacts and being able to have more interaction with fellow students and professors. Furthermore, Temple has built a reputation in Japan for producing graduates with good teaching and researching skills (Dunkley, 1997). Unfortunately, being a relatively new avenue of education, not all distance learning programmes have built similar reputations in Japan. However, distance learning offers more flexibility in terms of where you can live and work.

In an ideal world, the decision of which is the best doctorate to pursue should best rest on your research interests. Different schools have different research focuses. Prospective doctoral candidates who are focused and have an idea about a thesis topic should consider finding a programme with a supervisor with whom they share research interests and want to work. Those who have decided to do a doctorate but have not yet decided on a dissertation topic may have to do more thinking before they begin the programme or choose one that gives time to reflect before having to write the thesis.

Other programmes

- University of Wales Swansea: This PhD programme focuses on researching second language vocabulary acquisition. <www.swan.ac.uk/cals/calsres/index/index.htm>.
- University of Wales Bangor: This PhD programme focuses on research and the production of a 350-400 page dissertation. <www.bangor.ac.uk/linguistics/maprograms/phd.php>.

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—WH Questions—

Rob Waring and Marc Helgesen are co-conference chairs of JALT 2005.

Each month, they'll answer "WH" questions about the conference.

Send your questions to: <wh@jalt-publications.org>

What is this "Ask the Experts" feature at JALT2005 that I've been hearing about?



Marc: It's getting close to the JALT conference now Rob, isn't it?

Rob: Yes just over one more month, and this month we've been working hard to add yet another new feature to JALT2005. It's called "Ask the Experts."

Marc: How does that work, Rob?

Rob: Well, we have invited about a dozen experts from all over the world to be available on Sunday from 5:00PM in the Chu Hall Lobby so that all conference attendees can ask questions on their special topics. For example David Nunan will field questions about classroom-based research, Mike McCarthy will answer your questions on spoken discourse, Susan Stempleski will answer questions about the use of video in language teaching, while Kathleen Graves will answer on lesson and course design.

Marc: So that means if I have a question on these topics I can just go and ask them?

Rob: Sure, any question on their set topic is fine. Other topics will include learner autonomy, reading, vocabulary, researching language, JALT, and many others.

Marc: That sounds great, I can already think of some questions I want to ask!



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In this month's four articles in My Share we have three types of writing activities, with an after vacation letter writing activity from Steven Ahola, and a matrix leading to the planning of a comparison essay from Daniel Jackson. Then James Porcaro encourages his students to write and rewrite by revealing his editing practices to his students. Finally, Terry Fellner introduces a non-threatening ranking activity designed to encourage verbal negotiation.

We welcome submissions for this column. Submissions should be up to 1000 words describing a successful technique or lesson plan you have used, and 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-publication.org>.

“Dear Instructor” letter: An after vacation writing activity

Steven K. Ahola, Kansai Gaidai University
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Quick Guide

Key Words: Letter writing

Learner English Level: Intermediate and above

Learner Maturity Level: College

Preparation Time: 60 minutes

Activity Time: 60–90 minutes

Materials: Business letter template, samples of letters, paper, and pens

Most university instructors in Japan teach the same students for an entire year. Thus, instructors will probably see many familiar faces in their classrooms after the summer break. What are some activities you do on the first day of the second semester? For my classes, I begin with a letter writing activity that not only provides a way for my students to reflect back on our first semester but also a way for them to think about the upcoming semester.

Preparation

Step 1: Make a business letter template. This template should look like the Appendix.

Step 2: Write some sample letters in order to provide a model for the students. Researchers and teachers have found benefits of using samples in writing classes. Scott (1996) presents her view of using student samples: “Since students vary a great deal in their writing ability, it can be helpful for teachers to collect examples of good student writing. Showing students what constitutes ‘good’ writing at each level of language study can be very useful” (p. 120). The contents of the letter may include paragraphs on the assignments, the textbooks, and suggestions for the semester ahead. In order to prevent confusion for the

students, it is important to follow the business letter template when writing the sample letters.

Procedure

Step 1: Explain to the students that they will write a letter to you about the class. Tell students that they can write about anything related to the previous semester's classes such as the assignments, the textbooks, the daily lessons and lesson presentation, and any other general comments. Further, the students can offer suggestions for future classes.

Step 2: Provide students with the business letter template. Introduce the format for a standard business letter by highlighting the key elements: student's address, date, instructor's address, greeting, body, closing, signature, and student's name. It is also important to explain the spacing between those items. For example, items that are single-spaced include the names and addresses of both the student and the instructor and the sentences within the body paragraphs. A double-space occurs between all new items (i.e., between the date and the instructor's name) and between paragraphs. Finally, there are four spaces between the closing and the student's name in order for the handwritten signature. Refer to the Appendix.

Step 3: Read aloud some samples of letters that you prepared beforehand.

Step 4: Allow students 10–15 minutes for prewriting activities such as brainstorming and outlining in English. A focused freewriting may also be included where the students write for 10 minutes on a certain topic of the letter writing activity. For instance, the students could freewrite about the assignments, the textbooks, and the daily lessons and lesson presentation. During this

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stage, instructors should stress to their students that they should just get their thoughts and ideas down on paper and not worry about grammatical errors and other mistakes.

Step 5: Once the students have completed their prewriting they can begin drafting the body paragraphs for their letter. While drafting, students should be instructed to write about one topic in each paragraph as they would normally do in other types of writing.

Step 6 (Optional): Students should be given some time (about a week) to type their letters before submitting them to the instructor.

Conclusion

The letter writing activity is an excellent way to begin the second semester after the long summer break. It not only helps students to learn how to write a business letter but it also allows them to voice their opinions about the class so far and about future classes. One of my students wrote about this assignment in her letter: "I want to start off by saying that this was a wonderful idea for an assignment. It gives your students the opportunity to express their feeling about the class, not too many professors give us that chance." As for the instructors, the letters can provide valuable insights about what their students think about all aspects of the class. I strongly feel the letters my students write to me are far more helpful than the computer-generated course evaluations that I receive at about the same time as the letters.

Reference

Scott, V.M. (1996). *Rethinking foreign language writing*. Boston, MA: Heinle & Heinle.

Appendix:

- Address
- City and Zip Code
- Date
- Teacher's Name
- Address
- City and Zip Code
- Dear (Teacher's Name):
- (Paragraph 1)
- (Paragraph 2)
- (Paragraph 3)
- Sincerely,
- Student's Name

Planning a comparison essay in small groups

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Quick Guide

Key Words: Writing, graphic organizers, group work

Learner English Level: Intermediate to advanced

Learner Maturity level: University

Preparation Time: 1 hour

Activity Time: About 1 hour

Materials: Items for comparison, comparison essay matrix (see Figure 1)

Graphic organizers help learners comprehend information, plan their writing, and take notes by means of graphical representation (Fry, Kress, and Fountoukidis, 2000). Teachers are likely

to be familiar with graphic organizers, such as timelines, Venn diagrams, and semantic maps that appear in many ESL/EFL textbooks. Definitions of graphic organizers frequently emphasize their role in assisting individual comprehension and memory and their usefulness for brainstorming. Especially when the writing process is viewed as a collaborative activity, they can be used as the basis for other tasks, for example, small group discussion. The following shows how a compare/contrast matrix was used to plan and encourage discussion of an essay, addressing in particular the organization of paragraphs and the thesis.

In a reading course entitled *The Fantastic Stories of Roald Dahl*, students read a collection

of short stories and wrote a five-paragraph comparison essay. For this assignment, I presented a model of the comparison essay with three body paragraphs based on three similarities in two stories. Students were also given the option of adapting this model to fit their ideas or they could write two paragraphs about similarities and one about the differences in two stories. At this stage, students had already analyzed the stories thoroughly by reading and discussing them weekly.

Preparation

To assist students in organizing their essays, prepare a version of a compare/contrast matrix (see Figure 1). The comparison essay matrix and procedure below can be used with a variety of essay topics. For example, the same steps could lead to an essay comparing 1st and 2nd year at university.

Procedure

Step 1: First, have the students brainstorm in order to recall enough details about the topic to make a comparison. They could jot down notes at this point.

Step 2: Ask the students to use the matrix to

note two items (here, the two stories they chose) and the similarities/differences between them.

Step 3: Have the students rank the importance of their similarities/differences.

Step 4: Put the students into small groups. The comparison essay matrix in Figure 1 is designed for groups of three students.

Step 5: Let students orally exchange the ideas they jotted down in their groups, revising their ideas as necessary. You could start by modeling questions about the matrix (e.g., “What items will you compare in your essay?”) The aim of this part of the activity is to allow the students to develop their essays by explaining their initial ideas to their peers. To this end, follow-up questions such as “Why did you choose to compare those two?” will help.

Step 6: Finally, encourage the students to discuss and take notes on the main point of comparing their two items.

My observations

Many of Dahl’s short stories deal with betting, dishonesty, and *seemingly* normal characters. A number of similarities among the stories can be easily identified. The students can exchange this information, giving them an opportunity to notice

Figure 1. A comparison essay matrix

Member name	Items for comparison	Similarities/differences	Main point of comparison
Mika	1. Taste	1. Both stories take place during a dinner party 1	The stories show us people in everyday situations being dishonest.
		2. Both stories have married couples as characters 2	
	2. My Lady Love, My Dove	3. Both stories involve betting (and cheating) 3	
	1.	1. [grey box]	
	2.	2. [grey box]	
		3. [grey box]	
	1.	1. [grey box]	
	2.	2. [grey box]	
		3. [grey box]	

Use the grey box to rank the importance of each similarity. Is the similarity important to you? Make that number 3 and discuss it *last* in your essay.

how their classmates perceive the similarities in the stories and their significance. Both the information exchange and the ranking part of this activity will serve as trail markers leading students to the reasons for comparing their stories. Some students will need help understanding the main point of comparison. If they are provided with an example (see Figure 1) and the key question, “Why did you choose these stories?” they should successfully complete this part of the table. This will enable them to develop a thesis, such

as “Dahl tried in his short stories to show the dishonest side of people in everyday situations.” To extend the activity, ask some high level students in each group to tell you their thesis in class.

Reference

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Teachers are process writers, too!

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Quick Guide

Key Words: Composition process, published articles, sharing

Learner English Level: Low-intermediate to advanced

Learner Maturity Level: College

Preparation Time: About 10 minutes, with previous saving of materials

Activity Time: About 20 minutes

Materials: Journals and magazines containing the teacher's published articles, hardcopies of the pages of drafts and revisions of those articles

When we teach writing courses, one of our principle tasks is to guide students through understanding and implementing the composing process. Raimes (2002) states well the truth of the matter when he states that though “contrastive rhetoricians frequently graphically present a piece of writing in English as a straight line. . . that is a depiction of the product, not the process. There are, unfortunately, no neat formulas for getting to an exquisite final product, one step at a time. We must accept the chaotic and messy nature of writing” (p. 309).

It is important to convince English language learners of the reality and efficacy of the writing process and to inspire them to invest their labor in working through it. An effective means that I have used to achieve these ends is showing my classes some of my own published articles along with the many drafts I wrote which led up to the final products.

Preparation

Step 1: For several of my shorter published articles (1,000–2,500 words), I save in hardcopy

all the stages of my composition process, from the initial brainstorming on the word processor, through many drafts, revisions, and edits until arriving at the final product submitted to the journal or magazine.

Step 2: I enlarge the pages of each stage of composition to A3 size in color print so that the classes (up to 20 students) can easily see the “chaotic and messy” process involved in my work: all the crossing-outs and lines showing the shifting of words, sentences, and paragraphs; multiple notes in margins and within the text for the next revision; the use of multiple colored pens and markers; and so forth.

Procedure

Step 1: On the first day of the course I pass around among the students in my writing class several of my published articles on English language teaching and learning that have appeared in various journals and magazines from Japan and around the world. Students are naturally very curious to see their dear teacher's name and, in some cases, face, along with their own university's name in these publications. My purpose in doing this is to show them concrete evidence that the teacher is a writer, too, and that he practices the same process of writing that he will instruct and direct them to use.

Step 2: I show the class all the pages of the composition process for one or more of my published articles, as described in Preparation, Step 2, above. I tell the students in simple terms about the process of writing such articles and getting them published and indeed, how any piece of good writing almost always entails a laborious production process.

Step 3: I dramatically heave a sigh of relief when I come to the completed product that I sent to the publisher. But then with a collapsed sigh I say, “It’s still not over with!” I then show a copy of one article returned by the editor of a journal with all of his editorial revisions and suggestions. My original words are printed in blue and the editor’s work in red. Yes, even the old English professor’s writing, after the final stage of the composition process, is subject to peer review from the journal editor. These items include changes in word and phrasal usage in order to achieve greater clarity, conciseness, and fluency; deletions; and requests for more explanation or elaboration of points, etc. I am also honest in telling students that some of my submitted articles are rejected for publication, but that I try to learn from the reasons given by the editors and then rewrite and resubmit the articles to other journals and magazines, usually with success in the end.

Conclusion

The message that is very clearly and personally communicated to students by the teacher is that the composition process is a fundamental and

essential approach to English writing whether for instructional, academic, or personal purposes, whether by foreign language learners or native-speaker writers. From this start of the writing course, my students understand and readily accept the task that I lay out for them of going through the brainstorming, multiple drafting, teacher conferencing, peer review, and final editing stages of completing a quality writing product. I think there is an appreciation that the teacher actually practices what he preaches and that everyone in the classroom shares the same aims and efforts in our writing work.

So, fellow teachers, save some of your own writing production to share with your classes. I think you will find it effective in the way I have described. I hope that with the publication of this article I will have another example to show my classes!

Reference

Raimes, A. (2002). Ten steps in planning a writing course and training teachers in writing. In J. Richards and W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. (pp. 306-314). Cambridge: Cambridge University Press.

Diamond rankings: A communicative activity that involves all students

Terry Fellner, Himeji Dokkyo University

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Quick Guide

Key Words: Vocabulary, conversation, participation, pragmatics, task-based learning, motivation, speech acts

Learner English Level: Intermediate to advanced

Learner Maturity Level: High School to adult

Preparation time: 5 minutes

Activity time: 45–90 minutes

Materials: Whiteboard, paper, and pencils

Many teachers find it difficult to get Japanese students to speak in class. This can be particularly true when students are asked to explain their choices when ranking items. An activity I have used as a teacher, and shown to other teachers as a trainer, that overcomes this problem is a diamond ranking activity. Diamond ranking activities have students rank items in the shape of a diamond rather than the traditional vertical or

linear ranking scale most often used. There are several advantages in utilizing a diamond. The first is that a diamond ranking provides students with multiple opportunities to use new vocabulary and practice useful speech acts in a fun and meaningful purpose driven task. A second benefit is that a diamond ranking is particularly useful in Asian societies where students are unlikely to disagree with someone directly for fear of seeming “confrontational and aggressive” (Martine, 2001, p. 39), as it allows students to present their views in a fun, non-threatening, and perhaps most importantly, cooperative format. A third benefit is that the flexibility inherent in a diamond ranking offsets any uncertainty avoidance which is relatively important in Japanese society (Hofstede, 1984).

Preparation

Step 1: Prior to the class choose a topic, for

example, adjectives or characteristics of a good leader, that is interesting or useful for the class.

Step 2: Think of at least three words related to this topic that you are confident the students will not know but would benefit from learning. Also consider which speech acts you would like students to focus on.

Procedure

Step 1: Introduce the topic you decided upon in preparing for the class. In the example provided here the topic would be leadership or leaders. One can start by asking the class what they think of the Japanese Prime Minister or the American President.

Step 2: Pair the students and have them brainstorm as many qualities or attributes that make a good leader as they can in 2 or 3 minutes. To make sure the students understand what kind of words you are looking for, provide them with examples of *intelligence* or *good looks*, as they will probably know these words already. Alternatively you could also have students brainstorm adjectives that describe a good leader (*intelligent/clever, fair, hardworking*, etc.). Elicit from the class all the words they have come up with and write them on the board. Choose six of these words, and add the three words that you thought of before the lesson, to ensure no student is familiar with all the vocabulary.

Step 3: Briefly review each vocabulary item written on the board. Keep in mind that while the class has provided six of the words on the board, it is unlikely that all the students know every one of those six words. The three words you have provided help ensure that at least three words will be new to all class members. Make sure to briefly but clearly explain the three items you have provided.

Step 4: Tell the students that they are to individually rank the nine words on the board, ranging from which they think are the most important for a leader to have to those which are the least important. Tell students that because this ranking is their personal choice there are no right or wrong answers. Explain that the rankings will be in a diamond shape (see Appendix). Line 1 is the student's top choice. On line 2, the students put the next two most important items. Make sure students realize that both items in level 2 are of equal ranking as being the second most important. On line 3 the students put three items that they think are the third most important. This continues until all the lines are filled in. Allow students around 5–6 minutes to make their diamond ranking.

Step 5: Teachers should preteach and model expressions such as: "I see your point, but I think . . .", "I don't agree because . . ." and "How about . . .?" These expressions offer the students the useful pragmatic skill of how to disagree with others without offending them.

Step 6: As soon as the students have made their individual ranking, pair them up and have the pairs make a new pair ranking together. Make sure that both members write out the new pair ranking. Give the students a time limit of 8–10 minutes to make their new diamond ranking. Don't be concerned if students cannot complete this first paired diamond ranking in the allotted time as they will have more opportunities to finish making paired rankings in the remainder of the class. Inform pairs that they will have to try and persuade their partner why they think the words should be ranked the way they have chosen. The activity now becomes task based as the students make compromises in trying to negotiate the creation of their new ranking.

Step 7: Change pairings again when the allotted time has passed and repeat the exercise. To make sure that students get ample practice using the vocabulary and the necessary speech acts, have them work with at least three different partners in the class. Make sure that students know that both members have to fill out their new diamond each time. Allow students 5–7 minutes to do the rankings. The repetition is important as it expands their active vocabulary and provides them with a reason why they should refine their arguments and it enhances their negotiation and persuasion skills.

"Pssst.. did you hear about
this year's JALT conference?
<conferences.jalt.org/2005>
Pass it on!!"



Step 8: After students have worked in three or four pairings separate the class into groups of four and have each group make a diamond ranking. More time will be needed for this phase of the class as students will have to work harder to find compromises that are acceptable to all.

Step 9: Once the groups have finished making their ranking have them write their diamond ranking on the board and present it to the class. This presentation portion of the activity helps focus students on language accuracy (Willis, 2000).

Concluding Remarks

Diamond ranking activities provide teachers and students with several tangible benefits in the language classroom. Firstly, students are able to acquire new vocabulary. A second benefit is that students are motivated to speak and express their opinions due to the flexible nature of the diamond ranking. A third benefit is that students are forced to activate their passive vocabulary and enhance their linguistic repertoire in a meaningful, purpose driven activity. A final advantage in using a diamond ranking activity is that it motivates students to acquire useful speech acts while maintaining a focus on accuracy.

Appendix:

1. _____
2. _____ 2. _____
3. _____ 3. _____ 3. _____
4. _____ 4. _____
5. _____

References

- Hofstede, G. (1984). *Cultural consequences, international differences in work related value*. Newbury Park, CA: Sage.
- Martine, L. (2001). *Small group interaction among native English speaking and non-native English speaking learners in a teacher training context*. MA Dissertation, Centre for English Language Studies, Birmingham: University of Birmingham.
- Willis, D. (2000). *Syllabus and materials*, Birmingham: Centre for English Language Studies, The University of Birmingham.

We Need You!

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

What Can You Do for JALT?

Volunteer to help out at JALT2005:

"Sharing Our Stories"

Granship, Shizuoka: October 8-10

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



Contact: <volunteers@jalt.org>

Advert: Longman

FOCUS

With the greater part of the summer's sweltering heat behind us, the *Focus* column this month starts off with a summary of the executive board meeting held last July in Tokyo. Following that, Mary Christianson, JALT Director of Records, gives us a rundown on the financial situation of NPO JALT. And finally, in the *Perspectives* column, Timothy Gutierrez, Catherine Y. Kinoshita, and Heidi Evans Nachi recap the JALTCALL conference that took place in Shiga last June.

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



Joseph Sheehan <jalt-focus@jalt-publications.org>

From JALT National

This year's second executive board meeting (EBM) was held July 2–3 at Tokyo Medical and Dental University in Ochanomizu, Tokyo. Delegates from 36 JALT chapters and SIGs joined the national and appointed officers in discussing national policies and approving the budget for fiscal year 2005. The meetings were very productive and proceeded smoothly, thanks to the cooperative atmosphere created and supported by all who attended—clear evidence that our continuing quest to build a collaborative and supportive working environment for the organization is succeeding. The housekeeping aspect of our meetings is becoming standardized, and we are increasingly able to dedicate more time to strategic planning discussions aimed at developing membership services and programs that will benefit the entire organization at all levels.

The executive board has long been concerned about finding ways to support programs in small and rural chapters. One solution that has recently evolved is to utilize the already successful formula of collaboration between chapters and SIGs to produce high-quality programs with a strong thematic focus (such as the Learner Development Forum in Osaka last July 17th). With the Special Programs grants available from JALT National, you will be seeing more such programs in smaller

chapters, such as the Kagoshima Teaching Children conference. The mini-conference on teaching children held July 23 also gained *koen meigi* approval by the Kagoshima and Miyazaki boards of education, showing just how much small chapters can accomplish when they set their minds to it. Congratulations to Cynthia Keith and her hard-working team of Kagoshima volunteers.

The JET (Japan Exchange and Teaching) outreach program, spearheaded by our new JET Liaison Leslie Ono and Vice President Steve Nishida, is another exciting direction in programming. JALT will cooperate with JET professional organizations to provide further professional development opportunities to Assistant Language Teachers (ALTs) and Japanese Teachers of English (JTEs). You will soon be able to read more about these programs right here in *JALT Focus*.

One of the more important orders of business at the meeting was the dissolution of several inactive chapters and the reorganization of several of these chapters into new regional groups. This restructuring will allow JALT members in these areas to benefit from the membership services provided by the more active chapters in their region.

On the international scene, JALT will be signing an agreement with PALT, The Philippine

Association for Language Teaching, Inc. at the international conference in Shizuoka this October. This agreement will pave the way for PALT's entry as a member of the Pan-Asian Consortium (PAC). As usual, many representatives from our international partner organizations will be visiting the conference. Please welcome them warmly to the conference, to JALT, and to Japan. We will also be rearranging the agreement we have with IATEFL, and most importantly adjusting the exchange rate agreement so the JALT member discount for joining IATEFL will come back into line with current figures.

On a final note, JALT will be getting a bit of a facelift. Sayoko Yamashita, the director of public relations, has made updating and professionalizing JALT's public presence a priority this year, and her efforts have led to a redesign of our logo. Our new look (design courtesy of JALT's own creative genius, Malcolm Swanson) will be officially launched at the national conference next month. Come and see the new face of JALT.

Mary Christianson, JALT Director of Records
Hugh Nicoll, Director of Membership

JALT News

You are invited to join us at the Ordinary General Meeting (OGM) at the JALT2005 conference next month. All of the national officers will be continuing their terms in office, so there won't be elections to deal with this year, leaving more time to celebrate the achievements of JALT members. In particular, we will be recognizing the recipients of JALT research grants as well as the Best of JALT Awards. See you there!

Announcement of the 2nd Ordinary General Meeting of 2005

- Date: Sunday, October 9, 2005
- Time: 4:20-5:20 p.m.
- Place: Convention & Arts Center, Granship, Shizuoka City
- Room: Chu Hall
- Agenda: Important issues concerning the administration of JALT

Mary Christianson <records@jalt.org>
JALT Director of Records

- 平成17年度第2回通常総会のお知らせ
- 日時：平成17年10月9日（日）
- 時間：午後4時20分～5時20分

- 場所：静岡市 コンベンション&アーツセンター グランシップ
- 部屋：中ホール
- 議題：当学会運営に関する重要事項

The first Ordinary General Meeting (OGM) of 2005 was held immediately following the July 3rd Executive Board Meeting (EBM) in Tokyo. Please find the minutes of the OGM below, which are filed with the Tokyo Metropolitan Government and the Legal Affairs Bureau as part of our requirements for maintaining NPO status.

Minutes of the 1st Ordinary General Meeting of 2005

Sunday, July 3, 2005

Tokyo Medical and Dental University,
Ochanomizu, Tokyo

- Item 1. Business Report (2004/04/01 – 2005/03/31) — Report accepted unanimously.
- Item 2. Financial Report (2004/04/01 – 2005/03/31) — Report accepted unanimously.
- Item 3. Audit Report (2004/04/1 – 2005/03/31) — Report accepted unanimously.
- Item 4. Business Plan (2005/04/01 – 2006/03/31) — Plan accepted unanimously.
- Item 5. Budget (2005/04/01 – 2006/03/31) — Budget accepted unanimously.
- Item 6. All motions that were passed by the EBM in January 2005 and July 2005 — Motions accepted unanimously.

平成17年度第1回通常総会議事録

日時 平成17年7月3日

場所 東京医科歯科大学

- 第1号議案 平成16年度事業報告
事業報告は満場一致で議決された
- 第2号議案 平成16年度収支決算
収支決算は満場一致で議決された
- 第3号議案 平成16年度監査報告
監査報告は満場一致で議決された
- 第4号議案 平成17年度事業計画
事業計画は満場一致で議決された
- 第5号議案 平成17年度予算
予算は満場一致で議決された
- 第6号議案 平成17年1月及び7月の執行役員
会で可決された全動議は満場一致で議決された

Details of Items 2 (Financial Report), 3 (Audit Report), and 5 (Budget) of the above OGM minutes are included below. You will see that JALT experienced a loss of income last year.

This loss was due to an increase in spending on membership services such as the One Free SIG Campaign and expanded web services, and meeting expenses as JALT's executive board strives to create a more participatory structure. Another shortfall occurred under advertising and sponsor revenues. However, thanks to the strict fiscal conservatism practiced in previous years, JALT's finances remain on stable ground. Furthermore, both the independent and internal auditors have given JALT's books a clean bill of health. Finally, you can see in the 2005-2006 budget that the expenses for the Free SIG program and Internet technology services have been taken into account based on the past year's experience. Additionally, great efforts are being made by the newly formed Business Committee to increase the range of sponsorship sources and advertising. We remain optimistic about our ability to provide ever better services to our members in the future within a viable financial framework.

JALT Financial Report for the Fiscal Year 2004

Balance Sheet as of March 31, 2005

ASSETS

CURRENT ASSETS

Cash	36,777,727	
Time Deposit	5,000,000	
Accounts Receivable (Chapters)	1,920,570	
Accounts Receivable (Other)	603,998	
Pre-paid expense and other current assets	170,000	
TOTAL CURRENT ASSETS		44,472,295

FIXED ASSETS

Property and Equipment	2,095,749	
Accumulated Depreciation	(654,414)	
Net Property and Equipment	1,441,335	
<i>Other Fixed Assets</i>		
Lease Deposit (Central Office)	896,000	
Telephone Rights	101,826	

Computer Software	86,423	
Total Other Fixed Assets	1,084,249	
TOTAL FIXED ASSETS		2,525,584

TOTAL ASSETS **46,997,879**

LIABILITIES AND FUND BALANCE

CURRENT LIABILITIES

Accounts Payable (SIG)	730,500	
Accounts Payable (Other)	3,006,440	
Advance Payments from Members	15,670,175	
Employees' Withholding Tax	72,230	
Tax Payable	70,000	
TOTAL CURRENT LIABILITIES		19,549,345

CAPITAL

Beginning Fund Balance	33,830,634	
Period Loss	(6,382,100)	
Ending Fund Balance		27,448,534

TOTAL LIABILITIES & CAPITAL **46,997,879**

貸借対照表 (平成17年3月31日現在)

資産の部

流動資産

現金預金	36,777,727	
定期預金	5,000,000	
未収入金 (支部)	1,920,570	
未収入金 (その他)	603,998	
前払費用	170,000	
流動資産合計		44,472,295

固定資産

器具備品	2,095,749	
減価償却累計額	(654,414)	
器具備品残額	1,441,335	
<i>その他の固定資産</i>		
事務局家賃保証金	896,000	
コンピューターソフト	101,826	
電話債券	86,423	

その他固定資産合計	1,084,249	
固定資産合計		2,525,584
資産合計		46,997,879
<u>負債と資本の部</u>		
流動負債		
未払金（分野別研究部会）	730,500	
未払金（その他）	3,006,440	
前受金	15,670,175	
未払い従業員源泉徴収税	72,230	
未払い法人税等	70,000	
流動負債合計		19,549,345
正味財産		
元入金	33,830,634	
当期損失	(6,382,100)	
正味財産合計		27,448,534
負債正味財産合計		46,997,879

損益計算書（自平成16年4月1日至平成17年3月31日）	
収益	
会費	32,052,779
年次大会収入	26,041,355
広告収入	2,814,628
出版収入	2,117,060
その他収入	97,199
収益合計	63,123,021
費用	
支部等経費	9,147,349
事務局経費	20,676,991
管理運営費	3,735,383
会議費	3,839,857
専門的業務用経費	5,474,000
出版経費	12,052,831
年次大会経費	14,578,710
費用合計	69,505,121
当期損失	6,382,100

JALT Income Statement (for the period April 1, 2004—March 31, 2005)

REVENUES	
Membership Fees	32,052,779
Conference	26,041,355
Advertisement Revenue	2,814,628
Publication Sales & Services	2,117,060
Other Revenue	97,199
TOTAL REVENUES	63,123,021
EXPENSES	
Grants	9,147,349
Central Office	20,676,991
Administration	3,735,383
Meetings	3,839,857
Services and Fees	5,474,000
Publications	12,052,831
Conference	14,578,710
TOTAL EXPENSES	69,505,121
NET LOSS	6,382,100

Independent Auditor's Report

To the Audit Committee of NPO The Japan Association for Language Teaching:

We have examined the balance sheet of NPO The Japan Association for Language Teaching (JALT) as of March 31, 2005, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen. Our examination was made in accordance with auditing standards, procedures, and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. In our opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2005, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Kimiichiro Kuramochi
Certified Public Accountant
June 15, 2005

独立監査人監査報告書

平成17年6月15日

特定非営利活動法人 全国語学教育学会監査委員会御中

公認会計士 倉持公一郎

平成17年3月31日現在の法人の貸借対照表及び関連する平成16年度の収支決算書と正味財産残高を精査しました。精査は日本で受け入れられ、適用されている監査基準、手続き及び慣行に準拠して実施されました。それゆえ、状況によって必要と考えられる会計記録の検査及び他の監査手続きが含まれています。私は上記の財務諸表は平成17年3月31日現在の法人の財産の状態を適正に表示しており、平成16年度の会計処理は日本で一般に受け入れられている会計原則と慣行に準拠し、かつ、前事業年度と同一の基準に従って継続的に適用されていることを認めます。

以上

Auditor's Report

Based on the relevant articles of the NPO JALT Constitution, I performed the following duties for the period of April 1, 2004 to March 31, 2005:

1. Inspection of the status of business conducted by the directors;
2. Inspection of the status of assets of NPO JALT;
3. Auditing of the activity report made by the Director of Programs;
4. Auditing of the inventory of assets, balance sheet, and statement of the revenues and expenditures made by the tax accountant and audited by the independent auditor.

As a result of the performance, I have found no improper conduct or important facts indicating violation of laws, regulations, or the NPO-JALT Constitution.

*Tadashi Ishida, JALT Auditor
June 15, 2005*

監査報告

当監事は、特定非営利活動法人全国語学教育学会定款の規定に従って、平成16年4月1日から平成17年3月31日までの当学会に関して、次に掲げる職務を行いました。

- (1) 理事の業務執行の状況の精査
- (2) この法人の財産の状況の精査
- (3) 企画担当理事の作成したこの法人の事業報告書の監査
- (4) 税理士が作成し、独立監査人の公認会計士が監査したこの法人の財産目録、貸借対照表及び収支計算書の監査

上記職務を行った結果、当監事はこの法人の業務又は財産に関し不正の行為又は法令若しくは定款に違反

する重大な事実を認定しませんでした。

平成17年6月15日

特定非営利活動法人全国語学教育学会
監事 石田正

2005-2006 Budget

REVENUES

Membership Fees	30,400,000
Sponsor Revenue	6,000,000
Publications Revenue	5,380,000
Conference Revenue	33,940,000
Other Revenue	80,000
TOTAL REVENUES	74,800,000

EXPENSES

Chapter/SIG Grants	11,300,000
Meeting Expenses	4,800,000
National Officers Budgets	2,601,000
Administration/JCO	21,000,000
Miscellaneous Administration	1,113,000
Internet Technology Support	2,500,000
Services and Fees	5,725,000
Publications Expenses	12,935,000
Contingency Fund (Special Programs)	1,000,000
Conference Expenses	12,756,000
TOTAL EXPENSES	74,730,000

GAIN

70,000

*Robert Swanson
Financial Steering Committee Chair*

2005年度 予算

収入

個人会員会費	30,400,000
ビジネス会員会費	6,000,000
出版収入	5,380,000
年次大会収入	33,940,000
その他収入	80,000
収入合計	74,800,000

費用

地方支部及び分野別研究部会経費	11,300,000
会議費	4,800,000

管理運営費	2,601,000
事務局経費	21,000,000
その他の管理運営費	1,113,000
インターネット技術支援費	2,500,000
専門的業務用経費	5,725,000
出版経費	12,935,000
予備費	1,000,000
年次大会経費	12,756,000
費用合計	74,730,000

差引収益 **70,000**

ロバート・スワンソン財務運営委員会委員長

JALT Notices

Peer Support Group

The JALT Peer Support Group assists writers who wish to polish their papers so they may be published. We are now looking for JALT members interested in joining our group to help improve the quality of the papers of fellow professionals. A paper is read and commented on by two group members, and if you are not confident in your skills offering advice to fellow writers, we have a shadowing system to help you get your bearings. Please email the coordinator at <peergroup@jalt-publications.org> for further information. We do not at present have Japanese members, but that is because none have applied. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

Universal Chapter and SIG Web Access

JALT chapters and SIGs have webpages available that contain upcoming meeting information and officer contact details. These pages are linked to the main JALT website and are viewable at <jalt.org/groups/your-chapter-name>, where *your-chapter-name* is the name of the chapter or SIG you wish to contact (e.g., <jalt.org/westtokyo>; <jalt.org/CUE>). In some cases, chapters or SIGs may not have provided up-to-date information; this will be reflected on the webpages. Queries can be directed to the JALT (English) web editor, Paul Collett, <editor-e@jalt.org>.

Staff Recruitment

TLT Associate Editor

The Language Teacher is seeking a qualified candidate for the position of associate editor, with future advancement to the position of co-editor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a monthly academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have a computer with email and access to a fax machine.

This post requires several hours of concentrated work every week editing feature articles, scheduling and overseeing production, and liaising with the publications board. Applicants should be prepared to make a minimum 2-year commitment with an extension possible. The assumption of duties is tentatively scheduled for October 2005.

Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become associate editor (and later advance to co-editor) of *The Language Teacher* to: Amanda O'Brien, JALT Publications Board Chair, <pubchair@jalt.org>. Deadline for receipt of applications is September 15, 2005.

Proofreaders

The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders and then rotate from section to section of the magazine until they become familiar with TLT's operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified

candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.

Call for Bids
Web Services Contract

NPO JALT is now accepting bids for its Web Services Contract, which will cover up to a 3-year period beginning October 15th, 2005. The successful bidder will be presented with a completed contract on or before October 7th, 2005.

Duties to be outlined in the Web Services Contract include, but are not limited to:

- maintenance of JALT's server
- maintenance and development of JALT's website
- creation and maintenance of JALT's annual conference website
- handling of all officer data
- maintenance and supervision of JALT's email and mailing lists

- updating and monitoring of JALT forums
- consulting with JALT officers and providing online solutions as needed
- ensuring server and data security

Deadline for bids: September 30, 2005. All bidders are required to provide the following details:

- hourly/monthly charges for web service support
- maximum number of chargeable support hours per month
- any special conditions on services provided
- outline of past experience with JALT projects

In addition, the successful bidder must demonstrate:

- a professional level of skill and experience
- the ability to complete work on a regular basis, all year round
- willingness to work at the lowest possible cost to the organization
- a working knowledge of JALT's organizational structure (strongly preferred)

Please submit all bids and queries to The Competitive Bidding Committee Chair, Steven Nishida, <vp@jalt.org>.

Perspectives

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



This month, we relive many of the exciting moments of this year's JALTCALL conference held at Ritsumeikan University's Biwako Campus (BKC) in Shiga Prefecture on June 4-5. The conference organizers would also like to seize this opportunity to invite you to JALTCALL 2006 in Sapporo next June. The co-editors warmly invite 750-word reports of JALT interest in English, Japanese, or both.



This year's JALTCALL SIG conference was held at Ritsumeikan University's Biwako Campus (BKC) in Kusatsu, Shiga Prefecture on June 4-5. The conference theme, *Glocalization: Bringing People Together*, fo-

ocused on the social dimension of CALL at the local and global levels. True to the theme, the conference drew presenters and attendees from universities and high schools around Japan and attracted international visitors from Taiwan, Korea, Hong Kong, Denmark, Ireland, China, Thailand,

Australia, and New Zealand. The weekend event offered more than 150 presentations, five commercial exhibitions, and plenty of opportunities for building new ties.

As in previous years, the conference preparations started well ahead of schedule. At the *local* level, online bulletin boards enabled volunteers from around Japan to take on their responsibilities, adhere to deadlines, and share up-to-date information and queries. At BKC, student volunteers underwent extensive training and teachers from all departments pitched in. At the *global* level, a conference website was created to publicize the event, manage

JALTCALL 2005: Conference Report

weblink: www.jaltcall.org

Advert: Seido

online presentation submissions, and facilitate pre-registration. Unique to our SIG, those in JALTCALL who do the vetting once again offered constructive feedback on presenters' abstracts, enhancing the overall quality of accepted submissions.

The full schedule offered over 140 different sessions from which to choose. With so many high quality presentations accepted this year, each concurrent session of the conference schedule consisted of up to 10 presentations. JALTCALLers' choices included paper presentations, show-and-tell presentations, poster sessions, and workshops. The conference featured a keynote and two plenary addresses by leading experts in the field of CALL. Uschi Felix of Monash University delivered the keynote address, *Multiplying modalities: Opening up the fourth dimension of online learning*. She discussed using sophisticated audio-based applications to create meaningful social constructivist activities in online education and how these applications can reduce performance anxiety in the foreign language classroom. Yukio Takefuta of Bunkyo Gakuin University delivered his plenary address, *The three-step auditory comprehension approach in CALL*, in which he outlined a technique proven to improve university students' English proficiency. Hayo Reinders of the University of Auckland gave Sunday's opening plenary, *CALL and supporting self-directed language learning*. Reinders showed how a self-access center in New Zealand maximizes student learning using CALL techniques.

The 140-plus regular sessions highlighted using the latest technology for solving perennial problems in the language classroom. Following the conference theme of bringing people together through CALL, JALTCALLers attended sessions covering a diverse range of topics and technologies. Traditional topics on the merits and pitfalls of using technological tools to improve students' language skills (i.e., reading, writing, listening, speaking, vocabulary, grammar) were discussed and debated. Techniques for using Internet technology to create online learning communities, such as utilizing the Moodle course management system, were a very popular topic for discussion. Also discussed was the current direction of CALL as an academic discipline.

Of course no conference is complete without two ingredients: chaos and volunteers. On Saturday morning, attendees and presenters patiently waited in the long line for the low-tech registration desk. Through all the confusion, the

volunteers took money, wrote receipts, and directed traffic. But the confusion was soon forgotten as the social dimension of the conference came to the forefront—attendees and presenters could take in the venue, meet old friends, and make new friends. Somehow, everyone made it through the line and eventually received their goodie bags and schedules just in time for the first plenary. And since presentations were held in one wing of a high-tech building, finding-rooms-chaos was kept to a minimum.

The 35 student volunteers from BKC, with their energy, computer expertise, and strong desire to speak English, were ready for anything. The students assisted at the registration desk, served coffee and tea, and most importantly, showed their talents in the computer labs helping presenters make sense of the technology.

As usual, the networking reception on Saturday evening was a JALTCALL highlight. Food and drink were plentiful, stimulating conversation was in abundance, and music performed by the Ritsumeikan student jazz club band gave the reception a cool feeling to relax and network with friends old and new.

If you missed the conference, don't worry. Three options exist for finding out about what you missed. Articles from the conference will be in two places: the *JALTCALL Journal* and an edited book. The summer issue of the *JALTCALL Journal* will be dedicated to articles from the conference. Also, a book of papers from the conference will be available early next year. The third choice is to catch up with many of the JALTCALL attendees at JALT national on October 7–10 at Granship in Shizuoka. Since the theme of the national conference is *Sharing our Stories*, it will be most fitting to ask presenters on CALL topics at the national conference to share their stories from JALTCALL.

Next year's conference will be held on June 4–5 at Sapporo Gakuin University in (you guessed it!) Sapporo, Hokkaido. Our theme will be *The Wireless Classroom*, and our keynote speaker is scheduled to be Jozef Colpaert, editor of *Computer Assisted Language Learning: An international journal*. Full conference details will be available from jaltcall.org very soon. See you there!

Timothy Gutierrez, Catherine Y. Kinoshita,
& Heidi Evans Nachi
Ritsumeikan University

This month's Book Reviews column features *Discussion Strategies: Beyond Everyday Conversations*, an intermediate level student-centered textbook reviewed by Manfred Delano Cannegieter. In addition, *Study Skills for Speakers of English as a Second Language*, a textbook for students who intend to study at English-speaking universities, is assessed by Ann Junko Izawa.

To access previous book reviews please go to <www.jalt-publications.org/tlt/reviews>. Don't forget your TLT password. If you are interested in writing a book review, please see the list of materials available for review in the Recently Received Column, or consider suggesting an alternative book that would be helpful to our membership.



Discussion Strategies: Beyond Everyday Conversations

[David Kehe and Peggy Dustin Kehe. Brattleboro, VT: Pro Lingua Associates, 2001. pp. xii + 220. ¥1,863. ISBN: 0-86647-113-8.]

Reviewed by Manfred Delano Cannegieter, Tokyo Women's Christian University

Discussion Strategies is a textbook for teachers who want to create student-centered lessons where the students, NOT the teachers, are the ones who are doing most of the talking in English. Kehe and Kehe have designed a compact intermediate level book that coaches students in the art of discussion. Students work in pairs, groups of three, and finally each student is faced with the ultimate challenge of leading a discussion with a group of six people. In order to achieve that final goal students are introduced to a wide variety of discussion strategies such as using rejoinders, soliciting more details, and interrupting others during a discussion. One of the strong points of this book is that it offers students multi-skill activities within small supportive groups, which helps to motivate students to participate more.

Regarding the content of this book, it has been my experience that interest levels are easily maintained throughout the year for two simple reasons: students are able to change partners every week, and the textbook contains intriguing articles based on real events and actual research findings that have been reported in *The Japan Times* and the *Seattle Post-Intelligencer*. Students seem to be especially interested in reading about the following topics: why short people live longer, stress, superstitions, smoking, and getting fat.

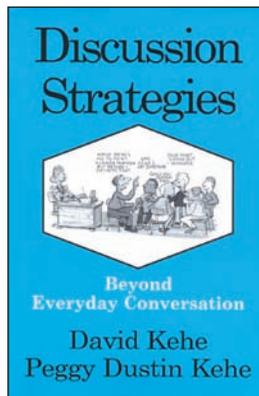
Most units start off with a keyword/expression box, which is then followed by an instruction section, a short article, a factual question/answer section, and finally a reaction/opinion section.

The activities in this book basically revolve around one person (Student A, B, or C) reading a short article, while the other two students occasionally interrupt to ask questions. For example, in Unit 12 *Is it ever O.K. to tell lies?* student A reads and then asks six factual questions, which serves as a verbal comprehension quiz for students B and C. Student B then reads their own unique article while student A and C listen carefully without taking notes. During this time the instructor is free to squeeze their way in between the groups to monitor their progress and keep track of the time.

Occasionally, I have to stop the class to remind speakers to have more eye contact; project their voice; enunciate more; use pauses, hand, and facial gestures; and the appropriate key phrases of that unit. Regarding the latter point, some of the more advanced students have pointed out that they are able to have a discussion without using the key words and expressions for that chapter. However, other students have made positive comments about the clearly defined key words and expressions that are systematically found at the beginning of the unit. At the end of each unit Kehe and Kehe have provided

some additional exploratory reaction questions that can be used to allow students to break away from the textbook and exchange personal stories and opinions.

At the end of the class, I remind students which unit to do next for homework and what pages students A, B, and C should do. I have found that students are generally willing to do their



homework since it is not overly taxing and can be completed in less than 20 minutes. Instructors are not required to prepare any lectures or handouts; instead most of the instructor's time will be spent introducing and reviewing various discussion strategies, organizing groups, joining discussions briefly, and offering friendly reminders to students.

Generally speaking, in one 90-minute class, I have just enough time to take attendance, practice the new phrases, and divide the students into pairs or groups. In the highly unlikely event that there is extra time left over, pages 211 to 220 give instructors additional tips and guidelines regarding extending activities, suggestions for specific units, and evaluation. Most instructors

will find that the activities in each unit give students ample opportunities to work on their reading, listening, and speaking skills. As the class progresses further into the book new strategies are introduced and earlier ones are reintroduced, which give students more chances to internalize what they are learning.

Without a doubt, students and teachers will need time to learn how to navigate through this uniquely designed book with its multiple subsections within units. Over the course of a year, it is rewarding to see the shy students gain more confidence in speaking and the active, talkative students learn to become better listeners.

Study Skills for Speakers of English as a Second Language

[Marilyn Lewis and Hayo Reinders. Hampshire: Palgrave MacMillan, 2003. pp. xiii + 220. \$11.99. ISBN: 1-4039-0026-4.]

Reviewed by Ann Junko Izawa, CESA English Language School

Anyone who has had the experience of studying overseas to pursue a university degree knows how many challenges are usually involved not only during the preparation process but also during the course of one's studies. For students with limited English, the challenges are even greater. With this in mind, *Study Skills for Speakers of English as a Second Language* was written specifically for English learners who intend to study at English-speaking universities and would like to have an overview of the various skills required for a student to complete a degree successfully.

Study Skills for Speakers of English as a Second Language is divided into three parts. The first part includes pre-departure decisions as well as how one can plan future studies and improve one's English. This part will be especially helpful for those who are still deciding which university to choose and what level of English is necessary for them to apply to a university overseas. Unfortunately, although this part of the book briefly mentions some countries that follow the American and British education systems, it does not provide a lot of information on which countries use English as first and second languages and which ones follow the American

and British systems respectively.

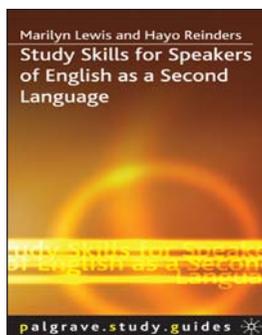
The second part is related more directly to university studies, including the purpose and structure of lectures, small group learning, different types of reading skills required at university, different types of assignments,

examinations, and academic writing.

In this part, students will also find, for instance, useful recommendations on how to take lecture notes and collect data for assignments, as well as communicative strategies for small group discussions. Practical examples of strategies are presented extensively in order to inform students on what language is usually used, how to express their thoughts and questions, as well as where to find resources they

need to accomplish each task.

The third part of the book covers various university life issues, such as communicating with staff and students and how to deal with problems inside and outside the university. It also gives detailed information on the different departments, their purposes, what the staff does, and how one can communicate with the staff appropriately. Finally, it gives cultural tips and advice on how to deal with practical issues such as studies, health, and money.



In general, the book received many good comments from my students, especially from those who have an interest in studying overseas. My intermediate level students had no difficulty reading and understanding its content. They also thought that the format of the book, which includes a glossary, as well as questions and answers from people who are either studying or have already studied overseas, made it easy for them to follow. They also appreciated that they were able to get a good idea of what to expect and especially how to deal with problems that may arise in many particular contexts. The only negative comment was regarding the title, which seems to suggest that the book is targeting *any* learner of English that wants to improve his or her language study skills, which is not necessarily the case. They thought that if the title mentioned that

it was for those interested in studying overseas, it would have made it easier for them to know what to expect in the book.

In summary, *Study Skills for Speakers of English as a Second Language* provides quite a good introduction to second language learners that are entertaining the idea of studying abroad, but do not know how to start preparing for it. The book may also be helpful for those who are already overseas and are struggling with the academic demands at university. Its format and careful choice of vocabulary are also important features of this book as students can focus more on content. Even though the title may sound generic, the content of the book can be very helpful for students who are aiming not only to improve their English skills but also to adjust themselves to a new environment, such as a university overseas.

Recently Received

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

* = first notice; ! = final notice. Final notice items will be removed September 30. For queries please write to the email address above. You can also see this list on the *TLT* website.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner <pub-review@jalt-publications.org>

Achieve IELTS: Intermediate-Upper Intermediate. Harrison, L., & Cushen, C. London: Marshall Cavendish, 2005. [Incl. student's book, workbook, teacher's book, CD].

English for Business Life: Elementary. Badger, I., & Menzies, P. London: Marshall Cavendish, 2005. [Incl. course book, self-study guide, trainer's manual, CD].

English for Business Life: Pre-Intermediate. Badger, I., & Menzies, P. London: Marshall Cavendish, 2005. [Incl. course book, self-study guide, trainer's manual, CD].

**Icon: International Communication Through English* (4 levels: Intro, 1, 2, 3). Freeman, D., Graves, K., & Lee, L. New York: McGraw-Hill, 2005. [Incl. teacher's manual, workbook, student CD, teacher CD].

**Insights: Critical Thinking Through Cross-cultural Essays from the Japan Times.* Shaules,

J., Miyazoe, T., & Anton, K. H. Tokyo: Nan'un-do, 2005. [Incl. bilingual teacher's manual, student CD, teacher CD].

**Just Listening and Speaking: Upper Intermediate.* Harmer, J., & Lethaby, C. London: Marshall Cavendish, 2005. [Incl. CD].

**Just Reading and Writing: Upper Intermediate.* Harmer, J., & Lethaby, C. London: Marshall Cavendish, 2005.

Just Right: Upper Intermediate. Harmer, J., & Lethaby, C. London: Marshall Cavendish, 2005. [Incl. student's book, teacher's book, workbook, CDs].

Real English Grammar: The New Intermediate Grammar. Lott, H. London: Marshall Cavendish, 2005. [Incl. answer key & CD].

**This is Culture.* Kajijura, A., & Goodmacher, G. Tokyo: Nan'un-do, 2005. [Incl. teacher's manual].

Books for Teachers (reviewed in *JALT Journal*)

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

**Kodomo no Eigo Gakushu: Shuutoku Katei no Purototaipu [English Learning for Children: A Learning Process Prototype].* Yamamoto, A. Tokyo: Kazama, 2005.

!*Task-Based Instruction in Foreign Language Education: Practices and Programs.* Leaver, B. L., & Willis, J. R. (Eds.). Washington, D.C.: Georgetown University Press, 2004.

Special Interest Group News

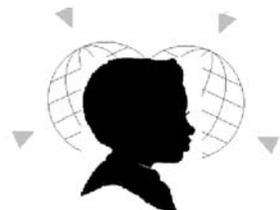
...with Mary Hughes <sig-news@jalt-publications.org>

JALT currently has 16 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

This month, we focus on the Bilingualism SIG with more information about who they are, what they do, and what interesting events they have planned for the upcoming JALT2005 conference in Shizuoka.



The Bilingualism SIG:



Supporting people who speak more than one language

Who are we?

The Bilingualism Special Interest Group (SIG) is made up

of over 260 JALT members and subscribers, many of whom are raising or teaching bilingual children. People in international marriages, families who communicate in more than one language, and teachers of multilingual students all take advantage of the practical and theoretical information available via our group.

The SIG has two broad aims:

- to support families who regularly communicate in more than one language, and
- to further research on bilingualism in Japanese contexts.

SIG members receive four issues a year of our newsletter, *Bilingual Japan*, which features regular columns on raising children bilingually, family case studies, book reviews, and summaries of the latest research into bilingualism from around the world. See our website at <www.bsig.org> for more information.

当研究会は二つ以上の言語で生活する家族および日本でいうバイリンガリズム研究の応援を目的としています。ホームページのwww.bsig.orgをアクセスして下さい。

B-SIG Events at JALT2005

The Bilingualism SIG is planning a range of exciting events for the national conference in October.

Our forum this year will focus on the day-to-day classroom experiences of bicultural/bilingual children in Japan. The panel discussion will shed light on what happens to bicultural children in a wide range of learning environments, including:

- the English classroom in a regular Japanese junior high,
- a Japanese class in a Japan-based international school, and
- classes of various kinds in an English speaking country.

A group of parents and teachers will address questions such as:

- What is the role of the bilingual child in English classes in Japanese junior high schools?
- Does the teacher acknowledge the child's ability and does the child want this to be acknowledged?
- Can or should the bicultural child be a resource for the teacher or other students?
- What problems may stem from bicultural children doing relatively poorly—test and score wise—in English classes due to emphasis on “examination English” (*juken eigo*)?

As well as many other individual presentations of original research into bilingualism, we will also sponsor a featured speaker, Mike Bostwick from Katoh Gakuen, who will discuss Japan's oldest bilingual education program. Anyone who is interested in immersion education and teaching Japanese students *through* English is welcome to attend.



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

And don't forget to sign up for our banquet on the Saturday night of the conference. It is a great place to meet other parents who are raising their children in two languages.

Two new publications

Make sure to drop in at the Bilingualism SIG's table to get the latest issue of the *Japan Journal of Multilingualism and Multiculturalism*.

This year's journal is a special issue on multiethnic identity in Japanese contexts. It includes four articles presented in a colloquium at last year's conference, as well as a related article in Japanese:

- The multi-ethnic paradox: Towards a fluid notion of being *haafu* (Tim Greer)
- Post-structuralist discourse analysis of Japanese-Caucasian identity in Japan: Adolescent girls' celebration of multi-ethnic cultural capital (Laurel Kamada)
- Identity negotiation of *kokusai kekkon* Japanese women: A view from their life experiences and cross-cultural encounters (Tomoko Ascoug)
- The awareness and development of multi-identities in a multilingual child living in Japan (Shi Jie)
- 言語少数派の子どもの言語態度に関するマイクロ・エスノグラフェイ:言語能力と言語勝ちの観点から (佐藤真紀)

Other popular B-SIG monographs

- Educational Experiences Abroad
- The ABCs of Bilingualism
- Educational Options for Multicultural Children Living in Japan
- Bullying in Japanese Schools: International Perspectives
- Growing up Bilingually: The pleasures and the pains
- Adding Bilingualism to Bilingualism: Teaching your child to read English in Japan

You can also pick up a copy of our new monograph, *Bilingual Naming Practices in Japan*. Edited by Peter Gray, this book fits the conference theme perfectly. More than 50 parents from international families in Japan tell the stories of how they chose their children's names. Expectant parents who are living in and

between two cultures often find baby name books irrelevant to their needs. More than just a list of names that will work for bicultural kids, this book contains detailed reflections by parents on how they arrived at the name, which *kanji* they used, and how the name is treated by those around them. Whether you are expecting a new child or are just interested in the names that bicultural couples give their children, this book is the definitive source on the subject. At the 2005 national conference, the editor, Peter Gray, will lead a discussion on bilingual naming practices to launch the monograph.

Pan-SIG Conference 2006

The Bilingualism SIG is co-sponsoring the Pan-SIG Conference in 2006. The first call for papers closes on September 15. Please send a 250 word abstract to <pansig2006@jalt.org>. For more details, see the call for papers in this issue of TLT or visit the SIG website.

CALL—The CALL SIG would like to send another call to join us at our Annual General Meeting in October to be held at the JALT2005 conference in Shizuoka. This is a great opportunity to meet other CALLers in Japan and get involved in our SIG activities. You can also see what the CALL SIG is all about online. Read information on current publications, our *JALTCALL Journal* and other CALL organizations worldwide, including a more extensive list of what you can do for the CALL SIG, and why you will benefit from membership. We also hold an annual conference, which provides the best opportunity in Japan for discussion of CALL-related issues with fellow CALLers from Japan and abroad. Please visit our website for information on this and more at <jaltcall.org>.

College and University Educators—

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

Gender Awareness in Language

Education—A new gender issue book is coming out this fall! Several GALE members led by Jane Nakagawa, along with other writers interested in gender issues, have put together a book, *Gender Issues Today*. It is being published

through a print on demand publisher, Tokyo Shuppan Service Center, and the price will be ¥1,200. It can be ordered directly through Munetoshi Kawamura, Tokyo Shuppan Service Center, 401 Saint Office Akihabara, 1-33-6 Taito, Taito-ku, Tokyo 110-0016, <kawamura@c-enter.co.jp>, t: 03-5688-5801, f: 03-5688-5803.

For readers new to the *TLT*, GALE is the Gender Awareness in Language Education special interest group. Its purpose is to research gender and its implications for language learning, teaching, and training. To join GALE please use the form in the back of the *TLT* or contact the membership chair, Diane Nagatomo, <dianenagatomo@m2.pbc.ne.jp>.

Global Issues in Language Education—

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

Junior and Senior High School—

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

Learner Development— Feel free to come to the LD Forum entitled *Learning to Express Ourselves!* at JALT2005 in Shizuoka next month. We are aiming to bring together presenters and participants to “share our stories and experiences with autonomy.” Contacts Marlen

Harrison <scenteur7@yahoo.com> and Chris Carpenter <chris@dokkyo.ac.jp> look forward to inquiries. And then immediately after the LD Forum, we will have the LD Annual General Meeting. It will be a good chance to become involved with our activities for anyone interested in learners and learning.

You are also invited to attend the mini-conference sponsored by the LD SIG & Miyazaki Chapter, *Working Together: Make a Difference in Language Education!* on Saturday, November 19 at Miyazaki Municipal University. The conference themes include teacher collaboration, understanding of self and others, and international and intercultural awareness in language education. For further information, please contact Etsuko Shimo at <shimo@miyazaki-mu.ac.jp> or Ellen Head at <ellenkobe@yahoo.com>.

For additional information about LD, please check the JALT homepage <jalt.org/groups/Learner_Development>, see our quarterly e-newsletter <www3.kcn.ne.jp/~msheff/LD%20HP%20files/LDSigNews.htm>, or visit our LD website at <coyote.miyazaki-mu.ac.jp/learnerdev/>. You could also contact the co-coordinators Marlen Harrison at <scenteur7@yahoo.com> or Stacey Vye at <stacey.vye@gmail>.

Materials Writers—We are presenting a forum of Japan-based and international textbook publishing company representatives at JALT2005. The discussion will address topics such as making textbook proposals, cultural issues in textbook development, and CALL and materials development. Teachers and materials writers who want to better understand the process of materials development from the publishers' standpoint are warmly invited to attend. There will be time, too, for personal contact with the representatives for those who may be thinking of submitting book proposals.

And: the MW SIG announces its first Materials Writing Contest! Create a unit or lesson based on a photo, and you may receive a prize, or at least receive feedback that will help you to develop your materials writing skills. The contest is open to all. For details look at <groups.yahoo.com/group/materialswritingcontest/> or contact the coordinator for more information.

Other Language Educators—OLE has issued OLE Newsletter 35 containing information on OLE related submissions to JALT2005, a hardly believable story, and a discussion paper by Ruth Reichert on the use of Internet pages for homework. Copies are available from Rudolf Reinelt <reinelt@ll.ehime-u.ac.jp>.

Pragmatics—At the 31st JALT conference in October, the Pragmatics SIG will sponsor three events: 1) the SIG Forum, *Learners' Stories and Pragmatic Development Abroad*, to be held Saturday, October 8 from 16:20-17:55 in room 907, 2) a discussion session about *The Effects of Explicit Instruction Followed by Study Abroad on the Development of Pragmatic Competence* to be held on Sunday, October 9 from 14:15-15:15 in room 907, and 3) the Pragmatics SIG AGM to be held on Saturday, October 8 from 18:00-18:30 in room 907. Please join us. For further information, contact Yuri Kite at <ykite@ipcku.kansai-u.ac.jp> or Megumi Kawate-Mierzejewska at <mierze@tuj.ac.jp>.

Professionalism, Administration, and Leadership in Education—The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <www.debito.org/PALE>. Also, anyone may join our listserv at <groups.yahoo.com/group/PALE_Group/>. For information on events, visit <www.jalt.org/groups/PALE>.

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

Teaching Children—The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter 4 times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the SIG dynamic. With our

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

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

Teacher Education—The TED SIG is looking forward to seeing members new and old at our events at JALT2005 in Shizuoka. Our AGM will be held on Saturday from 16:20-17:20. Our party will be after the JALT party on Saturday evening. Our forum entitled *Can Language and Culture Go Hand in Hand?* will be held on Sunday from 13:05-14:40. Find out more about us at our website <jalt.org/teach/>.

Teaching Older Learners—Why not join TOL? Until March 31, 2006, you are eligible to join one special interest group under the One Free SIG campaign. Please take this golden opportunity to join the TOL SIG. You can choose to receive (and contribute to) our online newsletters at no additional cost. For more information, please visit <www.eigosenmon.com>.



October 7 - 10, 2005
Granship Convention Center
Shizuoka, Japan

SIG Contacts

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

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

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Teaching Older Learners—Emi Itoi;
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Forming SIGs

Pronunciation—Susan Gould;
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Moving?

Make sure *The Language Teacher* moves with you. Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

Name: _____

New Address _____

Tel _____ Fax _____

Email _____ New Employer _____



Chapter Reports

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

The Chapter Reports column is a forum for sharing synopses of presentations held at JALT Chapters around Japan with the *TLT* readership. For guidelines on contributions, see the Submissions page at the back of each issue.



Akita: June—*Bilingual Education in Asia* by Jason Good. Good asked: Is Japan lagging behind the rest of Asia with its English education? What exactly is the rest of Asia doing with regards to English education, especially for their kids? What is being taught at the bilingual schools? Good divided bilingual education in Asia into two distinct categories, the “old”—Hong Kong, Singapore, and the Philippines and the “new”—Thailand, Taiwan, and Korea. He used the new Japanese government’s Bilingual School in Gunma to represent the latest Japanese paradigm. He showed that bilingual education in Asia was started by international schools and then fueled by returnees and the private schools that catered to them. As the Asian representative for Houghton Mifflin, Good explained the use of materials made for native speaking school children in the USA and how these materials had been successfully employed in bilingual education in Thailand, Taiwan, and Korea. In the end, it was concluded that Japan really isn’t serious about bilingual education, not in the same way as the new bilingual countries in Asia. The presentation included many examples of how texts originally intended for native speakers could be utilized in Japan.

Reported by Stephen Shucart

Gifu: June—*Field Notes Facilitator* by John Gunning. Gunning demonstrated how he conducts ethnographic research utilizing one of three decision-making modules. While lesson planning is the common method for trained EFL teachers, Gunning showed us how interactive decisions are used in class evaluating decisions, and reflective learning served as his preferred methodology.

Gunning explained how his ability to take field notes while facilitating a learner-centered classroom helps him understand student needs, monitor timeframes and sequencing of activities, and better reflect on his own approach rather than simply creating a lesson plan to follow. Field notes help teachers determine what works

and what doesn’t and the documentation supports it.

Participants later discussed why lesson processing is a vital step for language teachers and how this often neglected aspect of teacher development could be better implemented on a personal and group basis.

Reported by Steve Quasha

Gunma: April—*The Changing Face of STEP Eiken* by Michael Fouts. Fouts, an Eiken editor and coordinator of writers, provided an overview of the STEP Eiken test and addressed some recent major developments. With 42 years experience in Japan and 70 million examinees under its belt, STEP Eiken is the leading English language test in Japan. However, until recently the Eiken certificate was not recognized outside of Japan, so Eiken examinees were forced to take other tests if they wished to study overseas. Now, thanks to promotional efforts and a growing awareness that Eiken fulfills admission requirements, more and more North American institutions are accepting Eiken for admission to undergraduate and ESL programs. Michael pointed out Eiken’s advantages over TOEFL. One is the ease of taking Eiken, with 20,000 test sites in Japan compared to 10 to 20 for TOEFL. Another is its face-to-face speaking component, providing an assessment of interactive speaking ability. High-scoring TOEFL students do not necessarily possess adequate speaking skills, which can lead to poor academic achievement. Significant changes were made to Eiken in 2004, resulting in a larger writing and listening component for Grade 1 and Grade Pre-1. A modified interview section promotes discussion skills and opinion giving.

Reported by Tom Goodier

Gunma: June—*Broadening Students’ Global Perspectives* by Kazuya Asakawa. Asakawa presented some methods that, as stated on his homepage, “help students to open their eyes to

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

the world.” One exercise involved labeling a map with our present homes as well as information about them regarding arts, industries, and natural resources. Only after linking ourselves with our local world can we hope to work with the larger global community. Learning English is one of the best ways students can engage issues on that level. “The goal should be more social and pedagogical to foster students as global citizens. This leads students to raise awareness of the knowledge, skills, and attitudes needed to be responsible citizens,” said Asakawa.

Another activity we tried involved human rights issues. The names of major international conventions and treaties were written on slips of paper and we were asked to rank them according to importance. This kind of activity fosters “cultural sensitivity in order to understand local and global concerns.” Asakawa first did relief work in Thailand after graduating in 1980. He has most recently been working with content-centered teaching and UNESCO’s Education for Sustainable Development program.

Reported by David Gann

Hamamatsu: July—Adaptable Classroom Activities by **Amy Jenkins**. Jenkins featured an array of fresh ideas for speaking, reading, writing, and listening activities easily adaptable for warm-ups, time fillers, or as part of daily structured classes. She also demonstrated her adaptations of several well-known games and activities such as *Boggle* and *Hangman*.

Reported by David Elmes

Kitakyushu: July—Helping Exchange Students Respond to Intercultural Conflicts and Dilemmas by **Robert Long**. Long has been working with overseas exchange programs for many years but finds they lack adequate preparation for awkward, difficult, or dangerous situations arising from common misunderstandings. Standard textbooks generally provide basic language patterns appropriate for the most common linguistic situations that may be encountered in the target culture but fail to address some of the cross-cultural sociological challenges. Students from places where deference to the perceived group values always takes precedence over individuals may find themselves in undesirable situations as

a result of unwitting acquiescence and need to learn the kind of language to clearly state their intentions and desires, to stand their ground, and persuade others to their way of thinking.

Long provides students with worse case scenarios that they have to deal with using appropriate language. He showed us 18 examples of the many discourse completion tasks he made, based on past experiences in the exchange program, where his students had written their responses to the given situations; then we tried to construct some tasks ourselves. We read dialogues selected from published EFL textbooks and spiced them up a little, imagining situational contexts, speech acts, and emotional and physical attributes. Pairs performed the dialogues for the rest of the group.

Reported by Dave Pite

Miyazaki: June—Controversial Content in EFL: What is Justifiable and What is Not? by **Trevor Sargent**. Sargent’s presentation focused upon the role of the *Global Educator* in the classroom and cited many sources, such as the *U.N. Declaration on Human Rights*, *Global Education Specialists*, and the *British Education Act of 1996*, to explain the proper role of a Global Educator—to help inculcate critical thinking and other academic skills independent of personal ideology. Sargent introduced many textbooks that meet his standards of impartiality and therefore, in his view, maintain academic integrity. Sargent also gave numerous samples of textbooks that clearly violated these standards of impartiality and fairness. Sargent felt that problem was greater in language teaching in Japan and particularly within the confines of JALT, which he claimed gave too much power to supposed Global Educators who in fact were doing the opposite of what Global Education normally entails. Sargent called for JALT to be more aware of this matter and to make clearer policy statements regarding any apparent support for such questionable approaches to Global Education.

Reported by Mike Guest

Nagasaki: June—Using Video and DVD in the Classroom by **Raphael Bourgeois**. Bourgeois from *Thomson Learning* discussed the *whys and whens* of using video, the roles

of teachers and students in such lessons, and Susan Stempleski's five techniques for teaching with video. He then introduced the *World Link* textbook video series.

Reported by Melodie Cook

Nagoya: March—The State of Bilingual Reading Education Throughout Asia by **Jason Good**.

Good talked about English immersion programs where local children from countries such as Thailand, Taiwan, and Korea, who have not grown up bilingually, are going to English-only schools. Singapore, the Philippines, and Hong Kong have provided this type education for many years, but these programs are losing strength.

The Thai government changed the laws on curriculum 2 years ago. Children can study any curriculum in any language, and there are now 78 bilingual and international schools in Bangkok with a government project to construct one bilingual public school in every Thai province.

Taiwanese children go to a half day of school in elementary school grades 1, 2, and 3. Most go to *juku* after that; many go to English immersion *juku*. Some *jukus* now have full kindergartens, bilingual schools, and after school programs.

In Korea there are very few bilingual schools, but many after school programs have high level mini-English immersion programs. Public schools now have a crisis because children who go to *juku* have a much higher level of English than those who don't, and a much higher level than the standard curriculum.

Core instruction in these Asian schools is the same as that found in US elementary school reading programs. Most reading programs use the balanced approach—skills instruction plus authentic literature. Integrated into the literature is explicit instruction in the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Reported by Katsumi Ito

Omiya: May—My Share Meeting. **1) Larry Cisar** demonstrated the use of SMIL mark-up software to easily create a variety of educational tools. **2) Adam Murray** demonstrated a boxing game he uses in junior high classes to review grammar structures such as “What ___ do you like?” and also a weather game that practices the

future tense “How will the weather be in ___?” and reinforces the geography lessons students are learning. **3) Ruth Kambartel** demonstrated a *Find Your Partner* activity that creates random pairs and builds on the knowledge of cognates students of English bring to the study of German.

4) Cecilia Fujishima showed how to use *karuta* cards to review passive voice and then to create original passive voice sentences. **5) Joe Falout** showed how to leverage students' knowledge of formal schemata such as the ever-popular infomercial to launch a creative English project. Students easily create their own English infomercials with a few guidelines.

6) Roberto Rabbini led the room through a creative *Pair Reading* activity, bringing the challenge to life for all of by using both English and Italian. **7) Bob Fold** demonstrated an extremely active Earth Science activity based on materials from *Water Education for Teachers*, designed to demonstrate the journey of a water molecule. **8) Karen McGee** demonstrated a few improvisation drama techniques she uses in college English classes.

Reported by Karen McGee

Omiya: June—Current Trends and the Future of Elementary School English Activities by **Tom Merner**.

Several years have passed since English was added as an option within the newly implemented *Sogo* (integrated studies) timeframe. Merner addressed the following issues: What are the trends? What are schools doing? The presentation was essentially an update on the guidelines and handbook for elementary schools.

Merner believes that many schools are currently taking the wrong road and hopes that through discussion and awareness raising schools can take a new direction. Some goals are unattainable and those creating the goals have not considered implementation. Furthermore, many teachers do not read the course of study or handbook, and as such lack information and training. Teachers falsely believe that they should be teaching English; whereas the actual goals are to develop communicative attitudes and openness to foreign languages.

Merner emphasized that junior high methods of teaching should not be used in elementary schools, and expressed the hope that middle schools will develop a 1-hour *sogo* class so

that the aforementioned open attitudes can be continued.

A new textbook developed for elementary school English lessons was introduced. The series contains a content-based curriculum and takes a totally different approach from existing textbooks for children.

Reported by Roberto Rabbini

Omiya: July—A Tinderbox for Your

Thoughts by **Hugh Nicoll**. Nicoll provided an introduction to *Tinderbox* software. This included background on the historical roots of pre-technology-based systems for brainstorming and visualizing argumentation, from walls of index cards to various elaborate mind maps. He discussed the roots of these systems in speech act theory, philosophy, and law.

Several reasons to use *Tinderbox* include: the software is simple to learn yet powerful; the sole programmer of *Tinderbox* and its community of users are creative, interesting, and accessible via the website; *Tinderbox* meetings are held around the world; the more deeply you study *Tinderbox*, the more rewarding it becomes; the software enables the creation of much better outlines, mind mapping, and note taking than other systems; it enables and records collaboration in meetings; it is an extremely flexible presentation tool.

Nicoll demonstrated some basic features of *Tinderbox*, such as *Agents*, *Adornments*, *Explode*, and *Various Views*, and showed how these features can be used by teachers and planners. He showed several of his own applications, including the way he uses *Tinderbox* to organize his feedback to students and schedule their performances as well as how *Tinderbox* has been used to support the information booth at JALT national conferences.

Reported by Karen McGee

Sendai: May—Zatokichi Zem Sensory English

Experience Workshop by **Ken Groger**. Groger led the 6-hour visual deprivation extravaganza, with 40 pairs (yes, 80 people!), including 12 nationalities, taking part. The goals of the activities were to build trust, create empathy for visually-challenged people, and sharpen sensory awareness. In terms of communicating in English, the guides had to adjust their language

in such a way that it could be understood by a blind person. Conversely, the blindfolded persons had to ask the right type of questions in order to cope with their blindness.

Each pair consisted of a blindfolded person and a guide throughout the different activities. First, the blindfolded participants were given the chance to choose their guides. Then after that initial pairing activity, everyone was led through voice recognition, smelling, tasting, drawing, trusting, music appreciation, dance, and guided imagery activities. Thus, the pairs were given many opportunities to communicate in challenging situations. After the blindfolds were removed, there was an open forum where all the participants were able to share their thoughts and feelings about the event.

Reported by Christopher E. Cuadra

Shinshu: April—The 16th Annual Suwa Charity Walk by **Takashi Gomi, Tokio Okino, Takayuki Hanazato, and Yuichi Miyabara**.

The annual charity walk around *Lake Suwa* was an unparalleled success, with more than 120 attendants. Participants walked halfway around Lake Suwa, then enjoyed lunch and songs, led by Gomi.

The weather was perfect, and thanks to the efforts of Okino, Hanazato, and Miyabara, 18 graduate students specializing in inland water ecology were on hand to answer questions and help participants to better understand the ecology in and around Lake Suwa.

This is Shinshu's family event for the year, and it was encouraging to have so many children in attendance. They particularly enjoyed the after lunch singing and games. The charity walk finished off with a ferry ride in the swan boat back to the starting point.

Charitable contributions from the participants totaled ¥36,825, money which will help support projects to improve and sustain the ecology of Lake Suwa. Thanks to all who attended and helped make Shinshu's 16th charity walk a success.

Reported by Theron Muller

Advert: Thomson

Chapter Events

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

It's September again and time to look for some new ideas for your fall classes. You're sure to find them at an event at a nearby chapter. Exciting topics this month include communicative CALL, genre analysis, SEL-HI, mathematical magic, and extreme storytelling. JALT members may attend meetings at any chapter at JALT member rates—usually free. Chapters, don't forget to add your event to the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.



Akita—AIU Travel Service Club Research Trip to Thailand by AIU Travel Service Club members and advisors. AIU Travel Service Club will describe their volunteer/NGO research trip to Thailand in March 2005. This description will include: their language, culture, and monetary preparations, their impressions, and what they learned about Thailand and NGOs. The club members and advisors will also comment on the usefulness of this sort of experience for learners of English. *Saturday September 10, 14:00-16:00; D-201, AIU Library, Akita International University; one-day members ¥1000, students ¥500.*

Fukuoka—Communicative CALL by **Ian Brown**, Kyoto Sangyo University. **1) The Communicative CALL Teacher.** Brown will look at the successful Communicative CALL teacher. Using computers is no different to using whiteboards and CD players. The same communicative methodology can be applied. A theoretic underpinning, practical ideas, and guidelines to good CALL teaching will be discussed. **2) Sample Communicative CALL Lesson Activities From WWW.** Activities for topics such as newspapers, weather, movies, and recipes will be introduced and adapted for different levels. All activities include pre- and/or post-classroom lessons, demonstrating how CALL can be integrated into classroom study. *Saturday September 17, 19:00-21:00; Fukuoka Jo Gakuin Tenjin Satellite Campus 9F, Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000.*

Gifu—Phonics & Kids by **Mark Kulek**, Gifu Kids English School and **Mike Stockwell**, Via English School. The presenters will demonstrate how they use phonics to give confidence to young learners. Using phonics means that by teaching students the sounds of English letters, they can put these sounds together to form words. The advantage of this over teaching the alphabet is that once students have mastered the main sounds, they can read words and will

have better pronunciation. Some of the components are notebook writing (step-by-step spelling), dictations (listening), reading, and games. *Saturday September 17, 18:30-20:00; Heartful Square (southeast section of Gifu JR Station), Gifu City, Gifu-ken; one-day members ¥700.*

Hamamatsu—On “Communicative” in Communicative Language Teaching by **Jim Smiley**. Smiley will focus on the ever-evolving term *communicative* and how this ambiguous term has taken on a new meaning in language learning. This will be followed by a chance for teachers to view the term in relation to what it means to them and how it affects their teaching methodology. Subsequently we will analyze published texts. Teachers will have an invaluable opportunity to reflect on this taken-for-granted but rarely discussed concept. *Sunday September 11, 10:00-12:00; Hamamatsu, ZAZA City Bldg. Palette, 5th floor; Meeting Room A; one-day members ¥1000.*

Hiroshima—My Share and National Conference Sneak Preview by **James Ronald**, Hiroshima Shudo University, and anyone else who wants to present. During the first hour there will be a My Share in which everyone present can speak for 5-15 minutes about any teaching idea or research topic in the field of language education. Then, James Ronald will lead a workshop on *Games in the Classroom*. Ronald's workshop has been accepted for presentation at the National JALT Conference in Shizuoka in October. *Sunday September 25, 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F, Seminar Room 2; one-day members ¥500.*

Hokkaido—Teachers Helping Teachers: 22nd JALT Hokkaido Fall Conference, featuring **Curtis Kelly**. Hokkaido English teachers and

weblink: www.jalt.org/calendar/

Chapter Events

guests come together for a day of presentations, workshops, and forums on language teaching. This year JALT Junior Hokkaido joins the party, bringing kids' teachers together with members working at universities, colleges, schools, and conversation schools. Information at: <www.jalthokkaido.net>. *Friday September 23; Hokusei Gakuen University, Oyachi, Atsubetsu-ku, Sapporo; one-day members ¥2000.*

Kitakyushu—Examining Friends: Using Genre Analysis to Analyze TV Scripts by **Raymond Stubbes**. Interested in livening up your lessons by bringing in TV programs such as *Friends*? Curious about genre analysis and what it has to offer? Stubbe will briefly review genre analysis then demonstrate how practically any piece of text can be lexically analyzed using the free Internet site <www.lex tutor.ca>. Participants will learn how to create cloze passage listening exercises using the website, and one will be presented and tested while viewing an actual episode. *Saturday September 10, 18:30-20:30; Kitakyushu International Conference Center, Room 31; one-day members ¥1000.*

Kobe—Special Meeting on SEL-Hi by **Jun Sekiguchi**, Osaka Jogakuin Senior High School and **Hirokazu Nakai**, Osaka Jogakuin College. Sekiguchi will explain the curriculum of the SEL-Hi program, its goals, and the pedagogical strategy employed to realize these goals. The goals are global perspective, identity and problem solving. The strategy is to teach debate in English. Nakai will speak on strategies for progress and managing change in SEL-Hi research. *Saturday September 17, 15:30-18:10; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku (t:078-241-7204); one-day members ¥1000. Pre-registration is required. Contact Hirayanagi at <yemshirayanagi@yahoo.co.jp>.*

Kyoto—Kyoto--Visual Communication & Presentation Design: What Educators and Trainers Need to Know by **Garr Reynolds**. This presentation is for anyone who uses a computer to design or deliver presentations, including class lectures. With the advent of the digital revolution, software companies oversold the notion of “easy” design, ignoring the importance of thinking visually. This has resulted in few of us knowing how to design supporting visuals that communicate a

clear message. Attendees will examine techniques that will make them better presenters and lecturers and help them design effective supporting visuals. *Friday September 30, 19:00-20:30; Kyoto Kyoiku Bunka Center (Marutamachi, Sakyo-ku); one-day members ¥1000.*

Matsuyama—An Evaluation of English Textbooks from the Viewpoint of Culture Based on the 2003 Ministry of Educations Course of Study Guidelines by **Nobuko Yamanaka**, Ehime University. In English pedagogy in Japan, Mombukagakusho-approved English textbooks have played a major role in providing information on culture in the classroom. Therefore, an examination of those English textbooks has been conducted to get a clearer picture of what aspects of culture are being taught in schools. The result of this examination will be discussed. *Sunday September 11, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Nagasaki—Chapter Elections for 2006. Join us for 2006! If you are interested in running for one of our executive positions for next year, please send nominations by September 15 to <allan@kwassui.ac.jp>. As far as our regular meetings are concerned, we do not have our September plans confirmed at press time, but please feel free to check our chapter homepage for news and updates at <www.kyushuelt.com/jalt/nagasaki.html>, or you can also keep in touch with us by signing up for our monthly email newsletter at <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—What are the Obstacles Facing Efforts to Improve English Language Learning in Japanese Schools and Universities? by **Robert Aspinnall**, Shiga University. This presentation considers various explanations for the failure of the Japanese education system to provide the country with a number of citizens sufficiently skilled in the use of English, the global lingua franca, to enable Japan to “punch its weight” in international forums. It focuses on the “environment of learning” that exists in secondary and tertiary educational institutions and considers some possible solutions to the problems raised. *Sunday, September 25, 13:30-16:00; Nagoya International Center, 3F Lecture Room 2; one-day members ¥1000.*

Nara—Teaching Practical English at Elementary School by **Atsuko Ohara**. The first part will be an overview of the approach to English at Tezukayama Elementary School. Comparisons will be made between teaching English in private and public schools. The second part will be a quasi-workshop on teaching all four skills. Writing, phonetics, and oral communication are important parts of a comprehensive program. Some theory will be presented, but most of the session will be practical activities. *Saturday September 17, 14:00-17:00; Tezukayama University Gakuenmae Campus (JALT2004 Conference Site) facing South Exit of Gakuenmae Station on the Kintetsu Nara Line; free for all.*

Omiya—Using Mathemagical Magic in the Classroom by **David Gann**, Seigakuen University. This presentation will feature three magic-based activities flexible enough to be used with all students: The Magic Square, The English Decoder Card Trick, and The Criss-Cross Card Trick. These activities require almost no preparation, are very easy to perform, involve listening and responding to contextually similar but grammatically different questions, and incorporate all four skills. Magic's lasting impression reinforces target structures and vocabulary. Students are empowered to use the English they've practiced. *Sunday September 18, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); one-day members ¥1000.*

Sendai—Language in NLP by **Charles Adamson**. NeuroLinguistic Programming (NLP) is the art and science of personal excellence. In this presentation, we will work with language, one of the keys to personal excellence. After a discussion of the ways we process information, we will consider the Meta Model, in which distortion, deletion, and generalization (DDG) cause the differences between the meaning of the language and the non-linguistic thoughts behind the words. We will practice questions that seek to reverse DDG. Finally, Meta Model-based activities for the classroom will be considered. *Sunday September 25, 14:00-17:00; Sendai Sensai Fukkou Kinenkan (War Memorial Hall); one-day members ¥1000.*

Shinshu—Activities for Young Learners of English: Listening, Thinking, and Learning by

Hideki Sakai, Shinshu University. A description of this presentation will be available at a later date. *Sunday September 18, 14:00-17:00; Nagano, Monzen Plaza; one-day members ¥1000.*

Toyohashi—What About You? by **Kenneth Biegel**, McGraw-Hill Education. This presentation will address some difficulties teachers often face while trying to find appropriate materials to use in the EFL classroom. A large segment of the presentation will focus on how to utilize published materials or design appropriate materials for specific situations. Finally, the presenter will introduce his attempt to design appropriate materials for the non-intensive nature of most Japanese university classes, and how this resulted in his writing the McGraw-Hill series, *What About You?* *Sunday September 25, 13:30-16:00; Aichi University, Toyohashi Campus, Building 5, Room 53A; free for all.*

Yamagata—How to Encourage University Students to Speak English Outside Class by **Steve Ryan**. The speaker is an assistant professor at Yamagata University. He is to talk about the above-mentioned topic based on his experience focusing on English as a means of global communication in the 21st century. *Saturday September 3, 13:30-15:30; Yamagata Seibu Kominkan, 1-2-23 Kagota, Yamagata-shi (t: 023-645-1223); one-day members ¥800.*

Yokohama—1) Wrestling With Writing: A Case Study by **Tom Anderson**, university English instructor. Anderson will present classroom-tested ideas for teaching writing skills to large university classes consisting of motivationally-challenged students. Discussion will center on seating, grouping, project activities, and grading. **2) Nontraditional Extreme Storytelling Activities** by **M. Delano Cannegieter**, Tokyo Woman's Christian University. Cannegieter will unearth extreme storytelling activities such as interview-based ghost stories, lyric-originated narratives, and survey-grounded summarizations. Ideas will be shared on getting students to procure story material from nontraditional sources. *Sunday September 11, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi (Map at <yojalt.bravehost.com>); one-day members ¥1000, students ¥500.*

Chapter Contacts

If you want to get in touch with a chapter for information or assistance, please use the following contacts. Chapters who want to change their contact should send it the editor: Aleda Krause; t/f: 048-787-3342; <chap-events@jalt-publications.org>.

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Job Information Center

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

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/form.html> or email Ted O'Neill, Job Information Center Editor at <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 sex, 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.



JIC Area at JALT2005 Conference in Shizuoka

Time again for that premier chance for schools seeking serious, qualified teachers to meet and talk with prospects before hiring deadlines get too close. For schools wishing to conduct on site interviews, or simply to advertise teaching positions and/or receive CVs through

our Resume Courier Service, please contact Kent Hill at: t/f: 81-73-462-1205 or <kenthill@mac.com>. Thank you!

Conference Volunteer Bonus! – Yes, you! Note that all conference attendees who take some time volunteering in the JIC qualify for a partial reduction in conference fees. To volunteer, please contact Kent Hill via phone or email, as noted above.

Aichi-ken—Nagoya University of Foreign Studies invites applications for a full-time teaching position (5-year contract, renewable) in English/TESOL in the Department of Japanese Studies, to begin in April 2006. **Qualifications:** Applicants should have an MA or higher in English, Applied Linguistics/TESOL, or a related field and native fluency in English. The ability to handle basic university and committee tasks in Japanese is highly desirable. **Duties:** The successful candidate will teach eight 90-minute courses per semester, and may be asked to coordinate the modest English program (English minor), and participate in overseas study programs and university committee work. **Salary & Benefits:** Commensurate with rank and experience, based on current university salary scales. **Application Materials:** CV, list of publications, copies of up to three publications, two references or closed letters of recommendation, and a 2–3 page essay on English language education. All materials accepted in electronic or printed form. Short-listed candidates will be asked to provide official transcripts and may be asked to demonstrate Japanese ability. **Deadline:** September 31, 2005.

Contact: Douglas Wilkerson, Department of Japanese Studies, Nagoya University of Foreign Studies, 57 Takenoyama, Iwasaki-cho, Nisshinshi, Aichi-ken 470-0197; <wilkerdk@nufs.ac.jp>.

Kanagawa-ken—The Foreign Language Center at Tokai University Shonan Campus is seeking two full-time non-tenured English instructors to begin teaching April 2006. Two-year contract, renewable up to 6 years. **Qualifications:** BA and MA in TEFL, TESL, Linguistics, or a related area; native English speaker; at least 3 years teaching experience at the college or university level; previous publications in TEFL, TESL, Linguistics, or a related field; Japanese ability preferred but not required; will sponsor an applicant's visa or renewal. **Duties:** Teach eight 90-minute lessons per week, 4 days a week, including required English speaking, writing, discussion and presentation, academic writing, and elective courses; attend monthly teachers' meeting; and work on committees and special events. **Salary & Benefits:** Salary (including bonuses) dependent on applicant's qualifications and past experience; ¥15,000 per month housing

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Job Information

allowance; ¥330,000 annual research money; and transportation allowance. **Application Materials:** CV, diplomas, letter of introduction, all publications, photo, teaching certifications, transcripts, two letters of recommendation, photocopies of current visa and certificate of eligibility. All application materials must be sent by post. **Deadline:** September 15, 2005. **Contact:** Yuko Iwata, Director, Foreign Language Center, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken 259-1292; t: 0463-58-1211, ext. 4500; f: 0463-59-5365; <markshro@keyaki.cc-u-tokai.ac.jp>; <www.u-tokai.ac.jp>.

Kyoto-fu—The Faculty of Contemporary Social Studies, Department of Social System Studies, Doshisha Women's College, Kyotanabe Campus, invites applications for a full-time contract teacher position, starting April 2006. One-year contract, renewable by mutual agreement twice only. **Qualifications:** MA or higher in TESOL or a field related to the department majors; International Studies, Business Management, Human Development and Services, Tourism Management, Kyoto Studies, and Legal Studies. Substantial experience in teaching EFL and EAP courses required; experience in teaching content-based English courses related to the department majors preferred. **Duties:** Teach a minimum of eight 90-minute classes a week. **Salary & Benefits:** Commensurate with rank and experience and based on Doshisha Women's College scales, excluding bonus. **Deadline:** September 30, 2005. **Application Materials:** English CV with photo, including list of academic publications and presentations; copies of two academic publications; essay on the contribution you could make to the department's Career and Academic Studies in English program (three A4 pages); copy of highest degree awarded. Materials will not be returned. Short-listed candidates will be contacted for interviews to be held October 22, 2005. **Contact:** All application materials should be sent together by registered mail and marked in red, "Contract Teacher Application Materials" to: Contract Teacher Search Committee, Faculty of Contemporary Social Studies, Doshisha Women's College of Liberal Arts, Kyotanabe-shi, Kyoto Prefecture, 610-0395, Japan; f: 0774-65-8546; <gensha-t@dw.doshisha.ac.jp>.

Nara-ken—A full-time ESL instructor is needed by a small English conversation school to teach small groups of mostly adults. **Duties:** Curriculum development, lesson planning, progress testing, and teaching. **Qualifications:** A minimum of a University degree in any subject is required. **Salary & Benefits:** ¥260,000 a month plus insurance and travel allowance. **Application materials:** Submit a CV. **Deadline:** October 2005. **Contact:** Send CV to <jobs@english-please.com>; <www.english-please.com>.

Niigata-ken—Keiwa College, a 4-year coeducational, liberal arts college with about 700 students, is seeking one to three full-time Visiting Instructors to begin April 1, 2006, on a 1-year contract, renewable up to 3 years. This is an ideal position for people starting out in the field and who are eager to gain experience teaching English at the college level. The academic year is about 7 months a year. **Qualifications:** MA in TESL or related field or certificate in TESL/EFL is required; some teaching experience in Japan is very helpful. **Duties:** Teach 18–20 hours per week in a skills-based coordinated curriculum and attend regular meetings. Willingness to work as part of a team, as well as ongoing communication and cooperation with other teachers, is essential. As part of their teaching duties, Visiting Instructors may also develop a content course based on their own academic or personal interests. Opportunities to publish and present are also available. **Salary & Benefits:** ¥270,000 per month, 12 months a year; subsidized, furnished housing near campus; health insurance; transportation and shipping expenses to Niigata will be provided. **Application Materials:** Submit a cover letter, CV highlighting teaching experience, copy of degree or diploma, two or three recent letters of reference. Email applications will not be accepted. Applications received will not be returned. Short-listed candidates will be contacted for interviews. **Deadline:** October 25, 2005. **Contact:** Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka Shibata-shi, Niigata-ken, Japan 957-8585.

Osaka-fu—ECC Kokusai College of Foreign Languages in Umeda seeks part-time English teachers who can teach the following subjects:

Accounting 101, Introduction to Law 101 (American Law), Understanding Different Cultures, Geology 101, and Health Education.

Qualifications: Applicants should have a MA Degree in any of the fields above. **Salary & Benefits:** Payment will be based on qualifications and experience. **Application Materials:** Send CV by email or fax. Successful applicants will be contacted. **Contact:** f: 06-6311-1442; <ikekazu@ecc.ac.jp>; <hello.ecc.ac.jp/kcfl>.

Shizuoka-ken—The Faculty of Informatics, Shizuoka University offers a full-time faculty position as an associate professor or lecturer for an English-speaking scholar, beginning April 1, 2006. **Duties:** Teach Communication Skills, English Conversation, and specialty subjects in interdisciplinary fields such as cultural studies, media studies, and other subjects related to information society, as well as some subjects in the Graduate School of Informatics. **Qualifications:** MA or doctoral degree; experience in teaching English; working command of Japanese; a user of the computer and network in research and teaching, and willingness to use our CALL system for teaching English preferred. **Salary & Benefits:** Monthly salary will be paid in accordance with academic staff wage scales of Shizuoka University. Bonuses and allowances will also be paid. **Application Materials:** CV; copies of diplomas; a list of all academic publications (mark up to five major ones with an asterisk); copies of major academic publications; a statement in English describing ambitions in regard to teaching, research, administrative duties, and professional contributions to the community (about 1,000 words, double spaced, A4 paper); two letters of reference. Applications should be sent by registered mail marked “Application” in red on the front of the envelope to: Dean of the Faculty of Informatics, Shizuoka University 3-5-1 Johoku, Hamamatsu-shi, 432-8011 Japan. Please enclose a self-addressed envelope for return mail. Applications will be reviewed and interviews held later. Travel expenses for interviews will not be provided. Candidates will be notified of the results after November 18, 2005. **Deadline:** September 20, 2005. **Contact:** Professor Kyoji Honda, Department of Information Arts, Faculty of Informatics, Shizuoka University, 3-5-1 Johoku, Hamamatsu-shi, 432-8011; <khonda@inf.shizuoka.ac.jp>.

Tokyo-to—The English Department at Aoyama Gakuin University seeks adjunct teachers to teach part-time conversation and writing courses at their Sagami-hara campus. The Sagami-hara campus is about 90 minutes from Shinjuku station on the Odakyu and Yokohama lines, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESOL, English Literature, Applied Linguistics, or Communications; minimum 3 years experience teaching English at a university; alternately, a PhD and 1 year university English teaching experience. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. We are interested in teachers who enjoy working with other teachers as well as with their students. Publications, experience in presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to part-time work at other universities in Tokyo. **Application Materials:** Write to us for an emailed application form. **Deadline:** Ongoing. **Contact:** “Adjunct Faculty,” English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Tokyo-to—Tokyo Jogakkan Middle School is looking for a qualified and experienced teacher to teach English and assume homeroom teacher duties in its International Class program. This is a full-time position starting April 1, 2006. **Qualifications:** Applicants should have previous experience teaching in a Japanese middle school and/or high school, should have a university degree, and should hold a certificate in TESL/TEFL. A high level of spoken and a basic understanding of written Japanese is required. **Duties:** Teach 15–16 hours a week in the International Class English program and assume homeroom duties with a Japanese teacher. **Salary & Benefits:** Salary, including two annual bonuses and health insurance, is according to Tokyo Jogakkan policy based on experience and qualifications. **Application Materials:** Cover letter, CV, letters of reference, and an essay on “The Value of Teaching Leadership.” Before applying, please visit the program’s website at <www.tjk.jp/mlh/ic>. **Deadline:** October 21, 2005. **Contact:** Mr. Susumu Masai, Tokyo Jogakkan, 3-7-16 Hiroo, Shibuya-ku, Tokyo, 150-0012; <s.masai@tjk.jp>.

Tokyo-to—Tokyo Denki University School of Engineering is seeking a full-time native speaker English Instructor for 2006-2007.

Qualifications: MA in TESOL or equivalent. Must be an enthusiastic and skillful teacher with ample English teaching experience, including experience in Japan. **Duties:** Teach twelve 90-minute periods of English classes per week, Monday through Friday and occasional Saturdays, with some materials development and other duties. **Salary & Benefits:** As stipulated in the TDU English Instructor Provisions.

Application materials: Send a cover letter and CV with passport photograph and any relevant publications, copies of degrees, transcripts, work visa, and a two-page essay on the candidate's English teaching experience (A4 single spaced Times Roman 12 point) by registered mail. Mark "Application for English Instructor Position" in red ink on the front of the envelope.

Deadline: September 12, 2005. **Contact:** Yuichiro Yoshinari, Chair, Department of Foreign Languages, Tokyo Denki University School of Engineering, 2-2 Kanda-Nishiki-cho Chiyoda-ku, Tokyo 101-8457; <www.kl.dendai.ac.jp/l-dept/>.

Tokyo-to—The School of International Politics, Economics, and Business at Aoyama Gakuin University's Sagami-hara Campus is seeking versatile part-time teachers for the 2006-2007 academic year. **Qualifications:** Resident of Japan (both native and nonnative speakers); proper visa if non-Japanese; MA or PhD in relevant areas of the humanities, social sciences, or education (including TEFL/TESOL); 3 years previous teaching experience at the university level, with at least 1 year in Japan; ability to teach language, communication, and advanced courses in English; publications and membership in relevant academic associations a plus. **Duties:** Teach English courses, communication courses related to public speaking, discussion, and debate, English in the mass media, English for academic purposes, and advanced English courses related to specific themes, such as intercultural communication, comparative culture, media studies, gender awareness, conflict resolution and peace studies, global issues, and other subjects related to international studies. **Salary & Benefits:** Similar to other private universities in the

Tokyo area. **Application Materials:** Send a complete CV in English that includes details about qualifications and experience in the above areas. **Deadline:** September 30, 2005. **Contact:** Send applications to Richard Evanoff, School of International Politics, Economics, and Business, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. No personal responses (including replies to inquiries) will be made unless the applicant is being seriously considered for a position.

Toyama-ken—Toyama University is hiring one Full-time Lecturer, Associate Professor, or Professor (depending on qualifications and experience) of English as a foreign language from April 2006. The initial contract is 5 years and may be renewed for another 5 years after a performance evaluation according to Toyama University regulations. **Qualifications:** Applicants must have a MA or higher degree in a related field or equivalent qualifications or experience. University classroom experience as a teacher of English to speakers of other languages is preferable. **Duties:** The successful applicant will mainly be teaching General and Academic English Writing and English Oral Communication skills in General Education Courses, the Faculty of Humanities and the Faculty of Human Development Science (currently the Faculty of Education). **Salary & Benefits:** Salary will be based on the university salary scale. Inquiries concerning salary should be directed to the contact person by email. **Application Materials:** CV and documents verifying qualifications; list of publications and copies of up to three works; an essay of approximately 1,000 English words on: 1) your teaching plans, 2) your teaching strategies, and 3) your teaching experiences. Only short-listed candidates will be contacted. Interviews will be held in late October. We regret that there will be no reimbursement for travel expenses. Apply by registered mail to Professor Masato Hamatani, Dean of Faculty of Humanities, Toyama University, Toyama-shi Gofuku 3190, 930-8555, Japan. Write "Application Documents for a full-time teacher of English" in red on the envelope. Applications cannot be returned. **Deadline:** September 30, 2005. **Contact:** Professor Hiromichi Ogawa <ogawa@hmt.toyama-u.ac.jp>.

Conference Calendar

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

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



Upcoming Conferences

September 16–18, 2005—2nd

International Online Conference on Second and Foreign Language Teaching and Research, held online. The basic aim of this conference is to provide a venue for educators, established scholars, and graduate students to present work on a wide variety of pedagogical, theoretical, and empirical issues as related to the multi-disciplinary field of second and foreign language teaching and research. This conference will also give you an opportunity to make global connections with people in your field. Contact: Meena Singhal <editors@readingmatrix.com>, Adrian Wurr <awurr@uncg.edu>, or John Liontas <jliontas@nd.edu>; <www.readingmatrix.com/onlineconference/index.html>

September 25–28, 2005—Applied

Linguistics Association of Australia (ALAA) 30th Annual Conference: Language Politics, Including Language Policy, Socio-Cultural Context, and Multilingualism, at the University of Melbourne, Victoria, Australia. Linguistic understanding of our world has evolved through continuous applications in many of the spheres of our society, from legal representation to forensics, from speech recognition technology to genetics, and from language teaching and learning to intercultural communication and interaction in professional practice. Plenary speakers include Bonny Norton, Guus Extra, Merrill Swain, and Michael Clyne. The following scholars will convene colloquia: Joseph Lo Bianco of the University of Melbourne on language policy and politics; Tim McNamara, University of Melbourne, on language, identity, and violence; Catherine Elder, Monash University, on languages other than English in the classroom and community; Lynda Yates, LaTrobe University, on pragmatics; Gillian Wigglesworth, University of Melbourne, on bilingual education of indigenous children; and Sophie Arkoudis and Kristina Love, University of Melbourne, on international students in

mainstream schools. Contact: <m.decourcy@unimelb.edu.au>; <www.alaa2005.info>

September 30–October 1, 2005—The

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

September 30–October 2, 2005—

FEELTA's 10th Anniversary Symposium and Video-conference: The Role of Teachers' Associations in Professional Development in English Language Teaching, Far Eastern National University, Vladivostok, Russia. FEELTA, JALT's partner in the Russian Far East, will be holding a Symposium to mark its 10th anniversary. In conjunction with the Symposium, they will also be holding an online video-conference, in which they hope to bring together small groups of teachers for professional discussions. They invite you to attend the Symposium or to take part in the video-conference that will be held on Friday, September 30th, in the afternoon. Technical requirements: Internet H.3S23 videoconference system (Polycom, Tandberg, or others) connected to an Internet channel with bandwidth 384 kbps or better. Contact: Stephen Ryan <ryanyama@hcc5.bai.ne.jp>

October 7–9, 2005—SLRF 2005. SLA Models and Second Language Instruction: Broadening the Scope of Enquiry, at Teachers College, Columbia University, New York. This conference

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is devoted specifically to exploring interfaces between SLA research and second language instruction. Colloquia, individual papers, and posters are therefore solicited that, from a variety of perspectives, investigate SLA as it relates to various aspects of second language instruction ranging from classroom practices to syllabus design, material development, curriculum development, policy making, and assessment. Contact: <slrf2005@tc.columbia.edu>; <www.tc.columbia.edu/academic/tesol/SLRF2005/index.htm>

October 7-10, 2005—*JALT2005: Sharing Our Stories*, Granship Convention & Arts Centre, Shizuoka, Japan. Join us for one of Asia's premier language teaching conferences. Plenaries by Jennifer Bassett, David Nunan, and Kumiko Torikai. Workshops, papers, forums, and discussions. A huge Educational Materials Exposition. *JALT Junior*, for teachers of younger learners. An International Food Fair (remember the kebabs?). And, a chance to network and meet old friends. If you are planning to attend just one conference this year, JALT2005 should be the one! For more information: <conferences.jalt.org/2005>

October 20-22, 2005—*Languages and People: Present and Future, 1st International Conference of Applied Linguistics*, Vilnius University, Vilnius, Lithuania. Themes include sociolinguistics, language policy, discourse analysis, language teaching and learning, and others. Contact: <lit.stud@flf.vu.lt>; <www.lsk.flf.vu.lt/index.php/pageid/211>

October 26-28, 2005—*The 7th Language and Development Conference*, United Nations Economic Commission for Africa, Addis Ababa, Ethiopia. This conference aims to provide a forum for the discussion of the important issues related to language policy, learning, and teaching in the context of the developing world, from the perspective of policy makers, language and literacy educators, and donors. Contact: <nejat.nuru@et.britishcouncil.org>; <www.langdev.org>

November 4-6, 2005—*The 2005 Asia TEFL International Conference: TEFL for Asia, Unity within Diversity*, China Resources Hotel, Beijing, China. The Asian Association

of Teachers of English as a Foreign Language (Asia TEFL) serves as a forum that brings together ELT professionals in the Asian region to collect, disseminate, and discuss information on English language teaching and learning in the Asian context. One of the primary ways of accomplishing this is through our annual conference. There is no registration fee for this conference for those who pre-register. Contact: <asiatefl@hanmail.net>; <www.asiatefl.org>

Calls for Papers/Posters

Deadline: September 15, 2005 (for May 13-14, 2006)—*5th JALT Pan-SIG Conference, Authentic Communication: Process and Purpose*, Shimizu, Shizuoka, at Tokai University, Shimizu Campus. The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas regarding what makes real communication effective and how we can teach this to our students. This conference aims to address issues of teaching educators, testing, second language acquisition, and practical issues as well as pragmatics. Please send an abstract (only accepted by electronic mail as an attachment in word or PDF format) with a maximum of 250 words and a title with a maximum of 50 characters. Please send another attachment with your name, affiliation, email address, and phone number. The abstract attachment should have only the title and abstract. Contact: <pansig2006@jalt.org>

Deadline: October 14, 2005 (for February 25-26, 2006)—*Second CamTESOL Conference on English Language Teaching*, Phnom Penh, Cambodia. This is a conference for professionals in the field of English language teaching and related issues. The conference is being organised and will be conducted on a voluntary basis. It is intended to become a self-sustaining conference series based on the professional interests of those concerned. This conference series will be conducted in English. The 2005 conference was a great success with over 700 participants. Contact: <info@camtesol.org>; <www.camtesol.org>

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



In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face.

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you'd like discussed in this column, please write to us at <tlt-wired@jalt-publications.org> or visit our website at <www.jalt-publications.org/tlt/wired/>.

Using Flash Quiz Templates

by Paul Daniels

Quite often it's not until the summer break that we finally find the time to develop teaching material. You've finally set up your website and now you're hoping to develop some interactive web-based activities. JavaScript and ActionScript are two popular languages used to develop web-based quizzes. Many of you have perhaps created JavaScript applications without even being aware it. If you use Hot Potatoes, a simple authoring suite for creating JavaScript quizzes, the outputted code contains hundreds of lines of JavaScript, all of which is automatically created by Hot Potatoes. Flash, on the other hand, uses a language called ActionScript. Unfortunately, I have yet to find a powerful GUI tool like Hot Potatoes to create Flash quizzes. If anyone is familiar with a comprehensive Flash quiz creation tool, please let the editors know. In the meantime, we can learn to develop online Flash material using Flash templates.

downloaded and installed. The main advantage of Flash is that the media files are relatively small in size and therefore download and start playing with little wait. The Flash player runs inside of your browser but is actually a standalone player, therefore it doesn't have browser compatibility problems that plague other browser dependent applications. Finally, Flash offers better support for MP3 and MPEG files and has a more animated and crisp look due to its extensive graphic support for features such as vector-graphics, bitmaps, and opacity.

Flash templates

Like many educators, I have little time or knowledge to write my own code. Instead I rely on GUIs such as Hot Potatoes. Recently, I have been experimenting with Flash in order to solve some of the shortcomings of Hot Potatoes. Hot Potatoes quizzes are insecure as users can view the answers in the html code. In addition, the grading system and page layout are somewhat inflexible. In searching for a better solution, I had my own Flash quiz *templates* created. With Flash templates, the Flash movie and content are separate. You can use, for example, a single Flash movie for several lessons by simply replacing

Flash vs. JavaScript

Before we jump into Flash, let's take a closer look at how it is different from Javascript. First, JavaScript, a script form of the Java programming language, has been around for ages and runs on almost any platform. In addition, JavaScript comes preinstalled with your operating system and runs in a web browser without the need to install additional software. Flash, on the other hand, has only been around for the last 8 years. In order to view Flash media files, a small plug-in from Macromedia must be

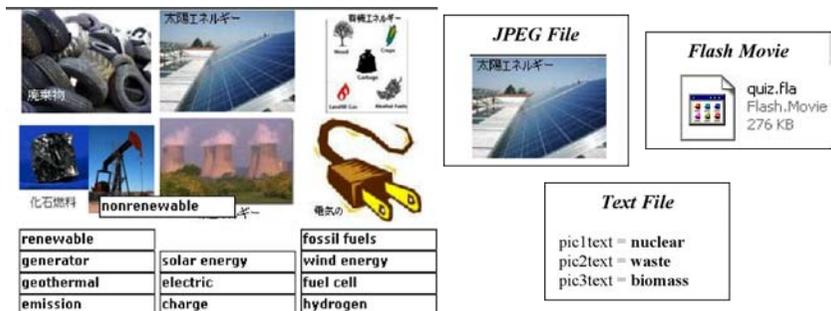


Figure 1. Drag and Drop Flash Quiz

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

the content. The content can consist of text files containing words or sentences, jpeg image files, mp3 sound files, or mpeg video files. Figure 1 illustrates the structure of a drag-and-drop Flash quiz template.

First, the Flash movie template, *quiz.fla*, has to be created. Once this is completed, teachers can edit the text file containing the quiz vocabulary and add appropriate jpeg images. If you have a bit of patience and a copy of Macromedia Flash MX, you can try Macromedia's quiz templates. There is a fairly advanced tutorial at: <www.macromedia.com/support/flash/applications/quiz_tutorial/> that explains how to create six types of interactive quizzes; True or False, Fill in the Blank, Multiple Choice, Drag and Drop, Hot Object, and Hot Spot.

Flash templates on the Web

There are also a number of educational Flash templates on the web. Some are free and some you need to purchase. Below you can find a few examples of Flash templates. A search for *Flash quiz templates* using your favorite search engine will churn out additional sites.

Vocabulary & Scrambled Sentences <hokulele.us/downloads/>: I had four Flash activities developed that allow students scores to be saved to MySQL, the same database that Moodle uses. The Flash templates include two drag and drop vocabulary activities and two scrambled sentence activities. If you want to have a better idea of how a Flash template works, download and unpack the .zip file.

Spelling and vocabulary activities <spellmaster.com/>: This site has several Flash vocabulary activities which can be downloaded for free.

Flash Activity Module <jamiiep.org/>: The author of this site is currently developing a Flash activity module for Moodle. Currently, there are some Flash samples that include a text ordering activity, a text highlighting activity, a Japanese quiz, and a test of unconscious identification. The Flash activities are not all language learning activities, but are basic examples of how Flash templates can be used with a learning management system to save student results.

Drag'n'drop Exercises Made Easy <davidbrett.uniss.it/eurocall_2004/eurocallFrame.htm>: While

attending Eurocall, I met a presenter named David Brett who has been working a lot with Flash activities, especially with developing a user-friendly application for teachers to create their own Flash activities using a type of template.

Finding a programmer

If you are like most teachers, you may find an interesting activity, but more often than not, it's not quite what you're looking for. As is often the case, you have to create activities yourself. After designing my sample activity, I hired a programmer do the actual scripting. Small project programmers are inexpensive if you know where to look. A single Flash template, such as my drag-and-drop quiz, cost only ¥4,000. Below are a few websites you may want to start with when looking for a programmer.

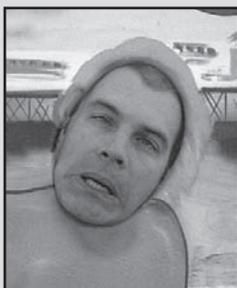
- Scriptlance: <scriptlance.com>
- Elance: <www.elance.com>
- Codelance: <www.codelance.com>
- WizBids: <www.wizbids.com>

Anyone can post projects at these websites and programmers from around the world bid on them. The websites often charge a small fee once the programmer is hired. You may also have to place funds into an escrow account using a credit card and once the project is completed, the funds are transferred.

There are a few things you need to be careful with. First, communication is vital. When you post your project, you need to explain exactly what you want done. I often create a HTML page so the programmer can have an idea of the page layout. You also need to be detailed in explaining how the user will interact with the content on the page, how the activity should be scored, and how the score will be recorded. If you are using a learning management system like Moodle, it is quite easy to have the results saved into the Moodle database. This is something you need to post as a requirement in your project description. Explain that you would like to have a Flash template made with the text, images, sound, and video saved in separate files. Finally, ask the programmer to send you a link to a working version of the Flash activity and test it out thoroughly.

Old Grammarians . . .

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



The Minchi Code...

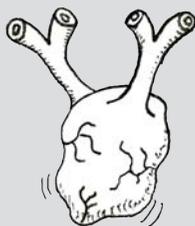
I call it The Minchi Code: that special class of katakana word that resembles something you've heard in English before, but you're not quite sure what.

Examples abound: *viking*, *heartful*, *obatarian*, and of course the code's namesake, *minchi*, which would otherwise have made a great name for a Chihuahua. A swanky hotel in my city has a weekly "cake viking" after lunch on Wednesdays. Imagine hoards of brute Nordic warriors rowing across merciless frozen seas to sack and pillage medieval English villages for their stores of lemon chiffon cake. And what about the cream? Did they bring it with them? How did they keep it from separating?

Heartful is another interesting word. In class one day, just for fun, I drew two pictures on the blackboard. One looked like this:



and the other looked kind of like this:



I then asked my students which drawing was more "heartful." The response was remarkably unsurprising.

Obatarian sounds like an otherwise respectable medical specialization that nonetheless causes

people to blush when it's brought up at dinner parties.

It's not as though these words are wrong. They're not. Words like these which have entered normal usage to the point of being listed in Japanese language dictionaries are probably being applied exactly as prescribed. After all, no French-speaking person could challenge my use of the following statement: "I'm gonna go reconnoiter that new bistro on Cecil Boulevard." I own those words. So when the Japanese server at the café down the street serves me *fresh*, he owns that as well. (He's pretty damn tight with it, too.) But as luck would have it, I am a foreigner with a firm grip on a language which is in great demand here in Japan, and it is my prerogative to laugh ironically and scornfully at just how fresh the *fresh* really is. I sometimes pick up one of the little plastic cups and sniff it like a cork, then send the server back for something from no later than 2002.

The foreign roots of these Japanese words are never forgotten. They are, however, sometimes crossed and misdirected. The first time I asked my students "What's an *arubaito*?" it was like asking them "What's a hamburger?" They suddenly had misgivings about not taking Smith-sensei's class down the hall. At least *she* knows her own language. *Energis(c)h* is another example—whatever it once was, it weren't English. And for you skiers and snowboarders out there, there's the posh and continental *gerende*. The first few times I heard that word I thought it was Japanese onomatopoeia for the bouncing sound you make when you fall on your face at the bottom of the bunny hill.

I suppose native English speakers will just have to learn to laugh off these attempts at interlingual backformation. They do, after all, make for great conversation among foreigners. My advice is to go down to your favorite pub, order a gin tonic, sit back and listen to the neologisms fly around you. Sorry—gin *and* tonic.

— Scott Gardner

Submissions

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名の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(太文字かイタリック体)を付けて下さい。最初のページの上段に題名、著者名、所属、連絡先および語彙数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- Deadline: 15th of the month, 1½ months prior to publication.

Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

Send as an email attachment to the Book Reviews editor.

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

SIG News. JALT's Special Interest Groups may use this column to report on news or events happening within their group. This might include mini-conferences, presentations, publications, calls for papers or presenters, or general SIG information. Deadline: 15th of month, 2 months prior to publication. Send as an email attachment to the SIG News editor.

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

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

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

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

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

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

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

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

- contain the following information: City and prefecture, Name of institution, Title of position, Whether full- or part-time, Qualifications, Duties, Salary & benefits, Application materials, Deadline, Contact information
- not be positions wanted. (It is JALT policy that they will not be printed)
- Deadline: 15th of month, 2 months prior to publication.

Send as an email attachment to the JIC editor.

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

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

- be up to 150 words.
- Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences.

Send as an email attachment to the Conference Calendar editor.

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

The Language Teacher

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Regular Columns

My Share

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

Meetings and Conferences — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. Local chapter meetings are held on a monthly or bi-monthly basis in each JALT chapter; and Special Interest Groups, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gifu, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama.

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Gender Awareness in Language Education; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Pragmatics; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Other Language Educators (affiliate); Eikaiwa (forming); Pronunciation (forming); Teaching Older Learners (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair. Awards are announced at the annual conference.

Membership — All membership includes subscriptions to *The Language Teacher* and *JALT Journal* and membership in a local chapter. **Regular membership** (¥10,000). **Student membership** (¥6,000) - available to students of undergraduate/graduate universities and colleges in Japan. **Joint membership** (¥17,000) - available to two individuals who can register with the same mailing address; only one copy of each JALT publication for two members. **Group membership** (¥6,500/person) — available to five or more people who can register with the same mailing address; one copy of each publication for every five members or fraction thereof. Applications may be made at any JALT meeting or by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*. Joint and Group members must apply, renew, and pay membership fees together with the other members of their group. From overseas, application may be made by sending an International Postal Order to the JALT Central Office or by transferring the fee through Citibank. For details please contact the Central Office.

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Join or renew

JALT (全国語学教育学会) について

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

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

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

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

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

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

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

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Ask the Experts

at JALT2005 "Sharing Our Stories"

5:00 – 6:30 on Sunday, October 9

Chu Hall Lobby

This year, we are offering conference attendees the rare opportunity to sit down and talk in an informal setting with many of our on-site "experts." Below is a list of some of the people who have offered their skills for this session. You'll find the "Ask the Experts" session in the lobby of Chu Hall on the Sunday afternoon from 5:00PM. Find a table that interests you, sit down, listen for a while, then join in!

- **David Nunan – Classroom research**
- **Kathleen Graves – Lesson design/course design**
- **Mike McCarthy – Spoken language**
- **Andy Barfield & Neil Cowie – Research (esp the JALT Grants)**
- **Steve Brown – JALT Issues**
- **Tim Murphey & Sara Cotterall – Autonomy, affective factors**
- **Susan Stempleski – Using Video in the Classroom**
- **Jennifer Bassett – Storytelling for English Language Learners**
- **Jann Huizenga – Designing materials for teaching reading**
- **Rob Waring – Vocabulary**



Got something to say?

JALT Forums

The screenshot shows the JALT Forums website in a browser window. The browser address bar shows <http://forums.jalt.org/>. The page title is "JALT Forums - Index". The navigation menu includes links for Apple, News (561), CPanels, JALT, Proceedings, My Sites, Mailing Lists, MacInTouch, V-TrackerX, and Kinki Mail. The main content area features a "USER INFO" box with a login form, a "NEWS BOX" with a welcome message, and a "KEY STATS" box showing 95 posts in 32 topics by 82 members. Below this is a search bar with the text "JALT2005 in Shuzuoka" and a "Search" button. A navigation bar at the bottom of the main content area includes links for HOME, HELP, SEARCH, CALENDAR, LOGIN, and REGISTER. The "JALT Forums" section contains a "News" box with a message about limited browsing access for guests. Below this are three sections: "News and Information" with links to "Read Me First", "JALT News", and "Suggestions"; "JALT Chat" with a link to "General"; and "Conferences" with a link to "Conference Calendar".

JALT Forums

Apple News (561) CPanels JALT Proceedings My Sites Mailing Lists MacInTouch V-TrackerX Kinki Mail

JALT Forums

USER INFO
Welcome, **Guest**. Please [login](#) or [register](#).
Did you miss your [activation email?](#)
July 09, 2005, 03:28:26 PM

NEWS BOX
Welcome to the JALT forums! Here you'll find all sorts of information relating to language teaching in Japan and beyond. Take your time and browse the forums; we're sure you'll find something of interest here.

KEY STATS
95 Posts in 32 Topics by 82 Members
Latest Member: [fujiko21](#)

Search: [Advanced search](#)

HOME HELP SEARCH CALENDAR LOGIN REGISTER

JALT Forums

News

Guests have limited browsing access, and are unable to post messages to the boards. For full access to all forum content, please register; it only takes a few seconds.

News and Information

	Read Me First A quick guide to using the forums	3 Posts in 3 Topics	Last post on May 09, 2005, 10:55:24 PM in RSS Feed by gc
	JALT News Announcements of relevance to our members	2 Posts in 2 Topics	Last post on May 07, 2005, 04:03:56 PM in Ordinary General Meeting by mchristianson
	Suggestions Post any suggestions on forums you'd like to see added to the discussion board here	6 Posts in 1 Topics	Last post on June 02, 2005, 10:30:24 AM in Re: Forum topic suggest... by Marcos

JALT Chat

	General An open forum for JALT-related issues	56 Posts in 9 Topics	Last post on July 04, 2005, 09:53:16 PM in Re: Outsourcing and Disp... by Ted O'Neill
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Conferences

	Conference Calendar Details of upcoming conferences related to SLA / TEFL / TESOL	7 Posts in 6 Topics	Last post on June 13, 2005, 01:07:02 PM in Teaching Children: One D... by kaoolait
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◀forums.jalt.org/▶