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SPECIAL ISSUE: A TASTE OF JALT2008

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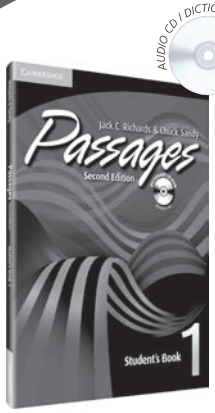

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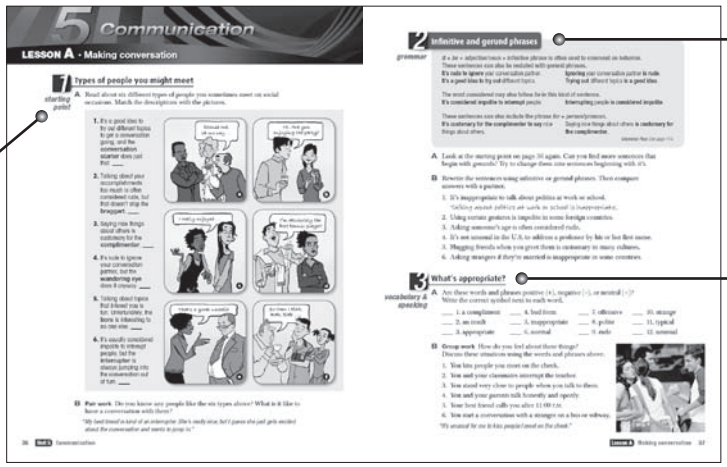

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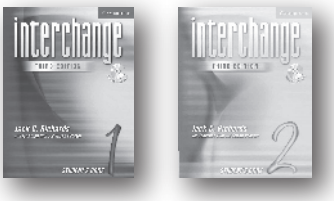

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In this month's issue . . .

Special issue: A Taste of JALT2008

As we get back into the swing of teaching after a nice summer vacation, we realize the 35th JALT annual conference in Shizuoka is only weeks away. This year's conference promises to be an outstanding event with hundreds of presentations, workshops and discussions with something to interest all tastes. However, behind the scenes work continues on last year's conference proceedings. It is therefore a pleasure to present excerpts from some of the best papers submitted in this special issue of TLT. The team of dedicated editors and readers has done a wonderful job in selecting ten of the best papers from a collective pool of over 160 diverse and stimulating submissions. We have attempted in our final selection to offer a mixture of topics, perspectives and issues. We are also very proud to include our very first non-English language article, one that represents the growing diversity among JALT participants and TLT readers.

Heien-kun Chiang, Feng-lan Kuo, Hui-jun Chen, Jennie Yguico Kern, Brian McMillan, Damian Rivers, Tony Cripps, María del Mar Jorge de Sande, Liz Wade, Yoshifumi Fukada, Ron Martin, Chiaki Iwai, Christopher Weaver, and Howard Brown have all worked very hard to provide short summaries of their conference presentations. These full-length articles as well as dozens of others can be found at <jalt-publications.org/proceedings/2008>.

In other regular columns this month Christopher Treadwell and Chika Hayashi feature in My Share and Working with English: Essential Communication Skills for Office Administration is reviewed by Mark Ombrello.

I would like offer a sincere thanks to the whole team of JALT volunteers who have worked tirelessly in producing the 2008 conference proceedings. Further thanks should also be given to all the authors who have been cooperative and motivated enough to share their many wonderful ideas and opinions. Finally, if you are planning on attending this year's conference, we invite you to stop by the JALT Publications table to meet the editors and staff. Hope to see you there!

Damian Rivers
TLT Associate Editor

TLT Coeditors: Theron Muller & Jerry Talandis Jr.
TLT Japanese-Language Editor: Mihoko Inamori

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素敵な夏休みを終えて仕事に戻れば、静岡での第35回年次大会まであと数週間です。今年の年次大会ではどなたにもご満足いただけるよう、卓越した数百のプレゼンテーション、ワークショップ、ディスカッションをご用意致しました。そして舞台裏では、昨年の年次大会議事録の作成も着々と進行中です。その中からいくつかの優れた論文を今月の特集号でご紹介できることは、この上ない喜びでもあります。160本を超えた多種多様な論文から、編集者と査読者によって丹念に選び抜かれた10本の最高の論文です。最終的に選ばれたものは、様々なトピックや観点、論点をご提供できるように心がけました。今回、英語ではない論文を掲載できましたことも誇らしく思います。これもJALT参加者やTLT読者の多様性の広がりを象徴しているのでしょうか。

Heien-kun Chiang、Feng-lan Kuo、Hui-jun Chen、Jennie Yguico Kern、Brian McMillan、Damian Rivers、Tony Cripps、María del Mar Jorge de Sande、Liz Wade、Yoshifumi Fukada、Ron Martin、Chiaki Iwai、Christopher Weaver、Howard Brown は、とても献身的に発表の概要を執筆して下さいました。その全文は、jalt-publications.org/proceedings/2008/ に掲載されていますが、他の論文も合わせてご参照下さい。

その他のいつものコラムでは、Christopher Treadwell とChika Hayashi がMy Share でアイディアを発表し、また、Mark Ombrello は、Working with English: Essential Communication Skills for Office Administration の書評を寄せています。

弛まぬ努力を傾け2008年度年次大会議事録作成に携わった、全てのJALT関係者に心より感謝申し上げますと共に、素晴らしい論文をお寄せ下さった著者の先生方の熱意とご協力に対し更なる感謝の念を表したいと思います。今年の年次大会にいらっしゃる皆さん、ぜひJALT Publicationsのコーナーにお立ち寄り下さい。スタッフや編集者がお待ちしております。それでは、会場でお会いしましょう。

Damian Rivers, TLT Associate Editor

– Important message –
TnT Special Guest Workshop at JALT2009

The date and time of the special guest lecture by Garr Reynolds for the TnT workshops at JALT2009 is **Friday, November 20**, from **17:00-18:00**.

[This is a correction of the date that appeared on p.11 of the *JALT2009 Conference Preview*.

On JALT2008: Shared Identities: Our Interweaving Threads

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The influence of task structure on oral accuracy

Heien-kun Chiang, Feng-lan Kuo, & Hui-jun Chen, National Changhua University of Education

本論では、タスクの構成度がテスト受験者のスピーキングの正確さに与える影響を検証する。TOEFLのSPEAKテストの中で、構成度の高いタスクとみなされている道順を伝えるタスクと、より構成度の低いとされるストーリーテリングタスクを使用した。本研究には、5名の英語ネイティヴスピーカーと中国人英語学習者の11年生の2クラスが参加している。学習者のスピーキング習熟レベルが、実際のスピーキングに与える影響を確かめるために、本分析ではネイティヴスピーカー、高レベルの学習者、低レベルの学習者のデータを対象としている。テスト受験者のスピーキング習熟度とタスクの構成度は相互作用し、両方が正確さや流暢さに影響を与えるという結果が出た。タスクの構成度が正確さに与える影響を見ると、構成度の低いタスクよりも、構成度の高いタスクはネイティヴスピーカーや高レベルの学習者から、より正確な発話を引き出すとわかった。しかしながら、低レベルの学習者は、構成度の低いタスクの方が明らかにより正確な発話を産出した。これら低レベルの学習者は、構成度の低いタスクを行うときに回避ストラテジーをたぶん使用するのであろう。

Background

Recently, a volume of research has focused on investigating the impact of task structure on test takers' oral performance in terms of fluency, accuracy, complexity, or lexical density. Centering on understanding the influences of task structure on accuracy components, results of prior studies indicate that the effect is rather mixed. For example, Mehnert (1998) reports that the more structured task elicits more accurate speech, whereas Teng (2007) shows that task structure does not have a significant influence on speakers' oral accuracy. In contrast, Iwashita, McNamara, and Elder (2001) find that the less structured task elicits more accurate utterances than the structured task does.

Possible causes for the inconsistent results observed in these studies are as follows. First, the tasks used in various experiments are not the same, thus the test results may not be directly comparable. Second, the proficiency level and language background of participants differ. Furthermore, it is likely that the interaction among task structure and the other investigated variables might influence test takers' oral accuracy. Therefore, the present study aims to examine the effects of task structure on oral accuracy performance of Chinese EFL learners of varying proficiency levels and to probe the possible interaction between degree of task structure and test takers' oral proficiency levels.

Participants and procedure

Five English native speakers and 74 11th grade Chinese EFL learners participated in this study. The GEPT Intermediate Level Oral Test was used to determine the participants' oral proficiency levels. Two tasks were utilized as the major instruments for data collection: direction giving (structured) and story-telling (unstructured, taken from the TOEFL SPEAK test). Following the evaluation criteria proposed by Foster and Skehan (1996) and Mehnert (1998), errors per 100 words and the percentage of error-free clauses were employed to measure the subjects' oral accuracy.

Discussion and conclusion

The statistical analysis performed did not yield a significant difference regarding errors per 100 words found in the two tasks. Nevertheless, the English native speakers and the Chinese EFL High Proficiency groups made significantly fewer errors per 100 words than the Chinese EFL Low Proficiency group. The oral accuracy analysis also disclosed a significant interaction effect between the degree of task structure and subjects' oral proficiency levels. The English native speakers and the Chinese EFL High Proficiency groups alike produced significantly fewer errors per 100 words in the direction giving task. In contrast, the Chinese EFL Low Proficiency learners produced significantly fewer errors per 100 words in the story telling task. It is likely that these lower proficiency subjects applied avoidance strategies in completing the less structured task.

In contrast, the statistical analysis did reveal that the percentage of error-free clauses found in the direction giving task was significantly higher than that found in the story telling task. Additionally, the results showed a significantly higher percentage of error-free clauses for the English native speakers and the Chinese EFL High Proficiency groups. The oral accuracy analysis also displayed a significant interaction effect between degree of task structure and subjects' oral proficiency levels. The English native speakers and the Chinese EFL High Proficiency groups indeed produced significantly higher percentages of error-free clauses in the direction giving task; however, the Chinese EFL Low Proficiency learners produced an approximately equal percent-

age of error-free clauses in the two tasks. This suggests that the lower proficiency participants were not able to take advantage of the cues provided in the more structured task.

In summary, the results show that test takers' oral proficiency interacts with the degree of task structure, and both factors affect their accuracy performance. Thus, it can be suggested that the oral assessment developers who consider accuracy as the first priority should take the structure of a set task into consideration when developing new oral assessments. Furthermore, it is suggested that EFL instructors familiarize their learners with different kinds of tasks in their oral training courses in order to reduce difficulties experienced by exposure to unfamiliar task types.

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4 A TASTE OF JALT2008: EXCERPTS FROM THE PROCEEDINGS

The bidirectional role of lexis in extensive reading

Jennie Yguico Kern, Kochi University

多読(ER)は近年よく用いられる外国語学習方法になったが、本当に効果的であろうか。本論では、多読をする時に起こる根本的な認知過程を特定するために、読書力や語彙について理論的な問題や最近の研究を探る。サイトボキャブラリーの自動化の重要性や文章の最低読解量は、読解のみならず、新しい語彙を学ぶための必要条件として挙げられる。しかし、最近の研究では、読書だけによる付随的語彙習得は有効な外国語学習方法ではないと示唆されている。しかし、読書力と語彙の双方向の影響を理解することは外国語学習に有効な多読プログラムの作成に役立つと思われる。

Extensive reading (ER) has become a popular means of foreign language learning, but is it really effective? Cognitive models of reading show that sight vocabulary, or automatically recognized words, are essential for reading fluency (Grabe & Stoller, 2002) and must account for 95-98% of the tokens in a text (Laufer, 1997). As such, graded readers, with their carefully controlled lexis, have become an indispensable part of many ER programs.

Students reading within a comfortable level on a graded-reading scheme should therefore meet the requirements for reading comprehension. This, however, can be difficult for teachers to monitor and enforce. Though they are advised to stick to one level, based on data gathered from my own ER projects, I have found that learners tend to read books from different levels, sometimes resulting in materials that are too difficult. Assuming learners are meeting the requirements established above, is it possible to learn new vocabulary through ER?

Reading and incidental vocabulary acquisition

Claims regarding incidental vocabulary acquisition have often been shaped by Krashen's Input Hypothesis (Mason & Krashen, 1997). Such ideas, however, provide a limited view of language acquisition and do not account for the precise mechanisms by which it occurs. There are many factors that influence potential lexical acquisition, including salience, morphology, learner interest, and context (Huckin & Coady, 1999), making it difficult to quantify incidental vocabulary learning. To begin, learning an unknown word from reading necessitates correct inferencing. Guessing requires a high degree of sight vocabulary and proper understand-

ing of context (Huckin & Coady, 1999) and can only begin to be successful once 95-98% text coverage is met (Laufer, 1997).

Research on frequency and lexical retention has helped shed further light on vocabulary acquisition. Drawing distinctions between receptive vocabulary, active vocabulary that is used if required, and freely-used active vocabulary, Laufer and Paribakht (1998) found that the rates at which each group developed varied greatly, with receptive vocabulary developing the most rapidly and each form of active vocabulary developing at progressively slower paces.

In an ER study on word frequency and acquisition, Waring and Takaki (2003) found post-treatment rates of uptake for receptive knowledge and productive knowledge to be 42% and 18%, respectively. After three months, however, retention of receptive knowledge dropped by half while that of productive knowledge dropped to only 4%. Waring and Takaki extrapolated that 20 to 30 repetitions would be needed for productive knowledge to develop.

Implications for the language classroom

We have established that automatic word recognition and adequate text coverage are necessary prerequisites for not only reading fluency but any potential for incidental vocabulary acquisition. Once students are able to determine a suitable reading level, when should they move to a higher stage in a reading scheme? Nation and Ming-tzu (1999) found that in order to have 95% text coverage of a graded reader, learners would have to acquire all the vocabulary of a new level *before* moving up, particularly in the earlier parts of a scheme where the coverage of words from previous levels could be as low as 88%. Laufer (1997) notes that the 95-98% text coverage essential to reading fluency is comprised of words that are recognized "automatically irrespective of context" (1997, p. 23). As Waring and Takaki's (2003) figures on productive knowledge gains suggest, the development of the requisite vocabulary needed to progress to higher levels of a graded-reading scheme would be greatly time consuming, far beyond the scope of term limits in many educational institutions. As is further discussed in this paper, it appears that ER combined with vocabulary instruction can help learners make gains more rapidly than through reading alone (Huckin & Coady, 1999).

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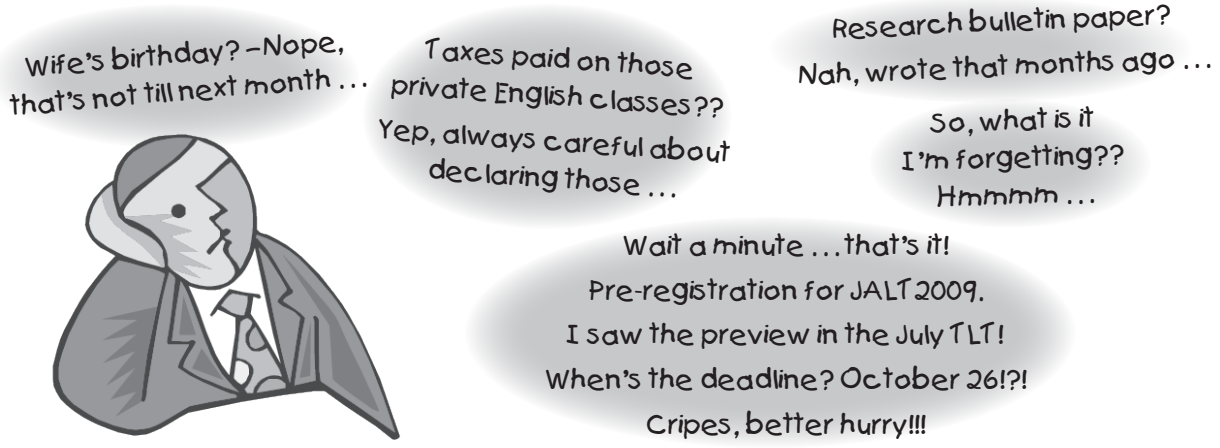

The L1 in the L2 classroom: University EFL teacher perceptions

Brian McMillan, Hiroshima Bunkyo Women's University; Damian J. Rivers, Kanda University of International Studies; Tony Cripps, Ritsumeikan University

コミュニカティブ・スタイルを用いた言語指導が始まって以来、目標言語(TL)と学習者の第1言語(L1)との切り替えは、学習過程にとっては逆効果だが、そうせざるを得ないものと考えられていた。さらに、多くの第2言語習得 (SLA)の論文では、TL支持者が、学習者にL1の使用を勧めないか、または単にそれについての言及を省くことによって、問題として取り上げないでいる(Cook、2001)。しかしながら、近来、ますます多くの研究者たちが、第2言語(L2)の学習の場での学習者のL1使用の有効な側面を評価し、推奨している。本論は、TLの独占的な使用が言語学習環境として推奨されている日本の大学で、英語母語話者教員が行った調査を記録したものである。

THE idea that Target Language (TL) exclusivity constitutes best practice has been a prevailing view in the field over much of the past hundred years (Cook, 2005). Atkinson (1995) contends that western ELT "has tended to deprive students of the opportunity to develop their knowledge of the L2 through comparison and contrast of it with their L1 by downplaying the role of the L1 in the learning process" (para. 3).

The function of the L1 in L2 learning

Van Lier (1995) proposes: "Learning is a process of relating the new to the known, and language learning is no exception… Our strategies and conscious learning actions are greatly assisted if we can connect the known (L1) to the new (L2) in a principled, realistic manner" (p. 39); he further asserts that "no one has been able to show, to my knowledge, that problems caused by L1-L2 related phenomena can be dealt with more efficiently by 'hiding' the L1 than by encouraging students to consciously examine both languages in order to determine where the problems lie" (p. 40).

Teacher beliefs regarding language usage in the classroom

In a review of previous studies on teachers' beliefs concerning TL and L1 use, Macaro (2001) concludes that none of the studies found a majority of teachers in favour of banning the L1 completely, while in all studies teachers expected the majority of interaction to be in the TL. One of the primary justifications often given for maximizing teacher TL use is to encourage student TL use. However, Macaro (2005) asserts that "codeswitching by the teacher has no negative impact on the quantity of students' L2 production and that 'expert codeswitching' may actually increase and improve it" (p. 72).

Methodology

The participants in this research project were native-speaking English teachers at a Japanese university. Data was collected using an online survey. Due to the fact that language policy was considered a sensitive issue at this institution, it was felt that the anonymity of an online survey would encourage teachers to answer honestly according to their personal beliefs. Teachers were asked to respond to the following three questions:

1. Based on your experiences as a teacher, how do you feel about the use of the students' L1 when used by the teacher?
2. Based on your experiences as a teacher, how do you feel about the use of the students' L1 when used by the student?
3. Please indicate your level of agreement with the following statement and explain your answer in relation to your own knowledge and beliefs: "Within an EFL classroom, using a 'communicative approach' requires that the teacher and students use the TL only."

Results

42% of the teachers held distinctly negative views on the teacher's use of the students' L1 within the classroom; 16% held a partially positive view and the remaining 42% held a positive view of L1 use by the teacher. 38% of the teachers held a negative view toward the students using their L1 in the classroom, while 24% held a partially positive view and the remaining 38% of the teachers held a positive view. 17% agreed that using a "communicative approach" requires that the teacher and students use the TL only; 28% agreed somewhat with this statement, and the remaining 55% disagreed.

Conclusion

While most language educators would agree that the TL should be used for the vast majority of classroom communication, Atkinson (1987) suggests that it is going too far to say that English should "always be the only language used in every classroom" (p. 242). In the context of the present study, teachers expressed very different views; adopting a professional development-action research approach would affirm the ability of teachers and students to develop their own localized strategies for maximizing TL comprehension and use. For example, depending on student proficiency levels and the complexity of lesson content, these strategies may well include small amounts of L1 use in some stages of the lesson, while some lessons, or parts thereof, may be conducted entirely in the TL.

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El uso de la literatura en la clase de LE/L2

María del Mar Jorge de Sande, Universidad de Seisen

本論では一般的に文化が、とりわけ文学が、過去10数年の間、外国語の授業の中でどのように位置づけられてきたかを概観する。また外国語授業の中で、文学をどのように導入すればよいかを検討し、外国語としてのスペイン語の授業で扱うことのできる文学テキスト開発のための、いくつかのアクティビティを提案する。それらは、一般によく知られている4技能のみならず、"life skills" または "thinking" と近年呼ばれる、5つ目の技能を鍛えることを可能にすると考える。

Introducción

En un mundo cuya evolución se mide por el acceso que los ciudadanos tengan a las nuevas tecnologías y la pericia con la que sepan utilizarlas y en el que el concepto de "utilidad" prima sobre cualquier otro, los saberes humanísticos ocupan cada vez menos espacio, tanto en los programas de estudio como en nuestras vidas. La literatura no ha sido —ni es— ajena a esta paulatina marginación. Y, de este modo, ha jugado un papel fluctuante en el mundo de la enseñanza de lenguas. Sin embargo, durante los últimos años estamos asistiendo a una esperanzadora revalorización de la introducción de la cultura en la clase de lengua extranjera. Enfoques de tipo humanístico, como la llamada *Educación en Valores*, e instituciones, como el Consejo de Europa, cuyas recomendaciones en materia cultural se hallan recogidas en el *Marco común europeo de referencia: aprendizaje, enseñanza, evaluación*, hacen hincapié en la reincorporación de componentes de tipo cultural a la educación.

El trabajo que aquí presentamos y al que el lector interesado podrá acceder en versión original *online* consta de dos partes: en la primera, hacemos un breve repaso del lugar ocupado tanto por la cultura como por la literatura en la clase de lenguas extranjeras durante los últimos años; en la segunda, describimos la unidad didáctica, basada en la explotación de textos literarios, que diseñamos para nuestras clases de *Introducción a la Cultura Hispánica* de la Universidad de Seisen durante el curso 2007-2008.

Evolución del papel ocupado por la cultura en la clase de lenguas extranjeras

En este apartado reflexionamos acerca de la definición del término *cultura*, así como también del papel que ha de ocupar en la clase de lenguas extranjeras. Para ello describimos brevemente las diferentes concepciones de cultura con las que han trabajado los profesores de lenguas extranjeras en el aula durante las últimas décadas (Barros García, en Montoya Ramírez, 2005). Dedicamos especial atención al momento actual, en el que organismos como el MEC (Ministerio de Educación y Cultura) en España o el Consejo de Europa en Europa promueven la introducción de la cultura en la clase de idiomas para facilitar con ello el desarrollo de la llamada *conciencia intercultural* del estudiante.

Reflexiones acerca de la conveniencia de utilizar la literatura en la clase de LE/L2

La vuelta de la literatura a la clase de lenguas extranjeras, que muchos autores, especialmente en el ámbito anglosajón, han reivindicado durante los últimos años, así como también las dificultades con las que se enfrenta el profesor que desea iniciar a sus alumnos en su estudio son algunos de los temas tratados por la autora en esta sección.

Propuesta didáctica: "Introducción al Comentario de Textos Literarios para alumnos de ELE"

En este apartado describimos de forma pormenorizada la unidad didáctica "Introducción al Comentario de Textos Literarios" que elaboramos en noviembre de 2007 para las estudiantes de segundo curso del Departamento de Español de la Universidad de Seisen. Damos datos sobre el contexto de la enseñanza (asignatura, carácter y objetivo de la materia, número de horas y de participantes, ...), la delimitación de objetivos, el contenido, los instrumentos pedagógicos utilizados y la metodología seguida para el desarrollo de las clases. Incluimos, así mismo, uno de los ejercicios propuestos a nuestras estudiantes: el comentario del romance del siglo XV "El Enamorado y la Muerte" (Anexo 2 del artículo en línea).

Conclusiones

Pese a las dificultades que el profesor convencido de la conveniencia de introducir el estudio de la literatura en la clase de lenguas extranjeras ha de enfrentar a la hora de hacerlo, la autora concluye que las ventajas de su utilización son muchas, ya que no solo contribuye al desarrollo de las destrezas puramente lingüísticas, sino que devuelve a la educación el carácter humanista que nunca debió perder. La encuesta realizada por la docente a sus estudiantes avalaría esta opinión. Si bien en un principio algunas alumnas mostraron ciertas reticencias ante el trabajo con textos literarios, al comprobar que los ejercicios estaban adaptados a su nivel, se acercaron con interés e incluso con apasionamiento a las tareas que les fueron propuestas, corroborando así otra de las hipótesis de la autora: la introducción de la literatura en la clase de ELE puede hacerse desde el nivel elemental y en la lengua meta, siempre y cuando el material utilizado se adecue a las posibilidades de los estudiantes. El Comentario de Textos se revela, siempre según esta experiencia, como una excelente manera de acercarse a la literatura.

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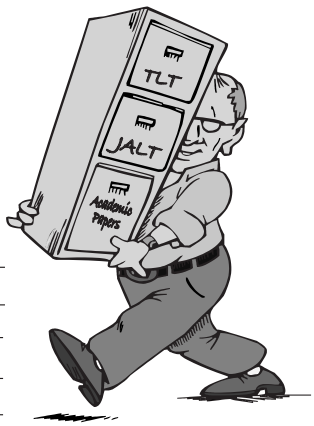

Discussing the Leader Method

Liz Wade, Ritsumeikan University

本論では、リーダーメソッド（Leader　Method）と呼ばれる生徒を主体に考えた学習をベースとして、教師と生徒の役割と関係について考察する。授業中、とりわけ課題の説明や他の重要な取り組みの際、教師の誘導は最小限におさえるべきである。

THIS paper explores the extent to which teachers or students should control student-centered lessons, in particular when using the Leader Method (Ward et al., 2008). It is argued that handing over control allows for a review of teacher and student roles.

Outline and benefits of the Leader Method

A Leader Method class consists of groups of four or five students with one student from each group taking on the role of chairperson or "leader." The others in the group work as a team while the leader uses phrases to move between tasks as well as to start and finish the lesson. Leaders also ask for feedback from the teacher who has been observing and taking notes. Consequently, students can control how much they would like a teacher to participate.

This requires that teachers trust their students. In fact, through years of observing Leader Method classes, it seems there are teachers who are comfortable handing over control to students and there are teachers who find this more of a challenge. For example, teachers who have leaders manage the time risk not completing all scheduled tasks. This presents a dilemma which can either be resolved by teachers trusting the students or by their taking control of the time themselves. It is suggested that students practice conversational control (such as time management and transitions) so that in-class practice closely resembles natural conversation, training them to engage effectively with English speakers in the 'real' world. This offers teachers an opportunity to revise their classroom role as they operate as facilitators rather than traditional educators.

As mentioned above, teachers do provide feedback and this is where rapport is built. However, how this is managed differs when working with multiple groups and classes where there is only one group. The former has the teacher moving between each group, joining in and asking/answering questions whereas students in single-group classes usually prefer not to be interrupted during tasks and so feedback is given at the end of the lesson.

Additional benefits

Being able to control conversations provides a clear goal for students. As they practice controlling each lesson, motivation is increased when they see themselves achieve their goal which in turn promotes language acquisition (Brown & Yule, 1983).

The cultural classroom habits which impede language acquisition (McVeigh, 2001) can also be addressed by handing over control to students. For instance, if individuals are encouraged away from waiting for permission to speak, they may find it easier to initiate conversations outside the classroom. In this case and others, the Leader Method includes cultural awareness training in that students learn how to control conversation in a way that is suited to non-Japanese culture. In addition, teachers learn how to move between using behaviors suitable in their own cultures and those in Japanese culture.

Looking at cultural relevance in more depth, this paper maintains that the Leader Method is well suited to Japanese culture as it uses teamwork and ritualized behaviors, both of which are promoted and developed from childhood onwards in Japanese society (Hendry, 1989).

Developments and research

It is recommended that the Leader Method be developed further to increase students' cultural sensitivity. In terms of research, there could be a focus on measuring general efficacy as well as the impact the Leader Method has on particular elements of a lesson. It would also be interesting to explore differences between teachers with regard to how much control is handed over to students.

Conclusion

The Leader Method allows students to simulate real-life scenarios. It is effective because it encourages teamwork, establishes trust, and provides culturally relevant opportunities to take control of conversation. It follows that students can excel with this approach when teachers hand over as much control as possible in a systematic manner. This results in both teachers and students re-examining their roles in the classroom.

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10 A TASTE OF JALT2008: EXCERPTS FROM THE PROCEEDINGS

Statistical analyses of imagined communities

Yoshifumi Fukada, Meisei University

Norton (2001)は、言語学習者の、目標言語能力向上の取り組み（目標言語への投資）における様々なパターンを想像コミュニティー（Imagined communities）という新たな概念との関係の中で説明した。以来、多くの研究者が、質的アプローチからこの2つの要素の結びつきについて調査を重ねている。しかし、今回の調査では、量的アプローチからこれら2つの要素の関係を明らかにすることを試みた。英語を目標言語として学ぶ248名の日本の大学生にアンケート調査を実施し、彼らの想像コミュニティー、授業外における英語への投資方法を洗い出すと共に、統計的に彼らの想像コミュニティーの強さ・明確さと授業内外における目標言語への投資度合い（授業参加、自律学習の程度）の相関関係を調べた。結果として、本論では、一時的、部分的である可能性はあるが、彼らの多様な想像コミュニティー、英語への投資方法を明らかにすると共に、統計的に、学習者の想像コミュニティーの強さ・明確さは、彼らの英語クラスへの参加度合いよりもむしろ、授業外での自律英語学習度とより大きな正の相関関係があることを確認した。

With increasing interest in language learners' (LLs') identities, many applied linguists have also started to pay attention to LLs' imagined communities. Kanno and Norton (2003) refer to imagined communities as, "groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (p. 241). Past studies on imagined communities have pointed out the impact of LLs' imagined communities on their efforts to improve their target language (TL) abilities, which is often called their investment in the TL. Evidence for the impact of LLs' imagined communities on their investment in the TL can be found throughout the research literature. This is often through qualitative data collected from a relatively small number of participants via observations, interviews, and research diaries.

Method

A quantitative approach was adopted to pursue issues which were unexplored in previous qualitative studies. The Spearman Rank Order Correlation was measured between the strength of 248 LLs' imagined communities and the extent of their investment in English both inside and outside the classroom at a Japanese university. In addition, some qualitative data on their imagined communities and investment in English outside the classroom was also collected. The LLs' imagined communities were explored in two open-ended questions asking them to describe their future after graduation and when they become age 40. Their ways of investing in English outside the classroom were examined in one open-ended question asking them to describe how they learn English autonomously.

The strength of the LLs' *English-related* imagined communities was recognized in two six-point Likert scale questions asking to what extent they visualize their future after graduation, and their preference for getting jobs that involve using English. The extent of their investment in English inside

and outside the classroom was confirmed by the five six-point Likert scale questions asking to what extent they participate(d) in four required English classes and strove to improve their English outside the classroom.

Main results

First, by hierarchically coding semantic segments in the respondents' open-ended comments, it was found that many of the LLs' imagined working as English teachers, travel agents, hotel clerks, or civil servants after graduation. Additionally, if possible, many of them would like to continue using English in 20 years, living in Japan and mainly at work. The respondents were also using various autonomous means for their English learning, such as watching foreign movies and listening to Western music. They also preferred these more than other activities.

Furthermore, the statistical tests indicated that the strength of the Japanese university students' imagined communities correlated more with the extent of their investment in English outside the classroom (their autonomous English learning) than with the extent of their investment inside the classroom (their class participation). Especially, the correlation between the extent of their imagined communities related to careers using English and the extent of their autonomous English learning was quite strong (r=.510).

Conclusion

While the data collected in the quantitative study may be small and limited, the data collected on the LLs' imagined communities, investment in English outside the classroom and the results support the findings of previous studies that indicate the impact of LLs' imagined communities on their investment in the TL outside the classroom.

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Table 1. Correlation between the strength of the Japanese university students' imagined communities and their investment in English

Spearman's rho			Strength of the Ss' imagined communities	
			Strength of their imagined communities after graduation in general	Strength of their imagined communities specifically related to English-using careers
Extent of the Ss' investment in English	Inside the classroom	Participation in English course A	.225** (n = 202)	.289** (n = 202)
		Participation in English course B	.140* (n = 199)	.167* (n = 199)
		Participation in English course C	.115 (n = 193)	.147* (n = 193)
		Participation in English course D	.123 (n = 125)	.117 (n = 125)
	Outside the classroom	Striving to improve their English skills outside of classes	.344** (n = 247)	.510** (n = 247)

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Elementary school students' beliefs about their EFL classes

Ron Martin, Rikkyo University

本論では、小学校レベルでのEFL研究の必要性について取り上げる。2002年より、文部科学省は小学校で「総合的な学習の時間」を導入し、外国語及び外国の文化に慣れ親しむという位置づけで「外国語活動」を取り入れた（文部科学省、1998）。2011年からの小学校英語必修化に向け（文部科学省、2008）、小学生のビリーフを理解することは、現在の言語教育政策の内省及び今後の教育的判断を行う上で必須である。日本の公立学校の同じ学区に通う小学生1208名（3年生-6年生）を対象に調査を実施したところ、3年次は英語に対するおもしろさが動機づけの理由となっていたのに対し、学年が上がるにつれ有意差が見られなかった。さらに、全ての学年においてコミュニケーション手段としての英語使用に関しては中立だった。しかし、すべての学年において英語クラスの重要性が強い動機づけの要因となっていることが判明した。

From 2011, 5th and 6th-grade elementary school students will receive 35-hours of compulsory English activities per year. However, unlike compulsory subjects, English will not be evaluated or need to meet any formal standards; these compulsory hours will only need to aspire to promote foreign language communication, cultural understanding and a deeper connection to Japanese culture, all while fostering positive student attitudes (MEXT, 2008). In order to investigate students' beliefs concerning English language education, this study was based on the task-value approach to motivation in education (Eccles & Wigfield, 1995), which includes the following three components:

- Attainment value: the importance to do well
- Utility value: obtaining long and short-term goals
- Intrinsic value: the enjoyment or pleasure felt by participating in an activity

Because current ELF policy in the Japanese elementary school context does not refer to attainment or utility, these two values were re-addressed. Attainment was replaced by *importance* and utility was changed to *use* because it is valid to ask students if they believe it is important to have English language classes. This could reflect their desire to achieve a degree of language proficiency. Secondly, the use of English is expected to occur and be fostered through English language communication activities (MEXT, 2008). Therefore, use, as a means to reflect participant desire to use English, was included in this study. The research questions addressed in this study were:

1. To what degree do Japanese elementary school students like English?
2. To what degree do Japanese elementary school students value the use of English?
3. To what degree do Japanese elementary school students think English is important?
4. Is there a difference among grade levels in response to questions 1, 2, and 3?

Participants

The participants were 1,208 Japanese 3rd to 6th-grade elementary school students from 11 public schools belonging to the same Tokyo school district.

Results

This study investigated students' personal views of their EFL class activities and of English in general using a 16 question Likert-type survey. As expected, the questionnaire items loaded onto three factors, Intrinsic Motivation, Use and Importance, with the respective Cronbach alpha reliability coefficients of α=.89, α=.86, and α=.77.

Responses to the first three research questions showed that the 3rd-grade students indicated they liked English and their English classes; however, each subsequent higher grade had a less positive mean score than the grade before. Secondly, students from each grade showed a mostly neutral response to the use of English. Lastly, students from all four grades clearly regarded English as very important.

Results of multiple one-way ANOVA tests showed a significant difference among grade levels for Intrinsic Motivation, F (3, 1204) = 26.102, p < .001, and Use, F (3, 1204) = 12.212, p < .001. No statistical significant difference was found among grade levels for Importance, F (3, 1204) = 1.772, p = .151. Post hoc analyses showed that for Intrinsic Motivation there was a significant difference among all grades, and for Use there was a significant difference between the 3rd and 4th-grade students and between 3rd and 6th-grade students.

Discussion

This study offers three key points. First, 3rd-grade students had higher intrinsic motivation than the other grades. However, the effect size of this study was very small, which suggests that the difference between grade levels alone is not responsible for much of this significant finding.

Second, students of this study were neutral to the use of English. More than any other outcome of this study, this result should give educators pause. If elementary school students do not find use of the English language valuable, perhaps the current approach to Japanese public elementary school EFL classes need to be re-addressed.

Lastly, however, there is great hope. Students of each grade level in this study said English is very important, and that they want to use English in their future. Thus, the importance placed on future use of English by the students is irrespective of age, intrinsic motivation or current beliefs about the use of English.

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Conceptual and lexical buildup in strategic oral production

Chiaki Iwai, Hiroshima City University

コミュニケーション方略（CS）の指導が学習者の発話能力を助長することは多くの先行研究の結果が示すところであるが、その理由については十分に解明されているとは言いがたい。本論は、Levelt（1989）の心理言語学的発話モデルに示された概念形成処理過程（Conceptualizer）と文法変換処理過程（Formulator）のうち、前者のみに的を絞り、CS指導が好結果をもたらす一因を実証的に追求している。本論は、39名から集めたデータに基づいており、このうち半数の実験群学習者に対しては5週間の語彙に関するCS指導を行った。その結果、CS指導は学習者の概念形成処理を助長し、学習者に内在化された言語知識を手続き知識（procedural knowledge）に変えることに貢献し得ると論じている。

WHY do some second language (L2) learners get stuck while talking about even simple matters in a target language? This has been a primary question for numerous studies on communication strategies (CSs).

From an embryonic research stage, research on CSs has been expected to offer salvation for such tongue-tied L2 learners by seeking practical, pedagogical clues to rescue them. Against harsh critics of teaching CSs (e.g., Bialystok, 1990), a sizable number of interventionist CS studies have presented ample evidence confirming the positive effects of teaching CSs on L2 learners' lexical, discoursal, and interactional abilities, although the exact mechanisms for such desirable effects have not yet been adequately clarified. The main objective of this study is, therefore, to look into possible accounts, psycholinguistic ones in particular, for positive instruction effects of CSs. For this purpose, the focal point of the study was limited narrowly to CSs used for lexical problems, and the following three research questions were formulated:

1. Can lexical CS instruction improve the conceptual processing of English L2 learners at a pre-intermediate level?
2. Can lexical CS instruction facilitate L2 procedural lexical knowledge?
3. If the answer to the second question is positive, does the learners' L2 proficiency affect their improvement?

Methodology

In total, 39 Japanese college EFL learners at a pre-intermediate level (approx. 300-450 on the TOEIC) taught by the author participated in this study. They were divided into an experimental group and a control group. The learners in the experimental

group were exposed to a 5-week lexical CS training program (including explicit instruction for *approximating* and *paraphrasing* strategies), while those in the control group had only regular classroom exercises based on a textbook.

Pre-, post-, and delayed post-tests, in what was termed a CS Word Utterance (WU) test (similar to a word association test in format), were given to the participants in a counterbalanced manner in both English and Japanese. Each WU test consisted of concrete visual images (e.g., *plumber* and *cicada*), and abstract nouns (e.g., *sympathy* and *jealousy*). The tests were based on a referential communication task frequently used in past CS studies. One crucial difference from an ordinary referential communication task is that the test takers were requested to jot down only words that could be used to describe the given items. This was to elicit learners' mental lexicon associated with the items while freeing them from the load of grammatical encoding, or *formulator* processes (Levelt, 1989). Additionally, two vocabulary tests were given to measure the participants' vocabulary size and depth.

Discussion and conclusion

The main findings from the study were that the CS training developed the trainees' test performance on the concrete items remarkably in both English and Japanese, and these positive effects were longitudinal. However, such positive effects were not noticed in their performance on the abstract noun items. These results were unrelated to the participants' relative lexical knowledge of English measured by the vocabulary tests.

A possible account for these outcomes can only be attributed to processing enhancement in the *conceptualizer* component of speech production (Levelt, 1989) since the processing in the *formulator* was controlled in the data collection of this study. This could be further explained as follows: Through the CS training, the participants could expand their flexibility in creating pre-verbal messages, for example, the mental views or images of what they wanted to say, and the flexibility was reflected in the increase of the number of words associated with the given task items that the learners became able to use (i.e., procedural lexical knowledge). One unexpected but interesting outcome was that the effects were positively transferred to the participants' Japanese performance, although the training was given only for English oral production. This could be explained by the theoretical conceptualization of Cook's (2008) multi-competence model, which predicts the advantage of bilingual minds in language use since such minds allow L2 learners to apply two linguistic capacities to their language processing.

These results need to be interpreted cautiously since the study was conducted under strictly-controlled experimental conditions. Despite some limitations, an important pedagogical implication from the study is that CS training is worth giving to learners at a pre-intermediate level and, in such cases, concrete items appear to be the most preferable.

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Future directions for willingness to communicate research

Christopher Weaver, Toyo University

コミュニケーション意欲(WTC) は、教室での外国語学習という場で生じる非言語的な成果に関心がある教育者及び研究者の興味を惹きつけてきた個人差である。L2のWTC研究について批評的な再検討を加え、WTCに関する先行研究の不十分な点のいくつかを明るみに出すと共に、今後のWTC調査研究のための提案もあわせて行う。本論では、学生が第2言語を進んで使用する意欲を向上させる助けになり得るような教授法の諸技術を、外国語教員に提供するとともに、L2のWTC研究をさらに推し進めていく必要性について述べる。

An increased emphasis upon communicative language instruction in Japan has brought constructs such as willingness to communicate (WTC) to the forefront of second language (L2) research. WTC involves a "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre, Dörnyei, Clément, & Noels, 1998, p. 547). Although significant strides have been made in L2 WTC research, there are a number of issues such as how WTC has been operationalized and the limited focus of previous L2 WTC research that need to be addressed.

Overuse of the original WTC measure

Most researchers have utilized the original WTC measure designed by McCroskey and Richmond (1987). Although this practice facilitates the comparison of WTC studies, this measure of WTC is limited to verbal interactions in four-types of communication contexts (i.e., dyads, group, meeting, and public speaking) with three-types of receivers (i.e., friend, acquaintance, and stranger). These very general communication situations ultimately reflect McCroskey and Richmond's underlying belief that WTC is a function of people's personality, which is hypothesized to remain relatively stable across different communicative situations. Consequently, McCroskey and Richmond's WTC measure may not be sensitive enough to detect situational factors that could influence individuals' level of willingness to use the L2 (e.g., Cao & Philp, 2006). If this is the case, its use in much of the L2 WTC literature is a cause for concern considering that there might be a mismatch between McCroskey and Richmond's WTC measure, which is global in nature, and MacIntyre et al.'s heuristic model of L2 WTC, which represents an attempt to capture a number of situational factors that potentially influence learners' willingness to use their L2.

A potential interlocutor effect on L2 WTC

There have been relatively few investigations examining how learners' desire to communicate with a specific individual influences their level of willingness. One possible explanation for this gap in the L2 WTC literature is the suggestion by MacIntyre, et al. (1998) that this situational factor is the temporal manifestation of interindividual and intergroup motivation. As a result, most researchers have focused upon the more enduring motivational factors in the L2 WTC model. Clément, et al. (2003), for example, found that quality of L2 contact was a significant data-driven predictor of 248 Francophone university students' willingness to use English, but not for 130 Anglophone students' willingness to use French. These contradictory findings thus give rise to a need to identify factors that potentially underlie language learners' willingness to use their L2 with different types of interlocutors within a specific communication context.

Connecting L2 WTC research to the language classroom

Unfortunately, WTC research has offered little advice to teachers who want to increase their students' level of WTC. Most suggestions have been limited to general recommendations of trying to create a classroom environment that maximizes learners' level of self-perceived competence while reducing their level of communication anxiety. This undeveloped area of WTC theory and research is surprising considering MacIntyre and colleagues' (1998) strong advocacy of WTC as being a suitable goal for L2 language instruction. Future L2 WTC research should thus aim to provide practical pedagogical recommendation such as the use of pre-task planning timing (Weaver, 2007) or the importance of group work (Cao & Philp, 2006) and topic selection (Kang, 2005) as ways to develop students' level of L2 WTC. These types of recommendations are

essential if the WTC construct is going to be more than just a passing interest for language teachers.

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Literature circles for critical thinking in global issues classes

Howard Brown, University of Niigata Prefecture

EFLクラスにおける批判的思考（クリティカル・シンキング）能力の開発は、全世界的に、言語教育の最重要課題となりつつあり、言語プログラムの最終教育目標とされている場合も少なくない。学生の人気を集める国際問題クラスでは、この傾向が特に顕著に表れている。名の通った出版会社のカタログには、軽く目を通しただけでも、国際問題を学びながら英語力を身につけることに重点をおいた教材がいくつも掲載されていることがわかる。こういった教材では、批判的思考能力の開発は、国際問題コースの最終教育目標であり、コースを受講するためには必要不可欠なスキルとされている。本論では、国際問題クラスの教材に文学を取入れ、学生の批判的思考能力開発に役立てるために読書サークルの活用方法を検証した。内容中心教授法クラスに文学を取入れることにより、学生は、自分とは全く関係がないと思っていた国際問題をより身近な、自分自身の問題として考えるようになり、読書サークルでの問題分析は、批判的思考能力の開発に必要な分析力や問題に対する自分自身の考えを熟慮する姿勢を養うことに役立った。

CRITICAL thinking (CT) is becoming more of a central theme in language education, especially in the field of global issues. To develop students' CT skills, teachers need to create a supportive environment and use materials demanding it. Adding fiction can help promote CT among students studying global issues.

Literature circles

In literature circles, readers are given different jobs to do. Group members read the text from different perspectives. This breaks up the process of reading into manageable chunks (Furr, 2007) so that the group reads more deeply than an individual could. This role based approach has benefits including: authentic output (Kim, 2004), student empowerment (Hsu 2004), and respect for students' experiences and culture (Kim, 2003). It also helps students move beyond the information-driven reading common to L2 learners and into a more aesthetic, deeper, more critical interpretation which also provides a new framework with which to approach global issues.

Literature in global issues classes can help students reflect on their existing knowledge base and attitudes (Shang, 2006). It can also personalize unfamiliar topics or reinvent stale topics. Yang (2002) shows how fictional texts demand personal

responses and judgments and Oster (1989) states that literature dramatizes and personalizes a situation in a way that non-fiction cannot.

Furthermore, exploring fiction through literature circles introduces analytical skills. Students break up, analyze and evaluate the text in depth – important steps in critical thinking. Literature circles also challenge the maintenance of embedded ideas in the face of new information, which often hinders critical thinking (Van Gelder, 2005). They also encourage long term contact with the text, resulting in deeper and more critical argumentation from students (Pally, 2001).

The current study

In this study, literature circles were piloted in a global issues class using graded novels with topics that matched the class syllabus. Novels were assigned at the beginning of each 3-week topic unit. Groups were formed and students were assigned one of six rotating roles following Furr's (2007) model. The class followed a reading schedule set by the teacher and 30-minutes per class were assigned for discussion.

Results

Class observations of students showed increasing depth of discussions. Students noticed more details and were able to draw more connections to both their own experiences and the other class materials. Students also spontaneously applied the techniques of analysis from literature circles to other class materials.

In interview testing at the end of each topic, references to the novel were common and discussions showed depth in critical thinking. Also, in self-evaluations, students reported very positive reactions including increased understanding of the text and other classroom materials, a better appreciation of the topic as a whole and an improved sense of rapport with their classmates. They also overwhelmingly rated the literature circles experience positively.

Conclusion

The benefits of reading, especially extensive reading, in L2 development are well known and literature circles have the potential to help students become more mature readers and critical thinkers. The student discussions associated with literature circles not only give the students a chance for real, considered output, but they also help the students see the text, and thus the issue under discussion, from new angles.

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…with Mark de Boer & Dax Thomas

<my-share@jalt-publications.org>

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

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In this month's column, Christopher Treadwell shows us how he helps students practice telling their opinions to each other and Chika Hayashi has an interesting lesson using translation and group interaction.

Encouraging students to express themselves through debate

Christopher Treadwell
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Quick guide

Key words: Debate, public speaking, writing, group discussion activity
Learner English level: Low intermediate and up
Learner maturity level: Young adult, adult
Preparation time: 15-30 minutes
Activity time: At least 60 minutes
Materials: Debate topics written on slips of paper

Introduction

One problem I have encountered in my classes is getting my students to express opinions beyond "I like" or "I enjoy" (sports, hobbies, etc.). As Maynard notes, many Japanese prefer behind-the-scenes negotiations as opposed to public debates (Maynard, 1997, p. 102). This limits the range of topics students can cover in speaking practice. I have found that debating exercises, if done in a simple format and structured to avoid excessive conflict, can help students in expressing more developed opinions and points of view in speaking, moving beyond "I like" or "I don't like" to "I (dis)agree with___ because…." and so forth. I have used the following activity with a class of 20 or so, but a larger class could be accommodated over multiple sessions.

Preparation

Step 1: Come up with a list of debate topics, identifying the two sides that can be argued. To encourage student participation, avoid overly controversial topics (but it's fine to inject a little humor!) Some topics I have used include:

- Spring is better than fall because…/ Fall is better than spring because…
- Japanese (squat) toilets are better than Western ones / Western toilets are better than Japanese ones
- Japanese students should study English / English classes should be optional

Step 2: Write or type each of these topics out on individual slips of paper.

Procedure

Step 1: Introduce the debating activity to your students. Explain to them that each is expected to make an argument in support of the position they are assigned. (The length and complexity of the argument should be based on the student's level, but ideally at least a few sentences should be written.) Also inform them that a different student will be arguing the opposing position, which they will have to respond to as part of the debate. (Students should not be told the identity of their debating partners beforehand.) Teach them the appropriate sentence patterns to help them with this. For example:

- Yes, but…
- I don't agree because…

- I agree, but…
- That's a good point. However…

Modify these to fit the proficiency level of your students. For low-intermediate learners, sticking to "Yes, but…" might be best.

Step 2: Give each student a slip of paper with a debate topic on it. (Keep track of which arguments students receive so you can call on the appropriate pairs later.)

Step 3: Give the students time to think about and write down arguments in support of their position. Allot at least 15 minutes. Students should work by themselves.

Step 4: Now it's debate time! Call on the first pair of students assigned to opposing sides of a particular argument. After the first student finishes their opening argument, the second student should respond using one of the patterns in step 1. Then allow the first student to respond, and so forth. The length should depend on your students' proficiency, but each should present at least three or four points. The other students serve as the audience.

Step 5: Discuss with the class what they thought of the debate. Did the arguments presented effectively make the case? Why or why not? Were they appropriate responses to the opposing arguments?

Step 6: Continue with the next pair of students until everyone in the class has had a chance to participate.

Conclusion

This activity works well with many adult classes, and requires students to think on their feet, as their responses must be appropriate. This is a great way to help students learn to speak independently without using scripts. For advanced students, you can skip the first step, have them choose positions in pairs and then develop their own arguments individually in order to make best use of their creativity and energy.

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Dialogical translation

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Quick guide

Key words: Translation (Japanese and English), dialogic

Learner English level: Any

Learner maturity level: Any

Preparation time: 10 minutes

Activity time: 15-20 minutes

Materials: A4 paper

Introduction

Translation is often considered an individual and unidirectional activity—Japanese to English or the other way around. This activity is designed to have students as a group involved in dialogical translation, where an original sentence is reproduced through the dialogical nature of students' interactive translation.

Preparation

Step 1: Choose one English sentence from a textbook, newspaper, or movie transcript that is within the proficiency level of your students.

Step 2: Prepare a worksheet, writing the sentence at the top of an A4 paper. Draw several lines under it with numbers on the left side; the number of lines depends on the number of students in each group (see Appendix 1).

Step 3: Make enough copies (one per group).

Procedure

Step 1: Seat the students in separate, equal columns. Each column is one group.

Step 2: Explain the rules:

1. The student sitting at the front of each group (S1) looks at the English sentence at the top of the paper and writes the Japanese translation on line 1. Tell students that numbers on the left represent the row.

2. S1 then folds the paper to cover the English sentence so that the Japanese translation they have just written appears at the top of the paper.
3. S1 passes the paper back to S2. Tell the students that they cannot look at the folded part (English/Japanese) or ask for help.
4. S2 makes a translation of the Japanese sentence into English and writes it on the next line (line 2).
5. Like S1, after finishing the translation, S2 folds the part of the second (Japanese) sentence which S1 had written and passes it back to S3. Similarly, the translations should alternate between English and Japanese and continue until all of the students in each group have finished.

Step 3: Distribute one copy of the worksheet to the student (S1) sitting at the front of each column.

Step 4: Start the activity and let it run until students in every column have completed the translation.

Step 5: Ask all the students sitting at the back to present their translations one by one and check their answers as a whole class.

Step 6: Ask the students as a group to open the paper and see how their translation has been reproduced.

Step 7: If necessary, follow up on any grammatical mistakes.

Expansion

The activity can be expanded in accord with the purpose of your lessons and level of your students. Various elements which help expansion include: translating various types of sentences, parts of a story, original student-created sentences, and choosing sentences with English grammar that doesn't occur in Japanese (see Appendix 2).

Conclusion

In this activity, students collaborate to work on creating a translation as their own. Each group member takes responsibility for their own translations, and all are mutually dependent on each other for their collaborative outcomes.

How the original sentence is reproduced is totally up to each group. Some students may encounter unfamiliar words and need to guess the meanings; others may try to think about a better Japanese translation to help the person behind them. Even if the meaning of the translation changes slightly in the process, it is still meaningful as students work on an alternative version. This encourages them to think about appropriate vocabulary, making use of their formal schemata of vocabulary knowledge.

This activity will enable students to realize there are many ways to make a good translation by the use of lexical items such as synonyms and phrases. It will also demonstrate that translation can be more creative, interactive, and fun.

Appendix 1
Worksheet example

Early rising is good for the health.

1. *(Japanese)*
   _____
2. *(English)*
   _____
3. *(Japanese)*
   _____
4. *(English)*
   _____
5. *(Japanese)*
   _____
6. *(English)*
   _____
7. *(Japanese)*
   _____

Appendix 2
Ideas for expanding this activity

1. Use different types of sentences

If students choose among several different sentences (e.g., easy, difficult, or funny), it will be more enjoyable and also challenging, because the sentence choice more or less impacts on whether the groups can easily complete it.

2. Translate parts of a story

The sentences of a story have cohesion. This will help students hypothesize plot ideas that can then be clarified at the end of the activity.

3. Student created sentences

Sentences based on the students' personal experience will provide authenticity and help students not only express themselves but also feel a sense of ownership.

4. Grammar focus

Using a sentence that contains English grammar without any direct analogue in the Japanese language (such as the past perfect tense) will provide inductive learning opportunities in the comparison of how both languages operate to express meaning.

RESOURCES • BOOK REVIEWS 21

…with Robert Taferner

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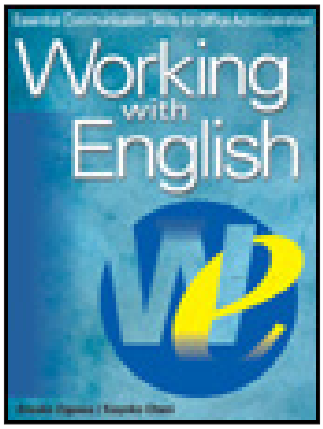
This month's column features Mark Ombrello's review of *Working with English: Essential Communication Skills for Office Administration*, a 4-skills business English classroom textbook for lower-level Japanese students.

Working with English: Essential Communication Skills for Office Administration

[Atsuko Ogawa & Kayoko Otani. Tokyo: Macmillan Language House, 2003. pp. v + 78. ¥1,890. ISBN: 978-4-89585-463-4.]

Reviewed by Mark Ombrello, Kyoto Notre Dame University

Having difficulties finding materials to effectively teach business English? Is the textbook you use too easy or too difficult for the students? Does explaining certain business concepts, vocabulary, and target exercises outlined in the materials require painstaking clarification and waste valuable class time? *Working with English* may ameliorate some of these difficulties instructors face. Written for a Japanese audience, this text has proven to be a valuable resource that can meet the needs of a class whose students' abilities and enthusiasm vary. The 13 units cover a wide range of administrative communicative office duties such as describing schedules, giving instructions, apologizing, taking and relaying messages, making reservations, and expressing gratitude. The authors have done a nice job offering exercises designed to improve speaking, listening, reading, and writing skills used in an English-medium work environment. As discussed by McDowell (2009), the incorporation of L1 in instructions can ease the process of getting students on task. In *Working with English*, some instructions and explanations of key business terms and concepts are provided in Japanese. This major difference in format makes the textbook extremely useful and suitable for learners of basic business English in Japanese universities.



The textbook is well organized, clearly presented, and teacher friendly. Each self-contained unit is divided into two targeted office tasks. The first task emphasizes oral and listening skills, while the second focuses on writing. For example, unit four begins with asking for repetition or explanation and ends with a section on making invitations. This layout offers a good degree of flexibility to jump around the book, and instructors integrating a task-based language teaching approach will find the written exercises easy to adapt into their lesson plans (Ellis, 2003). Teaching a lesson on rescheduling an appointment? The written exercise in unit eight, titled "Rescheduling", asks students to write an email to a fictitious client to change an appointment. Both the contact information and content of

the message are provided in Japanese. As an added convenience, model English versions of all written activities are provided in a free teacher's manual available from the publisher's website.

The teacher's manual also includes transcripts and answers to the listening exercises, answers to the multiple-choice reading comprehension questions, and Japanese translations of the sample letters and emails from part two of each unit. The CD for the textbook must be purchased separately; it includes the dialogues and listening exercises of the thirteen units. There is no need for students to purchase a copy of the CD because the dialogues and listening exercises are designed to be used in class.

Responses from students to *Working with English* have been very positive. In an unscientific written survey of a class of 30, all students expressed satisfaction with the text and would recommend it to others interested in taking a similar business English course. Students overwhelmingly and uniformly liked the writing exercises most. Those who chose to elaborate expressed a sense of real-life practicality working with those sections. Very few students had anything negative to say. Criticisms mostly came from more advanced-level students who commented that the listening and reading comprehension sections were too easy. In contrast, a lower-level student expressed difficulty in following the listening exercises, which suggests that for a class composed of a multitude of mixed-ability learners, the textbook meets the needs of the majority.

For an instructor who struggled to find suitable materials for an elective business English class, *Working with English* has been a welcome discovery. However, it is not without its problems. Most notable is the perpetuation of gender and race-based stereotypes concerning the main characters whose business lives serve as models for the dialogues and listening activities throughout the book. Mami is the attractive female Japanese secretary who works for the white American male manager, Mr. Gordon. It is worth noting that after this problematic paradigm was pointed out to the class early in the semester, not one student raised the issue as a criticism in their response to the survey, reflecting the power of subliminal sexism in ESL/EFL textbooks (Ansary & Babii, 2003).

While clear and user-friendly for students and teachers alike, the textbook is culturally outdated due to the problematic composition and placement of the main characters. According to the publisher, no plans are in the works for a future edition. This is somewhat unfortunate because *Working with English* serves as a tangible example of the important business concept of meeting a niche market.

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Academic Listening Encounters. Kanaoka, Y., & Wharton, J. New York: Cambridge University Press, 2009. [4-level content-based series w/ 2 books on academic listening, discussion, reading, writing, and study skills incl. student CD, class audio CD, teacher's manual, listening scripts, photocopiable quizzes, and answers].

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in business communications incl. CD-ROM w/ interactive workbook and audio, class audio CD, case studies, online resources, teacher's book w/ teacher training DVD, worksheets, and progress tests].

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Books for Teachers (reviewed in *JALT Journal*)

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…with Paul Daniels & Ted O'Neill

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

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you would like discussed in this column, please contact us.

We also invite readers to submit articles on their areas of interest. Please contact the editors before submitting.

Quick access to colleagues and ideas: Get started with Twitter

Ted O'Neill, J. F. Oberlin University

What is Twitter?

According to Biz Stone, Twitter cofounder, Twitter is "the network you never knew you needed until you had it" (Forum, 2009). Some readers might be understandably skeptical, but this service is a powerful tool for communicating ideas, sharing experiences, and coordinating groups. Twitter is easy to use and powerful. Most important, Twitter is an open system and may be accessed for useful information even without joining.

Twitter can be variously described as a website, a blog platform, a social networking service (SNS), or a messaging network. It is actually all of these, but at its most basic, Twitter allows users to post very short text messages called *tweets*. Tweets are up to 140 characters long and appear in three places: on a user's profile page, in the timelines of subscribed Twitter users (known as *followers*), and within the stream of all messages at <twitter.com/public_timeline>.

What makes Twitter useful? It is lightweight

The simple interface and 140 character limit makes writing and maintaining a blog manageable, even for instructors who have limited time. Also, writers must be brief and to the point, so messages tend to be quick and easy to read. Twitter does not carry extensive advertising or any games.

Some forms of online communication incorporate very high expectations for activity by recipients.

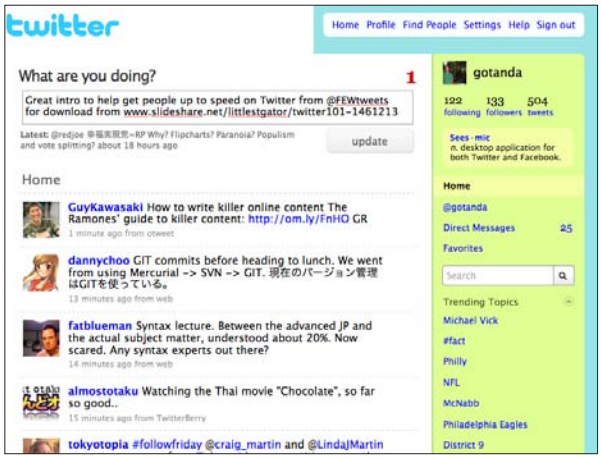

Figure 1. Creating a new tweet from the Twitter homepage

For example, email users send messages to specific recipients and expect responses. Failure to respond for long, or sometimes even short, periods of time violates the ground rules of email. Most Twitter messages are broadcast and may or may not be read by an individual follower or group of users, creating a lower burden of response than in some other systems where expected responses require time and effort from users.

Finally, Twitter's social model is different from other SNSs such as Facebook or Mixi where the term *friend* can be more meaningful than intended. When the act of *unfriending* is broadcast on an SNS, the personal consequences can be unpredictable. Twitter users simply choose to *follow* or *unfollow* other users as a way of curating a flow of subscribed messages. Changes in relationships are not broadcast.

Accessing Twitter as a news and information resource

One advantage of Twitter over other SNSs such as LinkedIn is that Twitter content is openly searchable, even to non-members. This low barrier to entry allows anyone looking for specific information to begin reading Twitter content without commitment. There are, however, a few syntactical terms which will help readers fully understand tweets. These are very short and simple to master.

Table 1. Twitter syntax for useful system functions

Function	Description
Reply	Placing @ immediately before a userid at the start of a tweet creates a reply to that user. Replies are also public.
Retweet	Although tweets are publicly broadcast, forwarding or retweeting messages to a user's followers is common. Retweets begin with "RT" followed by the Reply syntax and a copy of the original tweet. Retweeting recognizes useful information, propagates it more widely, and directs it to the attention of followers.
Hash tags	Precede any keyword with the pound mark # to create a tag. Tags are often shared by users to link many tweets from a single event.
URLs	URL shortening services such as <tinyurl.com> and <bit.ly> create abbreviated links from long Internet addresses. What these lack in readability or durability, they make up for in brevity.
Images	Any media type can be linked to from Twitter, but one of the most common is images. Twitpic <twitpic.com> is a service built on top of Twitter that attaches images to tweets. Use this to take a snapshot of a great presentation slide and add a comment.

Finding users to follow

A simple way to find fellow teaching professionals is to visit <jalt.org/main/twitter> for a feed of all tweets mentioning JALT. Find active JALT members here and see all of their tweets by clicking on their usernames.

Click the "Find people" link on the Twitter site to search for individuals or email a few friends to see if they are using the service. If they are not, consider joining Twitter together as a group.

Finally, expand your network of interesting people by taking others' implicit recommendations. Look at who a person follows or who follows them. Again, click on any username to find their most recent posts which will tell you if that user interests

you. This follow/follower system quickly creates networks of users with related interests.

Figure 2. Viewing users followed by Twitter user <jaltorg>

Becoming a more active user

After reading Twitter to get news announcements, annotated links to useful new resources, or just to see what friends and colleagues are doing, the next step is to become an engaged user.

On the web: Get started

The simplest way to begin is to visit <twitter.com> and complete a short registration process which requires no personal information.

On the go: Twitter as a mobile application

Twitter was originally developed for use with mobile phones and really shines on smartphones such as the iPhone, Blackberry, or Windows Mobile devices. Download a Twitter client application specific to your device from <twitter.com/downloads> or the appropriate application store. The short messages are legible on small screens and can be read quickly.

Freeing users from their desks, mobile phones allow use during otherwise unproductive time and encourage very quick entries or tweets from events *as they are happening*. This just in time information is especially useful at conferences or for live narration of a long project. For example, in March I joined a one-week internship in Osaka and Twittered activities step by step. Interested people who were unable to attend in person followed from Tokyo, Austin, and New York from where they could reply or discuss in real time or follow up later.

Figure 3. Viewing tweets from user <jaltorg> on an iPhone. Note reply and hash tags.

Try it and see

The investment of time and effort to begin reading Twitter is just a few clicks of the mouse and a few moments to scan some messages from fellow JALT members. The payoff can come in the form of closer connections with colleagues, finding new resources, and keeping well informed.

References

Shafer, S. (Host). (2009, March 25). Twitter's Biz Stone. *Forum with Michael Krasny*. Podcast retrieved from <www.kqed.org/radio/programs/forum/>.

Ted O'Neill works in the English Language Program at J. F. Oberlin University where he coordinates the Foundation English Program and teaches a course in Online Communication. He may be reached by email at <oneill@obirin.ac.jp>. His tweets may be found at <twitter.com/gotanda>.

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…with Marcos Benevides

<jalt-focus@jalt-publications.org>

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

JALT FOCUS ONLINE

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

JALT Calendar

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

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

JALT Notices

Announcement of Second Ordinary General Meeting of 2009

Date: Sunday, November 22, 2009. Time: 16:35-17:35. Place: Granship, Shizuoka. Room: Koryu Hall. Agenda: Item 1. Election of the NEC Chair Designates; Item 2. Important issues concerning the administration of JALT. Aleda Krause <record@jalt.org> JALT Director of Records.

平成２１年度第２回通常総会のお知らせ

日時：平成21年11月22日(日)。時間：16:35－17:35。場所：グランシップ、静岡市。部屋：交流ホール。議題：第１号議案：選挙管理委員の選出。第２号議案：当学会運営に関する重要事項。アリダ・クラウス <record@jalt.org> JALT書記担当理事。

Minutes of First Ordinary General Meeting of 2009

Date: Sunday, June 28, 2009. Place: National Olympics Memorial Youth Center, Yoyogi, Tokyo.

Agenda: Item 1. Business Report (2008/04/01-2009/03/31)—Report accepted unanimously. Item 2. Financial Report (2008/04/01-2009/03/31)—Report accepted unanimously. Item 3. Audit Report (2008/04/1-2009/03/31)—Report accepted unanimously. Item 4. Business Plan (2009/04/01-2010/03/31)—Plan accepted unanimously. Item 5. Budget (2009/04/01-2010/03/31)—Budget accepted unanimously. Item 6. All motions that were passed by the EBM in February 2009 and June 2009 were accepted.

平成２１年度第1回通常総会議事録

日時：平成21年6月28日(日)。場所：国立オリンピック記念青少年総合センター、代々木、東京。議題：第1号議案：平成20年度事業報告事業報告は満場一致で議決された。第2号議案：平成20年度収支決算収支決算は満場一致で議決された。第3号議案：平成20年度監査報告　監査報告は満場一致で議決された。第4号議案：平成21年度事業計画事業計画は満場一致で議決された。第5号議案：平成21年度予算 予算は満場一致で議決された。第６議案：平成２１年2月及び6月の執行役員会で可決された全動議は満場一致で議決された。

Visited TLT's website recently?
<tlt.jalt-publications.org/>

NPO JALT Financial Report for the Fiscal Year 2008

Balance Sheet as of March 31, 2009

ASSETS	
CURRENT ASSETS	
Cash	46,898,193
Time Deposit	5,000,000
Accounts Receivable	
Chapters	1,857,754
Other	3,018,660
Prepaid Expenses & other Current Assets	250,299
Total Current Assets	57,024,906
PROPERTY	
Office Equipment	3,103,235
Accumulated Depreciation	(2,149,235)
Net Property	954,000
Rental Deposit	896,000
Telephone Rights	86,423
Computer Software	2,529,023
TOTAL	61,490,352
LIABILITIES AND FUND BALANCE	
CURRENT LIABILITIES	
Accounts Payable:	
Special Interest Groups	7,363,500
Chapters	5,098,743
Other	3,412,589
Deferred revenue—memberships	17,204,944
Consumption Tax Payable	272,500
Corporate Tax Payable	70,000
Other Current Liabilities	81,250
Total Current Liabilities	33,503,526
FUND BALANCE	27,986,826
TOTAL	61,490,352

NPO 全国語学教育学会

貸借対照表　(平成２１年３月３１日現在)

資産の部	
流動資産	
現金預金	46,898,193
定期預金	5,000,000
未収入金(支部)	1,857,754
未収入金(その他)	3,018,660
前払費用	250,299
流動資産合計	57,024,906
固定資産	
器具備品	3,103,235
減価償却累計額	(2,149,235)
器具備品残額	954,000
事務局家賃保証金	896,000
電話加入権	86,423
ソフトウェア	2,529,023
資産合計	61,490,352
負債の部	
流動負債	
分野別研究部会預り金	7,363,500
支部口座預り金	5,098,743
その他預り金	3,412,589
前受会費	17,204,944
未払消費税	272,500
未払法人税	70,000
その他流動負債	81,250
負債合計	33,503,526
正味財産合計	27,986,826
負債正味財産合計	61,490,352

NPO JALT Income Statement (for the period April 1, 2008-March 31, 2009)

REVENUES	
Membership Fees	28,536,601
Conference Fees	37,321,214
Publications	4,249,534
Other	340,999
TOTAL REVENUES	70,448,348
EXPENSES	
Conferences	17,687,443
Publications	10,859,408
Administration	35,201,578
Grants	8,169,321
TOTAL EXPENSES	71,917,750
EXCESS OF REVENUES OVER EXPENSES	(1,469,402)
FUND BALANCE, BEGINNING OF YEAR	29,456,228

FUND BALANCE, END OF YEAR	27,986,826

NPO 全国語学教育学会
損益計算書（自平成20年4月1日至平成21年3月31日）

収益

会費	28,536,601
年次大会収入	37,321,214
出版収入	4,249,534
その他収入	340,999
収益合計	70,448,348

費用

年次大会経費	17,687,443
出版経費	10,859,408
管理運営費	35,201,578
支部等経費	8,169,321
費用合計	71,917,750
当期純利益	(1,469,402)
元入金	29,456,228
正味財産合計	27,986,826

Auditor's Report

Based on the relevant articles of the NPO JALT Constitution, I performed the following duties for the period of April 1, 2008 to March 31, 2009.

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

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

Tadashi Ishida, JALT Auditor
June 28, 2009

監査報告

当監事は、特定非営利活動法人全国語学教育学会定款の規定に従って、平成20年4月1日から平成21年3月31日までの当学会に関して、次に掲げる職務を行いました。

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

上記職務を行った結果、当監事はこの法人の業務又は財産に関し不正の行為又は法令若しくは定款に違反する重大な事実を認定しませんでした。

平成21年6月２８日
特定非営利活動法人全国語学教育学会
監事　石田正

Independent Auditor's Report

We have examined the balance sheet of NPO The Japan Association for Language Teaching ("JALT") as of March 31, 2009, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen. Our examination was made in accordance with auditing standards, procedures and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2009, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Kimiichiro Kuramochi
Certified Public Accountant
June 16, 2009

独立監査人監査報告書

平成21年６月１６日
公認会計士　倉持公一郎

平成21年3月31日現在の法人の貸借対照表及び関連する平成20年度の収支決算書と正味財産残高を精査しました。精査は日本で受け入れられ、適用されている監査基準、手続き及び慣行に準拠して実施されました。それゆえ、状況によって必要と考えられる会計記録の検査及び他の監査手続きが含まれています。

私は上記の財務諸表は平成21年3月31日現在の法人の財産の状態を適正に表示しており、平成20年度の会計処理は日本で一般に受け入れられている会計原則と慣行に準拠し、かつ、前事業年度と同一の基準に従って継続的に適用されていることを認めます。

2009-2010 Budget

REVENUES	
Membership Fees	30,120,000
Advertisement Revenue	2,950,000
Publications Revenue	3,110,000
Conference Revenue	30,270,000
Other Revenue	1,095,000
TOTAL REVENUES	**67,545,000**
EXPENSES	
Chapter/SIG Grants	8,763,000
Meeting Expenses	3,800,000
Administration	1,700,000
JCO	18,600,660
Service and Fees	8,764,000
Publication Expenses	10,920,000
Conference Expenses	14,872,000
TOTAL EXPENSES	**67,419,660**
PROFIT	**125,340**

Kevin Ryan
Financial Steering Committee Chair

2009年度　予算

収入	
個人会員会費	30,120,000
広告収入	2,950,000
出版収入	3,110,000
年次大会収入	30,270,000
その他の収入	1,095,000
収入合計	**67,545,000**
費用	
地方支部及び分野別研究部会経費	8,763,000
会議費	3,800,000
管理運営費	1,700,000
事務局経費	18,600,660
専門的業務用経費	8,764,000
出版経費	10,920,000
年次大会経費	14,872,000
費用合計	**67,419,660**
差引収益	**125,340**

ケビン・ライアン
財務運営委員会委員長

…with Jason Peppard

<memprofile@jalt-publications.org>

Showcase is a column where members have 250 words to introduce something of specific interest to the readership. This may be an event, website, personal experience or publication.

Please address inquiries to the editor.

IN this month's Showcase, Joanne Sato shares her very rewarding experience of getting out of the classroom with her students and working with them on a stage.

SHOWCASE

Joanne Sato

I work in the English department of a Catholic women's college and have recently been involved with the English Speaking Society (ESS), which participates in an annual English play contest. The students' obsession with Zac Efron and "High School Musical" prompted the choice of "Grease" for this year's play. Elegant, willowy, quietly spoken Japanese women transformed themselves into slang talkin' American teenagers, a fascinating and, at times, hysterical process—a process that started with the teachers up on the stage and ended with us sitting in the far corners of the auditorium, watching the students blossom into budding pronunciation coaches, make-up artists, dance teachers, and producers of their own version of 50s America.

We won three out of the four awards on offer, including best play. The emotions that I experienced that day were shocking in their intensity, beautiful

in their shared nature, and powerful in their vindication of my past 10 years in Japan. Here is English in an EFL context with no textbook, being *used* to negotiate, motivate, encourage, design sets and costumes, coordinate dates, chat, tease, joke, sing, and cry. My colleague who has been involved with the play contest for many years always said ESS kept ELT alive for him and I am inclined to agree.

I believe this teaching opportunity *outside the classroom* has challenged me as a teacher—it has informed the continual regeneration of my classroom practice. While I may have given up many evenings, the rewards both personally and professionally have been huge. Where is English alive in and around your EFL classroom?

Joanne Sato works at Sakura no Seibo Junior College. She can be contacted at <sato-j@ssjc.ac.jp> and found twittering <@SugarJo>.

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COME TO THE PRESENTATION

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presenting at JALT2009

Japanese contact: m@murphyschool.com http://wideworld.gse.harvard.edu

…with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>

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

IN this issue, Kent Hill explores new frontiers: Who knows where you could land after just one JALT conference. In the second report, Theron Muller shares some of his experiences as a scholarship winner at IATEFL 2009 in Cardiff.

Mix JALT and a "Seeker" and what do you get? Activation!

by Kent Hill, Ex-president, Wakayama Chapter

Hello to everyone of JALT, both in Japan and throughout the world. It is now two months since I left Japan to start an MA in TESOL at the University of Washington in Seattle, and this after 10 years of university teaching in Japan!

Ten years… When I first got that university job, it was only part-time, but exactly what I had hoped for in Japan: a classroom experience to complement the small group tutoring that is a part of life for most every language teacher in Japan. I was looking to reach more students, yet soon felt overwhelmed: large classes, mixed levels, part-timers uninvited to department meetings, and not a skeleton of curriculum to guide me. The silver lining was freedom in teacher creativity; the downside was no peer group and not knowing where to begin.

At that time in my area, there was no affordable Net access, and no tradition of regular language teacher meetings other than in Japanese (it is common that NS foreign language teachers are expected not to know or use any Japanese, yet this truly limits professional exchange). I did not yet speak Japanese well enough to join meetings in Japanese (and with technical language this is still true) and thus my first few years teaching, the hardest for most all teachers, were quite lonely and not very satisfying. If it was this hard and time-consuming to help students experience something better than non-communicative, multiple-choice language exams, I would not last long.

And then, JALT appeared... Cliché though it may be, it really was that simple. I had heard of its annual conference and was desperate, and 6 years ago finally decided to attend one in Shizuoka. I found myself surrounded by positive teachers seeking to improve their skills and to share. It was just what I needed. I was so stunned I even volunteered right there to help with JALT's Job Info Center, the JIC. This put me in semi-regular contact with dedicated JALT volunteers, people who care enough to give of themselves and work to improve language teaching and learning. Why hang out anywhere else?

Bliss? Yes, but the closest chapter to me was still 2 hours away. I needed a more regular fix. After that first conference, my attitude changed, and (magically?) people around me began to talk about also having an interest in sharing and improvement. We began to discuss how to start our own chapter. Of the original seven members, only three had been to a conference, and only one had JALT volunteer experience, me. Still, this was enough to create a forming chapter: Welcome the Wakayama chapter of JALT, affectionately—WALT!

Has WALT taken a lot of our time? Yes and no: just a lot at certain times (especially if the year is not planned out at least halfway). As president/manager of a new chapter, I had extra work helping the new officer/volunteers. For such a small chapter, it's amazing how much we have learned: How to organize, plan and run events (and plan 4 months or more in advance!) Slowly but surely, we have been learning the ropes. Website creation, monthly accounting, and online banking were our first hurdles, complicated as JALT was changing its own website and bank at the time. Thankfully, that's past us, yet all the while we averaged a meeting every 2 months. Two years later, the chapter had doubled in size and another volunteer stepped up so that I could move on. Now they are facing new challenges of a growing chapter, which will lead to the further, healthy "trouble" of maintenance as a matured chapter.

A chapter is an administrative, professional entity serving a local need, yet run by giving volunteers.

Chapter development is ongoing, and is what makes volunteering locally or nationally so special—you will always learn something new. An NPO is a business, just one not out for profit, a fact that makes it all the more of a challenge, and all the more worthwhile: volunteer-driven, for the good of us all. Call me naïve, but it seems that altruism is alive and well, and it feels great!

So, JALT has made all the difference, through helping me gain focus, providing numerous models and mentors, and in MA and Teaching Assistant applications made successful by skills and experience from service to the greater good. It amazes me: one weekend trip to Shizuoka. Who knows, this year, it could be you!

IATEFL 2009 report

by Theron Muller, Noah Learning Center, <theron@theronmuller.com>

As one of the first winners of the John Haycraft Classroom Exploration Scholarship, sponsored by International House, London, it was an honor to attend IATEFL in Cardiff in April. After teaching and researching in Japan for 8 years, it was a special privilege to see and meet many of the people I had previously known only through email or books, people like Dave and Jane Willis and the Crystal family. Particularly memorable was lunch and an evening at a jazz cafe in downtown Cardiff with the Willises. While we had consulted on book and journal projects in the past, there is some personality and history that can only be conveyed through face to face meetings and discussions. I learned a lot about the early history of the Birmingham distance MA, where I received my masters, and the state of TBL outside of Japan. I was also able to take a daytrip to my *alma mater*, the University of Birmingham, where I met many of the people I'm in regular email contact with as a tutor on the CELS MA program.

As a special guest at the ESP SIG Pre-Conference Event, I heard speakers share their stories of English teaching from a vast array of contexts, encompassing Europe, the Middle East, and Africa. It was encouraging to learn about different geographic regions from educators who live and work in those places, and who were eager to share the innovations they are implementing locally. There appeared to be some similarity across contexts in terms of the challenges faced, and I think perhaps several parallels with the current push toward English education in elementary schools in Japan.

The opportunity to create new networks of contacts was another benefit of IATEFL Cardiff. For example, at Fauzia Shamin's plenary session I was able to pledge interest in supporting research into teaching large classes. She's not so interested in North American-based research that indicates smaller classes are better; the reality is that smaller class size is the most expensive possible innovation. Instead she's interested in discovering and creating tools to help teachers of large classes to adapt to the reality of their classrooms and teach more effectively. As part of my pledge I received the British Council published *Maximizing learning in large classes: Issues and options*, which was the result of an in-service training of English teachers in Ethiopia in 2006. Since returning to Japan, I've consulted it heavily with regard to the Engineering College classes I teach, where there are 42 students per 45-minute class. It hadn't occurred to me before leaving Japan that my teaching context would have so much in common with educators in Ethiopia and Pakistan, or that we could form a network, along with other teachers throughout the world, intended to address issues common to all of our educational contexts.

Another advantage of the conference was that I saw how educators are incorporating technology into the classroom, via Second Life and cell phone collaboration, to name but two. There was a strong push for more technology integration into classrooms throughout the world.

The City Hall and National Museum made a spectacular backdrop to the events of the conference. The scenery was rich and splendid, and the presentations compelling. The best part of the conference is that it isn't over: IATEFL online continues to host a selection of presentations from the conference (including mine if you want to see it) and discussion about the major themes covered there. Visit <iatefl.britishcouncil.org/2009/> for more information.

The conference wasn't all work and no play. I did some sightseeing of the area around Cardiff, and was able to experience some of the local Welsh culture. In addition to my daytrip to Castell Coch, Trinity hosted an evening celebration at Cardiff Castle, a spectacular setting for a party. Finally, I also toured the Welsh National Assembly, which was informative and interesting.

All around, it was a great opportunity and experience.

…with James Hobbs

<sig-news@jalt-publications.org>

JALT currently has 17 Special Interest Groups (SIGs) and 4 forming SIGs available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

SIGs at a glance

Key: [= keywords] [= publications] [= other activities] [= email list] [= online forum]

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

Bilingualism

[bilingualism, biculturality, international families, child-raising, identity] [*Bilingual Japan*—3x year, Journal—1x year] [forums, panels] [ ]

Bilingualism is pleased to sponsor the *Bilingual Family Event: Raising Children in Two Languages and Two Cultures* featuring plenary speaker **Aya Matsuda** at JALT2009. This event is also open to the general public. Bilingualism is also hosting a panel discussion on *Biliteracy: Early Childhood Thru Elementary School.*

バイリンガリズムがJALT2009年度大会『バイリンガル家族イベント』を提供する。このイベントの演説者が松田あや研究者。こののイベントで一般人も参加ができます。バイリンガルズムがパネルディスカッションを提供する。今年の主題は『幼児から小学生までのバイリテラシ』。

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 CALL SIG provides support, information, networking, and publishing opportunities for interested persons. If you are interested in serving as an officer and/or member of the 2010 Conference Team, please don't hesitate to contact us. We look forward to meeting and hearing from persons interested in the expanding world of CALL. See <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]

The annual CUE 2009 Conference, *ESP/EAP: English for Global Living, Working, and Studying*, will be held, in cooperation with Nara JALT and in support of the Forming SIGs Framework and Language Portfolio and Study Abroad, at Tezukayama University, Nara, 17-18 Oct. Featured Speakers are **Mike Guest** and **Thomas Orr**, and panelists include **Judy Noguchi**, **Eric Skier**, and **Glen Hill**. Visit <jaltcue-sig.org/node/75> for details about conference registration, schedule, abstracts, and conference banquet. Hope to see you there!

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>.

Framework & Language Portfolio (forming)

[curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP)] [newsletter] [seminar, workshops, materials development] [ ]

This SIG wants to discuss the CEFR and ELP, and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogic tools; the bilingual Language Portfolio for Japanese University is now available online. The SIG holds periodical seminars and is present at many conferences. See <forums.jalt.org/index.php/topic,456.0.html> or contact <flpsig@gmail.com> for more information.

Gender Awareness in Language Education

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

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

Global Issues in Language Education

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

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

Japanese as a Second Language

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

Junior and Senior High School

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

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

Learner Development

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

The Learner Development SIG is a lively group interested in making connections between our experience of learning and teaching. This year's **LD SIG Forum** on **Identity Snapshots** will be held 21 Nov at JALT2009, exploring teachers' representations of their students, and students' representations of their teachers. Through presentations, activities, and discussion, we will explore how perceptions of ourselves and others shape our learning experience. Information about the forum, contacts, and information about the SIG at <ld-sig.org>.

Lifelong Language Learning

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

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

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

Materials Writers

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

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

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]

OLE has issued NL 51 and 52 covering the 3 days of JALT2009, with 10 OLE-related events, 30 speakers, and close to 30 presentations—individual presentations on French, Korean, Spanish, and Chinese; the French, German, and Spanish workshops; the Embassy panel; and, including Chinese, the OLE-SIG forum. Long abstracts and summaries are in OLE NL 51 and a complete schedule and individual abstracts are in OLE NL 52. Both issues are available from the coordinator <reinelt@iec.ehime-u.ac.jp>.

Pragmatics

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

Pragmatics is the study of how people use language. As teachers, we help students learn to communicate appropriately, and as researchers, we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out more about the SIG at <groups.yahoo.com/group/jaltpragsig> or contact Donna Fujimoto <fujimoto@wilmina.ac.jp>. For newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

Professionalism, Administration, and Leadership in Education

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

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>.

Teachers Helping Teachers (forming)

[teacher training, international education programs, language training, international outreach] [*THT Journal*—1x year, *THT Newsletter*—4x year] [teacher training conferences/seminars in Bangladesh, Laos, Vietnam, and the Philippines, AGM at JALT national] [ ]

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>.

児童語学教育研究部会　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>をご覧下さい。

Testing & Evaluation

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

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

COLUMN • CHAPTER EVENTS 37

…with Michi Saki

<chap-events@jalt-publications.org>

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

CHAPTER EVENTS ONLINE

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

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

Although October days become cooler and our schedules grow busier by the week, just make sure you don't miss out on this month's chapter events, filled with a colourful variety of interesting topics! Take some time out and support your local chapters by attending a meeting or two. Remember to check the chapter events website <jalt.org/events/2009-10> if your chapter is not listed below. Other events may appear on the website at any time during the month.

Gunma—*MEXT's attempt to create a coherent English education program from elementary school to university* by **Kensaku Yoshida**. In the year 2011, English will officially be introduced in Japanese elementary schools, forcing junior and senior high schools to change their methods of teaching English as well. Universities are also being encouraged to become more "international" by providing more majors and courses conducted in English. The speaker will discuss how these changes will be implemented. *Sun 11 Oct 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku); Free for JALT members, One-day members ¥1000.*

Himeji—*Workshop on EFL textbook proposal writing* by **Paul Moritoshi**. The saying goes that "There's a book inside all of us", but how does one go about writing a persuasive publishing proposal for an EFL textbook? For some, the process seems so intimidating, confusing, or demanding that they don't even start. This workshop very briefly outlines the publishing process as a whole, and then goes into the specifics of how to write a strong proposal. This will be a very hands-on workshop,

with audience members forming small groups, each working through the various stages of proposal writing to produce the skeleton of a textbook proposal in an EFL-related area of interest to them. *Sun 4 Oct 14:00-16:00; Hyogo University; Free for JALT members, One-day members ¥1000.*

Hiroshima—***National conference preview***. Local presenters will give a sneak preview of the presentations they will do at the national conference. Featuring: **Laurie Thain** on ***Rhythm, music, and young learners***; **Jeremy Boston** on ***Focused tasks and syntactic priming***; and **Bill Moore** on ***DIY television quiz shows***. *Sun 18 Oct 15:00-17:00; Hiroshima Peace Park 3F Conference Room; Free for JALT members, One-day members ¥500.*

Ibaraki—***October all-day meeting:*** **(1)** ***An inconvenience truth about interlanguage*** by **Charles Kowalski** (morning), followed by **(2)** presentations by **Sun Ming Lin**, **Liu Mao**, **Keiko Iwasaki**, **Li Wei**, and **Liang Yueli** (afternoon). (1) Kowalski's presentation uses cross-linguistic studies between Japanese and English to find causes and treatments for common learner errors resulting from Japanese influence. (2) The presentations by graduate school students will cover various topics of interest: Chinese psychological counselling; Wordsworth's poems; students' motivation and vocabulary knowledge; importance of good communication skills; and Chinese and Japanese financial systems. *Sun 4 Oct 9:30-17:00; Tsukuba Gakuin University (Meeting Room 1 & 2), Tsukuba; <ibarakijalt.blogspot.com/>; One-day members ¥500.*

Kyoto—***ARE YOU READY? Presentation practice session for JALT National*** and ***2009-2010 Kyoto JALT Chapter Officer Elections.*** Presenting at JALT National this year? Need an audience to practice in front of? Want valuable feedback and advice? The national conference is fast approaching, and now is the time to prepare! Try out your presentation or just come out and be a part of the audience! Send your presentation abstract, your name, and contact info to <jaltkyoto@gmail.com> by 27 Sep. Presentations and feedback time will be followed by Chapter Officer Elections. Interested in joining our team of officers? Contact Catherine Kinoshita at <jaltkyoto@gmail.com> for more info. *Sun 25 Oct 14:00-16:30; Campus Plaza Kyoto, Dai 4 Kougishitsu; One-day members ¥500.*

Matsuyama—***Rubrics*** by **Paul Spijkerbosch** of Matsuyama University. This presentation will outline how we, as teachers, can improve the classroom experience with rubrics. Understanding a teacher's expectations can be problematic for students. Furthermore, from a student's perspective, the assessment rationale may not be appreciated, or arguably, even understood. Rubrics can provide a mechanism for teachers to reappraise their course design, ascertain if certain skill sets need to be taught, improve assessment transparency, and be a catalyst for student collaboration to improve learner autonomy. *Sun 11 Oct 14:15-16:20; Shinonome High School Kinenkan 4F; Free for JALT members, One-day members ¥1000.*

Nagasaki—***Elementary school teaching and the implementation of the new English curriculum*** by **Kai Pence**, **Meghan O'Connell**, and **Warren Allen.** For our eighth meeting of the year, three experienced Nagasaki area ALTs will share accounts on the reasons they chose to come to Japan. They will share their views on the JET programme and the implementation of English at the elementary school level. They will also keep you actively involved by taking you through examples of interactive games and activities they believe are suitably pitched for this level. All welcome! *Sat 17 Oct 14:00-16:00; Dejima Koryu Kaikan, 4F; One-day members ¥1000.*

Nagoya—***Global issues and poetry*** by **Hugh Nicoll**. Global issues headlines confront us every day. Our students, however, need a way to approach such themes that can honor their creativity and empathy, while raising their awareness of the contexts of global issues. The presenter will introduce activities using short poems as source texts for language learning. Participants will be invited to consider ways in which poems can be approached. The presenter will also share online sources for activities adaptable for EFL classrooms. *Sun 18 Oct 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; Free for JALT members, One-day members ¥1000.*

Okayama—***From textbooks to TESOL Quarterly: Publishing for EFL teachers*** by **Keiko Sakui** of Kobe Shoin Women's University and **Neil Cowie** of Okayama University. Teachers want to publish but are often put off by the challenging and frustrating publishing process. The presenters will provide advice on making this process clearer and more doable. Based on some success and a huge amount of failure, they will share their experiences of publishing a textbook and academic articles along with tips on how and what to write. *Sun 18 Oct 15:00-17:00; Tenjinyama Bunka Plaza;<www.tenplaza.info/introduction/access.html>; Free for JALT members, One-day members ¥500.*

Okinawa—***Special language and culture event—Revealing hidden faces: Masked dances of Java***

by **Garrett C. M. Kam**. Kam will present masked 12th century Panji cycle semi-historical Javanese wayang topeng and his unique Oki-Jawa suite and will explain language-culture-dance-music interconnections. *Sat 17 Oct 14:00, Meio University; and Sun 18 Oct 14:00, Okinawa Christian Jr. College/University; Contact Caroline C. Latham 090-1945-5224 for details.*

Omiya—***Implementing an effective program using English Notebook*** by **Laura Blefgen-Togashi** and **Setsuko Terasaki**. Conducting foreign language activity classes in public elementary schools should include fun, but learning must be happening. It is our job as teachers to provide children with a program that encourages, facilitates, and is conducive to language learning. In this workshop, the speakers will explain and demonstrate how best to conduct lessons effectively using English Notebook, as well as present various ways to improve upon specific lessons that will enhance the entire learning process. This workshop will be presented in both English and Japanese. *Sun 11 Oct 14:00-16:45; Sakaragi Kominkan, Centre Plaza 5F (near Omiya Station); Free for JALT members, One-day members ¥1000.*

Shinshu—***Documentary film "Obaachan's Garden", 2002*** by **Linda Ohama**. Director Ohama will present her award-winning film, "Obaachan's Garden", the story of her grandmother, the last living picture bride in Canada. Linda will discuss her work as a filmmaker and educator, and the importance of preserving personal stories. *Sun 18 Oct 11:00-14:00; Nan-nan Hiroba, near Minami Matsumoto Station (see Events Calendar for map).*

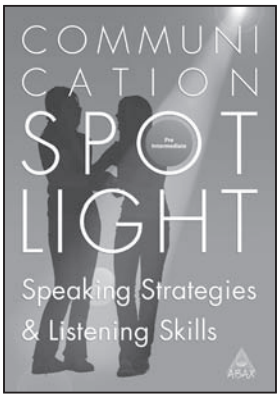
Tokyo and West Tokyo—***Fourth JALT Joint Tokyo Conference—Successful language learners and what they can teach us.*** At this all-day event there will be six presentations, on learner potential; extensive reading; mixing intensive and extensive reading, from both a learner's and teacher's perspective; curriculum development; vocabulary acquisition; and goal measurement and analysis. See details and abstracts at <jalt.org/tokyo/joint_conference> or <jwt.homestead.com/home.html>. To pre-register (strongly encouraged) email Andy Boon (Conference Chair) <andrew.boon@tyg.jp>. *Sun 11 Oct 9:45-17:30; Toyo Gakuen University, Hongo Campus; JALT members, pre-registered, ¥1500 (¥2000 at the door), One-day members, pre-registered, ¥2500 (¥3000 at the door).*

Communication Spotlight:
Speaking Strategies & Listening Skills

Audio CD and vocabulary notebook included

by Alastair Graham-Marr

Pre-Intermediate



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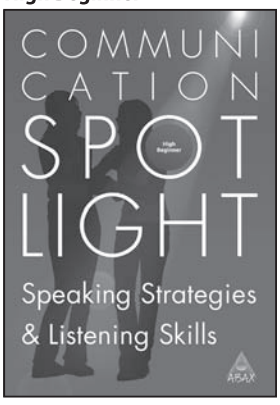

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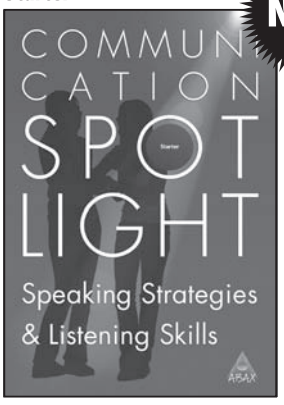

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ABAX

…with Troy Miller

<chap-reports@jalt-publications.org>

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

Akita: July—*Relating culture to the teaching of communication strategies* by **Alastair Graham-Marr**. This workshop examined the ties between culture and the use of communication strategies in L1. It focused on two broad categories of communication strategies—affective and management. The presentation highlighted the fact that the use of affective strategies differs between speakers from different cultures. There was also a lively discussion of Krashen's Input Hypothesis versus Merrill Swain's Output Hypothesis. Finally, the workshop examined whether or not learners of English within an Asian context would benefit from the explicit teaching of communication strategies and, if so, how these strategies might be introduced to learners. This was one of the most entertaining and enlightening presentations that we have had, and the audience responded with enthusiasm throughout.

Reported by Stephen Shucart

Gunma: June—*Tadoku: Extensive reading in secondary schools and higher education* by **Kunihide Sakai**. While most extensive reading programs, such as *The Edinburgh Project on Extensive Reading* (EPER) start from intermediate or advanced levels, Tadoku starts from scratch. Students start with children's books, such as *The Apple* from the Oxford Reading Tree series and gradually progress to more difficult material at their own pace. There are three "golden" rules to Tadoku: (1) don't use a dictionary, (2) skip over difficult points, such as words, sentences, paragraphs, or chapters, and (3) discard difficult books. The Tadoku system is unconventional in that teachers are advised to not teach, test, or force students to read anything they don't like. In Sakai's classes, students choose the books they read from trolleys, on which are arranged books in order of easiest to hardest; after reading a book, students prepare a short report on it, outlining how much of it they read and how they felt about it. After about 3 months the students have usually started to read manga.

Reported by Harry Meyer

Hamamatsu: **June—*The 30-second ad in the classroom*** by **Philip McCasland**. Can TV commercials aid the English language learner in the classroom? McCasland established what constitutes effective language activities when using TV commercials and showed what roles the teacher can take. He recommends using TV commercials as an accessory to regular English lessons, to provide linguistic and cultural content for communicative and creative language use in the classroom. Students are encouraged to develop their skills in listening and speaking. There is visual and audio input through a short story from TV commercials. TV commercials offer various advantages. Most importantly, they are entertaining and humorous. As teachers, we all know how difficult it is to motivate and encourage students to use English and try out their learned utterances. TV commercials can provide authentic language and culture values. They encourage students to use their creativity and imagination through various activities. Finally, TV commercials allow students to develop their critical thinking. Participants were provided with numerous useful URLs for internet sites for classroom use of TV commercials.

Reported by Eri Gemma

Kitakyushu: **July—*Oral communication teaching principles*** by **Kristin Sullivan**. Sullivan began by introducing the textbook she recently co-wrote, leading into her presentation of the kinds of insights that come out of the book-writing process. She said that the (apparent) common wisdom of "chuck[ing] a native speaker into a classroom and suddenly it all happens," falls somewhat short of according the teaching of oral English the kind of respect it deserves. It needs to be recognized that spoken language has unique features quite apart from the written form—which might help dispel the thematic superficiality and one-dimensional aspect of sample conversations in many textbooks. Having studied Japanese since elementary school, Sullivan feels well-qualified to assess methodology from "the other side of the classroom". She points out that sophistication in content is important—university students are adults after all—but they have been studying EFL for so long that patterns have developed they need to break out of; they need to be pushed up to the next level and, in her classes with her textbook, she attempts to do just that. Recognizing however that any textbook is just a tool to be used in the process of encouraging conversa-

tion, the latter half of the meeting was turned over to an open and lively discussion of ways and means to facilitate this.

Reported by Dave Pite

Kyoto: **July—*Extensive Reading in Japan seminar 2009***. This full day seminar began with 25-minute presentations, ranging through using Moodle Reader, describing tips for successful programs, to using movies with graded readers. All sessions concluded with energetic questions and answers. After a friendly pizza lunch, a 45-minute plenary presentation was given by Rob Waring, introducing the aims and types of Extensive Reading (ER) courses. For those already into ER teaching, more guides for promoting the programs or solving problems were provided. Poster sessions after the plenary presented the hands-on experience of teachers using ER in their classrooms. Afternoon paper presentations on such topics as starting an extensive listening program, goal setting, peer reading circles, and students' motivation in ER followed to finish up. Throughout the day, publishers with interesting reading materials also attended. This ER seminar attracted about 130 participants creating a vibrant atmosphere, hearty greetings, stimulating discussion, and satisfied faces. For more details on the seminar please visit <sites.google.com/site/jalt2009erconference/Home>.

Reported by Wakana Takai-Maclean

Nagasaki: July—*Intertwining content studies with language studies* by **Greg Goodmacher** and **Asako Kajiura**. Kajiura began by explaining her teaching situation, which allows students to focus on English intensively for 4 days a week. After online preparatory reading introducing the principles and meta-language of cross-cultural communication, students are presented with "case studies": short dialogues which exemplify a variety of socio-relational ("who"), motivational ("why") and environmental ("where") contexts. Students are then asked to create and perform their own case studies, with accompanying questions, a number of which were presented to the audience both as handouts, and in the form of class videos. Goodmacher then explained his belief that content and language should be continually and repeatedly "intertwined" throughout a course, rather than taught in parallel. Examples of good practice in schema-building, vocabulary-learning, and motivational techniques were introduced from several different source activities and texts. Goodmacher and Kajiura made use of visual materials—including provocative photographs and videos on environmental topics—both to demonstrate, and to elicit from the audience, ways in which content teaching and a focus on language forms can fruitfully develop and inform each other.

Reported by Richard Hodson

Nagoya: July—*The whole language approach to developing children's language* by **Ruth Barnes**. Barnes, a leading educator from New Zealand, explained the whole language approach to learning: Language is based upon total life experience and best learned when it is for a real purpose. Although the facets of oral language, reading, and writing are interdependent, oral language is the foundation of learning to read and write, so children need opportunities to talk based upon experiences. Barnes gave an interactive workshop imbedding language experiences through storytelling, songs, rhymes, and magnetic stories to develop language skills in a meaningful way for young children. Good storytelling has recognizable themes, a clearly developed plot, dramatic action, and expressive use of body and voice. Barnes recommends learning stories by heart so that it is easier to provide more interest and variance in voice. The repetition and rhythm of rhymes are very appealing to young children. Magnetic stories involve using a magnetic or felt board to tell a story, so that it is much easier for a child to add to or delete from a story. Using puppets is interactive, develops social skills, and provides an acceptable avenue to release emotion.

Reported by Kayoko Kato

Okayama: July—*In search of the real Johnny Depp: The co-construction of identity through an interview* by I**an Nakamura**. Nakamura first introduced five types of interview: test, narrative, news, celebrity, and research. He went on to explain the purpose and style of each. Next, he discussed the basic organization of a typical interview as a Q & A session. By adhering to certain rules and procedures, the interviewer can maintain a recognizable format which aids comprehension. It was noted, however, that when working with students it is important to be aware of false starts, reframing of questions, and the use of prompts to aid understanding of questions and elicit better responses. The remainder of the presentation was devoted to viewing segments of a 2002 interview of Johnny Depp conducted by James Lipton. Examining the interview, Nakamura showed how Lipton eased into the talk, thus lessening pressure on Depp, and illustrated the transferability of this technique to the classroom. Examples of co-construction were discussed as a valuable tool for teachers and students to build on as it is common to social interaction in both English and Japanese.

Further inspection of the discourse of the Depp interview revealed strategies for improved student/teacher talk. These included varying question and comment styles, knowledge of the topic, knowing when to speak more or less, and pacing.

Reported by Richard Lemmer

Sendai: June—*Noticing gaps in teacher and student evaluations* by **Sean Mahoney**. Mahoney reported on his research involving 183 university students' and five teachers' evaluations of student writing, as elicited in an English dictation quiz. In particular, Mahoney was interested in differences in how students and teachers assessed error severity. Beginning with an overview of past research on error gravity, Mahoney went on to a detailed discussion of his research design and findings—namely that while students and their teachers awarded identical marks to over half the sentences produced, scores from teachers tended to be wider spread overall, with much lower marks given on the more difficult questions. Attendees went on to discuss what his and others' findings mean for teachers and learners in regard to perceptions of error gravity. Mahoney's presentation was of particular interest in highlighting the difficulties and tradeoffs in designing research that must also serve as productive pedagogy in the classroom.

Reported by Ken Schmidt

Tokyo: July—*Skills curriculum design and implementation: Meeting the demand for English skills, EAP, ESP, and content-based programs* by **Heath Rose**. The workshop began with a discussion of the trend at many Japanese universities to provide more content-based instruction and how Rikkyo University's Department of Global Business has adapted its curriculum in a similar manner. The department has designed its curriculum through project-based learning to prepare the students for more challenging content courses later in their studies. The curriculum is student-centered and contains a variety of linked courses to prepare the students for enrollment in content or content-based courses. After that, there was a small-group discussion on curriculum organization and effectiveness. Then it was demonstrated how the department set its course objectives. Finally, the workshop was wrapped up with an explanation of the importance of course evaluation in order to check whether or not objectives are being met and if those objectives are appropriate. Through the use of carefully designed questionnaires, interviews, and focus groups, the Department of Global Business is able to ascertain program effectiveness and content suitability and take quick action whenever problems with the curriculum arise.

Reported by Kregg Johnston

42 COLUMN • JOB INFORMATION CENTER

…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.

Time for a new coat of paint on the Blacklist of Japanese Universities

Sandor Edelstein

RETRACTED

The article entitled "Time for a new coat of paint on the Blacklist of Japanese Universities," published in October 2009, has been retracted by the editors of The Language Teacher in consultation with the JALT Publications Board and the JALT Board of Directors. We are unable to confirm the identity of the author. We apologise for the error.

RUDOU Debito established his *Blacklist of Japanese Universities* a decade ago to fight the discrimination of a system of offering foreigners contracts capped at 3 or 4 years while automatically granting Japanese tenure. Making matters worse, it used to be unclear whether a position was permanent or not. Nowadays, universities freely offer contracts to foreigners and Japanese

alike. With everyone treated as equally disposable, it's time to reform the blacklist.

In 1997, a new law made it clear that universities could offer capped-contracts to any teacher. Initially slow to take advantage, universities are currently embracing the practice and forcing Japanese onto the same limited-term contracts as foreigners. For example, Ritsumeikan Asia Pacific University employs Japanese instructors, translators, and even office staff on contracts and won a court case ensuring they could be dismissed after 4 years. In January 2009, Kyoto University didn't renew the contracts of 100 Japanese research support staff, the first of 1,300 to have their 5-year contracts expire. The number of universities employing Japanese on capped-contracts has unfortunately grown too large to easily determine whether a university discriminates when hiring.

Furthermore, job ads now clearly state the number of possible contract renewals so the blacklist rarely tells job hunters anything new. As universities adapt to the twin forces of Ministry of Education prodding to reform and the demographic implosion, the blacklist has become obsolete.

This results in the odd situation of having schools black and greenlisted simultaneously. For example, a university in Niigata has tenured foreigners and is greenlisted. But it's also blacklisted for hiring foreigners as Visiting Instructors. Yet, as information on Mr. Arudou's website shows, this school also hires Japanese as Visiting Instructors to teach in the Japanese-language programme. Not ideal from the perspective of someone looking for a permanent position but not exactly discriminatory either.

Fighting a rearguard action against all capped-contracts seems to be the blacklist's current raison d'etre as Mr. Arudou (n.d.) writes:

> Other universities, after perpetually contracting their full-time foreigners, have switched to contracting their Japanese full-time faculty as well. Then some of them insist that this is "no longer discrimination", since it applies across the board. Wrong. Lowering employment standards and conditions to the level of "foreign temps" is no improvement.

According to this logic, every university in the US, where visiting and adjunct instructors make up 70% of teaching staff, would be blacklisted (Finder, 2007). While a clear tenure track exists in the US, the vast majority of instructors remain fenced out of the groves of academe.

With Japanese universities treating foreigners and Japanese as equally disposable, it's time to reform the blacklist. Since ads clearly state if a position is a capped-contract, the blacklist should focus on highlighting all schools, not just universities, that break and bend labour laws: places that fail to offer health insurance, use illegally dispatched teachers, or issue sudden pay cuts or dismissals after it's too late to find another job. A reformed blacklist would provide a useful service to job hunters of every nationality in Japan.

References

Arudou, D. (n.d.). *Blacklist of Japanese universities*. Retrieved August 22, 2009, from <http://www.debito.org/blacklist.html>.

Finder, A. (2007, November 20). Decline of the tenure track raises concerns. *New York Times*. Retrieved August 24, 2009, from <http://www.nytimes.com/2007/11/20/education/20adjunct.html>.

Job Openings

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

Location: Ishikawa, Kanazawa
School: Kanazawa University
Position: Fixed-term lecturer
Start Date: 1 April 2010
Deadline: *15 October 2009*

Location: Tokyo, Hachioji
School: Chuo University (Tama Campus)
Position: Part-time instructors
Start Date: April 2010
Deadline: 15 November 2009

RETRACTED

Location: Aichi, Nagoya
School: Toyota Technological Institute
Position: Full-time Professor
Start Date: 1 July 2010 or earlier
Deadline: 10 December 2009

Location: Nagano, Komagane
School: Interac Japan
Position: Short-term intensive language programme instructors
Start Date: January 2010
Deadline: 15 December 2009

…with David Stephan

<conferences@jalt-publications.org>

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 October is the deadline for a January, 2010 conference in Japan or a February, 2010 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

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

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

16-17 Oct 09—First International Conference on Foreign Language Learning and Teaching, Thammasat U., Bangkok. Keynote speakers will be Anne Burns (Macquarie U.), Gita Martohardjono (CUNY Graduate Center), and Shelly Wong (President of TESOL). **Contact**: <fllt2009.org>

16-17 Oct 09—Fifth International Symposium on Teaching English at the Tertiary Level, Polytechnic U., Hong Kong. **Contact**: <engl.polyu.edu.hk/events/5thISTETL>

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

17-18 Oct 09—CUE Conference on ESP/EAP: *English for Global Working, Living, and Studying*, Tezukayama U., Nara. The 2-day event will feature an array of presentations, workshops, and discussions on topics related to ESP/EAP teaching, including: materials development, pedagogy, ESP/EAP programs, and syllabus/curriculum design. **Contact**: <eltcalendar.com/events/details/4457>

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

29 Oct-1 Nov 09—SLRF (Second Language Research Forum) 2009: *Diverse Contributions to SLA: Integrating the Parts of a Greater Whole*, Michigan State U. Plenary speakers will be: Robert DeKeyser (U. of Maryland), Susan Gass (Michigan State U.), Jim Lantolf (Penn State U.), and Bonnie Schwartz (U. of Hawaii). **Contact**: <sls.msu.edu/slrf09/index.php>

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

6-7 Nov 09—28th TESOL France Annual Colloquium, TELECOM Paris-Tech, Paris. Plenary speakers will be Penny Ur and Jaimie Keddie. **Contact**: <tesol-france.org>

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

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

2-4 Dec 09—ALANZ and ALAA Joint Applied Linguistics Conference: *Participation and Acquisition: Exploring These Metaphors in Applied Linguistics*, AUT U., Auckland. Keynote speakers will be: Lourdes Ortega (U. of Hawaii), Cathie Elder and Tim McNamara (U. of Melbourne), and Gary Barkhuizen (U. of Auckland). **Contact**: <confer.co.nz/alanzalaaconf09>

8-11 Dec 09—Globalization and Localization in Computer-Assisted Language Learning (GLocALL) Conference, Chiang Mai, Thailand. Plenary speakers will be: Carla Meskill (USA), Lance Knowles (DynEd International), Thomas Robb (Kyoto Sangyo U.), and Thanomporn Laohajaratsang (Thailand). **Contact**: <glocall.org>

Calls for Papers or Posters

Deadline: 31 Oct 09 (for 12-14 Mar 10)—TESOL Spain 33rd Annual Convention: *Building Bridges: New Competences in the EFL Classroom*, U. de Lleida. **Contact**: <tesol-spain.org>

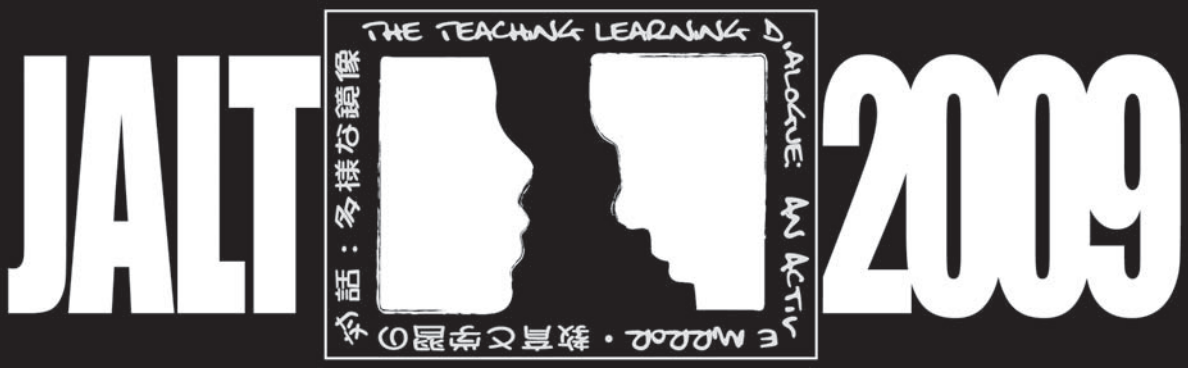
Deadline: 25 Dec 09 (for 5-7 May 10)—Third International ELT Conference: *Telling Tales Out Of School*, Famagusta, North Cyprus. Plenary speakers will be Leo van Lier, Tom Cobb, and Angi Malderez. **Contact**: <elt-emu.org/index.html>

Deadline: 30 Dec 09 (for 27-28 Nov 10)—2010 International Conference on Applied Linguistics (ICAL): *Diverse Languages for Diverse Audiences*, National Chiayi U., Taiwan. **Contact**: <sites.google.com/site/ical2010/Home>

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

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

Did you know that the online forums for the 2008 conference generated dozens of threads, which were read over 25,000 times?



Rejoin the conversation:
http://forums.jalt.org

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協会(APA)スタイルに基づき、スタッフリストページにある各コラムの編集者まで締め切りに留意して、提出してください。提出されたものにつきましては編集者に一任していただくことになります。

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文：実証性のある研究論文を求めます。質的か、計量的か（あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独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体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語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いて、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

学会報告：語学教師に関心のあるトピックの大会に出席された場合は、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読者が再利用できるように紹介するものです。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気をつけ下さい。My Share担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

Deadline: 15th of the month, 1½ months prior to publication. Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
  -1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas
  -国内外で約 3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
  -毎年1,500名から2,000名が参加します
- hundreds of workshops and presentations
  -多数のワークショップや発表があります
- publishers' exhibition
  -出版社による教材展があります
- Job Information Centre
  -就職情報センターが設けられます

JALT publications include:

- *The Language Teacher*—our monthly publication - を毎月発行します
- *JALT Journal*—biannual research journal - を年2回発行します
- Annual Conference Proceedings - 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

- Bilingualism
- CALL
- College and university education
- Cooperative learning
- Gender awareness in language education
- Global issues in language education
- Japanese as a second language
- Learner autonomy
- Pragmatics, pronunciation, second language acquisition
- Teaching children
- Lifelong language learning
- Testing and evaluation
- Materials development

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

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

- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

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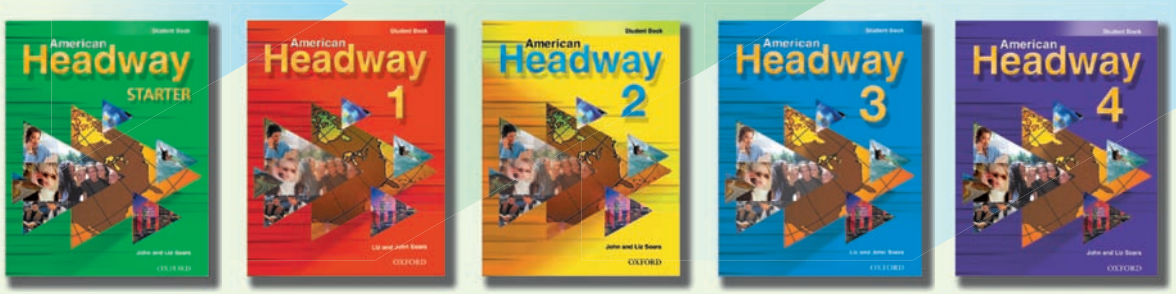

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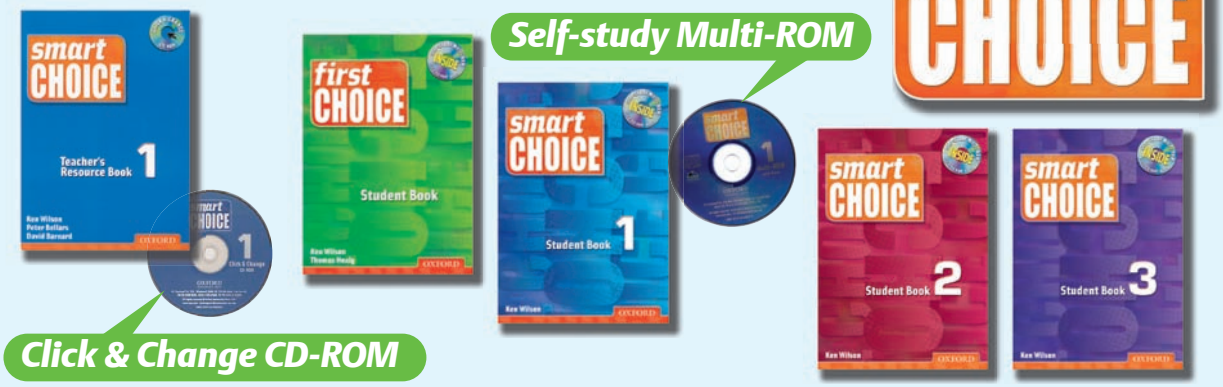

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