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In this month's issue . . .

WELCOME TO the first issue of *The Language Teacher* for 2006. Not only do we have a new colour scheme for our cover this year, but there are also some changes to the inside of the journal, with the addition of new columns and the way information is presented for our readers. I would like to take this opportunity to introduce some of the people that have taken up new positions within *TLT*. **Ted O'Neill** will be moving from the Job Information Center to take up his role as Associate Editor. He will be replaced by **Derek Di Matteo**. **Theron Muller** will be the editor of two new columns, Member's Profile and Showcase. **David McMurray** will be looking after JALT International, and **Jerry Talandis** will be moving to My Share to become co-editor along with Lorraine Sorrell. **Donna Tatsuki**, former editor of *JALT Journal* will provide us with a summary of online Publications Forum discussions. From this year we will also introduce a group of Additional Readers. These people will assist the Editorial Advisory Board in their assessment and review of manuscripts. While space does not permit me to mention all those involved with the monthly production of *TLT*, I would ask that you look briefly at our Staff List in the back of this issue to see just how many people volunteer their time. Perhaps it's time you became involved, too!

This month our feature article by **Masanori Tokeshi** investigates the listening comprehension processes and strategies of Japanese junior high school students. Tokeshi uses three types of interactive listening tasks to assess student understanding.

In our first Readers' Forum, **Osamu Hanaoka** discusses how spoken discourse in the media can be utilized in the classroom to raise student awareness of grammar, pointing out some important elements of grammar knowledge that need to be addressed in grammar instruction. **Charlie Canning** explores a passage on scholarship by Robert Scholes in light of the research and teaching that JALT members undertake in Japan. **David Barker** and **Juanita Heigham** examine common problems of presentations at conferences, highlighting examples of poor practice that impede the transmission of information from the presenter to the audience. For anyone wishing to discuss these papers or provide feedback to the authors there is now a new Publications Forum <forum.jalt-publications.org>.

In My Share, **Terence McLean** provides a task-based activity that allows students to use culture and situation specific language while practicing the skills of reading, discussing, presenting, and debating. **Warren Midgley** has designed a quiz show that motivates students to develop and ask questions in English.



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Daragh Hayes utilizes the topic of astrological signs and personality types to initiate a class discussion, and **Christopher Bozek** introduces a warm-up exercise that can be used to encourage students to speak in complete sentences.

Finally, the staff at *The Language Teacher* look forward to your continued support throughout the year. For those of you who may be considering submitting an article, I would encourage you to do so, as it is through your efforts that this journal is made possible. With this being the 30th anniversary of *TLT*, we hope to make it a special year!

本

年よりTLTは表紙カバーだけでなく、新たなコラムや情報提供の方法などの内容も変わりました。またスタッフの交代もありますので、この場をお借りしまして新スタッフを紹介いたします：Ted O' Neill (副編集長)、Derek Di Matteo (就職情報)、Theron Muller (新コラム編集長)、David McMurray (JALT 国際)、Jerry Talandis (マイシエ副編集長)、Donna Tatsuki (Forumの要約)。その他、査読のスタッフも新たに加りました。

さて、今月の論文はMasanori Tokeshi氏による日本の中学生のリスニングプロセスと方略に関するもので、生徒の理解力を測定するために三種類のリスニングタスクが用いられています。読者フォーラムでは、Osamu Hanaoka 氏はメディアを用いて文法意識を高める方法について述べ、Charles Canning 氏はRobert Scholesの学説をもとにJALTの会員が日本で携っている研究と授業を検討し、David Barker とJuanita Heighamの両氏は発表者から聴衆への情報の伝達がうまくいっていない事例を挙げ学会などのプレゼンテーションの問題点の考察をしています。なお、掲載記事についてのご意見は、Publications Forum <forum.jalt-publications.org>までどうぞ。

TLTも30周年を迎えます。引き続き、皆様のご支援をお願いいたしますと共に、論文、記事の投稿をお待ちしております。

Kim Bradford-Watts & Jacqui Norris-Holt, *TLT*
Co-Editors; Ted O'Neill, *TLT* Associate Editor

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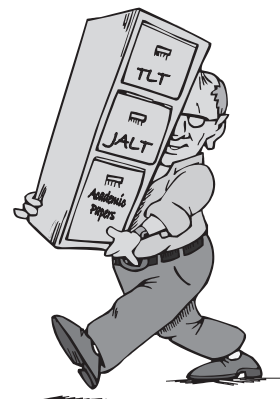
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Listening comprehension processes of six Japanese junior high school students in interactive settings

Keywords

- ▶ interactive listening, junior high school, listening comprehension process, listening task, qualitative research

This article reports on doctoral research conducted in Japan and Australia. The study investigated listening comprehension processes and strategies of 19 junior high school students in Okinawa Prefecture who interacted with an ALT in three types of listening task. Six case study participants were selected for in-depth investigation. The results of the qualitative analysis revealed as follows: a) the listeners used different listening processes according to English proficiency level and task type, b) concrete visual referents were conducive to comprehension, c) interpretation of the utterances varied from one participant to another, and d) repetition was the most effective type of speech modification.

本論は3種類のリスニング・タスクを使って、ALT（外国語指導助手）とやりとりをした19人の沖縄県の中学生のリスニング・プロセスとリスニング方略を調査する。ケーススタディーとして6人が詳細な調査のために選ばれた。その質的分析は以下の通りである。1) 聞き手は英語力やタスクの種類によって異なるリスニング・プロセスを用いた。2) 具体的視覚指示物やジェスチャーはその理解に貢献した。3) 談話の解釈は被験者によって異なった。4) 繰り返しが最も効果的なスピーチ修正法であった。

Masanori Tokeshi
Meio University

THE MINISTRY of Education and Science Course of Study Guidelines (Ministry of Education and Science, 1998), implemented in 2002, emphasize improvement of students' practical communicative competence in junior high schools. According to the guidelines, speaking and listening are to be considered the most important skills to improve practical communicative competence. However, speaking ability has tended to be the main focus of instruction in oral communication. Listening has not received much attention in the communication-based classroom, although mutually intelligible communication hardly takes place when listeners do not understand what is said (Brindley, 1998). There is a limited amount of research which has investigated listening in interactive settings. Thus, listening in communication needs to be examined. This paper, based on part of a doctoral thesis (Tokeshi, 2003), reports on the listening comprehension processes of six Japanese junior high school students by using three types of interactive listening tasks. First, the literature related to listening comprehension processes and interaction is reviewed, and then the research methodology used in this study is explained. The results and implications of the study and conclusions follow.

Literature review

Published research related to listening mostly centers around listening comprehension in transactional settings where listeners are not able to interrupt the speaker's utterances. This paper not only discusses listening comprehension processes mainly in the context of transactional settings, but also reviews previous studies of interactive listening in situations where listeners

are able to ask questions and request repetition, although these are limited in number.

Many theorists account for listening comprehension as two-level processes (Buck, 1990, p. 37): bottom-up processing and top-down processing (Rost, 2002, p. 96). In bottom-up processing, listeners first attend to individual phonological units and decode a larger unit of input in hierarchical order, from vocabulary to structures, and arrive at the meaning of the discourse. In top-down processing, listeners make inferences on the basis of background information, contextual information, and expectation. A recent model of listening sees these two processes as interacting with and influencing each other (Buck, 2001, p. 3). Background knowledge such as schema (Rumelhart & Ortony, 1977, p. 99) and scripts (Schank & Abelson, 1977, p. 421) in top-down processing is considered to contribute greatly to the interpretation of the listening input.

Another view of listening is as sequential process and parallel distributed processing (Rumelhart, Hinton, & McClelland, 1987, p. 3). Listening comprehension is often explained as a sequence of neurological decoding. According to Anderson (1985, p. 56), listeners store sounds in echoic memory (perception), then decompose them into meaningful chunks in short-term memory (parsing), finally saving them in the form of schemata and scripts in long-term memory (utilization). Similarly, others (e.g., Rost, 1994, p. 70) claim that actual comprehension mostly takes place in working memory, where listeners take in new information and release old information. Parallel distributed processing has a unique view of listening, in that processing takes place not in a sequence but simultaneously on different levels. This model has not yet been applied to L2 learning.

Listening comprehension can also be explained in terms of automatic and controlled processing (McLaughlin, Rossman, & McLeod, 1983). The theory of controlled processing holds that beginning listeners consciously decode what is said by attending to the linguistic form. On the other hand, the theory of automatic processing holds that advanced listeners unconsciously decode acoustic input without attending to the linguistic form. Moreover, affective factors such as the interests and motivation of listeners influence listening comprehension. Nunan (1999, p. 209) claims that "without the role of active listening, listening comprehension would not be enhanced."

Interactive listening includes some features of verbal and non-verbal responses in order for listeners to comprehend utterances in interaction.

Listeners verbally provide backchannelling cues (Vandergrift, 1997) such as *Oh, I see*, and *Really?*, or non-verbal signals such as head nods and shrugging, to show understanding or non-understanding to speakers. Listeners are responsible for comprehension and confirmation checks, and for clarification requests when utterances during the conversation are not understood (Lynch, 1995, p. 76). It has been found that speakers simplify utterances (Chaudron, 1988), or modify speech (Long, 1985, p. 377) in order for listeners to comprehend what is said when communication breaks down.

Methodology

This study mainly utilized qualitative research methods. Nineteen 3rd-year junior high school students and an ALT (Assistant Language Teacher) from Canada at a school in Okinawa Prefecture participated in the study. Six case study participants were selected according to gender (3 males, 3 females) and English proficiency (low, intermediate, high) assessed by a STEP (Society for Testing English Proficiency) 4th-grade listening test and task observation. Three types of listening tasks—two picture story completion tasks and one note-taking task—were used in a face-to-face situation between an individual student and the ALT. All three tasks were interactive, allowing the participants to ask questions and show understanding and non-understanding while completing the picture stories or taking notes. Each task interaction, lasting 7 to 15 minutes, was videotaped. Following the tasks, stimulated recall (Gass & Mackey, 2000), in which the students took about 20 minutes to verbally report what was comprehended or not comprehended, was audio-recorded. Two types of questionnaires (types I and II) and follow-up interviews were also conducted in order to complete an in-depth investigation of interactive listening. The type I questionnaire administered before the task mainly asked students about their attitudes towards communication and their listening learning style. The type II questionnaire asked students about difficulties with listening while performing the tasks, in order to supplement their verbal report. All the data were transcribed and coded, then categorized according to a modified inventory of listening based on other studies (O'Malley & Chamot, 1990; Rost & Ross, 1991; Vandergrift, 1997).

Results

Data were transcribed, and a brief summary of listening comprehension for the six participants

compiled. A description of the listening comprehension processes for each participant follows.

Firstly, low-level students appeared to decode acoustic input by using controlled processing, while high-level students appeared to decode the acoustic input by using automatic processing. Similarly, the low-level students were likely to pay selective attention to individual known words, as shown in Example 1. This seems to suggest that low-level students can decompose a smaller chunk of speech, mostly at the lexical level, but high-level students can decompose a larger unit of speech, often at the sentence level.

Example 1 (Task A [picture story completion]: Eri's response in English, observation transcript)

ALT: When you are swimming, a dog comes onto the beach.

Eri: **Dog.** (Eri places the dog on the beach.)

ALT: And he takes your bag.

Eri: **Bag.** (Eri moves the bag beside the dog.)

ALT: He takes your bag. He runs away with your bag.

Eri: **Runs...run away.**

When the participants had difficulties understanding utterances, non-linguistic cues, such as gestures and visual aids (pictures), were in most cases conducive to comprehension of what had been said, as shown in Example 2.

Example 2 (Extract from Miki's Task B [picture completion task], stimulated recall transcript, R=researcher)

Miki: 単語の意味がわからなかった。(I didn't know the meaning of the word.)

[Miki chooses the bird]

R: どうしてここで答えがわかったの。(How did you know the answer here?)

R: 飛ぶジェスチャーでわかった。(I knew the answer by looking at his action of *flying*.)

R: じゃ、birdの意味は分からなかった。(Then, you didn't know the meaning of *bird*?)

Miki: わからなかった。(No, I didn't.)

Interpretation of the same utterances varied from one participant to another. Although the participants heard the same text, their interpretation varied depending on their personal background knowledge. This echoes Buck's (1995, 2001) claim that meaning is constructed

by a listener in an active process of inference and hypothesis building, drawing on the listener's background knowledge.

There were obvious differences in listening performance according to task type. In Tasks A and B (picture completion tasks), a large amount of interaction between the speaker and the listener was identified, while in Task C (note-taking task), a limited amount of interaction took place. The pictures used and the *here-and-now* context in picture completion tasks where the stories took place in immediate contexts seemed to increase comprehensibility of the tasks.

Repetition appeared to be the most effective type of speech modification for the junior high school students in this study. Paralinguistic cues provided by the ALT, mostly in the form of phonological stress, contributed to comprehension when the stress was on keywords. On the other hand, elaboration by the ALT that contained redundant information was not so effective for the participants. Table 1 shows a summary of listening comprehension processes and strategies for the six case study participants.

Implications and conclusion

Since the results indicate that these junior high school students were likely to process the listening input at the lexical level, it is important for beginning level students to increase the size of the chunk that they can decompose. This also suggests that students need knowledge of structure in order for them to process input at the sentence level.

The data also seem to indicate that visual supports such as pictures and the ALT's gestures, as well as the *here-and-now* context of the tasks, helped the students to comprehend what had been said. Therefore, it seems effective for teachers of beginning level listeners to use visual supports situated in a *here-and-now* context rather than using tasks without visual aids or situated in the future or past, or in places where listeners cannot see (e.g., a story happening in a neighboring city in the future). However, the effect of *here-and-now* contexts on listening comprehension has not yet been thoroughly investigated.

For beginning level students, when comprehension problems take place, it seems fairly effective for instructors to repeat the keywords in the text rather than elaborate on the words that students do not know. Additionally, paralinguistic cues, such as stressing keywords phonologically, also seem effective in enhancing comprehensibility.

Table 1. Summary of listening comprehension for case study participants

Participant	Sex / Level	Background	Listening processes	Strategies and supports
Kota	Male / low level	Kota had the lowest level of English proficiency among the participants.	He was likely to pay selective attention to individual known words. He hardly processed large chunks of acoustic input at the sentence level or even the phrase level. He mainly relied on controlled processing to comprehend utterances.	He was likely to construct the interpretation based on his prior experiences, but this, in most cases, resulted in making false interpretations. He received much support for listening from the speaker's gestures and paralinguistic cues or visual aids, such as concrete referents.
Miki	Female / low level	Miki had less confidence in her listening ability.	She lacked the basic linguistic knowledge for listening comprehension. Therefore, she was likely to rely on controlled processing.	She tended to pay selective attention to individual known words. She did not very often clarify comprehension problems with listening. She was likely to use implicit strategies and waited for contextual cues or non-verbal cues to supplement her lack of linguistic knowledge.
Jun	Male / intermediate level	Jun liked to communicate in English in the classroom.	He was likely to pay selective attention to individual known words. He did not easily understand some subtasks due to a lack of structural knowledge. He was likely to make false interpretations based on his world knowledge and past experiences.	He often could not correct his errors and redirect them. He frequently gave explicit indication of understanding or non-understanding of the utterances while engaging in the tasks. He often inquired about unknown words or requested repetition. He had plenty of interaction with the speaker.
Eri	Female / intermediate level	Eri had a large amount of contact with the ALT outside the classroom.	She was likely to pay selective attention to individual known words, thus likely to process the utterances at the lexical level. She also tended to rely on world knowledge or personal experiences.	She often received support from visuals and the speaker's gestures. She frequently requested repetition when she did not understand what had been said. She showed a greater variety of strategies use than any other participant. She provided frequent backchannelling cues to indicate that she was following the speaker, so that the interaction was collaborative.
Yuji	Male / high level	Yuji had the highest level of English proficiency among the participants.	He was likely to process a larger segment of the utterances at the sentence level. He mostly comprehended the literal meaning of the utterances so that he was likely to process the utterances unconsciously. That is, he mainly relied on automatic processing.	He used contextual cues or co-text information to correct his errors in comprehension. He did not demonstrate the use of various strategies because he had few problems with the listening tasks.
Risa	Female / high level	Risa had often felt nervous about communicating with the ALT.	She comprehended the literal meaning of the utterances, so a part of the listening comprehension process was unconscious (automatic processing). On the other hand, she needed to pay selective attention to individual words (controlled processing).	She sometimes needed to rely on the speaker's gestures or visuals to comprehend the utterances. She often requested repetition or clarified unknown words. She unconfidently repeated the previous words or murmured them, so her lack of confidence interfered with listening comprehension.

There are several areas that need to be investigated in the future. Differences in listening comprehension according to task type have not been identified thoroughly by this or previous research. In addition to this, interactive listening has been examined by very few studies (e.g., Rost & Ross, 1991; Vandergrift, 1997).

Communication cannot be successful when a listener does not understand what is being said. Continued investigation of the learning and teaching of interactive listening has the potential to contribute to an improvement in communicative language ability.

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Masanori Tokeshi received a Doctorate of Education from the University of Wollongong, Australia, in 2004. He currently works at Meio University in Okinawa. His recent research interests include listening, task-based learning, communication, and early childhood English education.

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Raising learner awareness of grammar features through spoken discourse in the media

Keywords

- ▶ grammar instruction, consciousness-raising, noticing, use of media English, spoken discourse, form-function mapping, form-sound mapping

This paper discusses how spoken discourse in the media can be utilized in the classroom to raise student awareness of grammar. First, it points out some important elements of grammar knowledge that need to be addressed in grammar instruction. They include discourse-level functions, collocation, register or frequency information, and phonological traits of the target form. These elements are not adequately covered by grammar workbooks and therefore require learner attention through consciousness-raising activities. One example of a grammar lesson that helped students become aware of these elements is reported. In this lesson, the students studied target forms in film dialogue with a combination of picture, sound, and transcript. The students' reactions suggest that they noticed some important features of the target forms and that they were highly motivated by the use of the film dialogue.

本論は、学習者の文法に関する意識を高めるために、メディアの口語体のディスコースを利用する意義を考察する。その利点として、文法のワークブックでは扱うことのできない談話レベルでの用法、コロケーション、レジスターや頻度に関する情報、及び目標形式の発話における音素的特徴などに学習者の注意を促し、気づかせることが可能である。報告する授業例において、学習者は目標の文法項目を映画の会話の中で映像、音声、トランスクリプトを利用しながら学習した。学習者の反応から、彼らが目標の文法項目に関していくつかの重要な特徴に気づいたこと、また映画の会話を用いることで学習の動機が高められたことが示唆された。

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DISAGREEMENT EXISTS among researchers as to the role of grammar instruction in the process of second language acquisition. The traditional structural syllabus has long been criticized for ignoring the fact that second language acquisition is not a process of accumulating entities. Purely communicative approaches, on the other hand, also entail some serious problems as pointed out by Long (2000). It has been claimed, for instance, that they are inefficient due to the lack of attention to code features and that certain features are unlearnable from positive evidence alone.

A growing body of empirical evidence has suggested some positive effects of grammar instruction. Specifically, Long (1988) points out that formal instruction (1) speeds up the rate of learning, (2) promotes long-term accuracy, and (3) raises the ultimate level of attainment.

The purpose of grammar instruction is increasingly seen as consciousness-raising (Rutherford & Sharwood Smith, 1985). Ellis (1990, 1991, 1994, 1997, 2003) presents the view of formal instruction as consciousness-raising and argues that a major purpose of raising learner awareness of grammar structures is to induce noticing of those structures in subsequent communicative input. *Noticing* is an important concept that goes hand in hand with consciousness raising. Schmidt's (1990) noticing hy-

pothesis stated that noticing is a necessary condition for L2 development.

One important question concerns the aspects of grammar the learner needs to notice and how the teacher can induce such noticing. In this regard, separation of grammar from lexis and phonology has been recognized as a serious problem in grammar instruction in the classroom. Teaching from grammar workbooks usually involves the teacher explaining a grammar point and students solving display problems provided in isolated sentences. In this kind of activity, students may overlook important features of grammar use. Students cannot develop an adequate knowledge of form-meaning or form-function relationships at the discourse level, nor can they learn lexical features of grammar use such as collocation.

Long (2000) argued that simplified textbook dialogues and classroom language tend to be artificial and stilted and to show usage rather than use. This seems to be true for grammar workbooks used in high schools in Japan. Here is one example of a question asking students to combine two sentences using a relative pronoun:

We need a knife.

We will cut this apple with it.

The answer given for this problem is the following sentence:

We need a knife with which we will cut this apple.

This is an implausible utterance. The kind of exercise eliciting this kind of utterance may be harmful for the language development of students. Lightbown (1992) states:

In being exposed to comprehensible samples of the language, the learner (whether in a classroom or elsewhere) inevitably forms some idea of what the patterns of that language are. If the language to which the learner is exposed is not the real target language but a distorted and incomplete sample of sentences from it (inevitably the case in strictly audio-lingual or grammar-translation approaches), the learners' developing knowledge of the language will reflect the inadequacy of the input. If learners are to develop a knowledge of the target language that accurately reflects the realities of that language, they must have opportunities to be exposed to the language in its authentic form. (p. 87)

Discourse samples from the media provide learners with the opportunity to observe the register in which a grammatical form is used. Register information is typically not included in grammar workbooks. They usually do not describe, for instance, the fact that the relative pronoun *whose* and its alternative *of which* are extremely rare in conversation (Biber et al., 1999). In this regard, the distinction between spoken and written grammar is important (McCarthy & Carter, 1995), especially in light of the increasing emphasis placed on fostering student competence for oral communication (see McCarthy & Carter, 2002).

Another advantage of using media-based materials is that students can raise their awareness of phonological features of grammar use. Being exposed to and noticing how a form is actually articulated may be a necessary step for the students to learn to articulate it themselves in oral communication.

The grammar lesson utilizing a film dialogue described below aims to provide the students with an opportunity to observe how some recently learned grammar forms are actually used in spoken discourse. For a brief report of this lesson in Japanese, see Hanaoka (2003). The use of a transcript was essential for student noticing in this lesson.

A grammar lesson utilizing a film dialogue

The target features

1. The past hypothetical conditional (past perfective modals without an *if*-clause)

The students had recently studied this grammatical feature in their reading textbook. However, this difficult grammar form appeared only once in the text passage with some display questions provided in the exercise section at the end of the unit. These sentence-level questions were unlikely to motivate students or facilitate form-function mapping.

2. The relative pronoun *what* and the omission of relative pronouns.

The students had learned about relative pronouns in their grammar workbook over the preceding 2 weeks. Using only four pages, the grammar book introduces various uses of relative pronouns such as *who*, *which*, *that*, *whose*, *of which*, and *what*. From these I chose the two features that are commonly observed in spoken registers.

Procedure

The class was held in the language laboratory. First, the grammar points were reviewed with relevant pages of the textbooks shown on the overhead camera. Then a scene from the film *Titanic* was shown to the students with Japanese subtitles. The purpose of this first viewing was to have the students understand the story involving the scene and the context in which the target grammatical features were used. Then the English transcript for part of the footage was handed out. The transcript had a cloze test of the target forms. Students were instructed to follow the transcript while listening to the video. This listening activity focused students on the language of the dialogue. The tape was played once again, and students were asked to fill in the blanks as they listened. The answers were then displayed on the overhead to ensure correct spelling.

The relevant parts of the transcript were briefly explained to make sure that the context involving the target features was understood. Then, as the class watched the video again, the students focused on each instance of a target form. On this occasion, students closely observed each use of a form while relating that form to the meaning it realized in a particular scene. I also called the students' attention to the register and lexical aspects of each form. Each scene was shown repeatedly to reinforce letter-sound correspondence. To raise student awareness of how each instance of a target form contributed to the discourse, some students were asked how, just for fun, they would translate the English into Japanese subtitles. Afterward, they compared their ideas to the professional version. I reminded them that the translation constituting the Japanese subtitles was only one of many possibilities and that the student versions might be just as acceptable. At the end of this activity, the students saw the footage for the last time with English subtitles.

Discussion

The students were exposed to three examples of past perfective modals where they were used without an *if*-clause. Although frequency information is difficult to obtain from a small sample used in class, I drew attention to the fact that the target form occurred as many as three times in the limited amount of data. The three instances of the form were the following:

(1)

ROSE: What do you mean no I won't? Don't presume to tell me what I will and will not do. You don't know me.

JACK: Well, you *would have done* it already.

(From the film: *Titanic*)

(2)

CAL: An accident?

ROSE: It was. Stupid really. I was leaning over and I slipped. I was leaning far over to see the... uh... propellers. And I slipped and I *would have gone* overboard. But Mr. Dawson here saved me and almost went over himself.

(From the film: *Titanic*)

(3)

JACK: God! Look at that thing! You *would have gone* straight to the bottom.

(From the film: *Titanic*)

Some students noticed phonological traits of the form. They commented that the form was spoken very fast and that the pronunciation was different from what they had expected. They may have noticed the gap (Schmidt & Frota, 1986) in their phonological representation of the form. From the viewpoint of using a form in oral communication, form-sound mapping needs to be recognized as an important goal of consciousness-raising activities.

Another important feature of the form observed by the students was that a past perfective modal depends heavily on the context for its interpretation. It is often the implicature that is important rather than the literal meaning of the sentence. For example, the third instance of the form was Jack's utterance, "God! Look at that thing! You *would have gone* straight to the bottom." "That thing" here refers to the engagement ring that Rose was wearing. By this utterance, Jack implied that he was impressed by the size of the diamond ring. One student noted in the questionnaire that, contrary to his expectation, the form was being used to express a meaning different from a typical *if*-condition. It may be said that he noticed a new form-function relationship. The "subtitling" translation exercise, which required the students to capture the essence of the message and put it succinctly into Japanese, may have helped them discover new form-function relationships. A subtitling exercise may be useful because it involves a cognitive process quite different from that required in translating an isolated sentence in a grammar book.

The students observed the following instances of the relative pronoun *what*:

(1)

ROSE: You're crazy.

JACK: That's *what* everybody says. But with all due respect, Miss, I'm not the one hanging off the back of a ship here. Come on. Come on. Give me your hand. You don't want to do this.

(From the film: *Titanic*)

(2), (3)

ROSE: Jack... I want to thank you for *what* you did. Not just for... for pulling me back, but for your discretion.

JACK: You're welcome.

ROSE: Look, I know what you must be thinking. Poor little rich girl. What does she know about misery?

JACK: No. No. That's not *what* I was thinking. *What* I was thinking was what could have happened to this girl to make her think she had no way out.

(From the film: *Titanic*)

Unlike the practice questions in the grammar book, these discourse-level instances require students to consider what each noun phrase beginning with *what* refers to.

Another aspect of the form worth drawing student attention to was the fact that two instances occurred in the sentence frame *That is (not) what subject + verb*. This frame may be an example of what Pawley and Syder (1983) called a lexical sentence stem. In fact, Biber et al (1999) show that *That's what ...* is a very common collocation. In recent years, lexically-oriented approaches have gained increasing attention (e.g., Lewis, 1993, 1997, 2000) as SLA researchers grant greater importance to the role of lexis in language learning (Erman & Warren, 2000; Nattinger & DeCarico, 1992; Sinclair, 1991; Wray & Perkins, 2000). It may be the case that, as Muncie (2002) puts it, "The boundary between grammar and lexis is also becoming increasingly blurred" (p. 184). The implication for grammar workbooks is that the example sentences need to reflect typical lexical patterns in which the form tends to be used.

With regard to the omission of a relative pronoun, the class observed the following instance:

(1)

GRACIE: Perhaps a little something for the boy?

CAL: Of course. Mr. Lovejoy. I think a 20 should do it.

ROSE: Is that the going rate for saving *the woman you love*?

(From the film: *Titanic*)

I also drew the students' attention to the fact there was no instance of the relative pronouns *who*, *whose*, (*of*) *which*, and *that* in the transcript of the film dialogue handed out to them, except one nonrestrictive use of *which* at the beginning of a sentence.

At the end of the class, the students were asked the following questions:

1. You saw some examples of the grammar features that you learned in grammar class. Were you able to understand those examples?
2. Do you think it helps to observe examples taken from sources such as films?

For each of these questions, the students indicated their agreement on a scale of 1 (strongly disagree) to 5 (strongly agree). The students were asked to state the reasons for their answers.

Student answers to both of these questions were overwhelmingly positive. To the first question, "Were you able to understand those examples?" three students (8.1%) chose "strongly agree," and 23 students (62.2%) replied "agree." Eleven students (29.3%) were "not sure." Not one student answered either "disagree" or "strongly disagree." However, these figures should be interpreted cautiously. First of all, it is not clear what they meant by "understand" or whether they actually understood as they reported. However, those figures seem to indicate that the students were satisfied with their level of comprehension.

Comments from the students who answered affirmatively included the following:

- "Because we used both picture and sound with the help of a transcript."
- "Because the examples (of the target forms) were shown from actual conversation, it was easy to understand how to use the forms."
- "We had enough time to interpret grammar."
- "They spoke really fast, but the subtitles helped."

Conclusion

The use of spoken discourse in video seems to offer a number of advantages. First, with the help of a transcript, students can carefully observe spoken features of a target form and notice important features of its use. Second, by listening to how a target form is actually pronounced, students may become more sensitive to the phonological traits of the form. This may help students develop

their competence for comprehending and using the form in oral communication. Third, students seem to be motivated by the use of authentic spoken discourse. Finally, it should be pointed out that observing authentic discourse for grammar use may effectively serve the *learner-training function* (Ellis, 2002, p. 30) by helping students become autonomous learners who can discover various aspects of language for themselves.

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Thomson Advert

Research and teaching

Keywords

- research, teaching, proficiency, relevance, worth sharing

This paper situates a passage on scholarship by Robert Scholes in terms of the research and teaching that JALT members undertake in Japan. It suggests that a continuing dialogue on the relevance and appropriateness of our research and teaching is in the best interest of our students, our profession, and ourselves.

本論は、Robert Scholes氏の学説をもとに、JALT会員が日本で行っている研究や教育を検討するものである。我々の研究や教育についての適正や関連性を継続的に検討し、それが学習者および教師の仕事の最重要事項であると示唆している。

Charlie Canning Konan Women's University

EACH YEAR JALT receives many more proposals for presentations at the annual conference than there are places. Consequently, many good proposals have to be rejected. Although there are several criteria for vetting a proposal, one of the most important ones is its interest and utility to the JALT membership. Practically speaking, what this means is that JALT is looking for ideas that will be of use to teachers in the classroom. Of course, there is room for other topics related to teaching in Japan, but by and large, what JALT is looking for are presentations that will inform and improve language teaching.

Determining which proposals are of greater utility is a very subjective endeavor, however, and what one person believes to be cutting-edge action research for the classroom another person might consider esoteric psycho-babble for the barroom. While it's a humbling experience to have what you consider to be a rather sizeable jigsaw piece of the answer rejected, John Stuart Mill's "the greatest good for the greatest number" is not for the faint of heart.

Whether or not you are interested in presenting at a conference, however, there is still the more general issue of the relationship between your research and your teaching. As teachers who are interested in improving our teaching and furthering our careers, we know that we have to develop our profession and ourselves if we are going to be successful. Each of us has only a finite amount of time and resources to devote to research. We must choose wisely so that what we have learned in the classroom and confirmed or expanded upon in the library (or vice versa) will not be wasted.

In an article entitled "Learning and Teaching" in *Profession 2004: A Journal of the Modern Language Association*, Scholes (2004) wrote about the connection between scholarship and teaching. Because what Scholes has to say on the subject is very direct and clear, I would like to quote it at length:

Scholarship is learning in the service of teaching. In the humanities, we learn in order to teach. It is as simple as that.

We also, of course, teach in order to learn. Nothing in our academic lives concentrates the mind so wonderfully (if I may borrow a phrase from Dr. Johnson) as preparing to enter the classroom. Organizing a course, preparing a lesson, we become acutely aware of what we need to know to do that job properly – and the gap between that blessed state of perfect knowledge and our actual situations. Teaching drives us to learning – and to the learned who can help us join their company. When we publish the results of humanistic study, we are teaching. That is my main point. We are teaching one another, teaching teachers. If our work is accessible enough, teachers may direct their students to it, but that need not be the case. What must be the case, however, is that our scholarship should be of use to teachers. I would never wish to assert that all learning happens in classrooms or that all teaching occurs there. But interaction between teachers and learners is at the heart of humanistic study. Our studies are often lonely, but we must ultimately share the results of such study – which means that we must produce something worth sharing.

What is worth sharing? Whatever enhances the lives of those with whom we share it. As teachers we must take our students as they are, here and now, and help them increase their textual pleasure and their textual power. We must help make the past accessible to them and the present intelligible. Our scholarship, our learning, must pass this test. Can it help enhance the lives of those who are trying to understand this culture and how to live in it? It is incumbent on each one of us, when we teach, to bring as much learning and pedagogical skill as possible to our efforts. And when we study, it is important to ask what pedagogical purpose our studies will serve. My whole effort here is to close the gap that the notion of research has opened between learning and teaching and to bring these two aspects of our professional lives into harmony once more.

We also, of course, need to give teaching a

more serious place in our professional evaluations. If we humanists learn in order to teach, we need to think more carefully about what we teach and how we teach it. And we need to improve our methods of evaluating the work we do as teachers so that we can, in fact, value it more highly. (pp. 123-24)

Although Scholes was writing for a different audience, all of us can benefit by asking ourselves similar questions to the ones he poses: "What is worth sharing?" For those of us teaching English in Japan, what *is* worth sharing? To extrapolate from Scholes, it is whatever will further our students' proficiency in the use of the English language. "Can it help enhance the lives of those who are trying to understand this culture and how to live in it?" This second question is also worth asking. Can our scholarship help our students to understand Japan? Judging from the recent exchange of letters in the op/ed sections of *The Language Teacher* and *The Daily Yomiuri*, there may be some difference of opinion here. Nevertheless, a continuing dialogue on the relevance and the appropriateness of our research and our teaching is in the best interest of our students, our profession, and ourselves.

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The author would like to thank Professor Robert Scholes of Brown University and Ms. Rosemary Feal of the Modern Language Association for permission to publish the excerpt from the article.

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The seven deadly sins of conference presentations

Keywords

- ▶ presentation, presenter, workshop, conference, PowerPoint, title, abstract

This paper highlights common problems seen in presentations at language teaching conferences around the world. It discusses examples of poor practice that impede the transmission of information from presenter to audience, frustrate those attending the presentation, and reduce the effectiveness of conferences in general. Unfortunately, basic errors are just as likely to be made by veteran researchers as first-time presenters. The aim of this article is to raise awareness of what we feel to be the most common pitfalls—organized into seven deadly sins—and thereby persuade presenters to think more carefully and prepare more thoroughly before stepping up to the podium.

本論は、学会発表において見られる問題点を取り上げ、発表者から聴衆への情報伝達を阻害し、聴衆を失望させ、会議の意義を失う粗末な発表について論議する。不幸にも、初歩的なミスはベテランの研究者によってもなされる。最もありがちな落とし穴に対する発表者の意識を高め、発表者に演台に立つ前により慎重に考えさせ、より綿密に準備させることを目指している。

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"Thirty million presentations will be given today. Millions will fail. Millions more will be received with yawns." (Weissman, 2003, jacket cover)

CAN YOU identify with this? If you have been to any conferences recently, then the chances are that quite a few of the presentations you saw left you feeling less than satisfied. At a recent international conference outside Japan, we found ourselves in an animated discussion over dinner with a group of colleagues who seemed to feel the same disappointment as we do with much of what we see at these events. Too often we find ourselves frustrated by presenters who leave us feeling cheated, or irritated by those whose lack of presentation skills obscures their message. Basic mistakes may be understandable when made by first-time presenters, but in practice, you are just as likely to see them from highly qualified experts and plenary speakers. Consider this encouraging email message sent to all of the JALT2005 presenters from Malcolm Swanson, the hard-working conference chair:

"We want attendees to come away from the conference thinking 'Wow, that really made me think!' or 'I feel excited about teaching again!'"

This is an admirable sentiment, but unfortunately, presentations that make us feel this way are not as common as they should be. After the aforementioned discussion with our colleagues, we were inspired to write this article in the hope that highlighting these points might persuade presenters to think a bit more before stepping up to the podium. After all, as Bailey, Curtis, and Nunan (2001) rightly note: "Being able to talk confidently... about what we do and why we do it is an extraordinarily important part of being competent teachers and gaining respect as professionals" (p. 10).

Most of the problems we have noted can be covered by a small number of points that we have, for the purposes of this article, organized into *seven deadly sins*. Although the list is not exhaustive, we feel that it is comprehensive enough to cover most of the problems we see in presentations at language teaching conferences. Before we move on, we would like to stress that we make these comments from the standpoint of fee-paying attendees. When we pay to attend a conference, we expect presenters to have something fresh to say and to have put some serious thought into how they are going to get their message across.

Sin #1: Not taking your presentation seriously

When you send in a proposal to a selection committee, you are taking the first step toward accepting a responsibility to satisfy an audience. An important part of that responsibility is to actually have something original to say. We all know that teachers, especially university teachers, are under pressure to present and publish, but this is no excuse for submitting a proposal with the vague hope that you might think of something interesting to say by the time the conference rolls around.

Of course, even if you do have something interesting to say, that is not enough by itself. Successful presentations require careful and thorough preparation. Cook (1989) tells us that "Providing a quality presentation isn't easy, and learning to do any complex task well takes time and effort" (p. xiii). Yet at how many conference parties have you heard "I'd better get back to my room because I have a 9 o'clock tomorrow and I haven't done anything for it yet"? Some of this may just

be bravado, but in many cases, it is a simple statement of fact. And it shows! From handouts printed upside down on one side to activities that turn out to be virtually impossible for teachers, never mind students, presenters who have not prepared properly almost always get themselves in a twist with problems that should have been anticipated. Getting your proposal accepted is not the end of the job; on the contrary, acceptance is the point where the real work begins.

Sin #2: Using misleading titles or abstracts

This is truly a deadly sin because conference participants will often have missed something else that interested them in order to come and listen to you. This sin is rarely committed intentionally, but the pressure of trying to make sure a proposal is accepted leads many into the trap of inappropriately using buzzwords and/or catchy phrases in their titles. These should only be used if they truly reflect the content of the presentation. This advice from the TESOL (2005) *Tips for Presenters* sums the matter up nicely. Presentations should "follow the conceptual framework of the abstract in content and format" (p. 2).

It is also quite common to see abstracts with academic wording that suggests a high degree of specialization, and then to attend the presentation only to find that it is aimed at new teachers or those with a very limited knowledge of the subject matter. To avoid any confusion, presenters might want to use the first minute or so of their presentation to explain exactly what they are going to discuss and clearly state what kind of audience they are aiming at. If this is done right at the start, there will still be time for people to move to another session if they feel the presentation is not going to be useful for them.

Sin #3: Creating an in-crowd

Giving the impression that some people are *in* with the presenter can make other participants feel decidedly *out*. This often happens with conference-circuit veterans who exchange banter and private jokes with other regulars during their presentations. It is also common when there is an expert or well-known researcher in the audience and the presenter feels the need to repeatedly mention the person by name. This can make new conference goers feel uncomfortable and out of place. Of course, there is nothing wrong with acknowledging people in your audience or calling

them by name, but care must be taken to ensure that including some people is not done at the expense of excluding others.

Sin #4: Using PowerPoint just because you can

"You've already seen enough dull PowerPoint slides to last yourself a lifetime. So why, when it's your turn behind the lectern, do you boot up the same old speech?" (Garber, 2001, para. 1).

A situation seems to have arisen where using PowerPoint is now the default position, and presenters feel they just need to figure out how to work their material into it. Used well, PowerPoint can be an excellent tool, but it should only be employed if it is clearly *adding* something to the overall presentation. It is still quite possible to give brilliant presentations without using a computer! The idea with visual aids in general is that you display an image or key phrase and then talk your audience through it. PowerPoint lends itself particularly well to pictures, photographs, flowcharts, and graphs, but text with PowerPoint can be dangerous. If your presentation requires anything more than a bare minimum of text, you should think carefully about whether a computer is really the most appropriate vehicle for its delivery. It is also worth remembering that when you show slides, people will focus their attention on the screen. This means that they will no longer be listening to you.

We also find it curious that at English teaching conferences, where participants might be expected to have above average reading skills, many presenters still feel the need to help us through texts by reading slides (or handouts) aloud. Here is some very basic advice from Reynolds' (2005) website:

"...as long as we are talking about text, please remember to never, ever turn your back on the audience and read text from the slide word for word" (GarrReynolds.com, para. 5). Atkinson (2005) expresses the sentiment in even stronger terms: "If you're going to just read me the slides, why do I need to be there? Just e-mail them to me!" (p. 9).

Whilst it may *occasionally* be useful to add your voice to put emphasis on a short sentence or quote, the basic rules for presenting texts are simple: if you want people to read something, shut up and give them time to read it; if you want

them to listen to you, do not distract them with complicated slides or handouts.

Sin #5: Overloading your audience with information

Unfortunately, it is not uncommon to be allotted less time than you would like for your presentation. When this happens, you need to adjust your talk to fit the time limit. We have often seen presenters do the first part of their presentation but never actually get to the main point, and we have been mercilessly teased by others with enticing stories of what they would have done if only they had had more time! Presenters who realize they are running out of time often start rushing, leaving their audience lost and confused. Be organized: decide which parts you will cut if the need arises. Getting just a few of your key points across clearly is always better than galloping through and leaving people wondering what on earth you are talking about. If you prepare good handouts, the audience can read the details later.

Sin #6: Losing the plot in the "Q and A" session

The question and answer sessions at the end of a presentation can be something of a minefield, particularly where the presenter is inexperienced or where there is no chairperson. The first point to note is that if you have promised people that you will make time for questions or comments, make sure that you do. Also, if questions were asked at an inappropriate time and you said you would get back to them, do not forget. Secondly, if someone asks you a question to which you do not know the answer, simply say that you do not know and ask if anyone in the audience does. Thirdly, avoid entering into an extended dialogue with one member of the audience unless you are certain that no one else wants to ask a question. Tell people who seem particularly keen that you would enjoy talking with them more after the presentation. If you have someone who is obviously trying to hijack your presentation, be merciful if you have to, but do whatever is necessary to get back on track as quickly as possible.

Sin #7: Running over your time limit

This is a very serious sin indeed. If you run late, not only is it likely that you will be eating into the preparation time of the next presenter who is waiting nervously outside the door, you may

also make participants late for wherever they are going next, be it another presentation or the train station. Either way, this is extremely unfair to everyone. Remember also that as far as the next presenter is concerned, you are not finished until you, your things, and all the members of your audience are out of the room.

Conclusion

Having attended conferences in many countries, we believe that these deadly sins are fairly universal. Conference organizers do what they can to motivate people to provide quality presentations, but the ultimate responsibility for giving conference attendees their money's worth (quite literally) lies with the presenters. If you have seen yourself in the description of some of these sins, take heart because you are not alone, and now is a great time to turn over a new leaf. Nobody expects perfection, but all of us need to plan carefully before we submit a proposal and be ready to put in the effort required to give a well-prepared presentation if that proposal is accepted. Doing this will increase the general quality of conferences and allow us to gain a sense of personal achievement knowing that we are making a useful contribution to the profession.

Our purpose in writing this paper is to raise awareness of these *sins* in order to make it easier for presenters to avoid them, and by doing so, we hope that more people will begin to take pride in sending audiences away satisfied. Your aim as a presenter must always be to leave attendees feeling that they made the right choice when they circled your presentation in the conference handbook, and we believe that this will be much easier for those who manage to steer clear of the seven deadly sins.

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...with Lorraine Sorrell

<my-share@jalt-publications.org>



We welcome submissions for the My Share column. Submissions should be up to 1000 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

MY SHARE ONLINE

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

IN THIS January issue we have some exciting articles. We have a sporting-related lesson from Terence McLean and a great quiz show from Warren Midgeley. Daragh Hayes helps you totally confuse your students with his astrological twister. Finally, Christopher Bozek provides a structured warm-up for beginners.

The rubber chicken: A fowl debate

Terence McLean

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Quick Guide

Key Words: Accused, complainant, charged, assault (legal terms)

Learner English Level: Intermediate to advanced

Learner Maturity Level: College/University

Preparation Time: Varies

Activity Time: 1–2 classes

Language Focus: skim/scan/discuss/present/debate

Materials: Classroom set up for a debate, OHP, a rubber chicken (optional)

This is a task-based activity that provides students with the opportunity to use culture (Canadian) and situation (law court) specific language while they practice reading, discussing, presenting, and debating. Before having the students tackle this activity, the teacher is assumed to have already taught basic skimming, scanning, presenting, and debating skills. Optional activities can include taking time to focus on form (timely focus on relevant grammar structures) and review vocabulary. This activity could also be adapted to fit in with Japanese sporting culture—see note below the story for a sumo example.

Procedure

Step 1: Vocabulary (pre-reading). Ask the students to write down words that they know about law and courts.

Step 2: Skimming. Have the students skim the story (see Appendix) to get an understanding of what happened.

Step 3: Scanning. Have the students scan the story for the following information.

- a. Who is the accused?
- b. Who is the complainant?
- c. Where did the incident take place?
- d. What teams were playing?
- e. Why didn't the goal count?
- f. Why was the crowd unhappy?
- g. What did Kai throw?
- h. What happened to Hanna?
- i. What happened to Kai?

Step 4: Organize the students to work in groups and ask them to do the following task:

Group 1: Take the role of Kai's team of lawyers. Use the information in the story to make a persuasive argument explaining why your client is *not* guilty.

Group 2: Take the role of Hanna's team of lawyers. Use the information in the story to make a persuasive argument explaining why the accused *is* guilty.

Group 3: You are the judges and jury. You must decide which group has made the best argument. Prepare a list of criteria on which you will base and justify your decision.

Step 5: Presentation preparation. Each lawyer group must write an outline for the argument on a transparency (for the OHP). They should make revisions together.

Step 6: Presentation. Each group member must speak during the presentation. Presentations must be under 10 minutes in length. (Option: Give time for rebuttal and closing remarks). Remind the students that they are in court—they should use language accordingly.

Option: The presentations must include at least three adjective clauses and three transition words or phrases (*therefore, consequently, however, etc.*) Transitions are not only helpful when writing, but they are also helpful when speaking formally.

Conclusion

This lesson gives the students a chance to learn a little about Canadian culture while practicing formal spoken English. Given that university and college students are studying academic English, it is necessary for them to be able to present their arguments in a convincing yet professional manner.

Acknowledgement and Reference

This story was adapted with permission from:

Renke, W. (2000). *Canada's political and legal culture. Volume II: Mock trial materials*. Edmonton: Faculty of Law, University of Alberta.

Appendix

The rubber chicken and the fowl call

The accused, Kai Tamaki, lives in Edmonton, Alberta. He is a 21-year-old college student. On January 10th, Kai went to a hockey game at Rexall Place, a hockey arena in Edmonton. Edmonton's hockey team is the Oilers. Kai took his seat high up in the stands with the other hockey fans. The complainant, Hanna Sato, was also at the game.

The Oilers were playing against their archrival, the Calgary Flames. Oiler fans do not like the Flames. Late in the third period of the game, the score was tied at one. Finally, with one minute to go, Ryan Smyth, an Oiler star player, shot the puck and it went off one of his teammate's skates and into the Flames' net. The Oilers and their fans went wild. However, the referee waved off the goal because it was kicked in. In hockey, if the puck bounces off a skate, the goal *can* count, but you *cannot* score a goal by deliberately kicking the puck into the net.

The crowd at the game thought that the referee was wrong and that the goal was good. People threw things toward the ice to show their anger. Kai threw a rubber chicken toward the ice.

Unfortunately, Kai's rubber chicken did not land on the ice. Hanna Sato, the complainant, had been standing near some steps when she fell and broke her leg. One of the issues at the trial is whether the rubber chicken thrown by Kai hit Hanna on the head, causing her to fall and break her leg.

After Hanna got hurt, a security guard said, "Who threw that chicken?" Kai panicked and started to run away. The security guard caught Kai and called the police. Kai was taken to the police station and charged with assault for hurting Hanna Sato with the rubber chicken.

Note: This activity could be adapted to fit in with Japanese sporting culture. For example, when a wrestler upsets a grand champion at a sumo tournament, people often throw their cushions, *zabuton*, toward the ring (new title: The Wayward Zabuton).

Quiz show for practicing questions

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Quick Guide

Key Words: Making and asking questions, general knowledge

Learner English Level: Lower intermediate to advanced

Learner Maturity: High school and over

Preparation Time: 10–15 minutes

Activity Time: 40–45 minutes

Materials: Students' own pen and paper

Sometimes it is difficult to motivate students to develop and ask questions in English. This activity gives students the opportunity to prepare questions in English about subjects they have knowledge of and interest in. The competitive nature of the activity provides extra motivation.

Preparation

Prepare in advance some quiz-show-type general knowledge questions. Some examples are given in Appendix 1. The questions should be about subjects that are of interest to the students, and should be just a little challenging. A couple of tiebreak questions (see Step 6 below) should also be prepared.

Procedure

Step 1: Divide the class into groups of approximately four students.

Step 2: Explain the rules of the game show. Each group will make a list of as many general knowledge questions as they can think of. Somebody in the group must know the answer to the question, without having to look it up somewhere. (This is an important rule, otherwise students may use dictionaries to create questions that nobody can answer.) The other groups will attempt to correctly answer these questions to score points, so the more difficult, the better.

Step 3: Present a couple of the questions that were prepared in advance to model the question-writing task for students.

Step 4: Students in their groups write as many questions as they can (see Appendix 2 for some suggestions on variations) within the allotted time (for instance 20 minutes). Suggest that they aim for at least 20 questions.

Step 5: When the time has elapsed, have the groups select the best 10 of these questions to use in the quiz show. There are several reasons for challenging the students to write more questions than are necessary for the game: to encourage students to brainstorm, to have extra questions on hand should another group use the same question, to give extra question-making practice to faster groups, and also to ensure that even the slowest groups have at least 10 questions by the end of the allotted time.

Step 6: Assign a number to each group.

Step 7: The quiz show begins. One person from group 1 asks their first question to group 2. The members of group 2 may consult with each other, but they must answer within the allotted time (suggestion: 10 seconds). Group 1 announces whether the answer is correct or not. If it is correct, group 2 scores one point. Then one person from group 2 asks their first question to group 3, and so on. The last group asks their first question to group 1. The cycle starts again, and continues until all groups have asked and answered 10 questions each.

Step 8: Scores are tallied. If there is a tie, then the teacher conducts a tiebreak match, with one of the prepared questions. The fastest team to answer correctly wins.

Conclusion

I have used this activity with great success with 1st- and 2nd-year university students. The opportunity to put their own knowledge and expertise to use in thinking up tricky questions seems to motivate them. I find it works best later in the semester when students are familiar with one another.

Note: If time permits, several things may be done to create more of a quiz show environment. For instance, if numbers are small, the classroom may be rearranged with contestants sitting behind a panel of desks. The groups may choose names for themselves. The teacher may play a short music track between rounds. A buzzer or bell may be used to indicate correct or incorrect answers, or both. Prizes or award certificates may be prepared and presented to the winners.

Appendix 1

Sample questions:

- What is the first name of the wife of the President of the USA?
- What do kangaroos eat?
- Where will the next Winter Olympics be held?
- Name one play written by William Shakespeare.
- Which is more expensive, gasoline or kerosene?
- How many strings are there on a violin?
- Name one winner of the Nobel Peace Prize.

Appendix 2

Extra question guidelines that may be given:

Students may be asked to include at least three questions related to, for instance, travel, or whatever other subject has been recently discussed in English class.

Students may be instructed to make, for instance, seven easy questions and three difficult questions. The difficult questions will be worth two points each.

Instead of general knowledge questions, students may be asked to create questions about their

own study major. This is a very good way to help non-English majors at university to integrate their English language study with their other studies.

Astrological twister

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Quick Guide

Key Words: Astrology, horoscopes, personality types, vocabulary, reading, discussion skills

Learner English Level: Low-intermediate and above, although handout language should be adjusted accordingly

Learner Maturity Level: High school age and up

Preparation Time: 20–30 minutes for smaller classes, more for larger groups

Activity Time: 60 minutes (excluding possible follow-up activities)

Materials: Enough copies of Astrological Personality Traits (Appendix 1), Generic Horoscopes (Appendix 2), and any current horoscopes from a newspaper, magazine, or webpage (Appendix 3) for each learner

This lesson was designed to generate a lively discussion based upon astrological signs and personality types. After learners first examine star sign traits and related vocabulary, they have a chance to consider and compare both genuine and fabricated examples of their weekly horoscopes in a special *twist ending*. I recommend trying this lesson plan with small groups of learners first as preparation time and potential organizational headaches can be significantly reduced. Also, as the lesson involves an element of deception, I would suggest using it only with learners unlikely to take offense if caught off guard by the surprise at the end.

Procedure

Step 1: Begin by asking learners when they were born and when they respond, make a very general comment concerning their personality type. For example, “Oh, you were born on December 19th? You must be a very ____ person.”

Step 2: Ask learners how it is possible to com-

ment on a person’s personality knowing only their date of birth. If no one is familiar with the idea, introduce the concept of astrological signs and horoscopes and how they can be used to both describe people’s personalities and give advice on day-to-day matters.

Step 3: Quickly elicit any vocabulary that learners know for describing different personality traits and create a list on the board.

Step 4: Provide learners with descriptions of their Astrological Signs, Personality Types, or both (Appendix 1 contains an example, while Appendix 3 lists websites offering further information). Allow the learners enough time in small groups to consider the information on the handouts and clarify any vocabulary questions they may have. At this stage the vocabulary list collected in Step 3 could be used to help scaffold meaning between any new items and words learners suggested themselves. Include a few items of vocabulary that, although they may rarely occur in standard ESL texts, are not infrequent in everyday conversation. Including items such as *opinionated*, *bossy*, and *perfectionist*, for example, can also help learners to extrapolate meanings based upon vocabulary they may already be familiar with.

Step 5: Ask learners to report how accurately they feel their personalities have been described in the handouts.

Step 6: This is the *trick* portion of the lesson. Provide learners with copies of the Generic Horoscope (Appendix 2) and tell them the handouts are their individual horoscopes for the week. Although everyone will receive identical information at this stage, be sure to include the various specific dates and star signs at the top so that the handouts seem more authentic. Stress that the learners should not share their horoscope with anyone else at this point but only consider it privately for a few moments.

Step 7: Elicit learner feedback regarding how pertinent they feel the Generic Horoscope information was to their lives. Again, it is important to stress that specific details should not be commented upon yet, but that people should only respond with a simple “Yes” or “No” as to whether or not the horoscopes seem accurate. One suggestion could be to keep a tally on the board of the number of people in the class who felt the information was *Accurate*, *Somewhat accurate*, or *Not accurate*.

Step 8: After learners have had time to consider the results, apologize to the class and reveal that everyone had been given the same horoscope to read. Instigate a brief discussion concerning how

general and unspecific the horoscopes were and elicit examples.

Step 9: Provide learners with genuine copies of their horoscope for the week. If the language level is appropriate, using horoscopes from a current magazine, newspaper, or webpage (Appendix 3) will add a greater sense of authenticity to the activity as well as dispel any fears that you are attempting to dupe the learners again!

Step 10: Have groups discuss whether they feel their authentic horoscopes were any more accurate than the generic ones they initially read and then report back to the class.

Step 11 (Optional): As a wrap-up, learners could also be asked if there are any other ways of predicting a person's personality type that are common in Japan (blood type, for example).

Possible follow-up activities

1. Ask learners to write a horoscope they would like to receive and bring it to the following class. If shared in groups, interesting conversations often develop as to why different people have wished for certain things.
2. Compile a list of 12 famous people, one for each star sign. Have learners attempt to match each individual to the appropriate star sign and related characteristics while providing justification for their decisions.

Appendix 1. Astrological personality traits

You can use Personality Trait handouts featuring either keywords alone (Example One), extended descriptions (Example Two), or a combination of both depending upon the learners' levels. Including examples of famous figures born under each sign can also raise interest levels.

Example one

Leo (Birth date: July 23 to August 22)

Traditional Leo Traits

Positive:

Generous and warmhearted
Creative and enthusiastic
Open-minded

Negative:

Full of yourself
Bossy
Intolerant

Example two

Leo (Birth date: July 23 to August 22)

Leos are confident that they can accomplish anything they want to in life and always want to be the best at everything they do. Leos like excitement and do not worry about tomorrow. You love luxury and think that ordinary things are boring. You are also kind and generous and forgive people quickly. You are a great friend, but you want praise and sweet talk in return. Because you like being the center of attention, pride can sometimes be your biggest problem. In spite of this, Leos make the world a fun and interesting place.

Famous Leos:

Jennifer Lopez—July 24th; Natsumi Abe (Morning Musume)—August 10th; Masahiro Nakai (SMAP)—August 18th

Appendix 2. Sample generic horoscope

(Any star sign)

(Any dates)

If you made any plans for this weekend, be prepared for unexpected changes. A bossy character in your life requires you to do a lot of last minute work for an upcoming work-related project or exam. Although you feel the stress now, don't worry; you will be rewarded for your efforts. At the end of the week, romance improves.

Appendix 3. Web resources

The following websites provide information regarding Star Sign characteristics as well as up-to-date horoscopes. Be sure to tailor the language to the desired level if necessary.

- <search.cari.com.my/horoscopes/horoscopes.php>
- <www.astrology-insight.com/index.htm>
- <www.astrology-online.com/index.htm>
- <www.astrology.com/kids/>
- <www.dazzlynn.com/free/horoscopes.html>

Disclaimer

This information was collected from a variety of online astrology sites when designing this lesson.

As much of the information available online is remarkably similar, the information is being used here with the understanding that it is general knowledge and that citing any one source for the information would be misleading.

Weekend review

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Quick Guide

Key Words: Warm-up activity, speaking, memorization, preposition focus

Learner English Level: Beginner and above

Learner Maturity Level: High school and above

Preparation Time: 5 minutes

Activity Time: 10 minutes

Materials: Chalk, blackboard

This activity can be used each week in all speaking classes. It is easy and gets all the students speaking in complete sentences.

Preparation

Before class, write down several sentences describing the activities you did over the past weekend. Think of at least 10 sentences and underline the verbs.

Procedure

Step 1: Write *On Saturday* or *On Sunday* with the list of 10 verbs on the blackboard. For example, write *woke up*, *ate*, or *drove* in a column.

Step 2: Say each of the sentences out loud as you point to each past tense verb. Say the sentences many times.

Step 3: Have the students get into pairs and do rock, scissors, paper.

Step 4: Have the loser say all the sentences to their partner remembering to use the teacher's name or *He* or *She*.

Step 5: Walk around the classroom and monitor what students are saying.

Step 6: When the first set of students is finished, say the sentences again.

Step 7: Now have the other partner say the sentences.

Conclusion

If students cannot remember something, their partner can help them by telling them the words they forget. Many students forget the prepositions after a verb, so you might decide to write them on the board along with the verb. If you do not write the preposition, you could stress it when you say the sentence in order for them to remember it easily. This is a good way to emphasize prepositions. If you do this for 2 or 3 weeks in a row, students will get used to it and really enjoy it.

Variation 1

Instead of the teacher preparing the sentences about his or her weekend, have one student do it.

Variation 2

Have all the students write four sentences about their weekend activities. Have them get into pairs and say the sentences to their partner several times. The partner listens and then repeats the four sentences without looking at their partner's paper.

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...with Robert Taferner

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BOOK REVIEWS ONLINE

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HAPPY NEW YEAR! Starting this year off we have three book reviews to help you make your textbook selection a little easier. Nic Farrow begins the column with *The English Course*, a textbook with multimedia support, followed by Jo Brooks' thoughts on the student-centered *Writing from Within Intro* student textbook, and finally *A Dynamic Approach to Everyday Idioms* is reviewed by Marlen Harrison.

The English Course

[Gary Ireland, Kevin Murphy, and Max Woollerton. Tokyo: Ireland Murphy Woollerton Publishing, 2005. pp. 102. ¥3,500. ISBN: under application.]

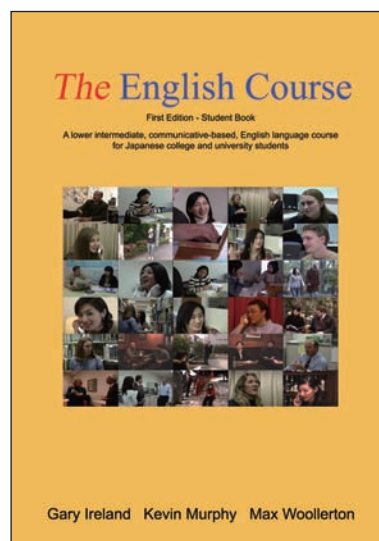
Reviewed by Nic Farrow, Bunkyo Gakuin University

You have a class of average university students with the normal range of motivations, low and zero, and then you are confronted with someone saying, "I really want to improve my English! How can I find extra material to study with?" Well, perhaps you will no longer have to look at them blankly and mumble something about trying not to look at the subtitles when watching movies. *The English Course* is not just a textbook, or even a textbook with a CD, but comprises three interrelated modules: a textbook, a DVD for every student, and access to a website of interactive exercises, self-tests, and listening opportunities. With their own DVD of all the main conversations (with its obvious visual advantages over

aural only) and further listening exercises available online, students have a considerable amount of receptive material with which to (perhaps privately) hone their listening and pronunciation skills. Using the website, teachers can then direct and monitor out-of-the-classroom activities. Swanson & Daniels (2005) suggest that the arrival of such Course Management Systems (CMS) is the most exciting recent development in the area of educational technology.

Be careful of first impressions—none of the components are as slick and glossy as the materials offered by the mainstream publishers. The book is black and white, and the layout leaves something to be desired aesthetically. That said, headings are clear and precise, making it easy for teachers and students to identify and follow through together. Each unit includes five or more video sequences, role-plays, audio, and oral sections. These are then supplemented with further material on the web-

site. *The English Course* employs a functional approach, with topics such as greeting, inviting, and expressing opinions. These, of course, are fairly standard in many communicative courses, and some would argue that this is really more appropriate for ESL situations, getting along in the land of the



target language. The introduction explains that this course is intended for lower intermediate Japanese college and university students, and is designed to make learning interesting and enjoyable, while accommodating the varied learning styles of students. Student self-directed study using the DVD and the website, with their range of various activities, is an essential aspect of this course, not just an adjunct to the class activities. Students can study at their own pace and focus on areas where they feel they need to improve. A central advantage of the DVD and website is that they provide students with opportunities outside the classroom to improve aural and oral production skills, a boon for both the slow learner and the student who wants

to get ahead. This kind of attention to individual needs is just the kind of focus called for by Scarella and Oxford (1992) as well as by Nunan (1991).

The DVD presents the situations and some of the target forms for the students, with language that is easy to understand yet natural. The authors have tried to provide situations that are "realistic and plausible in terms of the students' probable English-speaking opportunities in their present or future lives" (p. 3). It seems the intent is to inspire students to take advantage of the few opportunities they may have in this country to actually communicate in English. In fact, all the situations were recorded in Japan, many of Japanese students talking with foreigners. Although they have local accents, their voices are, mercifully, clear and easy to hear. I found neither substandard forms nor misleading pronunciation models. The DVD also provides the user with an impressive array of settings, with subtitles on or off, sound off for all, or just one speaker or the other, so that students can take the part of each speaker themselves. This can lend itself very well to effective individual study, especially for those students who do have the motivation to go beyond the basic class requirements. However, use of the DVD needs some getting used to, and teachers would be well advised to be sure they are familiar with the equipment they will be using in class *before* the class begins.

Another area for teachers to be aware of before beginning the first term is negotiating the website. This was something of a challenge for me at first, but detailed explanations are there to be found and understood, even by non-techies like me. For techies, this will be a breeze. Notably, the webmaster provided help by email when I asked for clarification. There are a few teething problems on the website and in the other components, but the site is visibly evolving day by day, and this is still a new enterprise.

My class of 1st-year college students began with the unit Starting Conversations, an area with which many Japanese have big problems. The DVD started with some stills for warm-up questions, followed by a model conversation at a party and some basic comprehension questions. I opted to play it several times, adding the subtitles after a couple of times. Students found it novel, had little problem understanding the material, and easily set about paired substitution work based on the model. Following this, the Language Focus section provides tables with suggested conversation openers. This presented problems in my class when students were unable to imagine

situations which might be linked to the forms presented. However, this is classroom work, and the teacher would be expected to step in with explanations. The unit continued with three more video samples of conversations in different situations and levels of formality, interspersed with various activities such as additional role-plays, which required more autonomous efforts from the students. This easily filled two 90-minute lessons. The students certainly showed more interest in this course than the previous communicative textbook we had been using, and also found their way onto the website with few major hurdles. We spent one whole lesson in a CALL room, learning how to log in and do some quizzes. I was then able to have the students send in the exercises they had done online and review them at my leisure at home.

In conclusion, for teachers who are not into the latest technology, this will be an instruction-intensive experience, and possibly frustrating to begin with. For students, here is a course with some novel aspects both in and out of the classroom, which does far more than most to cater for individual needs. Whether this multiple-component system is a world first or not, I cannot say, but it certainly looks like *The English Course* is a leader in the way things are going in language teaching. And if there is a highly motivated learner lurking amongst my students, she already has a whole array of extra materials at her fingertips.

Further explanation on all aspects of *The English Course* can be found on the website <www.theenglishcourse.com>.

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Writing from Within Intro

[Curtis Kelly & Arlen Gargagliano.
Cambridge: Cambridge University Press,
2004. pp. vii + 119. ¥2,699. ISBN: 0-521-
60626-8. Teacher's Manual, pp. viii + 78.
¥2,646. ISBN: 0-521-60625-X.]

**Reviewed by Jo Brooks, Kobe
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What is a paragraph? If your students are not sure, or think that every sentence should start on a new line, then this is the book for them. The Preview Unit answers this question right up front. In this unit, students compare correct and incorrect paragraph formats, and are guided to an understanding of what a paragraph looks like and what should be included in a paragraph, that is: one main idea. This easy-to-grasp unit eliminates much of the confusion that beginning writers often have.

Writing from Within Intro continues to provide the same thoughtful support for students through the 12 main units. This text aims at low-level learners such as 1st-year junior college students or students who may not be English majors. The units all provide well thought out scaffolding at every step to assist students in becoming successful in their writing.

A unit can be covered in two 90-minute class periods, with one or two pages as homework. Each unit is divided into eight one- or two-page lessons, plus a final one-page Option lesson. These 8 lessons cover the pre-writing, writing, editing, and revising stages of the writing process. Emphasizing how important pre-writing is, the first five lessons in each unit cover pre-writing activities such as brainstorming, analyzing model sentences, and learning about paragraph organization. Lesson 6 of each unit is the Writing Lesson and starts by providing a model paragraph and related activities. Students then plan and write their own paragraphs. Lesson 7 provides editing exercises with a specific focus in each unit, such as combining sentences with *and* or *but*, and the use of present or past tense. Murray (1997, p. 1) noted, "revision is not the end of the writing process but the beginning" and believes that revision is not superficial. Accordingly, Lesson 7 asks students to consider and revise what they wrote in Lesson 6.

Lesson 8 of every unit is a peer review and feedback activity in which students read each other's work, compare it to a unit-specific checklist and provide feedback. This activity underscores the need for editing, review, and revision in process writing and also provides models students can use to evaluate their own writing. In Unit 3, An Ideal Partner, students consider factors that are important to them in a partner. The Feedback Lesson of this unit includes an activity in which peer reviewers respond to written paragraphs by drawing a picture of a potentially ideal partner for their classmate. My students loved sharing this activity with each other.

Unit 8, Movie Review, introduces two-paragraph writing. This is the first time students organize their writing into more than one paragraph, each with its own main idea. After working

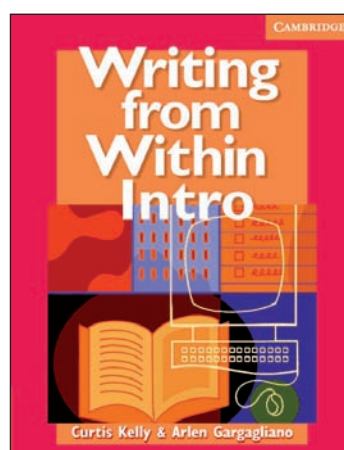
through the paragraph organization activities, my students were able to produce two paragraphs organized by movie details (plot, characters, etc.), and their own enthusiastic opinions.

Each unit includes an optional lesson at the end. These can be omitted although some, such as the

Tourist Guidebook in Unit 2, are worth spending the extra time on. Students enjoy the creativity of adding graphics and other design elements in these activities. This helps them to realize that they can enjoy writing and adds to their overall enthusiasm.

The division of *Units* into *Lessons* is the only aspect of the book that my students and I find a bit confusing, since those terms are often interchangeable. Lesson 5 in any unit, for example, could easily be interpreted as Unit 5. This is easily dealt with, though, by always giving students the page numbers along with the lesson numbers to make sure they don't get lost.

The student's book is well supported by the teacher's manual, which is quite comprehensive and useful. An overview is provided for each unit, including suggested timing for each lesson in the unit, key points, and recommendations for a minimal set of lessons to be covered in each



unit, if there is not enough time to cover everything. The manual continues with details for each section of the unit, including how to introduce the activities, answer keys, and several optional activities. With this much assistance being provided in the teacher's manual, it is unlikely that any additional material would be necessary to supplement the text.

Although *Writing from Within Intro* is in its first full year of use now as a primary textbook, I used some of the units last year to complement another writing text. After working with the units from *Writing from Within Intro* many of my students found it easy to understand, thought the activities were useful, and enjoyed using the text. I saw students who had been bored and resistant become engaged and enthusiastic. I also saw them put more care into their work, which resulted in a noteworthy improvement in their writing.

Writing from Within Intro is firmly grounded in the theories of process writing in which the focus is not on what has been written, but rather on how it is written and how it can be improved (Furneaux, 1998). This text provides the structure and support that low-level students need to begin process writing. Teachers looking for a writing text that scaffolds the activities for students every step of the way are sure to be happy with this one.

References

- Murray, D. (1997). *The craft of revision* (3rd ed). Fort Worth, Texas: Harcourt Brace.
- Furneaux, C. (1998). *Process writing*. Retrieved July 20, 2005, from <www.rdg.ac.uk/AcaDepts/cl/slals/process.htm>

A Dynamic Approach to Everyday Idioms

[Casey Malarcher. Tokyo: Hokuseido, 2005. pp. 119. ¥1,700. ISBN: 4-590-01180-8.]

**Reviewed by Marlen Harrison,
Momoyama Gakuin University**

A Dynamic Approach to Everyday Idioms provides 300 common idioms listed in 30 different lessons and is targeted to high beginners. A colorful and often humorous text accompanied by a useful

CD, *Dynamic Approach* attempts to introduce idioms through a variety of learning strategies and humor that provide opportunities for not only idiom practice, but reading and listening comprehension practice as well. I successfully used *Dynamic Approach* with 1st-year university students from a variety of majors as a supplement to their main texts.

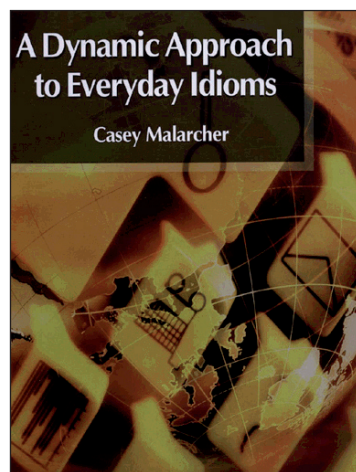
Each of the 30 non-thematic lessons is separated into four sections: A) English definitions, question and answer (dialog) examples, and sample sentences; B) 10 multiple choice practice questions; C) fill in the blank dialog with word bank; and D) a story illustrating the idioms in context. Additionally, the book

includes both a table of contents of idioms by lesson number, and a convenient Index. The companion CD offers all 4 sections of each lesson in easy-to-understand English that is spoken in a variety of North American accents.

Dynamic Approach is quite easy to use, and

the combination of activities within each lesson allows the teacher to choose one specific format for study, or all of the activities for optimum reinforcement. The beginning section of each lesson offers the students synonyms for each idiom, which are sometimes just as useful, and are often idioms themselves. These are accompanied by at least three sample sentences of the idiom in context, and an A-B dialog. The Practice section offers 10 multiple choice or gap fill questions and is a great way to check for understanding. The often humorous Dialog sections include gap fill activities (which can easily be used as role-plays) with word banks at the top. The final section, Idioms in Context, offers a variety of narrative and descriptive passages, three to seven paragraphs in length, with the idioms highlighted in bold print. Moreover, the often humorous illustrations and colorful pages add a creative dimension to this text, not to mention making the book easy on the eyes.

I found the activities easy to teach and quite useful as a supplement to other class activities. Again, the variety of formats within each lesson



offered learning opportunities to suit students' various learning styles and an adequate level of reinforcement. Students practiced the introduction sections on their own as homework and were given the Practice section as a quiz. We then completed the listening section together in class and finally students had an oral quiz based on the stories. For an extension project they were asked to create their own illustrations with idioms of their choice, and finally, created their own quizzes for their classmates based upon the question formats used in the book. When students were asked what was the most memorable English learned in my course during the semester, many listed idioms from *Dynamic Approach*. Much of the vocabulary in the three chapters I taught was

already familiar to my students, but before using the text, they hadn't any knowledge of how to use the language in conversation.

My only complaint is that the book needs a thorough proofreading, as I found at least one misprint within each of the three lessons I taught.

If you are looking for a multi-disciplinary approach to studying idioms, this is an accessible book for advanced beginners that would be a great supplement for reading and conversation students. Due to the variety of activities, *Dynamic Approach* could even work as a stand-alone text. As an aside to the publishers: please change that cover—it gives no hint as to all the fun stuff inside!

RESOURCES • RECENTLY RECEIVED

31

...with Scott Gardner

<pub_review@jalt-publications.org>

A list of textbooks and resource books for language teachers available for review in *TLT* and *JALT Journal*.

RECENTLY RECEIVED ONLINE

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

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

* = first notice; ! = final notice. Final notice items will be removed January 31. For queries please write to the email address above.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

Beginners Preparing for the TOEIC Test. Graziani, F., & Nakamichi, Y. Tokyo: Hokuseido, 2005. [Incl. CDs, tapescripts, Japanese answer key].

! *Fact Finders Questions and Answers: Countries* (series). Bauer, B., et al. Mankato, MN: Capstone, 2005. [Incl. 28 hardcover juvenile readers, each on a different country].

* *The Heinle Picture Dictionary*. Boston: Thomson Heinle, 2005. [Incl. English/Japanese version, beginning workbook, CDs, sample lesson planner].

! *An Introduction to Media English*. Kizuka, H. Tokyo: Hokuseido, 2004. [Incl. CD, teacher's manual (mostly in Japanese)].

* *Introductory Guide to the TOEIC Test*. Rogers, B. Boston: Thomson ELT, 2006. [Incl. scripts, answer key, CDs].

Japanese in MangaLand 2: Basic to Intermediate Level. Bernabe, M. Tokyo: Japan Publications, 2005.

Oxford Advanced Learner's Dictionary (7th ed.). Oxford: Oxford University Press, 2005.

Totally True: Building Vocabulary Through Reading (Books 1-3). Huizenga, J., & Huizenga, L. Oxford: Oxford University Press, 2005.

! *Traveling the World in English*. Nordvall, K. Tokyo: Hokuseido, 2005. [Incl. CDs, transcript/answer key].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

Multiple Voices: An Introduction to Bilingualism. Myers-Scotton, C. Malden, MA: Blackwell, 2006.

Practical English Usage (3rd ed.). Swan, M. Oxford: Oxford University Press, 2005.

...with Donna Tatsuki

<forum@jalt-publications.org>



Every month, this column will offer a summary and commentary on some of the issues being discussed on our JALT Publications Forum. A forum only has life if people join, read, post, and respond! We hope this column will inspire you to make your own contribution.

THE WORD *forum* originally referred to the large open space in the heart of a Roman city; it was a meeting place where people could meet to do business or do their shopping, visit with friends and most importantly, exchange information. An internet forum, as a meeting place to exchange information and engage in lively discussion, continues the best features of the Roman Forum, minus the problems of pestilence, personal hygiene, and public executions.



How to Forum

Simply speaking, someone posts a message which is visible to everyone; you read it and then have the option to post a reply which will also be visible to everyone. In this way a discussion can build up without everyone having to be online at the same time. Remember that what you say will be in the public eye for years to come.

Sometimes, like other types of online communication, Internet forums can develop into heated exchanges and personal rivalries which, if not moderated, may deteriorate the trust of participants and render the forum useless for meaningful discussion. So, administrators or moderators of the JALT Publications Forum will attempt to keep all objectionable messages off this forum and may remove, edit, move, or close topics they feel do not follow the rules.

What you can post

You can post anything relevant to JALT Publications or academic publishing in general. You can request advice on writing, or offer considered advice to others.

What you can't post

- **Inappropriate content:** Do not post any messages that are obscene, vulgar, sexually-oriented, racist, hateful, threatening, or otherwise in violation of the law. Please use good judgment when choosing user names, avatars, or images to post, and do not attempt to bypass the word filter. It is there for a reason.
- **Personal attacks, rudeness, flaming, baiting, insults to others, or arguments:** Challenge others' points of view and opinions, but do so respectfully and thoughtfully.
- **Posts on the same topic in more than one forum.** Pick the most relevant forum for your post.
- **Posts that violate copyright.** Do not post full copies of copyrighted articles from elsewhere on the Internet. Post a link to the article instead. Likewise, all posts are copyright to the author.

If you believe a post does not follow these rules, or is objectionable for any other reason, please report it to the moderators.

I am soliciting suggestions for a name for this column (monthly summary with commentary): *Forum and Againststum? Forum Digest? Lurking on the Forum?*

Other suggestions are welcome.

See you at the Forum!

Donna Tatsuki has been lurking on JALT lists since email was invented. She narrowly survived her term as Editor of *JALT Journal* but appears to have been sentenced for another unspecified period without bail, and with no possibility of time off for good behavior.

JALT Publications Forum

If you would like to discuss any article further, find more information on JALT Publications, get help with your own writing, or just meet the people who make *TLT* click, we encourage you to visit our online forum:

<forum.jalt-publications.org>

If you are not already a forum member, please complete the simple registration process.

...with Joseph Sheehan

<jalt-focus@jalt-publications.org>



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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ February 4–5: National Executive Board Meeting (EBM)
- ▶ April 28: JALT2006 presentation submissions deadline
- ▶ May 13–14: Pan-SIG Conference
- ▶ June 3–4: CALL SIG Conference in Hokkaido
- ▶ June: National EBM (dates TBA at February meeting)
- ▶ September 15: Pre-registration for JALT2006 (presenters)
- ▶ October 6: Pre-registration deadline for JALT2006 (general attendees)
- ▶ November 2–5: JALT2006 in Kitakyushu

JALT Watch

JALT National news and announcements in brief.

- ▶ The first 2006 National Executive Board Meeting (EBM) will be held February 4–5 in Tokyo. Information will be made available to JALT Officers nearer the time.
- ▶ JALT National Officer elections will take place before this year's conference. Look for calls for nominations and voting information in upcoming *TLTs*.
- ▶ In 2006, JALT will be reaffirming its commitment to support the JET community on both local and national levels. Contact your local chapter officers to find out how you can be involved in upcoming teacher-training events.
- ▶ The Promotional Slideshow Committee needs your JALT-related photos. Interesting and unique photos representing your SIG or Chapter are in high demand! For details, contact Steven Nishida at <vp@jalt.org>.

WELCOME TO 2006 and the JALT Focus column for January. For a recap of 2005 and a look ahead into what's in store for JALT in 2006, read president Steve Brown's New Year's greeting. Then take a look at the Grassroots section for a report on the JALT2005 Domestic Forum and a message from the JALT2005 Asian Scholar, Koun Chamroeun.

Message From JALT National

Greetings to you all and a Happy New Year!

At the beginning of last year, I spoke of JALT *reaching out* to other organizations to broaden our professional horizons and *reaching in* to foster professional development within JALT. In the spirit of collaboration and inclusion, we hope that some positive steps have been made in that direction during 2005, and that this will continue during 2006.

2005

In terms of reaching out, the most tangible event of the year was the signing of a bilateral agreement with the Philippine Association for Language Teaching (PALT), who also signed an agreement with FEELTA (Far Eastern English Language Teachers' Association) during the JALT conference in Shizuoka. PALT is now well on the road to becoming a fully-fledged member of PAC, the Pan Asian Consortium of Language Teaching Societies.

National officers also attended conferences of our PAC partners and continued discussions aimed at strengthening the group. Each partner organization is now moving towards giving PAC a higher profile at their own conference, which will hopefully lead to increased opportunities for our members to present at conferences in the region.

In terms of reaching in, the conference this year offered new ideas and a new JALT logo, as well as the opportunity for more members than ever to present their ideas and research. Research



grant awards for members have also been revitalized, and three awards of ¥100,000 each were made to JALT members at the conference.

There has also been increased interaction between SIGs and chapters, with several mini-conferences or workshops taking place around the country. This is a reflection of the great spirit of collaboration that we are happy to see continuing within JALT, and something I'm sure the whole membership wishes to see continue throughout and beyond 2006.

2006

Continuing to reach out and in:

JALT will be 32 years old in 2006, and *The Language Teacher* begins its 30th volume with this issue. We're all looking forward to the planned anniversary celebrations in November! In the meantime, continue to enjoy the news, research, and other articles that JALT brings you, courtesy of the organization's tireless publications team.

As well as strengthening ties with our PAC partners, it's good to see members actively taking a more global perspective within the organization. This is evident in the Himeji chapter's Bangladesh Project, led by chapter president Bill Balsamo. The chapter has been involved in charity work and offering support for language teachers in Bangladesh such as a language teaching seminar weekend, which they will be leading again this year together with members from other chapters. It's a project of which all of us can be proud.

Research grants will continue to be on offer. These awards are intended for individuals or groups who would not normally have access to research funding. We hope that more members will apply this year, so keep your eyes open for news in *The Language Teacher*.

JALT2006 will be in Kitakyushu from November 2–5. The theme will be Community, Identity, Motivation. Tim Murphey, conference chair, and others are already hard at work to follow on from the success of Shizuoka last October.

Aside from regular programmes, we hope to see further collaboration between chapters and SIGs in 2006. The Fifth Pan-SIG conference (May 13–14, Tokai University, Shimizu Campus, Shizuoka) is the biggest event planned, but there are other smaller events on the horizon. Keep an eye out for these in *The Language Teacher* or in the JALT Events Calendar <jalt.org/calendar/>.

If you have any ideas for what else could be happening in the organization, get in touch with

us and let us know how we can help you get it going! Alternatively, talk to your chapter president or SIG coordinator. As your elected local representatives, they can bring your ideas, comments, or problems to JALT's Executive Board, so please don't hesitate to talk to them.

In the meantime, we hope you continue to enjoy JALT. Remember, it's your organization: The opportunity is there for you to contribute and join the collaboration in any way you like.

May the Year of the Dog be a peaceful and joyful year for everyone in the JALT community!

Steve Brown
JALT President

Next month: Vice President Steve Nishida introduces JALT's nerve centre—the staff at JCO!

JALT Notices

Call For Nominations

Position: Acting Director of Records (One of the team of JALT's elected national officers)

Duties: The holder of this volunteer post is responsible for keeping the minutes of JALT Executive Board Meetings and Ordinary General Meetings, as well as keeping SIGs and chapters informed of JALT National activities and maintaining officer manuals. In addition, the holder will chair JALT's Records and Procedures Committee, who will provide administrative assistance with his/her duties.

Skills: Excellent communication skills with native or near-native English, proficiency in computer-based document production, and a willingness to work closely with other JALT directors are all essential. An ability to organize information with a strong attention to detail, together with an understanding of the organizational structure of JALT are desirable.

Term of Office: Starting from the 1st EBM (Executive Board Meeting) in Tokyo (February 4–5, 2006) and concluding at the JALT conference in November 2006. The holder will be able to extend this term if successfully elected in the National Officer elections in 2006.

To nominate someone, both you and that person must be a current member of JALT. Please contact Anthony Robins <nec@jalt.org> or by post: JALT Nominations and Elections Committee Chair, Department of International Cultural Studies, Aichi University of Education, Hirosawa 1,

Igaya-cho, Kariya-shi, Aichi-ken, 448-8542. Please include the name of your nomination together with details of his/her qualifications. The deadline for nominations is January 24, 2006.

Layout and Printing Tenders

The Competitive Bidding Committee is now accepting applications for two categories of JALT Publication tenders. Please submit separate tenders for layout and printing that cover up to a 3-year period beginning April 1, 2006. Documents can be requested by contacting Steven Nishida, Competitive Bidding Committee Chair <vp@jalt.org>. Deadline for applications is February 28, 2006. Criteria for selection include: a professional level of skill and experience, the ability to get work done on a regular basis all-year round, a willingness to work at the lowest possible cost to the organization, and knowledge of JALT Publications (strongly preferred).

ESP Special Issue Call for Contributors

The Language Teacher is seeking papers (1,500–2,000 words) related to ESP teaching and learning in Japanese post-secondary and professional contexts, which may include English for business, hospitality, medical, technical, or tourism purposes, among others. Topics should be research or classroom based and may focus on the challenges teachers, materials designers, curriculum innovators, program administrators, and students face in such contexts. Articles about new or innovative ways to teach ESP content, design ESP-related materials, or manage ESP programs are welcome. Additionally, please consider submitting shorter articles to the My Share column about practical ways to deal with ESP content in the classroom. If you are interested in writing a paper for this special edition of *TLT* or have suggestions that might fit with the above themes, please contact Heidi Evans or Todd Squires <esp_jalt@yahoo.com>. The deadline for manuscript submissions is March 31, 2006. Articles should be completed and ready for editing by May 1, 2006.

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 <peergroup@jalt-publications.org> for further information. We do not at present have Japanese members, but that is because none have applied so far. 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 & SIG Web Access

JALT chapters and SIGs have webpages available that contain upcoming meeting information and officer contact details. These pages are linked to the main JALT website and are viewable at <jalt.org/groups/your-chapter-name>, where *your-chapter-name* is the name of the chapter or SIG you wish to contact (e.g., <jalt.org/groups/west-tokyo>; <jalt.org/groups/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

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 <pubchair@jalt.org>.

**Ireland Murphy Woollerton
Publishing Advert**

...with Theron Muller

<memprofile@jalt-publications.org>



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

Member's Profile: Theron Muller

WELCOME TO Member's Profile, part of the changes afoot in *The Language Teacher* for 2006. I'm Theron Muller, and I'll be editing the column, along with this column's sister, Showcase. If you would like to submit to either, please contact me. My editorial calendar is still relatively free for 2006, so I'm looking forward to hearing from you.

This month I'll use this space to introduce myself and the publication board's vision behind adding two new columns to *TLT*. Starting next month we'll be featuring a different JALT member each issue.

In Shizuoka, *TLT*'s editorial team explained the publication is evolving, making the different sections clearer by creating space for national, local, and individual focuses. My columns are

for individual members to share their interests, goals, and achievements.

Please consider this month's columns as models of what we're looking for, and send me something about yourself. Particularly since national officers have their own space, I'm interested in voices that have been heard less often in *TLT*.

I'm relatively new to JALT. I joined in 2004 after finishing my MA in TESL/TEFL with the University of Birmingham. I signed on as an officer with

the Shinshu chapter, began proofreading for *TLT*, and joined the JALT peer support group. You may know me from my association with the *JALT2004 Proceedings*, or from my discussion session at JALT2005 about getting published. If you missed my presentation, look for a synopsis in the *JALT2005 Proceedings*. One advantage of presenting at the conference is the opportunity to publish in the proceedings.

Outside of JALT, I'm an active member of the Shinshu Research Support Group. As the web editor, I invite you to visit us <eltresearch.com>. Affiliation with the local group has offered an opportunity to network with fellow professionals that I wouldn't otherwise have. I'm also on the *Asian Business Journal* editorial team, <asian-business-journal.com>. Being an editor there allows me to keep up with current research and to branch out beyond my own specialty interests.

My research interests include cross-cultural interaction (the topic of my dissertation), task-based learning (TBL), and curriculum innovation. Currently I'm most active in TBL and curriculum innovation. Specifically, I've been researching how grammatical and lexical language agendas, such as suggested phrases in textbooks, influence students' performance on tasks. I'll speak on that topic briefly in April at the Asian EFL Journal International Conference, and will be addressing the same theme at the Yokohama Chapter meeting in May. Regarding curriculum innovation, a colleague and I have been working together on evaluating students' attitudes toward English over the course of a year of study.

I contributed a short chapter to *Teachers Exploring Tasks*, edited by Jane Willis and Corony Edwards. My contribution was adapted from an MA assignment, and inspired the discussion I led at JALT2005: adapting post-graduate assignments for publication. I also published my dissertation with the *Asian EFL Journal*. If you've got an unpublished dissertation, I would recommend you submit it to them. It's an opportunity to disseminate your work beyond your dissertation evaluators and to increase your profile in the field.

Several works in progress include a statistics primer for language teachers, development of a research support group, and cross-institutional journal exchanges between my classes and a colleague's.

As a teacher I find myself wearing several different hats. In March 2005 I purchased a small private language school, Noah Learning Center. Our website is <noahlc.jp>. In addition to my

duties as co-owner and teacher there, I work part-time at Seisen Tandai Jogakuin, where I teach 1st-year required English courses, and Nagano Kosen, where I teach a 5th-year course titled Math in English.

If you're new to JALT, my experience is an example of how fast you can find a home in the organization and how far you can progress in a short span of time. I strongly recommend getting involved.

With the birth of my son in June, our first, I've scaled back locally by giving up my position as a Shinshu chapter officer, though I'm looking forward to being part of the *JALT2005 Proceedings* editorial team and continuing to work with *TLT*.

A big advantage of JALT membership and these new columns in particular is the opportunity to foster collegiality. If you think your interests dovetail with mine, and you would like to start a dialogue, please don't hesitate to contact me. I'm looking forward to hearing from and working with you in the coming year.

**WOW, 5 FOR
THE PRICE OF 4?
YOU'RE KIDDING!**



Nope . . .

-Buy a 4-year JALT membership, and get the 5th one free !!

***See the postal furikae at the back of this *TLT* !!**

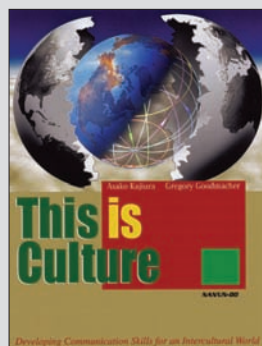
Showcase

Hi! Welcome to Showcase, a new column in *TLT*. If you have an accomplishment you would like to share, please contact the Member's Profile editor. To launch the column, Greg Goodmacher, co-author of several books, has been invited to say a few words about his latest publication, *This is Culture*.

This is Culture

Greg Goodmacher

Finishing a book always feels like an achievement because of the tremendous amount of time, effort, and stress involved. Finishing *This is Culture* felt particularly rewarding because my co-



author, Asako Kajiura, is also my wife. It is our first co-authored book, and I could not have written it without her. Asako's specialty is intercultural communication and my main interest is developing materials for content-based ESL classes. She knows more than I do about intercultural communication, and I

was able to mix content she thought important with activities that also teach language skills. It was quite a challenge.

Building on the theme of *This is Culture*, at the last JALT conference we presented on the simultaneous teaching of cultural content and language. One point Asako shared is that students need to develop self-awareness skills in order to understand other cultures. Unexpectedly, a member of the audience announced that he was using our book and that it really works. This unexpected affirmation was extremely satisfying, and one of the many benefits we've discovered to being authors.

Besides writing teaching materials, I am also a practicing teacher, and perhaps my greatest achievements have been the friendships I've made which have lasted over nearly 20 years and thousands of miles. My first teaching job was as a Peace Corps volunteer in a very remote area of Thailand. Those teenage students are now in their 30s and we still visit and write. These students and friends from all over the world, this creation and continuation of strong bonds, is what makes teaching a wonderful and rewarding experience for me.

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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



IN THIS issue, you will read an exciting report on the JALT2005 Domestic Forum, where the latest happenings in elementary schools in Japan were discussed. Also, a warm hello and thank you comes from the JALT2005 Asian Scholar in the second report.

JALT2005 Domestic Forum

The JALT2005 Domestic Forum was held on October 8. The first part of the event was a panel discussion led by Kensaku Yoshida. Panelists included people working directly with children in primary schools and people in advisory positions. Short presentations from each panelist were followed by a keynote address by Osamu Kageura of the University of Miyazaki. The final half hour was devoted to answering questions from the floor.

The first panelist, Yuko Naoyama (Supervisor, Center for General Education, Board of Education, Kyoto City) talked about the development of a Kyoto standard for the teaching of English in Kyoto. Naoyama said that, similar to many cities throughout Japan, all of Kyoto's 180 primary schools have, to varying degrees, introduced English into their primary school curriculum. However, the big difference between Kyoto and other municipalities is that all the primary schools within the same junior high school district follow the same English curriculum and conduct English lessons for an equal number of hours. In this way, all the children entering junior high in the district are at an equal level of English with their

peers. The novelty of this system was made clear later by others who complained of inconsistencies amongst schools and the difficulties of trying to teach highly mixed ability classes in junior high.

The second panelist, Tom Merner of the JALT Teaching Children SIG, spoke largely about teacher training and the role of the Japanese teacher alongside assistant native-speaker teachers. Merner urged more Japanese teachers to take charge of class, saying that homeroom teachers were better able to understand the learning styles of each student. He also mentioned a move to hire more primary school assistant language teachers from the group of teachers who have already spent 2 or 3 years teaching in Japan as junior or senior high AETs, as they are more understanding of Japan's unique context.

Next, we heard from Junko Kitaoka, head English teacher at the primary school attached to Gifu University. Kitaoka explained that the focus of the English curriculum in Gifu was on gaining international understanding and improving personal communication abilities. She pointed out the benefits of rounded conversations instead of simple repetition of fixed sentence patterns, and the use of *answer plus* skills instead of one-answer replies to drilled questions. She said that as the Japanese teacher of English, her classroom interaction with the homeroom teacher was mostly in English, rather than in Japanese, thereby gently easing the children into an English world. In this way, the AET's visit was not a special occasion, but an extension of the usual English class.

The final panelist was Mikio Kano, principal of Kakamihara Senior High School, a designated SELHi. Kano quoted figures illustrating Japan's low foreign language education and international exchange standards. Kano was adamant that clearer goals are needed in primary and secondary education strata to improve these figures. Additionally, Kano stressed that enjoyable conversation activities play important roles at early stages.

Kageura, the keynote speaker, explained that there were a number of issues that needed to be tackled, from classroom logistics to teacher creativity, as well as bridging the widening gap between primary and secondary schools. He hoped that more schools would adopt their own ALTs so that children could experience more natural communication situations.

Of the many questions that arose from the audience, one was about the introduction of reading and writing: whether to teach them, and when. All concurred that timing is crucial when introducing letters. The consensus was that children should have at least 2 years of listening and

speaking practice before letters are introduced unobtrusively. One final comment was that until now the children had been molded into the English curriculum the Board of Education provided, but that it is time to mold the curriculum to fit the children of each particular area.

In closing, it is hoped that next year a closer affiliation can be made with the local Board of Education, thereby increasing the number of participants from nearby school districts.

*Reported by Margaret Yamanaka-Gevers
JALT2005 Domestic Forum Assistant Coordinator*

My Experience with JALT2005

My name is Koun Chamroeun, and I am a Cambodian national. I am currently working as the head teacher at New World Institute, a private English language school in Cambodia.

Before applying to be an international participant at JALT2005, I had never considered the idea of presenting at a JALT conference. Indeed, I had no idea what JALT was all about. However, shortly after the CamTESOL conference in March 2005, Paul Mahony (CamTESOL Director and country Director of IDP Education, Australia, based in Cambodia) asked me if I was interested in submitting a proposal for JALT2005. I thought that it was a great opportunity, and I agreed without hesitation. While Mahony believed everyone should have a chance to apply, to ensure quality presentations he decided that presenters at CamTESOL 2004 and 2005 should have priority. Including mine, there were only two abstracts submitted to the JALT committee, and the Program Committee and Ted O'Neill informed me that my proposal had been selected.

I was delighted to learn that my proposal was accepted, and thereafter my first priority was to get an entry visa to Japan. O'Neill was assigned as my main contact person for the conference. We corresponded by email for some time to obtain all the documents required by the Japanese Embassy. It wasn't an easy process. The certification of participation sent in July by the Program Committee was not sufficiently valid to grant me the visa. I immediately informed O'Neill and the Program Committee. It took a fair amount of time for the committee to resend the letter and other relevant documents. I was really starting to worry because there were only a couple more weeks before

JALT2005. Fortunately, just 2 weeks before the conference, all the required documents arrived, and my entry visa was finally issued.

Phew! Time to get ready! Since I knew very little about Japan and had never been there, I knew it was going to be an exhilarating trip full of adventure. O'Neill, who had been actively emailing me about the conference, kindly gave me all the necessary information and directions on how to get around. Things worked out as expected. I couldn't believe how easy it was to find my way around Narita Airport, all the way from the checkout counter to the train platform.

Overall, my experience at JALT2005 was great! There were a lot of things I found positive and useful about the conference. The JALT conference committee was very active and helpful with the arrangement of paperwork. I was well informed about what would happen at the conference. The information on the website was well organized and updated regularly. I was especially impressed that JALT had attracted many famous international speakers, big name publishers, and many foreigners who are teaching in Japan. The event was professionally organized and, of course, this was beneficial to the conference participants. Most of the presenters I saw were experienced and qualified in their fields, and many participants expressed a strong will to actively learn, which made the presentations more interesting. Not only that, but all of the conference participants I spoke to were nice and friendly.

Having a Cambodian presenter at the conference for the first time came as a big surprise to most people. They wondered how I could participate. My initial response was "I'm the Asian Scholar, and I was sponsored by JALT and JALT chapters to come here." Many participants complimented JALT's efforts to involve people from the region, especially from countries like Cambodia and Laos.

Finally, I would like to express my profound appreciation to the President and Vice President of JALT and its chapters for making it possible for me to attend the conference this year. Also, I'd like to thank a number of others who offered their kindest hospitality during my stay in Japan, including Andrew Zitzmann, Tim Woolstencroft, and especially Ted O'Neill, Charles Kelly, Larry Kelly, Kip A. Cates, and Junko Fujio. Last but not least, I hope to see you at future JALT conferences or at CamTESOL. The 2006 CamTESOL conference is going to be held February 25-26, 2006. For more information, please visit <www.camtesol.org>.

*Reported by Koun Chamroeun
Head Teacher, New World Institute
<chamroeun_k99@yahoo.com>*

...with David McMurray

<outreach@jalt-publications.org>



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

THIS INAUGURAL Outreach column embraces the opinions of Edizon Angeles Fermin from the Philippines. He ably represented the Philippine Association for Language Teaching (PALT) at JALT2005 when he signed a partnership agreement with JALT on behalf of his organisation. Articles written by representatives of language teaching organizations outside Japan will be featured in the months to come.

The Philippine Association for Language Teaching

Edizon Angeles Fermin once received an impassioned 27-page letter from a student. Her rant—pleaded in English—concerned the complexity of the homework assignments. A young high school teacher at the time, Fermin took the letter to heart and in turn wrote a 580-page critical autobiographical research thesis in English about how difficult it is to be a language teacher in the Philippines. These

cathartic responses emphasize just how powerful, transforming, and empowering storytelling can be in the Philippines. Fermin shared this anecdote with an intrigued audience of teachers from India, Thailand, Korea, Singapore, and Japan during the International Forum held at JALT2005.

The Philippines is the fourth-largest English-speaking country in the world. English and Filipino are the official languages of the Republic of the Philippines, although over 70 languages and dialects are spoken. A bilingual education policy was initiated in 1974, and mathematics and science courses are instructed in English. The print media is dominated by English, but television, radio, and local movies are predominantly Filipino. In addition to writing—and sending text messages on cell phones—Filipinos also love to converse. Filipinos can generate massive amounts of English to read and listen to. Textbooks are printed in English and assignments are expected to be written in English. Filipino is spoken more often in the classroom than English.

All Filipinos have a given name, a middle name (that is the mother's maiden name), and a surname. Teachers are always called *madam* or *sir* by students in class. Most Filipinos have nicknames, and Edizon Angeles Fermin prefers to be called Ed. According to Ed, once a Filipino student invites you to address him or her by a nickname, you are expected to do so. Ed is now the Secretary-Treasurer for the Philippine Association for Language Teaching, Inc. (PALT). He teaches English at Miriam College High School in Quezon City.

Ed attended JALT2005 in order to sign into effect a partnership with JALT that will encourage: (a) the exchange of small delegations of teachers to each other's conferences, (b) the exchange of publications, (c) the formation of collaborative research projects, and (d) development of the Pan-Asian series of Conferences (PAC). Ed told the audience that his colleagues consider the signing of the agreement as a milestone in their development. JALT was the first association to accept PALT's offer of international affiliation.



PALT has been hosting conferences and publishing academic journals for its Filipino members for 46 years. It is the oldest professional organization of language teachers in the Philippines. It was founded by a group of educators headed by



Professor Aurora L. Samonte, and has developed through teachers affiliated with the College of Education in the University of the Philippines located in Diliman, Quezon City. There are currently 320 active members, but the PALT leaders hope to open their doors to more international members. To achieve this goal they have added an international component to their national conventions. The international convention organizers want to broaden debate on what they have identified as five key components of teaching: Matter, Methods, Materials, Measurement, and Management. The alliteration of these keywords corresponds with the selection of Manila as the site for their conference next April.

The *Philippine Journal for Language Teaching* is edited by Teresita Perez Ignacio at the University of the Philippines. His Filipino associate editors are high school, college, and university teachers. The current issue and back issues of the journal contain articles from teachers based in the Philippines and neighboring Asian countries such as Malaysia and China. Membership news is communicated via the monthly *PALT Newsbits*. The front page news of most issues summarizes the speeches given at local venues by well-known professionals in the field of language teaching. Members have a

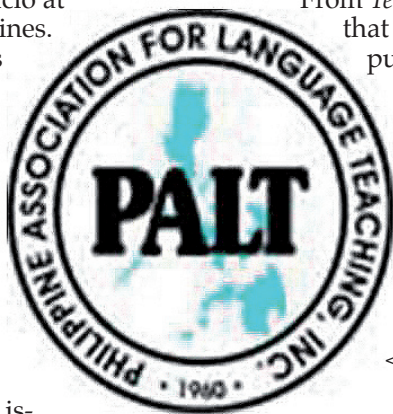
choice of two chapters in the Manila region: the Negro Occidental and the Marikina City chapters.

In tandem with the strategy to reach more overseas teachers, the members of PALT intend to change their official name from the Philippine Association for Language Teaching to the Philippine Association of Language Teachers. The new name is intended to express PALT's goal of empowering all its members as stakeholders. Teaching methodology has focused on learners for the past few decades, and is now shifting toward more teacher-centered approaches to cope with large classrooms. The organizers of JALT conferences similarly realize that one of the reasons why our annual international language teaching and learning conference actually is "international"



is because of the overseas attendees it attracts. In contrast with PALT however, at JALT94 the members assembled at the Ordinary General Meeting of JALT in Matsuyama voted to change the meaning of the acronym the other way round: From *Teachers* to *Teaching*. The reasoning behind that decision was to focus planning on the purpose of improving teaching and to circumvent the unwanted (and growing) image of being a job placement type of organization.

PALT is a professional organization at the service of language teachers, teacher educators, and ultimately the students they serve. Readers of this Outreach column are welcome to contact Ed and other PALT officers at <interpalt@yahoo.com>.



...with Mary Hughes

<sig-news@jalt-publications.org>



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

Pan-SIG 2006

This month, we'd like to announce the second call for papers for the Fifth Annual JALT Pan-SIG Conference 2006, titled *Authentic Communication: Process and Purpose*. It is sponsored by the JALT Bilingualism, Pragmatics, Testing and Evaluation, and Teacher Education SIGs as well as Shizuoka chapter. It will be held at the Shimizu Campus of Tokai University in Miho-Shimizu, Shizuoka on May 13–14.

The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas regarding what makes communication effective and how we can teach this to our students. It aims to address issues of teacher education, testing, second language acquisition, and practical issues as well as pragmatics. There are still a few openings for presentation proposals. Details follow.

Types of presentations

- Papers—Formal lecture: 45 minutes including time for questions
- Poster Sessions—Informal discussion about exhibit: 30–60 minutes
- Publishers' Sessions—Publishers demonstrate how a textbook or other teaching material can be applied.

Criteria for selection

All proposals will be refereed by a team of experts from the specific category they address. The abstract should be double spaced and fit on one sheet of A4 Paper (250 words maximum). The title should be limited to 50 characters. At the bottom of the abstract the contact person's name and

email address should be written on one line and the type of presentation on the next line.

Submissions

Submit two copies of your abstract as an attachment (one with name and affiliation and one without) to <pansig2006@jalt.org> by February 10. Confirmations will be sent out by March 1. All presenters must pre-register by March 15 or their proposal will not be included. All confirmed presenters will be requested to provide a 50-word autobiography after confirmation for inclusion in the program (i.e., name, occupation, place of work, teaching experience, and education background). Only electronic submissions will be accepted for review.

Bilingualism—As you probably know by now, the theme for this year's JALT national conference is Community-Identity-Motivation. Well, always one step ahead of the pack, the Bilingualism SIG has just released a special issue of its journal entitled *Identity in Bilingual Japanese Contexts*.

What does it mean to be Japanese when one of your parents isn't? What kinds of cultural capital do so-called half-Japanese girls construct? How does a non-Japanese boy raised in Japan develop the various facets of his identity? In what way does the acquisition of English help Japanese women in international marriages broaden their sense of self? What value do immigrant children in Japan place on their minority language proficiency? These are only some of the questions that the authors in the 2005 issue of the *Japan Journal of Multilingualism and Multiculturalism* tackle.

Kai or Leo? Arisa or Kay? Our SIG has also recently published the 12th volume in its monograph series, titled *Naming Bilingual Children in Japan*. This time we explore the issue of how cross-cultural couples in Japan choose names for their children. More than just a list of baby names, this monograph brings together personal stories from over 60 international families with around 100 children, each considering the issues that they worked through together as the first step in raising a child in and between two cultures. The monograph will be valuable both as the first-ever published collection of bilingual naming practices in Japan and as a practical guide for young families facing the task of choosing a name for their children.

Both publications are available for purchase online <www.bsig.org>.

CALL—The CALL SIG would like to thank all of the JALT members who attended our Annual General Meeting in Shizuoka. We look forward to another year with you and our newly elected officers for 2006. The JALT conference is an important opportunity to meet fellow CALL SIG members, but you can still stay in touch with us online throughout the year, or visit us at our annual conference to be held in Hokkaido this year. For more information on the SIG's publications, activities, or how to get involved in the CALL SIG and why it will benefit you, please visit our website <jaltcall.org>. You can CALL anytime!

College and University Educators—*Learner Development Context, Curricula, Content: Proceedings of the Kobe Conference 2003* was recently published by CUE in cooperation with the LD SIG. All CUE members and all participants in the retreat are entitled to a free copy. For others the cost is ¥1,500. Please contact Philip McCasland with order requests.

Gender Awareness in Language Education—*Gender Issues Today*, an intermediate level English (EFL) textbook for young adult learners, appeared in September 2005. Written by several GALE members led by Jane Nakagawa, along with other writers interested in gender issues, it comprises an introductory content course in gender issues for young adult learners. It is being published through a print-on-demand publisher, Tokyo Shuppan Service Center, for ¥1,200. (Overseas orders are also welcome, though there may be a small surcharge for orders delivered outside of Japan.) It can be ordered directly through Munetoshi Kawamura, Tokyo Shuppan Service Center, 401 Saint Office Akihabara, 1-33-6 Taito, Taito-ku, Tokyo 110-0016; <kawamura@c-enter.co.jp>; t: 03-5688-5801; f: 03-5688-5803.

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

Global Issues in Language Education—Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles,

and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! The GILE website is <www.jalt.org/global/sig/>. For further information, please contact Kip Cates <kcates@fed.tottori-u.ac.jp>.

Japanese as a Second Language—The JSL SIG has expanded its mission. While maintaining its traditional goal of promoting the JSL teaching profession, the SIG has now begun to focus on JSL learning as well. Membership is growing and includes both JSL teachers and learners. Our bilingual newsletter is being published. Articles are being sought. Sample issues of the newsletter are available. We are updating our bilingual website <jalt.org/groups/JSL>. Elections took place, and more people are encouraged to become officers. At the JALT conference in October 2005, a speaker gave a presentation and the SIG had its annual meeting.

日本語教育研究部会はその役割を広げています。第二言語としての日本語教育の奨励という目標を掲げつつ、さらに第二言語としての日本語学習にも力をいれています。会員数も日本語教育者と学習者を含め増えています。また、2ヶ国語のニュースレターを発行しておりますので、記事の方も募集しております。希望者にはSIGニュースレターを差し上げます。ウェブサイトは<jalt.org/groups/JSL>ですので、どうぞご覧下さい。役員選挙は終わりましたが、役員希望者は歓迎いたします。なお、2005年10月のJALT静岡大会では年次総会と発表が行われました。

Junior and Senior High School—Members of the JSH SIG are going to make presentations on January 29 at the Kanto Junior and Senior High School English Teachers Seminar which will be held at the Tokyo British Council (1-2, Kagurazaka, Shinjuku-ku, Tokyo 162-0825). The seminar is being sponsored by Cambridge University Press in cooperation with the West Tokyo chapter of JALT. The one-day event will begin at 10:00 and run until 17:20. For further information, please contact the British Council by t: 03-3235-8031, f: 03-3235-8040, or email <enquiries@britishcouncil.or.jp>.

Learner Development—We are a vibrant group of teachers committed to exploring connections between learning, teaching, and learning to learn. After a successful mini-conference in Miyazaki in November, we are now putting together a collection of reality testing papers by participants (short accounts of how the techniques learned

during the conference worked when put into practice by participants in their own teaching context). Watch this space for more information about the LD Work in Progress day in Osaka this summer and the LD Forum 2006 at the JALT conference in Kitakyushu. For further information about the Learner Development SIG in general, please check out the LD website <coyote.miyazaki-mu.ac.jp/learnerdev/> or contact the co-coordinators, Marlen Harrison <scenteur7@yahoo.com> or Stacey Vye <stacey.vye@gmail>.

Materials Writers—The MW SIG moves into the New Year with a lot of ideas and various plans in the works. There are plans for mini-conferences and participation in the upcoming Pan-SIG conference. The MW SIG group email list is active with file sharing and a materials contest, in addition to the regular sharing of information and ideas. We welcome your participation and input. Feel free to contact the co-coordinator for more information.

Other Language Educators—OLE has issued OLE Newsletter 36, containing: reports from OLE relevant summer conferences; a call for papers for the *JALT2005 Proceedings*; an offering of peer support; a discussion paper that attempts to ameliorate the fear and anxiety of writing a paper and that contains hints for writing and submitting papers in times of empiricism; a calendar of OLE related events; the OLE mission statement, to enable translations of it to be posted on the JALT webpage; and, finally, a report from the embassy panel at JALT2005 and events related to it. Copies are available from Rudolf Reinelt <reinelt@iec.ehime-u.ac.jp>.

Pragmatics—The Pragmatics SIG will co-sponsor the Pan-SIG 2006 conference to be held in Mihono-Matsu, Shizuoka in May. We invite interested pragmatics researchers to submit proposals for presentations. For further information, please visit <pragsig.org> or contact Megumi Kawate-Mierzejewska <pansig2006@yahoo.co.jp>.

Professionalism, Administration, and Leadership in Education—The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <www.debito.org/PALE>. Also, anyone may join our list-serv <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 more information, please contact Susan Gould <gould@lc.chubu.ac.jp> or <suzytalk@yahoo.com>.

Teaching Children—JALT Junior 5 will take place in Kitakyushu next year at JALT2006. You are cordially invited to join us. If you have ideas you would like to share, please submit a presentation proposal to the JALT website before April 28. We look forward to seeing you there! In the meantime, please join our mailing list <tcsig@yahoogroups.com>. We also publish a bilingual newsletter four times a year, full of teaching ideas. For information, please visit <www.tcsigjalt.org>.

来年は北九州のJALT2006年度全国大会でJALTジュニアを開催します！皆様の参加を歓迎いたします。他の人に伝えたいアイデアをお持ちでしたら、2006年4月28日までに是非発表の企画書をこちらのウェブ サイト<www.conferences.jalt.org/2006>を通して、提出してください。日本語での講演、小学校英語に関して の講演は特に歓迎します。北九州でまたお会いできますよう！それ以前でも<tcsig@yahoogroups.com>に連絡いただければ、私たちの活動に参加できます。また素 敵なアイデア満載のバイリンガル機関紙も年4回発行しています。興味のある方は<www.tcsigjalt.org>を参照してください。

Teacher Education—The TED SIG and the Okayama JALT chapter will host a 2-day conference on *Professional Development in EFL* on October 7–8 at Okayama University in Okayama. For further details, including a call for papers, please visit the TED SIG website <jalt.org/teach>.

Teaching Older Learners—A Happy New Year from TOL! With more than 50 members in our SIG, TOL has big plans for this year. Please keep your eye on TOL's every move so that you won't miss anything exciting or invaluable. Would you like to find out who the oldest learner of English in Japan is? If so, join TOL and start teaching older learners now. If you keep teaching here for years to come, not only will your students be the oldest and most honorable learners in Japan, but you will also be the oldest and most honorable teacher in Japan.

...with Aleda Krause

<chap-events@jalt-publications.org>



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



CHAPTER EVENTS ONLINE

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

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

HAPPY NEW YEAR to all! When *TLT* went to press, not all chapters had completed their plans for January, but that doesn't mean your favorite chapter has nothing happening this month. Check the JALT calendar <jalt.org/calendar> to find out the latest information about what's going on near you.

East Shikoku—My Share—Pronunciation. To follow up John Wells' presentation on teaching English intonation, this session will be a mini-presentation (10–15 minutes) and poster session in which local members can present a teaching idea on pronunciation. Prospective presenters should contact Roger Nunn <nunn@cc.kochi-u.ac.jp>. This is an opportunity for first-time presenters, who will be given help in preparing if needed, as well as for experienced presenters. There will be a brief introduction summarizing the points raised by Wells, but this will mainly be a participation session. *Saturday January 14, 14:00-16:30; Kochi University, Asakura Campus, Humanities Building 5F; one-day members ¥500.*

Fukuoka—What Can I do With an iPod in the Classroom? by Robert Chartrand, Kurume University. Digital audio players have revolutionized the way people listen to music. Have educators taken advantage of this technology to enhance language learning? The presenter will discuss how to incorporate an iPod into the classroom as

well as report on how other educators are turning this technology into an innovative educational tool. Participants will have an opportunity to experience learning with an MP3 player through demonstration lessons. *Saturday January 28, 19:00-21:00; Fukuoka Jo Gakuin Tenjin Satellite Campus 9F, Tenjin 2-8-38, Chuo-ku, Fukuoka* (map <www.kyushu-elt.com/jalt/map.html>); *one-day members ¥1000.*

Gifu—Listening Strategies: Getting Students Prepared for the New Center Shiken by Steve Quasha. Beginning in 2006, the university center entrance exam will include a listening section—certain to spark renewed interest in developing listening skills and strategies. This workshop will use a reflective model so participants can explore how they have taught listening and critically review the more common methodologies. We will discuss getting students to take more responsibility for their listening progress and generate material that can help our students hone their skills. For more information, email <gifu@jalt@yahoo.co.jp>. *Sunday January 22, 19:00-20:30; Heartful Square, Gifu JR Station, F2; one-day members ¥700.*

Gunma—English Immersion in Japan by Eugene Cooper. Cooper will speak about Gunma Koku-sai Academy, an English immersion school which opened in April 2005. The school, located in Ota city, has attracted students from across Japan and has also received national media attention. Cooper is principal of the school. *Sunday January 15, 14:00-16:30; Maebashi Institute of Technology; one-day members ¥1000.*

Kagoshima—Student-Centered Learning by Bo Causser, Junshin High School. For many years now teachers have been talking about student-centered learning. Most agree it's a good thing, but how can we put it into action? This workshop will give you some ideas you can use in your own classrooms to make your lessons more student-centered. Hopefully it will also give you the courage to come up with your own ideas and to try them out with your students. *Sunday January 22, 15:00-17:00; 1F, Kousha Biru, Seminar Room 117, in Shinyashiki opposite the Shinyashiki tram stop; one-day members ¥1000.*

Kitakyushu—Electronic Dictionary Workshop by Takashi Inomori. Electronic dictionaries are becoming popular with high school and university students. In some schools more than 80% are e-dictionary users. But do the users know

about the useful functions not available in paper dictionaries? Inomori, who has given workshops for high school English teachers, will show what amazing learning and teaching tools e-dictionaries can be. Participants are asked to bring their own e-dictionaries and will have a chance to use Casio's latest model. *Saturday February 4, 18:30-20:30; Kitakyushu International Conference Center, Room 31(a 5-minute walk from the Kokura train station); one-day members ¥1000.*

Kobe—Using Whole Discourse Tasks for Language Teaching by **Deryn P. Verity**, Osaka Jogakuin College. The word *context* is used everywhere in our field, but what does it mean? Whole discourse tasks require a learner to operate within several types of context at once; even low-proficiency learners can create contexts for their utterances. This seminar will introduce three different types: discourse context, social context, and psycholinguistic context. The focus will be on tasks that ask students to move beyond the word and sentence level into discourse, social setting, and pragmatic function. *Saturday January 21, 16:00-18:00; Kobe YMCA (2-7-15 Kano-cho, Chuoku); one-day members ¥1000.*

Kyoto—Challenging Myths About Japanese Language Learners by **Sara Cotterall**, Akita International University. This presentation will challenge the myth that Japanese learners are passive and teacher dependent. Cotterall will report on data gathered recently that provides evidence of Japanese university students' willingness to assume responsibility for their learning. She will also identify classroom activities most likely to foster learner independence. *Saturday February 11, 18:00-20:00; Kyoto Bunka Center; one-day members ¥1000.*

Nagasaki—Feedback and Plans for 2006. Best wishes to everyone from Nagasaki JALT for the Year of the Dog. As part of our annual survey process, please tell us about what you liked and didn't like last year and what topics or formats you would like in 2006! For email contacts, as well as news and event updates, please go to our homepage <www.kyushuelt.com/jalt/nagasaki.html>, or you can also keep in touch with us by signing up for our monthly email newsletter <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—Teaching Listening to Low-Level Learners and Teaching the Strategies of Speaking by **Alastair Graham-Marr**, Abax Publishing.

(Part 1) Teaching listening means teaching both phonology and discourse. Knowledge of the phonology of natural connected speech helps bottom-up decoding skills. Knowledge of discourse helps with top-down predictive skills. (Part 2) We all use strategies to confirm or clarify what we're saying and hearing to show interest, to maintain and develop conversations, and for fluency. This talk will introduce the text, *Communication Spotlight*, that helps students learn strategies. *Sunday, January 22, 13:30-16:00; Nagoya International Center 3F, Lecture Room 2; free for all.*

Nara—Let's Speak the Same Language! A joint event with Tenri University, joined by KELES Nara and NET Forum. Presentations are *From Chants to Speaking Activities* by **Noriko Hisa**, Sango Junior High School; *A Report From a Super English Language High School* by **Toshimi Yoshikawa** and **Masako Sakai**, Ichijyo Senior High School; *NETs and NNETs—Do They Speak the Same Language?* by **Mark Sheffner** and **Rodney Dunham**, Tezukayama University, and **Hidetami Nakai**, Tenri University; and *Strategic and Spiral Ways of Developing Students' Speaking Abilities* by **Goro Tajiri**, Higashi Izumo Junior High School. A party will follow. *Saturday January 14, 12:45-17:40; Tenri University; free for all.*

Okayama—Chris Creighton will give a demonstration lesson and workshop on teaching English to elementary school children. *Sunday January 15, 15:00-17:00; Sankaku Building, Okayama; one-day members ¥500.*

Sendai—Sensory Experience—Re-experienced. Last May 80 people plus 20 staff took part in a fascinating *Sensory English Experience*. At this meeting, we'll see the DVD recording of that event, plus engage in a variety of sensory exploration experiences. *Sunday January 29, 14:00-17:00; Sendai Mediatheque (map <www.smt.city.sendai.jp/en/info/access/>); one-day members ¥1000.*

Toyohashi—Creating Opportunities for Authentic Communication and Critical Thinking by **Laura Kusaka** and **Martha Robertson**. The presenters will report on methodology and classroom practices in a Japanese university setting, focusing on 1st-year students enrolled in English classes for spoken communication skills. Using a content-based instruction and sustained-content language teaching approach in their classes, they created classroom situations with meaningful

content that challenged students' intellectual curiosity. They used materials such as videos or student-produced projects. The presenters feel that such innovation can renew students' interest in learning English. *Sunday January 15, 13:30-16:00; Aichi University Bldg. 5, Room 53A; one-day members ¥1000.*

West Tokyo—The Kanto Junior and Senior High School English Teachers' Seminar with **Curtis Kelly, Martin Nuttall, Chuck Sandy**, and others. West Tokyo JALT and Cambridge University Press welcome you to the British Council for a full day of presentations on themes relevant to all involved in teaching at the high school level. This is a great opportunity to see prominent authors, find out about global exams, contact teacher organizations, and network with other professionals. *Sunday January 29, doors open at 9:45, first presentation at 10:00; British Council, Tokyo (map <www.britishcouncil.org/japan-map-tokyo.htm>; free for all; Contact 03-3295-5875 or <tokyo@cambridge.org>.*

Yamagata—On Studying in Germany and Japan by **Reinhold Grinda**. The speaker is a lecturer at Yamagata University. He is to talk about the topic mentioned above focusing on English as a means of global communication in the 21st century and on the differences between Germany and Japan in English teaching methods. *Saturday January 14, 13:30-15:30; Yamagata Kajo Kominkan Sogogakushu Center, 2-2-15 Shironishi-machi, Yamagata-shi (t: 023-645-6163); one-day members ¥800.*

Yokohama—Why Do Students Lose Their Motivation? by **Kiwa Arai**, Sophia University. Encouraging and maintaining students' motivation is a difficult task. So often our students lose their willingness to learn. Arai will focus on findings on losing motivation, the *demotivation* of Japanese university students through their negative experiences in language classes. Results from a questionnaire will show which demotivating experiences are most common among Japanese students. How they react to their experiences reveals interesting patterns. *Sunday January 15, 14:00-16:30; Ginou Bunka Kaikan (Skills and Culture Center) near JR Kannai and Yokohama Subway Isezakichojamachi (see <yojalt.bravehost.com> for details and a map); one-day members ¥1000.*

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Volunteer to help out at JALT2006:

"Community, Identity, Motivation"

Kitakyushu, Japan: November 2–5

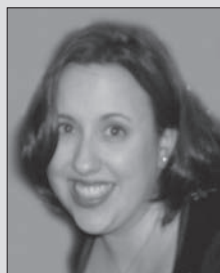
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...with Heather Sparrow

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

East Shikoku: November—Teaching English Intonation by **John Wells**. Wells introduced his new approach to both transcribing and teaching intonation. Intonation has perhaps been neglected in EFL teaching because it has been perceived as being so complex and difficult to represent in handouts. His transcription system, which can be handled on a normal keyboard, is based on only three basic tones, which can of course be elaborated on by the teacher where necessary. The talk was illustrated with a lot of very clear examples and supported with a very clear exposition of the theory of practice by one of the world's leading specialists. His workshop session focused on practice, with participants using the new simplified model to identify intonation patterns using a variety of examples. This was a key event for our new chapter and the best attended meeting to date.

Reported by Roger Nunn

Gunma: October—Electronic Dictionary vs. Paper Dictionary: How Differences in Dictionary Interfaces Affect English Language Learning by **Natsue Nakayama**. Recently, handheld electronic dictionaries (ED) have become popular in Japanese schools. Are they better than paper dictionaries (PD)? How effective are they?

Nakayama began by clarifying the differences between ED and PD in terms of their interfaces: display, amount of content in one dictionary, search record, and search speed. She then examined the differences in learners' dictionary skills required for the use of ED vs. PD, such as knowledge of the alphabet, correct spelling knowledge, and what word to look up when searching phrases. She dealt with a literature review, which seemed to indicate that ED were better for word search and reading comprehension, while no difference

was found for vocabulary retention. The evidence implied the need for dictionary skills training. Possible classroom activities using an ED were discussed.

Practical issues were discussed, such as the cost and convenience of ED vs. PD. PD are far cheaper than ED, making them more affordable for students, while ED are smaller and more portable, making it more likely that students will bring them to class. The issue of standardization was also raised. What dictionary should students buy? Is it okay for the students to have different versions?

Reported by Harry Meyer

Kitakyushu: October—Talking Texts by **Clyde Fowle**. Fowle, a Thailand-based teacher trainer, underlined the need for students to be given opportunities to speak. However, discussions need to be well structured, giving students plenty of support in terms of task clarity and vocabulary. He suggested that both reading and listening texts can offer that kind of scaffolding as well as stimulating student memories and imagination to provide ideas for the ensuing discussion.

Teachers traditionally do well in planning lead-ins to texts, but are often poor at designing follow-up activities. Speaking tasks in which students can recycle vocabulary, grammar, and ideas while localizing the topic of the text seem to be the ideal solution. Fowle feels that for student progress, it is vital to repeat the task with other students or in a slightly different form.

Reported by Margaret Orleans

Kitakyushu: October—Sharing Our Stories:

- 1) **Vocabulary Acquisition Through Storytelling** by **Beniko Mason**. Mason showed us how she facilitates the acquisition of vocabulary by allowing her junior college students to naturally experience the language through changing tones and inflection accompanied by gestures in storytelling as opposed to "list learning," the still widely practiced, conscious memorization of words. Using Krashen's notion of comprehensible input, she told a children's folktale, imaginatively explaining each vocabulary item as it came up. Distributed wordlists and research data helped the audience see how many new words were being learned and how effectively her students retained the words over time.
- 2) **A Short Story Reading** by **Tom Bradley**. Local novelist Bradley read from one of his short stories, a lighthearted look at Russo-Nippon relations.
- 3) **Dramatizing**

a German Folk Tale by **Yoko Matsuo**. A group of children performed their own dramatization of a German folktale, directed by Matsuo of the Kitakyushu-based troupe *Uzume Gekijo*. **4) Student Presentations** by **various students**. Recitations and speeches were given by prize-winning students from local junior and senior high schools and universities.

Reported by Dave Pite

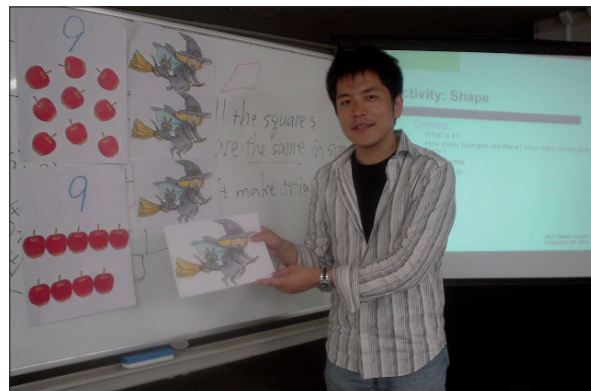
Kyoto: September—Visual Communication and the Art of Presentation by **Garr Reynolds**. Reynolds, a highly experienced presenter, pointed out the common pitfalls of *PowerPoint* presentations and gave excellent advice. Some key points are: keep your presentation short; get straight to the point; and connect with the audience right away. Do this by keeping the lights on, asking rhetorical questions, moving away from the podium, and using eye contact. Keep *PowerPoint* slides as simple as possible with a few large words or well-chosen visual illustrations. A white background is best when you keep the lights on. Audiences process most information aurally and visually, not through written text. So, *PowerPoint* slides should not be treated as handouts or documents. Detailed information in written form can be handed out after a talk; it should not be presented to the audience during the talk. Other good rules are: include only one concept per slide; use only photos or good quality images (clip art can compromise your credibility as a serious presenter); present *good news* in graphs as this visual form has a stronger emotional impact; and present *bad news* in tables.

Reported by Amanda Gillis-Furutaka

Nagasaki: September—Significant Scribbles: From Sentence Combining to Diary Writing by **Curtis Kelly** and **Steve King**. Kelly talked about the new edition of his textbook *Significant Scribbles*, and shared activities and stories featured in his textbook. Research has shown that teaching sentence-combining strategies can significantly improve students writing ability more than simply teaching grammar rules directly to students. For teachers who are interested in developing and improving English fluency among students, *Significant Scribbles* has some great ideas.

Reported by Michele Ruhl

Shinshu: September—Activities for Young Learners of English: Listening, Thinking, and Learning by **Hideki Sakai**. Sakai demonstrated several practical games and activities that could be successfully applied in primary school English classrooms.



When teaching young students, Sakai incorporates information from other subject areas in order to make English more interesting and accessible. He borrowed several concepts from the mathematics curriculum, asking students to apply the same concepts in English. One such game was *Let's make 10*, where the teacher holds up some fingers and students are expected to hold up enough fingers to make 10. For example, if the teacher holds up 4 fingers, then the students would be expected to hold up 6 fingers, making 10.



Sakai also explained how the English classroom isn't only for learning language, but is also an ideal medium through which to increase cultural knowledge. He explained how students could be introduced to large numbers through such tasks as ranking cities by their populations, then checking their rankings against actual population numbers.

Reported by Theron Muller

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

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

Job Information Center Online

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

Aichi-ken—Nagoya Institute of Technology is accepting applications for part-time teachers for a spring intensive course to be held March 6–10, 2006. **Qualifications:** MA in TESL or related field and experience in university or intensive teaching preferred, but candidates with a BA and experience teaching at university or in an intensive program will also be considered. Candidates in the Aichi area will be given preference. **Duties:** Teachers will be expected to teach three 90-minute classes a day for 5 days, 15 *koma* in one week. Materials for reading, writing, and conversation classes will be provided, and teachers can expect to teach in all skill areas. **Salary & Benefits:** Remuneration will be according to university scale. **Application Materials:** Please send a resume and cover letter describing your teaching experience to Onuki Tohru, Gokiso-cho, Showa-ku, Nagoya-shi, 466-8555. On the envelope please write clearly in red ink *Intensive Course Application*. **Deadline:** Ongoing. **Contact:** Inquiries regarding the intensive course can be sent to Kelly Quinn <quinn@nitech.ac.jp>; <www.nitech.ac.jp>.

Chiba-ken—Nihon University is seeking 10 part-time instructors to teach oral English classes at their College of Industrial Technology on two campuses in the Tsudanuma area beginning April 1, 2006. Days of instruction will be scheduled depending on instructor availability and university need. **Qualifications:** Applicants must be native-level English speakers, resident in Japan, with an MA in TEFL or TESOL, Applied Linguistics, Communications, English Literature, or a related field, with a minimum of 1 year of experience teaching English at the university level in Japan. **Salary & Benefits:** Payment is highly competitive with other Tokyo area universities. **Application Materials:** CV with attached photo; contact telephone and email address; academic history from the undergraduate level; employment history; academic association membership; list of academic degrees held, and awards received; a complete list of academic publications, divided into books and articles (for joint publications, list all joint authors); copy or original of one principal publication. **Deadline:** January 31, 2006. **Contact:** Please send application materials to: Michael Genung, College of Industrial Technology, Nihon University, 2-11-1 Shinei, Narashino-shi, Chiba-ken, 275-8576. Selected candidates will be invited to an interview. Email submissions are welcome: <michael@cit.nihon-u.ac.jp>.

Kagoshima-ken—Junshin Girls' High School, a Catholic Mission high school and junior high school and member of the Japan Ministry of Education Super English Language High School (SELHi) program, is seeking an English instructor. **Qualifications:** Applicants should be team players committed to furthering English education in Japan. An interest in the arts is an asset, and a university degree is required. **Duties:** Duties include regular teaching and supporting and developing new programs for the SELHi course. **Salary & Benefits:** Junshin offers housing and transportation subsidies as well as membership in the Mutual Aid Association of Private School Personnel. Salary is to be negotiated at the time of hiring. **Application Materials:** Please send applications in English and Japanese with a photograph, along with a one-page essay outlining your views on English education. Applications are open to all denominations. **Deadline:** February 15, 2006. **Contact:** Katsuhiko Kubota, Junshin Girls' High School, Toso 4-22-2, Kagoshima 890-8522.

Kanagawa-ken—Sagami Women's University is seeking a part-time instructor to teach in the Department of English Language and Literature starting April 1, 2006. **Qualifications:** Applicants should have a bachelor's or master's degree, with TESL-related qualification preferred; experience teaching at the high school or university level; and native-level English proficiency. **Duties:** The successful candidate will teach two 90-minute courses during the spring semester and three 90-minute courses during the fall semester. Spring semester courses include Advanced English and American Language & Culture, and are scheduled Thursdays, 4th and 5th periods. Fall semester courses include Poetry Writing Workshop, Advanced English, and American Language & Culture, and are scheduled Thursdays, 3rd, 4th, and 5th periods. **Application Materials:** Send a CV with attached photo, a list of academic publications, and copies or originals of principal publications. If you would like these materials returned to you, include a self-addressed stamped envelope. **Deadline:** January 10, 2006. **Contact:** Mari Nakamura, Chair, Department of English Language and Literature, Faculty of Liberal Arts, Sagami Women's University, 2-1-1 Bunkyo, Sagami-hara, Kanagawa 228-8533.

Tokyo-to—Kanto International High School is hiring full-time English teachers beginning April 2006. **Qualifications:** Native-level fluency in English required. High school experience, MA in TESOL (or in progress), and intermediate Japanese ability preferred. Applicants must currently reside in Japan. **Duties:** Solo teaching, course planning, student assessment, faculty meetings, and administrative duties at a Super English Language High School in Nishi-Shinjuku, Tokyo. This is a full-time position, Monday through Friday, 5 days per week. **Salary & Benefits:** ¥300,000–350,000 monthly starting salary plus one month bonus. **Application Materials:** Apply by email with a CV and cover letter. **Deadline:** Ongoing. **Contact:** <kantocoordinator@yahoo.com>; <www.kantokokusai.ac.jp>.

Tokyo-to—Kanto International High School is hiring full-time English language content course teachers beginning April 2006. **Qualifications:** Candidates with experience teaching content courses (social studies, global issues, and science) preferred. High school experience, MA in TESOL (or in progress), and intermediate Japanese ability preferred. Native-level fluency in English re-

quired. Applicants must currently reside in Japan. **Duties:** Solo teaching, course planning, student assessment, faculty meetings, and administrative duties at Super English Language High School. Position located in Nishi-Shinjuku, Tokyo. This is a full-time position, Monday through Friday, 5 days per week. **Salary & Benefits:** ¥300,000–350,000 monthly starting salary plus one month bonus. **Application Materials:** Apply by email with a CV and cover letter. **Deadline:** Ongoing. **Contact:** <kantocoordinator@yahoo.com>; <www.kantokokusai.ac.jp>.

Guam, USA—The University of Guam is seeking Assistant or Associate Professors of English for three tenure-track positions. **Qualifications:** Applicants must hold a PhD in English or a closely related discipline from a US accredited institution or the foreign equivalent. Two or more years of college teaching and experience with ethnically diverse students are desirable. ESL background (e.g., teaching experience in a Japanese university) and PhD specialization in Literature or Composition are highly desirable. Candidates wishing to teach creative writing should have appropriate publications. **Duties:** The successful candidate will teach, in a multicultural setting, courses in composition, literature, creative writing, or linguistics. The candidate will teach courses in two or more of these areas, maintain a continuous record of scholarly activity, and perform university and community service. **Application Materials:** Submit a CV, complete contact information for three references (including fax and email), three current letters of recommendation, evidence of excellence in teaching, unofficial copies of undergraduate and graduate transcripts, and a Government of Guam application form to: Chair, English Search Committee, c/o Human Resources Office, University of Guam, UOG Station, Mangilao, Guam 96923 USA. Applications may not be delivered by email. Affirmative Action/Equal Opportunity Employer. **Deadline:** Review of applications will begin February 1, 2006 and continue until positions are filled. **Contact:** For further information, please call or email: 671-735-2727/2726; <englishsearch@guam.uog.edu>.

...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 January 15 is the deadline for an April conference in Japan or a May conference overseas.

Upcoming Conferences**January 16–February 26, 2006—The Electronic Village Online (part of the TESOL Convention).**

The CALL Interest Section of Teachers of English to Speakers of Other Languages, Inc. (TESOL) offers language teachers worldwide the opportunity to participate in the Electronic Village Online (EVO), a professional development project and virtual extension of the TESOL 2006 Convention in Tampa Bay, Florida, USA. The intended audience for this project includes both TESOL 2006 convention-goers and those who can participate only virtually. Interest sections, caucuses, and other member groups of TESOL in particular are invited to sponsor sessions related to the convention. Contact: <jaltsendai2003@yahoo.com>; <darkwing.uoregon.edu/~call/>

February 11–12, 2006—The Japan Association for the Study of Cooperation in Education (JASCE),

Nerima Elementary School No. 3, Tokyo, Japan. Contact: <asce_conference2@kurume-u.ac.jp>; <jasce.jp/>

February 16–18, 2006—The Southern Conference on Language Teaching & the Florida Foreign Language Association: Languages for Today's World,

at the Double Tree Hotel, Orlando, Florida, USA. Contact: <lynnemcc@mindspring.com>; <www.valdosta.edu/scolt>

February 25–26, 2006—Second CamTESOL Conference on English Language Teaching,

Phnom Penh, Cambodia. This is a conference for professionals in the field of English language teaching and related issues. The conference is being organised and will be conducted on a voluntary

basis. It is intended to become a self-sustaining conference series based on the professional interests of participants. This conference series will be conducted in English. The 2005 conference was a great success with over 700 participants. Contact: <info@camtesol.org>; <www.camtesol.org>

March 15–18, 2006—The 40th Annual TESOL Convention and Exhibit (TESOL 2006),

Tampa, Florida, USA. More than 7,600 ESL/EFL professionals from 96 countries attended TESOL's 39th Annual Convention in San Antonio, Texas, in March 2005. Attendees had the opportunity to participate and learn by choosing from more than 900 sessions offered with over 1,674 presenters representing some of the best in the profession. The 2006 conference is expected to be at least equally large. There will also be a doctoral forum. Contact: <conventions@tesol.org>; <www.tesol.org/tesol2006>

April 8–12, 2006—40th IATEFL Annual Conference and Exhibition,

at the Harrogate International Centre, Harrogate, North Yorkshire, UK. IATEFL holds its international conference and exhibition every spring, which is attended by around 1,500 ELT professionals from 70+ countries. It involves a 4-day programme of over 300 talks and workshops and, in addition to giving delegates a chance to meet leading theorists and writers and exchange ideas with fellow professionals from all sectors of ELT, it enables them to see the latest ELT publications and services in a large resources exhibition involving around 60 ELT-related exhibitors. The plenary speakers will be Michael Swan, Jennifer Coates, Ryuko Kubota, and Bena Gul Peker. Contact: <www.iatefl.org/conference.asp>

May 16–20, 2006—The Computer Assisted Language Instruction Consortium 2006 Conference,

at the University of Hawai'i, USA. CALICO 2006 will again feature uses of cutting edge technologies in foreign language teaching and learning with a focus on collaboration. Workshops, presentations, and courseware showcase demonstrations will present information of vital importance to anyone interested in the field of computer-assisted language learning. Contact: <info@calico.org>; <www.calico.org>

June 17–20, 2006—Joint AAAL and ACLA/CAAL Conference, Hotel Hyatt Montréal, Canada.

Nationally and internationally, the annual AAAL conference has a reputation as one of the most comprehensive and exciting language conferences. At each conference new ideas are generated, disciplinary boundaries are crossed, and research is shared about the role of language in all aspects of cognition and social action, including language learning and teaching. The AAAL conference is known for its in-depth symposia and focused workshops on key issues in applied linguistics; sessions on a wide range of research studies, in progress or completed; its stimulating and often provocative plenaries; and access to the latest publications via the book exhibit. Last but not least, the AAAL conference is the place for networking, for established and new professionals, and for graduate students. Contact: <carolc@iastate.edu>; <www.aaal.org>

June 28–July 1, 2006—Integrating Content and Language in Higher Education (ICLHE 2006), Maastricht University, the Netherlands.

The conference, organized by ExHEM and Maastricht University Language Centre, will focus on higher education that is delivered in a second or foreign language in a country where the language is not widely used in the local environment. While this often concerns higher education in English in a non-English speaking country, it is not always the case; other languages are also used. The conference aims to address issues that affect institutions in many countries worldwide. Keynote speakers include David Crystal (University of Wales at Bangor), Jeroen van Merriënboer (Educational Technology Expertise Centre, Open Universiteit) and Scott C. Ratzan (Johnson & Johnson Inc, Brussels). Contact: <www.unimaas.nl/iclhe>

August 5–6, 2006—International Conference on Japanese Language Education (ICJLE). Japanese Education: Entering a New Age, Columbia University, New York City, USA. Keynote speakers include Merrill Swain (University of Toronto; specialist in second language acquisition), and Susan Napier (University of Texas at Austin; specialist in Japanese literature, culture, and anime studies and theory). The invited plenary speaker is Yasu-Hiko Tohsaku (UC-San Diego) on Japanese language proficiency and assessment. Invited panel topics and organizers include: Articulation (Carl Falsgraf, Hiroko Kataoka), Japanese (Haruo Shirane), Classroom instruction ideas (Patricia Thornton, Ryuko Kubota), Japanese as a heri-

tage language (Masako Douglas, Kazuo Tsuda), K–12 Curriculum development (Sylvia Acierto, Shingo Satsutani, Kimberly Jones, Ann Sherif), and Second language acquisition (Keiko Koda, Dan Dewey, Osamu Kamada). Contact: <www.japaneseteaching.org/icjle>

Calls for Papers and Posters

Deadline: January 15, 2006 (for June 2–4, 2006)—The 2006 International Symposium of Computer Assisted Language Learning, National Research Centre for Foreign Language Education, Beijing Foreign Studies University, China. The theme of the conference is digital and networked foreign language learning and teaching. Contact: <celea@fltrp.com>

Deadline: January 15, 2006 (for July 4–6, 2006)—The Fifth Pacific Second Language Research Forum (PacSLRF 2006), University of Queensland, Brisbane, Australia. The Pacific Second Language Research Forum is a venue for databased and theoretical papers on areas of basic research in Second Language Acquisition (SLA). Topics include, but are not limited to SLA in instructed and naturalistic settings, the effects of second language (L2) instruction on the rate and route of L2 development, the role of learner differences (e.g., aptitude, age, personality, motivation) in SLA, competing models of SLA processes, SLA theory construction, the acquisition of L2 pragmatics, bilingualism, the influence of cognitive variables (e.g., memory and attention) on L2 learning and use, the assessment of L2 use and development, and methodological issues in L2 acquisition research. Contact: <m.haugh@gu.edu.au>; <www.emsah.uq.edu.au/pacslrf2006/>

Deadline: January 31, 2006 (for March 19, 2006)—The Second Annual Mini Colloquium: Local Research by Local Researchers, Seisen Women's College, Nagano. The Shinshu ELT Research Group, in affiliation with Shinshu JALT, would like to solicit proposals for our second annual mini-conference. Our objective is to provide a friendly atmosphere in which beginning presenters can share research or conduct a forum, and receive feedback that might not be available at the national level. Experienced presenters are also welcome. For more information and updates, please see <www.eltresearch.com> or contact <2006miniconference@eltresearch.com>

Deadline: February 10, 2006 (for May 13–14, 2006)—The Fifth Annual JALT Pan-SIG Conference (2006). Authentic Communication: Process and Purpose, Tokai University, Shimizu Campus, Miho-Shimizu, Shizuoka, Japan. 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. It aims to address issues of teacher education, testing, second language acquisition, practical issues, and pragmatics. There are still a few openings for presentation proposals. This conference is sponsored by the JALT Bilingual, Pragmatics, Testing and Evaluation, and Teacher Education SIGs as well as Shizuoka Chapter. Contact: <pansig2006@jalt.org>; <www.bsigsig.org/pansig2006.html>

Deadline: February 24, 2006 (for September 29–October 2, 2006)—CLESOL 2006, Origins and Connections, Pettigrew-Green Arena and the Eastern Institute of Technology, Napier, New Zealand. The conference committee invites submissions of abstracts for presentations at CLESOL 2006. The theme of the conference is Origins and Connections: Linking Theory, Research, and Practice. This theme should guide the preparation of submissions. There is a wide variety of work currently being undertaken in language teach-

ing and learning and this range will be reflected during the conference. Particularly of interest is research that is being, or could be, applied in practice. Contact: <clesol@paardekooper.co.nz>; <www.clesol.org.nz>

Deadline: February 28, 2006 (for July 28–30, 2006)—The 11th Pan-Pacific Association of Applied Linguistics (PAAL), Kangwon National University, Chuncheon, Korea. The PAAL conference is a forum for academic exchange among scholars and practitioners in applied linguistics and related areas. The conference provides a venue for the dissemination of current research on a wide variety of issues concerning Asia and beyond. Areas of interest include: language acquisition (FLA and SLA), EFL and ESL, material development, language and culture, pedagogy (language and literature), theoretical linguistics, CALL, psycholinguistics and neurolinguistics, language testing, sociolinguistics, language policy and planning, and text analysis. Invited speakers are Susan Gass (Michigan State University, USA) and William O'Grady (University of Hawai'i at Manoa, USA). Papers will be given 20 minutes for presentation and 10 minutes for discussion and questions. Posters will have 2-hour blocks designated for display and discussion. Contact: <paalkorea@yahoo.co.kr>; <www.paal.or.kr/>



Call for Presentations

32nd Annual International Conference
on Language Teaching and Learning &
Educational Materials Expo

JALT2006: Community, Identity, Motivation

November 2–5, 2006

Kitakyushu International Conference Centre,
Kokura, Kitakyushu, Japan

Deadline for submissions: April 28th, 2006

For information on submitting:

<conferences.jalt.org/2006/>

Old Grammarians . . .

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

What are the Sounds of One Hand Clapping?



ACOUSTICS is a fascinating science. (Note: Some of you may have stopped short after reading the words “acoustics is.” Perhaps something just didn’t *sound* right to you. Is it *is* or is it *are*? Well, you’re all professionals and you’ve probably got your docu-

mented evidence one way or the other. I’m not going to pronounce any rules on the matter here—that’s a role better left to other columns in this journal that don’t have the word “grammarian” prominently figuring into their titles.)

Acoustics are nifty. (That’s a little less pompous and academic, at least.) The way in which sounds are shaped, together and apart, is the basis for much of what we consider beautiful in the world. We form words and create meaningful language by adjusting the acoustics of our mouths as air passes through them. We vibrate air, strings, or membranes over wooden or metal chambers to make music. We tap-dance. We release gaseous belches from the depths of our gullets to applaud a delicious meal. (I had a friend in junior high school who could recite the entire English alphabet while burping, which was singularly amazing since he never quite managed to learn the whole alphabet in his normal voice.)

My mother was a piano teacher for many years, and her influence has led me to a great appreciation of fine music. I particularly like the Sex Pistols. Although I don’t really play the piano, I have dabbled with it a bit. My first musical composition was on the piano when I was probably 6 or 7 years old. It consisted of pounding my left knuckle on two convenient black keys and then drawing my hand toward me until it fell upon the three white keys underneath. (I favor my left hand, but for most of you the right hand, or perhaps the forehead, might

be more comfortable.) As I grew and matured I learned to play more complex pieces; for example, I eventually could hit *three* adjacent black keys at once and slide down to hit the *four* white ones below.

It was of course a modest musical creation. As I sat at the piano playing it again and again, Mother would often plead with me to leave that song alone and try composing something else. Bless her heart—it was that kind of gentle nudging that shepherded me to a life in pursuit of beauty and creativity.

Those unique knuckle chords, or “cluster bombs” as the iconoclastic American composer Henry Cowell called them, introduced to me the complex relationships among different tones occurring at the same time. If you too wish to build a healthy appreciation for sound, I suggest the following exercise: Close your eyes for a moment and imagine the lilt of two flutes weaving notes in the air, sometimes playing in vastly different, opposing registers, other times shadowing and chasing each other in perfect harmony. Next, imagine an angry neighbor yelling at you from his veranda about your crate of empty wine bottles that has begun to list over on top of his potted bonsai, and then complement that imaginary ruckus by slowly cranking up a very real Jimi Hendrix guitar solo in your headphones until your eyes start throbbing in stereo. Maintain volume for an hour or so, or if you prefer supplement it by switching on a nearby table saw or sandblaster. Rest and repeat.

Sonic exercises such as this can often put the practitioner into one of three states: psychosis, stark deafness, or aural enlightenment. Unfortunately popular culture tends to focus primarily on those—such as rock musicians—who reach only the first two states. Whatever your outcome, it should be plain to see that there are (and/or is) an infinite number of appealing possibilities in the commingling, confusion, and collision of sounds.

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The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
-1976年に設立された学術学会
- working to improve language learning and teaching, particularly in a Japanese context
-語学の学習と教育の向上を図ることを目的としています
- over 3000 members in Japan and overseas
-国内外で約3000名の会員がいます

Annual international conference 年次国際大会

- 1500 to 2000 participants
-毎年1500名から2000名が参加します
- hundreds of workshops and presentations
-多数のワークショップや発表があります
- publishers' exhibition
-出版社による教材展があります
- Job Information Centre
-就職情報センターが設けられます

JALT publications include:

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

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

- Bilingualism
- CALL
- College and university education
- Cooperative learning
- Gender awareness in language education
- Global issues in language education
- Japanese as a second language
- Learner autonomy
- Pragmatics, Pronunciation, Second language acquisition
- Teaching children
- Teaching older learners

- Testing and evaluation
- Materials development, etc.

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

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

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

Membership categories 会員と会費

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. 会員は*The Language Teacher*や*JALT Journal*等の出版物を購読出来、又例会や大会にも割引価格で参加出来ます。

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員 (日本にある大学、大学院の学生): ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員 (5名以上を対象とし、JALT出版物は5名につき1部): 1名6500円

For more information please consult our web site <jalt.org>, ask an officer at any JALT event, or contact JALT Central Office.

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副出し(太文字かイタリック)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

- be of relevance to language teachers in Japan
- contain up to 2,500 words
- include English and Japanese abstracts, as per Features above
- include a list of up to 8 keywords for indexing
- include a short bio and a Japanese title.

Send as an email attachment to the co-editors.

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

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

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、4,000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- Deadline: 15th of the month, 1¹/₂ months prior to publication.

Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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

Send as an email attachment to the JIC editor.

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

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

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

Send as an email attachment to the Conference Calendar editor.

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