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In this month's issue . . .

WHETHER YOUR year winds up into a grand finale or gradually winds down, February is the time when teachers and students can see the end in sight. For many of us that means planning the next year's classes, reassessing curriculum, and considering how courses can be improved for the next year.

To help you along toward these goals, in this issue **Michael Crawford** contributes a *Feature* article sharing his research into the benefits of timed reading on student reading rates; a technique which could perhaps be used to complement extensive reading in the classroom.

In *Readers' Forum* **Howard Brown** demonstrates how using haiku in his classroom helped to improve his students' pronunciation, reducing their frequency of katakana pronunciation use. Also in *Readers' Forum* **Michael Guest** dispels the myths and misconceptions surrounding university entrance exams, explaining the system of administration and test design in order to improve the quality of debate and discussion surrounding the exams.

In the rest of the issue *My Share*, as always, has some stimulating ideas for your classroom, including **Akiko Tsuda** with a reading activity using authentic materials and **Troy McConachy** with a warm-up activity. In the back half of the issue there's the usual variety of useful information, including: a summary of JALT2007, a call for CALL volunteers in *Grassroots*, and **Marcos Benevides** sharing his textbook publishing experience in *Showcase*.

Take a close look—you should find something that it inspires your teaching in the coming school year.

Theron Muller

TLT Co-Editor

大

詰めの年度末に向かって、華やかな終わりを迎えようと、静かな最後を過ごそうと、とにかく2月は教員にとっても学生にとっても節目となる時期となります。多くの教師にとっては、来年度の授業計画を立てたり、カリキュラムを見直したりして、どのようにしてさらによい授業をしていこうかと考える時期になります。

こうした目標達成を助けるために、今月号の *Feature* 記事では Michael Crawford が、時間を計測するリーディング法を利用して、学生の読む速度を伸ばす研究を紹介しています。この方法はおそらく多読の授業を補完するものになるでしょう。



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*Readers' Forum*では、Howard Brown が、教室で俳句を使った授業がいかに学生のカタカナ指揮の発音を減らし、発音矯正に役立ったかを紹介しています。また、Michael Guest は、大学入試の運営やテスト・デザインについて説明し、試験にまつわる話や誤解を払拭して、入試に関する論議をよりよいものにしようとしています。

今月号の *My Share* も、もちろん授業を活気づける数々のアイデアを掲載しています。Akiko Tsuda は生きた教材を使ったリーディング活動を、Troy McConachy はウォーミングアップのための活動を紹介します。本誌後半部分には、いつもどおり役に立つ情報が満載です。JALT2007年次大会の報告をはじめ、*Grassroots* にはCALLのボランティア募集記事が、*Showcase* には Marcos Benevides によるテキスト出版の経験談が、それぞれ掲載されています。

本誌を是非じっくりお読みください。きっと来年度の授業で役に立つ情報が見つかるはずですよ。

Theron Muller

TLT Co-Editor

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Increasing reading rate with timed reading

Keywords

timed reading, reading rate development, reading instruction

To date, there has been relatively little research on the development of reading rate in the context of second language reading. In order to fill this gap, this paper reports the results of a study that investigated whether timed reading is effective for improving the reading rates of Japanese learners. In timed reading, students read a passage at a pace that is comfortable for them, answer questions about the passage, and write down their reading times and comprehension scores. In the study, learners did timed reading activities once a week for a period of 11 weeks. The results were generally positive, suggesting that further research on timed reading is warranted.

第2言語におけるリーディング速度に関する先行研究は少ない。そのために、本論では、時間を計測するリーディング (TR) が日本人学習者のリーディング速度を上げるのに効果があるかどうかを調べた研究を報告する。TRでは、学生は自分にとって快適な速度でリーディングを行い、読んだテキストに関する読解問題に答え、リーディング速度と読解問題のスコアを書き留める。本研究では、学生は、週に1回のペースで11週にわたって、このリーディング活動続けた。リーディング速度は伸びたという結果が得られ、TRに関する更なる研究が見込まれる。

Michael J. Crawford Hokkaido University of Education, Hakodate Campus

ONE ELEMENT of Anderson's (1994, 1999) ACTIVE model of second language (L2) reading instruction is "Increase reading rate." This is in recognition of the fact that for many L2 learners, reading is a slow and laborious process. In order to become skilled readers, learners need to increase their reading rate. Skilled readers, however, are not only fast, but also accurate. It is the combination of speed and accuracy (i.e., comprehension) that makes reading fluent.

Anderson (1999), Grabe and Stoller (2002), and Fraser (2004) all point out that despite the importance of fluency for L2 readers, there have been few research studies that examined its development. In the field of first language (L1) reading, in contrast, there has been a significant amount of research. This research is certainly of interest to teachers of L2 learners. However, because there are numerous differences between L1 and L2 reading (cf. Koda, 2005), teachers should be cautious about making pedagogical decisions on the basis of the results.

There is clearly a need for more research on the development of reading rate for L2 learners. To date, a limited amount of research has been done on three distinct approaches, extensive reading (ER), repeated reading (RR), and timed reading (TR). The first approach, ER, is widely used in ESL and EFL contexts, including Japan. RR and TR, on the other hand, are not as widely used, but may have an important role to play in L2 reading instruction.

The purpose of this paper is to report the results of a longitudinal study on the development of reading rate with TR. The description of the study will be preceded by a brief overview of research on reading rate development, and followed by a brief consideration of what roles ER, RR, and TR may have in L2 reading programs.

Research on reading rate development

When considering the development of reading rate, it is important to understand that we are not talking about speed reading. Carver (1990, p.448) describes speed reading as “skimming training in disguise,” and claims that skimming and “normal” reading involve different cognitive processes. Carver’s comprehensive model of reading posits five different reading processes, which are likened to the gears of a car. First gear, memorizing, is done at the lowest speed, while fifth gear, scanning, is done at the highest. Readers can shift gears as they read, but the process that is used in most contexts is what Carver calls *rauding*. Rauding, third gear in the model, is defined as “attend[ing] to each consecutive word and understanding the complete thoughts in the successive sentences of passages” (Carver, 1990, p. 5). If the goal of instruction is to encourage both rapid *and* accurate reading, then as much as possible it should involve rauding. In order to accomplish this, teachers should use activities that encourage learners to read at a smooth and comfortable pace while maintaining adequate levels of comprehension. Three activities that meet these criteria are ER, RR, and TR.

Although ER is not specifically designed to increase reading rate, it has the potential for producing rate gains. Several researchers have reported improvements in reading rate through the use of ER. Shima et al. (2000) reported that an 8-month extensive reading program for high school students led to improvements in reading rate, and also found that the more students read, the more their reading rate improved. Finally, in a study involving junior college students, Odate (2007) found that a semester-long course in which students read graded readers for the first 15-20 minutes of class led to gains in reading rate.

Unlike ER, RR (Samuels, 1979) is specifically designed to increase reading rate. It is one of the most widely employed rate development techniques in L1 reading (Wolf & Katzir-Cohen, 2001). In RR, learners read a passage several times until they reach the target reading rate. Taguchi (1997) and Taguchi and Gorsuch (2002) found that RR allowed Japanese learners to significantly increase their reading rates on any one passage. However, no increase in rate was found when they began to read new passages. This mirrors some research in L1 reading, which Wolf and Cohen-Katzir (2001) note has yielded inconclusive results about the transfer of skills to new passages. In a further study, Taguchi, Takayasu-Maass, and Gorsuch (2004) compared RR with ER and found that both were effective for rate development. Addition-

ally, unlike the previous two studies, learners who did RR *did* transfer rate gains to new passages. Based on these results, the authors write that repeated reading has the “potential to rival and strongly facilitate ER as a means of fluency building” (Taguchi, Takayasu-Maass, & Gorsuch, 2004, p.18).

TR, like RR, is specifically designed to develop reading rate. In TR, learners read a passage, and after finishing it, write down their reading time and speed. This is usually followed by comprehension questions. In an early study that included TR, Fujieda (1986) collected data from Japanese university students and found that a reading program focused primarily on TR led to an average increase in reading speed from 78 words per minute (wpm) to 128 wpm. However, because other activities were also employed, including ER, it cannot be said with certainty that these gains are attributable to TR. In two more recent studies, Utsu (2004, 2005) collected longitudinal data from junior college students. In contrast to Fujieda (1986), the only treatment used was TR. In the first study (Utsu, 2004), learners’ reading rates increased from 78 wpm to 92 wpm over the course of the semester, and comprehension scores increased from 75% to 81%. In the second study (Utsu, 2005), the corresponding figures were 91 to 132 wpm, and 76% to 77% comprehension.

More research is required into TR in order to further develop our understanding of the technique. As a step in this direction, the remainder of this paper reports the results of a study examining the effects of TR on the reading rates of Japanese university students. The research questions are:

1. Does TR have a positive effect on the development of reading rate for Japanese university students?
2. Does TR have differential effects for slow or fast readers?

Method

Participants

Two intact classes of first-year Japanese students at a university in northern Japan participated in the study. The classes, mandatory general English courses, were not streamed, and were made up of students from various majors. The first class, Class A, had 22 students, and the second class, Class B, had 26 students. Both classes did TR as part of their weekly lesson, and both were taught by the author. There was no control group.

Materials

The textbook used in the classes was *Timed Readings, Book 1* (Spargo, 1989), the same book used in Utsu's (2004, 2005) studies. The book, originally written for native English speaking students, contains fifty 400-word reading passages, each followed by 10 comprehension questions.

Procedures

In the first class of the semester, students were given information about the importance of reading rate. The difference between speed reading and fluent reading was explained, and it was made clear that the purpose of doing TR was not to read as quickly as possible, but rather to read as quickly as possible while maintaining adequate levels of comprehension. Following Anderson (1999), 70% comprehension was set as the target.

Starting from the second week of the semester, students read three stories each week from the textbook. After finishing a story, they looked up at the blackboard and wrote down their reading time. This was done by writing 0:00 to 5:00 on the board in ten second intervals and marking the board as time progressed. After recording their times, students turned the page and answered 10 comprehension questions. They were instructed not to look back at the story when answering the questions. They checked their own answers

and noted their reading time, reading speed, and comprehension score on individual charts. The students' level of concentration was high while doing the activity, and remained high throughout the semester. TR was done for 11 weeks, meaning that students read a total of 33 passages. The total time devoted to the activity was approximately 25-30 minutes out of each 90-minute class. The rest of the time was used for other activities, none of which involved reading.

Results

Descriptive statistics

Table 1 presents the descriptive statistics for the data collected on reading speed, and Table 2 presents the data on comprehension. The data have been divided into three stages: the first 11 readings (Stage 1), the second 11 readings (Stage 2), and the third 11 readings (Stage 3). This way of analyzing the data was adopted because it was seen as providing a more accurate snapshot of students' abilities at a certain point in time than a simple one-passage pretest or posttest.

TR's effect on reading rate development

In order to answer the first research question, two one-way repeated measures ANOVAs were performed on the reading rate data shown above in

Table 1. Descriptive statistics for reading rate (wpm)

Class	Stage 1		Stage 2		Stage 3	
	M	SD	M	SD	M	SD
Class A (n=22)	113.9	20.3	114.8	25.3	124.3	28.1
Class B (n=26)	104.4	15.4	108.7	16.0	121.7	21.0

Table 2. Descriptive statistics for comprehension (score out of 10)

Class	Stage 1		Stage 2		Stage 3	
	M	SD	M	SD	M	SD
Class A (n=22)	7.45	0.84	7.69	0.92	7.39	1.02
Class B (n=26)	7.12	0.96	7.42	0.87	6.82	1.03

Table 3. ANOVAs on reading speed data

Class	SS	Df	MS	F	p	η^2
Class A (n=22)	1471.74	2	735.87	7.17	<.002	.04
Class B (n=26)	4213.86	2	2106.93	36.55	<.0001	.15

Table 1. The alpha level was set at .05. The results of this analysis are shown in Table 3.

For both classes, the ANOVAs revealed statistically significant gains in reading rate. Post-hoc Tukey HSD tests showed that the gains between Stages 1 and 3 and the gains between Stages 2 and 3 were statistically significant, but that those between Stages 1 and 2 were not. For Class A, the strength of association (η^2) was small, and for Class B it was large (Cohen, 1988). With respect to comprehension, students in Class A were able to maintain 70% accuracy or above for the duration of the study, but students in Class B dropped slightly below 70% in Stage 3.

Differential effects of TR with slow and fast readers

To answer the second research question, reading rates for the top third and the bottom third of both classes were compared. This was done by selecting the slowest and fastest readers at the beginning of the semester and charting their progress during the semester on a graph using their average reading rates from each stage. Figures 1 and 2 present the results of this analysis for Classes A and B respectively.

As Figures 1 and 2 illustrate, TR led to gains in reading speed for both slow and fast readers in both classes. The greatest gains from Stage 1 to Stage 3 were achieved by the fast readers in Class B (21.7 wpm), followed by the slow readers in Class B (18.5 wpm), the slow readers in Class A (13.9 wpm), and the fast readers in Class A (7.4 wpm).

Discussion

The results indicate TR was effective for developing the reading rates of the students in this study. Statistically significant reading rate gains were found for students in both groups, and it was shown that both slow and fast readers benefited from TR. It is interesting to note that gains were not immediate, and that the greatest improvement was observed between Stages 2 and 3. Group B's comprehension scores in Stage 3 fell slightly below 70%, which could have been caused by a tradeoff between speed and accuracy. Except for this slight drop in comprehension, the results are encouraging, and lend further support to the effectiveness of TR for developing L2 learner reading rates.

It is important to point out that there are some limitations to the study. First, because there was no control group, it cannot be said for certain that the positive results obtained are due to TR. Also,

Figure 1. Class A slow readers vs. fast readers

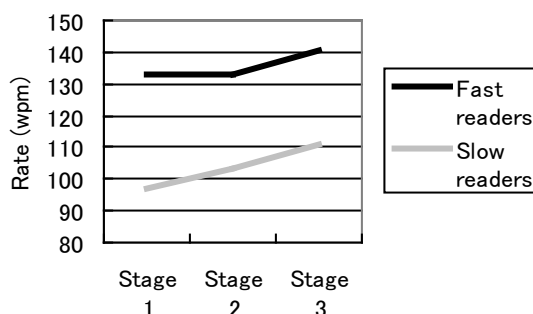
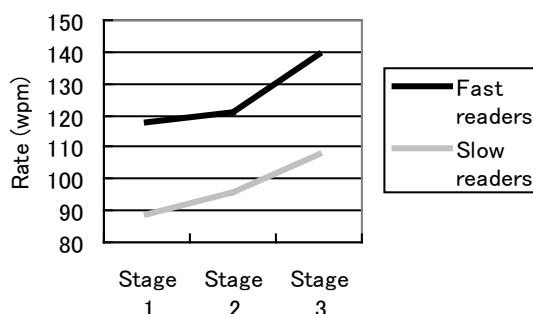


Figure 2. Class B slow readers vs. fast readers



there are some questions about the internal validity of the study. The main concern is that because all of the data collected was self-reported, some errors are inevitable. Despite these limitations, it is hoped that teachers can realize the potential benefits of incorporating limited amounts of TR in their classrooms, and will experiment with it in their own teaching. However, teachers should not expect immediate gains in reading speed or proficiency. TR is best done throughout the duration of a course rather than as a one-time exercise.

If TR is to have a larger role in reading instruction, this leads to an important question: What roles should ER, RR, and TR have in L2 reading programs? Some advocates of ER may dismiss RR and TR as unnecessary drill-like exercises that are not useful for fostering a love of reading and intrinsic motivation. However, while a solid argument can be made for making ER the central component of a reading program, it would be unwise to dismiss other techniques without careful con-

sideration. First, techniques such as RR and TR can be effective ways for teachers to diagnose potential reading problems with their students. Second, they are useful for developing students' awareness of their own reading rates, as well as the importance of rate in the overall development of reading skills. Third, as authors such as Cook (2000) have argued, the field of English Language Teaching (ELT) has a tendency towards orthodoxy. This has not yet occurred with ER, but it would be unfortunate if it did. Finally, authors such as Carrell and Carson (1997) have written of the need for both extensive and intensive reading for L2 learners, in particular those in academically-oriented programs. This lends support to the idea that a judicious combination of ER, RR, and TR may benefit learners most. Richard Day, a leading proponent of ER, appears to agree with this, as his recently published textbook *Cover to Cover 1* (Day & Yamanaka, 2007) includes ER and activities combining RR and TR.

Conclusion

This study has shown TR can be effective for increasing learners' reading rates. However, it must be noted that the reasons for its effectiveness remain unexplored. Additionally, clearly more research is needed before any strong recommendations can be made regarding its use. Larger-scale studies conducted over longer timeframes, as well as studies that compare ER, RR, and TR would provide teachers with useful information about how to structure reading programs and ensure their learners become skilled readers.

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The reduction of extra syllables in Japanese EFL learners' pronunciation through haiku writing practice

Keywords

haiku, pronunciation, poetry, *katakana*, accent, syllable

Due to differences in the syllable systems of Japanese and English, Japanese EFL learners often exhibit a distinctive accent due to the addition of vowel sounds creating extra syllables in English words. With its focus on the number of syllables used, formal haiku is a potential resource for consciousness raising activities aimed at reducing this accent. In this study video clips of student discourse were analysed in order to determine the effect that studying and writing original haiku has on the number of extra syllables in unplanned speech. Post test videos show a statistically significant reduction in the rate of words pronounced with extra syllables (errors per 10 words spoken).

日本人英語学習者は、日本語と英語の音節体系の違いから、英語を発音する際にも、余分な母音を追加し、音節を多くしてしまう。その結果、日本人学習者は特有のアクセントを持つことになる。はじめてから音節の数が決められている俳句を学習することは、こういった学習者特有のアクセントを矯正するための意識づけに有効な活動であると考えられる。本論では、学習者の談話をビデオに撮り、俳句学習によって、普段の会話の中で余分な音節の数に違いが出るかどうかを調査した。俳句授業の受講後に撮影されたビデオ映像では、余分な音節で発音された単語数（単語10語につき、まちがって発音された単語の数）は、有意の差で減少していた。

Howard Brown
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Information Studies

Japanese EFL learners' pronunciation

Japanese EFL learners often exhibit a pronunciation issue known colloquially as a *katakana* accent (from the *katakana* script used to write foreign or loan words in Japanese). A characteristic element of this accent is the addition of vowel sounds to create extra syllables in English words (Thompson, 1987). This can perhaps be seen as interference from the learners' first language. Compared to English, Japanese has a limited range of syllable types (Ohata, 2004). Japanese syllables cannot end with a consonant. Thus the one syllable *is* becomes the two syllable *izu*, if it is pronounced as it is written in *katakana*. Also initial and final consonant clusters are not possible in Japanese so the one syllable *brown* becomes the four syllable *buraun*. Diphthongs can also be problematic, often being separated into two syllables so the one syllable *i* becomes the two syllable *ai*. Japanese EFL learners often have trouble reducing these unnecessary vowel sounds when they speak English.

Poetry in EFL

The use of poetry as class material has been shown to have potential in several different areas of second language study. Poetry gives learners a chance for self expression and allows them to explore figurative language (Hadaway, Vardell, & Young, 2002). It has been linked to personal and interpersonal growth, moti-

vation, critical thinking and conceptual fluency for second language learners (Gellert-Schulte, 2004). Poetry can also be used as a starting point for teaching integrated skills in EFL classes (See for example Sithamparam, 1991 and Lee, 2003).

Poetry practice has also often been recommended for pronunciation work. Advocates of listening to and reading poetry list improvements in rhythm, intonation and stress among its main benefits (Celce-Murcia, Brinton, & Goodwin, 1996). In one recent study, Makarova (2006) has shown that intensive practice reading of poems following a native speaker model had clear benefits for her test subjects in pre and post test recordings of the same materials being read aloud. However, her study did not evaluate improvements in the learners' pronunciation in natural, unplanned discourse.

Haiku

Haiku are traditional poems from Japan. Though brief, well written haiku can be very expressive. They capture "dramatic moments...in everyday occurrences – small moments that play on our minds" (Higginson, 1992, p.5). In Japanese, classic haiku are written with 17 characters broken into 3 groups of five, seven and five. In English, this pattern has translated into a strict syllable count. The first line contains five syllables, the second seven and the third five.

Many modern haiku writers view the traditional 5-7-5 format as restrictive and unnatural (Carley, 2001) and it has been suggested that the 5-7-5 pattern should be used only as a basic model while allowing students freedom to go outside the guidelines in order to express themselves (Apple, 2004). Duppenenthaler (2006) surveyed English haiku collections and found that the 5-7-5 pattern was generally not followed. In fact, the average number of syllables in published haiku was 13 rather than the traditional 17.

However, the learners in this study were exposed to haiku for the purpose of focusing their attention on pronunciation issues and syllable counts, with self expression being only a secondary consideration. Kelly (2000, chap. 3) advocates pronunciation teaching focused on materials that help students see differences between the L1 and L2 sound systems. Only after they have this awareness can they make real efforts to improve. Haiku, with its focus on form and syllable counts seems to be the ideal vehicle for this kind of consciousness raising activity. By writing haiku the students can practice counting syllables and thus

become more aware of their own accent and work towards reducing the number of errors in their speech. Therefore, the strict 5-7-5 syllable pattern was adhered to in class work.

Working with haiku has two additional benefits that make it an appropriate form for pronunciation classes in Japan. The learners in this study are all familiar with haiku and have experience writing haiku in L1 in school. This familiarity made the task somewhat easier for them and allowed them to focus on the creation of haiku rather than on the form itself. Also, since haiku are a very well known element of Japanese literature, the haiku lessons drew on and encouraged the learners to value an aspect of their own culture through an L2 experience. This can be an important contribution to developing a healthy language identity (McKay, 2002, chap.5).

Participants

The study group initially consisted of 12 Japanese university students. Two of the participants were eliminated from the study due to absenteeism leaving a total of 10 subjects (5 male, 5 female). All were enrolled in the second year of a communicative English program as described by Hadley, Jeffrey, and Warwick (2002) and Hadley (2006), though none were English majors. In initial goal setting sessions for the course, none of the participants expressed any particular desire to improve their pronunciation. The participants were at an intermediate level of English ability with scores on the TOEIC test ranging from 400 to 550. The participants were informed of and consented to the data collection and research but they were not a specially recruited volunteer group. The treatment and data collection were integrated into regular class activities in order to reduce the possibility that any positive results might come about as a result of self selection bias.

Procedures

First, the students were videotaped doing a 5-minute discussion task in small groups. They were given a discussion topic based on their in-class study topics so the material was relatively familiar and comfortable for them. Also, the initial video taping was done in the third week of the semester to ensure that a reasonable comfort level with classmates and class procedures was in place before the pre-test data was collected. The students were videotaped again three more times at three week intervals throughout the semester for a total of four data sets.

Immediately following the pre-test, the haiku treatment began. For a complete description of the haiku treatment, see Brown (2007). The class was given a lesson on the nature of haiku. They filled in a cloze passage on the nature of haiku and discussed their own experiences with haiku. Then they were asked to read haiku written by their teacher. These haiku were intentionally written with an incorrect number of syllables. When the students discovered an incorrect number of syllables they had to rewrite the haiku to conform to the 5-7-5 standard. Next, they were presented with incomplete haiku, also written by the teacher, which they had to complete with the appropriate number of syllables (see Appendix A). The final stage of the lesson was creating original haiku to share with the class. During the class session the teacher provided help and information on counting syllables and directed the students to dictionaries to check the syllable breaks in words they were unsure of. As a follow-up to the class session, the students were required to write haiku and share them with the class on a weekly basis. This included peer editing.

The haiku treatment was continued for three weeks, until post-test one. It was then discontinued until post-test two. Following post-test two a second haiku treatment was given. The ideas from the initial haiku lesson were reviewed in class and the students were again asked to write haiku weekly and bring them to class for peer editing. The participants did not do any other pronunciation-focused work during the experimental period.

Evaluation methods

The students' pronunciation was evaluated in two ways for this study. Firstly, the video data was evaluated. The videos were transcribed and a list of words used by each student was prepared. Then the videos were reviewed to check the students' pronunciation. All words pronounced with a katakana accent (i.e., additional syllables) were identified. To reduce listener bias, the video clips were initially reviewed by three different evaluators, native English speakers from Canada, America, and Australia. Only if at least two of the evaluators agreed that a given word was pronounced with additional syllables was it included in the mistake count.

The raw number of errors was not studied. Rather, the number of unique words spoken was identified and the number of words mispronounced was calculated. Multiple instances of a given error were counted as only one error. Thus,

in a sentence like "I don't think *thato* I would like *thato*", wherein both instances of *that* are mispronounced, only the first mispronounced *that* was counted as an error. Similarly, a word pronounced with multiple additional syllables was counted as only one error.

The evaluators' judgements were collated and comparisons made between the pre-test and each of the three post-test data sets for the experimental group.

Following the final post-test, the experimental group students were also given an open-ended survey, including follow-up interviews, to investigate their own self assessments and understanding of the purposes of the haiku homework (see Appendix B).

Results

The number of errors per 10 words for each student in each test can be seen in Table 1 and the class averages can be seen in Figure 1. The class average dropped from 2.3 errors per 10 words to 1.4 errors per 10 words following the haiku treatment. The error count then rose on subsequent testing but remained well below 2 errors per 10 words.

Table 1. Number of katakana pronunciation errors in pre-test and three post-test data sets

Katakana Pronunciation Errors per 10 Words				
Student	Test 1	Test 2	Test 3	Test 4
1	2.4	2.2	0.7	0.0
2	0.4	0.0	0.6	0.2
3	3.3	2.4	4.8	4.4
4	1.4	0.0	0.9	0.3
5	3.8	2.9	1.8	1.9
6	0.7	0.4	1.0	1.7
7	2.8	2.5	1.4	2.9
8	3.3	1.4	2.4	2.1
9	3.3	1.6	1.8	0.9
10	1.5	1.2	1.1	1.2
Average	2.3	1.4	1.7	1.6

The results from the class survey were also indicative of positive changes in pronunciation. Nine of the ten participants clearly expressed a connection between writing haiku and improved pronunciation. Eight participants said they en-

joyed writing haiku with only two saying it was difficult and confusing. All ten participants said haiku helped their English in some way.

This sense of improvement was also borne out by anecdotal observations by instructors. In reviewing both classroom work and the video data, the course instructors noticed significant improvements in the students' pronunciation during the experimental period. The number of katakana errors dropped and the overall comprehensibility of the students' speech was seen, at least subjectively, to improve.

Discussion

The average number of errors for the class (Figure 1) clearly shows a difference between the pre-test and post-test performance. The participants' pronunciation is markedly improved. A series of t-tests was conducted to compare the pre-test results with the three post-test data sets. In all three cases p was less than or equal to 0.05 indicating a significant difference in pre/post test results (Table 2). Also ANOVA analysis of the three post-test data sets shows no significant difference among the results ($p=0.93$).

These results indicate that the treatment (haiku lessons and practice) was in fact effective in reducing the number of katakana errors in the study group's unplanned English speech. Also, the fact that the participants' pronunciation did not revert significantly when the haiku treatment was withdrawn between post-tests one and two implies that the improvements in pronunciation

are long lasting. However, this question needs further study. This study was conducted over the course of a 15-week semester. A longer term study will be necessary to show that the improvements in pronunciation seen following haiku-based practice are permanent.

Table 2. Results of test for statistical significance between pre and post-test data sets

Pre-test vs Post-test 1	$p=0.001$	ANOVA Analysis of Post-tests 1-3	$p=0.933$
Pre-test vs Post-test 2	$p=0.044$		
Pre-test vs Post-test 3	$p=0.050$		

Conclusions

Though limited by a small sample size and short timeframe, this study has shown that using haiku as a basis for consciousness raising activities can have significant and lasting effects on students' pronunciation. The number of extra syllable errors in the participants' speech was significantly reduced. Further research in this area is necessary in order to establish the link between a reduction in the number of errors and an improvement in the actual comprehensibility of speech. This link was the overall goal of the treatment but it was only hinted at by the course instructors' subjective observations in this study.

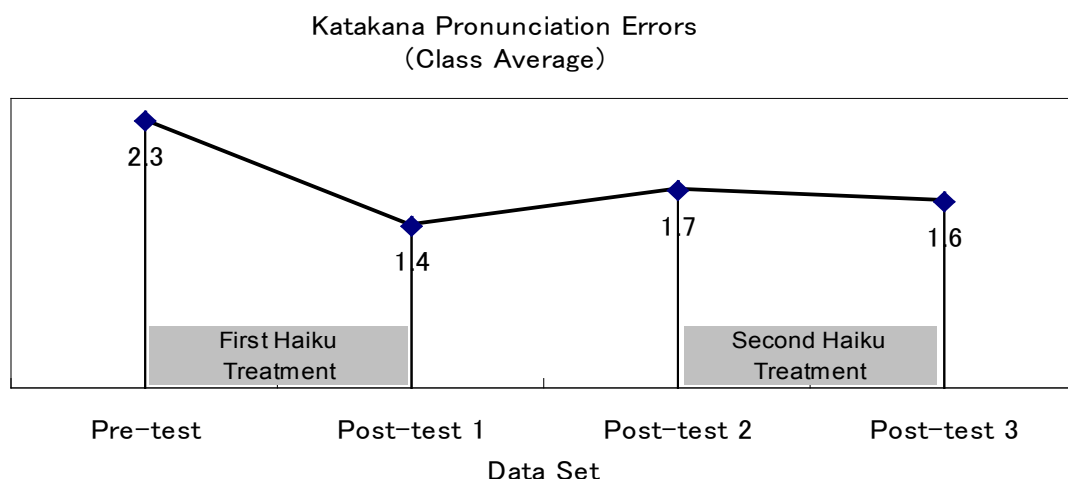


Figure 1. The average number of errors (per 10 words spoken) for the pre-test and three post-tests

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Appendix A

Sample of incorrect haiku with syllable counts

Like fresh carpet (4)
Fallen down from the sleeping trees (8)
All red yellow and brown (6)

Sample of incomplete haiku

On the mountain top
The white blanket slowly melts

Samples of student created haiku

Some blossoms open
Bright daylight, hope for future
Spring comes here and there

Shining in the sun
There are a lot of mirage
Today is hot day

Appendix B

Writing Haiku

Please tell me your opinions about writing haiku in English class. You can write your comments in English or Japanese.

1. Did you enjoy writing haiku in English?
2. In your opinion, what was the purpose of writing haiku in English class?
3. Was writing haiku effective for you?
4. Did writing haiku change your English? If yes, how?

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Japanese university entrance examinations: What teachers should know

Keywords

testing, entrance examinations, Senta Shiken, Japanese universities, reliability, validity, washback

Entrance exams for Japanese universities are a common topic of discussion among English teachers in Japan and are frequently referred to in Japan-based English education research. However, since much of the information regarding policies underlying the examinations is in Japanese and because the boards and committees that design and prepare these exams can be somewhat insular, some discussion is founded upon misconceptions, rumors, or is out-of-date.

This article aims to inform readers of the current status of the university English entrance exam process in Japan, while offering some explanations for its current form. This introduction is intended to serve as an accurate and up-to-date framework for future discussion and criticism of Japanese university entrance exams.

日本の大学の入学試験は、日本の英語教師の中でもよく話題に上り、日本における英語教育の中で参照されることが多い。しかしながら、試験方針に関する情報の多くは日本語で書かれているうえに、試験作成・準備に係わっている委員会 は全てをオープンにしていないので、誤解や噂に基づいて議論がされることがある。また、議論がされても、古い情報であったりする。本論の目的は、読者に現在の日本の大学入試過程を伝えることであるが、現在の形式に関しての若干の説明を加える。この紹介が引き金となって、将来の日本の大学入試に関して、正確な最新の議論が始まることを望む。

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DISCUSSIONS ABOUT Japan's university entrance exams are commonplace among English teachers in Japan due to their apparently profound effect upon the educational psyche of the country, particularly in terms of their alleged influence upon high-school pedagogy. This article serves as a brief overview of how the entrance exam system works and why it works the way it does. Some critical factors surrounding the exams are outlined to provide a platform for further analysis or research.

General Overview

Although there are recommendation systems and other means of bypassing or minimizing the importance of university entrance exams, for most prospective Japanese university entrants, taking these exams is the route to university admission. These exams involve two stages: first, the National Center Test for University Admissions (*Daigaku Nyushi Senta Shiken* in Japanese widely, and hereafter, referred to as the *Senta Shiken*); and second, individual university entrance exams (hereafter referred to as *Niji shiken*, or *Niji*).

Senta Shiken

The *Senta Shiken* is a relatively recent phenomenon (appearing in various forms since 1979) but is the current focal point of the Japanese university entrance exam system. This standardized, nationally-applied test is taken by almost all candidates who wish to enter Japanese universities by examination. It is developed and administered by the independent National Center for University Entrance Examinations (NCU), under the indirect control of the Ministry of Education, Culture, and Technology (MEXT). The NCU is made up of several hundred university

professors and test makers, both Japanese and non-Japanese (NCU, 2007).

One weekend every January, over 500,000 (as of 2007) examinees are tested at several hundred strictly-controlled examination centers. The test contains from four to six subjects depending on examinee choices. *Kokugo* (Japanese national language), mathematics, and English are required subjects on the *Senta Shiken* every year and carry the most weight in terms of total results. Thousands of *juku* (cram schools) and almost all academically-inclined high schools base their final year curriculum around achieving success on this exam, hence its allegedly profound effect on secondary education.

Single university exams

Niji shiken, administered by individual universities, take place *after* the results of the *Senta Shiken* are known. Scores on the *Senta* will go a long way towards determining which *Niji shiken* students will attempt. The score attained on the *Senta* typically counts for anywhere from 60% to 90% of the total combined *Niji* and *Senta* score. Therefore, a significant function of *juku* is to steer students, based on their *Senta* results, towards universities that not only meet their needs, but especially to programs that students have a reasonable chance of entering. The *Niji shiken*—often in combination with additional interviews and short essays—determine final acceptance into a particular university or department.

The *Niji shiken* content varies across universities and departments, but is generally comprised of two subjects; English being one of the more common. The *Niji shiken* is usually administered twice with completely different test content, about one month apart: the first session, or *Zenki* test, in February; and the second, or *Kouki* test, usually scheduled in mid-March. There are two reasons for the two test sessions. Since many *Zenki* tests are held on the same day nationwide, it allows a candidate to sit for two examinations, allowing choice or an opportunity to try again should they not succeed on the *Zenki* exam. Also, examinees who may be less familiar with the style or contents of *Niji* can use the *Zenki* test as practice for the *Kouki* exam.

Test restraints and conditions

There are several constraints on the *Senta* and *Niji shiken* which should inform any discussion of test form, content, reliability, or validity. Most prominent is that results must be calculated quickly. For

the *Senta Shiken*, speed allows examinees to make informed decisions about which *Niji* to take. In the case of the *Niji*, speed is necessary to allow examinees time to prepare for a *Kouki* sitting or to inform examinees of acceptance in time for admission procedures and moving.

Question-type: multiple-choice vs. open-ended

In order to be marked quickly, tests have to contain many discrete questions (machine-readable in the case of the *Senta Shiken*). Given the vast number of examinees taking the *Senta Shiken* and the need for prompt results, there is currently no viable alternative.

This need for speed means that most test problems will be presented in a multiple-choice format. Multiple-choice formats were criticized by Brown and Yamashita (1995) for increasing the random scoring potential of an examination but it is important to note that a multiple-choice format need not imply a narrow, discrete-item or specific vocabulary and grammar pattern focus. Tasks that demand a combination of semantic, pragmatic and interpretative skills can easily be presented in a multiple-choice format (Guest, 2008; Ichige, 2006). In other words, the multiple-choice format does not necessarily mean that the *Senta Shiken* is a grammar test with a discrete-item focus (Guest, 2006).

Niji exams, on the other hand, tend to contain more open-ended explanation, translation, paraphrasing, and listening tasks, as well as short essay writing components. If critics deem such tasks to be too difficult or subjective then it should be noted that one moves inexorably back into the realm of discrete-point, multiple-choice questions.

Objectivity and fairness

While population decline means that almost any candidate can enter *some* tertiary institution (Mulvey, 2001), entrance to a particular university can affect an examinee's lot in life, so a high degree of objectivity is expected on the tests. Too much subjectivity is believed to allow the prejudices and conflicting standards of disparate graders to creep into the results, leading to criticisms of imbalance or unfairness.

Questions that demand subjective evaluations from graders will therefore be limited. This is a particularly vexing problem for evaluating language skills since so-called objective qualities

of language account for only a fraction of overall communicative skill. Ichige (2006) correctly states that the *Senta Shiken* does not effectively measure communicative skills, although the question may be raised as to whether this is the intent of the exam.

Receptive vs. productive skills

Both writing and speaking tasks are non-existent on the *Senta Shiken*, necessitating a focus on receptive skills, including a listening component added in 2006. Subjective evaluation of the speaking or writing skills of over 500,000 students cannot be achieved quickly, even if there were some way to ensure balance and fairness.

These constraints also mean that speaking and other interactive skills do not appear on the *Niji* exams. However, the lower number of examinees that sit for *Niji* exams allows individual universities to employ more productive tasks, such as short essay writing in English, and more comprehensive, extended reading tasks.

Considerations in discussing exams

Adjustments and changes

The *Senta Shiken* regularly undergoes changes and adjustments based upon MEXT recommendations and policies (Mori, 2002). It is considerably different now than it was in its early incarnations (Guest, 2008).

On *Niji* exams, adjustments tend to occur during piloting sessions, although university committees will alter or eliminate task-types or content from previous years considered too easy or too difficult. It is also important to note that *Niji* exams will often change stylistically every few years in order to throw off cram-school teachers or examinees who try to predict the form and content of a given university's entrance exam.

Norm vs. criterion referencing

As to whether the exams are criterion or norm-referenced, one might argue that they are neither and both. Entrance exam committees usually set a standard for sitting their *Niji shiken*, based on *Senta Shiken* scores, but the *Senta Shiken* itself does not contain a pass or fail criterion. *Niji shiken* admission will be based upon the number of available seats; if an institution is accepting 100 students, then the top 100 students sitting the exam will usually gain entry regardless of the actual scores. This is also why the declining number

of applicants is having an impact on the quality of students admitted.

Test type and purpose

To be considered valid, a test must match its purpose: to place, evaluate, or diagnose. Unless test type and purpose are clarified, discussions of validity and reliability are fruitless (Brown, 2000). Interestingly, specific statements of test purpose seem elusive—even in Japanese—but it may be argued that test type and purpose are well understood by their extant functions.

Perhaps these exams should be treated somewhat as *aptitude* tests since they are intended as a predictor of suitability for study in Japanese universities. But, crucially, they also serve *placement functions* since they maintain a forward-looking purpose. It is true that the exams lack one feature common to aptitude or placement tests; testing suitability of skills for specific future tasks. But the exams should not be critiqued due to any lack of future applicability since they are not preparation for actual scenarios or study-abroad programs.

Washback, or washforth?

The exams' forward-looking function is evidenced by the concern regarding washback (Gorsuch, 1998). If the exams were merely the sum of high school education there would be no talk of washback—how the exams determine high school pedagogy, positively or negatively. In fact, both the existence and degree of negative washback has been questioned (Watanabe, 1996; Mulvey, 1999).

Actually, exam writers do consider the vocabulary and structural patterns that high school graduates can be expected to have practiced. Vocabulary and structures not covered in the standard high school curricula will not appear as questions on the *Senta Shiken*, and are generally avoided in *Niji* exams. Given the above, it is difficult to imagine how negative washback could occur at all or how there could be a disjunction in terms of difficulty levels between high schools and the entrance exams. It would seem more to be a case of *washforth*. Interestingly, Mulvey (1999, 2001), Guest (2000) argues that high schools do not in fact seem to be teaching the higher-order skills that are required for success on the *Senta Shiken* and thereby argue that the washback effect is a myth.

Test difficulty and articulation

Trelfa (1998) notes that greater independence has been given to local boards of education in terms of curriculum which has in turn meant a relaxation of national standardization. Both Mori (2002) and Arai (1999) argue that this has led to an articulation problem between high school and university entrance exams in terms of incongruent content. Brown (2000) and Kikuchi (2006), argue that this means that university entrance exams might be too difficult, although they measure difficulty in terms of readability scales, not task difficulty. Trelfa (1998) argues that recent results indicate that the tests are too easy with too many scores being clustered at the high end of the scoring. At the same time, Trelfa mentions that Japanese high school educators consider themselves successful if 30% of their students master the curriculum. This discrepancy seems to indicate that actual entrance exam difficulty is less of a factor than the expansiveness of high school curricula.

There is also an associated construct problem. Given the dynamic and unpredictable nature of language and the fact that texts and tasks used in the exams are always new, some configurations in the texts will be new to students and these may not be specific items that students have practiced in high school. On the other hand, arguments for strict articulation between high school curricula and university entrance exam content would necessitate high schools teaching a type of knowledge-based, discrete-item curriculum.

Furthermore, questions which deal with less objective features of language, such as making predictions and inferences, and understanding rhetorical or thematic development, which would presumably provide positive washback in terms of developing comprehensive reading skills, would not appear on entrance exams if they were to conform strictly to high school curricula. Rather, the high school emphasis upon vocabulary memorization and translation of discrete grammatical units would dominate, making the exams even more vulnerable to criticism of being too narrowly focused.

Therefore, there is little reason to presume that the exams should be required to test the same content as found in the high school curriculum. Moreover, since the exams are not achievement or—strictly speaking—proficiency tests, it seems incongruous to criticize them on the basis that they may deviate from the content, tasks, or levels found in high schools. This is particularly true

if, at the same time, one argues that the exams should be more practical and comprehensive in scope.

Finally, if the primary purpose of the exams is placement, the basic function of these exams must be to accurately separate or stratify examinees such that the better students do enter the better institutions. Doing this accurately would require the testing of a variety of skills and styles which would almost surely involve deviating in form or content from items or styles that students might be familiar with from high school.

University entrance exams in Japan will likely remain controversial for some time. When debate and discussion occur it is important to have an adequate understanding of why these tests exist, how they work, and what they consist of. Furthering our understanding of these exams should help improve the quality of debate and discussion.

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RESOURCES • MY SHARE

19

...with Jerry Talandis

<my-share@jalt-publications.org>



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

MY SHARE ONLINE

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IN THE first of two activities this month, Akiko Tsuda provides an extensive reading activity making use of newspaper job advertisements. Next, Troy McConachy shows how the traditional Japanese word game *shiritori* can be used as a quick warm-up exercise.

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How to read job advertisements in an English newspaper

Akiko Tsuda

Kyushu University Graduate School of Social and Cultural Studies

<momochi1405@infoseek.jp>

Quick Guide

Key words: Job hunting, reading strategies, abbreviation, postgraduate English skills

Learner English level: False beginner and above

Learner maturity level: Vocational college, university, and above

Preparation time: 60 minutes

Activity time: 90 minutes

Materials: English newspapers featuring job advertisements, three activity sheets, and a stopwatch (optional)

Introduction

Using job advertisements, this activity gives students the opportunity to practice extensive reading skills. In addition, students will become aware of the English skills needed for postgraduate employment. There are three parts: a matching exercise (Appendix A) and two reading exercises (Appendices B and C).

Preparation

Step 1: Read through job advertisements in English newspapers and choose 10 to 12 key phrases that frequently appear in the ads.

Step 2: Prepare activity sheets similar to appendices A, B, and C.

Step 3: Print out one page of job advertisements from English newspapers and three activity sheets for each learner.

Procedure

Step 1: Using Activity Sheet 1 (See Appendix A), have the students match the abbreviations on the left to their correct meanings on the right.

Step 2: As a class, check the meaning of these abbreviations.

Step 3: Have the students locate the key phrases from Activity Sheet 2 (See Appendix B) on the printout of newspaper job ads as quickly as possible. A stopwatch can be used to create a sense of competition that may improve classroom dynamics and concentration.

Step 4: As a class, check the location of the key phrases in the newspaper job ads copy.

Step 5: Have students fill out Activity Sheet 3 (See Appendix C), taking care to focus on important information for job applications, such as company names, position, language skills, computer skills, work experience, age, how to apply, and deadline.

Step 6: As a class, check the answers.

Step 7: For an optional homework assignment, each student can choose one company from Activity Sheet 3 and write a cover letter and resume in English for the job advertised.

Conclusion

This activity has two primary objectives. The first is for students to learn some extensive reading strategies such as scanning and speed-reading. The second is for increased exposure to authentic reading materials that improve job-hunting skills. Working this activity into your lessons can help students face the serious realities of the global job market with increased confidence in their English ability.

Appendices

Appendix A. Sample of activity sheet 1

Match the abbreviation on the left to their correct meaning.

FT	division
PT	as soon as possible
ext.	preferred
pref.	part time position
dep.	department
ASAP	extension
J/E	full-time position
div.	Japanese/English

Appendix B. Sample of activity sheet 2

Find the following key phrases below on the print of newspaper job ads:

- a bilingual J/E candidate
- advanced PC skills
- meet deadlines
- 3 years' experience
- essential
- English/Japanese or Spanish/Japanese interpreter
- Japanese full-time office person
- age between 25 and 35 preferable
- good command of English writing/speaking and computer skills
- fax resume (J/E)
- full time IT support staff
- secretary to president
- salary is according to company's regulation

Appendix C. Sample of activity sheet 3

Company name				
Position				
Language skills				
Computer skills				
Other skills				
How to apply				
Deadline				

Shiritori in English

Troy McConachy

Lado International College

<mcconachy@hotmail.com>

Quick Guide

Key words: Word game, metalinguistic knowledge

Learner English level: All

Learner maturity level: All

Preparation time: None

Activity time: 5 minutes or more

Introduction

Shiritori is a word game played in Japan by small groups of people whereby participants make words beginning with the letter that was the last letter of the previous person's word (e.g. *shakai-gaku / kumori / ringo*). In class I often use an English version of this game as a warm-up activity. There are two main types: regular and listening/pronunciation-based shiritori. In regular shiritori, students sit or stand in small circles of three or more and take turns making words beginning with the letter that was the letter of the previous person's word. In the second game, students make words beginning with the sound that was the last sound of the previous student's word (e.g. couch/ chime/ milk/ crime, etc). As most Japanese people are familiar with this game, it is relatively easy to set up. Here is how I conduct these versions in class:

Procedure

Step 1: First choose which of the above versions you will be doing with your students.

Step 2: Explain how the game is played. If students are above the intermediate level, you may have them explain how the Japanese version works first. If time is short, you could write a word on the board, elicit the last letter (or sound) from the students, and then a new word beginning with the last letter (sound) of the previous one.

Step 3: Break students into groups of three or more and have them nominate a person to start.

Step 4: Tell everyone that any class of word is acceptable, but they must say something within a given number of seconds.

Step 5: Depending on student progress, reduce the amount of thinking time allowed or limit the words to a particular class such as nouns or present-tense verbs.

Conclusion

This activity has a number of benefits:

- Students are pushed to think in English.
- It raises metalinguistic awareness regarding word classes.
- It requires students to realize the arbitrary nature of English sounds and spelling.
- It makes students focus on catching the last sound of English words, which could aid in general comprehension.

Advert: CUP

...with Robert Taferner

<reviews@jalt-publications.org>



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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S Book Reviews column features *Making Friends*, evaluated by Alison von Dietze.

Making Friends

[David Williamson and Madeleine Williamson. Tokyo: Macmillan Languagehouse, 2007. pp. v + 81. ¥2,300. ISBN: 4-7773-6125; Teacher's Book ¥2,000. ISBN: 978-4-7773-1341-9.]

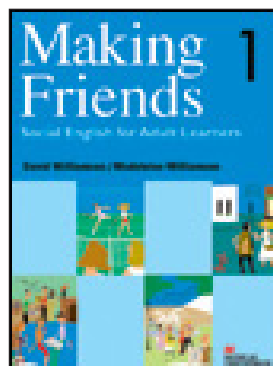
**Reviewed by Alison von Dietze,
Oberlin University**

Making Friends consists of a two-book set of speaking and listening materials targeting older Japanese adult EFL learners at a high beginner level of proficiency. Being interested in lifelong learning, I was keen to evaluate how this course set about meeting the particular needs of more mature students and to see if it would suit my small English conversation group of retired Japanese students.

The materials, which consist of a student book with a CD and a teacher's manual, contain 20 units based on functional topics designed to reflect the interests of older adult learners. In each unit, the language is presented in a very structured, limited framework whereby students are led from a two-part listening activity, to presentation and practice of two similar model dialogues, and then to further controlled practice. Students can then produce their own examples using the key language with the aid of visual

and written prompts. Although the structure throughout the book is fixed, the units themselves can be taught in any order.

Whilst each unit in the main section of the student book is written in English only, there is a *Language Focus* section at the back of the book, which includes Japanese translations of the relevant vocabulary as well as notes in Japanese explaining cultural points and useful expressions. A translation of these points can be found in the teacher's manual. The teacher's manual also includes an English/Japanese glossary, a pullout booklet with transcripts to the listening passages, the answers to exercises in the student book, and review units for each chapter. The course layout is clear, with slightly larger font than usual, which particularly suits older learners.



So how, specifically, does *Making Friends* cater for adult, particularly older adult, learners? Ishida (2005) states that the main reason older Japanese learners study English is so that they can speak English when they go abroad and so that they can make new friends. Similarly, Bradford-Watts (2006), in

a survey on the kind of activities older Japanese learners preferred, found that students were motivated by courses focussing on speaking and listening, rather than reading and writing. In this regard, the socially geared topics, such as Japanese festivals, shopping, and hobbies, as well as the listening and speaking focus seem to be appropriate for mature learners.

It is questionable, however, whether the step-by-step framework of each unit in *Making Friends*, is suitable for older adult learners. Schmidt-Fajlik (2004, p. 20), recommends an approach that provides learners with a variety of cognitive approaches allowing the learner "opportunities to use one or more intelligence areas within which they may have become particularly adept." For some learners, the rigid framework presented in each chapter could be a cause of frustration.

Another area where I believe *Making Friends* is weak, is that whilst the writers claim to have a pragmatic approach where social language functions are taught, there is not adequate explanation of how to put these language functions into use. Cultures are compared in a very obvious way, for example, showing typical Japanese foods

and then typical Western food. However, more subtle pragmatic differences are not mentioned. In Unit 15, for example, which discusses cooking, students are not told about how Japanese people tend to serve food and then claim they think it will not taste very good, whereas in Western cultures we are likely to say something more positive about what has been cooked. Similarly, in a unit on gift giving, the Japanese practice of saying something such as *This gift is nothing but a boring thing* is not compared to the Western way of saying something more complimentary. Being older Japanese learners, they are usually more traditionally polite than today's younger Japanese learners, and so I think that an opportunity has been missed in this regard.

Overall, *Making Friends* is a well thought out course that satisfactorily covers the needs of older learners when incorporating strategies for this age group. I would recommend it for small classes of students who need the support of very structured material.

References

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- Ishida, T. (2005). A dozen reasons older Japanese learners are now interested in studying English. *JALT Lifelong Language Learning Special Interest Group Journal*, 1(2). Retrieved December 26, 2007, from <www.eigosenmon.com/llsig/journal/2005b/ishida.html>
- Schmidt-Fajlik, R. (2004). Multiple intelligences and lifelong language learning. *The Language Teacher*, 28(8), 19-24.

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 29 Feb. For queries please write to the appropriate email address below.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner <pub-review@jalt-publications.org>

- * *Dynamic Presentations: Skills and Strategies for Public Speaking*. Hood, M. Tokyo: Kiriha Shoten, 2007. [Incl. DVD].
- ! *English for Academic Study (Listening, Pronunciation, Speaking)*. Smith, J., McCormack, J., et al. Reading: Garnet Education, 2007. [Incl. CDs].
- * *For Your Information 1: Reading and Vocabulary Skills* (2nd ed.). Blanchard, K., & Root, C. White Plains, NY: Pearson Longman, 2007. [Incl. teacher's manual].
- * *Helbling Readers (The Spring Cup, Red Water, The Garden Party and Sixpence, The Happy Prince and the Nightingale and the Rose, Daisy Miller)*. Cleary, M. (Series Ed.). Crawley, UK: Helbling Languages, 2007. [Five beginning and intermediate reader titles, classics and original, each with CD].
- 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>

- * *Literature, Metaphor, and the Foreign Language Teacher*. Picken, J. Houndmills, UK: Palgrave Macmillan, 2007.
- ! *Task Design, Implementation and Assessment*. Towndrow, P. A. Singapore: McGraw Hill, 2007.

THE LANGUAGE TEACHER WIRED

...with Paul Daniels
& Malcolm Swanson

<tlw-wired@jalt-publications.org>

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

Preparing for publication: Part 1 Malcolm Swanson

As one of JALT's "layout guys," I have the unique perspective of being able to see every single manuscript before it goes to press in *The Language Teacher*, *JALT Journal*, or the conference *Proceedings*. In any given year, that's likely to be over 200 different files I need to process! Knowing how much easier it is to work with a document that has been well prepared, I've put together this three-part guide on preparing for publication.

While the most important part of any article is the content, taking care with formatting is still worth the effort. Your work will be reviewed more positively, your editors will appreciate it, and it will go more smoothly through the layout process. This month we look at general tips. Then, in Part 2 we will examine tables and figures, and Part 3 will look at using the formatting features of word processing software to help you.

Your manuscript: From top to bottom

Titles and headers

Keep your titles short and clear. Anything over 10 words is saying too much. Leave that for the article. Note that we use sentence capitalisation for both titles and headers. Bold and larger typefaces are fine if you wish to differentiate your title.

We only use three levels of headers. Level 1 is **bold**, Level 2 is ***bold italic***, and Level 3 is in *italics*. No numbers or underlining are necessary. Tables and figure headers use bold text, and we use a period after the number, not a colon. We never use "Introduction" as the header of the first paragraph. No header is needed in such a case.

Indenting

...is not necessary. However, if you want to make paragraphs stand out for editing, you can indent using one tab or use the indenting guides in the ruler (preferred). *Never* use multiple clicks of the space bar to indent (in fact, *never* do this to align any text!).

Hard returns (Enter or Return)

There should be no double hard returns (tapping the Enter or Return key twice) between paragraphs or after headers. Allow a double hard return at the end of each section before the next header.

Centering

If you need to center text, do not use tabs or multiple spaces to do so. Learn how to use the alignment commands (see the Help menu).

References

Layout of references is often a problem. Remember to allow just one hard return between each reference. Never add a hard return within a reference. If you do, each part will come out as a separate reference during layout. Don't worry about indenting or reverse indenting references. That happens during layout. Do not use underlining, use italics.

Page or section breaks

Don't use these to break up your manuscript... your text should flow unbroken from start to finish. Don't worry if this breaks up tables or other elements. It all gets fixed during layout.

A last clean up

Look over your file again. Search and replace to remove any double spaces (between sentences is only one space). If possible, use just one standard typeface throughout.

Finally

...keep your formatting as simple and clean as possible and don't try to lay the article out yourself. Let your content stand on its own and leave the frills to us.

Advert: Nellies

...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.

- ▶ 2-3 Feb 2008: Executive Board Meeting (EBM) at Tokyo Medical and Dental University.
- ▶ 25 Apr 2008: Deadline for submissions to present at PAC7 at JALT2008 in Tokyo.
See <conferences.jalt.org/2008> for more information.
- ▶ 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: PAC 7 at JALT2008 at the National Olympics Memorial Youth Center, Tokyo.
See <conferences.jalt.org/2008> for more information.

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***

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

non-members 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. Applications will be accepted until the position is filled.

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.

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 these positions are posted on our website <www.jalt-publications.org/positions/>.

...with Damian Rivers

<memprofile@jalt-publications.org>



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

Please address inquiries to the editor.

In this month's Showcase Marcos Benevides discusses the publication of his first textbook.

SHOWCASE

Marcos Benevides

This year, my co-author, Chris Valvona, and I published our first textbook. Ours was an unsolicited proposal, which typically have a 99%

rejection rate. However, not only was *Widgets* accepted by the first publisher we approached, but we also retained a generous amount of creative control over things like artwork and the teacher's manual. As a result, many colleagues have asked us just how we did it.



Tired of teaching to the middle in mixed-level communication classes, we started experimenting with our own material. I tried a discussion activity familiar to many teachers: having students brainstorm new inventions. This was successful, so I improvised a follow-up component:

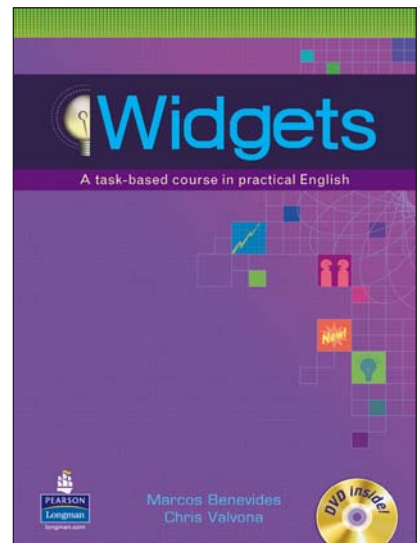
producing short commercials. This again was successful, so Chris and I got together and started linking these core tasks into a full course. We created a fictional company called *Widgets*, and had students simulate being new employees going through a training program. This situated our tasks in a lifelike context.

After experimenting over a few semesters, we realized that not only were we targeting all students in the class at their own level, but they were also noticeably more motivated. Problems like excessive L1 use and absenteeism practically disappeared altogether. Feedback from students was overwhelmingly enthusiastic.

Writing the proposal was comparable to writing a masters' thesis. It took months. We included a framework of the whole course, student feedback, videos of classroom implementation, a competitor analysis, a theoretical rationale, and more. We even designed the proposal to look like a textbook. In short, we didn't just present an idea; we submitted a complete course.

It was a lot of work, over a long period of time. But it wasn't wasted work; looking back now, it's amazing to see how close the final product is to our original proposal.

Widgets can be viewed at <www.widgets-inc.com> and Marcos can be contacted at <mbenevid@kansaigaidai.ac.jp>.



JALT FOCUS • GRASSROOTS

29

...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.

JALT2007 meets Tokyo—a whopper of a conference: Where were YOU on 22-25 Nov?

JALT2007, so... did you go to the annual international conference on 22-25 Nov in Tokyo? Did you challenge your assumptions? Did you enjoy? Learn? Network? Share? Exchange? Party? Sightsee? Peruse any books? Bask in the lovely fall weather? Attend meetings? Volunteer to get



IN THE first report in this issue, Joyce Cunningham reminisces about JALT2007 and invites you to attend JALT2008. In the second report, Paul Daniels reports on JALT-CALL and encourages interested JALTers to participate.

1-3 Nov 2008

PAC 7 at JALT2008

National Olympics Memorial Youth Center, Tokyo.

<conferences.jalt.org/2008>

active in JALT? There were so many ways to broaden horizons ... but if you did miss it, you will have another opportunity next year at the same location: National Olympics Memorial Youth Center at Yoyogi in Tokyo next 31 Oct to 3 Nov.



So what was all the excitement about this year? Well, first of all, a great site that was easily accessible. No need to starve with a good choice of cafes and restaurants for busy conference goers. Stomach taken care of, there was a huge publishers' book display where you could browse to your heart's content, ask for advice about texts, or discover writing and publishing opportunities. Junko Fujio ably headed the registration crew, attending to participants—a bumper crop of approximately 2,200 satisfied teachers and students alike. Also, at the back of the EME book display area, you could attend “Meet the Stars” sessions where you could listen to or talk informally and directly with our main and featured speakers as well as with JALT officers. Our four main speakers in order of their plenaries were John Norris (University of Hawaii at Manoa) speaking on *Learning to value evaluation in language teaching*; Ronald Carter (University of Nottingham), sponsored by Cambridge University Press, analyzing *Spoken English, written English: Challenging assumptions*; Paul Nation (University of Wellington), sponsored by Compass Publishing Japan, explaining *How large do our learners' vocabularies need to be?*; and Amy Tsui (University of Hong Kong) talking about *Classroom discourse as a semiotic resource for EFL learning*. Featured speakers sponsored by our publishers gave 2-hour workshops before and after the main conference. You could acquire theory and practical skills and enjoy learning from such experts as Charles Lebeau (critical thinking), Jeannette Littlemore (figurative language), John Wiltshier (shadowing), Miles Craven (mind maps), Richard Day (extensive reading), Steve Gershon (personal

recharging), Leo Jones (classroom activities), Ryuko Kubota (racism in ESL/EFL), Curtis Kelly and Chuck Sandy (brain compatible research), Rob Waring (extensive reading), and finally, Ken Wilson (classroom ideas and activities). Other highlights included preconference skills-up 4-hour workshops for those interested in increasing their computer skills. In all, there were approximately 750(!) presentations given over the 4 days of the conference. And what about the Story Space organized by master storyteller, Charles Kowalski, the job information centre where employees and potential job applicants could get together, or the graduate student showcase where for the first time, students could discuss and present their dissertation or thesis research? For those interested in English language education at secondary schools in Japan, Kensaku Yoshida and noted panelists were on hand to present MEXT's achievements and goals in the JALT2007 Domestic Forum. JALT Junior was actively present for the 6th year—a conference within a conference where teaching English to children was the focus through theory, practice, songs, and dance. Professional development workshops were organized by the JIC to help teachers acquire new skills for career advancement. A host of interns was led by PJ Collins who patiently and kindly organized the huge group of 218 smiling, friendly



students. They guided us, distributed handouts, and kept us within presentation time limits. The Asian Scholar for JALT2007, Arifa Rahman from Bangladesh, presented on teacher training and went on the Four Corners Tour in the week following the conference. And so much more....

If all this leaves you feeling breathless, besides the opportunities for networking, meeting colleagues, and making new friends at SIG and chapter parties galore, there were morning exercises for those with mental overload or an occasional hangover. Yoga and tai chi powered us up or relaxed us according to our needs. If you didn't go to the Saturday night party, you missed

a good one. We got to see two JALT volunteers dance a Pink Lady song with 6 of their students. So ... if you skipped an extremely well-attended conference, we warmly invite you to participate next year. We're waiting to include you in our conference either as a volunteer, organizing officer, presenter, or attendee. Same place, same season (31 Oct-3 Nov), new theme (Shared identities: Our interweaving threads. 分かち合うアイデンティティ:共に織りなす力). *Irasshaimase!*

Find more information online <www.jalt.org> or contact the JALT2008 conference co-chairs, Caroline Latham and Alan MacKenzie <conf-chair@jalt.org>. Lots of work to do, lots of help wanted...

*Joyce Cunningham
JALT2007 VIP liaison
Ibaraki University*

A call for CALL volunteers

Dear JALTCALL members and all those interested in JALTCALL,

I would like to thank both the JALTCALL officers who have worked so hard over the years to maintain a professional SIG as well as all of the JALTCALL members who have helped make our SIG such a success. As you may have learned from the messages sent out on our mailing list, the JALTCALL SIG is urgently in need of volunteers. For the past 10 years, the same core group of dedicated officers has been organizing the JALTCALL conference, editing the JALTCALL Journal three times a year, and trying their best to meet the needs of our over 300 SIG members. This has not been an easy task, and without additional assistance from members, this small group of dedicated people is in danger of becoming even smaller. The JALTCALL SIG is now at a transition point. Many of us who have been involved in the SIG for the last 10 to 15 years would like to pass on our knowledge to newcomers so the SIG will continue to thrive when we become old and gray. We are seeking energetic and enthusiastic educators who may or may not have experience with CALL or teaching in Japan. The JALTCALL SIG is an excellent environment for newcomers to develop their professional careers.

When I first joined the SIG 12 years ago, I was sprinting around Tokyo teaching at three or four different universities. I realized this was not what

I wanted to do for a very long time and that technology skills were very marketable. I joined the SIG knowing very little about technology. I put an enormous amount of energy into the SIG, but I feel I got so much more in return. I now hope others who have either just arrived in Japan or who are feeling the need for a change can find the same inspiration from within our SIG. After more than 10 years of editing the JALTCALL website, organizing conferences, and most recently coordinating the SIG, I would like to encourage others who are seeking new challenges in their lives to volunteer in our SIG.

There are many ways to become involved. Twice a year we hold a general meeting, at our JALTCALL conference in the spring and at the JALT National conference in the autumn. We warmly invite you to participate in our meetings, volunteer as an officer, or join the dynamic JALTCALL conference team.

Another way to support the JALTCALL SIG is to participate in our annual conference. Below are the details of our JALTCALL conference:

- **Conference theme:** New frontiers in CALL: Negotiating diversity
- **Dates:** Sat 31 May and Sun 1 Jun 2008
- **Location:** Nagoya University of Commerce & Business
- **Keynote speaker:** Phil Hubbard: Director, English for Foreign Students; Senior Lecturer in Linguistics, Stanford University, USA
- **Proposals deadline:** 15 Feb 2008
- **Conference website:** <jaltcall.org/conferences/call2008/>

If you are interested in either volunteering for an officer position or joining our conference team, please send us an email <sig-coordinator@jaltcall.org>. Below is a list of positions in our SIG. While some of the positions have been filled for 2008, it is possible to assist the current officer in 2008 and take over the position in 2009.

JALTCALL SIG officer positions: Coordinator, Assistant Coordinator, Membership, Program Chair, Publicity, Telecommunications, Treasurer, Associate Member Liaison, Japanese Liaison and Translation, Publications, Newsletter Editor, Member at Large

*Sincerely,
Paul Daniels*

*Kochi University of Technology
JALTCALL Coordinator <jaltcall.org>*

...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.bsigsig.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.bsigsig.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. Check the CUE SIG website <jaltcue-sig.org/> for news and updates about CUE SIG events.

Gender Awareness in Language Education

GALE works towards building a supportive community of educators and researchers interested in how gender plays an integral role in education and professional interaction. We also work with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Co-sponsor of Pan-SIG 2008; upcoming Gender and Beyond conference in Nagoya, Oct 2008. Contact us or visit our website for details <www.gale-sig.org/>.

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>.

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

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, nativespeaker, 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 [🐟]

We are getting excited about the JACET/JALT conference, Towards a Synergistic Collaboration in English Education, on Sat 14 Jun at Chukyo University, Nagoya. For those who want to stay over, the Learner Development SIG will have a retreat in Nagoya on 15 Jun, and possibly a party, featuring some informal synergy. For more information about the retreat, contact Martha Robertson <marrober@indiana.edu> or Ellen Head <ellenkobe@yahoo.com>.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people

eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <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 [🐟]

Materials Writers are proud to host **Miles Craven** as our featured speaker at May's Pan-SIG Conference in Kyoto. Miles will offer a 2-hour workshop on materials creation and be involved in several other materials development sessions. There are only a few more days to submit your abstract and be a part of this memorable conference. Even if you're not presenting, come along to Kyoto for the 2-day event for serious fun and professional development.

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 Pragmatics SIG is co-sponsoring the Temple University Applied Linguistics Colloquium, which will be held on Sun 10 Feb 2008 at Temple University Japan, Tokyo campus. The plenary speaker, **Kensaku Yoshida**, from Sophia University, will speak on Changes Proposed by MEXT for English Education in Japan. Also be sure to submit a proposal for the 7th Annual Pan-SIG Conference to be held 10-11 May 2008 at Doshisha University, Shinmachi campus, Kyoto. Deadline 15 Feb <pansig2008@yahoo.co.uk>.

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] [🗨️] [🗨️]

We would like to thank Mark Chapman for serving as Treasurer for several years. Mark is leaving in February to work on a new test in the United States. We are now desperately in need of someone to serve as the TE SIG Treasurer. For details about this position, contact Jeff Hubbell <01jhubbell@jcom.home.ne.jp>.

Teaching Children

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

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

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

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

jalt journal
全国語学教育学会

JALT Journal

is a refereed research journal of the Japan Association for Language Teaching (全国語学教育学会).

It invites practical and theoretical articles and research reports on second/foreign language teaching and learning in Japanese and Asian contexts.

For more information and submission guidelines see <jalt-publications.org/jj/>

...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.

LOTS GOING ON this month around JALT country. You're sure to find something interesting. If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Chiba—Nothing confirmed by press time but check the JALT Events Calendar or our website <chibajalt.exofire.net>.

East Shikoku—*Workshop on Web 2.0 technologies in education* by **Michael Vallance** (Hakodate Future University), **Gordon Bateson** (Kanazawa University), **Takahiro Ioroi** (Kochi Women's University), **Mark Shrosbree** (Tokai University). Web 2.0 technologies such as podcasts, mobile blogs, and video sharing have the potential to greatly enhance and promote interaction and the social construction of knowledge. This colloquium, with its hands-on workshops, will allow participants to explore Web 2.0 technologies and their relationship with education and pedagogy. Venue and access details at <eng.core.kochi-tech.ac.jp/eastshikoku/>. *Sat 2 Feb 10:20-16:30; Kochi University of Technology, Science English Lab (Language Lab) and CALL Lab, K building 3F, Tosa Yamada (18 km NE of Kochi City); free for all.*

Fukui—*Eigorian and classroom activities* by **Tom Merner**. *Sun 17 Feb; Time and place TBA.*

Gifu—*Using mobile phones in the language classroom* by **Alex Burke**. In Japan the ubiquitous *keitai* offers a wealth of teaching opportunities. You can listen anywhere, anytime: fast, convenient, and relevant. Come and see what happens to student motivation and learning when you greet them with "get out your phones, it's keitai time." This workshop will show you practical applications, assist with technical issues, offer ideas on policy, and highlight equity issues. Bring your mobile phone and open up your classroom to more authentic communication. *Sat 16 Feb 19:00-20:45; Heartful Square (southeast section of Gifu JR Station), Gifu; one-day members ¥1000.*

Gunma—*Once upon a time in an EFL classroom: Stories as a window to culture and language* by **Renee Sawazaki**. This workshop will focus on practical techniques for encouraging students, even at the beginning level, to use stories in order to build language skills and gain insights into foreign cultures. Renee will share her experiences incorporating folk tales and stories in her courses. The techniques can be used for students in high school and up. Benefits for language development include vocabulary acquisition, contextualized input, and guided output tasks for fluency skills development. *Sun 24 Feb 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi, t: 027-266-7575; one-day members ¥1000.*

Hiroshima—1) *Helping students speak English better* by **Eiko Nakamura** (Okayama University and Kawasaki University of Medical Welfare). Participants will experience the Poster Carousel, an effective oral task which gives learners opportunities to repeatedly use the knowledge they already have. 2) *My share*. Everyone is encouraged to speak from 5-10 minutes about a high-quality teaching idea! *Sun 17 Feb 15:00-17:00; Hiroshima Peace Park, International Conference Center 3F; one-day members ¥500.*

Kitakyushu—*Elementary school English education* by **David Latz** and **James Burdis**. For more information, please visit our website <jalt.org/chapters/kq>. *Sat 9 Feb 19:00-21:00; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from the Kokura train station); one-day members ¥1000.*

Nagasaki—TPR-S: Teaching proficiency through reading and storytelling by **Melinda Kawahara**, Lindy Lizard's English House, Kagoshima. Experience the newest teaching method that's sweeping North America: TPR-S. What is it? Why does it work? How do you do it? Following the natural teaching approach, TPR-S focuses on teaching sentence structures through storytelling. This workshop will use colorful, eye-appealing storybooks for young learners as an example. Experience how students feel when learning another language. More information at <jalt.org/groups/Nagasaki>. Sat 23 Feb 15:00-17:00; *Dejima Koryu Kaikan*, 4F; one-day members ¥1000.

Nara—Speaking smoothly: The making of smooth talkers with **Toyohiko Kamiyama** (Gojo Nishi Junior High School), **Rex Tanimoto** (Osaka Gakuin University), **Hiroshi Izumi** (Tomigaoka High School), **Andrew Sowter** (Seishou High School), **Hidetami Nakai** (Tenri University), **Toshihiro Yoshikawa** (Tenri University), and **Ken Tamai** (Kobe City University of Foreign Studies). A joint seminar with Tenri University, KELES Nara chapter, and NET Forum. For further details or to register, contact Hidetami Nakai <h-nakai@sta.tenri-u.ac.jp>. Just write your name and "I will attend." Sun 3 Feb 12:45-19:00; Tenri University.

Osaka—Getting published by **Steve Cornwell** and **Deryn Verity**. Sat 23 Feb 18:15-20:30; Namba Shimin Gakushu Center, Osaka City Municipal Lifelong Learning Center, Namba branch, O-CAT 4F, 06 6643-7010, <www.osakademanabu.com/namba/>.

Sendai—A JALT/TALE special event: Doubletake with **John Fanselow**. Join Sendai JALT in a visit to an *onsen* with teacher educator John Fanselow and fellow JALT members. Spend 2 days doing activities and discussing two central issues in language education today: reflective teaching and autonomous language learning. John Fanselow is Professor Emeritus at Teachers College Columbia University where he headed the TESOL program. He is the former president of TESOL and of International Pacific College, New Zealand. His books include *Breaking Rules* and *Do the Opposite*. For cost and reservation info: <jaltsendai.terapad.com>. Fri 22 Feb-Sat 23 Feb; Resort Hotel Crescent in Akiu Onsen, near Sendai.

Toyohashi—Incorporating intercultural learning into EFL classes by **Jon Dujmovich**. The presenter will share some short intercultural learning activities that can be adapted and applied to various EFL teaching contexts. Based on current intercultural theory and methods, each activity has the English language learner in mind, blending techniques and ideas in an experimental and creative way. This workshop promises to deliver some unique ideas for your classroom regardless of student age or ability. Sun 17 Feb 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥500.

Yamagata—The culture, education, and language of Maryland by **Rebecca Wickizer**. The speaker will present her background and how it has helped her in her duties as an ALT in Yamagata prefecture. Sat 2 Feb 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.

"Wow, that was such a great lesson, I really want others to try it!"

「すばらしい授業!、これを他の人にも試してもらいたい!」



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

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

...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.

East Shikoku: November—*Developing a reflective approach in EFL teaching* by Arifa Rahman. Rahman emphasized the role of reflection in teacher education programmes, noting that much of what happens in teaching remains unknown to the teacher and that experience alone may be insufficient as a basis for development. A reflective approach was introduced in which teachers and student teachers collect data about their teaching, examine their attitudes and beliefs about teaching, and then use this information as a basis for critical reflection. Rahman provided suggestions for highlighting reflection in the practicum stage of teacher education programmes by keeping a portfolio to formally record experiences and reflection throughout the course of the practicum, and then sharing the portfolio with student teacher peers and teaching supervisors. Three benefits of this kind of reflection were noted, including greater personalization of learning and teaching, student-teacher contribution of their own ideas about learning, and an increased opportunity for dialogue between teacher trainees and supervisors. Rahman concluded by arguing that with its on-going critical element, reflective teaching can serve as a means of contributing to one's professional development.

Reported by Takahiro Ioroi

Gifu: October—*TPR-S storybook fun* by Melinda Kawahara. Kawahara began with an explanation of *Teaching proficiency through reading and storytelling* (formally known as *Total physical response storytelling* (TPR-S)). TPR-S was created by Blaine Ray in the 1990's and is an outgrowth of the *Total physical response* (TPR) method.

Part of TPR-S success is its use of repetition. According to Kawahara, the average language learner needs to hear a new word or sentence structure 50-70 times before it can be internalized

and produced. Kawahara identified the three basic steps of TPR-S: 1) make sure the students understand the meaning of the target language (the easiest and fastest way to do this is via translation); 2) ask a story—this is where the teacher presents a short story and then uses techniques such as circling (who, what, where, when, why questions) to offer target repetition; and 3) read and discuss—students make personalized stories and read them to the entire class or each other.

Since Kawahara believes that the best way to learn is by doing, participants became students of the Spanish language for a significant portion of the workshop. Key points discussed included vocabulary over structure, grammar and error correction, and using direct translation in the classroom.

Reported by Kim Horne

Gunma: August—*JALT-Gunma summer workshop at Kusatsu: Writing English as an L2: 1) Conceptualizing ESL/EFL writing instruction: Commonalities and differences* by Alister Cumming. This lecture highlighted key distinctions Cumming found to be integral options for the organization of ESL / EFL writing instruction: (a) whether curricula have specific or general purposes; (b) whether writing is taught independently or integrated with other skills; (c) which aspect of writing is emphasized; and (d) methods of assessing students' achievements. 2) ***Goals for academic writing* by Alister Cumming.** Cumming presented a framework and rationale to describe the goals that ESL / EFL students and teachers may have to improve students writing in English. The framework was based on international students entering university in Canada as well as L2 writing theory, goal theory, and activity theory. 3) ***Writing, reading, and technology in an online professional development project* by Razika Sanaoui.** *Learning Connection* is an online professional development community project funded by the Ontario Literacy and Numeracy Secretariat to improve elementary students' achievement in literacy and numeracy through professional development and training of teachers and school principals. Sanaoui provided a brief overview of the project implementation, outlined the goals and methods of the project evaluation, and focused on the impact of the project on participating schools. 4) ***Environmental issues in 2007 EFL textbooks for Japanese 10th graders* by Naoko Harada.** 5) ***A semester with blogs* by Adam Murray.** 6) ***Treatment of student errors in L2 writing* by Kazushige Chou.** 7) ***Checking over high school***

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examination questions by **Sakae Koike**. Detailed information on these presentations can be found in the *Speakeasy Online* at <www.harahara.net/JALT/>.

Reported by Harry Meyer

Hiroshima: October—Cultural and international activities foster student motivation by **Fumiko Itakura**. With a rich background in exchange programs, Itakura focused on how to plan for “international activities,” an examination of the underlying goals of them, **and what can be workable or not**. The presentation was given mainly in Japanese with some English.

Itakura began by using the North American holiday of Thanksgiving as a case example of one activity to inspire student motivation. A quiz was given in both languages and checked. **Itakura ensured the atmosphere was conducive to mistakes being allowed.**

The audience was encouraged to pair up in different nationalities and interview one another in each other's native language. Next, the participants listened to a recent Japanese pop song and filled in the blanks. It was felt by the speaker that a musical activity should always be included in this type of workshop.

Reported by Ewen Ferguson

Kitakyushu: December—Reduction of CO2: Our challenges by **Yuri Hashimoto, Sakurako Shigemoto, and Kazuy Dohi**, Kitakyushu National College of Technology Student Research Team. JALT members, acting as judges, gave comments to Hashimoto, Shigemoto, and Dohi, who presented their research on possible ways of reducing CO2 emissions globally in preparation for a national English presentation contest among national colleges of technology. They explained their research into ways that genetically modified crops and dye-sensitive titanium solar cells could reduce CO2 output. **The students received extensive feedback about presentation style, manipulation of audio-visual equipment, and fielding audience questions.** The event ended with the chapter's *bonenkai* celebration.

Reported by Dave Pite

Nagoya: November—How effective is extensive listening? by **Miyuki Yonezawa and Jean Ware**. Yonezawa and Ware's experiments to enhance their students' listening ability were made in six advanced classes with 20 to 32 students in each.

Class A had a class library of graded readers with CDs, Class B had the same with CDs available as homework, Class C had the same without CDs, and Classes D, E, and F had neither graded readers nor CDs. The goal was that students should listen to materials extensively, starting with easy materials, enhance their understanding, and enjoy a successful experience. A 90-minute class consisted of: (1) an introduction of a 10-minute rhythm practice, using jazz chants and songs; (2) a 30-minute listening practice with each student listening to his/her chosen graded reader; (3) overlapping and shadowing for 15 minutes respectively; and (4) English vocabulary building with pairwork, repeating, and shadowing the materials with the required textbook for 50 minutes. Ware showed the change in test scores before and after with bar graphs. The students now spend longer time on extensive listening and have more positive attitudes toward listening with larger test score increases.

Reported by Kayoko Kato

EMAIL ADDRESS CHANGED?



DON'T FORGET TO LET
US KNOW...
<JCO@JALT.ORG>

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

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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/>

License to teach

Rick Derrah

Keimei Gakuin High School

The Japanese national government has opened avenues to help more people obtain teaching licenses. Open to all, regardless of nationality, these avenues could assist you in becoming a licensed junior or senior high school teacher. This article is based on the first 3 years of my journey to obtain a license. Specifically I will discuss three types of licenses I encountered. The majority of information applies to Hyogo's **application process**; details may vary between prefectures.

The first license is the *Short-term Teaching License* (*rinji kyoshoku menkyo*); while the easiest to receive it is also the least beneficial. As the name suggests, it is valid for a limited time, in my case 3 years. The purpose is to provide a teacher with a license when a school is unable to find a licensed teacher. Considered a temporary fix, the license is not renewable. The teacher must complete the requirements to acquire a regular license or the school needs to find a licensed

teacher within the 3-year limit. To fulfill the general requirement for the license, teachers must demonstrate expertise in an area that the school needs.

Like the short-term license, the *Special Teaching License* (*tokubetsu kyoshoku menkyo*) is intended to help schools fill positions when a licensed teacher is unavailable, but it is good for 10 years. The requirements remain in flux. Last year, Hyogo's Board of Education required documents such as a list of classes attended, degrees awarded, and detailed explanations of related work experience. This year, they also require a classroom observation and interview. Furthermore, teachers are not allowed to initiate the process. A school must apply on behalf of a teacher so this license is only an option if you are currently employed.



For the standard *Teaching License* (*kyoshoku menkyo*) an individual must complete a program of classes and a period of student teaching. If you have completed education classes overseas the Board of Education decides whether to accept the credit or not. Translations done in Hyogo, completed by a

third-party, of the course content were required for classes to be considered for transfer credits. This road is a long journey but you can complete it either in a regular university classroom or by correspondence. This path also requires Japanese language ability to complete college-level work.

For teachers interested in pursuing a license, prefectural board of education offices can provide you with the necessary forms and more information. Applicants are also charged a small fee; for example short-term license applications cost about ¥3,300.

So do you need a license and what are the benefits? In both public and private schools, a licensed teacher is technically required to be in the classroom. Beyond legal issues, a license may prove more helpful in private schools. Holding a license may boost your value when seeking employment at private schools in two ways. First, it looks better for a school to employ licensed teachers. Second, the national government subsidizes about 30-40% of licensed teachers'

salaries, which makes a good point to mention in an interview. This may not help as much if you want to work in public schools, which also require a standardized test score to rank teachers for hiring. In either case, a teaching license can be both professionally and personally rewarding. The avenues are open to you.

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. Visit <www.jalt-publications.org/tlt/jobs/> to view the full listings.

Location: Hyogo and Osaka

School: Seido Language Institute

Position: Part-time EFL instructors

Start Date: April 2008

Deadline: 15 Feb 2008

Location: Brunei

School: CfBT

Position: Full-time primary and secondary school teachers

Start Date: Teachers start at different times throughout the year

Deadline: Ongoing

COLUMN • CONFERENCE CALENDAR

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...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please email information, including a website address, 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 Feb is the deadline for a May conference in Japan or a June conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

6-8 Mar 08—2008 TNTESOL Conference: *Language and Music: The Perfect Blend*, in Memphis, Tennessee. **Contact:** <www.tntesol.org/TN-TESOLFlyerMemphis2008.pdf>

13-15 Mar 08—AAAL2008: American Association 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/>

Upcoming Conferences

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/>

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 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>

29 Mar-1 Apr 08—AAAL2008 Annual Conference, in Washington DC. Annual conference of the American Association for Applied Linguistics. **Contact:** <www.aal.org/aaal2008/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>

11-13 Apr 08—53rd Annual Conference of the International Linguistic Association: *Language Policy and Language Planning*, at Suny College, Old Westbury, New York. **Contact:** <www.ilaword.org>

12 Apr 08—Fourth Asian EFL Journal Conference: *Innovation and Tradition in ELT in the New Millennium*, at Pukyong National U., Pusan. **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/flcccu/2008EIA/English/Eindex.php>

2-5 Jun 08—26th Summer School of Applied Language Studies: *Mediating Multilingualism: Meanings and Modalities*, at U. of Jyväskylä, Finland. **Contact:** <www.jyu.fi/hum/laitokset/kielet/conference2008/en>

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>

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

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>

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

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

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

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

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>

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>

Calls for Papers or Posters

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/pan-sig/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 30 Mar 08)—Shinshu ELT Research Support Group: Fourth Mini-Colloquium, at Matsumoto M-Wing, Nagano. Abstracts are invited for 30-minute presentations on research or on teaching methodology. This event is intended for both experienced researchers and those who wish to make their first steps into the academic community, especially distance MA students. **Contact:** <johnadamson253@hotmail.com>

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: 1 Mar 08 (for 10 May 08)—First Conference on English for Special Purposes: *Exploring the ESP Paradigm: Theory to Practice*, at Himeji Dokkyo U. To discuss the use of technology in ESP; cultural considerations within ESP; ESP research; ESP resources; classroom applications; and interdisciplinary implications. **Contact:** <www.geocities.com/hdu_conf/main.html>

Deadline: 1 Mar 08 (for 1-3 Jul 08)—Second International Conference on Language Development, Language Revitalization and Multilingual Education in Ethnic Minority Communities, in Bangkok. **Contact:** <www.seameo.org/_ld2008/index.html>

Deadline: 15 Mar 08 (for 4-5 Jul 08)—National Language Policy: Language Diversity for National Unity, in Bangkok. **Contact:** <www.royin.go.th/th/home/>

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: 15 Apr 08 (for 17-19 Oct 08)—31st Annual Second Language Research Forum: *Exploring SLA: Perspectives, Positions, and Practices*, at U. of Hawaii, Manoa. **Contact:** <nflrc.hawaii.edu/slr08/>

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>

Deadline: 19 Jul 08 (for 8-10 Dec 08)—Inaugural Conference of the Asia-Pacific Rim LSP and Professional Communication Association: *Partnerships in Action: Research, Practice and Training*, at City U. of Hong Kong and Hong Kong Polytechnic U. **Contact:** <www.engl.polyu.edu.hk/lsp/APacLSP08>

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独創性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。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。日本での言語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尋ね下さい。3,600語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、4000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

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

- be up to 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> に関合わせ、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ご歓迎します。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、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、ご注意ください。

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

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

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

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。

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The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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

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

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

Membership Categories 会員と会費

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

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

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

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Old Grammarians...

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

Review of the literature

A STUDY BY Leppof (1995) showed that English language learners who underwent intensive training were better able to conjugate verbs (regular, irregular, or just slightly out of sorts) than learners in a control group who were confined in a meat locker for 5 days. Leppof (1997), however, challenged Leppof's (1995) research model, arguing that Leppof's (1995) dependent variables were not adequately accounted for. Leppof (1995) in turn criticized Leppof (1997) for ignoring the fact that Leppof (1995) and Leppof (1997) were actually the same person, writing 2 years apart. Leppof (1997) countered that Leppof (1995) had no place disputing arguments made in Leppof (1997), arguments which in 1995 had not even been published yet. Leppof (1995) is now serving a 2-year prison sentence for transporting unlicensed Cuisenaire rods across state lines. Leppof (1997) is in tax exile, but appears occasionally under the name Leppof (2003).

Jaundice (2002) attempted to record differences in the amount of English codeswitching among young Japanese when in the presence or absence of someone of obviously foreign appearance. Unfortunately, since she was carrying out the research herself, using a microphone hidden in her shoe, she failed to obtain any recordings of subjects when she was not there, seriously skewing her data collection.

Research by Squishy (2004) investigated a new theoretical type of input processing possibly utilized by foreign language learners. In so-called *bottom-down* processing, learners see or hear the initial units of a string of L2 input (the first letters/ words or phonemes/ words) and immediately give up on any further processing or interpretation. They instead engage in a cognitive process that consists mainly of "looking for a sofa to lie down on" (Squishy, 2004, p. 44). Squishy concedes that this may be the least effective of the three types of language processing.

Smith and Smith (1992) studied student writers' redundancy errors, specifically among

student writers. Two years later they studied the same thing again (Smith & Smith, 1994). They also found that when student writers didn't quote their sources verbatim, they tended to describe the gist of the source text without using precisely the same words. In other words, they paraphrased.

Traditional statistical analysis of classroom language-learning activity has its detractors. A study of non-English majors (students majoring in non-English) by Bulavinaka (2004) made the claim that an entire classroom of students could be categorized as a *standard deviation*. He then illustrated his point using a case study of one representative "deviant" in his introductory writing course.

Calamari and Rice (2004) shed light on the research observer's paradox when they studied laboratory mice in mazes under three different conditions: (a) in normal daylight, (b) in complete darkness, and (c) under a heat lamp. In condition *a*, numerous trials recorded inconclusive results. In condition *b*, however, the researchers noticed a significant difference in that they were unable to measure any results without the lights on, and in condition *c* they found that not only the mice behaved differently, but the cheese did as well.

In a classic study by Olfactor and Bumber-shoot (1662), students at a major agricultural institution were interviewed at 75-year intervals to measure changes in their attitudes toward vowel shift in Early Modern English. The study found that using the word *diphthong* in conversation produced statistically equal amounts of embarrassed laughter among groups of friends at dinner parties and in private physician/ patient consultations. This finding led to major paradigm changes in both sociolinguistics and, unexpectedly, tuber farming.

Finally, Shameless (2005) tested the controversial Mozart Deprivation Effect by confiscating the entire CD collections of 58 gifted children. After 3 weeks of close observation, he confirmed the existence of an iTunes website.