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The Japan Association for Language Teaching
全国語学教育学会
For JALT2005, we will be running three extended poster sessions. On each conference day you’ll have a chance to wander through up to 30 posters in the spacious Tenji Hall. Sessions will start with a browsing time when the poster presentations are unattended. Then, for a two-hour period, the presenters will be available to share their ideas. Poster presentations allow both the presenter and the participant to learn in an interactive, face-to-face environment. An added bonus is that during a lull in traffic through the poster space, presenters also become participants, looking at and discussing other posters. See you in there!

A poster session programme preview

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- A Tale of Two Cultures: Ethnographic Adventures
- Adapting Web resources into student-led learning
- Alternative Assessment: The Museum Piece
- Bangladesh Seminar: A Meeting of Two Cultures
- Can Japanese college students speak English?
- Check Your Stereotypes of Japanese Learners
- College students’ orientation towards group work
- Content-Focused Learning in Policy Studies
- Creating Comprehensible Readings Through Student Feedback
- Creating movies in the classroom
- Critique of learning Styles Survey
- Curriculum Development of Academic Presentation Courses
- Designing custom-made quiz software
- Developing Class Activities for Movies
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- Developing Self-access Materials: An Idiot’s Guide
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- Getting over the fear of role-plays
- Global Stories: Expanding the Narrative
- Graded Reading for TOEIC Prep in Eikaiwa Contexts
- “Hey, listen to this! Extensive Listening is fun”
- How to “cook” authentic materials
- http://www.manythings.org/j
- Ice-breaking Activities - theories and practice
- In-service Elementary English Teachers’ Anxieties
- Japanese grants course in Germany between 1938-45
- Language attitudes of Japanese college students
- Leading up to Critical Thinking: Say What You Mean
- Learner Awareness: Untold Stories
- Learning From Indigenous Language Revival Programs
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- Motivating Young Adult Learners to Communicate
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- Pathways to communication; collaborative learning in the ELP
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- Sharing Positive and Negative Stories About Obliqueness
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- Software I Always Wanted and Finally Made Myself
- Student Motivation and Pedagogical Activities
- Successful collaboration in team-teaching
- Talking about Japan: A cultural conversation game
- Teaching English Using One-Act Plays
- The Asian American Experience
- The Effect of Music on False Beginners’ Writing
- The Fairytale Project
- The Messenger Project: A classroom activity
- Time for Cooperative Learning in the Language Lab!
- TOEIC Bridge: Step by Step Journey Towards TOEIC
- University students’ autonomous learning attitudes
- Unlocking English through Reading
- Using Free Writing to Activate Creativity
- Utilizing Classroom Space
- Values in nursing: telling stories about health
- Vocabulary in an online environment: using Moodle
- What Learners Want! Tailor-Made Activities
- What type of word knowledge do they need?
- Why Do University Students Have to Take TOEIC?
- World Cuisine Fair in College Classrooms
- Writing Songs in a Foreign Language

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August has arrived, the classroom doors have closed and student grades have been submitted. It is now time to take that well-earned break. Perhaps it’s time to pull out all that reading material that has been put aside for the last few months. It may also be a chance to catch up on past issues of *The Language Teacher* along with the wealth of material contained in this month’s issue. Whatever your plans for the summer it is definitely an opportunity to recharge the batteries, work on an overdue submission to *The Language Teacher* or polish up that presentation for the upcoming conference in October.

This month we feature an article by Rodney Biddle exploring the perceptions of individuality and the group among Japanese EFL students. Biddle analyzes the opinions of students in response to the question *What makes a good English class?*

Readers’ Forum presents two interesting articles. The first article by Mary Hughes and Amy Jenkins describes their experiences as team leaders on two separate Global Village trips, one to Fiji and the other the Philippines, sponsored by the NGO, Habitat for Humanity International. The article gives a brief explanation of the process involved in setting up a GV trip and the benefits for students participating from Japan. James Porcaro writes about an African studies course that he is teaching as part of the EFL curriculum at his university. The paper reviews the elements and rationale of content-based instruction and in particular sustained-content language teaching. The resources utilized in the program, together with the syllabus and the development of the course are described.

My Share includes three activities. I-Jung Chen and Wen-Chun Chen provide a lesson in which students can learn to apply some easy sentence patterns with mind-mapping skills. Brian Caspino introduces a game show concept for the classroom giving students practice in listening to authentic material while at the same time discovering what foreigners know about Japan. Jacqui Norris-Holt and Harry Norris suggest a practical group activity for explaining and making use of prepositions.

Finally, from all the staff at *TLT* have a safe and enjoyable summer! See you in September, refreshed and ready to step back into the language classroom.

Jacqui Norris-Holt

*TLT* Co-Editor
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What makes a good English class?
Perceptions of individuality and the group among Japanese EFL students

Rodney Biddle
Gunma Prefectural Women’s University

This study investigates what students think about their English classes and what they, as individuals, think makes a good class. Using a technique taken from organizational psychology, the Nominal Group Technique, I asked students the question **What makes a good English class?**

Individuality can be considered as a component of individual identity, whereby an individual defines his or her self in relation to the prevailing culture (Giddens, 2001, p. 29). Japanese culture has typically been regarded as one of consensus in which the importance of the group is valued over the individual (Biddle, 2001; McVeigh, 2002; Shimahara, 1995). This group concept is a concern at the educo-political level as emphasis by the education system on social homogeneity is seen to diminish the ability of the Japanese to be creative and inventive, and to therefore compete in a global economy.

**The Wider Context**
From an economic perspective it is interesting to note that in 1987 Akio Morita, the then chairman of Sony, raised doubts about Japan’s ability to remain competitive in the global market place because Japan had, as he saw it, exhausted the supply of ideas from the West, and needed to develop its own ideas (Goodman, 2003, p. 20). In this sense creativity and individuality are a means of achieving economic survival. Nonetheless, it has been suggested that with regard to the development of this creative individuality Japan is still lagging behind (Kobayashi, 2000). The issue of creativity and an academic-industrial partnership was further considered in the **Toyama Plan**, a reform package put forward by the current Prime Minister, Junichiro Koizumi, in 2001. The reform emphasized the need for universities to contribute to the enhancement of a creative mind-set and to the nurturing and appreciation of discovery and creation (Mombukagakusho, 2001). To this end, the Sony Foundation for Education states that its primary objective is to support teachers who are trying to assist children to be able to take the initiative when learning, and has further indicated...

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that it wants children “to become adults who can act on their own initiative and make proposals to others” (Uchiyama, cited in Kitazume, 2004, p. 1).

In Japan we are beginning to see governmental introduction of educational reforms which acknowledge that education is more than simply rote learning and memorization. Students have, until now, largely been concerned with university entrance exams that typically require the memorization of large amounts of information and which, by virtue of their multiple choice style, leave little room for individual comment and analysis (McVeigh, 2002). In April 2002 new guidelines were introduced into Japanese schools and universities, elements of an educational reform process that started with the Nakasone government of the 1980s. These guidelines include a reduction in the workload of the pre-university school curriculum by around 30%, and the introduction of a 5-day school week. The new pre-university school curriculum also introduces integrated learning classes, which have no prescribed textbook, and are taught at the discretion of the individual teacher. They are intended to “encourage students to develop their own interests and to think for themselves” (Goodman, 2003, p. 7). At the university level, national universities are to be given more autonomy in terms of teaching, staffing, and research, and were to become self-governing financial bodies by 2004. Fundamentally, these new reforms are an attempt to introduce Western practices into Japan, and are essentially advocating a greater sense of individualism (Cummings, 2003).

Within the context of the classroom it is useful to consider individuality in terms of the experience of learning. That is, each student needs to be aware of learning as an experience in order for effective learning to take place. According to a model proposed by Kolb (1984), the learner carries out an initial learning act, which is then reflected upon. From this reflection abstract theories are constructed, and these theories are used and experimented with in different situations. While the learner may start at any one point in this process, and while some learners may be better at one stage than another (e.g., a learner may be better at constructing theories than reflection), all parts of the learning experience are required in order to achieve effective learning. The approach proposed by Kolb draws attention to the fact that it is necessary for the individual to understand and value learning as an experience.

Individuality within the classroom implies variation and that people are not identical. There may even be as many responses to a learning situation as there are students in the class (Jarvis, 1995), and these responses may vary from learning to non-learning and from reflective to non-reflective (see Smith, 2001, for a review of Kolb and Jarvis). Individual differences in the classroom are particularly apparent when examining learning styles. Differing learning styles are a reflection of the preferences of learners, and the choices that students make regarding how they want to learn. There are many different models of learner styles, one of which is the VARK (visual, aural, read/write, and kinesthetic) model (Fleming, 2001). This model categorizes learning styles as visual (e.g., pictures, diagrams, and video), aural (e.g., lecturers’ voices, discussions, explanations, and tape recordings), read/write (e.g., lists, textbooks, and lecture notes), and finally kinesthetic (e.g., experience, concrete examples, and field trips). These two individualistic components of the classroom, an experiential engagement in learning and a preferred approach to learning, are, as will be shown, of relevance to the answers given by the students in this study.

It is clear that the development of individuality has an important economic role to play in Japan, and that education can contribute towards this development by acknowledging the value of the learning experience and an individual’s learning preferences inside the classroom. What, though, is the perspective of Japanese students from inside an EFL classroom, and do their opinions reflect prevailing concerns with regard to issues of individuality and consensus? These are questions which have been addressed in this study.

**Participants**

The results of this investigation (see Appendix) are from a study of 34 EFL students, 12 male and 22 female. The sample was taken from two universities in Tokyo, and the students were all either English or economics majors. They were in their 1st-, 2nd-, and 3rd-years, with an age range from 18 to 22 years. Their level of English did not extend beyond pre-intermediate.

**Method**

This study utilized the Nominal Group Technique or NGT (Delbecq, Van de Ven, & Gustafson, 1975), which is a managerial technique used in program planning. The NGT establishes the opinions of its participants in response to a single question,
and then prioritizes them in order of importance. In this case, the students were asked What makes a good English class? The students then discussed, clarified, and prioritized their opinions in order, from the most important (5), to the least important (1). The NGT is not normally associated with an EFL classroom but more with practicing administrators. It has, for example, been used successfully to establish the location of nuclear power stations (Voelker, 1976) and to establish the opinions of professional managers (Hoffmann & Schelle, n.d.). It is, however, an ideal technique for focusing opinion on a single question and was selected for this reason. It should be added that, as it can be used with any type of question, this technique could be used independently in an EFL classroom as a communicative activity in its own right. For example, it could be used with questions such as What makes a good textbook? or What makes a good actor?

**Discussion**

The NGT generated a considerable number of responses and provided some very personal insights into what the students thought about their English classes. One of the most striking aspects of their responses is that they appear to fall into two groups (see Appendix). There are opinions that reflect the dynamics of the class as a whole (e.g., Have a good relationship with each other. Everyone concentrate to the class as you can), and there are responses that reflect the individual opinions and learning preferences of the students (e.g., Don’t be afraid of mistakes, Listening to music). This may not seem to be a particularly striking finding; however, taken within the current social context of Japan, and the debate within education concerning individual-versus-consensus dichotomy, this polarization of responses appears to make more sense. There has been much written, for example, about the consensual nature of Japanese society and that when in a group, for the Japanese, a sense of belonging is often of greater importance than a sense of individuality. This implies a relationship between identity and culture, made by referencing the group first and the individual second (Biddle, 2002). As an illustration of this point, imagine a student who, when asked a question by an EFL teacher, turns to their friend first to clarify what they will say, and then gives their answer to the teacher. This is the typical behavior of a student referencing the group (i.e., the student body) first, and themselves (for their answer) second, and is not an unusual practice among Japanese students. As such, responses which reflect this cultural trait should be present. Indeed, the group is clearly important to the students in this study, and the students seem to value a class that provides a supportive and permissive atmosphere.

This can also be evidenced in group-orientated responses such as We enjoy English conversation, Everyone concentrate to the class as you can (overall ranking 5), and Student should take part in class, We make a good atmosphere (overall ranking 4), through to Pleasant class and We should try to have fun (overall rankings 2 and 1). These responses express the type of behavior one might traditionally expect to find among Japanese students, namely a strong desire to see a unified and harmonious group (Shimahara, 1995). However, it is possible to argue that there are indications that the students are aware that their group is not the single most dominant entity, but rather is composed of individual members. The answer All student speak English one time in class (ranked as 5) arguably recognizes that the class requires the action of each student, and that each particular student has a part to play in that group. The pronominal they in They have a good relationship with each other (ranking 5) perhaps indicates the importance of an objective relationship to the group by the students. Contrast these answers to the question What makes a good English class? with the potential answers The sacrifice of the members for the good of all or When I am less than my fellow classmates, which would indicate a dominant group dynamic and a very different classroom dynamic, namely one where there is a strong desire to see the dominance of group-orientated values. Within the context of successive governments trying to reduce the dominant effects of the group within the classroom, in order to promote greater creativity and individuality, it would appear that progress is being made in this direction. Such progress would mean that there is more referencing of the students towards themselves first and the group second. This may be made clearer by looking at the second group of responses, which have been characterized as being of an individual nature.

The most important individually-orientated responses, ranked as 5 by the students in the survey, were Don’t be afraid of mistakes and Positive attitude, which can be seen to imply that each student is aware of his or her own intrinsic motivation, and that they are able to value learning as an individual experience. These answers are perhaps in contrast to the aims of an
educational system that conditions students “to regard knowledge not as a value or aim itself, but rather as a step toward the goal of passing exams and eventually securing employment” (McVeigh, 2002, p. 100). To be overtly concerned with making mistakes would suggest the lasting effects of an exam-orientated system, and if students are not worrying about making mistakes, the assumption here is that they are interested in the process of learning. This can be observed in other answers given by the students. Answers such as Pay attention to your English ability not only the exam and Do not speak Japanese (ranked as 2) further indicate the value of the experience for these particular learners, in the sense of learning English for non-exam purposes and using English as a new language and hence a new experience. This view of the classroom—that learning is experiential in nature, requiring the establishment of theories and theory testing—is consistent with the view of learning proposed by Kolb (1984).

Other responses, such as Sing a song. Cooking confectionary; and Use the picture (not only talk) (overall rankings 5), indicate that students have individual preferences with regard to how to learn. Within the terms of the model proposed by Fleming (2001), an interest in the use of songs, cooking, and pictures indicates the existence of aural, kinesthetic, and visual preferences, respectively. Similarly, individual learning preferences of an aural nature can be seen with such answers as Tune your ear to your teacher’s voice (overall ranking 2), and Try to listen to others’ English (overall ranking 1). These differences in learning styles, when examined within the context of a prescribed curriculum in which individual choices are not usually considered (Shimahara, 1995), are of relevance to the recent educational reforms, which give schools and universities more control over the content of their courses (Tsuruta, 2003). One of the universities in this study introduced elective English courses in 2004 for the first time, the intention being that students in these classes would enroll by choice and would not be required to take compulsory English classes.

Conclusion

It appears from the replies given by the students in this study that there is an awareness of the group as a whole, and an acute sense of their own individuality within that group. The awareness of the classroom as a group of students is demonstrated by the answers that call for a relaxed and friendly atmosphere. The notion of individuality is expressed in answers which indicate an understanding that learning is experiential in nature, and that it is possible to have a preferred approach to learning.

The responses given by the students in this investigation have to be considered in terms of the current educational reforms and economic impetus, which acknowledge a need to increase the amount of individualism (and hence creativity) among Japanese students. Within the classroom this would imply a departure from the hitherto traditional approach of education in Japan, which is exam-orientated and relies on the memorization of large amounts of information. The answers presented here further illustrate what many are aware of in Japan, that we are witnessing a change in the thinking of young people, and that there is an emerging sense of the value of individuality, both inside and outside the classroom.

References


[40x23]THE LANGUAGE TEACHER: 29.08 | August 2005 | www.jalt-publications.org/tlt/


Rodney Biddle has moved between England and Japan over the past 10 years. He has taught EFL in both junior and senior high schools, and universities in Japan. He is interested in the study of Japanese students in a sociological and psychological context and is currently engaged in an experimental analysis of working memory in Japanese students.

### Appendix

**Group-orientated and individually-orientated responses**

<table>
<thead>
<tr>
<th>Group-orientated responses from <em>the most important (5) to the least important (1).</em></th>
<th>Individually-orientated responses from <em>the most important (5) to the least important (1).</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most Important (5)</strong></td>
<td><strong>Most Important (5)</strong></td>
</tr>
<tr>
<td>• We should speak positive English.</td>
<td>• Don’t be afraid of mistakes.</td>
</tr>
<tr>
<td>• They have a good relationship with each other.</td>
<td>• Positive attitude.</td>
</tr>
<tr>
<td>• All student speak English one time in a class.</td>
<td>• Make effort to learn English.</td>
</tr>
<tr>
<td>• Everyone concentrate to the class as you can.</td>
<td>• To talk with native speakers.</td>
</tr>
<tr>
<td>• We enjoy English conversation.</td>
<td>• Listen to native English.</td>
</tr>
<tr>
<td>• Try discussioning in English.</td>
<td>• Sing a song.</td>
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<td></td>
<td>• Listen to English.</td>
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<td></td>
<td>• Use English only.</td>
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<tr>
<td></td>
<td>• Always speak in English.</td>
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<tr>
<td></td>
<td>• Cooking confectionary, the recipe is in English.</td>
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<tr>
<td></td>
<td>• Use the picture (not only talk).</td>
</tr>
<tr>
<td></td>
<td>• Make English girlfriend as you can.</td>
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<tr>
<td><strong>(4)</strong></td>
<td><strong>(4)</strong></td>
</tr>
<tr>
<td>• They make a good mood with a smile.</td>
<td>• Positive attitude.</td>
</tr>
<tr>
<td>• We enjoy English conversation.</td>
<td>• Make an effort to speak.</td>
</tr>
<tr>
<td>• We make a good atmosphere.</td>
<td>• Try to speak with native English speaker.</td>
</tr>
<tr>
<td>• All the student speak English one time in a class.</td>
<td>• Use English only.</td>
</tr>
<tr>
<td>• They have good relationships with each other.</td>
<td>• To talk with native speakers.</td>
</tr>
<tr>
<td>• Pleasant class.</td>
<td>• Watching English movie.</td>
</tr>
<tr>
<td>• Student should take part in class.</td>
<td>• Don’t be afraid of mistakes.</td>
</tr>
<tr>
<td>• Ask questions if you do not understand.</td>
<td>• Make English girlfriend.</td>
</tr>
<tr>
<td>• Learning interesting themes.</td>
<td>• Do not speak Japanese.</td>
</tr>
<tr>
<td></td>
<td>• Cooking confectionary, the recipe is in English.</td>
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<tr>
<td>Least Important (1)</td>
<td>Least important (1)</td>
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<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Each student manner.</td>
<td>Try to listen to other’s English.</td>
</tr>
<tr>
<td>To play a lot of games in English.</td>
<td>Watching English movies.</td>
</tr>
<tr>
<td>We should try to have fun.</td>
<td>Listening English movie.</td>
</tr>
<tr>
<td>Enjoying.</td>
<td>Positive attitude.</td>
</tr>
<tr>
<td>Try discussing in English.</td>
<td>Beautiful girls and handsome boys.</td>
</tr>
<tr>
<td>Keep good health.</td>
<td>Don’t be afraid of mistakes.</td>
</tr>
<tr>
<td>We make a good atmosphere.</td>
<td>Listen to English.</td>
</tr>
<tr>
<td>Always smiling.</td>
<td>Do not speak Japanese.</td>
</tr>
<tr>
<td>Student should take part in class.</td>
<td>Attend every week.</td>
</tr>
<tr>
<td>The teacher should have a sense of humor.</td>
<td>Easy to understand class.</td>
</tr>
<tr>
<td>The class helps the students and the teacher.</td>
<td>Homework.</td>
</tr>
<tr>
<td>Friendship.</td>
<td>Note: Some answers have been given different rankings by different students and appear more than once. Responses appear in the students’ own words.</td>
</tr>
</tbody>
</table>
Building for the future: Habitat for Humanity Global Village trips

Mary Hughes
Shizuoka University of Art & Culture

Amy Jenkins
Keiwa College, Niigata

What does building houses have to do with English communication? Helping people in need to build a house of their very own was the way we provided our students with a unique overseas experience using English. In the spring of 2005, we served as team leaders on two separate Global Village (GV) trips to the Philippines and Fiji sponsored by the NGO, Habitat for Humanity International (HFHI). This paper provides a brief explanation of the process involved in setting up a GV trip and the benefits of this kind of trip for students in Japan from our perspectives as team leaders.

Introduction
In the past, Japan has primarily focused on volunteering within Japan. For example, many schools have volunteer days in which students clean up beaches or spend time at day care centers. Recently, concerned university and high school teachers across Japan have started to offer their students a more global approach to volunteering. The HFHI GV trip project is one that introduces international, hands-on volunteering to Japanese youth. Students do not just pay to go on a trip—they have to work for months in advance at fundraising before they leave and then help to build a house while they are there. Throughout the process, students become more aware of global issues, especially problems associated with housing and economic disparity. They grow from interacting with nationals of the host country by living and working together and come back to Japan as changed individuals, as is evident in the following student comments:

My point of view has changed a lot after I saw the life and the culture of the Philippines with my own eyes.

I now can understand what is our own culture by having experienced another culture. I could reflect on myself because of this.

Goals of a Global Village Trip
As we were both new to leading GV trips, we thought about our purpose in wanting to expose students to an overseas volunteer work trip and came up with three main goals: improving

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English, building links between the university and the local community, and creating an opportunity for student growth.

Firstly, we wanted to provide the opportunity for students to improve their English communication skills. As the language used in all participating GV countries is English, the trip would give the students plenty of chances to practice English with local people. The fact that this practice may not be with a native speaker was irrelevant as exposure to World Englishes is valuable in itself. Because there were students with various levels of English, and some quite low, participating in the trip, it was expected that a language barrier would allow students to gain the rich experience in communicating without language. Secondly, we hoped that our projects would create links between our universities and their local communities. This would be done through the intertwining activities of awareness raising and fundraising. The third goal of leading students on the GV trip was so that they would grow as global citizens from the experience. We believed that the eye-opening experience would allow them to think about real issues in the world today, and we hoped that they would continue to be active in charity work.

Habitat for Humanity International

Habitat for Humanity International is a non-governmental housing organization that is trying to build simple, decent, affordable houses for those who lack adequate shelter. Although HFHI’s foundations are Christian, any person from any race or religion can join HFHI and help build or apply for a Habitat house. HFHI does not give away houses, instead they build them in partnership with the homeowners. Prospective homeowners have to pay back an affordable, non-interest loan for the house, and contribute time to the building of other peoples’ homes. The GV program allows all kinds of people to help build houses with people from another culture. Not only do GV participants help to build houses, but they also help to raise awareness of the lack of adequate housing in certain parts of the world. To participate in a trip, youth groups (including chaperones) are required to donate ¥35,000 per person. This money is sent to the host country to fund skilled labor, buy building materials, and help with administration costs.

The Process

The following description should give readers an idea of what is involved in organizing a GV trip. First, by contacting the Habitat for Humanity office in Japan, a manual and video can be obtained which details the process and the philosophy behind the trips. The team leader needs to ensure the program matches her objectives before advertising the project to her students. To raise awareness and promote the project, both writers showed the promotional video to their students. However, another possibility is to organize a lesson around the video, thus raising interest in the project. Once a number of students are interested (preferably six or more), the team leader should contact the Japan office to request information about prospective GV host countries. At this point it is important to look into the price of flights, as cost will obviously be an important factor in the organization of the trip. It is also necessary at this time to provide approximate numbers and dates of the proposed trip to the Japan office.

While this is in process, fundraising activities need to be started and continued throughout the year (this is discussed in detail below). During the year, contact is maintained with both the Japanese office and the host country. Decisions need to be made about the desired budget. Most host countries offer three costing options: budget, medium, and high. Whichever you plan to use, it will cover your food (and in some cases bottled water), accommodation, and transportation. In addition, for the last two days HFHI suggests that GV groups have some relaxation and reflection time. This usually takes place in a comfortable resort location, and allows participants to reflect on their time spent building and interacting with the local people. Habitat for Humanity requires all participants to take out special medical insurance from HFHI. However, it is up to the group to organize injections themselves. Information regarding safety in the host country and on the worksite will be sent to the team leader, and this should be distributed and understood by all members.

Numerous pages of cultural information are sent from the host country to the team leader for distribution to the group. All this information is in English. Although it is good practice for the students to read and comprehend this information, it is worth considering getting smaller groups of students to research into the various aspects of the host country—such as the history, language, geography, and food—and then report back to the whole group.

Fundraising

Ideally, fundraising should be continuing throughout the year. If you are just starting out though, you should start at least six months before you set

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off on your GV trip. It may be difficult at first to come up with ideas, but once the students have a plan and get organized into teams the activities can be quite successful. The fundraising activities have created a sense of community between our universities and the local population. The students have gained confidence in their communication skills by being able to effectively explain our projects on numerous occasions to the public. The following is a list, with brief explanations, of fundraising projects that we used.

**Flea markets**
Selling donated items at local flea markets proved a great way to raise both a lot of money and awareness of our projects. Students asked professors, teachers, friends, and family members for donations. They found that people were more willing to help by donating used goods than by giving cash. However, it may be necessary to remind donors that you are aiming to sell the goods, so they should be in reasonable condition. Ask students to find out when there are flea markets in your area and be sure to sign up by the deadlines. Ensure you have enough storage for the goods throughout the flea market season.

**Cookie selling**
Teachers made cookies and muffins twice a month and sold them for a suggested donation during lunchtime. Students appeared to enjoy buying real American or British cookies and muffins.

**Sponsored Halloween parade**
Setsuko Toyama, who teaches at Keiwa College, started this idea. About two weeks before Halloween, she asked all her students to ask friends to sponsor them for a minimum of ¥500 in order to enter a costumed parade. On a school day closest to Halloween, her students, together with the HFHI circle students, all dressed up in costumes and walked around the school during lunch hour giving out candy to students and collecting donations.

**Thematic charity parties**
We have held charity parties with Halloween, Christmas, and tropical themes. The parties have been held both on campus, coinciding with school events, and also at local bars. We used our contacts in town and made agreements with bar owners that we knew. Depending on the kind of support you can obtain from the bar owners, you may be able to make a large part of the required donation on this one night. Students planned games such as bingo and trivia about the host countries. Prizes for the games were recycled items on hand from flea market donations all wrapped up in fancy ¥100 shop wrapping paper. We found that other circles on campus wanted to help, so they sang or gave dance performances at some of the parties. Parties are also a good time to conduct raffles to bring in some extra money.

**Brick by brick**
This is a little house made from a cardboard box that has bricks made out of colored construction paper. The goal of this activity is to build the house by selling each brick. The buyer donates any amount to write a message to the future homeowner on the brick and then pastes the brick to the house. Once the houses are built, we took messages off the house and put them in an album of messages for the new homeowners.

**Donation boxes**
You can buy sturdy wooden or tin cylinder-shaped piggy banks at the ¥100 shop and decorate them or even make your own house-shaped donation boxes as well. Have students go around in the community and ask local shop and restaurant owners for permission to place a donation box in their shops. Make sure it is accompanied with an information leaflet describing your activity. Upon return from the GV trip, it is imperative to thank all the shops that supported the project so that their help will continue.

**Street Collections**
Depending on where you live, you will need to ask permission from the police and possibly the mayor as well. There will be paperwork and a small fee. It is a good idea to bring information leaflets to give out to passersby and have pictures ready to describe the activity. This is very humbling work as you may not raise a huge amount of money if it is cold or raining. However, it is a very good team building exercise. It is a smart idea to time your street collections around bonus times in June and December.

**School festival**
We conducted flea markets, sold Filipino food, and had information rooms about our activities at our annual school festivals. You may need to plan well in advance as some college festivals have early deadlines and strict rules about permissible activities. We also called a journalist who ran
our story the morning of our school festival. As a result, we had many members of the community stopping by our room to learn more about us and to give donations as well.

Through the fundraising projects, we have both noticed considerable growth in our students. Inevitably, during fundraising the students come into contact with local people. The fundraising and awareness raising activities of our projects have given them the lifelong skills of being able to effectively communicate to the public both informally and during presentations.

**In-country**

While in the host country, your group’s main priority is building houses. However, you may also want, and are encouraged, to do some cultural exchange activities. Both of our groups did a variety of cultural activities in a range of settings. The settings included the host village as well as orphanages, elementary and junior high schools, and universities. Prior to departure, students created ways to introduce elements of Japanese culture to people in the host countries. These activities included demonstrating a tea ceremony, origami, calligraphy, Japanese dance, and a Japanese flute (*shakuhachi*) performance. This opportunity gives students a chance to learn the necessary skills needed to do informal presentations. In addition, students learn the importance of knowing how to explain their own culture to others.

**Conclusion**

We felt that the three main goals of the project had been achieved for both groups of students. Through a GV project, not only are students able to practice communicating in English, but they are also given the opportunity to mature as individuals and develop a deeper understanding of the lack of adequate housing in the world. Moreover, the growth does not end with the trip. Students from both universities have since taken the project into their own hands, and are now organizing and planning fundraising activities and elements of the trip with enthusiasm. We believe that this project can also be of great benefit to your students.

What I did helped some people, but at the same time it helped me to become more mature in my thinking. We came into contact with each other’s minds because we built a house together, danced together, and ate together. I got to understand the Philippines better.

People with completely different backgrounds and cultures worked together. We tried to understand each other in spite of language barriers.

For more information about Habitat for Humanity and its principles refer to <www.habitat.org>.

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African studies as a sustained-content EFL college course

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Africa is a continent immense in size and great in diversity. More than ever the subject is one that cries out for much greater international attention and understanding. In this article I will describe the African studies course that I teach as a sustained-content course within the English as a foreign language (EFL) curriculum at my university. It is taught entirely in English and may be the only full, two-semester course of its kind in Japan. I will review the fundamental elements and rationale of content-based instruction and distinguish, in particular, sustained-content language teaching. Then I will describe the resources employed in the course, the syllabus, and the development of the course.

Content-based instruction
Content-based instruction (CBI) has played an important role in ESL and EFL curriculums for more than two decades. Its foundation is the integration of language and content, which promotes language acquisition. There are various approaches to CBI in different instructional contexts, but they “uniformly view language as a medium for learning content, and content as a resource for learning language” (Stoller & Grabe, 1997, p. 78). Krashen’s (1982, 1985) hypothesis of comprehensible input is frequently cited as an important theoretical basis for CBI. The rationale for the methodology is that meaningful and purposeful language usage in the context of connected subject material is the most effective means for communicative language acquisition. In addition, content that is interesting and of value to learners engages them more deeply and motivates their language learning (Snow, Met, & Genesee, 1989). CBI advances the English language skills of reading, writing, listening, and speaking, as well as providing grammar practice, vocabulary acquisition, critical thinking, study skills, and learning strategies.

Sustained-content language teaching (SCLT) is a concept within the broader construct of CBI. The distinguishing characteristic of SCLT is that students learn language and academic skills through the medium of a specific subject area, such as biology, history, psychology, or math, in courses that last an entire term or
a full school year (Murphy & Stoller, 2001). SCLT may be implemented beneficially in an EFL setting. A college course such as African Studies that integrates content and language learning promotes both cognitive and linguistic development and fosters students’ personal growth and development as more mature and thoughtful young adults with a wider and deeper global understanding of other peoples, cultures, and issues.

**Instructional resources for African Studies**

The textbook for the course is *Global Studies Series: Focus on Africa*. It is designed for US middle schools and is thus largely comprehensible and accessible for my students, most of whom are at low to mid-intermediate levels of English language proficiency. The 100-page text is largely appropriate and accurate in its presentation of Africa and covers the geography and environment of the continent, some topics of early and modern history, customs and patterns of life, and contemporary Africa, including some of the many serious problems faced on the continent.

With the dual focus of SCLT on content and language teaching, it is important that the textbook promotes the development of comprehension skills and strategies of academic reading, as well as the acquisition of academic and subject language. Each chapter begins with simple definitions of key terms, a relevant picture with an explanatory caption, and a concise question that sets up the chapter content. The sections of each chapter are introduced with further questions and the chapters conclude with a review of vocabulary, topical questions, and a focus on skills such as map reading and identifying cause and effect relationships. Many well-captioned photos and maps appear throughout the text, and some information is presented in graphic form.

Stoller and Grabe (1997) note that “it is important not to overwhelm students with too much content” and that students “need sufficient time to work with and reflect on the content and language of the assigned texts” (p. 93). Yet I am able to give students some supplementary reading assignments that I have written myself, based on a variety of reference resources. These include some topics in the early history of Africa, such as the Sudanic states of West Africa—Ghana, Mali, and Songhai—and a short history of South Africa. I also have adapted and rewritten some short newspaper articles on contemporary topics.

The students have not been to Africa and will likely never go there, yet so much of what they see in movies and on television about Africa is misrepresentative or outright false. Thus I use a number of carefully chosen videos that show, for example, the landscape of Africa, scenes of both rural and urban life, historical places, and real historical footage. One of the most valued videos I use is the eight-hour series *Africa: A voyage of discovery with Basil Davidson*. Approximately 20% of total class time for the course is taken with videos and films.

For the long unit of study on South Africa in the second term, I show the movie *Bopha!* In addition I have extracted scenes from other films such as *Cry Freedom*, *Amandla! A Revolution in Four-Part Harmony*, and *Mandela: Son of Africa, Father of a Nation* to add to a powerful and affecting presentation on the apartheid era and its end in South Africa.

I have made a collection of photos on many aspects of life in Africa from books, newspapers, magazines, and Internet sources, which I have enlarged and printed on A3 size paper for use with my small classes and put on PowerPoint for use with larger groups.

Good maps are a vital instructional item given students’ unfamiliarity with the continent of Africa at the start of the course. I use several big, colorful wall maps that delineate the political, physical, vegetational, and other features of the continent. I also reproduce a number of other maps depicting ethnic groups and languages, economic resources, historical occurrences, and other matters for study as handouts for students. Posters, charts, and graphic data on current social, cultural, and economic topics, for example, are also invaluable instructional resources for the course.

Finally, a very important element of the course is the African guest speakers who come to the class. For several years the guest speaker in the first semester has been someone from the Democratic Republic of Congo. Prior to his visit, students study material I have prepared for them that introduces Congo, and we spend a full lesson on the subject. In the second semester, following a seven week detailed study of the country, the guest is always a South African. The format of the lessons with the speakers involves the person giving a brief personal introduction and opening remarks on his or her country. All of the following class time is taken up with students’ questions, prepared prior to the class, and the guest’s
responses. The guest speakers bring a palpable presence of Africa to the class that engages students on a personal level with the subject of their study and motivates them to listen attentively and communicate clearly in the cross-cultural encounter.

The syllabus
The course consists of thirteen or fourteen ninety-minute weekly lessons each semester. The syllabus deals with Sub-Saharan Africa. It begins with several weeks of instruction on the geography, environment, and people of the continent. I use a lot of video at this stage in order to give students a sense of Africa as a place and a feel for its people. In addition to several topics from the early history of the continent, the syllabus also covers the Atlantic and Arab slave trades and the colonial and independence periods. The theme of Africa’s integrated role in world history is woven throughout the course. The Davidson video is a superb resource with which to teach this point.

The syllabus then focuses on elements of society and culture, including rural life, urbanization, religion, customs, and rituals. One special lesson is on African masks and masquerades. It is important to build instruction on students’ background knowledge and experiences whenever possible, and thus the opening of my presentation draws students’ attention to the rich Japanese cultural heritage in this area before introducing the African tradition. Supplementing the lecture, instructional materials include many picture books, video, and some actual African masks.

The subject of South Africa comprises half of the second semester syllabus. This topic is covered in more depth than any other. The rationale is that South Africa is in many respects the most important country on the continent. Furthermore, such a study exercises greater intellectual and linguistic capacities of the students. The unit opens with a sample of the music of South Africa, including that of the legendary Miriam Makeba; the late, adored pop singer, Brenda Fassie; and kwaiito, the current music of black townships. The core reading material is the eight-page short history I wrote myself, accompanied by supplementary pages of maps, data, and basic information. I show historical video footage about the apartheid era and the birth of the new South Africa in the early 1990s.

The movie Bophat! captures accurately and powerfully the anti-apartheid struggle in the black townships following the Soweto uprising in 1976. The film tells this history through the eyes of black South Africans. Video material of this kind can promote a deeper and fuller understanding of a subject as we are drawn to and identify with the characters in the story and experience the emotional as well as rational aspects of the subject. It has an impact that motivates learners to construct their own personal meaning of the events depicted and to communicate their own thoughts and feelings about what they have seen and learned. The unit on South Africa concludes with a guest speaker from that country.

Throughout the course I am able to illustrate many topics with my own experience and knowledge of Uganda, as I speak about the land, the people and their livelihoods, foods, education, conflict, and so on. I am able to convey my feelings and concern for Africa which in turn promotes students’ interest, motivation, effort, and accomplishment in their own studies. This affective aspect of the learning environment is an important factor in the success of SCLT.

The course concludes with a study of the major problems that exist throughout the continent—in the interconnected spheres of politics, economics, society, and environment. The issues are complex and may seem shadowed with a sense of hopelessness. It requires care to describe, explain, and discuss them with a class of EFL learners, but certainly they achieve a degree of understanding and the sense to ask discerning questions.

Instructional points to note
The core element of instruction in this sustained content course is teacher lecture. With a class of students generally at low and mid-intermediate levels of English proficiency, the manner of lecturing is critical. As students start with almost no knowledge about Africa, class time is mainly taken up by lecture, punctuated with maps, photos, posters, graphics, and video as described above.

The aim of the African Studies lectures is to deliver comprehensible subject content to the students. The vocabulary used is simple and general, within the range of student understanding. Subject specific and academic vocabulary that is new to students is defined when introduced. Concepts are kept simple and made accessible and comprehensible. Sentence structure is kept simple and sentence length brief. Presentations are given in a clear, linear mode. The pace of speech is moderated, with pauses and repetition embedded in the flow. The
duration of the lecture is limited to between about twenty to thirty minutes for a stretch, varying with the topic and my sense of whether the class comprehends the subject. In short, the lectures need to be appropriate for both the cognitive and linguistic levels of the students. I regularly ask them how much they understand. Students generally report that they can understand about 75% to 90%, which seems about right, and we are comfortable with that.

During breaks in the lecture, students, in pairs or small groups, share what they have understood to be the principle points presented. Partners may be able to assist in understanding portions of the lecture that a student has not understood. Otherwise, students may ask the teacher for clarification. They may also ask questions to pursue a particular point or contribute their thoughts. This reformulation exercise is an important instructional device.

Finally, the blackboard is used carefully to facilitate accurate and efficient student note-taking. Other writing work in the course includes formulating questions for guest speakers and composing short paragraph responses to instructional materials such as the movie *Bopha!* Two or three short tests are given each semester. The questions are mainly multiple choice and some require short answers. They are constructed very carefully as a reinforcing reading exercise using language from the text, supplementary readings, and lectures.

**Reflections and conclusion**

In a study of instruction in middle school sheltered social studies classrooms with ESL learners, Short (2002) found that the teachers placed a much stronger emphasis on content than on language: “Language learning had a small role in the classes observed.... The teachers rarely had explicit language objectives for their lessons, although they could articulate implicit ones when asked” (p. 21). This observation would also apply to the sustained-content African Studies course described in this paper. Yet because it is in a setting in which students will not undertake for educational or professional advancement other academic courses using English, I believe that the content and language instructional components are coordinated “efficiently” in this context, if not in “balance,” as Murphy and Stoller (2001) might expect for SCLT.

Student feedback from end-of-semester questionnaires over five years has been overwhelmingly positive, and I believe the African Studies course succeeds in its objectives. The integration of content and language instruction in a sustained-content course provides students with a solid academic introduction to Africa and a strong personal experience with the subject, as well as a profitable English language learning endeavor.

**References**


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**Reader’s Forum: Porcaro**

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

[www.jalt-publications.org/tlt/](http://www.jalt-publications.org/tlt/)
This month we have two activities which encourage fluency in speaking and one which increases vocabulary. I-Jung Chen and Wen-Chun Chen provide a sentence patterning drill for learning some easy sentence patterns, and Brian Caspino introduces us to a game show where students can practise the language of negotiation. Jacqui Norris-Holt and Harry Norris give us a great group activity using magnetic shapes, designed to enhance the use of prepositions.

We welcome submissions for this column. Submissions should be up to 1,000 words describing a successful technique or lesson plan you have used, which can be replicated by readers, and should conform to My Share format (see any edition of The Language Teacher). Please send submissions to <my-share@jalt-publications.org>.

Quick Guide
Key words: Word mapping, word chain
Learner English Level: All
Learner Maturity: All
Preparation Time: 30 minutes
Activity Time: 50 minutes

When language learners get tongue-tied due to their habitual struggles with grammar, they panic, get a mental block, and remain wordless with frustration. This is often the result of insufficient practice in sentence building. Students’ natural utterances and quick responses come from an adequate level of familiarity with vocabulary and sentence patterns. In other words, repetitive practice is required in order to build up learners’ confidence in their language abilities and shorten their sentence construction time. In this lesson, students learn to apply some easy sentence patterns with mind mapping skills. Students come up with a topic word, develop a word chain, and finally form a short dialogue. In this activity, teachers play the role of demonstrator at the beginning for the rules of the game and facilitator during the game. Students are the center of the game.

The examples of questions and dialogues in the appendices are specific to the word chains offered by the authors. Teachers may prefer to prepare their own questions and sentence patterns tailored to their class needs.

Preparation
Several sets of thematic five-word chains are prepared for classroom demonstrations, which will enable students to follow the teacher’s logic and discover the cause and effect in the word chain.

Procedure
Step 1: Students form groups of four or five.
Step 2: The teacher reads aloud the first set of word chains that were prepared before class. Students have to pay full attention to the words read by the teacher and try to find out the logic or pattern of how these five words are being connected to each other. Students are encouraged to discuss this within their groups. The teacher may read twice or more to allow students sufficient time to mentally process the task.
Step 3: Any group that has a logical explanation about the pattern of the word chain raises their hands and shares their reasons with the class.
Step 4: The teacher reads the first word of another set. Members of any group should raise their hands once they have a guess about the theme and the possible identity of the second word, and students then go on finishing the rest of the whole chain in this manner. When students encounter difficulties in guessing the designated words, the teacher can play some word games such as Hangman to help students figure out the answers. (See Appendix 2.)
Step 5: The teacher writes a group of sentence patterns on the whiteboard. (See Appendix 3.)
Step 6: The teacher guides the class in drills on these sentences with the first or second word chain. (See Appendices 4 and 5.)
Step 7: Students are asked to apply other word chains to the same sentence patterns. (See Appendix 6; for word chain please refer to Appendix 2.) They will compose a mini-dialogue.
in their own group and show it to the whole class. When they are able to engage the questions and the answers with a high degree of fluency, the teacher optionally gives out another set of sentence patterns.

**Step 8:** The teacher passes a worksheet with five blanks of a word chain on it to each group. (See Figure 1.) Students are asked to come up with their own theme and make a new word chain in one minute. By this point, students have become familiar with the ideas of theme and the interrelation between words.

**Step 9:** The teacher collects the worksheets. Students are not allowed to reveal what has been written on their worksheets, so the teacher will be able to adopt students’ word chains for classroom use and other students can try to guess the answers.

**Step 10:** Students make mini-dialogues with the new word chains along with the target sentence patterns. To encourage students to actively participate in the game, the teacher can give special credit to groups who can logically and fluently make a mini-dialogue with the new word chain and the target sentence patterns.

This is a simple game that requires minimal teacher instruction. We switch this classroom activity from a teacher-centered to a student-centered mode by involving students in this fun word guessing game. Moreover, while students manipulate the words they come up with and then say the manageable, simple sentences, learners develop confidence, sense of control, and creativity. Group work also offers a comfortable sense of security to the hesitant ones who usually hide behind others. During this activity, I can see my students fully participating and actively providing suggestions to their group members.

**Resources**


**Appendix 1**

- classroom
- students
- homework
- tiring
- sleepy

**Appendix 2**

- computer
- games
- fun
- expensive
- money
- weather
- rainy
- bring umbrella
- trouble
- lose it

**Appendix 3**

Preference:
- Do you like (something/somebody)?
- Do you hate (something/somebody)?
- Why do you like/hate (something/somebody) so much?
- Because it/he/she ________

**Appendix 4**

T: Do you like computers?
S: Yes, I do.
T: Why do you like computers so much?
S: Because I can play computer games.
T: Why do you like playing computer games so much?
S: Because it’s fun.

**Appendix 5**

T: Who hates computer games? (Some might raise their hands.)
T: Why do you hate computer games?
S: Because they are too expensive.

**Appendix 6**

A: Do you hate bad weather?
B: Yes, I do.
A: Why do you hate bad weather so much?
B: Because I have to bring an umbrella.
A: Why don’t you like to bring an umbrella?
B: Because I will lose it.
Japanese Culture IQ Test
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Quick Guide
Key Words: Making assumptions, gambling, trivia, authentic listening, negotiation
Learner English Level: False beginner and above
Learner Maturity: All
Preparation Time: Approximately 35 minutes
Materials: Videotape, handout

Listening to an English native speaker talk about Japanese students’ culture in English can be an engaging and entertaining way for students to gain comprehensible input. This activity provides students with practice in listening to authentic materials and negotiation toward a common goal, while hearing about how much or how little foreigners know about the students’ culture. Students can gain a sense of confidence and pride in their culture when they hear foreigners talk about it. Fans of game shows like *Who Wants to Be a Millionaire* and *Jeopardy* enjoy rooting for the contestants with the greatest deal of knowledge on a selection of subjects. Conversely, humor and entertainment can be found in hearing about how little one knows about a given topic. In a popular segment of the *Tonight Show*, Jay Leno tests the mental acumen of the average man on the street with often humorous results. Howard Stern’s Model IQ Test also capitalizes on this type of entertainment.

Using the following activity, students can also appreciate the humor and entertainment of both of the aforementioned trivia formats. This activity presents students with videotape of native English speakers answering Japanese trivia questions. In a game show format, students use their intuitions to predict whether participants will answer correctly or incorrectly.

Preparation
Step 1: Using a camcorder, videotape three of your most entertaining foreign friends giving self-introductions in English. If necessary give prompts such as, “Where are you from?”, “How long have you lived in Japan?”, “What’s your favorite thing about Japan?”, and “What are your hobbies?”
Step 2: Prepare a handout of questions on certain topics that are common knowledge to your students. (See Appendix for sample topic prompts.) Students’ age, background, and level should be taken into consideration when choosing questions. Questions can be tailor-made to focus on a topic in your textbook or certain collocations you wish to emphasize.
Step 3: Film your first participant answering your first question.
Step 4: Record your other two participants answering the same question.
Step 5: Repeat steps 2 and 3 with the rest of your questions until your participants have answered five to six questions.

Procedure
Step 1: Have students make groups of three to four members.
Step 2: Explain to students that they will watch a video of foreigners answering questions about Japanese trivia. Explain that they must negotiate and decide as a group which participants answered correctly and/or which participants answered incorrectly.
Step 3: Show students the video recorded self-introductions to give them a feel for the people they will be dealing with.
Step 4: Students are then given a handout with the questions asked of the participants.
Step 5: Before showing the video of the respondents answering question #1, ask students to speculate about what they are about to watch. With only the participants’ self-introductions to go on, ask students to formulate group guesses as to which of the participants will answer correctly and which will answer incorrectly. Students may wish to make anywhere from one to three guesses as to which of the participants will answer question #1 correctly or incorrectly. This is a good opportunity to provide some language for negotiation. (See Appendix).
Step 6: Show students the video of the participants answering question #1.
Step 7: Students get +5 points for every correct guess and –5 points for every incorrect guess.
Step 8: Repeat steps 4–6 until all the questions are answered.
Step 9: The last question can be a bonus round in which students wager any portion of their total points.
Step 10: Points are totaled and a winner is crowned.
Conclusion

After a few rounds are played, students get a good idea of the participants they are dealing with and can make some pretty good guesses. Students can obtain a manageable amount of naturally spoken comprehensible input for several reasons. Students bring a great deal of background knowledge to this activity. Questions are tailor-made to suit the class level, age, and interests. Teachers are also able to maintain a great deal of control over the topic and language used in the questions. This activity can be used to emphasize a desired set of collocations (e.g., go on at, participate in, be famous for) or introduce a topic of study. However, it can fit well into many places within a lesson. The student who finds authentic speech difficult can obtain confidence in this activity and possibly see foreigners in a different light.

There are many websites available that provide helpful and entertaining Japanese trivia.

Appendix: Helpful language and sample topics prompts

Helpful language for negotiation
- Who thinks that ____ will answer correctly?
- Do we all agree that ____ will be wrong?
- Would it be safe to say that we agree that ____ will get the right answer?
- Can we all agree that ____ will give the right answer?
- Do you think that ____ is going to have the right answer?
- Will everyone be happy if we decide that ____ is wrong?
- Can we compromise on the answer for ____?
- I’ll go with the group’s decision that ____ will get the right answer.
- I’ll be happy if we choose ____ as correct.

TV
1) What is (Doraemon)?
2) What is a (katteguchi) used for?
3) What does a (geinojin) do?
4) Who is known as (Mr. Baseball) in Japan?
5) What is (Samma(san)) famous for?

Tourist Destinations
1) Who is (Daibutsu)?
2) How can you get to (Kiyomizu Temple) from (Tokyo)?
3) From (Hiroshima), how do you get to (Miyajima)?

Japanese Social Gatherings
1) What do you do at a (hanami)?
2) What goes on at a (bonenkai)?
3) What are you doing if you participate in (bonodori)?
4) If you are listening to/watching (taiko), what are you hearing/watching?

Magnetic Shapes
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Quick Guide
Key Words: Prepositions of place, shape names, clarification questions and responses.
Learner English Level: Advanced beginner and above
Learner Maturity: All
Preparation Time: Varies
Activity Time: 90 minutes
Materials: One 30cm×40cm magnetic board, two identical sets of magnetic shapes in various sizes and colors

This is a practical group activity that is very useful for explaining and making use of prepositions of place, shape names, colors, and sizes. It provides students with visual stimuli and a purpose for describing an object’s location. The lesson works well with smaller classes, however in the case of a larger group, additional sets of shapes and boards could be utilized. It is also useful to have completed some prior work related to prepositions of place before attempting this lesson, especially if the students are of a lower ability level.
Preparation
**Step 1:** Purchase three or four different colored A4 magnetic sheets. They are available from any home centre and cost approximately ¥700 for a 300x200 sheet.
**Step 2:** Cut each sheet in half lengthwise.
**Step 3:** Draw a variety of shapes and cut them out. (See Appendix 1 for suggested shape layout.)

Procedure
**Step 1:** Introduce the students to the magnetic shapes. Discuss what vocabulary can be used to describe the different shapes, focusing on size, color, and shape names. The following shapes may be utilized: circle, triangle, square, rectangle, pentagon, and octagon. The shapes may also include small, medium, and large sizes, or only one size. This provides the teacher with an opportunity to illustrate the use of the articles the or a when giving instructions regarding shape selection. For example, Take a small green triangle/Take the large blue square. As students suggest suitable vocabulary write it on the blackboard to be referred to during the lesson.
**Step 2:** Once the appropriate vocabulary has been suggested, show the students the magnetic board and place some of the shapes on it. Ask the students how to explain the location of the shapes. As particular phrases are introduced or new ones are encountered, they can be written on the board for later use. Some useful expressions may include: right/left, horizontal/vertical, long side/short side, facing/pointing, rotate, slide, go back, corner, bottom/under/down, top/above/up.
**Step 3:** Depending upon the size of the class, divide the students into smaller groups. Ideally, groups of five to eight work best.
**Step 4:** One student in the group, the builder, will be responsible for listening to instructions from the other group members.
**Step 5:** The remaining members each select a shape from one set of magnetic shapes and place it on the magnetic board.
**Step 6:** Each student is then required to explain the location of a shape to the builder, who has not seen the overall placement of the shapes. When instructing students to place shapes on the magnetic board, a number of rules should be adhered to. (See Appendix 2.)
**Step 7:** The builder works at the board with an outline being traced and used to represent the magnetic board. The second set of magnetic pieces can be placed on the board for the builder to select from.
**Step 8:** For the students who have arranged the shapes, have the second student describe the placement of the first person’s shape, so that each student has a turn at describing someone else’s placement.
**Step 9:** Once the builder places the shape in the correct location, the next student begins their explanation. This process is repeated until the builder has created an identical form.
**Step 10:** Students should be encouraged to seek clarification if they do not understand completely where to position a shape. In addition to this, students assigned the task of describing the placement of a shape must be responsible for providing a clear response to any questions asked. They should also be instructed to refrain from using hand gestures and body language, but to keep to verbal instructions.
**Step 11:** While each student goes through the process of explaining the location of a shape, other students should be encouraged to actively listen to each other’s language choice and to observe the subsequent action by the builder to determine if the description is adequate or not. Alternatively, ask students to make brief notes about what they would say if in the position of the student giving the directions.
**Step 12:** Once the group completes the activity the process may be repeated with another student acting as the builder. Students should be instructed not to create a similar arrangement of shapes as the previous one. This will ensure maximum usage of appropriate vocabulary.
**Step 13:** Upon completion of the activity, the teacher can lead a discussion about the more useful expressions for describing the location of the objects. Students should also be encouraged to discuss what language was difficult to understand and what additional information would have made the explanation easier to understand. The teacher could draw upon suitable student examples from the lesson to illustrate this information.
**Step 14:** Once students become familiar with this activity a follow-up competition at a later stage in the semester can be organized whereby groups compete against one another. This can be done a number of ways. For example:
- Each group arranges their shapes and then swaps with another group.
- The teacher prepares a number of different copies of photocopied shapes and distributes these to the groups.
• A moveable whiteboard is placed in the middle of the room with one group working either side.

Conclusion
All too often the methodological approach utilized to explain the grammatical aspects of prepositions of place involves the use of worksheets with a few simple diagrams. This lesson incorporates a hands-on activity where students are responsible for the placement of a series of objects based on the description provided by their classmates. It is an activity which has proved useful more than once, with students continuing to develop confidence in their linguistic ability and the transfer of information.

Appendix 1
Magnetic shapes layout (cut from magnetic sheets)

Top right to bottom left. 1 large square, 1 large circle, 1 large pentagon and 4 small right angle triangles; 1 rectangle and 2 small squares, 1 large triangle and 2 smaller triangles, 1 octagon and 4 small isosceles triangles.

This layout represents one set. You need two sets!

Appendix 2
Activity rules
1) The first piece must be touching one side of the board.
2) All subsequent pieces placed must touch another piece.
3) One side of each piece must be either horizontal or vertical.
4) The builder should not see the magnetic board until completion of the exercise.

"Wow, that was such a great lesson, I really want others to try it!"
「すばらしい授業！、これを他の人にも試してもらいたい！」

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

For more information, please contact the editor.

<my-share@jalt-publications.org>
Welcome to August’s Focus column. Make sure you check out the Perspectives section in this month’s column for some innovative ideas on how to use Yahoo Groups to enhance language learning and teaching.

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

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

JALT Notices

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

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

Staff Recruitment
TLT Associate Editor
The Language Teacher is seeking a qualified candidate for the position of associate editor, with future advancement to the position of co-editor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a monthly academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have a computer with email and access to a fax machine. This post requires several hours of concentrated work every week editing feature articles, scheduling and overseeing production, and liaising with the publications board. Applicants should be prepared to make a minimum 2-year commitment with an extension possible. The assumption of duties is tentatively scheduled for October 2005.

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

**Proofreaders**
The Language Teacher needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of The Language Teacher trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders and then rotate from section to section of the magazine until they become familiar with TLT’s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, TLT recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.

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

Duties to be outlined in the Web Services Contract include, but are not limited to:
- handling of all officer data
- maintenance and supervision of JALT’s email and mailing lists
- updating and monitoring of JALT forums
- consulting with JALT officers and providing online solutions as needed
- ensuring server and data security


All bidders are required to provide the following details:
- hourly/monthly charges for web service support
- maximum number of chargeable support hours per month
- any special conditions on services provided
- outline of past experience with JALT projects

In addition, the successful bidder must demonstrate:
- a professional level of skill and experience
- the ability to get complete work on a regular basis, all year round
- willingness to work at the lowest possible cost to the organization
- a working knowledge of JALT’s organizational structure (strongly preferred)

Please submit all bids and queries to The Competitive Bidding Committee Chair, Steven Nishida: <vp@jalt.org>.
I would like to introduce two Yahoo Groups which have just been created in the interest of assisting English language learners and educators.

The first group is an attempt to bridge the gap between Asia and the rest of the world. This web group has been set up with the goal of letting Asian students communicate with their peers in western countries. This website has been introduced to North American, Canadian, Australian, and South African institutions and students. In the group, members are encouraged to share their cultures and help Asian students practice their English to become members of an international community. The URL address for this website is <groups.yahoo.com/group/chinesestudents>.

Students can communicate using this Yahoo Group in two different ways. The first is by chatting online. An email is sent to all group members to announce the topic, date, and time of the group’s weekly discussion. The email also contains useful discussion vocabulary that students can use the next time they are chatting online. The chat room is connected to the webpage, so you have to be a member to enter and chat. All of the conversation is moderated, and students are restricted by a set of rules. If these rules are broken, the moderator bans members from chatting for a week.

The second communication tool is by group email. Individual members of this group are able to send an email to all of the other members in the group. This is done by sending one email to the group’s email address. Each member of the group then receives a copy of the email. However, for reasons of security, all members’ personal details are private and cannot be accessed by other members.

I feel that if this group is used to its full potential then we, as educators, can make a small contribution towards helping Asia come together as a region.

When students register and join the group, full instructions are emailed to them regarding website rules, how to chat, sending emails, and other website features.

The second Yahoo Group is targeted at all teachers in Asia who want to share their experiences and expertise in teaching English as a foreign (or second) language. The URL for this group is <groups.yahoo.com/group/asiaTEFL>. This group has many of the same features as the first group except the emphasis here is on sharing teaching ideas and teaching tools. In the files section of this group, there is a wealth of lesson plans, songbooks, and other useful teaching ideas. A monthly email is also posted with upcoming special events and other interesting TEFL ideas. Members are encouraged to post lesson plans and share problems or questions they might be having with any current teaching situation. There are currently 82 members in the group ranging from seasoned university teachers to novice middle school teachers. This website has proven to be a strong support base for new teachers and a good way for more experienced teachers to lend a helping hand. This group has also assisted teachers to reach out to each other and focus on appropriate ways of teaching EFL in Asia.

I would like to warmly invite and encourage you to join these groups. They have become a major part of my students’ lives and my teaching here in China. If you have any questions or suggestions, please feel free to contact me. With your advice and help, these groups and our students can move from strength to strength.

Yours in teaching,
Jody Marshall
<sherriffj@rocketmail.com>
Foreign Language Department, Yichun University, Yichun City, Jiangxi Province, 336000, People’s Republic of China
This month’s Book Reviews column features Passport to New Places: English for International Communication a function-based textbook for students who intend to travel abroad, reviewed by Cameron Romney. Next, Natural English: Intermediate Student’s Book, a four-skill textbook evaluated by Omar Karlin.

To access previous reviews please go to <www.jalt-publications.org/tlt/reviews>. Don’t forget your TLT password.

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

Passport to New Places: English for International Communication


Reviewed by Cameron Romney, Osaka JALT

Passport to New Places is the latest addition to the popular Passport travel English series published by Oxford University Press. Passport to New Places, like the other texts in the series, follows the adventures of five Japanese characters as they travel abroad and interact with other travelers and residents of the countries that they visit. This function-based text focuses on the English that Japanese speakers will need to travel abroad. As it stands, it is intended for low beginner to beginner level students, adolescent to adult, but can be easily used as a starting point for more advanced students.

The text consists of 20 topic-based units focusing on functions such as checking in at the airport or using an Internet café, from meeting other non-Anglophone travelers to dealing with lost and found. Each unit consists of five activities progressing from input to output, from easy to difficult, as well as a wonderfully colorful and interesting drawing used to introduce, demonstrate, and activate the students’ knowledge of the topic. The five activities found in each unit are:

1) Listening: students listen to a series of short conversations and answer multiple choice, true/false, or short answer questions.
2) Look and Learn: a language box that the students drill and practice, mostly in the form of questions and answers.
3) Conversation: an A-B style scripted dialogue that the students first listen to, then fill in with missing information, and finally practice with a partner.
4) Over to You: a substitution drill based on the conversation.
5) Activity: a freer practice activity, either a role-play or an information gap exercise.

In addition to the 20 core units, there are four review lessons after lessons 5, 10, 15, and 20 for a total of 24 units. Finally, the text also contains a bilingual glossary and 20 bilingual reading selections (English and Japanese) called Background Notes that explain each topic in greater detail.

For teachers who are already familiar with the Passport series, there are a number of new features. In general, I found all of these new features to be improvements. These include: a full audio CD, questions for introducing the picture printed in the text, shorter conversations for the listening sections, and lists of British English and American English vocabulary differences. For example, car park versus parking lot. These are easily identified with UK and US flag icons. Other new features include: fewer substitution drills, discussion questions for the Background Notes, and a glossary organized by unit. The vacation game is also included, but is
broken down into four smaller sections and these are found in the review lessons, one after every five units. Additionally the conversation prompts for the game are simpler. New to the teacher's guide for Passport to New Places are tests, tape scripts, and workbook answer sheets, all photocopiable. Additionally, students can take online interactive quizzes by logging onto <www.oup.com/elt/passport>.

I used the book at a travel vocational school (kanko senmon gakko) with beginner level students, 90-minute classes. In my classes I found that each unit had about 40–50 minutes of material depending on the students' familiarity and understanding of the theme. Therefore, I had to bring in extra material and activities to fill the entire class period. This is where the excellent teacher’s guide comes in. The teacher’s guide has detailed lesson plans for each unit of the 24 units, including several optional activities that allow the teacher to expand and extend the lesson. Some of the additional activities are extra roleplays or games as well as a number of photocopiable sheets that vary in difficulty and complexity. I found some to be too difficult for my beginner level students. However, these extra activities would be perfect for teachers whose class level is higher and need something more challenging. For example, my students had a hard time with the discussion questions found in the Background Notes.

Overall, I like this book a lot. The only weakness that I can find is also its greatest strength, which is that all of the 20 core lessons follow the exact same pattern: picture introduction followed by listening, drills, conversation, substitution, and freer practice. This is a weakness because it can very easily become static and routine causing the students to disengage, but it is a strength because low level students, especially the low beginners that I taught, can easily understand what they need to do and what to expect from each lesson. This weakness is easily overcome by using the additional activities found in the teacher's guide and I highly recommend that any teacher considering using this text also pick up a copy of the teacher’s guide.

Finally, I informally asked my students about the text and they reported that they enjoyed it, especially the pictures, and they could appreciate the usefulness of the functions. They felt that they learned some practical travel English. I would recommend this text for beginner students who are interested in, or who are about to, travel abroad. I think that it would be especially helpful for young, beginner students who are preparing for a home stay or other study abroad program.

Natural English: Intermediate Student’s Book (2nd ed.)
Reviewed by Omar Karlin, Kansai University of International Studies

Natural English is a four-skill textbook that claims to promote “accessible, high frequency phrases which intermediate learners can pick-up and use” (back cover). The authors classify intermediate students as those who have difficulty sustaining conversation. In particular, the book focuses on such things as using modal verbs, practicing correct verb tenses, using high frequency adverbs and adjectives, chunking high frequency phrases, and practicing conversation strategies (i.e., initiating a conversation, giving an opinion, and closing a conversation). Exercises are evenly divided among the four skill areas (reading, writing, listening, and speaking), and the units in the textbook include music, TV, traveling, and English class themes. The book even manages to include a healthy dose of photos, including some of celebrities (among them Leo DiCaprio, Paul McCartney, Bill Gates, Nicole Kidman, Tony Blair, and Joseph Stalin!). There are 12 units in the book, and the exercises within each unit are generally connected and flow into one another.

At first glance, this textbook appears to be anything but accessible. The various units, titled Art Forms, Money Matters, and In Time, are only clearly labeled deeper in the book on each unit’s front page, not in the Table of Contents. Also, exercises within the chapters are densely packed and don’t seem to follow any coherent pattern in terms of sequencing. For example, Unit 2 begins with exercises on grammar, then speaking, vocabulary, grammar (again), listening, grammar (again), and speaking (again). While some textbooks will concentrate on a specific language fo-
focu in a section of a unit (for example, all grammar activities are at the start of each unit), *Natural English* is arranged in more of a hodgepodge fashion. For a teacher that wants to focus on a specific learning skill, it is sometimes difficult to find the right exercise in the text, which is made more difficult since some of them are given cryptic titles like *lead-in*, *it’s your turn*, and *get someone to help*. Yet what is confusing at first glance becomes more accessible with greater familiarity. If teachers can successfully navigate their way through the confusing labeling and densely-packed exercises, this is actually an excellent resource.

As mentioned, there is a bit of a chaotic feel to this text at times. It is certainly not the type of text which a teacher can pick up at the last minute for a lesson. A deeper look is needed to piece together the most complimentary activities within each unit, but the rewards for doing so are worthwhile. There is a good integration of grammar and vocabulary in each unit, and they are presented in such a way that students are engaged cognitively. Rather than a list or table that one might find in less inspired textbooks, the grammar and vocabulary sections in *Natural English* offer students more of a challenge as they match, rank, list, underline, and highlight stress. Additionally, subsequent exercises require students to recycle the respective vocabulary and grammar (either in written or spoken output). The degree of integration between explicit focus on form and contextual, meaningful output is a key strength of this text.

Also, *Natural English*’s claim that it focuses on “natural English” is justified. Often, exercises are accompanied by a separate text box that gives students some insights into common, everyday language used by native speakers. When my students were doing a postcard writing activity in the second unit, which focuses on travel, they found the accompanying phrases (*all the best*, *having a great time*, and *bye for now*) very useful. Later in the unit, an exercise about remedying hotel room problems gives students phrases like *could you get someone to have a look at it, the phone’s out of order, and there’s something wrong with the iron*. The final project of Unit 2 has students use all four skills to create a travel resort of their own. My students had a great time with this integrated project because of the many creative options available to them, and they found it easy to relate to the topic as many of them have experience of traveling. If you are of the opinion that relevancy is important (Brown, 2001), topics like travel, dating, throwing parties, and getting allowance may prove to be good motivators for your students. From my experience with this text, the unit topics and focus on natural language were very helpful in holding and maintaining student interest.

Finally, another advantage of this text worth noting is that exercises are structured so that students are gradually given the tools to succeed in a free discussion. *Natural English* has a consistent practice of building up with simple grammar, vocabulary, reading, and listening exercises before asking students to produce written and spoken output. With my students, this proved to be an effective strategy because it gave them the linguistic resources to succeed and instilled a sense of confidence. The aforementioned project of designing their own travel resort was comprehensive, but because the text built up to that scenario and introduced a series of important grammatical points and vocabulary along the way, my students tackled the challenge with a gusto that caught me by surprise. This pattern of building up exercises from small to big yielded immense dividends in confidence and had a significant impact on their performance. From my experience with this text, the methodology utilized appears to be more advantageous than some of the task-based texts that perhaps start big and can jeopardize confidence from the outset.

As far as textbooks go, *Natural English* has a lot to offer students and teachers: entertaining themes, vivid colour pagination, interconnected exercises, a focus on natural English, and a balance of the four skills. At first it may be difficult to orient oneself within the book, but this is easily overcome with use and only a minor blemish against an otherwise excellent resource.

**Reference**

Recently Received

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

* = first notice; † = final notice. Final notice items will be removed July 31. For queries please write to the email address above. You can also see this list on the TLT website.

Books for Students
(reviewed in TLT)
Contact: Scott Gardner <pub-review@jalt-publications.org>


† Colors (series). Dahl, M. Mankato, MN: Capstone Press, 2005. [Incl. set of 10 early readers, each on a different color: black, blue, brown, green, orange, pink, purple, red, white, and yellow].


Books for Teachers
(reviewed in JALT Journal)
Contact: Yuriko Kite <jj-reviews@jalt-publications.org>


Writer Wanted

Writer wanted to prepare a review article on significant research in Applied Linguistics/Foreign Language Teaching carried out and published in Japan for publication in Language Teaching (Cambridge University Press). This publication contains some 700 abstracts from periodicals worldwide and one or more state-of-the-art review articles. For further information please contact The Publications Board Chair: <pubchair@jalt.org>

Special Issues

Ever fancied becoming a TLT editor just for one issue? Got a hot topic you’d like to see more of? The TLT editors welcome proposals for our March and September Special Issues. As guest editor/s, you will be responsible for collecting and editing papers and will work with the TLT staff to ensure that your issue is of the highest standard. Contact us for more information: <tlt-editor@jalt-publications.org>
Advert
JALT currently has 18 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication.

Bilingualism—Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website at <www.bsig.org> for more information.

CALL—The CALL SIG is still CALLing you! As we approach the JALT2005 conference, we would like you to learn more about the SIG’s activities and join us at our annual general meeting to be held at Shizuoka Granship. You can get more information about us online, for instance, our new JALTCALL Journal, current publications, access to other CALL organizations worldwide, and a more extensive list of what you can do for the CALL SIG and how you can benefit. We also hold an annual conference, which provides the best opportunity in Japan for discussion of CALL-related issues with fellow CALLers from Japan and abroad. Please see our website for information on this and more at <jaltcall.org>. We hope you answer our CALL!

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

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

Learner Development—The LD Forum entitled Learning to Express Ourselves! at JALT2005 in Shizuoka is around the corner. The aim is to bring together presenters and participants to share our stories and experiences.
with autonomy. Contacts Marlen Harrison <scenteur7@yahoo.com> and Chris Carpenter <chris@dokkyo.ac.jp> look forward to inquiries. Immediately after the LD Forum, we will have the LD annual general meeting. It will be a good chance to become involved with our activities for anyone interested in learners and learning.

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

For any additional information about LD, please check our quarterly e-newsletter <www3.kcn.ne.jp/~msheff/LD%20HP%20files/LDSigNews.htm>, and visit our website at <coyote.miyazaki-mu.ac.jp/learnerdev/> or contact Marlen Harrison <scenteur7@yahoo.com> or Stacey Vye <stacey.vye@gmail.com>.

**Materials Writers**—The archives section of the Materials Writers website is back up and active again. If you’d like to read a bit about what we were doing in the last century, take a look at <uk.geocities.com/materialwritersig/archives.html>.

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

**Pragmatics**—The Pragmatics SIG is pleased to announce the publication of Pragmatics in language learning, theory, and practice. Copies are available. Please contact Donna Tatsuki <dhtatsuki@rapid.ocn.ne.jp> for details.

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

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

**Teaching Children**—The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter 4 times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsigjalt.org>.

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

Bilingualism—Tim Greer; t: 078-803-7683; <tim@kobe-u.ac.jp>; <www.bsig.org>

College and University Educators—Philip McCasland (coordinator); t: 0463-58-1211 ext. 4587(w), 0463-69-5523(h); <mccaslandpl@rocketmail.com>; <allagash.miyazaki-mu.ac.jp/CUE/>

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

Gender Awareness in Language Education—Steve Cornwell; <stevec@gol.com>; <www.tokyoprogressive.org.uk/gale/>

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

Junior and Senior High School—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>

Learner Development—Stacey Vye; <stacey.vye@gmail.com>; Marlen Harrison; <scenteur@yahoo.com>; <coyote.miyazaki-mu.ac.jp/learnerdev/>

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Make sure The Language Teacher moves with you.
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Name: ____________________________
New Address ____________________________
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Akita: May—Learning Styles and Learning Cycles by Catlin Hanna and Christine Winskowski. Learning happens all the time and in many different settings. While we are always learning, we do not all learn the same way. This presentation explored the idea of the learning cycle and four different learning styles: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Hanna and Winskowski began their presentation with an overview of the Learning Style Inventory (LSI) developed by David A. Kolb, and distributed the Kolb Learning Style Inventory booklet, which included the test, as well as diagrams used for interpreting the results. LSI is a simple questionnaire that allows people to identify their preferred ways of learning new information. After the participants interpreted their LSI scores, the audience broke up into two groups based on their learning styles and a discussion followed on practical ways to adapt teaching to the learning cycles and to students’ different learning styles.

Reported by Stephen Shucart

Gunma: May—News In the Classroom by Barry Keith. Newspapers have general educational value, cultural information, a variety of written discourses, and intrinsically interesting and authentic content. Using news sources in classes can help language teachers step up to the role of educator, as they develop students’ understanding of the world and general education, not only language skills. Grading the task—not the language—is crucial to student success. Rhetorical modes in “hard news,” persuasive writing in editorials, and imperatives and modal auxiliaries in advice columns can be taught. According to Keith, news contains an enormous variety of materials about real life events that arouse our natural curiosity and is useful for a wide range of levels and classes of mixed abilities.

Some news sources are more useful in a language learning environment. The Asahi Weekly contains translations and glosses, graded reading levels, and articles in L1 that sets up the English text.

Keith’s course consists of weekly activities where students make groups and discuss their stories, a group project where students produce their own group newspaper, and a final exam. Reading strategies such as inference, guessing from context, skimming, and scanning are introduced and reinforced.

Reported by David Gann

Hiroshima: May—Teaching English to Junior High School Students by Goro Tajiri. Tajiri, the 2001 Palmer Award Winner, focused on curriculum design and backward design. He explained that the 3 years of junior high school should be divided into nine semesters, at the end of which a final test, based on the knowledge accumulated during the nine semesters, is administered. In addition, a number of other tests are administered. These tests, as well as the final outcomes of other activities (writing notebooks, etc.), were introduced.

The use of the textbook should be limited and finishing it should not be the goal. The textbook should be used as a supplementary resource together with other resources created by the teacher. Holistic activities employing the four skills and spiral teaching, or constantly revising previously learned material, are necessary.

English should be regarded as a communication tool and junior high school students should be treated as young adults, so the type of activities must be changed throughout the 3 years to suit their developing intellect, keeping them interested and enthusiastic about studying.

Reported by Oana Maria Cusen.

Hokkaido: February—Teaching Returnee Children by Michael Mielke. An interview is essential for determining the needs of returnee children since their overseas educational experiences can be very diverse. Most returnees
fall between the gaps offered by published English study materials. They generally have good listening comprehension and natural pronunciation, but can lose sounds like th or w. Sight word drilling, reading aloud, and using words with these problem sounds in example sentences are effective ways to work on pronunciation. Graded readers and home schooling resources can be useful for both reading and writing practice.

The returnee kids who do the best have supportive parents who encourage them in their English study and teachers who focus on what they need to learn and what they are interested in. Check out Miellke’s homepage at <homepage.mac.com/kyesheena/JALT> for information on recommended websites with downloadable materials.

Reported by Wilma Luth

Kitakyushu: May—My Share Listening Activities for the High School Classroom. 1) Daniel Droukis explained Topic Quest, in which students work in groups to make one question on each topic from a list he provides. One student asks the teacher the question. If it is phrased correctly, an answer is given which the student dictates to the group. A reverse follow-up activity is called Did You Get That? One student from each group is given a question from the teacher which is dictated to the group. The group decides an appropriate response and reports it to the teacher. 2) Takashi Inomori reported on the effects of the addition of a listening component to the Centre Test from 2006 and his high school’s response to it. They use a text called Uplift Eigo Listening Practice (Zettokai). The activities in the text involve using listening, dictation, and translation skills, and follow a format similar to Matsusaka’s approach with repetition and focus on structure. 3) Kana Higashijima discussed a daily study group she ran in her high school which used NHK’s early morning English radio lessons for material. 4) Raymond Stubbe demonstrated an activity to teach stress using one of Carolyn Graham’s Jazz Chants. 5) Peg Orleans showed a series of Internet-based listening resources: ELLLO!: English Language Listening Online; Voice of America Special English: English Made Easier to Understand; Student Times Online; Pulse of the Planet (National Geographic); BBC World Service: Learning English; National Public Radio archives; Real Audio Jukebox (all found via Google). 6) Lynda Batty discussed the THRASS <www.thrass.co.uk> system of phonetic education, which uses rap-like chants to teach all the different vowel and consonant sounds.

Reported by Wilma Luth

Kobe: April—Global Education through Role Play and Simulations by Kip Cates. The English classroom is a window to the world where students can learn about global issues and contemplate solutions. A simulation titled Missing: the Story of Juan Verdad was conducted. Participants were allocated roles in the story including journalists, politicians, activists, and Verdad family members. Each character read notes to help them understand their own background, motives, and goals, then made a choice of action from four alternatives and faced the consequences of their decision, such as jail. By participating in a story, students can begin to understand the tensions and dilemmas of people in similar real life situations. The aim of Missing highlights human rights problems that occur in Latin America.

Cates demonstrated a game which teaches about discrimination by creating uneven teams with uneven resources. One team collects tokens and sells them to make money the other can buy and sell. The rules allow only one team to win. As the game comes to an end, the teacher then reveals who the teams symbolize; in this game, the teams represented the black and white populations of South Africa under apartheid. Participants can then be invited to talk about how they felt during the game, helping develop an understanding of the unfairness of such a political system.

Reported by David Heywood

Kobe: May—Trend Five: The Adult Education Boom by Curtis Kelly. Kelly predicts that there will soon be a boom in adult education in Japan and addressed the need for the adoption of different teaching methods to reflect the distinct needs of adult learners. Two major factors point to a boom. One is a population bulge among 35-year-olds in Japan. This age group has needed to be energetic due to intense competition for college admission and jobs, and now seek further training to get higher positions.
in companies. Secondly, those in their 60s are reaching retirement age. In the past, many retirees opted for a return to the country and a simple life, but now many retirees have college educations and seek a return to study.

There are several things that adult learners dislike. These include study unrelated to goals, being controlled or infantilized, being passive, and being evaluated. These can be addressed by personalizing goals; teachers acting more like managers, not information givers; using discussion; and introducing learning contracts. Kelly discussed the characteristics of adult education laid out by Malcolm Knowles, and suggested that colleges in Japan look to adapt and cater to the boom in adult learners.

Reported by David Heywood

**Osaka: May—Outdoor Language Learning: An Alternative Learning Environment by Terry Fellner.** Outdoor Language Learning (OLL) is a process of language acquisition which makes use of experiences and real situations taking place primarily outside of the traditional classroom. OLL encourages students to reflect on their learning experiences in order to gain a better understanding of their own abilities and newly learned language.

OLL can provide students with learning opportunities which are contextually rich and focus on real issues. Confidence with tasks and language is developed by overcoming challenges. In situations where education materials are scarce, such as in developing countries, the versatility of OLL provides opportunities for teachers to make do with little equipment or resources. The outdoors can also provide learners with an enjoyable and motivating way to deepen understanding and awareness of our environment.

Fellner suggested taking small groups of teens and adults to natural settings such as national parks for sustained periods. It was also recommended that the course consist of morning English lessons, which focus on useful language needed for the successful completion of outdoor tasks occurring in the afternoon. Fellner proposed distributing completion certificates or awards signifying skills gained during the program. Photos and information can be found at <osakajalt.org>.

Reported by Brian Caspino

**Shinshu: May—Task-Based Learning by Gregory C. Birch.** Birch discussed how to manipulate task difficulty in light of the challenges of ensuring students will speak fluently and grammatically when implementing tasks in the classroom, and showed that allowing students planning time before completing a task increased the likelihood that they would use more grammatically correct English and increase their English complexity. He stressed Skehan’s levels of task management, where students need to find a balance between fluency and form (i.e., accuracy or complexity). The more demanding a task is, the less students can focus on the form their language takes, and the less demanding a task is, the better students will be able to perform.

Next, citing Skehan and Jane Willis, Birch suggested several additional strategies for manipulating students’ task performance, including use of familiar tasks, repeating tasks, planning public performances, managing students’ planning time, and allowing unlimited time to complete a task.

Participants, in pairs, designed and explained their own implementation of a classroom task, including different strategies for manipulating task difficulty. Means of manipulating task difficulty included distributing student role cards and offering new information during case study discussion.

Reported by Theron Muller

October 7 – 10, 2005
Granship Convention Center
Shizuoka, Japan
Chapter Events

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

The dog days of summer may be on us, but some chapters are sponsoring exciting events. Look for one near you. Remember, JALT members may attend any chapter meeting at JALT member rates—usually free. Chapters, don’t forget to advertise. Add your event to the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.


Kyoto—We would like to post a call for nominations for all officer positions for the Kyoto JALT chapter. Elections will be held at our September meeting. Please go to the Kyoto JALT website for more details <www.kyotojalt.org>. Osaka Gakuin University, in collaboration with Kyoto JALT, is presenting the 4th Annual Storytelling Festival and Symposium on October 22nd, 2005. Entries for the story festival can be sent in starting August 1. For more entry details and information, please see our website.

Nagasaki—Elections and Suggestions. We do not have a meeting this month, but please contact us if you are interested in running for election for our local chapter executive positions in 2006, or have suggestions about future programme ideas. For information about us, please feel free to check our chapter home page at <www.kyushuelt.com/jalt/nagasaki.html>, or you can keep in touch with us by signing up for our monthly email newsletter at <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—Songs and Chants for Young Learners by Kathleen Kampa Vilina. Songs and chants are powerful tools in the EFL classroom. They help young learners to develop natural intonation in English, as well as to recall vocabulary and phrases. They repeat naturally in a child’s brain. Participants will explore a variety of songs and chants using a Multiple Intelligences framework to help make them even more effective. Kathy is co-author of Magic Time, Oxford University Press. Sunday August 28, 13:30-16:00; Nagoya International Center, 3F; one-day members ¥1000.

Sendai—Discussion. Details will be available at a later date. Wednesday August 31, 14:00-17:00; Sendai Mediatheque; one-day members ¥1000; students free the first time, ¥500 yen.

Shinshu—Innovative Teaching Methodologies for Colleges and Universities: 3 workshops by Takako Seito, Mark Brierley, and Theron Muller. Three presenters will give practical workshops. Seito will demonstrate how popular movies can be used to encourage interaction in large university classes. Brierley will show how presentation skills classes can be taught innovatively and be assessed by students themselves. Muller will look at how large college classes can be broken down into smaller working groups and how skills-based tasks can be used to motivate them. Sunday August 28, 14:00-17:00; Matsumoto M-Wing, Room 4-2; one-day members ¥1000.

Yamagata—Getting Students to Speak Outside the Class by Ken Hartmann. The speaker is an English teacher with his own school who has also taught for 20 years in Sapporo colleges and high schools. He will bring with him from Hokkaido some techniques he uses to have students speak outside class. In addition, he will offer advice on a variety of things that teachers should find very useful and perhaps overlook. Saturday August 6, 13:30-15:30; Yamagata Seibu Kominkan, Kagota 1-2-23, Yamagata-shi; free for all.

weblink: www.jalt.org/calendar/
Chapter Contacts

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

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To list a position in The Language Teacher, please submit online at <http://jalt-publications.org/tlt/jobs/form.html> or email Ted O’Neill, Job Information Center Editor at <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to TLT’s policy on discrimination. Any job advertisement that discriminates on the basis of sex, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

**Job Information Center**

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

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**Aichi-ken**—Nagoya University of Foreign Studies invites applications for a full-time teaching position (5-year contract, renewable) in English/TESOL in the Department of Japanese Studies, to begin in April 2006. **Qualifications:** Applicants should have an MA or higher in English, Applied Linguistics/TESOL, or a related field and native fluency in English. The ability to handle basic university and committee tasks in Japanese is highly desirable. **Duties:** The successful candidate will teach eight 90-minute courses per semester, and may be asked to coordinate the modest English program (English minor), and participate in overseas study programs and university committee work. **Salary & Benefits:** Commensurate with rank and experience, based on current university salary scales. **Application Materials:** CV, list of publications, copies of up to three publications, two references or closed letters of recommendation, and a 2-3 page essay on English language education. All materials accepted in electronic or printed form. Short-listed candidates will be asked to provide official transcripts and may be asked to demonstrate Japanese ability. **Deadline:** September 31, 2005. **Contact:** Douglas Wilkerson, Department of Japanese Studies, Nagoya University of Foreign Studies, 57 Takenoyama, Iwasaki-cho, Nishin-shi, Aichi-ken 470-0197; <wilkerdk@nufs.ac.jp>.

**Chiba-ken**—The English Education Development Center of Toyo Gakuen University (Nagareyama Campus, 30 minutes from Akihabara) is accepting applications for full-time instructors of required freshman English speaking classes starting April 2006. **Duties:** Teach 4 days a week, maximum teaching load of nine 90-minute classes. **Qualifications:** Native English speaker; TEFL/TESOL qualifications, master’s degree preferred, but not essential; and experience teaching in Japan. We are interested in energetic teachers who enjoy interacting with students both in and outside of class and who will cooperate with Japanese colleagues. **Salary & Benefits:** 1-year contract with two renewals.

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**JIC Area at JALT2005 Conference in Shizuoka**

Time again for that premier chance for schools seeking serious, qualified teachers to meet and talk with prospects before hiring deadlines get too close. For schools wishing to conduct on site interviews, or simply to advertise teaching positions and/or receive CVs through our Resume Courier Service, please contact Kent Hill at: t/f: 81-73-462-1205 or <kenthill@mac.com>. Thank you!

**Conference Volunteer Bonus!** – Yes, you! Note that all conference attendees who take some time volunteering in the JIC qualify for a partial reduction in conference fees. For the JIC, this also means you get the chance to know better what is going on job-wise in Japan. You might also become ‘known entities’ with visiting interviewers. Many past JIC volunteers have found better prospects thanks to benefit of this special JIC edge. To volunteer, please contact Kent Hill via phone or email, as noted above.

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**weblink:** www.jalt-publications.org/tlt/jobs/
Possible. Annual salary range is ¥4,700,000 to ¥5,600,000. **Application Materials:** Cover letter and CV with photograph. **Deadline:** Ongoing. Short-listed candidates will be contacted for interviews, which will most likely be held on campus in the fall, or possibly at JALT 2005 in Shizuoka. **Contact:** Send applications to “Speaking Instructors”, EEDC, Toyo Gakuen University, 1660 Hiregasaki, Nagareyama, Chiba 270-0161; Ryoko Kawai <eedc-announce@tyg.jp>.

**Kanagawa-ken**—The Foreign Language Center at Tokai University Shonan Campus is seeking 2 full-time non-tenured English instructors to begin teaching April 2006. Two-year contract, renewable up to 6 years. **Qualifications:** BA and MA in TEFL, TESL, Linguistics, or a related area; native English speaker; at least 3 years teaching experience at the college or university level; previous publications in TEFL, TESL, Linguistics, or a related field; Japanese ability preferred but not required; will sponsor an applicant’s visa or renewal. **Duties:** Teach eight 90-minute lessons per week, 4 days a week, including required

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English speaking, writing, discussion and presentation, academic writing, and elective courses; attend monthly teachers’ meeting; and work on committees and special events. **Salary & Benefits:** Salary (including bonuses) dependent on applicant’s qualifications and past experience, ¥15,000 per month housing allowance, ¥330,000 annual research money, and transportation allowance. **Application Materials:** CV, diplomas, letter of introduction, all publications, photo, teaching certifications, transcripts, two letters of recommendation, photocopies of current visa and certificate of eligibility. All application materials must be sent by post. **Deadline:** September 15th, 2005. **Contact:** Yuko Iwata, Director, Foreign Language Center, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken 259-1292; t: 0463-58-1211, ext. 4500; f: 0463-59-5365; <markshro@keyaki.cc.u-tokai.ac.jp>; <www.u-tokai.ac.jp>.

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

**Niigata-ken**—Rainbow Language House is seeking a committed professional ESL/EFL teacher who is able to teach both children and adults. A 1-year contract beginning in July 2005 will be offered. Rainbow Language House offers an excellent teaching environment in a beautiful mountainous region. The school is a 2-minute walk from Urasa Station, 90 minutes from Tokyo on the Joetsu Shinkansen Line. **Qualifications:** Applicants should reside in Japan, hold a university degree in TESL or a related field, and have more than 2 years experience in teaching English. **Duties:** Teach up to 20 hours a week, mostly conversational English to adults of varying ability levels, some special purpose English (e.g., TOEIC, Travel English, Business English), and possibly conversational English to children (K-12). Also, assist in curriculum development and participate in program social activities. **Salary & Benefits:** ¥250,000 per teaching month (reduced salary in August and December due to holidays); accommodation provided; no health insurance provided. **Application Materials:** A current CV, a cover letter, and a photo. **Deadline:** Ongoing. **Contact:** Rainbow Language House, Urasa 912-2, Minami Uonuma-shi, Niigata 949-7302; f: 025-780-4421; <info@rlh.jp>.

**Tokyo-to**—The School of International Politics, Economics, and Business at Aoyama Gakuin University’s Sagamihara Campus is
Job Information

seeking versatile part-time teachers for the 2006-2007 academic year. **Qualifications:** Resident of Japan (both native and nonnative speakers); proper visa if non-Japanese; MA or PhD in relevant areas of the humanities, social sciences, or education (including TESL/TEFL); 3 years previous teaching experience at the university level, with at least 1 year in Japan; ability to teach language, communication, and advanced courses in English; publications and membership in relevant academic associations a plus. **Duties:** Teach English courses; communication courses related to public speaking, discussion and debate, English in the mass media, and English for academic purposes; and advanced English courses related to specific themes, such as intercultural communication, comparative culture, media studies, gender awareness, conflict resolution and peace studies, global issues, and other subjects related to international studies. **Salary & Benefits:** Similar to other private universities in the Tokyo area. **Application Materials:** Send a complete CV in English which includes details about qualifications and experience in the above areas. **Deadline:** September 30, 2005. **Contact:** Send applications to Richard Evanoff, School of International Politics, Economics, and Business, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. No personal responses (including replies to inquiries) will be made unless the applicant is being seriously considered for a position.

**Tokyo-to—** The Society for Testing English Proficiency (STEP) is looking for part-time editors, writers, and proofreaders. STEP is the largest provider of English proficiency exams in Japan, with over 2.5 million test takers annually. **Qualifications:** Applicants should be native speakers of English and hold a university degree. Successful applicants will have excellent writing and proofreading skills, with proven experience in writing and editing (experience in developing educational materials a plus). Spoken Japanese ability is required. Teaching experience at the junior high school, high school, or college level in Japan is preferred. **Duties:** Editing and proofreading of educational materials developed by STEP. Working hours are flexible. **Salary & Benefits:** Payment will be based on qualifications and experience and will be discussed at the interview stage. **Application Materials:** Send a CV with a short cover letter by email or post (correspondence by email is preferred). **Deadline:** Ongoing. **Contact:** Jamie Dunlea, Editorial Section, STEP, 55 Yokodera-machi, Shinjuku-ku, Tokyo 162-8055; <j-dunlea@eiken.or.jp>; <www.eiken.or.jp>.

**Tokyo-to—** Tokyo Denki University School of Engineering is seeking a full-time native speaker English Instructor for 2006-2007. **Qualifications:** MA in TESOL or equivalent. Must be an enthusiastic and skillful teacher with ample English teaching experience, including experience in Japan. **Duties:** Teach twelve 90-minute periods of English classes per week Monday through Friday and occasional Saturdays, with some materials development and other duties. **Salary & Benefits:** As stipulated in the TDU English Instructor Provisions. **Application Materials:** Send a cover letter and CV with passport photograph and any relevant publications, copies of degrees, transcripts, work visa, and a two-page essay on the candidate’s English teaching experience (A4 single spaced Times Roman 12 point) by registered mail. Mark “Application for English Instructor Position” in red ink on the front of the envelope. **Deadline:** September 12, 2005. **Contact:** Yuichiro Yoshinari, Chair, Department of Foreign Languages, Tokyo Denki University School of Engineering, 2-2 Kanda-Nishiki-cho Chiyoda-ku, Tokyo 101-8457; <www.kl.dendai.ac.jp/l-dept/>.

Tokyo— Granship Convention Center Shizuoka, Japan

October 7 – 10, 2005

[Image: Sharing our stories at JALT2005]
Conference Calendar
...with Hayo Reinders <conferences@jalt-publications.org>

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

Upcoming Conferences

August 24–27, 2005—Eurocall Conference: CALL, WELL, and TELL, Fostering Autonomy, at Jagiellonian University, Cracow, Poland. The theme aims to focus attention on the changing concepts and practices concerning autonomy in learning and teaching brought about by technological developments. It aims to actively promote the awareness, availability, and practical benefits of autonomous learning using CALL, WELL, and TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally. Contact: <info@eurocall-languages.org.pl>; <www.eurocall-languages.org.pl>

August 27–28, 2005—The 17th JALT-Gunma Summer Workshop. Learning and Teaching Languages: Psycholinguistic Perspectives, at Kusatsu Seminar House, Kusatsu-machi, Agatsuma-gun, Gunma-ken 377-1711. Main lecturer: Thomas Scovel of San Francisco State University. He will give two lectures; (1) Learning by Listening and (2) Tricks for Teaching Grammar. Participation fee: ¥9,000 (Program fee ¥3,000; room and board ¥6,000). Contact Morijiro Shibayama for a registration form. Registration will be on a first come first served basis (max. 40), t: 027-263-8522, <mshibaya@jcom.home.ne.jp>

September 16–18, 2005—2nd International Online Conference on Second and Foreign Language Teaching and Research, held online. The basic aim of this conference is to provide a venue for educators, established scholars, and graduate students to present work on a wide variety of pedagogical, theoretical, and empirical issues as related to the multi-disciplinary field of second and foreign language teaching and research. This conference will also give you an opportunity to make global connections with people in your field. Contact: Meena Singhal <editors@readingmatrix.com>, Adrian Wurr <awurr@uncg.edu>, or John Liontas <jliontas@nd.edu>; <www.readingmatrix.com/onlineconference/index.html>

September 25–28, 2005—Applied Linguistics Association of Australia (ALAA) 30th Annual Conference: Language Politics, Including Language Policy, Socio-Cultural Context, and Multilingualism, at the University of Melbourne, Victoria, Australia. Linguistic understanding of our world has evolved through continuous applications in many of the spheres of our society, from legal representation to forensics, from speech recognition technology to genetics, and from language teaching and learning to intercultural communication and interaction in professional practice. Plenary speakers include Bonny Norton, Guus Extra, Merrill Swain, and Michael Clyne. The following scholars will convene colloquia: Joseph Lo Bianco of the University of Melbourne on language policy and politics; Tim McNamara, University of Melbourne, on...
Conference Calendar

October 7–9, 2005—SLRF 2005: SLA Models and Second Language Instruction: Broadening the Scope of Enquiry, at Teachers College, Columbia University, New York. This conference is devoted specifically to exploring interfaces between SLA research and second language instruction. Colloquia, individual papers, and posters are therefore solicited that, from a variety of perspectives, investigate SLA as it relates to various aspects of second language instruction ranging from classroom practices to syllabus design, material development, curriculum development, policy making, and assessment. Contact: <slrf2005@tc.columbia.edu>; <www.tc.columbia.edu/academic/tesol/SLRF2005/index.htm>

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

Calls for Papers/Posters

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

September 30—October 1, 2005—The 30th Annual Conference of the International Association Language and Business (IALB), at Russian State University for the Humanities and Moscow State Linguistic University, Moscow, Russia. The topic of this year’s conference is communication services in the context of global intercultural exchange. IALB’s objective is to contribute towards improving the general level of foreign language knowledge and its application in trade and industry through close cooperation between trade, industry, education, and research. Contact: <gudrun.jerschwo@rz.hu-berlin.de> or <manfred.schmitz@intertext.de>; <www.ialb.net>

September 30—October 2, 2005—FEELTA’s 10th Anniversary Symposium and Video-conference: The Role of Teachers’ Associations in Professional Development in English Language Teaching, Far Eastern National University, Vladivostok, Russia. FEELTA, JALT’s partner in the Russian Far East, will be holding a Symposium to mark its 10th anniversary. In conjunction with the Symposium, they will also be holding an online video-conference, in which they hope to bring together small groups of teachers for professional discussions. They invite you to attend the Symposium or to take part in the video-conference that will be held on Friday, September 30th, in the afternoon. Technical requirements: Internet H.3823 videoconference system (Polycom, Tandberg, or others) connected to an Internet channel with bandwidth 384 kbps or better. Contact: Stephen Ryan <ryanyama@hcc5.bai.ne.jp>
Podcasting: A new way to reach students
by Robert Diem

As a result of the information age, several new distance learning technologies now exist that enable TESOL educators to reach students outside of the traditional classroom environment. Some of the more popular ones include email, weblogs, streaming media, online quizzes, chatrooms, and so on. Now a new technology dubbed podcasting could become yet another very powerful and effective way to bring content to learners of English.

What is podcasting?
The term podcast is a portmanteau of the words iPod and broadcast. Podcasting allows a person to subscribe for free to online audio programs via special receiving software. Whenever new shows become available, they are then automatically downloaded first to the person’s computer and then synched to an MP3 device. (Note: Any MP3 player or device can be used to listen to podcasts, not just Apple’s iPod. In addition, some newer mobile phones are also able to play MP3 files.)

Getting audio content from the web is nothing new; streaming and direct downloads have been around for years. What makes podcasting unique—even revolutionary—is that the audio comes directly to your MP3 device via your computer, much in the way a magazine subscription is delivered to your door. And unlike radio, podcasts on an MP3 player are time-shifted, meaning you can listen to them whenever and wherever you want.

Podcasting got its start when former MTV host Adam Curry created the first podcast receiving software (also called an aggregator) in mid 2004. The receiver works by using RSS technology (Really Simple Syndication), which allows people to subscribe to and receive text feeds from news outlets and weblogs. Curry’s original application, now dubbed iPodder, is currently the most popular choice for subscribing to podcast feeds.

Because RSS technology is popular with weblogs, it’s common to use the weblog format to host podcasts. Podcasters, for example, use blogs to write about their shows, to which listeners can then respond. Moreover, a podcaster’s weblog usually contains a link to each podcast, making it easy to listen to archives.

Perhaps the most important development in podcasting is the Podcaster—a person who, often with no formal broadcast experience, creates their own audio program for distribution over the net. As weblogs have liberated people from traditional news media outlets, the podcasting community is now giving listeners an alternative to the one-size-fits-all world of heavily regulated mass radio. The egalitarian nature of podcasting has contributed to the rapid growth and variety of available shows, exploding from only a few programs in September of 2004 to over 4000 today. One well-known directory, Podcastalley.com, lists 10 categories of podcasts, ranging from education to religion. Show titles such as Winecast, History According to Bob, and The Vegan Podcast are just a few examples. As podcasting has grown in popularity, even major media players, such as the BBC <news.bbc.co.uk> and Newsweek Radio <www.msnbc.msn.com/id/3044870> have begun podcasting some of their content.

weblink: www.jalt-publications.org/tlt/wired/
**STOP PRESS**

Apple Computer this week released version 4.9 of its iTunes software (available as a free download from <apple.com> for both Mac and Windows). This version has integrated support for downloading subscribed to podcasts from a special section of its iTunes Music Store.

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**Podcasting and TESOL**

The potential is great for using podcasting in the field of TESOL. I have already created one show called *The Daily Idiom* specifically for learners of English. Started in December of 2004, it covers idiomatic English and slang, and already has around 800 subscribers from over 25 countries. I have also set up the website Englishcaster.com, which lists other podcasts that are relevant to English learners and provides support to TESOL educators who want to make their own podcasts. In addition, other TESOL related podcasts and resources are beginning to appear on the web. For example, Breakingnewsenglish.com, a website for English learners, has recently started podcasting its lessons, and Charles Kelly of the Aichi Institute of Technology has introduced a podcast that teaches traditional English songs <www.manythings.org/songs>. As for discussions on podcasting and its implications for the TESOL field, one can find weblogs, such as Blog EFL <blog-efl.blogspot.com> and Comprehensible Input <www.ci.iplusone.org/podcast/index.php>. With the growing interest in podcasting, it’s possible that soon students will be able to find a variety of podcast lessons based on such topics as English grammar, vocabulary, and TOEFL.

Perhaps what is most exciting is students can create their own podcasts as well. For example, a Japanese university student who wants to practice his English created *EPR* (English Practice Radio) <easy.dedio.jp/home/katate/archives/blog/main>. Through his podcast he has created his own learning community, where other Japanese listeners have posted comments about his podcasts in English. Building on this, one can easily envision class projects where students create their own English radio shows for others to listen to.

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**Becoming a podcaster**

You need the following to create a basic podcast:
1) A computer with Internet access.
2) A microphone: either your computer’s built-in one, or one purchased separately for better sound quality.
3) Audio recording software: If you’re a novice at audio recording, it’s best to start with free, user-friendly software, such as the dual platform application Audacity. Mac users can also use Garageband. Both of these applications will convert your audio to the necessary MP3 format.
4) Server space: The easiest way is to use a weblog host that allows for RSS audio enclosures. Some, such as Radio.userland.com and Audioblog.com, give you server space as well as the necessary software to post weblogs and podcasts. For those who already have their own domains and are comfortable with MySQL, Wordpress <www.wordpress.org> is a free, easy to use, and powerful application.

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**Conclusion**

Podcasting is still very young and changing rapidly. I hope this brief introduction to this new technology helped you to see its applicability to the TESOL field. For more detailed information on podcasting and becoming a podcaster, please visit:

- <www.podcastingnews.com>
- <www.ipodder.org>
- <www.englishcaster.com/links>

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**YOU’VE DONE THE RESEARCH, READ THE LITERATURE, AND THOUGHT A LOT. . .**

**WHAT NEXT?**

**WRITE IT UP AND SUBMIT IT TO THE LANGUAGE TEACHER OF COURSE!**

**SEE THE SUBMISSIONS PAGE AT THE BACK OF THIS ISSUE FOR MORE INFORMATION!**
The Language Teacher

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

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

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

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

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

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

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

Central Office: Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

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

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

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

優秀研究助成金については、年次大会で発表します。JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

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

会員及び会費：会員及び会費：年会費にはJALT出版物の購読料及び支部の会費も含まれています。個人会員（10,000円）学生会員（6,000円）- 日本にある大学・大学院での学生の会員。ジョイント及びグループ会員（17,000円）- 同じ住所で登録する5名以上を対象とし、JALT出版物は5名毎に1部。入会・更新申込みは、例会で行うか、The Language Teacherに掲載されています。郵便振替用紙を利用してください。ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さい。海外からは国際郵便代をJALT事務局に送るか、又はCitibankより送金してください。詳しくはJALT事務局にお問合せください。

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| THE LANGUAGE TEACHER: 29.08 | August 2005 |
Submissions

The editors welcome submissions with all aspects of language education, particularly with reference to Japan. If accepted, the editors reserve the right to edit all copy for length, style, and clarity, and without prior notice or permission to authors. Materials in English should be sent in digital format by either email (preferred) or post. Submit manuscripts by May 15, 2023.

**Feature Articles**

**English Features**

Submissions should be well-written, well-structured, and highly researched, and data and text should be quantitative or qualitative (or both). Manuscripts are typically screened and evaluated anonymously by members of the **Language Teacher Education Editorial Advisory Board**. They are evaluated for the degree of scholarly research, relevance, originality of conclusions, etc. Submissions should:

- be up to 3,000 words (not including appendices)
- have appropriate figures, tables, graphs, and data charts (not needed if submitted as separate files)
- 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 abstract of 150 words or less, if possible, and submitted as a separate file
- be accompanied by a 100-word biographical background
- have tables, figures, appendices, etc. attached as separate files.

Send an email attachment to the co-editors:

**Japanese Features**

The editors welcome submissions with all aspects of language education, particularly with reference to Japan. If accepted, the editors reserve the right to edit all copy for length, style, and clarity, and without prior notice or permission to authors. Materials in English should be sent in digital format by either email (preferred) or post. Submit manuscripts by May 15, 2023.

**Japanese Features**

Submissions should be well-written, well-structured, and highly researched, and data and text should be quantitative or qualitative (or both). Manuscripts are typically screened and evaluated anonymously by members of the **Language Teacher Education Editorial Advisory Board**. They are evaluated for the degree of scholarly research, relevance, originality of conclusions, etc. Submissions should:

- be up to 3,000 words (not including appendices)
- have appropriate figures, tables, graphs, and data charts (not needed if submitted as separate files)
- 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 abstract of 150 words or less, if possible, and submitted as a separate file
- be accompanied by a 100-word biographical background
- have tables, figures, appendices, etc. attached as separate files.

Send an email attachment to the co-editors:

**JALT Focus**

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

- be no more than 750 words
- be relevant to the JALT membership as a whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- be approximately 300 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Email address.

Send as an email attachment to the JALT Focus editor.

**JALT Book Reviews**

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

**Chapter Reports**

The column is a forum for sharing pre-conference proposals held at JALT Chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. Submissions should:

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

Send as an email attachment to the JALT Editors.

**Job Information Center**

The center lists job opportunities in Japan and overseas. 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).

Submissions should be original teaching materials, Deadline, Contact information

Send as an email attachment to the JALT Editors.

**Conference Calendar**

Announcements of conferences, colloquia, symposiums, and seminars may be posted in this column. The announcement should:

- be up to 150 words
- be approximately 300 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Email address.

Send as an email attachment to the JALT Editors.

**Conference Reports**

Conference Reports is a column that reports on events held at JALT conferences. 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).

Submissions should:

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

Send as an email attachment to the JALT Editors.

**Quick Guide**

Java 1.5: A Quick Guide to the Java Language

Send as an email attachment to the JALT Editors.


**discussion (n)**

1. talk or a talk between two or more people about a subject
2. a new presentation format for JALT2005. These sessions will not be formal presentations, but sessions to discuss topics and to share ideas. The discussion facilitator(s) will begin with a brief (10-15 minute) introduction to a particular topic before opening the floor to discussion, guided by pre-set questions.

*Currently, we have the following discussions scheduled for JALT2005 (Note: times and rooms may change. Be sure to check the conference schedule on-site!)*

- Avoiding Classroom Conflict, Saturday 8, 17:30, 909
- Discussing Extensive Reading, Saturday 8, 16:20, Koryu
- English Teacher Education at Japanese Universities, Sunday 9, 16:20, 902
- ER/EL Libraries in the Japanese University Context, Monday 10, 9:05, 905
- Essentials for Independent Learning, Sunday 9, 9:05, 910
- Graduation Theses—Renewing their purpose, Saturday 8, 11:10, 902
- How to use Japanese University libraries, Sunday 9, 17:30, Wind Hall
- Internationalized? Stories of International Exchanges, Monday 10, 9:05, 1003
- Managing Four Letter Language Acquisition, Sunday 9, 9:05, 1003
- Naming Bilingual Children in Japan, Sunday 9, 14:15, 1003
- Native and Non-native: What’s the Difference?, Sunday 9, 14:15, 903
- Negotiating Meaning: Teaching Academic Register, Sunday 9, 17:30, 904
- Publishing papers: The people and the process, Sunday 9, 17:30, 902
- Reflections on the Morimura Gakuen Project, Sunday 9, 9:05, B-1
- Stories of English Teachers’ Lives, Monday 10, 11:25, B-2
- Surfing the wave pattern: A task-based CALL course, Monday 10, 9:40, AV Hall
- Teaching English to Children in Asia, Sunday 9, 10:15, B-1
- Teaching Progressively...For the Center Shiken!, Saturday 8, 11:10, 1101
- Teaching Women: A Discussion, Sunday 9, 13:05, 905
- The New English Immersion Education Wind, Monday 10, 10:15, 908
- The perfect fit: material for OC classes, Monday 10, 10:15, 1202
- Using extended oral fluency practice in class, Sunday 9, 13:05, 908
- Using weblogs in English Teacher Training, Saturday 8, 11:10, 909

*For more information, visit* <conferences.jalt.org/2005/>
Got something to say?

JALT Forums

<forums.jalt.org/>