

# The Language Teacher

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September, 2008 • Volume 32, Number 9

The Japan Association for Language Teaching

全国語学教育学会



# WAITING FOR NOVEMBER? WHY? THE CONFERENCE HAS ALREADY BEGIN!

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# PAC7 at JALT 2008

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JALT Forums

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JALT Main

CONFERENCE: PAC7 at JALT 2008  
JALT's Annual International Conference  
Chief Board: PAC7 at JALT 2008 Conference Presentations, Conference Special Events, Educational Materials Expositions, General Comments and Q&A  
11 Topics in Bridging the High School... by Justin Ross-Smith  
Last post on Today at 11:46:41 AM

JALT Information and Discussion  
Post all JALT-specific matters here  
Chief Board: Justin Ross-Smith  
11 Topics in Bridging the High School... by Justin Ross-Smith  
Last post on July 08, 2008, 04:17:39 PM

Other Conferences  
Post all conference  
Chief Board: Justin Ross-Smith

Child Boards

PAC7 at JALT2008 Conference Presentations  
Only PAC7 at JALT2008 presenters may start a new thread here, but anyone may reply to existing threads.  
11 Topics in Bridging the High School... by Justin Ross-Smith  
Last post on Today at 11:46:41 AM

Teacher's Lounge

Conference Special Events  
Reserved for announcements and JALT2008 special events  
1 Topics in Bridging the High School... by Justin Ross-Smith  
Last post on July 03, 2008, 05:13:34 PM

Educational Materials Expositions  
This forum is reserved for JALT Educational Materials Expositions  
1 Topics in Bridging the High School... by Justin Ross-Smith  
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General Comments and Q&A  
Post general questions or comments  
1 Topics in Bridging the High School... by Justin Ross-Smith  
Last post on July 03, 2008, 05:13:34 PM

\*None of the Above  
General topics and chat

Other Resources

For Starters: Teaching in Japan FAQ  
Thinking of teaching in Japan? Post your question here

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Post job notices here ONLY. Notices may be edited for clarity

Living in Japan  
Health, taxes, visas, other expat issues

Language School Owners  
Issues related to running your own language school

Forum Feedback

Forum Rules: PLEASE READ  
1 Posts in 1 Topics  
Last post on May 04, 2005, 10:30:04 AM  
in Forum Rules by Paul Collitt

Suggestions and Feedback  
10 Posts in 1 Topics  
Last post on May 24, 2006, 12:30:29 AM  
in Re: Forum topic suggest... by Paul Collitt

JALT Forums - Info Center

Forum Stats

Total Topics: 74  
Total Posts: 195  
Total Members: 118  
Latest Member: chrismast1  
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Users Online

28 Guests, 3 Users  
Users active in past 60 minutes:  
chrismast1, Paul Collitt, Steven Herder

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Subject	Started by	Replies	Views	Last post
Presenter's Forum: Introduction	Steven Herder	1	106	July 07, 2008, 03:01:08 PM by Steven Herder
Bridging the High School-University Divide	Justin Ross-Smith	0	6	Today at 11:46:41 AM by Justin Ross-Smith
Phonics as Gateway: EFL Reading in Primary School	Steven Herder	1	106	Today at 09:56:49 AM by Steven Herder
Intercultural Marriages				
Bilingualism				
Intercultural Competence				
Horizontal Collaboration as the new PD				
Setting up a 'CEFR & ELP in Japan' SIG forum				
Teaching with the European Language Portfolio workshop				
Themed Task-Based Teaching in Mixed-Level Classrooms				
Submitting New Textbook Proposals: Do's and Don'ts				

JALT Forums | JALT Main | CONFERENCE: PAC7 at JALT 2008 (Tokyo, Oct 3 1st - Nov 3rd) | Steven Herder and 0 Guests are viewing this topic.

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Author Topic: Phonics as Gateway: EFL Reading in Primary School (Read 24 times)

ckyrala  
Newbie  
27 Posts: 1

Phonics as Gateway: EFL Reading in Primary School  
« on Yesterday at 03:07:35 PM »

Phonics is increasingly becoming recognized as an important tool in teaching native speaking children how to read in English. This presentation will show that it is vital in teaching children to read English as a foreign language within the constrained time allotments of public education. It will also provide information on the skills critical to teaching reading and actual classroom examples of how these can be developed into eventual reading independence.

The presenter will start by defining key terms and presenting common problems in applying phonics learning models to the reality of a foreign language learning environment in elementary school. The whole language vs. phonics debate and its relevance to teaching EFL will be addressed with reference to the Clacksonmanhire study by Johnston and Watson as well as the 2000 study by the US National Reading Panel. Next, the presenter will present some methodological recommendations based on currently available resources both online and in print and first-hand experience in the classroom. This will be followed by an overview of the critical skills that must be taught in order to eventually develop reading independence (letter recognition and production, phoneme awareness, blending, chunking and sight words). The presenter will finish by providing some basic rules for designing materials and activities. In the remaining time, questions from the audience will be answered. Additional examples of activities and the skills they develop will also be provided in the form of handouts.

Ret: Phonics as Gateway: EFL Reading in Primary School  
« Reply #1 on Today at 09:56:49 AM »

Great Topic - timely and important. I've used the READ, WRITE, SING AND SPELL program out of Florida, HOOKED ON PHONICS, MATSUKA PHONICS, and the ORT series with varying degrees of success over the past number of years. I'd love to explore this topic further with you and others.

Cheers,  
Steve Herder

Sabo Jopkwin High School

Doing my best to enjoy the day...

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CONVERSATION! ←

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

**A**s THE heat drags on and we all think ahead to the cool of autumn, this is the perfect chance to remind you that PAC7 at JALT2008 is just around the corner, starting October 31st. If you're a presenter, remember the deadline for preregistration is September 10th, which is only a couple of days away.



This month in the Feature, **Yoko Munezane** demonstrates how she's prepared her students for introduction of the jury system in Japan. In Readers' Forum, **Folake Abass** interviews **Roslyn Appleby** for the GALE SIG about her research into the relationship between gender, professional practice, and education and **Dale Ward, Liz Wade, and Andrew Dowling** describe a lesson system based on corporate training that challenges students to conduct a class with minimal teacher supervision.

In My Share, **Sharon McCulloch** talks about students presenting a *Word of the Week* and **Winifred Lewis Shiraishi** presents a model for lower level students to practice debate.

Book Reviews includes **Peter Wells'** review of *English for Academic Study: Listening and English for Academic Study: Speaking*.

Also, don't forget about our regular columns. We hope you can find something fun and informative that sparks your interest and curiosity in this issue.

*Theron Muller*  
TLT Co-Editor

**引**き続く猛暑の中、涼しい秋の到来を待ち望んでいる今こそ、JALT 2008年国際大会とPAC第7回合同大会の開催が10月31日と間近に迫っていることを思い出してください。格好の時は。発表者の事前登録の締め切りは9月10日です。あと数日ですから、どうぞお忘れなく!

今月号の特集記事では、Yoko Munezane が日本での陪審員制導入のために、どのように学生に準備をしているかを披露しています。Readers' Forum では、GALE SIG のために、Folake Abass が Roslyn Appleby にインタビューし、「ジェンダー」「専門職の実践」「教育」の関係に関する研究について語ってもらっています。Dale Ward, Liz Wade, Andrew Dowling は、企業研修の方法を採り入れた授業システムについて説明し

			TLT Co-Editors: Ted O'Neill & Theron Muller  TLT Japanese- Language Editor: Sachiko Takahashi
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### Contact

- ▶ To contact the editors, see the Staff List at the back of this issue or use the contact form on our website.

ています。このシステムは学生にクラスを主導する機会を与え、教師の干渉は最小限になります。My Share では、Sharon McCulloch が学生の "Word of the Week" 発表方法について教えてくれます。また Winifred Lewis Shiraishi は、習熟度が低い学生にディベートをさせるモデルを示してくれます。Book Reviews では、Peter Wells が *English for Academic Study: Listening* と *English for Academic Study: Speaking* について書評を寄せています。本誌のいつものコラムもどうぞお見逃しなく!

今月号でも、皆さんの関心と好奇心を満たす、楽しくて役立つ何かを見つけていただきたいと思います。

Theron Muller  
TLT Co-Editor



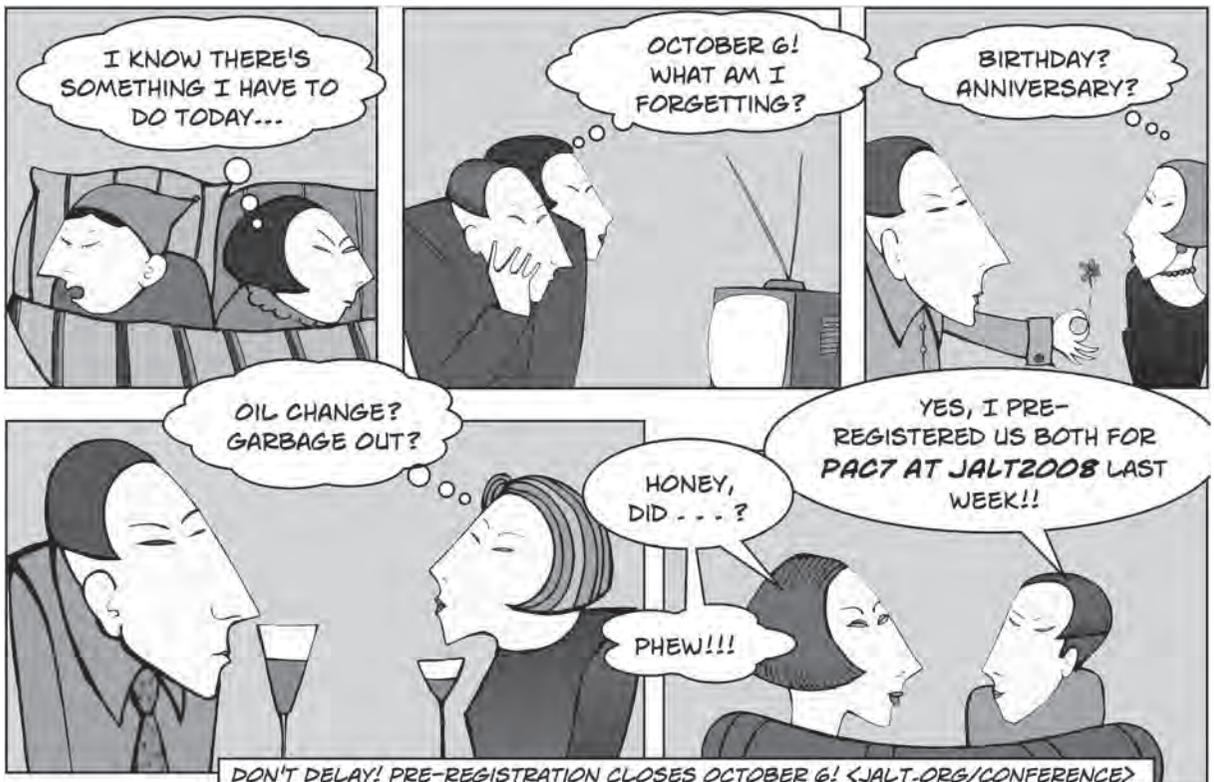
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# Courtroom drama and jury discussion in the classroom

## Keywords

courtroom drama, jury discussion, critical thinking

How would you feel if you were selected to serve on a jury? Would you be excited to be a part of the legal system, or would you consider it a burden to make judgments that could have a dire effect on other people's lives? According to the Japan Times (Ogasawara, et al., 2007), many Japanese worry about being selected as a lay judge in the new jury system to be introduced by May 2009. This paper discusses the benefits of using courtroom drama and jury discussions in the classroom as a practical way to bridge English classrooms with policy reform in the real world. The course raised students' interest in courtroom trials and serving on a jury, while offering increased opportunities to use English and sharpen critical thinking skills in an authentic communicative context.

実際に、陪審員を務めることになったとしたら、皆さんはどのように感じるだろうか。法のシステム上で役割を果たすことに喜びを見出すだろうか。あるいは、人の命について決定を下すことに重荷を感じるだろうか。Japan Times 誌によると、多くの日本人が2009年5月に導入される法制度で、陪審員に選ばれることを心配しているという。本稿では、大学の英語のクラスに模擬裁判劇と模擬陪審員ディスカッションを取り入れることによって、現実の世界での法制改革との橋渡しができることについて述べる。このコースを通して、学生達の陪審員制度への関心も高まり、聴衆を意識して演じることで英語を使う機会を増やし、ディスカッションを通して、クリティカル・シンキングのスキルに磨きをかけることができた。

## Yoko Munezane

### University of Electro-Communications

In a little less than a year, the new lay judge (*saibanin*) system begins in Japan. The system aims to reflect a variety of perspectives from ordinary citizens and to make the trial procedure more open. In the new system, six randomly selected lay judges will sit with three experts in trials of heinous crimes, verify facts, reach a verdict, and potentially pass a sentence (Kamiya, 2007). It is a step toward a democratic society in the wider context of deregulation and globalization (Kamiya, 2005a). The Supreme Court of Japan, the Ministry of Justice, and the Japan Federation of Bar Associations are working toward the successful introduction of the new system. However, according to a recent national poll, Japanese are generally unwilling to serve as lay judges and few Japanese judges strongly support the introduction of the lay judge system (Nonaka, 2007). In the new lay judge system, there will be an emphasis on oral testimony, as opposed to the current emphasis on written records. It is hoped the new system will speed up the legal process (Kamiya, 2005b). However, critics suggest lay judges might favor serious punishment and issue more death sentences through listening to emotional appeals by victims and their families (Biggs, 2007). Shigemitsu Dantou (2007), a former supreme court judge, claims that capital punishment should be abolished with the introduction of the lay judge system, pointing out that capital punishment has been abolished among developed countries using the jury system, except for fourteen states in the USA. Although there is still much controversy over the introduction of the new jury system, it will be introduced and will likely result in social change. Considering the effect this innovation will have upon the lives of Japanese citizens, raising awareness of the jury system through classroom courtroom drama and jury discussions is particularly relevant for young students in Japan.

## Critical thinking

Socrates, generally regarded as the founder of western philosophy and critical thinking, proposed the principle that everything, even answers, must be open to questioning. He established the dialectic method of seeking the truth by a process of questions and answers (Magee, 2001), which is the essence of jury discussion. How to generate good questions and how to examine the facts are key factors in making responsible judgments. Therefore, jury discussion could be a suitable way of activating critical thinking skills. Critical thinking enables us to evaluate the validity of arguments through systematic reasoning and identify the best decision among alternatives (Browne & Keeley, 2003). Once mastered, critical thinking skills are transferable to many contexts (Fisher, 2001). Hence critical thinking plays a crucial role in college curricula (Bassham, Irwin, Nardone, & Wallace, 2005). However, as Freire (1996) suggested, critical thinking can be generated only through the sort of dialogue that requires critical thinking.

Researchers suggest Japanese university students generally show only limited critical thinking skills, partly because of a socio-cultural climate which generally discourages logical reasoning to avoid disharmony and potential confrontation with authority (Laskar, 2007). Yet critical thinking is essential for students to become effective communicators in the global community (Kabilan, 2000). Noddings (2005) claims teachers must promote critical thinking so students can ready themselves for decision making as responsible global citizens. Courtroom drama and jury discussions provide exciting ways to strengthen students' critical thinking skills, oral presentation skills, and questioning skills, as well as providing an insider's perspective on courtroom procedures (Fisher, 2002).

## Drama and jury discussion in the classroom

Language learning is effective when meaningful content is employed (Snow, 1991), and courtroom drama provides meaningful, interesting content. A number of researchers and practitioners suggest drama is effective in language classrooms. As Walker (1996) states, performing is a springboard to language development. Drama enables students to view reality through fantasy (Athimoolam, 2004), and drama offers opportunities for students to improve communicative skills, including vocabulary, pronunciation, intonation, and gestures in a relaxed atmosphere (Burke &

O'Sullivan, 2002). Moreover, drama is an effective way to promote learning in the Zone of Proximal Development through scaffolding with interaction and collaboration among peers (Royka, 2005). In performing the drama, students as a team take center stage and enhance their autonomy, supported by the teacher as facilitator.

Advocates of task-based language learning suggest that tasks need to correspond to real-life authentic activity promoting the pragmatic use of language, focusing on meaning (Ellis, 2003). Jury discussion establishes the authentic communicative, real-life socio-cultural situation, providing a reasonable challenge of an opinion-gap task that is cognitively demanding and motivating.

## Setting and the participants

This study was conducted at a university in the Tokyo area with a student body of about 4,000. The study involves the year-long Spoken English course with 24 students. A different teacher taught the spring semester and I taught the fall semester, so the study spans only one semester. The class met once a week for 90 minutes. The students were Human Communication majors with English proficiency levels ranging from intermediate to high intermediate. Course outcomes were measured by means of pre and post surveys, with open questions and Likert scale questions. The questionnaires were anonymous, but in order to better understand how individual opinions changed during the course, the pre questionnaire and post questionnaire were matched so individual differences could be analyzed. However, four questionnaires couldn't be matched appropriately, so there was matched data for 20 students. Most of the students wrote their comments in Japanese and I translated them into English for this paper. Pseudonyms are used to identify individual students.

## Procedure

This one semester course plan began with the exploration of several typical global themes, such as peace and conflict, human rights, and the environment. Then students in self-selected groups researched and presented on a global issue of their choice. After an introduction of the new jury system in Japan, we started reading the courtroom drama *Mushroom Village, Mr. Paul Pit vs. Reddy Bloody Mushy Co.* (Keith, Munezane, & Varcoe, 2005), which is loosely based on real court cases (Lobe, 2003). Appendix 1 includes a summary of the drama and Appendix 2 includes the

discussion guide used by the students. The following two points were explained to students:

1. The drama is designed as a possible murder case because the new jury system will try heinous crimes, including murders.
2. The standard required in most civil cases in Japan and the USA is “preponderance of the evidence” with the verdict of “liable or not” but for our discussions the stronger standard of “proved beyond reasonable doubt” with the verdict of “guilty or not guilty” was used to encourage more careful examination of the facts.

Global issues such as global warming, genetically modified food (Campbell, 2003), and the exploitation of trans-national companies are embedded in the background of the fictional courtroom drama. After reading the drama, students self-divided into two groups of twelve, practiced the drama, and then performed it. Next, the students made groups of four and had jury discussions based on the critical thinking method *five thinking caps* (Appendix 3). Each group concluded by reaching a verdict.

## Outcomes

### *Enhanced English skills*

#### *Reading in depth*

Students realized that in order to act well, to get the message across to the audience, and to transmit the personality of the characters, actors should read the text in-depth. In the open questionnaire Kayo wrote:

It was hard to really become the character I acted. I rehearsed many times and I noticed that we cannot act well unless we thoroughly understand the text.

While we read the text in the class only once, some students read the script many times at home in order to perform well. Through that process they found analytical reading was indispensable: they must read between the lines and grasp the meaning of the text, including the hidden messages. They read the text analytically and critically so they could convey the proper meaning in their performance. Their goal was expressing themselves as the imaginary characters in the play.

#### *Audience consciousness*

Though some characters' lines were long with difficult legal terminology, students performed

the dialogue with amazing fluency, as performing the drama created the need for correct pronunciation in order to be understood. During rehearsals, students worked intensively on pronunciation of difficult words and asked me to check them. In the open questionnaire, students commented that they paid special attention to accents, pronunciation, intonation, and stress. For example, Ken commented:

I consciously emphasized the important words in the lines so that the audience would understand easily.

#### *Paralinguistic factors*

Students tried hard to complement their lines with paralinguistic effects such as gestures, eye contact, intonation, and facial expressions to express themselves as the characters in the drama. They could experiment with these extra-linguistic elements of non-verbal communication in an imaginary setting. They were able to experience and test the impact of these techniques as they observed reactions of the audience.

### *Sharpened critical thinking skills*

#### *Devised own way to examine the testimony*

Through having jury discussions, many students sharpened their critical thinking skills. Students noticed the importance of looking at things from multiple perspectives to find the truth. For example, Yumi commented:

It was intriguing to listen to others. I found it surprising that there were various interpretations for characters and their testimony and that there were so many different perspectives for looking at a single factor. We tried to look at the evidence from various perspectives.

In probing for truth, students found their own method for examining the testimony. Hiro commented:

When our opinions differed we tried to figure out on which parts we agreed, and on which parts we disagreed, then we closely examined each fact.

Students sharpened their critical creative thinking when their opinions differed through devising their own ways of examining the testimony to find out what really happened.

### *Critical thinking using five thinking caps*

Lessons on critical thinking to examine witness testimony using five thinking caps seemed effective, as students applied the method as explained. For example, Emi commented in the open questionnaire:

I came to realize that the judgment of guilty or not guilty should be based not on emotion but solely on the facts and evidence. (Red cap examines intuition/emotion as evidence) And I realized that it's impossible to judge without enough evidence.

Students tried hard to exclude emotional factors in examining whether the case was proved beyond a reasonable doubt and through that process they noticed it was necessary to have enough evidence to make judgments based solely on facts.

While they were having discussions, I overheard Taku say:

Lawyer Briby (defendant's Lawyer) is the kind of person who does anything beneficial for him and his clients, whether it's bad or good. And what lawyer Briby says is mostly abstract sophistry and he is not proving any point (Black cap examines deductively valid statement).

Here, Taku applied the method of black cap and noticed that what Lawyer Briby says is sometimes deductively valid but void of content. Thus he successfully detected some fallacies in reasoning and raised the question of this lawyer's credibility.

### *The task of reaching a verdict was laborious but interesting*

Students were seriously engaged in the jury discussions and they found reaching a verdict through raising questions and examining the facts to be difficult but interesting. Some students commented:

It was interesting to examine each witness statement to decide whether we had enough evidence to judge. It was difficult but I tried hard to express my opinion in a persuasive way. It was hard to speak spontaneously what was in my mind, which was quite complicated. (Momo)

Everybody had different opinions and it was interesting to share but it was difficult to sum

up the discussion and reach a verdict because some members thought *guilty* and others thought *not guilty*. (Yusuke)

Students found the process of examining the testimony and reaching a consensus laborious but interesting. They tried hard to express their perspectives in English to make themselves understood and persuade others.

### *Students became more interested in the court cases and jury system*

According to the pre and post surveys, students became more interested in trials in general after the lessons. As Table 1 shows, their interest in trials increased ( $p < 0.005$ ). In the open questionnaire, many students commented that they became more interested in trials and the jury system. For example, Ryou commented:

I didn't quite agree with the introduction of the jury system and I haven't changed my mind regarding this but I became very much interested in trials through the lessons, so I would like to listen to and follow court cases with a serious attitude from now on.

Additionally, students became slightly more willing to serve on a jury through organizing and participating in a mock jury. The change wasn't significant, likely because seven of the 20 students were more willing to serve on a jury, but three were less willing to serve. In their comments many students indicated they had become aware of the heavy responsibility involved in serving on a jury. For example, two commented:

I didn't want to be a juror before but now I feel that maybe I don't mind joining. I feel that way, just a little bit. (Wakaba)

It is such a difficult task to reach a verdict. It is good that ordinary citizens would have a chance to join the legal procedure, but the citizens have to bear such a heavy burden. (Shyun)

### **Looking into the future**

Further study to examine how group dynamics work to see if students felt any frustrations in changing opinions in the process of jury discussion would be meaningful, because in real jury discussions some lay judges might feel awkward in presenting their opinions in opposition to experts and might feel pressure to change their original verdicts (Pulvers, 2007).

The Mushroom Village script used in this

**Table 1. Results of pre & post survey**

	Pre survey	Post survey	p-value
I'm interested in trials.	2.75	3.3	0.004
I would like to serve on a jury.	2.05	2.3	0.262

study is just one option for the courtroom drama. Students could collaboratively write their own courtroom drama or co-author the drama with the instructor. Performing and examining one's own creation could be a motivating experience. An alternative idea would be to research and adapt a real court case and reduce it to a manageable size in terms of content and length.

### Conclusion

Through courtroom drama and jury discussions, students sharpened their critical thinking skills and raised their awareness of court cases and the jury system. There was much excitement, laughter, and enthusiasm throughout the course. Through practice and performance, students improved their pronunciation and understanding of gestures in their efforts to transmit the message to the audience as dramatic characters. They became better critical thinkers through applying the five thinking cap strategies as they examined the testimony and evidence from different perspectives. Students raised their awareness of the heavy responsibilities that jurors must bear, and showed a slight increase in their willingness to serve on a jury. Students found the task of reaching a verdict both interesting and difficult, yet they expressed their own perspectives in English to persuade others when opinions differed. Jury discussion provided a situation where students had to listen carefully to their peers and express their own opinions effectively and appropriately. They were required to produce the spontaneous arguments to be able to collaboratively reach a verdict within a limited amount of time.

This study demonstrates the benefits of using courtroom dramas and jury discussion in the classroom. It is hoped that other teachers will be encouraged to incorporate courtroom dramas and jury discussions into their own classrooms so students will be able to fully contribute to juries when the time comes.

### Acknowledgment

This article is an extension of a JALT2005 presentation, *Environment in the balance*. Many thanks

to the audience, my co-presenters Barry Keith and Charles Varcoe, and friends and peers who participated in the drama.

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## Appendices

Appendix A: *Synopsis of the fictional courtroom drama*, Appendix B: *Jury discussion: Mushroom Village*, and Appendix C: *Critical thinking method to examine the evidence: Five thinking caps can be viewed online at <jalt-publications.org/tlt/resources/2008/0809a.pdf>*



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# Negotiating gender globally: GALE SIG interview with Roslyn Appleby

## Keywords

gender, marginalisation, visibility, masculinity, femininity, gender mainstreaming, military and development structures

Roslyn Appleby's research explores the links between gender, professional practice, and education in institutional contexts. Her research looks at how institutional barriers present challenges in incorporating a gender focus in education. Within institutions, we have to negotiate many conflicting discourses that have gender implications for our professional lives. This interview will focus on the *invisibility* of gender and discuss ways we can negotiate gender in the foreign language classroom. Appleby's book, *Time, Space, and Gender: English Language Teaching in International Development*, will be published next year by Multilingual Matters.

Roslyn Applebyの研究は、学校現場の中で、「ジェンダー」「専門職の実践」「教育」の関係を探っている。学校の壁により、教育の中でジェンダーに焦点をあてるのがいかに難しいかを研究している。学校の中では、ジェンダー専門家として生活と密接な関係を持つ多くの厄介な場面を乗り越えなければならない。このインタビューでは、ジェンダーが「目に見えないこと」について語り、外国語を教える教室でジェンダーを扱う方法について述べる。Applebyの著書 *Time, Space and Gender: English Language Teaching in International Development* は、Multilingual Matters から来年発行予定である。

**R**OSLYN APPLEBY is one of the featured speakers at the Gender Awareness in Language Education Special Interest Group (GALE SIG) panel discussion on Negotiation/Reinvention of Gender Globally during the upcoming PAC7 at JALT2008 national conference. Appleby is a senior lecturer at the University of Technology in Sydney, Australia. Her areas of interest include language education and gender.

**Folake Abass:** Thank you for agreeing to do this interview with us. First of all, could you tell us about your current research and how you got involved in it?

**Roslyn Appleby:** There are a few strands to my current research. My interest in Timor came about as a result of my own work for an Australian aid project that was designed to provide English language and computer skills training for about 1,000 university students in East Timor. This was in 2000, when the country was in turmoil after the vote for independence. It was a fascinating and emotional context to be teaching in, and had a great impact on how I saw English language teaching. I completed a small reflective research project (Appleby, 2002) relating to my own experiences with two classes at the university, and then completed a larger research project (Appleby, 2005) that looked at the experiences of other teachers who had taught in similar circumstances.

I developed a keen interest in gender as part of that larger research project, because it became very apparent that the development industry provided a peculiar institutional context where gender hierarchies were very stark. This is particularly so in aid projects located in sites of political instability, and where there is a large military presence. Because the military tends to be highly masculinised, this can create a challenging work context for women teachers.

In my current teaching context as a language and literacy educator in an Australian university, I'm interested in how language teaching, as a gendered activity or profession, tends to be a marginalised activity in Australian universities and how this marginalisation aligns with the marginalisation of students from non-English language backgrounds. This research extends my interest on the links between gender, professional practice, and education in institutional contexts.

**FA:** Your research sounds quite interesting and relevant to those of us teaching here in Japan. Gender is a very controversial issue everywhere that is played out on a variety of levels. What are some of the challenges you face as you try to incorporate a gender focus into your language program?

**RA:** The invisibility of gender is one key challenge. Research tells us that for many teachers, gender is something that remains an invisible dimension of language education, so I think that raising awareness amongst teachers of how gendered discourses affect our students and ourselves is important. In Australia, gender tends to be seen as an issue only for women; and for many people there's a sense that women's lib has been done, it's finished, that we've achieved everything we want and have equality in all areas. Of course, this is far from true, and there is a role for education to play in furthering feminist goals for women *and* men. Even if a gender focus can't be an explicit aspect of all language programs, we need to be aware of the ways that continuing, relatively invisible gender hegemonies affect our professional lives and the lives of our students, limiting opportunities for women and men, girls and boys.

Ensuring that *gender* isn't defined as synonymous with *women and girls* is important. In this regard, I think it's a challenge to incorporate a gender focus in a way that is constructive for male students. Having two sons myself, and now teaching in male dominated disciplinary areas, I'm aware that many young men in Australia feel that they've had plenty of education which has incorporated feminist perspectives. However, many have ended up with a negative response to feminism, which they see as an issue specific to women's rights, and this seems to have left young men with a sense of frustration about how they should proceed. So incorporating an inquiry into masculinities is important, and I think male language educators would have much to offer in working towards this aim.

**FA:** Given that when we talk about gender there is an assumption that we are talking about women and not men, how can we make the issue of gender a more visible one especially since there are many of us who simply do not *see* the behaviours' and institutional structures that support gender inequity.

**RA:** This is a difficult agenda, and one that women have been working on for a very long time. Obviously, there's no one, single solution to making gender trouble visible, and so we need to challenge gender hegemonies in many different ways and on many different levels. As educators, we need to

draw on and engage the specific concerns and perspectives of our students, in our specific local sites, and in this process, we can keep the lens of gender available as a way of seeing the world, in the texts that we use and construct.

In my experience, older students, with family and work responsibilities, may be more aware of the gender issues that affect their worlds—though this varies of course, depending on the particular subjectivities and experiences of the students. Younger students might not have faced—quite so consciously – the barriers and restrictions of gender regimes. Perhaps our task in this regard is to work with students in tracing through the issues and experiences that are of concern to them and, by posing questions, examine how gender plays out in those issues and experiences.

**FA:** In your article on *Gender Politics and Language Teaching in East Timor* (Appleby, 2007), you talk about the challenges that exist in promoting equality in cross-cultural contexts. Can you tell us what some of these challenges are and how we can negotiate gender in the foreign language classroom?

**RA:** I think for EFL teachers, the main challenge is probably negotiating the range of different understandings of equity or social justice in regard to gender, opening up discussions that are stimulating and thought provoking, yet sensitive to students' interests and investments. This is a challenging task for some teachers (myself included), who have strong opinions about gender equity, women's rights and opportunities, and the continuing invisibility of patriarchal norms.

For EFL teachers from the English-speaking Centre—the UK, North America, Australia, New Zealand—working in non-Western locations, this is particularly challenging (cf. Phillipson, 1992). In one sense, the problem is trying to avoid being trapped in our own cultural paradigms and, from that location, having assumptions and making superficial generalisations about the way our students perceive and experience the world. Because the West is notorious for cultural imperialism, which can potentially be realized in English language teaching, international development, and certain feminist agendas, teachers need to be thoughtful in the way they project their own vision of gender equity. Other constraints come from the institutions in which we teach, and the curricula demands that shape our pedagogical practice. Because of these, it might not always be possible to incorporate a sustained, explicit gender focus in our EFL teaching.

**FA:** What is *gender mainstreaming* and what are some of the problems inherent in this practice?

**RA:** Gender mainstreaming is a principle adopted by many international agencies, including the United Nations, in an effort to advance gender equality (ECOSOC, 2007). In international development, gender mainstreaming means that the experiences and concerns of both women and men need to be integral to the design and implementation of all legislation, policies, and programs.

While gender mainstreaming has become the accepted development policy for improving the situation of women, critical feminist scholars have argued that it has largely failed in achieving greater gender equality and transforming gender power structures (Thomas, 2004). From this perspective, the incorporation of gender awareness into mainstream development policies has tended to produce an institutionalised, unreflective pursuit of formal equity through a range of administrative interventions that have depoliticised what is at base a political struggle (Baden & Goetz, 1998). Rather than empowering women, such interventions may tighten institutional control over women's lives. Within the economic frameworks set by transnational institutions such as the IMF, WTO, and World Bank, women may be seen as human resources to promote the efficiency of the market, yet without a commitment to political transformation, "the mainstream remains masculine" (Thomas, 2004, p.5).

**FA:** Based on this, what then are the implications of gender mainstreaming for EFL teachers?

**RA:** Despite these limitations with gender mainstreaming, the principles of gender awareness and transformation are still important for EFL teachers. EFL teachers working in development programs need to resist the discourses that would promote the West as the solution to gender problems, and remain open to, and work together with, their students' experiences and perceptions of gender and social justice. This means being aware of the gender dimensions of classroom interaction and, perhaps more importantly, thinking about how the EFL program intersects with the world outside the classroom.

**FA:** After a decade of gender mainstreaming, it would seem that it is now more widely recognised that the problem is not women's integration in development or lack of skills, credit, and resources, but the social processes and institutions that result in inequalities; that equalities between

men and women are not only a cost to women but to development as a whole and thus must be conceived as a societal issue rather than a *woman's concern*. How do you respond to this and what is required for mainstreaming to be more effective?

**RA:** I agree that inequalities and social injustice are systemic concerns for society as a whole, but here again there is no single solution for securing changes. I don't claim to be an expert in the field of gender in development, nor do I have a long-term career in development teaching. What I present here are some thoughts that arise from my specific interests, research and experience in this vast and complex field.

On a broad scale, I am particularly concerned with the intersection of development and military interventions, such as we have seen in Cambodia and East Timor, and the impact that this combination has on gender relations. This is an area that is very sensitive, in which powerful global, state, and multinational bodies are involved, but it is an area where I would like to see international organisations take more concerted action to raise awareness of, and prevent, gender-related exploitation.

At the next level, I'd like to see changes in the way aid is designed and delivered. These processes are too often carried out within a masculinised industry, dominated by visions and actions that advantage men in institutional positions of power at global and local levels. In particular, the global economic imperatives that drive mainstream development mean that gender transformations tend to remain a marginal interest. One of the most effective ways of transforming these structures is by engaging women and women's organisations in local partnerships, jointly developing gender equity objectives, involving stakeholders from all levels of society from the beginning, and working with projects and activities that have a long term perspective. It is also important to engage the support of men in gender equity activities. None of these strategies is new, and they are not always easy to implement amongst competing priorities and in the face of economic, social, and cultural obstacles.

**FA:** A government report on gender equality was released in June 2008 in Japan and it is a call on the public sector to help women to advance into leading roles in society ("White paper", 2008). The report cites the inadequacy of childbirth, child-rearing, and nursing care support as the main reason behind women's lack of achievement especially in the academic community. Accord-

ing to the Human Development Reports, Japan is currently ranked 54 on the Gender Empowerment Measure (United Nations Development Program [UNDP] n.d.) and although the white paper urges greater roles for women and the government recognises that more support needs to be given to them, how this is to happen remains to be seen. Based on all this, how can we help our female students to achieve their full potential as women in society and at the same time safeguard them against allowing their gender to define who they are or who they are supposed to be?

**RA:** In Australia, the process of achieving greater gender equality has been very slow, and women continue to struggle with the primary responsibility for combining paid work and family care. Recently, there was even talk of women being on a baby strike, so our national government started paying women a baby bonus to try and encourage women to have more babies. But women with children still face difficult decisions when they return to paid work. To address this, we need measures to encourage men to share in the task of raising children and doing the domestic work that our society depends on, and which society has long expected women to do for free. To help people combine work and family, we need to provide paternity (as well as maternity) leave, good affordable child care, and family-friendly workplaces with reasonable working hours.

We also need to go beyond legislative measures to effect change. I think parents have a great role to play in opening up discussions with their children about these issues, setting an example within their own domain, and encouraging everyone in the family to support the choices that women make about their careers. In the education system it's also very important to promote the loosening of stereotypes that limit both men and women in their life choices, and to encourage women's rights to a fulfilling career and financial independence. As academics we need to look for opportunities to make a change, in the classroom, in our workplace, in our homes, and in the world around us. I think looking outward from our classroom practices is important, so that the world in which students are living remains a focus for critical inquiry and challenge. This is a task not only for women academics and female students, but also for men and boys, who need to take their part in the process of making a better world for us all.

**FA:** Thank you again for taking the time to do this interview with us and we are all looking forward to learning more about your work at the GALE panel discussion during the PAC7 at JALT2008 Conference.

**Folake Abass** is a Foreign Language Lecturer at Kyoto Sangyo University. Her research interests include language and advertising especially as it pertains to gender. She is the program chair for the Gender Awareness in Language Education (GALE) SIG and one of the organisers of the GALE panel discussion during the JALT national conference to be held in Tokyo from October 31 to November 3.

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# Pushing the student-centered envelope: A corporate meeting-style approach

## Keywords

student-centered, meeting-style, coaching

This paper advocates a student-centered approach in which students teach an entire class with minimal instructor intervention. The roots of the approach come from corporate training and business skills classes which attempt to maximize learner involvement, and have been welcomed by corporate skills trainers, ESL teachers, and students.

本論では、学生に与える教師の干渉が最小限になる学習者中心のアプローチについて述べる。これは、学習者が最大限参加できる企業研修とビジネス・スキルの授業から始まったものであり、企業研修担当講師・ESL教師・学生に好まれるアプローチである。

この方法は、ビジネスの会議をモデルとして、学習者が交代で議長を務める。教師から、授業の概要と議長としての適切な用語を教えもらい、教師がほとんど関わることなく学習者が授業を進めていく。各セッションの後では、教師が建設的なフィードバックを与える。グループの長がグループワークを指揮し、クラス全体のエネルギーを高めながら、授業のペースと方向を決めていくのである。

この方法は、学習者へコントロールを移す効用を謳っている。カリキュラムは随時練り直していき、教師はかなりの自己モニターと熟慮をしなくては行けない。

**Dale Ward**

**Kansai University**

**Liz Wade**

**Corporate trainer**

**Andrew Dowling**

**Ritsumeikan University**

**T**HIS METHOD uses a business meeting model in which students take turns acting as group chair, and, armed with a lesson outline provided by the instructor and a guide to appropriate *chair* language, conduct the whole lesson with minimal instructor involvement but with the instructor generally giving constructive feedback after the session. It is the group *chairperson* who maintains the pace and direction of the lesson by directing group work, and encouraging and focusing the energy of the class.

The method celebrates the efficacy of transferring control to learners by negotiating curricula, requiring the instructor to engage in considerable self-monitoring and reflection.

## Student-centered training

Few instructors would argue these days with the idea that classes be as student-centered as possible. Instructors should aim - especially where classes have a communicative focus - to reduce their classroom role while encouraging learners to become actively rather than passively engaged in learning.

Many instructors will have adopted this approach to varying degrees, have students check homework in quorum, present grammar points to the class, lead discussions, and so forth. They may encourage students to self-monitor their learning through the use of journals, and the learning process can even be the focus of ongoing negotiation between instructor and students, resulting in mutual agreement on course content.

These procedures are all quite commonly presented, but do they represent the limits of how student-centered teachers can be? The application of business training procedures in the language classroom suggests student-centered practices can be pushed further than many educators realize.

Bearing comparison with Palincsar and Brown's reciprocal teaching method (1984), the learner-centered approach described here is based around a meeting style in which students teach an entire class with minimal instructor intervention. Liz Wade has been developing and using this method for more than five years with beginners to advanced trainees, mainly for business courses but also with doctors, academics, tour guides, and others. Students take turns acting as chairperson or group leader, and, armed with a carefully prepared lesson outline provided by the instructor, and a list of *appropriate chairperson language* (Appendix A), lead the entire class with little immediate instructor involvement. However, it is important to note that the instructor provides closing feedback at the end of the training.

This approach encourages students to participate and cooperate more and take responsibility for their own learning. The group chairperson maintains the pace and direction of the lesson by overseeing group interaction, encouraging, and focusing classmates' energies. Though pacing varies according to the character of the group, the classroom atmosphere is generally more charged and attentive. Learners are actively engaged in the learning process rather than passively receiving information via the instructor, and generally enjoy having more independence and control over their learning.

One goal is emphasizing in learners' minds the fact that language acquisition does not only happen under instructor supervision. Students should be able to access the same information as the instructor, and without problems if we are pitching our materials accurately. Learner responsibility is thus maximized, and by offering language as a tool with which to negotiate with their peers, leads students to find their own answers.

Initially there may be cultural barriers and student resistance to overcome. But students usually soon recognize that the intercultural business skills they are practicing through language have uses far beyond their immediate language learning applications, and quickly adapt to self-directed learning.

Acting as neither a safety net nor an authority figure, the instructor is challenged to break out of ingrained patterns, and must engage in considerable self-monitoring and reflection. The instructor must consider whether it is worth interrupting at the expense of fluency, though interruption may be appropriate (a) to clarify a linguistic item (especially if students are likely to use it again during the lesson), or (b) if a group is having difficulty comprehending something. However, the instructor should not unduly affect learners' confidence by jumping in, and may discretely intervene by slipping advice notes to students.

This approach does not advocate simply handing the entire process over to the students. Professional educators must establish the goals and expectations of the class. The instructor in fact needs to have a more developed view of what is talking place in the classroom in this approach and therefore it requires more thought and preparation.

### The business context

The practicality of this approach has been clearly demonstrated in business classes. Students quickly become familiar with the basic format: small talk, discussing homework, meeting tasks, feedback, next week's assignment. The only variables are the chairperson and the weekly tasks.

Students enter the "meeting room" for their weekly English session having already received an agenda from their chairperson. If students are not fully prepared (for instance by not having completed their homework), they manage the issue as they would in a work situation: by offering solutions to the team rather than presenting problems to the instructor.

In fact, there is no *instructor*, but rather a *trainer* who acts as guide, consultant, and coach. Nor is this, strictly speaking, a lesson, but rather a training session in which each student aims to achieve goals they have negotiated with their trainer: to contribute more effectively in meetings, negotiate with overseas counterparts, or develop a better command of English in order to win promotion. In this context, students approach training as an important part of their career.

Although the chair directs the discourse, this method emphasizes working in a team, reflecting Gee, Hull, and Lankshear's concern that, "knowledge and understanding must be public, collaborated and distributed" (1996, p. 61). This is especially important, we feel, for less-able students. Quieter, more reticent members feel less pressure than in traditional-style courses. They can answer at their own pace, though everyone in the team is expected to contribute, and all members take turns chairing the meetings.

The trainer sits discreetly on the sidelines with a copy of the agenda and waits for the chair to start the meeting. If the chairperson falters, they refer to the handout of *Appropriate chairperson language* (Appendix A).

"Phrases to Chair" handed out at the start of the course. These might include appropriate ways to begin the meeting ("Is everyone ready to start?"), transition phrases ("Let's move on to the next topic"), and ways of inviting members to contribute ("Did you want to add something, Aya?").

Once the meeting starts, the trainer observes carefully but unobtrusively in case assistance is needed, but mostly takes notes on language, interactive, and cultural skills. Those notes are used for feedback on common group errors, as well as specific ones to help each trainee reach their goals. The trainer may thus address the group during the final ten minutes of the meeting in order to draw their attention to group errors.

If there is a sense in which the feedback becomes teacher-centered instruction, this should be seen as a positive aspect. Just as a business skills workshop would conclude with trainer feedback, the same applies here, as the instructor compiles a written list of pointers to be discussed later during a private feedback meeting with individual students. In business classes, trainees may even ask for more feedback on language or business skills. They recognize that the trainer is focused upon their goals and trainer input is crucial as a means of focusing students upon self-improvement.

### Example: Civil service trainees

The meeting skills method was recently adapted for a 1-week ESL course for civil service trainees at Japan's main civil service academy. Students were civil servants in their twenties. The class in question consisted of 8 intermediate to high intermediate students who exhibited interest, motiva-

tion, and ability in English generally above the norm for Japanese people in their peer group.

The course objective was to give students practice using English where it might prove useful in particular work situations. These included describing jobs and daily routines, assisting foreign residents at a reception counter, and telephone English. Japanese course directors were keen to make students more responsible for their own learning by addressing these objectives under the umbrella of a meeting style, thus "releasing... students into student-centered learning exercises" (Ogawa & Wilson, 1997).

Class materials took the form of a text book which had been specially-designed for this communicative course with a great deal of input from native speaker instructors. Since students were to "teach" these classes, the onus was placed upon them to prepare for class as homework.

Students were at first taken aback when the meeting-style class was introduced in oral and written form (Appendix B), but after seeing the instructor's model demonstration of the procedure they took to it with enthusiasm. Students were then presented with a class schedule and invited to volunteer for the classes they wished to teach.

The chairperson was presented with a lesson plan in advance of the class (Appendix C), and prepared the lesson as homework the night before. Since students had also received a demonstration lesson, plus a list of appropriate phrases and classroom strategies, they all performed with high levels of success. It was helpful that the student with the most advanced language skills volunteered to chair the first student-led class, setting a good example for everyone. There were 11 lesson slots available for 8 students, and no shortage of volunteers to teach the extra sessions.

While any new method may reinvigorate student interest, aspects of this method lead directly to success. Students have the opportunity to produce a good deal of language in as low stress and as realistic a situation as possible. Further, language production is directly related to the students' work-related needs. As White (2006) stresses, knowledge is a product of "the activity, context and culture in which it is developed [with learning] situated in the context in which it is taught and ... in the activity in which the learner is engaged" (p.2).

## Recommendations

The scenario described above gives a brief idea of the scope of the meeting-style approach, and is typical of that expected from a group of pre-intermediate students. Depending on the students' goals, it can be used with or without a textbook. The basic format is completely adaptable and, with time, confidence, and planning, can be applied to many teaching situations and levels of student ability, even with beginners.

In a university context, larger class sizes and varying levels of motivation present different challenges from a typical conversation school or business English class. The approach can be adapted to large classes by dividing into groups, but the increased amount of monitoring and instructor feedback required makes this method more suited for smaller classes or adult learners. One advantage of this method for university-style classes is that, where research is a core component of the syllabus, it may enhance and deepen study, since the added motivation and interest created by having student instructors increases the reception of ideas and affects the way research is presented.

At the completion of the civil service course, students were invited to complete a feedback questionnaire (Appendix D) which yielded positive responses (Table 1).

The complete results (Appendix D) also supported interesting insights into the success or failure of the approach. Reaction was overwhelmingly positive, given the following caveats: students may want to please their instructor by offering positive feedback, or have difficulty expressing subjective assessment of an improvement in communicative competence in a quantifiable way.

The main reason for learners' enthusiasm was that they genuinely felt they had spoken more of the target language and relished the control they were given and the challenge of leading their class in a second language. The method placed them in a situation where they were almost compelled, as class leaders, to use English. Students also seemed to feel less pressure not having to satisfy a traditional teacher-centered instructor.

There were one or two comments about the method being different from anything learners had encountered in a Japanese classroom. Though

**Table 1. Excerpted student feedback on the meeting-style approach**

Item	Responses
Did you enjoy this method?	Yes: 8 No: 0
Why/Why not?	<i>"I spoke more English than I thought possible." "I liked being a leader."</i>
Was this method better or worse than other styles of language classes you have experienced?	Better: 7 Don't know: 1 Worse: 0
Why?	<i>"I think I spoke more English." "We can have bigger control. Japanese teachers don't do that."</i>
Did your English improve in this class?	Yes: 8 No: 0
Would you like to try this method again?	Yes: 7 No: 1
Why/Why not?	<i>"It was really hard, but I learned a lot."</i>
Other comments:	<i>"I liked this method and I think I definitely used more English."</i>

we are wary about imposing our own pedagogical or cultural values on our students, this also seemed to have been a useful exercise in terms of exposing learners to alternative educational approaches. It seemed to have alerted students to other styles of language learning, and showed that language learning need not be divorced from a realistic context.

Clearly the method introduces challenges for both instructor and students alike, especially with regard to learner motivation - always a crucial factor in language learning. Some students experience confusion or conflict and have problems adjusting to a new method. However, even students initially skeptical toward such "unaccustomed forms of action" (Unesco, 1996), showed enthusiasm for the methodology by the end of the course, in most cases relishing the control they were given. Learners tended to quickly adapt once they realized that the instructor would be neither a safety net nor an authority figure. With regard to supervising a language learning environment, their subjective assessment was that their chair skills, confidence, and language ability had all improved. This was meaningful for all class members but especially among women members. Not only that, these activities help build skills that can be extended to L1 communication.

## Conclusion

The general perception among students that they had meaningfully interacted with peers and had also been alerted to other styles of language learning certainly reflects the way this methodology—which takes place very much in the spirit of *situated learning* (White, 2006)—engages learners "in forms of pragmatic social action" (New Basics Project, 2001, p.5)

Furthermore, if communicative competence (Canale & Swain, 1980), rather than linguistic accuracy is the yardstick by which this methodology should be judged, then these students had demonstrably succeeded. Not only had student involvement, responsibility, and language production been increased, but this had occurred in as realistic and challenging a situation as we could devise. Moreover pressure had been minimized through the absence of a traditional teacher at the center, and this shift in the instructor's role required them to reassess their assumptions about pedagogy and have a more developed view of the classroom scenario. As a result, the student-centered envelope had been pushed further than might have been anticipated.

**Dale Ward** has more than 25 years ESL experience in the UK, Italy, the United States, and Japan. He is a language instructor at Kansai University, Osaka. **Liz Wade** has had 15 years Human Resources and Training experience and for 9 years has been involved with ELT in Japan, Egypt, and England. She is currently a corporate trainer in the Kansai area. **Andrew Dowling** has taught English to corporate and university students in Japan for 5 years. He is an instructor at Ritsumeikan University, Kyoto. Please contact us if you wish to learn more about this technique. We would be interested to hear from others who have practiced something similar. Please email <daleward@gmail.com>.

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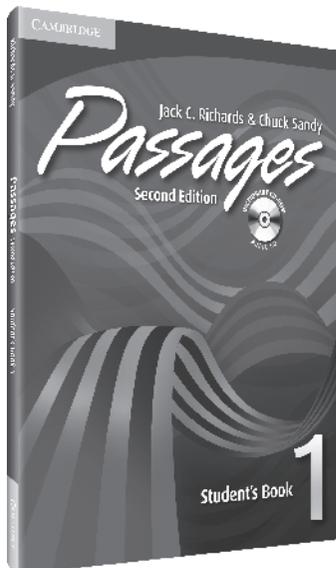
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## Appendices

Appendix A: *Appropriate chairperson language*, Appendix B: *Introduction of meeting-style class*, Appendix C: *Example lesson plan handout for student chairperson*, and Appendix D: *Student feedback questionnaire and complete responses* can be viewed online at <jalt-publications.org/tlt/resources/2008/0809b.pdf>

# Passages, Second Edition

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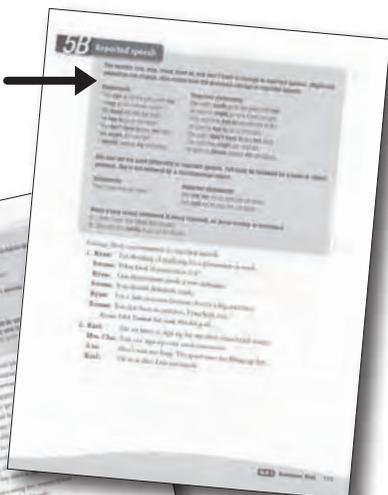


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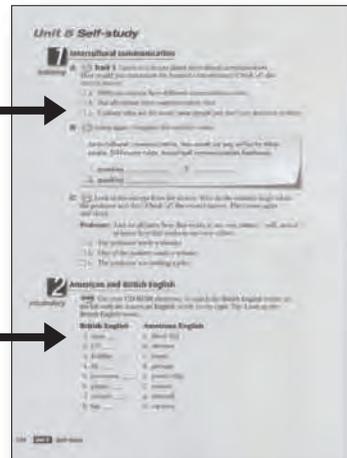
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## ...with Myles Grogan

<my-share@jalt-publications.org>



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

### MY SHARE ONLINE

A linked index of My Share articles can be found at:  
<jalt-publications.org/lt/myshare/>

This month, Sharon McCulloch talks about getting students to present a *Word of the Week*, while Winifred Lewis Shiraishi gives an easy model for lower level students to practice debating.

## Word of the week

### Sharon McCulloch

Tokyo Women's Christian University

<samcculloch@mac.com>

#### Quick guide

**Key words:** Vocabulary, presenting, collocation, word families

**Learner English level:** Low intermediate to advanced

**Learner age:** Teenagers and up

**Preparation time:** 20 minutes for initial preparation of sample and handout, then none

**Activity time:** Up to 5 minutes

**Materials:** Chalkboard, whiteboard, or OHP

I began doing *Word of the Week* with a group of graduate students who were preparing for master's study in the UK, as part of their Academic Vocabulary and Grammar syllabus. It gave the students a chance to research a word of their choice in greater depth than usual, allowed them an element of choice about the vocabulary they

learned, and simultaneously enabled them to practice their presentation skills.

In this activity, students present a word or phrase of their choosing to the class. The information presented includes:

- The word class (verb, noun, adjective)
- Any component parts (e.g., INconsistent)
- Other members of the word family
- The meaning, with an example
- The pronunciation, including number of syllables
- Common collocations
- A translation
- Why the word was chosen
- Where it was found
- Hints for remembering the word

Word of the Week is best introduced after students are already familiar with concepts such as collocation and word families.

#### Procedure

**Step 1:** Explain the concept of Word of the Week and present an example on the board (see Appendix A).

**Step 2:** Give students the summary handout and example to read in class or at home (see Appendix B).

**Step 3:** Create a presentation order by asking for volunteers or choose a stronger student to go first. For bigger classes, students can prepare and present in pairs.

**Step 4:** Require that students use the whiteboard or OHP to support their presentations, talk for no longer than 5 minutes, and be prepared to field questions afterwards.

**Step 5:** As the term progresses, keep track of each student's Word of the Week and create periodic in-class quizzes to test the group's knowledge of the words presented.

**Step 6:** Towards the end of the course, create a list of all the Words of the Week for reference, or ask the students to prepare it.

#### Conclusion

One advantage of this sort of vocabulary presentation is that it allows students some control over the words they focus on. It also requires students to consider aspects of knowing a word other than simply the definition. This helps raise awareness

of word classes and morphology and encourages students to make complete records about vocabulary they want to learn. It also encourages students to share strategies for learning and remembering new vocabulary.

One recommended restriction is to limit word choice to recently encountered vocabulary, or to potentially interesting or useful words students do not yet know well. Most students tend to choose words from readings they have done in other classes. You could, of course, restrict the theme to vocabulary previously taught or vocabulary from a particular area of need.

## Appendices

Appendix A. *Sample word of the week*, and Appendix B. *Sample summary handout* are available online at <[jalt-publications.org/tlt/myshare/resources/0809a.pdf](http://jalt-publications.org/tlt/myshare/resources/0809a.pdf)>

# Simple debate concepts for junior high school students

**Winifred Lewis Shiraishi**  
Tama University School of Global Studies  
<[lewis@tama.ac.jp](mailto:lewis@tama.ac.jp)>

## Quick Guide

**Key words:** Debate, questioning, speaking skills, point of view, opinion, gestures

**Learner English level:** False beginner to intermediate

**Learner maturity level:** Junior high school, high school

**Preparation time:** 60 minutes

**Activity time:** 2 or 3 lessons

**Materials:** Sample speeches, dictionaries, notebooks (for writing or feedback)

## Preparation

In this activity, your students will engage in debate, discussing topics such as: *Which is better, coffee*

*or tea?* For preparation, students should read and discuss a simple sample speech, taking care to underline key grammatical patterns in order to familiarize themselves with the type of language they need to use. When you explain what a debate is, be sure to mention the concept of a Q & A session. Emphasize that students should ask questions that relate directly to the speech. Allow some time for students to practice writing questions and answers. Once you feel the students understand the basic debate process, proceed with conducting live debates.

## Procedure

**Step 1:** Each debate will be presented with a four student-two pair format, so begin by dividing your class into groups of four. If there are an uneven number of students, have the extras rotate among groups. Alternatively, student three can read the speech as the other two students do the Q & A sessions.

**Step 2:** Assign a topic to each group.

**Step 3:** Have each group form pairs and decide which side of the topic, A or B, each team will represent.

**Step 4:** Provide enough time (about one and a half classes) for your students to write an opinion speech with three reasons to support their position. For example:

*Topic: Which are better, cats or dogs?*

Cats are better than dogs. Cats are small enough to live in an apartment. Cats are quiet so they won't make noise. Cats do not need a lot of food, so this is inexpensive.

**Step 5:** Check the students' speeches and then model a sample debate:

- Begin by making a speech supporting one of the positions.
- Have students write out potential responses.
- Elicit students to share their responses with the class.
- Repeat this process for the other position.
- If you are in a team-teaching situation, each teacher can model one of the positions.

**Step 6:** Have each student group present their speeches. Make sure the speakers talk slowly as their classmates will need to take notes.

**Step 7:** After the speeches, provide 3 minutes for the audience to make a question to ask the speakers.

**Step 8:** Give the speakers 2 minutes to formulate an answer. They receive one point if their answer is in their native language, two if in English. Allow the speakers time to write down the question if need be. Do not correct grammar while students are speaking—the focus should be on their English reply.

**Step 9:** Provide feedback to everyone after each debate ends. Given the importance of this feedback, it is suggested to have no more than two debate topics within one 50-minute class period. This allows time for students to write feedback comments in their notebooks.

## Conclusion

The goals of this activity are as follows:

- To actively use English

- To become familiar with common debate formats
- To see the relationship between expository speaking and direct questioning
- To improve public speaking skills

In my experience, student reactions were positive after the first debate lesson. Most admitted feeling a lot of apprehension while speaking in English, but they also felt most satisfied when they were able to understand a question in English and develop a relevant response. This encouraged students to view English as an active means of communication rather than simply as a subject to be studied in school.

## RESOURCES • BOOK REVIEWS

21

### ...with Robert Taferner

<reviews@jalt-publications.org>



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

#### BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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**T**HIS MONTH'S Book Reviews column features Peter Wells' evaluation of *English for Academic Study: Listening and English for Academic Study: Speaking*.

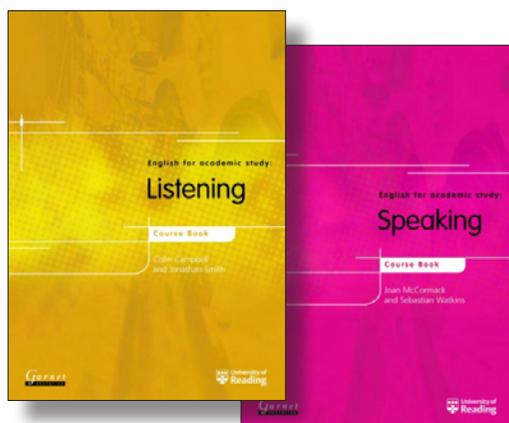
## English for Academic Study: Listening

[Colin Campbell and Jonathan Smith. Garnet Education, 2007. pp. 75, ¥4,200. ISBN: 9781859649862.]

## English for Academic Study: Speaking

[Joan McCormack and Sebastian Watkins. Garnet Education, 2007. pp. 134, ¥4,200. ISBN: 9781859649909.]

Reviewed by Peter Wells, Kansai Gaidai University



*English for Academic Study (EAS)* is a university preparation course developed in collaboration with the University of Reading (UK) at the University's Centre for Applied Language Studies. In EAP terminology, it could be described as English for General Academic Purposes (EGAP). According to the publishers, the series is "designed to challenge and stimulate students on pre-sessional courses and pre-departure courses" and is aimed at "students with an IELTS level of between 5.0 and 7.0" (equivalent to paper-based TOEFL 500+) (Garnet website, 2008, <[www.garneteducation.com/english-for-academic-study-eas-series\\_21.html](http://www.garneteducation.com/english-for-academic-study-eas-series_21.html)>). The English used is mainly British English. This is particularly noticeable in the *Pronunciation* book, which uses British English Received Pronunciation throughout.

The series consists of five course books and two study books. The course books are *Listening, Speaking, Reading, Writing, and Extended Writing and Research Skills*, and the study books *Vocabulary and Pronunciation*. The website claims that these books form a set of integrated courses, and the back covers state that the books can be used in conjunction. However, since the two books under review are written by different writers, they use different and unrelated approaches and materials, as will be shown below, so there is no compelling pedagogic reason to use them together with the same class. In this respect, they differ from the *Reading* and *Writing* books in the series, which are more integrated, having common topics for six out of their seven units.

The *Listening* text consists of eight units. Apart from the introductory first unit, each unit focuses first on a macro-skill, for example, identifying key ideas, note taking or digressions, and secondly, a micro-skill, for example, word stress, word families, or word boundaries. A typical unit consists of a warm-up activity in which the new macro-skill is discussed; exercises on the macro-skill, including predicting, note taking, and answering open-ended questions; exercises on the micro-skill, such as gap filling, and a review of the main skills practised in the unit. The exercises are varied in nature, and the questions are clear, thoughtful, and relevant.

The material used for the listening practice is taken mainly from real lectures in various disciplines, specifically from the BASE (British Academic Spoken English) corpus. However, on the accompanying CDs (and the optional DVD, which contains exactly the same material), the lectures are re-presented by actors, not the original lecturers. This makes the materials easy to listen

to, but it does detract from their authenticity.

The transcripts of the CDs/DVD are included in the course book to facilitate the exercise of listening while reading. This is a useful exercise, but allowing the students access to the scripts can cause problems, as they may be tempted to read the text during the first listening, or before it. It is probably preferable for the teacher to use photocopies of the transcripts at the appropriate time (for example, Jones, 2008, p. vi).

The lectures are on such wide-ranging topics as the European Monetary Union, animal behaviour, global warming, contestable markets, and computer security. This makes the material challenging. Not only are the lectures intended for native English speakers, they demand understanding of specialist terminology and concepts, such as gross margin, putative social learning, bulimia, parental contact orders, and oligopolies. This raises the question how far EAP should go in terms of teaching discipline-specific language. According to Higgins, "It is not the job of the English teacher to teach technical vocabulary. It consumes too much time and he will probably not do it well" (cited in Jordan, 1997, p. 250).

It is generally accepted that students from a single discipline can benefit from content-based EAP (i.e., ESAP—English for Specific Academic Purposes) with an appropriately trained teacher. However, experience and research indicate that EGAP groups, which are usually multi-disciplinary, do not benefit from being exposed to academic materials from a variety of disciplines, as the teacher may not have the relevant subject-knowledge, and the students may not be interested in material from other disciplines. "Two important limitations of the discipline-specific EGAP curriculum proved to be the teachers' lack of understanding of the students' academic disciplines and the students' lack of knowledge about their peers' academic backgrounds" (Liyanage & Birch, 2001, para 38). Moreover, the discipline-specific texts chosen for EGAP are usually pitched at an elementary academic level, for the sake of the non-specialists in the group, and that seems to be the case with this course. They thus offer little to the specialists, in terms of either interest or language-learning.

Another issue raised by this book is that of the tension between skills-based teaching and approaches which are more task- or topic-based. The materials offered in this course are extracts from lectures, chosen for specific linguistic features they exhibit, and taken out of their context solely to practise a particular skill. Such austere

concentration on skills is likely to deter all but the most highly motivated students. In the unlikely event that they do become interested in what the lecturers are actually saying, keen students may well be frustrated by the fragmentary nature of these extracts. As the book deals exclusively with listening and the other books in the *EAS* series are not linked with it, the listening comprehension exercises do not lead to any meaningful productive tasks; in other words, this member of the series cannot really be described as integrated either in itself or as part of the series.

To summarise, this is a traditional EAP course book with a limited audience and strictly circumscribed aims and objectives. Those who favour the approach it has chosen will find it to be fairly effective in fulfilling its aims.

### *English for Academic Study: Speaking*

Although *EAS: Speaking* belongs to the same series, this book differs in a number of significant ways from its *Listening* counterpart. In the first place, in each of the 10 units there is a focus on topics, such as A Healthy Lifestyle, The Influence of the Media, and Protecting the Environment, though specific skills are also targeted. Secondly, the topics, as can be seen from the above examples, are of general interest, instead of being discipline-specific. Thirdly, although there is no point of contact with *Listening*, this is an integrated course, using reading and listening material as stimuli for oral production.

A typical unit begins with focussing comments about the skills to be practised, followed by warm-up activities on the topic. There are then

between five and seven varied and well-designed tasks, addressing a range of skills, including pronunciation. Each unit concludes with an opportunity to reflect on progress. Among the many skills directly or indirectly related to academic speaking covered in this course are: language for agreeing and disagreeing, informal mini-presentations, anticipating arguments, describing charts and data, and debating. Each pair of units is followed by a Review, Unit 6 is a Consolidation Unit, and the last four units aim to extend skills already introduced. The authors estimate that each unit could take about 6 hours to complete.

Although it is a demanding text, I believe that *EAS Speaking* is more interesting and motivating than *EAS Listening*. It successfully solves the problem posed by *Listening* in that it uses topics accessible to all advanced students, regardless of discipline, without sacrificing academic rigour in terms of skills. If you are teaching a pre-departure course, especially where the English to be used is British English, this book is definitely worth considering.

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## RESOURCES • RECENTLY RECEIVED

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### ...with Greg Rouault

<pub-review@jalt-publications.org>

#### RECENTLY RECEIVED ONLINE

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

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

\* = new listing; ! = final notice. Final notice items will be removed 30 Sep. Please make queries by email to the appropriate JALT Publications contact.

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

Contact: Greg Rouault

<pub-review@jalt-publications.org>

! *A World of Difference*. Redford, S. Nagoya: Perceptia Press, 2008.

- \* *Our Sacred Health and Environment*. Clankie, S. M., & Kobayashi, T. Tokyo: Seibido, 2008. [Incl. CD, task instructions and vocabulary notes in Japanese].
- \* *Our Unique Planet*. Bowring, I., & Urbom, R. Tokyo: Seibido, 2008. [Upper-int. science and technology reader; incl. CD, vocabulary glossary in Japanese].
- \* *Scholastic ELT Readers (Spooky Skaters, X-Men, The Outsider, Spider-man 2, Pride & Prejudice)*. Various authors and editors. London: Scholastic, 2007. [Four levels 300-1500 headwords, each with CD and free downloadable teacher resource sheets].
- \* *Teaching English to Young Learners: Illustrated Guide for EFL Teacher Development*. Ong Fisk, M., & Murugesan, V. Santa Fe Springs, CA: Compass Publishing, 2007. [Incl. CD, trainer's handbook].
- \* *Understanding the News in English 5*. Onoda, S., & Cooker, L. Tokyo: Kinseido, 2008. [Incl. CD, video, background and vocabulary notes in Japanese, answer key with bilingual transcripts].

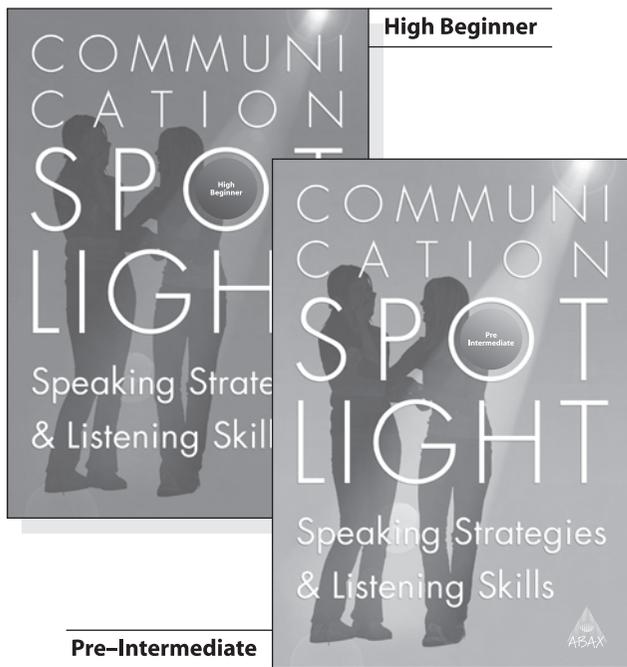
- ! *Very Easy TOEIC* (2nd ed.). Taylor, A., & Byrne, G. Santa Fe Springs, CA: Compass Publishing, 2007. [Incl. CDs, practice test, answer key].
- \* *What's on Japan 3: NHK BS English News Stories*. Yamazaki, T., & Yamazaki, S. M. Tokyo: Kinseido, 2008. [Incl. CD, DVD, video, vocabulary glossary in Japanese, answer key with bilingual transcripts].

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

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

- ! *Idioms: Description, Comprehension, Acquisition, and Pedagogy*. Liu, D. New York: Routledge, 2008.
  - \* *Japanese Applied Linguistics: Discourse and Social Perspectives*. Mori, J., & Ohta Snyder, A. (Eds.). London: Continuum International, 2008.
- Professional Encounters in TESOL: Discourses of Teachers in Teaching*. Garton, S., & Richards, K. Houndmills, UK: Palgrave Macmillan, 2008.



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**...with Marcos Benevides**

&lt;jalt-focus@jalt-publications.org&gt;



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

**JALT FOCUS ONLINE**

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

**JALT Calendar**

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

- ▶ 10 Sep 2008: Pre-registration deadline for presenters at PAC7 at JALT2008 in Tokyo <jalt.org/conference>
- ▶ 2 Oct 2008: Balloting closes for the NPO JALT National Elections. Further information is at the beginning of this issue of TLT, or at <jalt.org>
- ▶ 6 Oct 2008: Pre-registration deadline for PAC7 at JALT2008 in Tokyo <jalt.org/conference>
- ▶ 5 Oct 2008: JALT 3rd Annual Joint Tokyo Conference at Toyo Gakuen University, Hongo Campus, Tokyo.
- ▶ 1-3 Nov 2008: PAC7 at JALT2008 at the National Olympics Memorial Youth Center, Tokyo. See <jalt.org/conference> for more information.

**NPO JALT 2008 National Elections**

**More information, plus a ballot card,  
can be found in the August TLT.**

**JALT Focus**

This month we feature reports from two groups looking at the big picture in education: Pat Dougherty introduces us to Teachers Helping Teachers, a forming SIG dedicated to bringing professional development opportunities to some of our developing neighbours, and Kip Cates reminds us of the Asian Youth Forum, a Pan Asian Consortium organization seeking to foster international understanding among Asian youth.

**Teachers Helping Teachers—Forming Special Interest Group**

“Dedicated to the aid and assistance of fellow educators and students in the developing nations of the Asia Pacific region.”

THT is the newest JALT SIG, yet it has a history that goes back several years. Founded by members of Himeji JALT in 2004, THT has already provided cutting edge training workshops at eight teacher-development programs in Bangladesh, Laos, and Vietnam, as well as textbook and classroom equipment donations. It has also been the conduit for scholarship donations for deserving graduate and undergraduate students who intend to become educators or work in socially proactive fields. Future plans are to continue programs in these countries as well as to expand into the Philippines and India. Most immediately, THT needs to recruit more teacher/scholar volunteers to join our delegations.

Our tentative schedule for 2009 will have us conducting seminars in Laos in late March, in Vietnam in June, in Bangladesh in late July, and in Manila in August. Information about upcoming events may be found at the old Teachers Helping Teachers website <pdougherty.tripod.com> or via THT Coordinator Pat Dougherty at <pdougherty@shse.u-hyogo.ac.jp>. A new website will go up soon with links from the old site.

Anyone interested in volunteering to present at our upcoming seminars is invited to submit proposals through our website. Applicants are expected to possess graduate degrees with experience in giving presentations at international or national conferences. Teachers at all levels, including language schools and corporate settings, are encouraged to apply. THT strives for diversity of experience in our delegations, as having presenters with diverse backgrounds brings with

it a greater chance of matching the interests and needs of our hosts. Delegations usually consist of eight to twelve presenters, each expected to make at least three separate presentations.

Technology availability in host classrooms requires careful consideration about topics and presentation formats. Attendance at past presentations has varied, with 25 to 50 attendees being the norm. Approximately 80% of attendees in both Vietnam and Bangladesh were high school teachers, whereas in Laos the majority were university students and faculty. Our upcoming program in the Philippines will include 200 special needs teachers who will learn about current research and practice in English education pedagogy at a conference in Manila, as well as a special session at a rural elementary school where the delegation will conduct a day of programs with children and a day of dialogue and workshops with the four teachers assigned to the school.

In our experience, each event is very different, influenced by the culture of the host countries and institutions. If you want to learn more, THT veterans will be pleased to offer information and advice about past seminars.

### Why join THT?

Here are ten reasons. You can: share your vast store of teacher know-how; give the first plenary address of your career; open a new outlet for publication; get something to write about; have an adventure with a purpose; enjoy a truly appreciative audience; expand your personal and professional network; discover other professional or personal opportunities; gather stories to tell your children, grandchildren, nieces, and nephews; and meet like-minded educators dedicated to advancing the profession.

Join THT. Help us continue our tradition of service and support.

### Asian Youth Forum (AYF)—coming to PAC7 at JALT2008 in Tokyo

The Asian Youth Forum is an international youth event which brings together college-aged young people from across Asia for academic seminars, intercultural workshops, social events, and interpersonal exchanges. It aims to promote international understanding, intercultural communication, and leadership skills through the medium of English as an international language. Previous events have been held in Korea (1999), Japan

(2001), Taiwan (2002), Russia (2004), and Thailand (2007).

AYF 2008 plans to bring together 75 students from 15+ Asian countries. Participants are Asian university students aged 18-25 with an interest in Asia and a good command of English. Typically, Asian EFL teachers attending PAC conferences bring students from their home countries. We also request national delegations from ELT associations such as Korea (KoTESOL), Thailand (Thai TESOL), and Russia (FEELTA). Individual students also apply on their own to our website from around Asia and are selected by our AYF committee.

One of our major ongoing challenges is finding enough funding to cover the expenses generated by each AYF. These expenses include: money to run the actual AYF event; funding for AYF student delegations from PAC nations; and travel scholarships for deserving individual students from Asia. While PAC and the host organization give some financial support, this covers only a small part of our expenses. If you, your institution, or EFL association can help with AYF funding, we would naturally be very grateful.

For more information, please visit our website <[www.asianyouthforum.org](http://www.asianyouthforum.org)>.

### Announcements

#### The Language Teacherの日本語副編集長募集

このたび本誌では、日本語副編集長を募集しています。任期は2年間で、毎月の日本語編集と日本語論文採択に関して、日本語編集長を補佐します。望ましい条件は以下の通りですので、興味のある方は略歴・業績表を応募理由とともに日本語編集長まで添付メールでお送りください。なお、締め切りは8月末とさせていただきます。

#### JALT会員である

第二言語教育分野での業績がある

日本語と英語が堪能である

編集作業の経験がある

ウェブ上での編集ができる

### Is your membership due for renewal?

Check the label on the envelope this TLT came in for your renewal date, then go to <[jalt.org/main/membership](http://jalt.org/main/membership)> and follow the easy instructions to register. Help us to help you! Renew early!

## ...with Damian Rivers

<memprofile@jalt-publications.org>



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

IN THIS month's Member's Profile Tara Waller discusses her interest in English and Japanese communication styles and how knowledge of both can be used to help students become better communicators.

## MEMBER'S PROFILE

# Tara Waller

Throughout my 8 years in Japan, I have often been asked how language learners can improve their English speaking skills. In trying to answer this question, I have contemplated the differences and similarities between English and Japanese speaking styles. Many Japanese people have agreed with me that Japanese communication styles are quite different to English communication styles and thus seem to affect the English speaking performance of native speakers of Japanese. Over the years, I have come to realize that many teachers force their students to speak English based on a native English speaker's system and somewhat disregard the Japanese speaker's system. This question of which kind of system is better came about through a number of personal experiences.

When I first arrived in Japan as an exchange student in 1997, I studied Japanese and found that my teacher cared more about the politeness level of my speech than what I was actually trying to say. She would correct my formality level rather than help me to formulate more comprehensible sentences that any Japanese person could understand. My first realization about Japanese was that the manner in which you say something is more important than what you actually say. This was the first indication that speaking Japanese is not like speaking English, where tact is respected but understanding the content is generally valued higher.

I returned to Japan shortly after finishing my degree and began working with junior high and elementary school students. It soon became clear that the classroom and learning system in Japan and the US were also quite different. While American students tend to raise their hands to answer questions and show their knowledge, my Japanese students appeared to be more hesitant to do the same. When I began to look further into this difference, I found that most classroom settings focused on the student learning what was said rather than contributing. This is a significant difference in how students learn and demonstrate their knowledge to others. This also revealed to me that learning and classroom culture differences would affect Japanese English speaking skills.

Next, I was challenged again in teaching at a private high school in Kyoto to consider what kind of system was conducive to successful English speaking. The students were being trained to be able to study abroad for a year in the UK and then go on to a non-Japanese university. Many



of these students did not follow a typical Japanese speaking system of considering how to say something over what was being said. Most were definitely not afraid to share their knowledge in the classroom. As a result, their levels of English were quite high allowing most of them to enter universities abroad. So, I began to believe that there really was a correlation between using an English speaker's system over the Japanese one and being considered a successful English communicator.

After returning to America to do my MA in TESOL in New York City, I taught in an international high school where students learning styles were very Americanized despite having varied first languages. When I began teaching again in Japan at a university, I realized that those students who succeeded and had strong language

skills were the ones who communicated without worrying about formalities and who did not mind talking about what they knew amongst their peers—in effect, they were more westernized.

This realization has affected my interest in looking at systems—cultural, management, program, and learning. My doctoral studies will focus on considering the functions of a system and how it promotes those in the system to want to be better. I will consider if the motivation to improve oneself or one's situation is a natural character trait,

culturally based, learned from peers, developed through the environment, or requires specific training. My focus will be on language programs rather than on students. However, I have found that I am greatly influenced by considering whether or not an English language learner is deemed successful based on the level of conformation to a westernized learning system over a Japanese one.

Tara Waller can be contacted at <twaller@kanda.kuis.ac.jp>.

## ...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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



**E**VER WONDERED what happens when you submit an abstract to a JALT National Conference? As JALT2008 <jalt.org/conference> in Tokyo approaches (31 Oct to 3 Nov), this short description sheds light on what happens behind the scenes when a presentation abstract is received.

In the second report, Alison Stewart writes about the Learner Development SIG and explains how “scaffolding” has become a key concept at the local Greater Tokyo meetings.



## PAC7 at JALT2008

31 Oct – 3 Nov  
jalt.org/conference

## PAC7 at JALT2008: Untangling the submission process

by Paul Stapleton, Hokkaido University, and Paul Collett, Shimonoseki City University

Each spring the organizing committee for the JALT National Conference receives hundreds of applications from prospective presenters. Some submissions from invited speakers or associated with publishers are accepted without screening. However, the majority undergo a vetting process because there are far more submissions than rooms available on site. The vetting process also helps to maintain quality standards. To bring some transparency to this process, this article will explain some of the steps as well as the nuances involved.

After the submissions deadline, each abstract is read to ensure it is appropriate. Initially, a few are disqualified for being either too distant from language teaching or inappropriate in other ways. Each submission is then assigned to three readers based on its topic area. For example, a submission discussing the skill of writing is assigned to three readers who listed *writing* as one of their areas of specialty.

Presently, there are several dozen volunteer readers who assess up to about 40 abstracts each spring. Readers are all presenters or teachers experienced in assessing abstracts (and usually

both). All scoring takes place online with readers evaluating each abstract based on the criteria outlined in the Call for Papers. Once all scoring has been completed for each abstract, the tallies of the three readers are combined to produce a final score. While this score is the most important determiner of acceptance, other factors may also be involved, including the number of rooms available, the days the presenter is available, the format (short paper or workshop, etc.), and topic.

To give some indication of the actual numbers, in the 2008 vetting process about 700 submissions (compared to 638 last year and 415 in 2002), with three readers each, amounted to 2,100 individual assessments. It is estimated that less than 60% of these submissions will finally be accepted. Each year the number of submissions increases, making vetting and programming challenging.

Apart from the trend towards receiving more submissions, presenters are showing other tendencies which may reflect larger movements in the ELT profession. Compared to 6 years ago (the historical limit of our electronic database), despite several additions and omissions of topic areas in the interim, submissions are revealing a distinct movement towards certain areas of interest. There have been large increases in the number of submissions to the Motivation, Global Issues, Writing, Reading (especially extensive reading) and Children/Elementary categories. At the same time, no appreciable declines were apparent in other topic areas. While these movements may be encouraging to some, or disconcerting to others, they reflect to a certain extent the trends and dynamism of our profession.

Another interesting, albeit difficult to quantify, trend is the movement away from "My Share" style presentations. Now, one is struck by the number of data-driven studies. The word *data* turned up 178 times among the 700 abstracts submitted this year, which is about a 25% hit rate. Six years ago, the same word produced a hit rate of only 14%. One inescapable conclusion, if this crude measure has any meaning, is that we are seeing a more rigorous, empirical approach to research as practitioners more formally investigate teaching practices.

One rather intriguing, although trivial, detail gleaned from the database of abstracts is the most-cited authors. As a challenge, we suggest you guess who the top four were this year. See answers below this article. Try to guess before looking.

Finally, our considerable rejection rate this year deserves explanation. Several reviewers com-

mented on why abstracts scored low. Perhaps unsurprisingly, the most common remark was that the author did not follow the Call for Papers guidelines. For example, a significant number of authors wrote in the first person, which is clearly discouraged in the guidelines. Self-identification is considered egregious enough for disqualification. A significant number of abstracts also focused mostly on the background of their talks leaving little room to explain what would actually be discussed. Other authors requested longer time slots, without demonstrating how the time could be used effectively. When in doubt, read the guidelines again.

The abstract submission deadline for JALT2009 in Shizuoka will be in late April next year. If you would like to join the reading committee, contact Paul Stapleton <paulstapleton@gmail.com>.

### Guess again! *Final answers on page 30.*

1. A living New Zealander
2. A living Hungarian
3. A deceased Russian and a living American (tie)

\*\*\*The authors would like to thank Aleda Krause for her comments on an earlier draft.

## LD SIG Greater Tokyo Meetings: Organic scaffolding

by Alison Stewart, Gakushuin University

If you are interested in learner autonomy and development, there could be a meeting near you where you can share your ideas and experiences and find out more. Regional and local groups of the LD SIG have been springing up in various locations throughout Japan, including Kobe, Hiroshima, and Nagoya. Here in Tokyo, meetings are held on the second Sunday of every odd month. For the past year and a half, these meetings have been unstructured, organic events, during which topics of mutual interest have naturally emerged as a focus for discussion and reflection. Increasingly, members have been using the meetings as

opportunities to bring methods and materials or problems to the table to share and to discuss with others.

At the May meeting, we had two subjects: John Curran introduced us to a teaching approach based on Systemic Functional Linguistics developed by Sydney University's David Rose, and talked us through a model lesson, reading a text about Helen Keller. Emphasizing the role of positive emotion in learning, John played the role of teacher to the rest of us students in order to demonstrate a teaching cycle which includes overviewing, preparing, identifying, selecting, affirming, and elaborating. Joe Falout provided the second focus for the meeting: using an article by Paul Nation, he introduced the subject of goals and outcomes in classroom speaking activities.

Unlike the more formal setting of a conference or workshop, the meetings provide a forum for us not only to present but also explore our ideas. Sitting around a table means our presentations are inevitably more interactive, which means that we are constantly making connections: between theories and practice, between someone else's practice and our own, between what we do now and what we could try in the near future. Some of the freely associated ideas that emerged spontaneously from the talk were often among the high points of the meeting. Falout commented that one of the highlights of this meeting was "discussing three different ways to use mini-whiteboards and three different ways to use cell phone pictures in the classroom."

If any one topic dominated the meeting, particularly in our discussion of Curran's and Falout's informal presentations, it was *scaffolding*. This is the theme of the LD SIG Forum at JALT on 2 Nov and we are thinking not only about its general meaning, but what we can do to prepare ourselves and get the most out of the forum. It might appear that scaffolding is somewhat contrary to our ideal of autonomy as the core of learner development. As Kay Irie reflected afterwards, "In some ways, scaffolding and learner autonomy are not opposite ends of the spectrum, but I think we do need to carefully determine how much scaffolding students actually need." Yoko Wakui agreed that scaffolding was an important issue, particularly in her work with low-level students

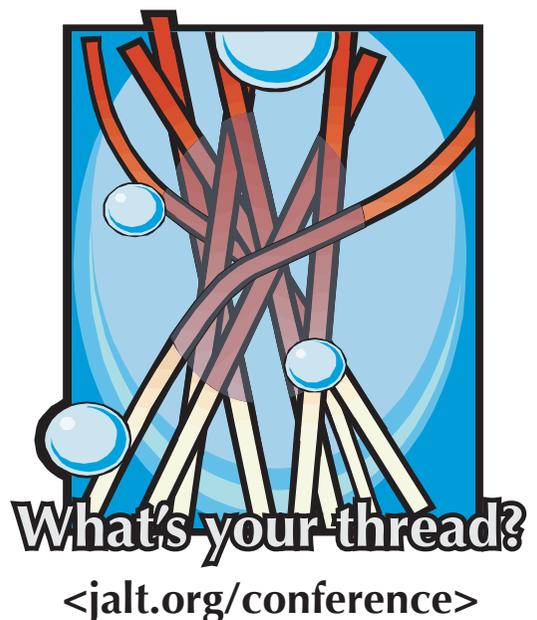
practicing debate in English for the first time: "I have just started providing directions step by step and have been struggling to let them complete each task. I would like to continue providing enough scaffolding so that they can accomplish their tasks and build their confidence even if the goal may seem challenging for their level."

Scaffolding implies structure and that, finally, is what the Greater Tokyo LD SIG members have decided we want more of in our future meetings. Whereas we have never had an agenda for meetings in the past, our next meeting will be organized around a list of items, including mini-presentations on scaffolding and business matters, which we will post on the LD SIG Discussion list in advance. We hope that this will allow people who do not normally attend the meetings to see what will be going on and be inspired to come.

Although the format will change, we fully intend that the spirit of the meetings will remain the same. In the words of Masuko Miyahara, "The gatherings have proved to be an exploratory, reflective experience that has added another dimension to my thinking, my practice, my research, and my life in general." Why not join us and explore new dimensions for yourself?

With thanks to John Curran, Joe Falout, Kay Irie, Masuko Miyahara, Yoko Wakui, and Yoko Munezane for their reflections.

For further details on your nearest LD SIG meetings, contact our Regional and Local Group Coordinators Mike Nix <mikenix1@tamacc.chuo-u.ac.jp> or Stacey Vye <stacey.vye@gmail.com>.



Answers to the quiz on page 29  
 1. Paul Nation  
 2. Zoltan Dornyei  
 3. Lev Vygotzky and Stephen Krashen (tie)

## ...with David McMurray

<outreach@jalt-publications.org>



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

her for this Outreach column. Using recording equipment, transcribing the interview, and re-contacting the interviewee by email to confirm several key points of their conversation, Ruegg provides readers with an insightful account of teaching in Iran. The photograph of Karimkhanlui was taken in Malaysia.

## Interview with a knowledgeable, kind, and friendly EFL teacher from Iran

**Rachael Ruegg (Interviewer):** So, tell me about your job.

**Giti Karimkhanlui:** I teach English courses at Medical Sciences University.

**RR:** Where is the university located?

**GK:** In Zanjan province in Iran.

**RR:** So what kind of activities do you do in the classroom?

**GK:** Reading comprehension and ESM (English for the students of medicine) as well as a variety of reading texts in the field of medicine are our major concern. The students of medicine need to read most of their textbooks in English after 2nd or 3rd year of their attendance at university. Also some part of our activities is specified to improving speaking skill. For example, the students may be asked to read some articles in their field and talk about them or have a presentation. During a few class sessions, a topic is introduced to students and they are asked to do a search, and then in the following session they arrange their seats in a circular form, and they communicate their findings to each other, I mean they ask and answer questions in the introduced topic and convey their ideas. The teacher also plays the role of an organizer.

**RR:** What are the strengths and weaknesses of Iranian students?

**GK:** Well, some of them, they come from rich or middle-class families and they have studied at private schools or language institutions. They

**R**ACHAEL RUEGG travelled to Kota Kinabalu, Sabah on Borneo Island in Malaysia to attend the 17th Annual Malaysia English Language Teacher Association, MELTA, conference. On 5 June she offered a paper on *Group Size in the Reading Classroom* to an audience of teachers from around the world that included Giti Karimkhanlui, an Iranian woman who teaches English at Zanjan Medical Sciences University. Ruegg, a teacher at Kanda University of International Studies, asked permission to interview



can speak English quite well, but that's about 30%, 25-30% of the students. The others, most of the students, they have no opportunity to speak English. While they study for 7 or 8 years before coming to university they can read and write but they don't have a chance to speak English outside of the classroom. They speak in the classroom but when they leave the classroom they revert to their first language. Most of the students don't really have opportunities to speak.

**RR:** How much access do students have to English language input outside of the classroom. For example: on TV, movies, or the Internet?

**GK:** Unfortunately, only Persian or other local languages are spoken outside of the classroom. There is almost no English environment or input. Only those who are really interested or are in tangible need of learning English may have some chance to buy or borrow legally allowed movies from video clubs to watch in order to improve their English. Furthermore, there is an English TV channel that some people can benefit from. But the programs of this channel are broadcasted so late at night, I mean the time that most people are taking a rest, so they cannot take advantage of programs of this channel. This program I think lasts for 3 hours late at night. However, considering these limitations in coming up with the issue of adequate input, there are some students who

try and who are really doing well. For example, every so often in my classes I have some students who have mastered English and I really enjoy having them in my class. When I ask them for the reasons behind their success, I find out that they are really motivated. In spite of the fact that such students have already taken part in private English language classes, however, the majority of their success is due to their own effort. In this case, I think motivation and a real need play important roles.

**RR:** Do you feel that being a woman advantages or disadvantages you?

**GK:** No, of course not. Most important is that a teacher be knowledgeable, kind, and friendly. Just like everywhere in the world. The students don't mind if their teacher is a man or a woman.

This concludes the interview with Karimkhan-lui, an English teacher at Zanjan Medical Sciences University in Zanjan Province in the Northwest of Iran.

Rachael Ruegg has an MA in Applied Linguistics from Victoria University of Wellington, New Zealand. She has taught English in New Zealand, Germany, and China. She is currently a lecturer in the English Department at Kanda University of International Studies. Information about the next MELTA conference is available at <[www.melta.org](http://www.melta.org)>.

## ...with James Hobbs

<[sig-news@jalt-publications.org](mailto: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.

### SIGs at a glance

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

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

## Bilingualism

[🔍] bilingualism, biculturalism, international families, child-raising, identity [📖] *Bilingual Japan—4x year* [🗣️] monographs, forums [✉️]

In keeping with this year's conference theme, Bilingualism is pleased to host **Alvino Fantini** in a workshop titled *Intercultural Marriages: Rewards and Challenges*. This 100-min workshop will take place on Sun 2 Nov from 13:05. Fantini has been involved in multicultural communication and is an authority on intercultural communication and education. Also make plans to attend the Bilingualism General Meeting on Saturday. It is an excellent opportunity to meet fellow members and get involved.

## Computer Assisted Language Learning

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

The JALT CALL SIG proudly announces that the next annual JALTCALL conference will be held on 5-7 Jun 2009 at Toyo Gakuen University's Hongo Campus in Tokyo. We invite all members, interested persons, and others with queries regarding both presenting and attending the conference to visit our website <[www.jaltcall.org](http://www.jaltcall.org)>.

## College and University Educators

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

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

## Extensive Reading (forming)

The ER SIG exists to help teachers in Japan start and improve Extensive Reading and Extensive Listening programmes. Our newsletter, *Extensive Reading in Japan* (ERJ), is full of ideas for those new to ER and experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <[www.jaltersig.org](http://www.jaltersig.org)>.

## Gender Awareness in Language Education

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

GALE works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related

topics. Visit our website <[www.gale-sig.org/](http://www.gale-sig.org/)> or contact us for more details.

## Global Issues in Language Education

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

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

## Japanese as a Second Language

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

2008年7月11日にニュースレター8号を発行しました。会員でない方で、サンプルを希望の方はお送りしますので、eメールで連絡ください。

We published our bilingual newsletter #8 on 11 Jul 2008. The newsletter is sent to all JSL SIG members. Sample copies are available to non-members on request.

## Junior and Senior High School

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

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

## Learner Development

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

Keen to explore connections between learning and teaching and to share your experiences with other teachers? Please join us Sat 1 Nov at JALT2008. Our forum, *Scaffolding: Looking Through Learners' Eyes*, will be facilitated by **Deryn Verity**. Then, following the SIG's annual general meeting (AGM), we will hold a joint party with the CUE SIG at The Pink Cow. For more information and reservations contact Stacey Vye <stacey.vye@gmail.com>.

## Lifelong Language Learning

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

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

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めた、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<jalt.org/lifelong/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

## Materials Writers

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

The JALT Annual International Conference is only weeks away. The MW-SIG has a special programme and a special event lined up. **Dorothy Zemach** will be our featured speaker and will also join a panel session together with **Marc Helgesen**, **Steve Gershon**, **Junko Yamanaka**, and **Brian Cullen** to discuss the advent of the *Successful Textbook Writer*. The panel will be followed by a meal to which all MW-SIG members are invited. Book your place early!

## Other Language Educators

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

## Pragmatics

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

Pragmatics SIG, together with Temple University Japan Graduate College of Education and the Tokyo Chapter, is co-sponsoring two seminars: (1) *Focus on Forms* by **Sandra Fotos** (Senshu University), Tue 9 Sep 2008, 19:10-20:40, room 213; and (2) *Huh? Oh. Aha!—Differences Between Rote Memorization and Active Thinking* by **John F. Fanselow**, Fri 3 Oct, 19:15-20:45, room 213. Both will be at Temple University Japan Azabu Campus, Tokyo. Free for JALT members; ¥1000 for one-day members.

## Professionalism, Administration, and Leadership in Education

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

## Study Abroad (forming)

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

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

## Teacher Education

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

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

## Teaching Children

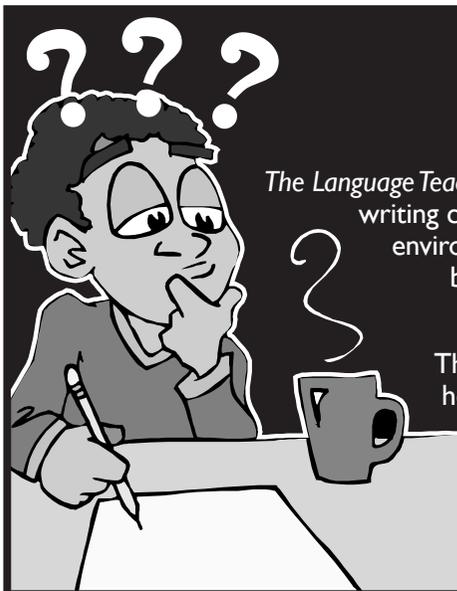
[ 📍 children, elementary school, kindergarten, early childhood, play ] [ 📖 *Teachers Learning with Children*, bilingual—4x year ] [ 🗳️ JALT Junior at national conference, regional bilingual 1-day conferences ] [ 📄 ] [ 🗣️ ]

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

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

## Testing & Evaluation

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



## Need to publish? Need support?

The Language Teacher's **Peer Support Group (PSG)** can help you make your writing clear, concise, and captivating. We provide a friendly, cooperative environment for sharing ideas and feedback that will help you write a better paper. So, pull out that rough draft you've been sitting on and contact us today at <peergroup@jalt-publications.org>!

The PSG is also looking for good, motivated writers who want to help others improve their writing. Come work with a great team that's doing a great service!

Contact the PSG at <peergroup@jalt-publications.org> or, for more information, visit <jalt-publications.org/psg/>

## ...with Aleda Krause

<chap-events@jalt-publications.org>



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



### CHAPTER EVENTS ONLINE

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

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

**S**EPTEMBER SEES US getting ready to go back to our classes. Why not take part in an event and get some new ideas to take back with you? If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates. Thank you for reading this column for the past 4 years. It's been fun! Starting next month, there will be a new editor. Watch out for him!

**Akita—An introduction to American Sign Language (ASL) by Carlos Budding.** This workshop has 2 foci: to understand the history and theory of ASL and to learn some basic signs. Participants will first learn basic linguistic theories that apply to ASL: what makes a sign and what rules govern how a sign is made. The second part will be a typical *sign class*: taught completely in silence and using only ASL, gestures, and some writing. Participants will learn the manual alphabet, numbers, and signs for basic communication. *Sat 27 Sep 14:00-16:00; Room B103, AIU (Akita International University); one-day members ¥1000 yen.*

**Fukuoka—Tools of the trade: Three presentations on getting started in research.** Students in TESOL courses are often required to undertake research projects, but experience as classroom teachers may not have equipped them with the tools needed to collect, organize, and analyze their data. Three mini-presentations will introduce research tools to teachers without specialized backgrounds

in research or statistical analysis. *Where academic writing begins and ends: An endnote by Luke Fryer; How high can they jump? An introduction to Rasch measurement by Trevor Holster; Getting SPSSed for beginners: A basic guide to data handling by Peter Carter. Sat 20 Sep 18:30-20:45; Fukuoka Jo Gakuin Tenjin Satellite Campus 9F, Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000.*

**Gifu—Stories that don't begin with "once upon a time" by Bob Jones, REJ English House.** Andrew Wright says, "Go to any pub or party and you will hear a constant babble of stories. The whole world is full of storytellers." Jones will look at the typical structural and lexical features of stories that adults tell in conversation. He will consider how we can make students aware of these features and how we can train them to become more fluent and effective conversational storytellers. *Sat 20 Sep 19:00-20:45; Heartful Square (southeast section of Gifu JR Station), Gifu City; one-day members ¥1000.*

**Gunma—Becoming bilingual in Asia by Jason Good.** Today there are more than 100 bilingual and international schools in Bangkok. Taiwan has 12 large bilingual schools across the country, including a government sponsored bilingual school with a 20-year history. In Korea, thousands of children from elementary to high school are attending after-school English programs, some of which are on the same level as those in English speaking countries. A chance to discuss the bilingual school movement that is sweeping across Asia and how Japan fits into the picture. *Sun 21 Sep 14:00-16:30; Ikuei Junior College, 1656-1, Kyome-cho, Takasaki, t: 027-352-1981; one-day members ¥1000.*

**Hamamatsu—An evening with Debito by Arudou Debito.** One of the leading human rights activists in Japan and co-author of the *Handbook for Newcomers, Migrants, and Immigrants to Japan* will present on various human rights issues relative to language teachers, working professionals, and members of the community. Following the presentation there will be an informal opportunity to discuss your burning issues with Debito one-to-one. *Mon 1 Sep 19:00-21:00; Hamamatsu, Machizukuri Centre downtown across from Create Hamamatsu; one-day members ¥1000. 21:00-23:00: Dialog with Debito to follow at Hamamatsu, Mein Schloss (see <[www.hamamatsujalt.org/](http://www.hamamatsujalt.org/)> for directions).*

**Hiroshima—*Cultural factors in teaching English*** by **Hideo Horibe**, Hiroshima Institute of Technology, followed by ***Improving your public speaking skills*** by **Jim Forsyth**, Hiroshima Toastmaster's Club. During the first hour, Horibe will talk about which cultural factors should be incorporated into the classroom. During the second hour, Forsyth will explain about Toastmasters and will lead a session in which participants can test their presentation skills. *Sun 21 Sep 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F; one-day members ¥500.*

**Kobe—*Rapid word recognition and vocabulary building activities via Moodle*** by **John C. Herbert** and **Greg Rouault**. The presenters will demonstrate how to create and facilitate online skimming and scanning activities and student-generated online glossaries. These activities have been derived from related paper-based activities which the presenters will expound upon. Therefore, participants who are not interested in taking the activities online will still walk away with useful teaching ideas to administer on paper. *Sat 27 Sep 15:00-17:00; Kobe International House (Kokusai Kaikan) 8F, Room 6, Gokodori 8-1-6, Chuo-ku, Kobe, t: 078-231-8161; one-day members ¥1000.*

**Kyoto—*Call for nominations***. Nominations for the 2009-2010 chapter executive positions are now being accepted. If you are interested in running for one of our executive positions, please send nominations to <kyoto@jalt.org>. Elections will be held during the October meeting.

**Nagasaki—*Stimulating Conversation: Thinking critically about current issues*** by **Greg Goodmacher**, Oita Prefectural College of Arts and Culture. Goodmacher explains that current issues lend themselves to activities that promote critical and creative thinking in English conversation classes. He will demonstrate activities in a new textbook, *Stimulating Conversation*, that guides students towards developing their own opinions, creating unique solutions to social problems, and expressing themselves in English. *Sat 27 Sep 14:00-16:00; Dejima Koryu Kaikan 4F (large white building next to Dejima Wharf and Nagasaki Prefectural Art Museum; take #5 streetcar to Shiminbyoin-mae or take #1 streetcar to Dejima); free for all.*

**Nagoya—*Promoting teacher development through peer observation*** by **Robert Croker** and **Juanita Heigham**. All teachers can benefit from

having another teacher observe them teaching. However, many teachers shy away from observations, concerned that they will have little control and be evaluated subjectively. This workshop shows how the process can be teacher-directed not observer-directed, through reciprocal peer observations. The workshop will walk participants through one observation cycle, from pre-observation discussions to the post-observation feedback with participants practicing four classroom observations. *Sun 21 Sep 13:30-16:00; Nagoya International Center 3F, Lecture Room 2, one-day members ¥1000.*

**Okayama—*Learning disabilities*** by **Cynthia Akazawa**, Interact English School, Tamashima. Find out how to recognize learning disabilities in the classroom. Get ideas for how to modify activities and curriculum to help students strengthen skills in key areas while keeping their self-esteem intact. ***Techniques and resources for raising kids to be bilingual*** by **Gavin Thomas**. Thomas will outline things he has done with his two children (4 and 6) to help them gain ability in English, sharing the resources he used, with an emphasis on what is available in Okayama. *Sun 28 Sep 15:00-17:00; Sankaku A Bldg. 2F, near Omotecho in Okayama City; one-day members ¥500.*

**Omiya—*Title TBA*** by **Abdel Ibrahim**. *Sun 14 Sep 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); one-day members ¥1000.*

**Sendai—*My Share: Classroom management***. We all have our share of classroom techniques. And we all need our share of fresh ideas. The meeting will feature several members sharing ideas related to classroom management. Topics will include ways to tell students what to do, dealing with rules, and teaching kids. The meeting will be hosted by Charles Adamson. Teachers interested in presenting should contact Marc Helgesen <march@mgu.ac.jp>. *Mon 29 Sep 14:00-17:00; location TBA; one-day members ¥1000.*

**Shinshu—*Thinking podcasting? Think again*** by **Alec McAuley**. The hype in CALL has transferred from blogging and descended onto podcasting. However, teachers thinking of producing their own podcasts need to begin by addressing two issues: (a) the complexity involved in the undertaking, and (b) how to integrate a podcast into the syllabus. Adapting the guidelines by Harmer (2003) and Warschauer & Whittaker (2002), this

presentation will outline 10 principles guiding the process of creating a video podcast. The podcast is available at <[www.ynu5photos.blogspot.com](http://www.ynu5photos.blogspot.com)>. *Sun 21 Sep 14:00-16:45; location TBA; one-day members ¥1000.*

**Tokyo—Focus on Form in ESL/EFL classrooms** by **Sandra Fotos**, Senshu University. Following the introduction of communicative approaches in second language teaching in the 1980s, teachers were encouraged to believe that grammar instruction plays little or no role in L2 pedagogy. Now, however, teachers and researchers agree on the importance of formal instruction for the attainment of accuracy and emphasize the need for a focus on grammar in communicative language teaching. This talk introduces the concept of focusing on form, discusses its evolution, and describes its scope and definition. *Tue 9 Sep 19:10-20:40; Temple University Japan, Room 213; one-day members ¥1000.*

**Toyohashi—Learning from Errors** by **Mark Rebuk**. Although typical errors by Japanese learners are sometimes covered in writing and other classes, little attention is given to those made by native English speakers. Rebuk has collected errors made by native English speakers from talk radio recordings. Some of these audio clips will be introduced and their value as a teaching

resource discussed. Rebuk will suggest that the corpus can not only help students (and teachers) learn more about language, but may positively alter how learners perceive their own errors. *Sun 21 Sep 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥500.*

**Yamagata—Idaho and Washington: Culture, education, and language** by **Braden Jenkins** and **Christopher Chord**. Two local teachers will share their backgrounds with respect to their lives and work in Yamagata. *Sat 6 Sep 10:00-12:00; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishimachi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.*

**Yokohama—YoJALT SIG Bash '08**. The whole purpose of this event is to generate greater communication between JALT members and those Special Interest Groups (SIGs) that have agreed to present. YoJALT members will finally have an opportunity to ask simple, practical questions such as *What does a SIG do? How can SIG membership benefit my teaching? and How can I join a SIG?* For SIGs, this is a wonderful opportunity to interact with JALT members in a less formal setting than at big conferences. For more information see our website <[www.yojalt.org](http://www.yojalt.org)>. *Sun 28 Sep; time and location TBA.*

## ...with Heather Sparrow

<[chap-reports@jalt-publications.org](mailto:chap-reports@jalt-publications.org)>



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

**Akita: June—Lesson planning: As easy as pie!** by **Lesley Ito**. Ito presented a simple and easy-to-use “Pie Chart” system for consistently creating high quality, balanced lesson plans. Her Pie Chart system is a method for controlling the timing of the various components of lessons and different

charts were elucidated for various fluency levels and types of students, ranging from pre-school to adults. It also showed a simple method for keeping a manageable record of what has been taught throughout the year. Teachers who use the Pie Chart system should be able to easily create a curriculum that incorporates all four skills, and school owners who employ teachers will be able to maintain a higher quality and level of control in all classes without interfering with teacher independence.

*Reported by Stephen Shucart*

**Fukuoka: May—Two Presentations: 1) Dealing with student plagiarism** by **Terry Fellner**. Fellner offered a processed-based portfolio approach to academic writing and challenged audience views on what constitutes plagiarism in modern, Western academia, concluding that it was the willful copying of another’s work without

proper citation or recognition. Fellner illustrated how prevalent plagiarism is in Japan and how Japanese students feel about it. Fellner suggested ways to prevent plagiarism through careful syllabus and course design, teaching proper citation and allowing students to directly take a limited number of specific phrases from texts, and following up plagiarism with appropriate consequences. 2) *Preparing students for the new TOEIC speaking and writing test* by **Terry Fellner**. Fellner gave an overview of the new *Speaking and Writing* version of the TOEIC, discussing how it had recently been accepted as the standard by several large Korean companies. He outlined sample tasks and summarized the skills necessary to achieve the highest scores. He demonstrated several activities and the difficulties test takers face. Finally, he speculated on ways in which the test could change the focus of English study in Japan should companies require it.

*Reported by Quint Oga-Baldwin*

**Gunma: June—Critical approaches to teaching writing: Mindfulness and the power of “no”** by **Marlen Harrison**. Harrison used Thich Nhat Han’s mindfulness training to challenge participants to reconsider how they approached instruction, assessment, error correction, and their identities/roles as instructors. Harrison was especially concerned with feedback and power relations between the instructor and the student, emphasizing how negative feedback can seriously de-motivate students. He also emphasized the necessity of allowing each student to find his or her voice. Of particular concern was the issue of students conforming to the expectations of communities of practice vs. individual expression, and what makes discourse within a given genre legitimate. How permissive should the instructor be in allowing students to express themselves when this expression violates the conventions of a given genre or discourse community, and even basic grammar? Is *Ebonics* acceptable for academic writing? If not, then why? These questions sparked lively debate. Harrison finished his presentation by having participants refocus on Han’s teachings in group discussions.

*Reported by Harry Meyer*

**Ibaraki: April—All-day mini-conference at Christian University: 1) Doing culture ethnographically/Study abroad programs** by **Elaine Gilmour**. Gilmour examined what an ethnographic approach to teaching culture is and suggested components for a community-based

ethnography course. She also examined the point of such a course from the students’ perspective by looking at questionnaire response data provided by students who have participated in study abroad programs during their university experience. 2) *Teaching listening effectively* by **Alistair Graham-Marr**. Graham-Marr explored teacher and student techniques for developing listening skills. He exposed the “native speaker” myths by presenting in a variety of English dialects and tested participants’ listening skills.

The Ibaraki Chapter thanks Christian University for their generous hospitality and our North Ibaraki Liaison Officer, Jim Batten, for making the arrangements.

*Report by Dan Waldhoff*

**Kitakyushu: May—Gender equality: Teaching beyond grammar** by **Stephanie Tacata**. Tacata began with the linguistic, sexist riddle about the doctor who was a woman to illustrate how verbal sexual differentiation, commonly employed by conceptual language to help establish meaning, tends to influence speakers’ world views, maintaining and perpetuating sexual discrimination. Tacata demonstrated the plethora of morphological baggage attached to conceptions of the English words *husband* and *wife*, observing that in Japanese, the former translates as *lord and master* while the latter means literally *in house*.

Tacata asked how teachers can provide English as a communicative resource without perpetuating gender-specific roles in the process and suggested considering individual, differing perceptions and assumptions about words such as *waiter* and *waitress*, etc. Participant groups discussed ways to include gender-inclusive dialogue in classes. Handouts included research about identity via language and a bibliography of Japan’s Woman’s Movement publications. An important question was whether the variable in such discussions was the teacher or the students’ individual experience, raising a valid point for cross-cultural classrooms. It was suggested that the best Western “agenda-loaded” teachers can do is provide students with as many choices as possible in the language taught and leave them to use it as they see fit.

*Reported by Dave Pite*

**Nagasaki: May—Can we teach humour in EFL classes?** by **Richard Hodson**. Focusing on the teaching of humorous language, as opposed to teaching in a humorous manner (which he did, quite naturally), Richard’s workshop focused on

questions, challenges, defamiliarization, difficulties, pedagogical benefits, and theories of humour. Participants considered each of these things and analyzed jokes to see if they would be teachable in their own classroom contexts. Participants left with ideas of what and how they could use humour in their classes and a set of activities.

*Reported by Melodie Cook*

**Nagoya: May—*Twelve Steps to teaching verbs and verb tenses* by Peter Warner.** Warner's ideas about lessons are to integrate the balance of the four skills (listening, speaking, reading, and writing) in active situations. Each skill should be based on the spoken sound of the language. The next lesson should include some review connected to the previous foundation and expand to the next stage. 90% understanding will enable

the students to figure out the remaining 10%. On the contrary, 70% understanding won't enable students to figure out the rest. Warner doesn't give student drills, nor make them repeat after him, but practices with games and activities, a lot of talking, and then reading and writing, using picture images to identify the target idea without any text or explanation in Japanese, and arranging the activities to have students using the target vocabulary in active spoken form. Picture cards provide variety, humor, and surprise. Describing unusual situations makes more memorable impressions. Warner divided participants into groups and showed how to teach verbs according to the steps—from action verbs of the present continuous form to simple present of the third person, past, and future tenses.

*Reported by Kayoko Kato*

## ...with James McCrostie

<job-info@jalt-publications.org>



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

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

### Job Information Center Online

Recent job listings and links to other job-related websites can be viewed at <jalt-publications.org/tlt/jobs/>

## Call me: Telephone interview hints

Few people would consider a job interview a pleasant way to pass the time but phone interviews tend to be especially nerve-wracking. When interviewing by phone, getting feedback and selling yourself often prove more difficult than in face-to-face interviews. Nevertheless, schools, especially when hiring from overseas, often use phone interviews to trim the list of candidates to those good enough for face-to-face interviews. Here are some tips to help you survive the cut.

### Before the interview

1. Make an appointment for the call so you can avoid the dreaded surprise interview situation. To avoid confusion with time zones and daylight saving time always springing forward and falling back refer to <www.timeanddate.com/worldclock/>.
2. Read over your resume to refresh your memory of the accomplishments and embellishments that you listed.
3. Prepare notes on what you want to say and prepare point form answers for questions you know are likely to come up; for example: *Why*

*do you want to work at this school?* When the fluttering sounds made by the flock of butterflies in your stomach make it hard to hear the interviewer on the other end of the line, these notes will help you stay on track.

4. Treat the phone interview as seriously as a face-to-face interview. Some teachers seem to think phone interviews are a meaningless hoop to jump through. They rarely land the job. Practice by calling a friend and having them ask you the standard interview questions.

### During the interview

1. Be prepared; have the job ad, a copy of your application materials, and a pen and paper to take notes.
2. Dress for success. Some people find wearing their recruit suit helps them sound more professional. Others want to relax and would perform better in their casual Friday attire. Decide what clothes will help you function best.
3. If there's more than one interviewer, the hiring committee will usually introduce themselves far too quickly and then start firing questions at you. Don't be afraid to confirm people's names and write them down before beginning the interview in earnest.
4. One of the greatest challenges posed by phone interviews is the lack of eye contact and visual cues of support such as head nodding. Without these signs, many people end up nattering away and giving overly detailed answers. Since you can't see if the interviewers are rolling their eyes because you won't shut up, answer questions clearly but without going into too much detail, and then offer to develop the answer further.
5. When the interview comes to a close, thank the interviewer for their time. If the interviewer doesn't tell you, make sure to ask about the next stage in the hiring process.

### Further reading

- Second Language Teaching & Curriculum Center. (2002). What about telephone interviews? *Teacher Portfolio and Preparation Series*. [Online] Available: <[www.lll.hawaii.edu/sltcc/tips/phonetips.pdf](http://www.lll.hawaii.edu/sltcc/tips/phonetips.pdf)>.
- Dowdall, J. (2001). When you can't be there in person. *The Chronicle of Higher Education*. [Online] Available: <[chronicle.com/jobs/2001/02/2001020901c.htm](http://chronicle.com/jobs/2001/02/2001020901c.htm)>.

### Job Openings

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

**Location:** Hyogo, Sanda

**School:** Kwansei Gakuin University, School of Policy Studies

**Position:** Full-time contract lecturer

**Start Date:** 1 April 2009

**Deadline:** 7 September 2008

**Location:** 福岡県福岡市

**School:** 福岡女学院大学

**Position:** 講師または准教授1名

**Start Date:** 2009年4月1日

**Deadline:** 2008年9月16日

**Location:** Fukuoka, Kurume

**School:** Kurume University

**Position:** Part-time instructor

**Start Date:** 1 April 2009

**Deadline:** 26 September 2008

**Location:** Ehime, Matsuyama

**School:** Matsuyama University

**Position:** Full-time contract instructor

**Start Date:** 1 April 2009

**Deadline:** 30 September 2008

**Location:** Kanagawa, Sagami-hara

**School:** Aoyama Gakuin University, School of International Politics, Economics, and Communication

**Position:** Part-time instructors

**Start Date:** 1 April 2009

**Deadline:** 30 September 2008

**Location:** Kanagawa, Hiratsuka

**School:** Tokai University Shonan Campus

**Position:** Full-time contract instructors

**Start Date:** 1 April 2009

**Deadline:** 30 September 2008

**Location:** Kyoto, Kyotanabe  
**School:** Doshisha Women's College  
**Position:** Full-time contract instructor  
**Start Date:** 1 April 2009  
**Deadline:** 1 October 2008

**Location:** Kanagawa, Sagami-hara  
**School:** Aoyama Gakuin University, English Department  
**Position:** Part-time instructors  
**Start Date:** 1 April 2009  
**Deadline:** ongoing

### ...with Alan Stoke

<conferences@jalt-publications.org>



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

### Upcoming Conferences

**11-13 Sep 08—JACET 47th Annual Convention: *What is Global English Communicative Competence? A Reconsideration of English Education in Japan***, at Waseda U. **Contact:** <jacet.org/2008convention/index.html>

**23 Sep 08—Annual Mini-Conference of the Association of Canadian Teachers in Japan**, at the Canadian Embassy, Tokyo: 12 presentations in four sessions, on various aspects of language teaching and learning. The keynote speaker will be Garold Murray. **Contact:** <actj.org/joomla/>

**26-27 Sep 08—Technology for Second Language Learning Sixth Annual Conference: *Developing and Evaluating Language Learning Materials***, at Iowa State U. **Contact:** <apling.public.iastate.edu/TSL/ >

**27-28 Sep 08—2008 Peace as a Global Language Conference**, at Seisen U., Tokyo. **Contact:** <www.pgjapan.org>

**5 Oct 08—JALT 3rd Annual Joint Tokyo Conference: *Exploring and Evolving Classroom Environments***, at Toyo Gakuen U., Hongo. Presenters include Rob Waring, Neil Cowie, Keiko Sakui, Kevin Ryan, Alastair Graham-Marr, Tomio Uchida, and Alan Bossaer.

**Contact:** <jwt.homestead.com/home.html>. Pre-register by email to <andrew.boon@tyg.jp>.

**17-19 Oct 08—31st Annual Second Language Research Forum: *Exploring SLA: Perspectives, Positions, and Practices***, at U. of Hawaii, Manoa. **Contact:** <www.nflrc.hawaii.edu/slrf08/>

**23-26 Oct 08—NCYU 2008 Second International Conference on Applied Linguistics: *Global and Domestic Perspectives***, at National Chiayi U., Taiwan. **Contact:** <web.ncyu.edu.tw/~chaochih/ncyu2008ical.htm>

**25-26 Oct 08—KOTESOL 2008 International Conference: *Responding to a Changing World***, in Seoul. **Contact:** <www.kotesol.org/>

**26 Oct 08—Linguapax Asia 2008: *Language and Propaganda: The Uses of Linguistic Influence***, at U. of Tokyo, Komaba. **Contact:** <www.linguapax-asia.org/>

**31 Oct-3 Nov 08—PAC7 at JALT2008: Seventh Conference of the Pan-Asian Consortium of Language Teaching Societies**, held concurrently with the 34th JALT International Conference on Language Teaching and Learning: *Shared Identities: Our Interweaving Threads*, and the Sixth Asian Youth Forum, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <jalt.org/conference/>. PAC is a series of conferences, publications and research networks, founded in 1994, and motivated by a belief that teachers of English around Asia have much to share and learn from each other. Currently, seven associations of EFL/ESL teachers are members, representing Korea, the Philippines, the Russian Far East, Singapore, Taiwan, Thailand, and Japan. Previous PAC conferences have been held in

Bangkok (1997), Seoul (1999), Kitakyushu (2001), Taipei (2002), Vladivostok (2004), and Bangkok (2007). **Contact:** <www.pac-teach.org/><www.asianyouthforum.org/>

**7-12 Nov 08—GLoCALL**, in Jakarta and Yogyakarta: To share knowledge, research, and experience on how to use computer technology to make language learning more effective and pleasant. **Contact:** <glocall.org>

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

**1-5 Dec 08—14th Conference of the International Association for World Englishes: *World Englishes and World Languages: Convergence, Enrichment, or Death?*** at City U. of Hong Kong. **Contact:** <worldenglishes08.citl.cityu.edu.hk/>

**4-6 Dec 08—13th International Conference on English in Southeast Asia: *Englishes and Literatures-in-English in a Globalised World***, at National Institute of Education, Singapore. **Contact:** <www.ell.nie.edu.sg/esea2008/ESEAhome.html>

**4-6 Dec 08—Anthropology, Interculturality and Language Learning and Teaching**, in Paris: To examine the use of anthropology and its methods in L2 learning and teaching. **Contact:** <users.utu.fi/freder/anthropo/Englishs.htm>

**4-7 Dec 08—CLaSIC 2008: Third CLS International Conference: *Media in Foreign Language Teaching and Learning***, at National U. of Singapore. **Contact:** <www.fas.nus.edu.sg/cls/classic2008/>

**8-10 Dec 08—Inaugural Conference of the Asia-Pacific Rim LSP and Professional Communication Association: *Partnerships in Action: Research, Practice and Training***, at City U. of Hong Kong and Hong Kong Polytechnic U. (LSP means Languages for Specific Purposes.) **Contact:** <www.engl.polyu.edu.hk/lsp/APaLSP08>

**15-17 Dec 08—CALPIU Conference 2008**, the first open conference arranged by the CALPIU network for the study of Cultural and Linguistic Practices in International Universities, at Roskilde U., Denmark. **Contact:** <imw.ruc.dk/~calpiu/calpiu/conference>

**7-8 Feb 09—International Conference on Language for Specific Purposes: *Options and Practices of LSP Practitioners***, at U. of Crete.

**Contact:** <lspcrete.wordpress.com/>

**21-24 Mar 09—AAAL 2009: Annual Conference of the American Association for Applied Linguistics**, in Denver. **Contact:** <www.aaal.org/conferences/aaalConferences.php>

**25-28 Mar 09—TESOL 2009**, in Denver. **Contact:** <www.tesol.org/s\_tesol/index.asp>

**11-13 Jun 09—International Society for Language Studies Conference: *Critical Language Studies: Focusing on Power***, in Orlando. **Contact:** <www.isls-inc.org/conference.htm>

### Calls for Papers or Posters

**Deadline: 22 Sep 08 (for 31 Mar-4 Apr 09)—43rd Annual International IATEFL Conference and Exhibition**, in Cardiff. **Contact:** <www.iatefl.org/content/conferences/index.php>

**Deadline: 3 Oct 08 (for 21-22 Feb 09)—Fifth CamTESOL Conference on English Language Teaching: *The Globalisation of ELT: Emerging Directions***, in Phnom Penh. **Contact:** <www.camtesol.org/2009conference/Index.html>

**Deadline: 31 Oct 08 (for 6-8 Apr 09)—Second International Conference of English as a Lingua Franca**, at U. of Southampton. Plenary speakers include Henry Widdowson. **Contact:** <www.soton.ac.uk/ml/research/elf.html>

**Deadline: 31 Oct 08 (for 13-16 Sep 09)—Third Biennial International Conference on Task-Based Language Teaching: *Tasks: Context, Purpose and Use***, in Lancaster, UK. **Contact:** <www.lancs.ac.uk/fass/events/tblt2009/index.htm>

**Deadline: 17 Nov 08 (for 16-19 Apr 09)—CATESOL 40th Annual State Conference: *Whole Learner, Whole Teacher***, with H. Douglas Brown as a featured speaker, in Pasadena. **Contact:** <www.catesol2009.org/>

**Deadline: 30 Nov 08 (for 27-28 May 09)—UPALS ICL 2009: *Rejuvenating the Passion for Teaching and Learning of Languages***, in Penang. **Contact:** <www.icl-2009.com/index.htm>

**Deadline: 8 Dec 08 (for 18-20 Jun 09)—LPLL 2009: Language Policy and Language Learning: *New Paradigms and New Challenges***, hosted in Limerick by the Irish Association for Applied Linguistics. **Contact:** <www.ul.ie/~lcs/lpll2009/>

**Deadline: 31 Dec 08 (for 20-23 Jul 09)—Fifth Corpus Linguistics Conference**, at U. of Liverpool. **Contact:** <www.liv.ac.uk/english/CL2009>

**Deadline: 15 Feb 09 (for 23-24 May 09)—Eighth Annual JALT Pan-SIG Conference 2009: *Infinite Possibilities: Expanding Limited Opportunities in Language Education***, at Toyo Gakuen U., Nagareyama, Chiba. Sponsors include the JALT CALL, College and University Educators, Extensive Reading, Gender Awareness in Language

Education, Lifelong Language Learning, Materials Writers, Other Language Educators, Pragmatics, Study Abroad, and Testing and Evaluation SIGs, and West Tokyo and Yokohama Chapters. Proposals are invited for papers (35 minutes plus 10 min. Q&A), workshops (120 min.), and poster sessions (120 min.) **Contact:** <pansig.org/2009/>

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

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、スタックリステーション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
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。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)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語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 list of up to 8 keywords for indexing
- include a short bio and a Japanese title.

Send as an email attachment to the co-editors.

**読者フォーラム:** 日本での言語教育、及び言語学習に関する思慮的なエッセイを募集しています。日本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-editors.

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

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

**学会報告:** 語学教師に関心のあるトピックの大会に出席された場合は、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 700 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

**マイシェア:** 学習活動に関する実践的なアイデアについて、テクニックや教案を讀者が再利用できるように紹介するものです。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気をつけて下さい。My Share 担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Book Reviews editor.

**書評:** 本や教材の書評です。書評編集者 <pub-review@jalt-publications.org> にお問い合わせ、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特に歓迎します。書評は、本の内容紹介、教室活動や教材としての使用法に触れ、書評編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Deadline: 15<sup>th</sup> of the month, 1<sup>st</sup> / 2 months prior to publication. Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

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

Meetings scheduled for early in the month should be published in the previous month's issue. Maps of new locations can be printed upon consultation with the column editor. Deadline: 15<sup>th</sup> 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、2ヶ月前までに、支部イベント編集者に電子メールの添付ファイルでお送り下さい。

**Chapter Reports.** This column is a forum for sharing synopses of presentations given at JALT chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Chapters are limited to one report per month. Submissions should:

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only – faxed and/or postal submissions are not acceptable
- be approximately 200 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.

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

**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.

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# Old Grammarians...

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

## The epic cycle

**R**IDE A mountain bike to school. I do it to impress students. One morning I pulled up at my building just as a student was walking by. "Wow!" she said. "Look at that bicycle!" I pointed out to her the high, cushioned saddle optimally positioned for high speeds as well as bumpy roads. I showed her the fat, knobby tires that can navigate through brush and gravel as well as over storm drains in town. I counted out for her the 21 gears that get me up any steep mountainside as well as *woosh* me through city streets at rush hour faster than most cars. "What do you think?" I asked. "It's very dirty," she answered. "You should clean it."

The truth is, though, that my mountain bike's lightweight aluminum is no match for the ponderous steel of a *chari*. Some *chari* are even beefed up with body armor in the form of oversized baskets, steel-mesh canvas hand warmers, and child seats with reinforced plating to protect against improvised explosive devices (IEDs). I've begun to notice *chari* with vertical brackets attached to the handlebars, on which it seems riders can mount either an umbrella or an automatic rifle.

The placement of child seats confuses me. I've often seen smiling, distracted people riding toward me, talking or even singing to themselves. As they approach I begin to worry that they're about to pronounce a blessing on me or ask for directions to Venus, until I discover they're actually singing to a child strapped in behind them over the back tire. Other child seats are easier to spot because they're protruding tumorously out from between the handlebars, almost like the figurehead of an 18th century man-o'-war. Some of the more self-contained ones have little labels on them indicating they've been cleared by NASA to withstand atmospheric reentry, should the need arise. ET never had it so good.

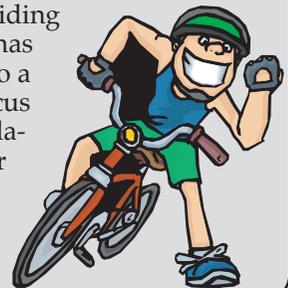
Brakes on most Japanese bicycles serve two purposes. One is to slow the rider down. The other is to cause everyone within a 3km radius to clap their hands to their ears in pain. The piercing,

grainy, 150-decibel squeal of a braking Japanese *chari* is unique in that it is capable of both killing off the living *and* calling up spirits of the dead. I've heard of an obscure village in the Hokuriku region that employs *chari*-braking as part of its yearly summer festival. The locals practice on the hillside for months on end. This village is also noted for its complete absence of dogs.

As a bicycle rider from the USA, I face a certain problem here that as far as I know doesn't exist in my own country. When it comes to parking a bicycle there always seems to be clear evidence of class division that, despite society's best efforts, has yet to be surmounted. I'm speaking of bicycles that park vertically versus those that lean. Parking a leaner among a group of verticles is about as awkward as trying to wear a glockenspiel on a crowded train. It's like *mixing up standard Roman letters and italics*.

There's another phenomenon that occurs in my city that I call *glaciation*, wherein a mass of parked bicycles becomes so compact and condensed that kickstands are redundant: the pressure of bike against bike is enough to hold them all up. These bicycle glaciers inch unnoticeably up and down the streets near the station, converging with or breaking off from others, in a rhythm that is indiscernible to humans and can only be measured in geologic time (except when global warming occurs around 5 o'clock every day). If your own bicycle becomes trapped in one of these, it may be centuries before you see it processed out the other side. And the years of pressure often take their toll, leaving you with less of a bike than what you lost.

I've seen many a victim riding around on a bicycle that has been severely shrunk to a size more suitable for circus clowns. Their only consolation seems to be that their brakes still work, and now at a higher, even more deadly pitch.



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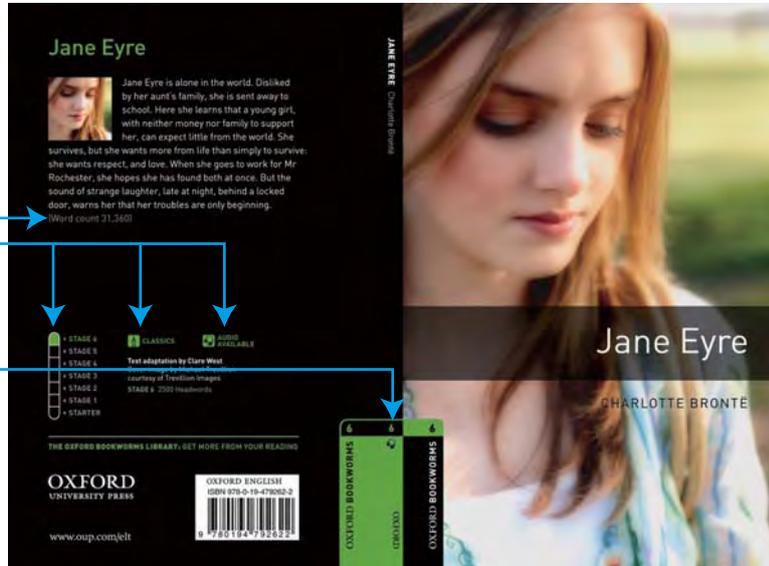


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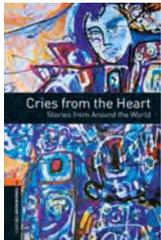
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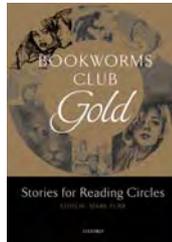


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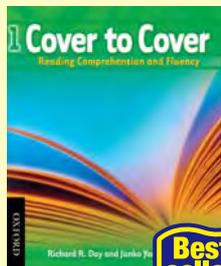
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# Courtroom drama and jury discussion in the classroom

Yoko Munezane; University of Electro-Communications

## Appendix 1.

### *Synopsis of the fictional courtroom drama*

In 2022, the planet was getting extremely hot. In the beautiful mountains, there was a beautiful mushroom village, covered with shiny yellow mushrooms. Everything was fine except that the heat wave was making the yellow mushrooms smaller and smaller. One day, a transnational company called Reddy Bloody Mushy (RBM) came and began planting genetically-modified, heat-resistant, bloody red, mushrooms. Local farmers started growing RBM's new red mushrooms and everyone was happy except Mr. Pit, who has been sleep-deprived because of his wife's incessant fits of laughter. Mr. Pit sued RBM for having caused Mrs. Pit's illness. Plaintiff's lawyer Goodwill is depicted as a warmhearted novice, whereas defendant's lawyer Briby is depicted as a skilled lawyer of the world.

## Appendix 2.

### *Jury discussion: Mushroom Village*

Discussion Leader: ( )

Members: ( )

( )

( )

( )

( )

### Jury Discussion Rules & Procedure

- Charge: RBM destroyed the environment, which caused Mrs. Pit's disease
- Verdict:
  - Guilty: If you find no reasonable doubt
  - Not Guilty: If you find any reasonable doubt  
*c.f. in real civil court cases:  
Liable or not liable*

- Based on common sense and your conscience
- Not on sympathy or plausibility

### 3. Rules:

- All the jurors freely and fully express their opinions
- It's OK to change your mind in the middle
- Don't change your opinion because you are in a minority

### Useful Phrases

- I suspect
- I suppose what Mr./Ms. \_\_\_\_\_ said could be wrong.
- Maybe Ms./ Mr. \_\_\_\_\_.
- What do you think?
- What do you think of the data Dr. \_\_\_\_\_ presented?
- Do you think the data presented by \_\_\_\_\_ is reliable?
- Do you think what Mr./Ms. testified could be wrong?
- Do you think we can believe in what \_\_\_\_\_ said?
  - Suppose \_\_\_\_\_, it would \_\_\_\_\_.
- Could we prove beyond reasonable doubt that \_\_\_\_\_?
- Is it possible \_\_\_\_\_?

## Appendix 3.

### *Critical thinking method to examine the evidence: Five thinking caps*

The critical thinking method of five thinking caps is based principally on Browne and Keely's (2003) *Asking the Right Questions* and Fisher's (2001) *Critical Thinking* and the thinking techniques are embedded into the framework of DeBono's

(1985) idea of using “hats” as the symbols of the thinking process. I used real colored caps to introduce the method of five thinking caps to familiarize students with the new terminology and concept that each cap represents. First, the Red Cap examines intuition/emotion as evidence. Hunches and emotion are not always blind but as critical thinkers, we should ask: Is there any evidential support? Second, the White Cap asks us to critically examine eyewitness testimony as evidence. Eyewitness testimony is vivid, detailed and convincing and is highly valued in the courtroom. However, it is true that our expectations can greatly influence how we experience events. Therefore, as jurors, we should ask: Is the person providing selective testimony? Third, the blue cap examines the legitimacy of an appeal to authority. We should keep it in mind that authorities are sometimes wrong and they often disagree. As critical-thinking jurors we should ask: Is there good reason to believe that the authority is free of bias? Green, the fourth cap, requires jurors to examine research and statistical evidence. Research findings support conclusions but do not prove conclusions, therefore, they should not be regarded as truths. The green cap tells us to ask the question: Could there be any biases or distortions in the research? Finally, the Black Cap asks jurors to examine deductively valid statements. If an argument is deductively valid, the truth of its conclusion is guaranteed by the truth of its reasons. As the standard for judging inferences, deductive validity is the fiercest of all. In the drama, the defendant’s lawyer argues:

1. Reddy Bloody Mushy (A) brings economic prosperity to the village (B). (A=B)
2. A company that brings economic prosperity (B) is a good company (C). (B=C)
3. Therefore, RBM (A) is a good company(C). (A=C)

This is a perfectly deductively valid statement. However, the black cap asks us to examine even the deductively valid statements. As critical thinkers, jurors should ask, for example: What assumption is made? What is the definition of good in the context?

# Pushing the student-centered envelope: A corporate meeting-style approach

Dale Ward, Kansai University; Liz Wade, Corporate trainer; Andrew Dowling, Ritsumeikan University

## Appendix A

### *Appropriate chairperson language*

#### Meeting skills

Try to use these phrases and strategies each week we meet. Bring them with you to every session or memorize them. Keep them where you can see them at all times.

#### Before the meeting

Most meetings (unless they are both spontaneous and urgent) start with 1-3 minutes of small talk to make everyone feel comfortable. Try to start small talk naturally by asking a question or making a statement e.g.

- "How are you today?"
- "Did you have a nice weekend?"
- "Lovely / terrible weather today, isn't it?"

(Note: Don't start by saying, "let's have some small talk.")

#### Opening the meeting

- "All right, well if everyone's here, let's start."
- "Ok, well shall we start?"

#### Moving between topics

- "Right, let's move on to the next item"

#### Asking someone to lead a particular topic

- "Carol, would you lead this topic?"

#### Ending the meeting

- "This is a good point to end the meeting. The next meeting will be on 29th July in this room at 10 o'clock. The chairperson will be Karen."
- "Right, well I think we've covered everything so let's finish here. The next meeting will be on 29th July in this room at 10 o'clock. The chairperson will be Karen."

#### Asking for contributions

Always make sure everyone contributes.

- "Ken, would you like to comment?"
- "What do you think, Yuko?"

## Appendix B

### *Introduction of meeting-style class (Handout to students)*

#### The Student-centered classroom: What? Why? How?

*What is a student-centered class?*

A class in which students take over responsibility for class activities, and do not depend on the teacher. This method is receiving a lot of attention among teachers and linguists.

*Why have student-centered classes?*

Motivation and participation are key factors in language learning. This method ensures that students participate more, cooperate more and take responsibility for their own learning.

*How does a student centered-class work?*

Students act as group "leaders". The leader is given instructions by the teacher, which he/she uses in class.

*Is the method successful?*

Yes. Students enjoy having more independence and control over their learning

*Are there any drawbacks?*

In the beginning, some students resist the method. But after one or two classes, students usually enjoy it.

*So what does the teacher do?*

The teacher must monitor the class carefully, and also think carefully about preparation for lessons. At the end of each class, the teacher offers feedback.

## Appendix C

### *Example lesson plan handout for student chairperson*

#### Information for Class Leader

##### Class: 1

- Date: Wed 9/6
- Topic: Introductions
- Goal(s): To practice introductions

Time	Activity	Description	Materials
1.00	<ul style="list-style-type: none"> <li>• Small Talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to briefly introduce themselves.</li> </ul>	
1.05	<ul style="list-style-type: none"> <li>• Interview a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Student interview each other in pairs. They have 10 -15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• "Interview a partner" worksheet.</li> </ul>
1.20	<ul style="list-style-type: none"> <li>• Ask class members to introduce their partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Members introduce their partners.</li> <li>• Invite questions from other members.</li> </ul>	
1.50	<ul style="list-style-type: none"> <li>• Give students information about the course / Invite questions.</li> <li>• Ask members, "What does 'student-centered' mean?"</li> </ul>	<ul style="list-style-type: none"> <li>• Tell students about class schedule/materials/idea of having a 'team leader' for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Class schedule/Meeting Skills.</li> </ul>
2.00	<ul style="list-style-type: none"> <li>• Discuss student expectations/requests for the course.</li> <li>• Decide on tomorrow's leaders.</li> </ul>		

#### Homework:

1. Complete weekly schedule for tomorrow's first class.
2. Write a short paragraph "Describing your job".

## Appendix D

### *Student feedback questionnaire and complete responses*

<b>Did you enjoy this method?</b>	<b>Yes: 8 No: 0</b>
<b>Why/Why not?</b>	<ul style="list-style-type: none"> <li>• <i>"I liked to be in control."</i></li> <li>• <i>"I spoke more English than I thought possible."</i></li> <li>• <i>"I liked being a leader."</i></li> <li>• <i>"I spoke a lot."</i></li> </ul>
<b>Was this method better or worse than other styles of language classes you have experienced?</b>	<b>Better: 7 Don't know: 1 Worse: 0</b>
<b>Why?</b>	<ul style="list-style-type: none"> <li>• <i>"I think I spoke more English."</i></li> <li>• <i>"We can have bigger control. Japanese teachers don't do that."</i></li> <li>• <i>"I communicated more."</i></li> <li>• <i>"I did not have to worry about my teacher."</i></li> </ul>
<b>Did your English improve in this class?</b>	<b>Yes: 8 No: 0</b>
<b>Would you like to try this method again?</b>	<b>Yes: 7 No: 1</b>
<b>Why/Why not?</b>	<ul style="list-style-type: none"> <li>• <i>"I want to try again."</i></li> <li>• <i>"It was really hard, but I learned a lot."</i></li> <li>• <i>"I liked to teach the class."</i></li> <li>• <i>I didn't like to be class leader. It was too hard for me."</i></li> </ul>
<b>Other Comments:</b>	<ul style="list-style-type: none"> <li>• <i>"Thank you. I really enjoyed this style."</i></li> <li>• <i>"I haven't met this style in Japanese class, therefore it was interesting and challenge for me."</i></li> <li>• <i>"I was nervous in the beginning, but I feel more confident now."</i></li> <li>• <i>"I was nervous about being controller."</i></li> <li>• <i>"This was enjoyable class."</i></li> <li>• <i>"I have never done like this before. It was interesting and enjoyable, and it challenged us."</i></li> <li>• <i>"I liked this method and I think I definitely used more English."</i></li> </ul>

# Word of the week

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## Appendix A.

### *Sample word of the week*

#### Word of the week

- To underpin

#### Type of word

- Verb (transitive)

#### Pronunciation

- 3 syllables

#### Other information

- 2 word stems under + pin

#### Definitions

- To support from below (often with props or masonry).
- To support (often a theory/policy) with evidence or authority.

#### Examples

- We are trying to build the public awareness that must underpin a sustained development effort for Africa.
- Research by The University of Texas suggests that religious beliefs often underpin opposition to homosexuality.

#### Translation

- 日本語  
v. - つっかいをする, 補強する, 支持する

#### Where I found this word

- In several academic articles and abstracts.

#### Why I think it is useful

- It seems useful for describing the relationship between theory and practice.

#### How I remember this word

- I imagine two pins propping up a table, with the pins under the table like table legs.

## Appendix B

### *Sample summary handout*

#### Word of the week

Each week, one or two members of the class will make a very brief presentation on a word (or phrase) they have learned in the past week or two. It can be a word that you deliberately tried to learn, or one that you came across by chance, but it must be a new word that you learned recently. It cannot be a word that you already know. Try to pick a word that will be interesting or useful for the other members of the class.

Your presentation should include:

- The word/phrase, with correct spelling
- What type of word is it (verb, noun, etc.)
- A definition
- An example sentence if possible
- Information about the pronunciation (how to say it, how many syllables it has)
- Where you found it
- Why you think it is worth learning
- How you remember it

At the end of your presentation, the class will ask you questions.

The presentation should be a maximum of 5 minutes long and should utilize the whiteboard or OHP.