

The Language Teacher

ISSN 0289-7938

¥950

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January, 2008 • Volume 32, Number 1

The Japan Association for Language Teaching

全国語学教育学会



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In this month's issue . . .

THE WEATHER has driven us indoors, but we can still have fun reading *The Language Teacher* under a warm kotatsu. When this issue is delivered, many of you will still be in a festive mood. However, after Coming-of-Age Day, the examination season starts all over Japan and we'll all be in a rush. Before this rush begins, we'll have time to digest the articles in this issue.

In the Feature article this month, **Noriko Kurihara** looks at an English language oral communication class in a Japanese senior high school. She examines the students' attitudinal change by introducing two new ways of organizing language practice: group talk and presentation projects. **Tim Murphey**, **Keiko Okada**, **Yuka Iijima**, and **Chitose Asaoka** in the Readers' Forum piece provide us with ideas for "how to get different groups, in and out of universities, to mix more, educate each other, and benefit from closer collaboration". In My Share, we can find inspiring ideas for back to school activities from **Reiko Mori**, **Najma Janjua**, **Jim Smiley**, and **Daniel Droukis**. Book Reviews are by **Tim Knight** and **Joshua Cohen**.

The staff at *TLT* always welcome submissions (English and Japanese) from our readers. We hope these articles can stimulate lively discussion for our teaching this coming year.

Sachiko Takahashi

TLT Japanese Language Editor

寒 さいのために家に引きこもりがちな私たちには、暖かいコタツにもぐりこんで *The Language Teacher* を読むという楽しみがあります。1月号が皆さんのお手元に届く頃には、まだお正月気分が残っていることでしょう。成人の日が過ぎると、全国的に試験シーズンが始まり、私たち教師は大忙しになります。でも、それまでに、1月号をしっかりと読んでおく時間ぐらいいは残されています。

今月号の特集記事では、Noriko Kurihara が日本の高等学校でのオーラル・コミュニケーションの授業に注目します。小グループ活動とプレゼンテーションという2つの新しい試みをクラスに導入することにより、生徒の授業態度の変化を調べています。Readers' Forum では、Tim Murphey, Keiko Okada, Yuka Iijima, Chitose Asaoka が、大学内外で異なるグループと出会い、互



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いに教え合い、より親密な協力により学ぶことができる数々のアイデアを提供してくれます。My Shareでは、Reiko Mori, Najma Janjua, Jim Smiley, Daniel Droukis から休み明けの授業にピッタリの活動を紹介してもらいます。Book Reviews は、Tim Knight と Joshua Cohen によるものです。

TLT 編集部では、英語もしくは日本語による皆さんからの投稿をお待ちしています。こうした皆さんからの投稿から、本年も英語教育に対する活発な議論が始まることを願っています。

TLT 日本語編集者
高橋幸子

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Classroom anxiety: Changes in student attitudes in an English oral communication class in a Japanese senior high school

Keywords

attitudinal change, oral communication, choice of peers and materials, peer influence, autonomy, motivation

In spite of the government's emphasis on the acquisition of practical English communication skills in upper secondary education, students' reluctance to speak English in the classroom remains a problem in Japanese senior high schools. This paper explores how student attitudes might change in the classroom. After examining student expectations and goals in an English oral communication class, experiments were designed to find how students might react to the new instruction style, including group work and presentations. Students kept journals, and class observations were recorded. At the end of the term volunteers were interviewed to examine their attitude change. Student attitudes proved to have changed depending on the instruction styles as well as on the system of their own choice of materials. Peer relationships also affected student attitudes. The teacher's attempt to provide a more comfortable environment in the classroom was the key to changing student attitudes.

日本の高等学校では、文科省によって実践力のある英語コミュニケーション・スキル獲得の必要性が強調されているが、教室での生徒はあまり発話をしつがらないのが現状である。本稿では、教室での生徒の態度の変化を探った。オーラル・コミュニケーションのクラスにおける生徒の期待や目標を調べた後、新しい授業の試みとしてグループワークとプレゼンテーションという2つの活動を始めた。毎時間、生徒は活動日誌を書き、教師は授業観察ノートを残した。学期末には、有志の生徒とのインタビューを通して生徒の態度の変化について調べた。授業の形態、生徒間の関係、教材を自分たちで選ぶシステムなどが生徒の態度を変えるものであることがわかった。そのような環境を調える教師の試みが、生徒の教室での不安を除く鍵であると考えられる。

Noriko Kurihara

Himeji Minami Senior High School, Hyogo Prefecture

The Course of Study established by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT, 2003) placed importance on practical English communication skills in secondary education. However, the students in my high school classes did not seem interested in acquiring the recommended oral communication skills. Although their academic achievement was exemplary, their attitude was passive in oral English activities. I assumed it was because of insufficient speaking and listening opportunities, and so I attempted to use only English in class. Little change took place even after several months. The students remained silent and spoke only when called upon to answer a question. I decided to conduct a study to determine if, and how, **student attitudes might change in the classroom**. I implemented two new activities where students worked in groups and were given the freedom to choose peers and materials.

Situation

In spite of MEXT's emphasis on the development of speaking and listening skills, Japanese students remain reluctant to speak English in class (Matsuura, Chiba, & Hilderbrandt, 2001). Researchers argue that Japanese students' formal reserved attitudes are cultural traits fostered in the high school context (Anderson, 1993; Condon, 1984). Mutch (1995) observes that teacher-centered lectures encourage students' reticence. Miller (1995) also argues that students' attitudinal and behavioral changes prove to be largely influenced by teachers' attitudes.

The research suggests that one key to attitudinal change might be peer relationships. Miller (1995) found that students'

silence in classroom interaction activities was caused by the fear of failure to convey a message. Leki (2001) found negative consequences of group work, while other researchers observed the benefits of group cohesiveness (Gully, Devine, & Whitney, 1995; Servetter, 1999). Potter and Wetherell (1987) conclude that individual attitudes can change drastically through social pressure from peers. Matsuura et al. (2001, p. 79) contend that group work and paired activities are appropriate for Japanese students.

Not only the ability of the learner but also aptitude and interest should be considered when we expect successful language learning. Matsuura et al. (2001) suggest that students' level of English ability should be prioritized when selecting materials. Mutch (1995) points out the importance of careful selection of materials and tasks in learner motivation and attitudinal change in the EFL classroom. Rost (2002) also reports the effect of instruction based on learner aptitudes, interests, abilities, and preferred learning styles. With this in mind, I decided to see if student attitudes would change with the introduction of two new kinds of activities.

Focus

I conducted a study with a single class of 38 second-year girls in an academically oriented co-educational senior high school. In terms of test scores, the school was ranked highest in the district of southwest Hyogo. Each year more than 95% of its graduates go on to university or college and approximately 60% enroll in national or municipal universities. As a result of the emphasis on entrance exam success, student interests and efforts often focus on test-taking techniques.

Research question

Dörnyei (2001) argues that "actively promoting students' autonomy" and allowing "learners real choices about as many aspects of learning as possible" can increase motivation (p. 108). Autonomy is the capacity to control one's own learning (Benson, 2001). In my classroom, I never expected students to exert this capacity. I was always the controller. In this study, however, I decided to try giving the students greater freedom to see if that changed their attitude towards using English in class. My research questions included: *What hinders students' performance in speaking?* and *Could freedom of choice of materials and peers encourage students to speak more in the classroom?* In order to examine students' attitudinal change, I introduced

two new ways of organizing language practice: *Group Talk* and *Presentation Project*.

Group talk

Group talk is a small-group activity that leads to a short whole-class activity. Each group contains four or five students. There are three assigned roles: presenter, reporter, and listener. Before the class, the presenter must choose an English magazine article and prepare three short quizzes on the content. In class, the presenter reads the article aloud while the other members listen and ask questions. Whenever a question is asked, the presenter **must stop and answer**. When finished the presenter quizzes the group members. Communication must be in English. Following this activity, time is allocated for reflection. The members fill in journal sheets, keeping a record of who asked how many questions, what the main idea of the article was, and how well their communication proceeded (see Appendix A). This is followed by a whole-class session where the reporters explain what their groups have learned. Each group chooses a different article, so if there are **any questions from other groups, the reporters answer them**. The students change roles each period. **Initially the groups were formed according to the class list**. When each student had performed each role, they formed new groups, according to their choice.

There were two stages of group talk activities. The first five periods made up the first stage. There, students formed groups by name order and materials were chosen only from *Time* magazine articles that I provided. During the second stage (the next four periods), group formation was by the students' preference and I provided a much wider range of articles from teen magazines and books of various levels and content.

To investigate student attitude change I examined journals from certain periods. Comparing the first and last periods in the first stage showed a change in the students' attitude toward the small group activity. The journals written right after the students formed new groups showed their reaction to group formation and choice of material. Comparing the last period of each stage showed how peer relationships affected attitudes.

Presentation project

After nine periods of group talk, I had students do a presentation. This activity had no relation to group talk except that the same group members remained. Students chose either a speech or a

skit. Each group turned in a practice plan and a self-assessment sheet. They spent the next four periods preparing for the presentation. Many wrote skits in English from popular stories; others created a comedy in English. One group chose to do a speech with each member writing their own section. My focus here was on how the students responded to taking control of their learning and how their own interests influenced their attitudes.

Journals, questionnaires, and interviews

During this part of the project, while students wrote journals for reflection, I wrote my own journal of class observation. I also conducted two questionnaires: one was given at the beginning of the study and the other at the end. Questionnaire A (see Appendix B), conducted at the beginning, dealt with students' goal awareness and their expectations of the oral communication class, as measured on an eight-point Likert scale. I asked students about their expectations of the proficiency level they aimed for in the class as well as their perception of their present proficiency level. I also surveyed students regarding their practices and beliefs about the most effective ways to improve their oral communication skills in the classroom. Questionnaire B, given at the conclusion of the project, offered open-ended questions such as *When do you think is the most comfortable situation to speak in English in the classroom?* I also enquired as to the reasons (see Appendix C).

At the end of the study I interviewed volunteer students. The interview questions were also open-ended. The main questions were concerned with group talk activities and the presentation project. I wanted to examine how students reacted to the freedom of choosing materials and the peer relationships formed during these activities (see Appendix D).

I followed a content analysis research procedure (Leki, 2001). I categorized students' answers in the questionnaires and examined how the same factors were discussed in the interviews. I then examined how students' journal accounts and my own observation journal supported interviewees' accounts. Synthesizing this information, I tried to determine the relationship and overall meaning of student responses to explain their reticence in the classroom.

Outcomes

The students' goals in the English oral communication class, in general, seemed more practical than mere success on the entrance exams. More

than half of the students said they aimed at *everyday conversation skills*. Most students expected to improve their skills by two ranks higher than their present level on the Likert scale of eight. The students' **generally passive attitude in the classroom**, then, was not caused by their lack of expectation of the class and themselves (see Figure 1).

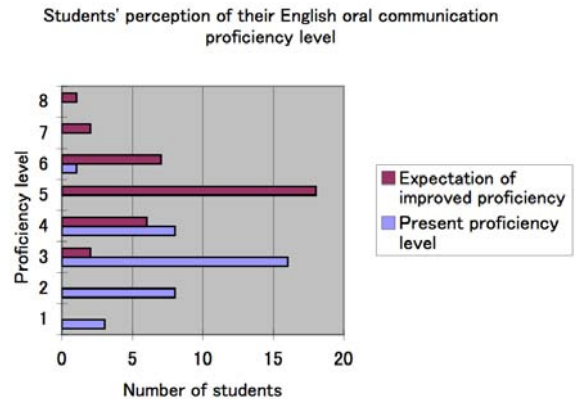


Figure 1. Students' perception of their English oral proficiency level

I found an interesting contrast between student beliefs and practices. Asked about their perception of the most effective ways to improve English oral communication skills in the classroom, approximately 77% of the students answered, *Making efforts to speak as much English as possible*. However, only 10% of the students said they actually did this. Among students who said, *Engagement in English oral activities* was the most effective method, less than half practiced this. Students were not doing what they believed would be helpful. On the other hand, 92% of the students said they listened carefully to the teacher in the classroom; yet less than half of them thought this strategy to be the most effective. No one chose *Careful note taking* as an effective strategy, but 21% took notes in the classroom (see Figure 2). Students were doing what they didn't believe to be an effective method of oral English improvement.

Choice of materials

The students' reluctance to speak in whole-class activities seemed to be caused by the gap between the high expectations of the students themselves and the difficulty of the material. The students had been successful in junior high school, but high school classes were too difficult for them to

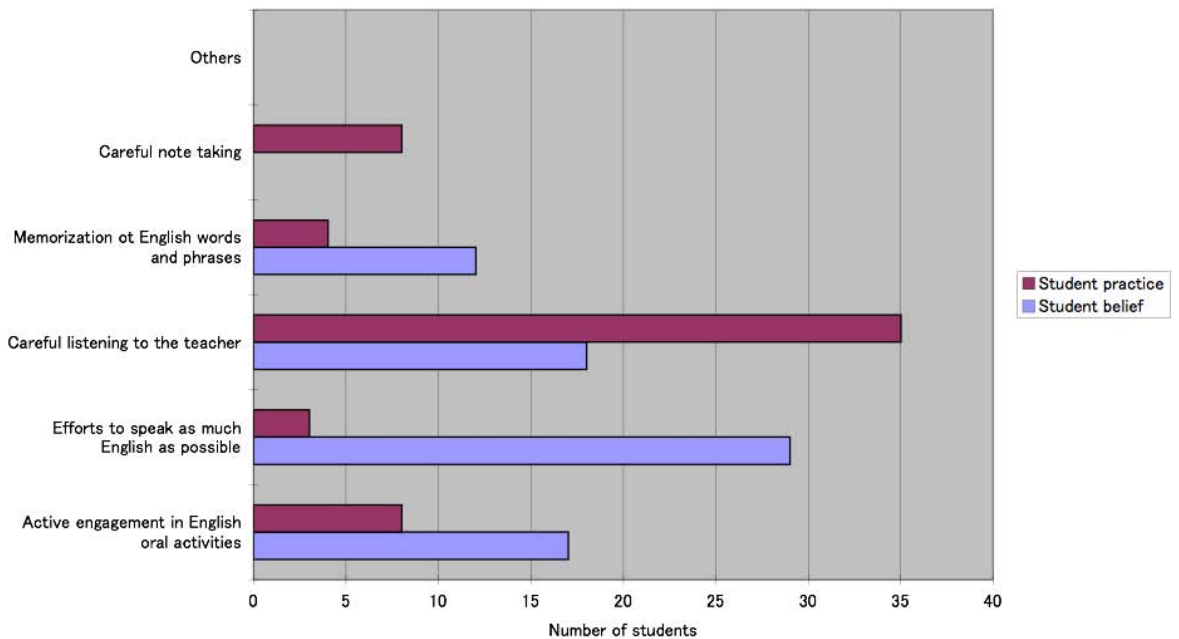


Figure 2. The most effective way to improve English oral communication skills

maintain a positive attitude. Their background as *good students* seemed to reinforce an underlying fear of losing face. In the interviews, all but one student confessed that they usually hadn't felt uneasy in whole-class activities in junior high school. The sudden change in the required level of communication skills made the students feel stressed and tense in the classroom.

The students' attitudes changed when they had the freedom to choose what to do in the classroom. On the questionnaire at the end of the term, two-thirds of the students ranked the presentation project as their number one choice of the four activities in class (see Table 1). Some said that their attitude became positive and willing because they had freedom to create and adopt their own ideas in the activity. In the interviews, many reported that they studied for their projects eagerly even outside the classroom. Also in the group talk activity, in the sixth period, when the students received a wider variety of books and magazines, their attitudes definitely became more positive. One student wrote in their journal, *When we had a choice from the various materials, we felt more comfortable engaging in the activity.* Learners' own choice of materials clearly fostered positive attitudes.

Table 1. Student ranking of favorite activities

Activity	First	Second	Third
Presentation project	24	5	1
Group talk	1	17	11
Practice with ALT	11	8	14
Listening exercise with CD	0	0	4

Choice of peers

Group formation also changed the students' attitudes considerably. In group talk, when new groups were formed according to student preference, the activity became much livelier. I wrote in my journal at the time, *The moment the activity started, laughter and excitement filled the classroom. The words spoken were not in a complete sentence ... but actually they were actively speaking in English.*

The students seemed to feel more relaxed with friends than in an ordinary mix of classmates. In the interview, the students reported that their

anxiety level in the small group activities depended on the peer relationships. Machiko (all names mentioned are pseudonyms) said, *If my peers in the same group are all quiet, I feel nervous. If the peers are those I know well, I can speak in English more.* Choice of peers made it possible for the students to become active speakers.

Classroom settings and peer influence

Speaking in the classroom was difficult because the students were afraid of making mistakes. On the questionnaire, about two-thirds of the students said that they found it extremely difficult to speak in English in front of the whole class. Six students mentioned a *fear of making mistakes* while sixteen stressed *tension* or *nervousness*. Whole-class activities made the students keenly aware of the significance of giving a correct answer. Michiko, a high academic achiever, explained, *My mind stops functioning when I worry about being chosen by the teacher in whole class activities. I can't answer a question I normally would be able to answer if I were not in this panic.*

The students clearly feared their classmates' judgment. In the interview, Mutsumi, a bright but shy student said, *The teachers' reaction does not make me feel small. It's natural they know more. If my ignorance of some common knowledge is revealed in front of the whole class, however, I feel ashamed. I feel like a fool.* This fear is so strong that even one mistake can demoralize students. Takae, an outspoken student of average achievement said, *If I make a mistake in the whole-class activity, I would never feel like speaking again.*

The students' attitudes changed however, depending on how they were situated in the classroom. Machiko said, *The same classmate who reacts to my mistake in a friendly way in small group activities, will keep silent in the whole class activities.* The setting of students in class has a significant effect on their anxiety.

The questionnaire revealed most students regarded the whole-class activity in group talk as difficult (see Table 1). The students felt pressure when they acted as reporters, speaking in front of the whole class. Their attitudes however, changed gradually. The feelings of peer support were strengthened through the activities, and became strong enough to affect the whole-class activity. Takae explained the change, *Speaking in front of the whole class became easy, because I was aware of my group members' support from behind. I was not alone.* Group work developed this secure feeling even in the whole-class activity. Group journals

on the final day of the activity were full of excited comments. One student said, *The presenter used gestures. It was fun to listen to her. Our group was able to ask two questions in the whole-class activity! This is great!* My own journal also noted the active involvement of the students, referring to the four groups that volunteered to ask questions. Peers in the same group definitely influence each other in various ways.

Reflections

The students expected improvement in their practical English speaking skills from the oral communication class. They also developed ideas about how to improve their own skills. However, many students didn't actually use what they believed to be the most effective way to learn. The students avoided speaking English as much as possible, despite their belief that it would help them. The students feared making mistakes and losing face. This hindered their English speech in the classroom. There was a general feeling of tension when they were situated in whole-class activities. Although small group work seemed to generally lessen the students' tension, the students still suffered anxiety, depending on the peer relationships. **However, students started speaking more actively after choosing their own group members.** The level and interest of the material in class was also an influential factor. The students' involvement in the activities became more intense when they had the freedom to make their own choices.

By fostering autonomy, the students' attitudes changed in this project. In general, choices and decisions **by the students enabled them to become more active speakers.** However, there were a few students who claimed no change took place in their attitudes. This may be because the project didn't **allow enough time for the students to experience the difference in learning.** They had only two weeks for their presentation projects. During this short period, some students worked with others without trouble, while others had some difficulty. Also, it didn't become clear through this project which factor was more influential on students' attitude change—peers or material. Therefore, in a follow-up study I would like to provide students with an opportunity to experience an individual project as well as a group project. I would also like to conduct the presentation projects over a much longer time period to examine how students can become more active speakers of English in the classroom.

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Noriko Kurihara is a teacher at Himeji Minami Senior High School in Hyogo Prefecture. At the time this paper was written, she was teaching at Tatsuno Senior High School. Her research interests include students' attitudinal change in oral communication classes and sociolinguistics, especially the behavior of learners towards different dialects of the English language.

Appendix A

Group journal and report sheet

GROUP JOURNAL TOPIC: DATE:	REPORT DATE: GROUP: REPORTER NAME:
Names of members/frequency of questions: • • • •	Question type: • What • Who • When
Question type/frequency: • What • Who • When • Where • Why • How • What do you mean by...?	• Where • Why • How • What do you mean by...?

Words/phrases:	Main idea:
Summary:	Summary:

Appendix B

Questionnaire A

- How much do you expect to improve your English oral communication skills in this class? Please circle one of the following.
 - everyday conversation (greetings, talking about the weather)
 - conversations for shopping or traveling
 - conversations at work, with native English speaking people
 - success in entrance exams
 - professional interpreter level
- Please rate your English oral communication skills. Circle the appropriate number with 0 indicating no skills, and 8 as your goal level.
0 1 2 3 4 5 6 7 8
- How much do you think you can improve your English oral communication skills through this class? Please circle the appropriate number, with 8 as your goal level.
0 1 2 3 4 5 6 7 8
- What do you think is the most effective way to improve your English oral communication skills in the classroom? Please select the best two and circle them.
 - To be engaged in English oral activities intently.
 - To try speaking in English as often as possible.
 - To try listening to the teacher as carefully as possible.
 - To learn as many English words and phrases as possible.
 - To take notes neatly.
 - Other ()()().
- What do you actually do in this class in order to improve your English oral communication skills? Please circle every item you practice.
 - I am engaged in English oral activities intently.
 - I try to speak in English as often as possible.
 - I try to listen to the teacher as carefully as possible.
 - I learn as many English words and phrases as possible.
 - I take notes neatly.
 - Other ()()().

Appendix C

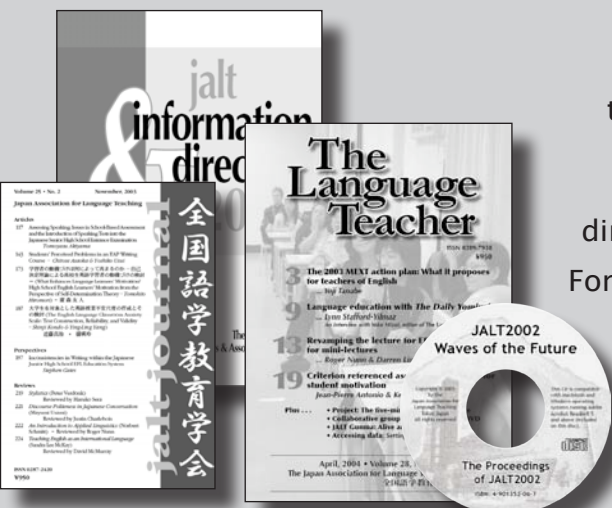
Questionnaire B

1. What did you enjoy most among the activities in the oral communication class?
Please list the best three with number one as the best.
(For example, listening exercise with the tape, practice with the ALT, group talk activity, presentation project)
What do you think are the factors that made the activity enjoyable?
2. What was least enjoyable factor about your least favorite activity? Why?
3. When do you feel most comfortable speaking English in the classroom?
Why?
4. When do you feel least comfortable speaking English in the classroom? Why?

Appendix D

Interview questions

1. What did you think of the group talk activity?
2. What was your reaction when you were allowed to choose your fellow members to form a group? (Compared with the other way of forming groups.)
3. In group talk you chose an article for the activity. Did you like it?
4. What did you think of the presentation project?



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Crossing borders: Examples in practice

Keywords

professional development, compartmentalization, transculturation, diversity, social capital

Compartmentalized learning in schools often restricts the variety that is available to us in the real world where, usually, we regularly cross borders and learn from diversity. Crossing borders may lead us into more uncertainty and confusion than we encounter in our compartmentalized classrooms but this uncertainty is also the source of much learning, e.g., learning to adapt and adjust in the real world. We present narrative examples of our border crossings for students and teachers along with their benefits, as well as the difficulties. We hope these examples will allow readers to identify their own border crossings and motivate them to attempt more of them.

実社会では境界を越えて多様性から学ぶことがあるが、学校では区分化された環境で学習するために多様性が制限されることが頻繁に起こる。私たちは境界を越えることによって、区分化された教室の中よりも多くの不確実性や混乱を経験するだろう。しかし、この不確実性は、実社会に適応し順応するための学習の源にもなる。本論では、学生・教員が境界を越えて学習する事例を報告し、その利点と問題点を指摘する。本論によって、読者が自分自身の境界を越える活動を認識し、多様性から学ぶきっかけを掴むことを希望する。

Tim Murphey, Keiko Okada, Yuka Iijima, & Chitose Asaoka
Dokkyo University

We contend that the Balkanization of academic disciplines, school departments, and classes keeps many students and teachers from learning all they could and benefiting from a more holistic and connectionist view of the world. Pratt (1998) uses the term *transculturation* to describe the exchange of cultural elements between groups and the positive effects of hybridizing in what she calls the "contact zone."

We are looking for the pedagogical arts of the contact zone. These will include, we are sure, exercises in storytelling and in identifying with the ideas, interests, histories, and attitudes of others; experiments in *transculturation* and collaborative work and in the arts of critique, parody, and comparison (including unseemly comparisons between elite and vernacular cultural forms); the redemption of the oral; ways for people to engage with suppressed aspects of history (including their own histories). (Pratt, 1998, p. 186)

Historically and statistically, Simonton (2003) cites many advantages of cultures, nations, and civilizations thriving creatively with diversity, benefiting from mixing ethnicities and mass migrations, but often stagnating in more conservative homogeneity.

We use the term "crossing borders" to describe activities that seek transculturation, seek to develop our perspectives and abilities in the "contact zone," and provide more experiential learning (Dewey, 1938). We believe that indeed "participation precedes learning" (Bateson, 1994, p. 41) and that students need to participate with diverse others to learn optimally. In this article we explore how we might get different groups, in and out of universities, to mix more, educate each other, and benefit from closer collaboration.

The authors first got together to apply for a university grant which allowed us to organize a Professional and Organizational Development Symposium on November 6, 2006. We invited Bonny Norton, who provided insight concerning *imagined communities* (2001), and Donald Freeman whose *communities of explanation and practice* (1994) allowed us to see how communities could both help and constrain us. The symposium was a wonderful contact zone for diverse groups to learn from one another and discuss ways to go from isolated compartmentalization to beneficial learning across borders—70 other interested participants from around Japan (undergraduates, graduate students, part- and full-time teachers from diverse institutions) and overseas energetically took part and presented at the symposium. The topics included curriculum development, implementation of a university-wide EAP program, and team teaching, among others. It was an opportunity to cultivate greater imagined communities in us all, and through our on-going explanations and practice, realize better, more ecological (van Lier, 2000) educational environments, learning schools (Senge et al., 2000) in which everyone—teachers, students and staff—consider themselves learners.

We would like to briefly provide some of our own examples of crossing borders in our university experiences for increased learning for ourselves, our colleagues, and our students. Although these are highly contextualized practices situated in our particular environments and with local details, nevertheless, we feel that elements could inspire similar border crossings in our readers' own situations.

Case 1 Chitose Asaoka: University students teaching English in primary schools

Our city council, university, and local primary school have worked together the past seven years to allow elementary students to benefit from English lessons given by university students. English-major students in the teaching certificate program for secondary education are asked to serve as volunteer English teachers at the primary school. They team teach English with homeroom teachers from the third to sixth grades every other week for 45 minutes over a year. Homeroom teachers, who are not confident in English teaching, are able to get support for their English activities. Simultaneously, the volunteer student teachers can get extensive pre-service classroom training before their formal teaching practicum

the following year. Our university faculty group serves as coordinators, trainers, and advisers. At the same time, we have been enjoying invaluable chances to learn from homeroom teachers about their perspectives regarding English teaching at a primary school level.

The volunteer student teachers have benefited not only from the teaching experience alone but also through the team-teaching experience with their peers and homeroom teachers as well as graduate students as their "near-peer role models" (Murphey & Arao, 2001). The homeroom teachers have gradually gained interest and confidence in their management of English activities. Volunteer student teachers often have become homeroom teachers' near-peer role models as well.

It is exciting to think of how participants might carry this model of border-crossing education with them and move to new positions and jobs. For instance, we foresee homeroom teachers more comfortably inviting volunteers to their classes to stimulate their students with English or some other content used in the real world. We also foresee that novice teachers, who are graduates of the program, will carry this model with them and have confidence in working collaboratively with their peers as well as with more experienced teachers across subjects. Such teachers will act as near-peer role models showing the benefits of crossing borders to younger learners and create positive images of diverse people learning from each other.

Case 2 Yuka Iijima: Crossing borders with class email exchanges

This email exchange project between English and Japanese language classes crosses borders of not only languages but also countries, (i.e., Japan and the US), and their university cultures. It provides multiple opportunities for participants to experience other groups and ways of being in the world (Gee, 1996) in their virtual contact zone.

The project started in 2002 between an elementary Japanese class at a private university in North Carolina and a content-based English class at a university in Japan. The topic of the English class in Japan was introductory sociolinguistics and the email exchanges between the two classes lasted 2 years. The project continued when the author moved to the current university, connecting a Japanese language class in the US with an intermediate English reading class and a seminar class in Japan. Students in Japan and the US are assigned to exchange emails several times during a semester in both target languages: Japanese

and English. Topics may be student generated or determined by the instructors according to class assignments.

In managing this collaborative project, several things helped us maintain adequate project quality and continue the project for five consecutive years. Particularly these three essential points may be applied to collaborative transcultural e-learning projects in any context: (a) Keep the project simple and manageable; (b) know (or find out) the other party's expectations of the project; and most importantly, (c) communicate quickly, regularly, and efficiently with your collaborators.

This student feedback (translated by the author) illustrates how initial uncertainty of crossing borders became the source of learning: "I didn't know I was using too many kanji words in my emails until my partner asked me to write hiragana next to them. I had to think well to adjust my Japanese for her language level (e.g., vocabulary and grammar). It was interesting to learn how Japanese and English emoticons in emails are different. I was also surprised to see how fast American university students can improve their Japanese in just three months!" What seems to encourage students' active participation in border crossing collaboration is the joy of learning through such real communicative experiences.

Case 3 Keiko Okada: Crossing borders and assessing collaboration

Collaboration is not something that automatically materializes when more than one party works together. Assessing *collaborativeness* is also important to a program's long-term stability. A good collaborative program does not emerge from unilateral ideas and interests.

I co-coordinate the required English program that spans all the departments in a university involving about 7,000 students. My three major concerns are (a) over 80% of the courses we offer are taught by part-time teachers; (b) school administrators tend to be generous about building high-tech classrooms but not in investing in people; and (c) we are called the Interdepartmental English Program and this program itself does not belong to any department, and thus, politically we are precariously balanced in everyone's program, but without a home.

Four activities that seem to have worked and that I recommend are the following: (a) Set up a small committee to discuss your program, curriculum and other practical issues with members from the diverse departments and sections; (b)

apply for a budget to be used for Faculty Development especially for part-time teachers; (c) hold faculty development events like the symposium mentioned in the introduction; and (d) keep a checklist at hand and evaluate collaboration on a regular basis:

Sample Collaboration Checklist

1. Who needs more information on our program in order to collaborate intelligently with us? (students, teachers, administrators, staff, etc.)
2. Who needs more listening to?
3. Who needs to know they are doing a good job?
4. How am I promoting more parallel communication among teachers and students and across borders?
5. Who can I bring into the discussion with different but valuable views?
6. How can I consult with more people quickly and benefit from their points of view?
7. Who among my staff and students are collaborating really well and what can I learn from them?

Case 4 Tim Murphey: Architecture, publishing, and curriculum

I wish to look quickly at three examples of border crossing possibilities and the opening of contact zones. First, the **architecture of the main administration building** of our university has a huge ground floor staff room with mail boxes and copying machines for all teachers at the university (the different departments are located on different floors above). While perhaps not initially planned as a contact zone, it is a very important center for full- and part-time teacher interaction as teachers cross paths on a daily basis and it contrasts greatly with the compartmentalization found in most schools. Educational planners need to be more aware of how people can indeed cross paths with diverse others and encourage this in their architecture.

Publishing which is normally restricted to certain groups, can in fact be a border crossing invitation. We started an unofficial semesterly newsletter that became an outlet for many different types of voices at Dokkyo. Interested readers are welcome to access it online at <www.geocities.com/languageing/index.html>. In seven editions, students made up 33% of the contributors, part-timers 33% and full-timers 16%. This

scaffolding access publication (Murphey et al., 2003) allows many people to enter a contact zone, become published, and be heard.

Offering new curriculum can also invite border crossings. In 2006, we began a first-year Content Based Instruction curriculum in which students have four different teachers over the year. These *Lecture Workshops* are a hybrid between lectures and workshops as we attempt to cross borders between content and language teaching. At the same time, the full- and part-time instructors teaching these classes are opening up new contact zones by introducing new courses such as Asian Englishes, Introduction to Africa, Gender Studies, and American History through Music.

Conclusion

One major concern, as the end of our 2-year grant period approaches, is the establishment of sustained structures that continually invite transculturation and the opening up of contact zones for more intensive learning among diverse partners. While we feel we have established a few of these structures, we wish to invite more.

Crossing borders, creating contact zones, and transculturation refer to the process of having diverse groups mix in order to discover more optimally efficient means of doing our work in education. This calls for decentralizing leadership and more participatory education in which students and teachers interact with diverse others to adjust their learning and learn to adjust. Confining ourselves to homogeneous groups does not challenge our assumptions nor lead to more innovative processes, activities, and results, neither for us, nor for our students (cf. "Grouping Kids by Ability Harms Education, Two Studies Show," 2007).

We hope these brief examples in the practice of crossing borders (a) have allowed readers to recognize their own border crossings that are of value to them, (b) will enable them to cultivate more beneficial diversity in their everyday educational endeavors, and (c) broaden the scope of what is possible in terms of teacher and student development (e.g., through areas as diverse as the physical, psychological, and electronic structures that invite diverse groups to meet, interact, and change). We learned that we want more invitations into diverse groups, and to be more inviting to others. We want to cultivate a better understanding of ours and others' worlds, to better navigate positive change that seeks to help everyone, especially those who are disadvantaged, and be continually adaptive and dynamic.

Pace Marshall (2006) captures this well when she says, "(T)he nature and quality of our minds are powerfully shaped by the nature and quality of the learning environments in which they are immersed, activated and nurtured. How we are asked to learn matters profoundly. Mind shaping is world shaping" (p. xiii).

Thus, the institutional environments in which we work powerfully shape our minds and create our worlds. However, when we assume our agency and act, the inverse is also just as true—our minds can shape our worlds. For that to happen, it helps to regularly encounter diversity and critically evaluate our present worlds. Scheduling a bit of diversity into our lives can be a good thing. Cross those borders!

N.B. Crossing borders was the subject of our presentation at the 2007 TESOL Convention. A shorter version of this article was published in TESOL's Teacher Development SIG NL under the title of "Crossing Borders, Creating Contact Zones and Transculturation" in the summer of 2007. This research was supported by a Dokkyo University International Joint Research Grant for Professional and Organizational Development.

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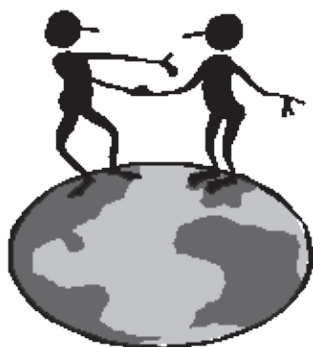
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Acknowledgments: Thanks to great feedback from TLT readers and the editor and to Dokkyo University for the International Joint Research Grant.

We presently teach at Dokkyo University in various programs. Together we secured a Dokkyo University International Joint Research Grant, held a conference, presented at TESOL, and met over numerous coffees. Presently, Chitose is doing research in England, Tim is organizing some My Share teacher lunches, and Keiko and Yuka are busy managing the 7,000-student Interdepartmental English Program. Like you, we work hard and seek ways that might help us perform more efficiently. We do better together than isolated. We encourage you to find your own social capital with a variety of colleagues and students in your environments.

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MY SHARE ONLINE

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First off this month, Reiko Mori provides a group activity designed to improve the way students practice speaking. Next, Najma Janjua provides a TESP-oriented plan that helps medical school students learn technical terms through analyzing actual case studies. Following that, Jim Smiley shows how TOEIC preparation can be improved by using discourse cards. Finally, Daniel Droukis introduces a group activity that helps students interact enjoyably with authentic English materials.

Encouraging communication through individual, pair, and group work

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Quick Guide

Key words: Student talk, individual work, pair work, group work

Learner English: High beginner and above

Learner maturity: High school and above

Preparation time: 5 to 10 minutes

Materials: No materials needed.

Introduction

In my EFL teaching career in Japan, I have tried to encourage students to talk in many different ways, from devising and implementing various information gap activities to giving communication cards to those who volunteered to talk. I have had varying degrees of success with these efforts. Volunteering to talk in front of others just does not seem to me to be part of the student culture at the college level here in Japan, so I have therefore devised the following procedure to improve the way students practice speaking. It is a combination of individual, pair, and group work. Each step will no doubt be very familiar to experienced language teachers.

Preparation

Generate discussion topics for your class that are related to the theme of the lesson you are trying to teach. For example:

- Talk about your family
- Your best trip
- Is nursing a tough job?
- The best advice you ever received from someone
- Your New Year's resolutions
- Are you becoming environmentally friendly?

Procedure

Step 1: Present the discussion topic and give your students a few minutes to reflect on it by writing a memo about what to say. Emphasize that complete sentences should not be written in order to discourage them from reading their memos.

Step 2: Tell the students to find a partner and take turns talking about the topic. They can look at their memos if they do not feel confident.

Step 3: Move around, listen to the students talk, and give suggestions for improvement, taking care to only correct major linguistic mistakes.

Step 4: Students find a new partner and take turns talking about the same topic. If they feel confident enough, they should talk without their memo.

Step 5: Next, in groups of four, members take turns presenting and discussing their topics.

Step 6: Tell the students to choose the best performance in the group.

Step 7: The chosen student in each group presents their topic to the entire class.

Conclusion

In my experience, the students become fairly confident by the time they talk in groups as a result of the nonthreatening learning environment and repeated practice. Another important factor in encouraging student confidence is finding an appropriate level of error correction. Students will make a fair amount of linguistic mistakes, but they will sound quite confident because of the fluency they have achieved through repeated practice and the absence of any major mistakes.

Using case studies for teaching medical English to undergraduate students in medicine

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Quick guide

Key words: Medical English, case studies, undergraduates

Learner English level: University 2nd year

Learner maturity level: University and higher

Preparation time: 30-60 minutes

Activity time: 90 minutes per lesson

Materials: A handout describing a medical case study, and an accompanying worksheet with model questions

Introduction

What medical English is and how it should be taught at Japanese medical schools remains a matter of debate and discussion (Ohashi, 2002). There

are a variety of textbooks in the market based on technical medical terminology that require rote learning methods to acquire the content. Needless to say, such content and methods are neither interesting for students nor effective. In the absence of relevant context and associations, medical terms are hard to remember and therefore lose their effectiveness as appropriate study material. The following activity describes a typical lesson from a course in medical English taught by the author to 2nd-year Japanese medical students using case studies as the study material. The case studies used are real life examples selected from a medical textbook (Gelehrter & Collins, 1990).

This lesson can be conducted using a blackboard, PowerPoint, or a combination of both. For simplicity, the steps that follow are described using the conventional blackboard method.

Preparation

Step 1: Find an appropriate medical case study for your students (see Appendix A for a typical example).

Step 2: Create a worksheet of relevant discussion questions (see Appendix B).

Step 3: Photocopy enough handouts for each student.

Procedure

Step 1: Write the title of the case study on the blackboard. Underline all new and technical words and explain their meanings while eliciting students' prior knowledge and understanding of the subject.

Step 2: Write on the blackboard all technical terms or new words appearing in the text of the case study. Explain their meanings while eliciting students' prior knowledge.

Step 3: Read the words aloud several times and have the students repeat after you. Note and emphasize the points where they may have difficulties in pronunciation.

Step 4: Read aloud the text of the case study without showing the handout to the students. Have them take notes if necessary while listening. Read the passage a few more times as time permits. Elicit responses and comprehension after each reading by asking students to repeat some of the words or sentences, or by asking them some simple content questions.

Step 5: Give out the handout of the case study and let students read the text quietly for a few

minutes. Tell them to identify places where they may have had listening or comprehension difficulties.

Step 6: Have students repeat the entire text after you while emphasizing the pronunciation of new and difficult terms. Repeat this process several times.

Step 7: Have students read aloud the text to themselves at least three times.

Step 8: Hand out the worksheet of model questions about the case study. Have students work in pairs when writing out their answers.

Step 9: Elicit student responses to the worksheet questions and write correct answers on the blackboard.

Step 10: Finally, students practice asking and answering the questions in pairs.

Conclusion

Authentic, real life case studies, when used as teaching material for medical English classes, can serve as highly interesting and motivating tools. Experience from the lesson plan described in this article shows that students become totally absorbed in the lesson by imagining themselves in the role of the physician in charge of the case under study. For the same reason, they actively take part in writing and discussing the answers to the questions on the worksheet. Most importantly, acquiring new and difficult medical terms becomes easier since they are associated with a real case study. Avoiding rote memorization of medical terminology helps make the class more exciting, relevant, and active.

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Appendices

Appendix A: A case study of familial hypercholesterolemia

W. H. is a 33-year-old white advertising executive. At the age of 25 years he began to experience recurrent chest pain on exertion and, at age 30, suffered a myocardial infarction. Coronary

arteriography revealed extensive coronary artery disease and he underwent coronary artery bypass surgery. Physical examination revealed evidence of cholesterol deposits in extensor tendons and laboratory evaluation indicated significant hypercholesterolemia. A family history revealed that his father had died at age 52 years of his second myocardial infarction and that a paternal uncle had also died of a myocardial infarction at age 46 years. The patient's 50-year-old sister was asymptomatic but was found to have hypercholesterolemia. W. H.'s three children were entirely healthy and normal on physical examination, but all had significant hypercholesterolemia.

(From Gelehrter & Collins, 1990)

Appendix B: Model questions for the case study of familial hypercholesterolemia

1. Describe the patient in this case study.
2. What were the patient's first symptoms of the disease and at what age did they begin?
3. What did coronary arteriography reveal, and what treatment did the patient undergo?
4. What did the physical examination reveal?
5. What did the laboratory evaluation indicate?
6. What did the family history reveal about the patient's father?
7. What did the family history reveal about his paternal uncle?
8. What results were found about the patient's sister?
9. What results were found about the patient's three children?
10. What important point does this case study show about the management of genetic disease?

Discourse cards

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Quick guide

Keywords: Discourse structure, conversation patterns, TOEIC (+TOEIC Bridge) test preparation

Learner English level: Mid to high elementary

Learner maturity level: University or above

Preparation time: Under 10 minutes

Materials: Thick paper or blank cards

Activity time: About 20 minutes and upwards

Introduction

Section Two of the TOEIC Bridge Test evaluates learners' ability to understand discourse and pragmatic patterns in speech. Most of the questions are simple in nature, requiring learners to match a *Wh~* question word with an appropriate response. This pattern can be described as Q-A (*question-answer*). The teaching of this pattern is straightforward and typically causes learners little conceptual difficulty. Another pattern that does prove troublesome can be described as S-Q: S stands for *statement* and Q for *question*. (For example: "The history teacher isn't in school today. / Why not?"). Selecting an appropriate response accurately from the given list requires knowledge of common response behaviours and the ability to recognise situationally appropriate questions. Lower-level learners typically focus on the *what* of language (lexis and grammar), but not the *why*. They often lack experience of seeing how conversation is structured at the discourse level and of practicing relevant responses.

One method of training lower-level students in discourse awareness is to use discourse cards. In this activity, a set of playing-card sized cards is prepared. Each card has *question*, *answer*, *comment*, or *statement* written on it. Students work in pairs or small groups and build up a conversation by saying one sentence each. Students picking up a facedown card randomly generate the sentence type and must respond by making a sentence of the relevant type.

Preparation

For each pair or group of students, prepare 32 playing-card sized cards on thick paper. Write *question*, *answer*, *comment*, and *statement* on one side of eight cards each.

Procedure

Step 1: Group students and place the shuffled cards facedown on the table, except for one *statement* card.

Step 2: Student A takes the face-up *statement* card and makes a statement. Topic choice may be free or provided.

Step 3: Student B picks up the top card from the deck and makes a sentence of the type marked.

Step 4: The next student (or the first one, if the activity is done in pairs) takes their turn and again makes a sentence of the type marked.

Step 5: Turns are taken likewise until all of the cards are used up.

Further suggestions

Idea 1: Have a student observer in each group take notes on produced language.

Idea 2: Show clips of TV shows, movies, or other types of video. Have the students label each sentence by type.

Notes

1. *Questions* and *comments* may relate to any topic, old or new. It is better, however, to keep these on-topic initially. *Statements* should introduce new topics.

2. Some students may feel they are being rude by ignoring a prior question. Others may feel they are being forced to be more aggressive when responding to a question. As with any intrusive language teaching technique, such problems need careful handling. Students can be reminded that they are not being rude or aggressive: they are simply following the activity's rules. Furthermore, you can motivate your students by pointing out how closely their new output mirrors language discourse in real-life settings.

Conclusion

Conversations will develop that have questions followed by questions, answers coming much later than their associated questions, out-of-the-blue statements, or comments on comments. In other words, the conversations will appear much more life-like than the Q-A type that features in many conversation books. Through this activity, students become much more familiar and comfortable with other conversation patterns. They begin to see the connection between S-Q patterns more readily. This builds up their ability to deal with real-life English as well as TOEIC Bridge Test questions. As they practice using a wider framework for sentence construction, their understanding of the *why* of language deepens.

Authenticity required

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Quick Guide

Key words: Authentic, registration, employment, customs declaration

Learner English level: Intermediate and above

Learner maturity: University, junior college level (adults)

Activity time: 45-60 minutes

Preparation time: 30 minutes (making questions, papers, arranging the materials around the room)

Materials: Examples of authentic materials, question sheet, writing materials

Introduction

It may sometimes be desirable or necessary to expose students to authentic materials in their classroom activities. To make the use of these materials less threatening, I have devised this group activity that requires all the students to search for information from a collection of authentic materials taped on the walls around the classroom.

Preparation

Step 1: Copy 10 examples of authentic materials. Suggested examples are: a sandwich shop menu, hospital registration form (filled in with fictitious information), membership application (filled in), employment application (filled in), U.S. Customs declaration form (filled in), a train schedule, a shopping mall map, a hotel registration card (filled in), a concert program, a movie theater time schedule.

Step 2: Prepare 10 to 15 questions that can be answered by referring to the materials. Try to use various *Wh~* questions.

Procedure

Step 1: Tape all the materials on the wall around the room. If this is not allowed, then tape them to

the desks so that they don't get moved around. If you have a larger class, you may want to have two or three copies of the same material together so that several students can see them at one time.

Step 2: Put students in groups of three or more if you have a large class.

Step 3: Give each group a sheet with the questions.

Step 4: Tell all the groups that they must find the answers to the questions by searching for the answers amongst the materials taped on the walls (or desks).

Step 5: When they find the information, they should write it on their question sheet. The first team to complete the task should be declared the winner while the others complete the task.

Extension

Reverse the activity by having the students prepare one question for each of the materials around the room for the teacher to answer. Have each group ask the teacher one or two of the questions to see if they are able to produce correct applicable questions.

Conclusion

If you want to try this with lower level classes you could cut down on the amount of language on any given sheet of information or use fewer sheets of information. This activity is a good way for the students to see that English in the real world outside of the textbook is not so frightening. They will be able to deal with the material if they travel abroad if they just learn how to ask the right questions. The activity also allows the students to learn new things about food they have never heard of, how to fill out forms, what shopping overseas might be like, as well as other learning through questions they may have about what they have found on these sheets.

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HAPPY NEW Year! Tim Knight begins the column with *Lecture Ready 2*, which is designed to develop academic skills for students who intend to study abroad, followed by Joshua Cohen's review of *The Active Learner*, a textbook that primarily focuses on basic speaking skills.

Lecture Ready 2

[Peg Sarosy & Kathy Sherak. New York: Oxford University Press, 2006. pp. viii + 120. ¥2,300. ISBN: 978019-4309684. DVD 2 ¥8,000. ISBN: 978019-4417112.]

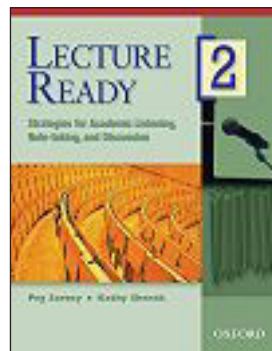
**Reviewed by Tim Knight,
Shirayuri College**

The authors of *Lecture Ready 2* say their series "trains students for academic success" (p. iii). It certainly trains them for formal academic learning situations. For each of the three levels there is a textbook, CD, and DVD. Answers for the exercises and scripts for the lectures are provided in a pdf file on request. I chose Level 2—for intermediate students—for a once-a-week elective class of students who are thinking of furthering their academic studies at universities overseas.

The format for each textbook is the same. There are five units, each with two chapters covering two topics within an overall unit topic. The five big topics covered in Book 2 are: marketing, social sciences, science, media studies, and linguistics.

For example, the two topics covered under Marketing are about the spending power of women and advertisements in daily life; the Science unit covers diet and pollution. The students in my class, mostly English majors, were particularly interested in linguistics and I was asked if we could start with that. Despite it being the last unit, I agreed, so our two topics for a few weeks were slang and global English. The students were actively engaged in most of the materials and discussions which resulted from them—and from other supplementary articles.

Each chapter is structured so that students are prepared to listen to and watch a lecture on the topic. First, there are some questions to activate background knowledge and then a reading in which nine key words or phrases are highlighted. Comprehension, vocabulary, and discussion



questions follow the readings, which are anything from about 200 to 400 words long. The readings are not especially challenging, but their aims are to introduce key ideas and vocabulary so the students can understand the lectures better. Most of the highlighted vocabulary comes from the Academic Word List

(Coxhead, 2000), which shows a welcome research base to the choice of the words. For more information, see <language.massey.ac.nz/staff/awl/>.

After the questions about the reading, there is a section covering language, prosodic features, and gestures commonly used by lecturers when highlighting important information. A short excerpt from a lecture is provided for students to find examples of the language introduced. When the excerpts were provided in the textbook, they were useful, but when they were only on the CD, we found this to be the least successful section. Students are required to listen to a lecture of about 3 minutes and complete two listening tasks. The first, a matching exercise, was too easy and usually answerable without listening to anything. The second task, in which students had to pick out certain language or prosody features, was too hard even for me to complete successfully without looking at the teacher's notes. Needless to say, most of my students were floundering.

The last section before students are challenged with a full lecture is a guide to effective note-taking.

ing. Each chapter introduces a different note-taking strategy, such as using symbols, taking notes in visual form, and editing notes afterwards. Then students listen to and watch a 10-minute lecture on the DVD. I was pleasantly surprised by these lectures—they are filmed in a medium-sized lecture room with students taking notes. They are visually interesting enough without being distracting. The lectures are given by a variety of people: male and female, young and middle-aged, and of different ethnic backgrounds, albeit all with North American accents. The lecturers do not look like actors. They are not reading from notes but sound like they know their subject; they talk with natural redundancies, and sometimes use visual aids. The language is challenging enough but accessible, and the lecturers speak at a natural speed but not too quickly. A useful option allows for lecture subtitles to be turned on or off, depending on the level of challenge you would like to give your students.

After the note-taking exercise, there are some comprehension questions. Students are then expected to summarize the lecture verbally in pairs or small groups, and after that exercise, discuss the issues raised in the unit. Different discussion strategies are introduced in each chapter. These include how to enter a discussion and how to participate actively in class, both skills which Japanese students often find difficult in English-speaking university classes (Koizumi, 2006). Other strategies covered include how to support opinions by giving reasons and examples and how to encourage others to participate by using phrases such as “What does everyone else think?” and “How about you, Lee? What do you think?” (*Lecture Ready*, p. 98). This latter exercise worked well when one student was assigned the role of discussion leader.

In conclusion, I found the *Lecture Ready 2* full of useful information, clearly laid out, but ultimately the DVD is the winner. The CD is normally provided free but to make *Lecture Ready* really worthwhile you need the DVD.

References

- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), pp. 213-238.
- Koizumi, Y. (2006). Why are they having difficulty ‘participating’? Retrieved September 6, 2007, from <cac.ophony.org/2006/9/28/why-are-they-having-difficulty-participating/>.

The Active Learner: Communication Strategies for the Real World

[Don W. Maybin and John J. Maher. Tokyo: Macmillan Languagehouse, 2007. pp. 83. ¥2,000. ISBN: 978-4-7773-6146-5.]

**Reviewed by Joshua Cohen,
Temple University**

The Active Learner is a beginner-level textbook and CD designed to get students speaking English efficiently in just a few lessons. It is appropriate for all ages but best suited to EFL students who have not studied English with the purpose of speaking it or who lack confidence in their communication skills.

The book is organized around a functional syllabus intended to guide students toward meeting basic linguistic needs such as how to ask for clarification and explanations, how to slow down a partner, and in general how to control a conversation. *The Active Learner* challenges traditional notions of what language textbooks should contain and look like. Noticeably missing are dialog boxes, grammar activities, and vocabulary lists. Instead, students are expected to create their own meanings by using the communicative strategies found at the start of every chapter.

Each of the 10 units is divided into six recurring subsections. In the first section, a communication problem is introduced, accompanied by a strategy to overcome it. In the next section, students listen to the strategy being used and work to complete tasks linked to the problem. Next, a flow chart is provided with key language to assist students’ internalization of the strategy. Students use the CD to do more listening exercises, this time with actual students (rather than actors) using the target strategy. Students work together in pairs or groups utilizing the strategy, then finally attempt it alone. In the last two subsections, an additional listening task is set up and a brainstorming activity follows to help students recognize when and where to use the strategy.

The accompanying CD for this course is essen-

tial. Each track has a specific aim and provides students with several opportunities to hear target strategies used in real situations using authentic English. My class found the recordings to be helpful, but at times challenging to follow. This turned out to be a good thing, as it obliged them to recycle the strategies they learned for checking, clarifying, and restating.

As a communicative text, *The Active Learner* has four main strengths: it is easy to use; it's an excellent stepping stone for false beginners to build communicative confidence; the listening portions help develop students' listening acuity; and there are countless opportunities to recycle and reinforce target structures, phrases, and vocabulary. Furthermore, the book touches each of the four major strands of language learning as called for by Nation (2007). That said, there is only an obligatory nod toward reading and writing tasks and teachers will have to be creative in finding ways to encourage students' output in the form of writing tasks.

The Active Learner is a textbook based on enthusiastic, eventful language-learning encounters. The success of the approach rides on the teacher's ability to set up tasks in a way that motivates students to take chances and try communicating. Some students may find the top-down approach unusual at first, and my students were no different. It took them a few weeks to get comfortable with the style and pace of the lessons. Nevertheless, as we progressed through the book they were quick to catch on and employ the communication strategies they learned. By our fourth lesson, students were even recycling strategies and using them to maneuver their way around difficult language situations.

While I have nothing but praise for *The Active Learner*, unfortunately a comprehensive teacher's manual was not available to fall back on for support and guidance. The accompanying manual does not do the method justice and for teachers who do not understand or do not follow a communicative style of teaching this could be a problem. Additionally, I do not see much chance for students to use the book independently for self-study, but if the classroom lessons are taught clearly, students should have no problem going out and practicing, communicating, and engaging the world outside the classroom.

Reference

Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2-13.

Resources • Recently Received

...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 up-to-date 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 31 Jan. For queries please write to the appropriate email address below.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

! *Communication Spotlight: Speaking Strategies & Listening Skills (High Beginner, Pre-Intermediate)*. Graham-Marr, A. Tokyo: ABAX, 2007. [Speaking/listening text; incl. CD, student notebook].

English for Academic Study (Listening, Pronunciation, Speaking). Smith, J., McCormack, J., et al. Reading: Garnet Education, 2007. [Incl. CDs].

* *Oxford English for Careers: Nursing 1*. Grice, T. Oxford: Oxford University Press, 2007. [Incl. teacher's resource book, CD, website assistance].

* *Smart Choice 1*. Wilson, K., et al. Oxford: Oxford University Press, 2007. [Four skills text; incl. student CD-ROM, workbook, teacher's resource book, teacher's book, class CDs, student & teacher websites].

* *Widgets: A Task-Based Course in Practical English*. Benevides, M., & Valvona, C. Hong Kong: Pearson Longman, 2008. [Pre-intermediate to high intermediate communication text; incl. student DVD, website assistance].

* *Writing Updates: A Grammar-Based Approach to English Writing*. Kizuka, H., & Northridge, R. Tokyo: Kinseido, 2008. [Intermediate writing text for Japanese students; incl. teacher's guide].

Books for Teachers

(reviewed in *JALT Journal*)

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

Task Design, Implementation and Assessment.

Towndrow, P. A. Singapore: McGraw Hill, 2007.

...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, visit JALT's website <jalt.org>, or see the SIG and chapter event columns later in this issue.

- ▶ 10 Feb 2008: Temple University Applied Linguistics Colloquium at Temple University Japan Campus, Tokyo. Co-sponsored by Tokyo JALT and Pragmatics SIG.
- ▶ 31 May – 1 Jun 2008: JALTCALL 2008 "New Frontiers in CALL: Negotiating Diversity" at Nagoya University of Commerce & Business, Nagoya.
- ▶ Jun 2008: Kagoshima TEYL Conference (joint chapter and TC SIG event) at Kagoshima University.
- ▶ 1-3 Nov 2008: JALT2008 at the National Olympics Memorial Youth Center, Tokyo. Details to be announced.

JALT Notices***JALT Hokkaido Journal***

The *JALT Hokkaido Journal* is a refereed online journal that appears once a year. The journal features theoretically grounded research reports and discussion of central issues in foreign language teaching and learning with a focus on Japanese contexts. We especially encourage investigations that apply theory to practice and include original data collected and analyzed by the authors. Those interested in submitting a paper should visit <jalthokkaido.net/> and follow the journal link at the bottom of the page. The deadline for submissions is 30 Jun 2008.

Publications positions available***JALT Journal* associate editor**

The JALT Publications Board invites applications for the position of associate editor of the *JALT Journal*. The associate editor will work with the editor to produce the journal. After being recommended by the Publications Board and approved by the JALT Executive Board, the successful applicant will serve as associate editor for 1 to 2 years before serving as editor for a similar period. The successful applicant will have the following:

1. Previous editorial/referee experience
2. Ability to meet deadlines and handle correspondence professionally
3. A sound background in language education or a related field
4. A master's degree or higher in language education or related field
5. Seven or more years of experience teaching language, at least two of which have been in Japan
6. Current residency in Japan and definite intention to maintain such residency for the period of expected service to the *JALT Journal*
7. A record of publications in competitive and refereed journals (in-house university-bulletin articles will be considered as part of a publishing record on their merits, but some of the applicants' publications should include recognized, reputable, and anonymously-refereed journals at either the national or international levels)
8. Association with JALT through membership

and previous participation in publications are valued, but meritorious applications from nonmembers will also be considered provided that such applicants meet or exceed the above requirements and become members if selected for the position.

Duties include processing submissions, sending them out for review, communicating with authors and reviewers, working with authors to help them improve promising manuscripts, editing the Perspectives section of the *JALT Journal*, and assisting the editor as required. As editor, duties increase to include editing feature articles and the research forum, overseeing all other sections, working with proofreaders and the layout company, and guiding the future of the journal in accordance with JALT policies.

Candidates should submit the following application materials by email attachment by 30 Jan 2008:

1. A curriculum vitae, including a complete list of publications;
2. A statement of purpose indicating both why they would like to become associate editor (and later advance to editor) and their qualifications;
3. Copies of five publications of which some should be recent.

Application materials should be sent to both the Publications Board chair, Kim Bradford-Watts <pubchair@jalt-publications.org> and the current associate editor, Ian Isemonger <jj-editor2@jalt-publications.org>.

Applicants will be notified of the Board's decision, which is subject to approval by the JALT Executive Board, in 2008.

TLT associate editor

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

This post requires several hours of concentrated work every week editing feature articles, scheduling and overseeing production, and liaising

with the Publications Board. Applicants should be prepared to make a minimum 2-year commitment with an extension possible.

Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become associate editor (and later advance to co-editor) to: Kim Bradford-Watts, JALT Publications Board chair <pubchair@jalt-publications.org>. The deadline for receipt of applications is 31 Jan 2008.

The Language Teacher and JALT Journal

...are looking for people to fill the positions of English language proofreaders and Japanese language proofreaders.

More information

Job descriptions and details on applying for all of these positions are posted on our website <www.jalt-publications.org/positions/>.

Overheard at JALT2007

- "Does that sign mean I have 10 minutes left?"
- "Hey, how'd your presentation go?" "Fine." "Excellent! See you around!"
- "This is a very nice venue. Too bad about the curfew." "There's no curfew."
- "How many different species of tea plants do you think there are in the world?" "I don't know—one?"
- "I haven't eaten sheep's brains ever since my father got angry at dinner once and splattered some on my head."

...with Damian Rivers

<memprofile@jalt-publications.org>



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

IN THIS month's Member's Profile Brian McMillan from Kanda University of International Studies discusses the benefits of collaborative professional development.

MEMBER'S PROFILE

Brian McMillan

After a full day teaching, planning, creating materials, and grading papers, many EFL teachers have little time and energy to reflect on their teaching, carry out research, or participate in professional development (PD) activities. Yet without reflection and exposure to new ideas, teachers may find themselves recycling the same lessons, which can lead to boredom and disillusionment. When I began my career teaching French as a second language in Canada, I had little opportunity to discuss teaching ideas with colleagues or to observe other teachers' lessons. I struggled on my own to plan lessons and create effective materials. Now, after teaching for close to 15 years, I am still very much in learning mode—more so than ever. I have recently participated in a number of collaborative PD activities and research projects which have provided me the opportunity to reflect on my teaching, participate in peer observations, develop materials, and share teaching ideas with colleagues. As a result, I have gained a sense of professional growth which has renewed my enthusiasm for teaching.

After several years of teaching French immersion (FI) in Canada, I came to Japan in 1999 as an ALT. Through this experience with team teaching I began to truly appreciate the benefits of collaborating with colleagues. I returned to Canada in 2003 and taught a further year of FI before beginning my MEd at the University of Prince Edward Island. My master's thesis examined how and

why FI teachers used either the target language (French) or their students' L1 (English). Official FI policies dictate that teachers' use of the students' L1 is counterproductive to learning; this is taken for granted to such a degree that the topic of L1 use is seldom, if ever, discussed. However, my research showed that some FI teachers do in fact use their students' L1 in pedagogically principled ways to facilitate student comprehension and production of French. For the teacher-participants involved and myself, this was our first opportunity to really reflect on this issue and discuss it with other FI teachers. In my thesis, I suggested that by adopting a collaborative action research approach teachers could develop teaching strategies best suited to their students. This approach is transferable to the Japanese EFL context, where the question of finding the right balance between English and Japanese in the classroom is the subject of much debate.



After completing my MEd, I returned to Japan in 2006 to take up a lectureship at Kanda University of International Studies (KUIS) in Chiba. Teachers at KUIS are fortunate in that the professional culture is very supportive of collaboration. I have participated in a variety of teacher-led collabor-

ative activities such as materials development, research into student use of electronic dictionaries, and the Mentor Development Program led by Christopher Stillwell. In this program, one teacher observes another and provides feedback, while a third teacher attends the feedback conference to guide reflection on the mentor's performance. Participants work on both their teaching and teacher training skills as the roles are swapped.

I have also been working with two lesson study research groups, lead by Tara Waller. We have developed two lessons for the KUIS curriculum, the first of which is aimed at promoting autonomous learning by teaching strategies for learning English through watching movies and another that teaches students to use paraphrasing to retell and rewrite stories. The basic lesson study process is as follows: After planning a lesson together,

one teacher teaches the lesson while the other team members observe. The group then meets to give feedback and make improvements to the lesson plan. The revised lesson is then taught by another teacher, again with the others observing. This cycle can be repeated until the team decides that the lesson meets the aims set as effectively as possible. We meet weekly and have trialed each lesson five or six times over two semesters. Lesson study provides the opportunity to learn from one another in a safe context since the team evaluates the lesson, not the teacher, and the lesson is something that all team members share responsibility for.

Looking back at my first few years of teaching, I am now much more willing to take responsibility and create opportunities for my own professional growth. Doing so has allowed me to expand my repertoire of teaching strategies, further refine my beliefs regarding language teaching, and form very rewarding relationships with colleagues. May the spirit of collaborative professional development inspire you to do great things in 2008!

For more information on the programs and projects mentioned, contact Brian McMillan <peibrian@kanda.kuis.ac.jp> or <peibrian@gmail.com>; Chris Stillwell <stillwel@kanda.kuis.ac.jp> or <stillwellc@aol.com>; Tara Waller <twaller@kanda.kuis.ac.jp> or <twaller99@gmail.com>.

...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 month's issue, Martin Pauly compares and contrasts two chapter events, the 19th Gunma-Kusatsu workshop and the Ibaraki chapter conference. Then, Cynthia Keith invites us to look at the multi-natured *we* of JALT and the implications it has for our organization.

A tale of two conferences

We have been holding our annual Ibaraki chapter conference since 1999. It is usually an overnighter, from Saturday afternoon to Sunday afternoon,

with a featured speaker giving a presentation on Saturday afternoon and Sunday morning, rounded off by three or four short chapter-presenter talks, a business meeting, and a party. (A complete description by Neil Parry can be found in the August 2004 *TLT Perspectives* column.) Our conference is longer than our usual Sunday afternoon meetings, yet shorter (and on a much smaller scale) than comparable weekend events put on by many SIGs. I had been searching for an event similar to Ibaraki's conference and finally made it to the 19th Gunma-Kusatsu workshop last August. This report looks at the Gunma-Kusatsu workshop, compares it to Ibaraki's conference, and lastly, offers some suggestions for future planning.

Although many aspects of both programs (e.g., 2-day event plus overnighter; use of inexpensive national corporation university facilities; a large, experienced organizing committee) were similar, I was surprised by some of the differences:

1. Financial arrangements

The workshop received no funding from the Gunma chapter. It was entirely self-sustaining based on the fees of the participants, whereas the Ibaraki chapter gives financial support to its conference.

The total fee for the Gunma workshop was ¥9,000 (¥3,000 program fee; ¥6,000 lodging, including four meals and a party). The Ibaraki conference is ¥2,500 for everything (including three meals and a party).

The honorarium for the Gunma workshop

speakers was ¥30,000 per presentation. This amounted to ¥90,000 for the 19th workshop; local chapter presenters were given no honorarium. The standard at the Ibaraki conference is ¥10,000 per presentation for the featured speaker and ¥3,000 for chapter presenters.

2. Registration

Pre-registration was required for the Gunma workshop. A completed registration form needed to be returned by mail or email, along with a ¥3,000 deposit by postal mail. For the Ibaraki conference, informing the Program Chair by any means is sufficient, with no deposit and no special deadline.

3. Season

The Gunma workshop is traditionally held on the last weekend in August. The Ibaraki conference is held on a weekend in June.

4. Organizing team

Both chapters have many experienced officers.

5. Facilities

Although reasonably-priced, the Gunma Kusatsu Seminar House is well-equipped and well-staffed; the meals are quite good. The Ibaraki Daigaku Daigo Gashuku Kenshujo is also reasonable but is more basic and a bit spartan. Meals are adequate, but overall it ranks one or two notches below the Gunma site.

6. Location

Both sites are in beautiful wooded areas but difficult to reach for people outside of the area. Door to door (Tsukuba to Kusatsu) for me required several buses, trains, and taxi changes.

7. Attendees

For both events, attendees tended to be chapter members or area people who knew each other. Overall, 47 people attended the Gunma workshop and almost 40 stayed overnight. The Ibaraki conference draws from 15 to 25 participants.

8. Presenters

Both events have historically drawn rather famous names from the language-teaching field.

One of our concerns in Ibaraki has been keeping the conference fee low, so I was somewhat surprised at the much higher workshop fee. But perhaps we have been overly worried. The Gunma-Kusatsu example seems to show that if people actually enjoy the program, the fee is not so significant. The fact that 47 people attended the workshop may be cause for some rethinking in Ibaraki.

I enjoyed the workshop tremendously (perhaps because I was not one of the organizers) and will probably attend again. However, because of the difficulty and distance in reaching the sites, I believe that both events will remain chapter events. In addition, I believe that I, like many of the participants, will attend regardless of the presenters because both events offer an intellectually and socially stimulating atmosphere.

Martin Pauly

Ibaraki Chapter Program Chair

Enjoying our diversity

Multicultural, multilingual, multifaceted, multi-tasking, multitalented.

Yes, this is exactly how we could describe the average JALT member! Look around you, think about your chapter ... if you are not growing then you need to be asking yourself "Why not?" Maybe it is because your chapter is not encouraging and enjoying its diversity!

JALT has an image ... you all know the one I'm talking about. The "it is a group of foreign professors whose universities pay their memberships, their conference fees, etc." one. You've all heard it and you all know that despite the very large number of professors amongst us, JALT is in fact much more diverse than that! What's more, we all know that things are changing!

Over the past few years JALT has held a number of, for want of a better term, *membership drives* to diversify and increase our overall membership numbers. Some have been more successful than others. However, all have successfully raised the profile of JALT in the community and in the government sector.

This year JALT concluded a short-term, planned outreach to yet another diverse group of teachers,

the JETs (ALTs—Assistant Language Teachers, CIRs—Coordinators for International Relations, and the PAs—Prefectural Advisors). There was some heated debate over the wisdom of this outreach; however, this was not a simple membership drive. It was a well-planned and executed program in which JALT very actively worked to bridge the distance between our two groups.

ALTs have been traditionally involved in junior and senior high schools, so if we compare this to our *image*, we find a very different set of demographics from our usual college and university sector members. With this image to break down, and new friendships and associations to build, the questions of what to do and how to connect are a main focus of the JET liaison team.

During the outreach year, JALT attended the ALT Returners conference and both the A and B sessions of the Summer Tokyo Orientation, which involved tons of interaction and networking by both groups. We connected by using the one most important thing JALT has, our members, and their skills as trainers and mentors.

In terms of raising membership, the above outreach also succeeded. So, what can these teachers bring to JALT that we have been missing or are needing?

As Japan begins to submit to the pressures of elementary school English for children, the challenge is there for us to be ready and able to provide high-quality teachers with the kinds of skills and training required to support students in their studies.

JALT Junior 2007, sponsored by our Teaching Children SIG, celebrated its 6th conference within a conference. It was the biggest and best attended, but we have to find more ways to reach teachers of children all over Japan.

Our ALT colleagues are in the right place to teach this organization a little bit about how the system works from the bottom up. They are the people who interface with Japanese teachers each day and are the ones who have the most direct access to the problems the kids and JTEs face when first beginning their English programs.

Sustained growth for JALT means looking outside the traditional membership markets and expanding our vision of how JALT should grow. Each chapter needs to think about what can be done to diversify their membership and reach out to the many teachers of young learners in its area.

I welcome our new incoming JETs, and encourage them to share their experiences, get more

involved in our chapters and SIGs, recommend us to their friends, and most of all, assure them that we would like to return in kind.

If your chapter is not growing, if your executives are tired and burning out, if you are a small group of friends gathering each month for your meetings, then I encourage and challenge you all to get out there and meet some of our newest JALT colleagues, and with them, go out and stir up some activity in your local area.

You are all multicultural, multilingual, multifaceted, multitasking, multitalented, and now multileveled!

For more information or to get involved, please contact Sarah Louisa Birchley, <jet-liaison@jalt.org>

Cynthia Keith

NPO JALT National Vice President

Overheard at JALT2007

- "Yeah but who really owns the English language?" "Rappers?" "Yeah, maybe."
- "Invite a designated driver to your next chapter meeting."
- "What do you know about the old Silent Way of language teaching?" "Not much. Nobody really talks about it anymore."
- "There's a very nice view of the park from up here. And those buildings over there; is that Tokyo?"
- "I gotta get back to Yoyogi before the curfew." "There's no curfew!"

...with James Hobbs

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

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

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

当研究会は複数言語で生活する家族および日本におけるバイリンガリズム研究の支援を目的としています。どうぞホームページの<www.bsig.org>をご覧ください。

Computer Assisted Language Learning

[🔍] technology, computer-assisted, wireless, online learning, self-access [📖] *JALT CALL Journal Newsletter*—3x year [✍️] Annual SIG conference, regional events and workshops [✉️] [💬]

The CALL SIG 2008 conference, with the theme *New Frontiers in CALL: Negotiating Diversity*, will be held Sat 31 May–Sun 1 Jun (with possible pre-conference workshops on Fri 30 May). The 2008 conference will be held at the Nagoya University of Commerce and Business Administration. Check our website for further information <www.jaltcall.org>.

College and University Educators

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

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

Gender Awareness in Language Education

GALE's purpose is to research gender and its implications for language learning and teaching. We welcome submissions for our newsletter on topics, both theoretical and practical, related to our purpose. Book reviews, lesson plans, think pieces, poetry—all are welcomed. Past newsletters are available at <www.gale-sig.org>. Send your submission to Joanne Hosoya <joanna@rb4.so-net.ne.jp>. To join GALE use the form in the back of *TLT* or contact the membership chair, Thomas Hardy <thomas_merlot@yahoo.com>.

Global Issues in Language Education

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

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

Japanese as a Second Language

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

Junior and Senior High School

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

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

Learner Development

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

The November JALT conference saw the launch of our SIG blog, *Lablog*, covering autonomy-related presentations at JALT2007. You can find the *Lablog* link at the bottom of the *LD SIG at JALT2007* page on our website <ld-sig.org/community/>. Watch this space for information about a mini-conference later this year!

Lifelong Language Learning

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

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

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会

に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<www.eigosenmon.com/tolsig/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは Amanda Harlow <amand@aqu.livedoor.com>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

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

Other Language Educators

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

Pragmatics

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

The JALT Pragmatics SIG will cosponsor Temple University Applied Linguistics Colloquium 2008, which will be held on Sun 10 Feb 2008 at Temple University Japan Campus in Tokyo. The plenary speaker will be Kensaku Yoshida from Sophia University, giving a talk on changes proposed by MEXT for English education in Japan.

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four

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

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

Testing & Evaluation

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

COLUMN • CHAPTER EVENTS

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...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. Here's hoping 2008 brings many opportunities to join your local chapter members in growth and learning. If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Gunma—Creating and maintaining student autonomy by **Tomomi Katsuki**. Most students' English learning time is a few hours a week with their teacher. As learners of language ourselves, we know this is never enough to reach a good level of competence. How can we motivate our students to study outside of class? The presenter will consider what materials students should choose, drawing from texts available from Cambridge University Press. *Sun 27 Jan, 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members ¥1000.*

Kobe—Professional peer development: Teacher-directed classroom observations by **Robert Croker** and **Juanita Heigham**. All teachers can benefit from having another teacher observe their teaching. However, many teachers shy away from observations, feeling they will have little control over the process and will be evaluated subjectively. This workshop shows how the observation process can be teacher-directed, not observer-directed, through reciprocal peer observations. This workshop will walk participants through one observation cycle, from pre-observation discussions to post-observation feedback. Participants will practice four classroom observation tasks. *Sat 26 Jan 16:00-18:00; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, Kobe (t: 078-241-7204); one-day members ¥1000.*

Matsuyama—The development of English grammar by **Kiyoshi Shioiri**, Matsuyama Shinonome College. English grammar owes a great deal to the development of Greek grammar in ancient Greece. This presentation will cover the development of eight word classes in ancient Greece and the incorporation of those word classes into traditional English grammar. The current popular teaching method is the communicative approach and grammar tends to be ignored. This presentation may help you to rethink the role grammar should play in studying and learning English. *Sun 13 Jan 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Nagasaki—1) Looking at changes in the Center Shiken: Now vs. then by **Michael Guest**, Miyazaki University. Guest will outline some important but often disregarded features of the 1981 and 2006 versions of the Center Shiken. He will argue that the current form of the test could actually have a beneficial washback effect in fostering the development of basic communicative competence. **2) Studies on Japanese EFL learners' demotivation** by **Keita Kikuchi**, Waseda University. Kikuchi will present some qualitative and quantitative research findings. Participants are expected to freely share their points of view so we can understand this complicated issue together. *Sat 26 Jan 14:00-16:00; Dejima Koryu Kaikan, 4F; one-day members ¥1000.*

Okayama—How does language play promote language learning? by **Scott Gardner**. This workshop will introduce and put to use the

idea that language play (puns, rhymes, riddles, metaphor, etc.) should not be seen as a distraction from classroom learning but rather as a central part of it, from both formal and communicative perspectives. Participants will have a chance to try making lessons more “playful” in a way that promotes student creativity and experimenting with language. *Sat 12 Jan 15:00-17:00; Sankaku A Bldg. 2F near Omotecho in Okayama city; one-day members ¥500.*

Sendai—Dyslexia: What is it? What is it not? And how to help our students overcome its effects by **Thomas Warren-Price**. 1) Some basic background information on dyslexia; 2) Intelligence quotient; 3) The weaknesses dyslexia brings on; 4) Subtests to test for dyslexia; 5) A look at the profile of a dyslexic; 6) Mimicking the classroom; 7) Dyslexic-friendly teaching methods. Warren-Price grew up with dyslexia. He received plenty of remedial instruction to help tackle it and has since developed an interest in the subject from an educator's perspective. *Sun 27 Jan 14:00-17:00; AER Building, 28F, Kenshushitsu 2; one-day members ¥1000.*

Toyohashi—A treasure chest of songs, chants, and games! by **Kim Horne**. Ahoy there! Come one and all to explore songs, chants, dialogue games, and other activities that will bring language and laughter to young learners. Experience many techniques to draw your students in and hold their attention. This energetic presentation will send you home with great ideas to supplement your curriculum and make learning fun for everyone! *Sun 20 Jan 13:30-14:00; Aichi University, Bldg 5, Room 543; one-day members ¥1000.*

Yamagata—How Japanese and Germans can understand each other better through English by **Reinhold Grinda**. The proximity of England makes it much easier for Germans, compared with Japanese people, to get thoroughly trained in everyday English. In both countries training in the English language is very different; but this is not a bad thing at all. The speaker will suggest some opportunities English offers for making contact between Germans and Japanese more relaxed and personal. *Sat 12 Jan 13:00-15:00; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15 (t: 0236-45-6163); one-day members ¥800.*

...with Heather Sparrow

<chap-reports@jalt-publications.org>



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

Akita: October—*Recipes for success in teaching medical English* by James Hobbs. Even to native English speakers, a medical case report or research paper abstract can seem like a linguistic minefield of tortured grammar and impossibly complex technical terms. Drawing on his own experience of teaching second- and third-year medical students, Hobbs showed how students could be taught to decipher complex technical terms with ease and to identify the structure and key content of case reports and research paper abstracts. He used simple classroom vocabulary acquisition activities to demonstrate the ease with which highly complex medical terms could be understood and explained. Then he showed how medical texts from such sophisticated sources as the journal *Nature* were much more effective than medical-oriented newspaper articles. While the presentation was of particular interest to those who teach medical students, it also provided a blueprint for how a science-oriented ESP class can be taught by a teacher with limited background knowledge, provided the teacher is willing to invest some time and effort in exploring the subject area.

Reported by Stephen Shucart

Fukuoka: October—*The role of strategies in communicative competence* by Alastair Graham-Marr. Graham-Marr explained the history of strategies and competence research. He explained that many teachers and texts focus on grammatical competence and sociolinguistic competence without delving deeply into strategic competence. The speaker discussed the idea of grammatical competence being like a puzzle built from the inside out and used this metaphor to explain how it is impossible to teach grammar far beyond the students' level. He talked about the teaching of sociolinguistic skills but also noted that only

teaching skills such as ordering food or getting through customs would incompletely prepare students for real-world situations. Graham-Marr argued that, in order to best serve students, teachers should teach and encourage students to use strategies, such as asking for clarification, hesitation devices, and back channeling, at the same time as they are helping students develop other language skills such as vocabulary, grammar, reading, and listening. He suggested that grammar instruction should primarily be done in reaction to student errors in order to meet student needs while students are developing the language system through specific sociolinguistic skills and communication strategies. He concluded with a question and answer section and a short discussion of the books currently being published at ABAX.

Reported by Quint Oga-Baldwin

Gifu: September—*Exploring ways to use communicative language tasks with grammar-based (exam-oriented) high school English lessons* by Masaomi Kitamura. Kitamura demonstrated the use of task-based language teaching (TBLT) with entrance exam-related material to teach English at high schools. First, Kitamura described his personal odyssey of being a language learner and then his foray into the English teaching field. This personal narrative gave the audience a better understanding of the teaching styles and ideas that may inspire our students and lead them to travel down a more autonomous learning path.

Initially, an experiential cycle of approaching English education from a grammar-translation (GT) methodology was used to highlight many of the entrance exam responsibilities faced by today's secondary school teachers. Kitamura then displayed his hybrid TBLT approach. Participants were able to witness how the presenter utilizes pictures and pop music—in this case "Monkey Majik"—to motivate his students to learn English.

Kitamura explained the array of micro tasks within his TBLT cycle which prompted some excellent discussion on the topic. The main point in using this approach is that students are on-task, remain in the target language, and must apply critical thinking skills during the final three stages of the cycle. According to Kitamura, TBLT motivates students and provides a more thorough secondary English education.

Reported by Steve Quasha

Gunma: February—*Structural training of leadership for cooperative-based learning groups* by **Jeff A. Contreras**. Contreras outlined his approach to cooperative learning projects. The presentation was divided into four parts: (a) Course background and theory: Contreras discussed the background for his course, teaching philosophy, and course goals. (b) Base groups and leadership training: The formation of base groups was demonstrated. Contreras recommends five or six students per group. The group remains together for the entire course, conducts extensive research, and presents their research findings at the end of the course. Each group selects their own hierarchy, with a leader, secretary, and members. The group has the option of changing its hierarchy during the 8th week of the course. Each group is responsible for self-management including taking group attendance and communicating with absent members. The role of the teacher is to provide guidance and assistance to each group. (c) Training group leadership: This dealt with training each group member to fulfill their assigned roles. (d) Success-oriented grading: Contreras set out how students are informed of the criteria for group and individual grades.

Reported by Harry Meyer

Himeji: November—*Learning styles and strategies* by **Louis Butto**. Taken from fields ranging from psychology to cognitive science to language learning and acquisition, Butto introduced a very comprehensive set of taxonomies on learning styles and learning strategies. Learning styles were described as being internally based whereas learning strategies were said to be made up of more external skills. Under cognitive learning styles, along with multiple intelligences and the perceptual model, Butto outlined several dichotomies such as field dependent and independent, field sensitive and insensitive, concrete and abstract, inductive and deductive reasoning, sequential and random, global and analytic, impulsive and reflective, and left and right brain. Participants were cautioned that these scales are interrelated and that reality is represented by points on a continuum not the absolute extremes. Instructors were reminded that their own teaching style is influenced by how they learned and how they were taught. After covering personality and affective factors, Butto led participants in the application of direct learning strategies such as the key word technique, acronyms, and acrostics, such as mnemonics, for better memory links. Mind maps of the various taxonomies and

relevant survey tools offered useful takeaways for assessing and addressing learning styles and strategies in the classroom.

Reported by Greg Rouault

Nagasaki: October—*Dejima Koryu Kaikan Workshops. 1) Using online video slideshows as a tool for English learning* by **Sergio Mazzarelli**. Mazzarelli explained how he uses online video slideshows as a tool for teaching his students English. He told us of his own experiences in letting students create video slideshows and sharing them through the Internet with students in other countries. His presentation was accompanied by a practical handout and recommendations for relevant websites, including sites of his own making. **2) Teaching the strategies of speaking** by **Alastair Graham-Marr**. Graham-Marr demonstrated the strategies of speaking through several publications produced by ABAX Press, the company set up in part by the presenter. He examined the reasons for teaching strategies and explained rationales for the sort of strategies he prefers.

Reported by Tim Allan

Omiya: September—*Grading rubrics: An interactive assessment tool* by **Paul Rowan**. Rowan overviewed the effectiveness of grading rubrics, including: (a) prepare scoring guides for everybody; (b) be time efficient; (c) use red pen less—it is not necessary for the instructor to mark every mistake in red; (d) have effective evaluation tools; and (e) apply to any discipline of study. Rowan discussed how to guide students to identify their successes or problems of criteria on rubrics. Through the process of defining, generating, and developing grading rubrics, students can get involved in tasks and facilitate a sense of ownership of the marking criteria. This process helps students' understanding of what is required to perform the task successfully and in doing so, students are motivated.

With both good and bad examples of grading rubrics, participants discussed and evaluated which were most effective. Then they learned how to make their own rubrics and deepened their understanding of what constitutes success. Rowan concluded with, "Rubrics enhance peer evaluation, provide good activities, are helpful checklists, and, lastly, are easy to make with practice."

Reported by Masa Tsuneyasu

Shinshu: October—*The status of the English have/be auxiliaries in Japanese-speaking learners* by **Miki H. K. Bong**. Bong, expanding on issues raised at a Shinshu Chapter meeting in July 2007, discussed errors made by English as a second language learners in Japan, including overgeneralizations, which are errors that disregard a standard rule. Bong contemplated why such errors occur. Humans naturally choose the most economical method of verbal expression regardless of whether or not it is grammatically correct.

The ability to learn and use languages exists as a mental ability separate from cognitive ability. Bong shared the case of a child who could speak

more than 30 languages yet suffered from what appeared to be mental retardation. Yet, why can persons judged to be “normal” be unable to learn a second language (L2) with the ease of their first language (L1)? L1 interference exists up to the word level in the brain, so direct language translation doesn’t work. People cannot explicitly memorize rules, then retrieve and apply them cognitively. Teaching methodologies which are implicit must be used, words must be learned in context, and negative input should be completely avoided. Good input is more important than simply learning grammar rules.

Reported by David Ockert

COLUMN • JALT CONTACTS

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COLUMN • JOB INFORMATION CENTER

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...with James McCrostie

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>.

Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the

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

Job Information Center Online

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

What is outsourcing?

Outsourcing firms, also known as temp agencies or *haken kaisha*, have flourished in Japan at a time of economic uncertainty. They provide workers in every field, and advertise themselves as offering flexibility to employers and employees alike. Outsourcing is not new to the English teaching industry. English teaching companies such as ECC, GEOS, and Interac draw up contracts with customers (until recently these have usually been companies who need to improve their employees' English skills) to send a teacher or teachers a set number of hours per week for a set fee. The teaching companies must cover costs and make a profit so the fees they charge are of course more than the teachers get paid. Outsourcing removes the necessity for the customer to deal with problems and costs related to employing teachers directly.

Lately, the public sector has also begun using outsourced teachers. For example, the Yokohama, Nagoya, Kawasaki, and Kita Kyushu Boards of Education recruit the majority of their ALTs from outsourcing companies (Aspinall, 2006). Anecdotal evidence also indicates the extension of outsourcing to national and private universities. Plenty of potential pitfalls arise when profit-making firms provide teaching services to non-profit-making schools.

Some problems

Teachers provided by outsourcing companies tend to be young, inexperienced, and under-qualified. (This is certainly not the case for ALL teachers or ALL outsourcing companies, but it seems to be a general trend.) After starting with an outsourcing company teachers often look for better-paid work so teacher turnover remains high.

An overview of outsourcing

Robert Aspinall, PALE SIG Coordinator

Because of the transient nature of the work, it is difficult for the teachers to build relationships with students and other members of the teaching staff.

Teachers provided by outsourcing companies are usually not available to get involved in the school life outside the classroom, in club activities or social events, and so on.

Because outsourced teachers are not employed directly by the school or board of education it means they are not involved in any negotiations over pay and conditions that apply to other members of the teaching staff. This results in two types of employees working in the same school, thus opening up the possibility that one group can be played off against the other.

Problems arise over the ownership of classroom materials. Ideally, good teachers would always willingly share their ideas with colleagues. However, private companies guard their teaching materials and ideas as their private property.

What can JALT members do?

The information I have seen so far is anecdotal. I have also heard of cases of schools looking into outsourcing and then changing their minds. So one thing JALT members could do is research more about this phenomenon. JALT could consider taking an official position on this subject. This could be linked to other JALT initiatives related to ensuring professionalism in the field of English teaching (making sure that English teachers have a minimum standard of qualification, etc.). JALT's Standing Committee on Employment Practices (SCOEP) of which I am the chairperson will also be doing further work on this problem.

References

Aspinall, R. (2006). The issue of outsourcing English teaching positions in Japan's designated cities. Retrieved 6 Nov 2007 from <palesig.blogspot.com/2006/02/issue-of-outsourcing-english-teaching.html>

Job Openings

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

Location: Tokyo-to, Shinjuku-ku

School: British Education Office

Position: Full- and part-time English instructors for Academic English, Research skills and Specialist subjects

Deadline: 31 Jan 2008

Location: Tokyo-to, Shinjuku-ku

School: The Society for Testing English Proficiency (STEP)

Position: Full-time employee in the test development and editing section

Deadline: 31 Jan 2008

Location: Hyogo-ken and Osaka-fu

School: Seido Language Institute

Position: Part-time English instructors

Deadline: 15 Feb 2008

Overheard at JALT2007

- "I can't stay. I've got to go home and update my website."
- "These are your raffle tickets." "OK." "And this is your box." "OK."
- "Would you like to Meet the Stars?" "Are you one of the Stars?" "Ah—thank you!"
- "We need a SIG called LIFE—Learning Is For Ever." "Yeah, but you'd need a hyphen in there or something."
- "The native speakers were non-fluctuating."

...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please email information to the column editor by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 January is the deadline for an April conference in Japan or a May conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

18-20 Jan 08—Colloquy on Contemporary Issues in Language Education, at Akita International U. Invited speakers include Batia Laufer (U. of Haifa), Angel Lin (City U. of Hong Kong), and Anne Pakir (National U. of Singapore). **Contact:** <english@aiu.ac.jp> <www.aiu.ac.jp/pdf/colloquy.pdf>

24-26 Jan 08—ThaiTESOL2008: English Language Teaching: Progress in Practice and Policy, in Khon Kaen. **Contact:** <www.thaitesol2.org/index.php>

7-9 Feb 08—VALS-ASLA Conference 2008: Changing Societies: Methodological Challenges for Applied Linguistics, in Lugano, Switzerland. **Contact:** <www.vals-asla.ch>

8-10 Feb 08—Third International and 39th Annual ELTAI Conference: Learning to Teach: A Life-Long Journey, in Chennai, India. **Contact:** <www.eltai.org/activities.htm>

10 Feb 08—Temple University Japan Applied Linguistics Colloquium 2008: Changes Proposed by MEXT for English Education in Japan, in Tokyo. Co-sponsored by JALT Tokyo chapter and Pragmatics SIG. **Contact:** <www.tuj.ac.jp/news-ite/main/tesol/events/20080210.html>

23-24 Feb 08—Fourth CamTESOL Conference: Building Bridges to the World, in Phnom Penh. In English; designed to be practical and of direct benefit to practicing teachers. **Contact:** <www.camtesol.org/2008conference/Index.html>

6-8 Mar 08—ELF Forum: First International Conference of English as a Lingua Franca, at U. of Helsinki. **Contact:** <www.eng.helsinki.fi/ELFForum/>

13-15 Mar 08—AACL2008: American Associa-

tion for Corpus Linguistics, at Brigham Young U., Utah. **Contact:** <corpus.byu.edu/aacl2008/>

14-16 Mar 08—GURT08: Telling Stories: Building Bridges among Language, Narrative, Identity, Interaction, Society and Culture, at Georgetown U., Washington, DC. **Contact:** <www8.georgetown.edu/college/gurt/2008/>

17-19 Mar 08—International Conference on Foreign Language Teaching and Learning 2008: Innovating Minds, Communicating Ideas: Reinventing Language Teaching and Learning, at Hilton Petaling Jaya Hotel, Malaysia. **Contact:** <imcicon.mmu.edu.my/index.php>

29 Mar-1 Apr 08—AAAL2008 Annual Conference, in Washington DC. Annual conference of the American Association for Applied Linguistics. **Contact:** <www.aal.org/aal2008/index.htm>

2-5 Apr 08—42nd Annual TESOL Convention and Exhibit: Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity, in New York. **Contact:** <www.tesol.org/2008convention>

7-11 Apr 08—42nd Annual International IATEFL Conference and Exhibition, in Exeter, UK. **Contact:** <www.iatefl.org/content/conferences/2008/index.php>

12 Apr 08—Fourth Asian EFL Journal Conference: Innovation and Tradition in ELT in the New Millennium, at Pukyong National U., Pusan, Korea. **Contact:** <www.asian-efl-journal.com/index.php>

3-4 May 08—2008 International Conference on English Instruction and Assessment: Change from Within, Change in Between, at National Chung Cheng U., Taiwan. **Contact:** <www.ccu.edu.tw/fllccu/2008EIA/English/Eindex.php>

18-20 Jun 08—Language Issues in English-Medium Universities: A Global Concern, at U. of Hong Kong. **Contact:** <www.hku.hk/clear/conference08>

25-28 Jun 08—30th Language Testing Research Colloquium: Focusing on the Core: Justifying the Use of Language Assessments to Stakeholders, in Hangzhou, China. **Contact:** <www.sis.zju.edu.cn/sis/sisht/english/ltrc2008/main.html>

26-29 Jun 08—Ninth International Conference of the Association for Language Awareness: Engaging with Language, at U. of Hong Kong. **Contact:** <www.hku.hk/clear/ala>

3-5 Jul 08—Fifth Biennial Conference of the International Gender and Language Association,

at Victoria U. of Wellington, NZ. **Contact:** <www.vuw.ac.nz/igala5/>

9-12 Jul 08—ACTA2008: *Pedagogies of Connection: Developing Individual and Community Identities*, in Alice Springs. **Contact:** <www.tesol.org.au/conference/>

10-11 Jul 08—CADAAD2008: *Second International Conference of Critical Approaches to Discourse Analysis across Disciplines*, at U. of Hertfordshire. **Contact:** <cadaad.org/cadaad08>

21-26 Jul 08—18th International Congress of Linguists, at Korea U., Seoul. **Contact:** <cil18.org><bspolsky@gmail.com>

5-6 Aug 08—WorldCALL2008: *Third International Conference*, in Fukuoka. WorldCALL is a worldwide association of teachers interested in computer-assisted language learning. **Contact:** <www.j-let.org/~wcf/modules/tinyd0/>

24-29 Aug 08—15th World Congress of Applied Linguistics: *Multilingualism: Challenges and Opportunities*, in Essen, Germany. **Contact:** <www.aila2008.org>

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

31 Oct-3 Nov 08—JALT2008: 34th JALT International Conference on Language Teaching and Learning & Educational Materials Exposition: *Shared Identities: Our Interweaving Threads*, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <conferences.jalt.org/2008>

Calls for Papers or Posters

Deadline: 10 Jan 08 (for 29 Mar 08)—Wireless Ready: *Interactivity, Collaboration and Feedback in Language Learning Technologies*, at NUCB Graduate School, Nagoya. A one-day event to examine the role of wireless learning technologies in language education. **Contact:** <wirelessready.nucba.ac.jp> <michael.thomas@nucba.ac.jp>

Deadline: 25 Jan 08 (for 6-8 Mar 08)—2008 TN-TESOL Conference: *Language and Music: The Perfect Blend*, in Memphis, Tennessee. **Contact:** <www.tntesol.org/TNTESOLFlyerMemphis2008.pdf>

Deadline: 30 Jan 08 (for 30 Aug-2 Sep 08)—Antwerp CALL2008: 13th International CALL

Research Conference: *Practice-Based and Practice-Oriented CALL Research*, at U. of Antwerp. **Contact:** <www.ua.ac.be/main.aspx?c=CALL2008>

Deadline: 31 Jan 08 (for 26-28 Jun 08)—Building Connections with Languages and Cultures, at Far Eastern National U., Vladivostok. **Contact:** <feelta.wl.dvgu.ru/upcoming.htm>

Deadline: 1 Feb 08 (for 16-20 Jul 08)—11th International Conference on Language and Social Psychology, in Tucson, Arizona. **Contact:** <www.ialsp.org/Conferences.html>

Deadline: 15 Feb 08 (for 10-11 May 08)—Seventh Annual JALT Pan-SIG Conference 2008: *Diversity and Convergence: Educating with Integrity*, at Doshisha U., Shinmachi Campus. Plenary speakers will be Tim Murphey and Junko Yamanaka. To be hosted by JALT Pragmatics SIG, Testing and Evaluation SIG, Teacher Education SIG, Materials Writers SIG, Other Language Educators SIG, Gender Awareness in Language Education SIG, Lifelong Language Learning SIG, and Kyoto chapter. **Contact:** <www.jalt.org/pansig/2008/pansig08/>

Deadline: 15 Feb 08 (for 31 May-1 Jun 08)—JALT CALL SIG Annual International Conference: *New Frontiers in CALL: Negotiating Diversity*, at Nagoya U. of Commerce & Business. The keynote speaker will be Phil Hubbard. **Contact:** <www.jaltcall.org>

Deadline: 29 Feb 08 (for 14 Jun 08)—First Chubu Region JACET/JALT Joint Conference 2008: *Toward a Synergistic Collaboration in English Education*, at Chukyo U., Nagoya. Proposals are invited for papers (30 minutes) and workshops (30 or 60 minutes) on any topic related to EFL education, but with a particular focus on collaboration between NESTs and Japanese EFL teachers. Hosted by JACET Chubu and JALT Gifu, Nagoya, and Toyohashi chapters. **Contact:** <www.jacet-chubu.org/><jalt.org/main/conferences>

Deadline: 31 Mar 08 (for 11-13 Sep 08)—BAAL 2008: 41st Annual Meeting of the British Association for Applied Linguistics: *Taking the Measure of Applied Linguistics*, at Swansea U., Wales. **Contact:** <www.baal.org.uk/confs.htm>

Deadline: 25 Apr 08 (for 31 Oct-3 Nov 08)—JALT2008: 34th JALT International Conference on Language Teaching and Learning & Educational Materials Exposition: *Shared Identities: Our Interweaving Threads*, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <conferences.jalt.org/2008>

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- a professional organization formed in 1976
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-語学の学習と教育の向上を図ることを目的としています
- over 3,000 members in Japan and overseas
-国内外で約3,000名の会員がいます

Annual international conference 年次国際大会

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-毎年1,500名から2,000名が参加します
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- *JALT Journal*—biannual research journal
-を年2回発行します
- Annual Conference Proceedings
-年次国際大会の研究発表記録集を発行します
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-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

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

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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.

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、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、著作権にはお気を付け下さい。My Share 担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

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

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

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

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

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

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

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

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

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

支部イベント: 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日で、2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。

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

求人欄: 語学教育の求人募集を無料でサービス提供します。県と都市名、機関名、職名、専任か非常勤かの区別、資格、仕事内容、給料、締め切りや連絡先を発行2ヶ月前の15日までにお知らせ下さい。特別の書式はありません。JC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 within an email message 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。