

The Language Teacher

ISSN 0289-7938

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April, 2006 • Volume 30, Number 4

The Japan Association for Language Teaching

全国語学教育学会



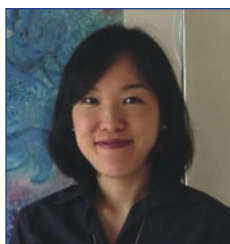
JALT2006 Conference News

» “Every time I land . . .

. . . in the New Tokyo International Airport in Narita, I am intrigued by two bilingual signs that greet passengers. One sign, in English, says predictably, “Welcome to Japan.” The other sign, in Japanese, has a slightly different message: “Okaerinasai”—“Welcome home.” Perhaps my uncharitable interpretation of these signs is caused by the lack of sleep and heavy jet lag I am suffering from whenever I land in this airport. Nevertheless they always strike me as a telling example of how Japan—at least its bureaucrats—thinks of its citizens: Anyone who makes this country his or her home speaks Japanese; everyone else is just a visitor.” (Kanno, 2003, p. 285)

“Imagined communities, school visions, and the education of bilingual students in Japan”

–Yasuko Kanno, University of Washington
(Plenary speaker at JALT2006)



“Although individual schools can make a significant difference in directing their students to more enabling imagined communities, they also simultaneously participate in social reproduction. It is on the whole the least privileged bilingual students who are socialized into the least privileged imagined communities. It is as if the students suffer not only from their impoverished present, but also from an impoverished future. And yet it is the very group of students who could benefit most from an education that dares to imagine a different future for them. I am not suggesting that imagining an alternative future will be a panacea; clearly it will not. But if we do not even begin to imagine alternatives, we will be

paralysed by the status quo and fail to take action. As Greene (1995) wrote, “Imagining things being otherwise may be a first step toward acting on the belief that they can be changed” (p. 22).” (Kanno, 2003, p. 298)

“Lave and Wenger associate learning with social participation. For them, learning is not just a cognitive process of acquiring a set of skills and knowledge but part of changing participation in communities of practice. One learns as one enters a community and comes to take part—first peripherally, and later more fully—in its particular practices. Learning is thus situated in local community practices, shaping and shaped by concrete relationships.” (Kanno, 2003, p. 286)

» Read the whole article:

Kanno, Y. (2003). Imagined communities, school visions, and the education of bilingual students in Japan. *Journal of Language, Identity, and Education* 2 (4), 285-300.

AND, come hear Yasuko Kanno speak at JALT2006



Community, Identity, Motivation

JALT2006

in Kitakyushu, Japan

November 2~5, 2006

<conferences.jalt.org/2006/>

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In this month's issue . . .

[Hi Kim, here's your edited foreword - the proofreader]

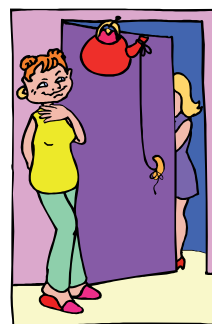
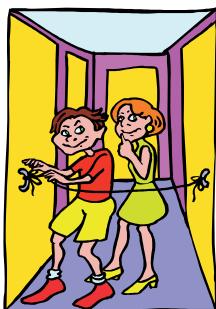
WELCOME TO the April Fool's Day TLT! [SUGGEST INSTEAD...: Welcome to the April issue of *The Language Teacher*. NO NEED TO SUGGEST THIS ISSUE IS A JOKE! THERE'S TONS OF GOOD STUFF IN HERE THIS MONTH...] There will be plenty to keep you smiling (or at least thinking about).[SUGGEST INSTEAD: This month, there is a great lineup of articles that we hope you enjoy. SEE COMMENT ABOVE]

In April's *Feature* article, **Keiko Uchidate** reports on a study of the use of honorifics by a group of advanced learners of Japanese in the UK. In *Readers' Forum*, **Harumi Yamada** describes students learning and performing Kyogen in English in a small elementary school class and **Brian Rubrecht** discusses the importance of names and suggests a number of ways in which we can learn the names of the students in our classes. In *TLT Wired*, **Michael Thomas** writes about mobile learning in language education. *My Share* articles have been contributed by **Marcus Otlowski**, **James Venema**, **David Svoboda**, and **Mark Firth**, and this month's book

reviews have been written by **Robert Taferner**, **Tim Allan**, and **Timothy Stewart**. There is also a smattering of April Fools humour by **Scott Gardner** to keep you ginging[giggling].

BTW, you jokers had better get your conference proposals in quick smart.[SUGGEST: The April 28 deadline for submission of your conference proposal is quickly approaching.] The conference theme is "Community, Identity, Motivation." Please be sure to complete your proposal via the JALT website. Details of the procedure and submission form are available at <conferences.jalt.org/2006/index/call>.

Kim Bradford-Watts
 BLT [TLT] Co-Editor



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

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JALT Research Grants

The application period for JALT Research Grants 2006 is April 1st to May 31st. More information at: [<jalt.org/researchgrants/>](http://jalt.org/researchgrants/)

The Language Teacherへようこそ。4月号も楽しくなる記事が満載されています。

まず、今月の論文は、Keiko Uchida氏によるもので、イギリスの上級レベルの日本語学習者がどのように敬語を使用するのかについて調査報告します。続いて読者フォーラムでは、Harumi Yamada氏が狂言を用いた小学校の英語の授業について、Brian Rubrecht氏が学習者の名前の覚え方について取り上げます。さらに、TLT Wiredでは、Michael Thomas氏による外国語のモバイル学習に関する記事もあります。その他、マイシエアではMarcus Otlowski, James Venema, David Svoboda, Mark Firthの諸氏による教室で役立つアイデアが寄せられ、Robert Taerner, Tim Allan, Timothy Stewartの諸氏による書評も寄せられています。また、Scott Gardner氏によるエイプリルフルのおもしろおかしい話も紹介されています。

JALT年次大会の発表申し込み締め切り日である4月28日が迫っております。大会のテーマは、「コミュニケーション、アイデンティティ、モチベーション」です。[<conferences.jalt.org/2006/index/call>](http://conferences.jalt.org/2006/index/call)をどうぞご覧下さい。

日本語論文の募集

TLTは日本語で書かれた論文も歓迎します。ふるってご投稿下さい。

Publications Passwords

A question that is often asked is, "How do you decide the JALT Publications passwords for the online archives?" This important task is handled by the Passwords Committee. The committee currently has two members, Natsuki and Tomoki (pictured below). Each month, they collaboratively create a password—Natsuki decides the letters, Tomoki the numbers. After careful scrutiny by a security specialist (their father), the new codes are inputted on the website. A small but vital role in our production schedule.



**Community,
Identity, Motivation
Kitakyushu, Japan
Nov. 2–5, 2006
[<conferences.jalt.org/2006/>](http://conferences.jalt.org/2006/)**

Use of honorifics by second language learners

Keywords

second language acquisition, Japanese honorifics, communicative competence, sociolinguistic rules, in-group/out-group distinction

It is said that one needs to acquire not only linguistic competence but also sociolinguistic competence, i.e., the skill to speak appropriately in actual communication situations. The Japanese language contains informal language and several different types of formal language, and speakers must consider this when choosing the most appropriate speech style to use in a communication setting. This paper focuses on the use of honorifics by L2 learners and examines the aspects of honorifics learners find the most difficult to acquire. Several advanced learners studying Japanese in the UK participated in the study. The results indicate that the learners' linguistic knowledge of honorifics does not correlate with their sociolinguistic competence and the sociolinguistic rules underlying the use of honorifics. The concept of in-group/out-group, a notion unique to Japanese society, is something that the learners in this study found difficult to acquire.

言語習得には、言語学的能力だけではなく社会言語学的能力—コミュニケーションの場面にふさわしい話体で話す能力—が求められると言われている。日本語にはインフォーマルな話体と複数の敬語体があり、日本語話者は、常に話し相手が誰なのかという事を考慮し、そのコミュニケーションの場面にふさわしい話体で話さなければならない。本論では、第二言語学習者の敬語の使用にスポットを当て、学習者にとって敬語習得の際に最も困難な面は何かを考察する。イギリスで日本語を学ぶ上級学習者の数人がこの調査に参加した。本調査により、学習者の敬語に関する言語学的知識は彼らの社会言語学的能力と相関関係にあるものではなく、敬語の使い方の基盤となる社会言語学的な規則、日本社会に特有な「内・外」というコンセプトが、学習者にとって敬語習得の際に困難な面だという結果が導き出された。

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Palmerston North, New
Zealand

A normal child acquires knowledge of sentences not only as grammatical but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, and in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. (Hymes, 1972, p. 277)

For successful communication, one needs to acquire not only linguistic competence but also the skill to speak appropriately in actual communication situations. In order for L2 learners to achieve successful communication in Japanese, which consists of informal language as well as several different types of formal language, they need to be constantly aware of their conversation partners, as this factor determines the appropriate language to use.

This article is concerned with the communicative competence of L2 Japanese advanced learners, focusing primarily on their use of honorifics and the aspects of honorifics they find most difficult to acquire. Japanese honorifics, which include honorific, humble, and polite forms, are notorious for their complexity, and the acquisition of honorifics appears to be one of the most difficult features of learning Japanese (Hendry, 1993, p. 53; Niyekawa, 1991, p. 9). I believe there are two main factors that

make the acquisition of honorifics difficult: a) the sociolinguistic rules and mechanisms underlying the use and distribution of honorifics, and b) the intricate grammatical system of honorifics. If L2 learners have knowledge of the latter but are unaware of the former, then they are unable to produce honorifics appropriately, and vice versa.

As Niyekawa explains, “a major notion of the rules of honorific speech has to do with ‘in-group’ and ‘out-group’ distinction” (1991, p. 27). The basic idea of in-group is strongly associated with the concept of family and the idea that in-groups are the groups one belongs to, i.e., one’s family or company. Those who do not belong to one’s in-group are considered to be out-group members, and Japanese honorific language appears when one speaks to an out-group member. Honorific and humble forms, in particular, often occur when hierarchical relations are involved.

Tsujimura (1996, p. 363) summarizes the different forms of honorifics as follows:

- Honorific forms are used to honor individuals from the out-group, i.e., people who hold a rank socially higher than the speaker, or the individuals’ activities.
- Humble forms are used to humble the speaker or the speaker’s in-group, whereby respect is paid to the listener from the out-group.
- Polite forms are neutral with regard to the target of respect and are used when a conversational situation is formal but does not require honorific or humble forms. They are used in social situations and are the most universal forms of speech in daily conversation.

Some common verbs have honorific and humble verbs, while other verbs can be made into honorific and humble forms by adding the prefix-suffix combinations *o/go-ninaru* and *o/go-suru*, respectively. Generally, L2 learners acquire polite forms at the very beginning of study, while honorific and humble forms are introduced much later.

Other honorific expressions include terms of respect (e.g., Suzuki *san*) and the prefixes *o*, *go*, and *on*, which can be added to nouns or adjectives. Although Japanese case particles such as *ga*, *o*, and *wa* are often omitted in adults’ informal speech, when the style of speech becomes more formal, it leads to fuller sentences in which the particles are not omitted (Niyekawa, 1991; Miyamoto, Wexler, Aikawa, & Miyagawa, 1999).

The appropriate use of polite language involves the following: knowledge of polite forms (grammatical knowledge), knowledge of interactional

rules (sociolinguistic knowledge), and the ability to use polite forms appropriately in speech (performance). Scarcella and Brunak (1981), when referring to grammatical and sociolinguistic knowledge, explain that “the acquisition of polite forms appears to precede the acquisition of the sociolinguistic-interactional rules” (p. 72). Tanaka and Kawade (1982), on the other hand, focus on the relationship between knowledge (both grammatical and sociolinguistic) and performance and conclude that the L2 learners’ ability to judge politeness in the target language does not necessarily give them the ability to use it appropriately in actual speech.

Previous research on first language acquisition

According to Nakamura (1999), the earliest use of polite forms by children appears around 18 months to 2 years, and signs of a strong command of polite forms appear by age 3. Children start to acquire polite language by repeating adult utterances, thus the earliest use of polite forms by children are imitations of an adult’s utterances and are not productive. Gradually children learn to match the formality level of the interlocutor by imitating adults, i.e., the children in Nakamura’s study answered formal adult questions with the formal verb endings *desu* and *masu*. After having passed through these phases, the children became accustomed to the usage of polite forms, especially when introducing themselves, where they used polite forms spontaneously. Nakamura reported that the mothers’ heavy usage of polite forms with non-family members, in phone conversations and in book reading, seemed to serve as the children’s input on the distribution of these forms.

According to Mackie (1983), children usually start to learn honorifics when they enter school at age 6 or 7, and it takes many years until they acquire the full system of honorifics. Sibata (1998), in a study on the usage of *haha* (a humble expression for *mother*) by elementary, junior high, and high school students, concluded that “honorifics constitute, perhaps, the last stage of the native language learning processes of Japanese” (p. 127). He also reported that the usage of *haha* is related to the learning processes of honorific usage in general, and that many of the students surveyed seemed to have commenced usage of *haha* “just before or just after they went up to the next level of schooling” (p. 134). This was explained by a sudden increase in word usage as the students graduated from one level to the next.

The study

This study begins with the hypothesis that Japanese L2 learners find it difficult to determine when the concept of in-group and out-group should be applied to a situation, and therefore, learners' linguistic knowledge of honorifics does not correlate with their performance in actual communication situations. This study aims to examine which aspects of honorific usage L2 learners find the most difficult.

The subjects of the study were four advanced learners of Japanese with English as their L1. The ability to use different forms of polite language appropriately requires communicating with people in many different formal settings. Therefore, learners who had spent some time in a natural language environment were selected to participate in the study. Three of the subjects were 4th-year university students who had spent the previous year in Japan studying at university. Two of them had studied Japanese for 3 years while the other had been studying for approximately 10 years (7 years in a natural environment and 3 years at university). The remaining subject was an English teacher who had worked in Japan for 3 years.

The tasks used in the study (see Appendix) were as follows:

Knowledge Tests

- Task 1: Completion of a table of honorific/humble forms
- Task 2: Error recognition exercise

Performance Test

- Task 3: Role-play

Task 1 was used to test the subjects' grammatical knowledge of honorifics, task 2 to observe the subjects' awareness of the concept of in-group and out-group, and task 3 to test the subjects' performance in actual speech.

In task 3, the subjects were assigned a role in different settings and were expected to internalize the role and use their own ideas to act and speak accordingly in the given situations. For the role-play situations, a job interview and a telephone conversation at work were selected, as one would inevitably have to use three distinct forms of honorifics appropriately in these situations, in which the Japanese concept

of in-group and out-group emerges. In the job interview situation, the subjects were asked about themselves, their family, their reasons for applying, and other questions likely to be asked in such a situation. In the telephone conversation, the subjects were required to receive and make a business call and talk with someone from a different company. The role-play took approximately 15-20 minutes to complete.

The tests were administered on two separate occasions. In the first meeting, the subjects completed task 2, and in the second meeting, they completed tasks 1 and 3. In order to prevent the subjects from having time to reflect on each honorific and humble form, task 3 was completed prior to task 1.

Results

Knowledge tests

The results of tasks 1 and 2 are presented in Table 1 and show that generally the subjects had good knowledge of both polite forms and interactional rules (72.2% mean), with the exception of subject 1 (55.5% mean). The mean percentages of the knowledge tests also indicate that the subjects did slightly better in task 1 than task 2 (73.7% and 70.3% mean, respectively), which seems to suggest that the subjects were more aware of polite forms than interactional rules. However, individual variations show that only two of the subjects (subjects 1 and 3) actually did better in task 1 than in task 2, indicating that the results of Scarcella and Brunak's study (1981) may not fully apply to the results of this study.

Performance test

The results of task 3 are presented in Table 2. In order to present the subjects' proficiency in this

Table 1. Results of tasks 1 and 2

Subject	Score (%)		
	Task (1)	Task (2)	Total (mean %)
1	12 (60%)	8 (50%)	20 (55.5%)
2	16 (80%)	14 (87.5%)	30 (83.3%)
3	17 (85%)	11 (68.7%)	28 (77.7%)
4	14 (70%)	12 (75%)	26 (72.2%)
Total (mean %)	59 (73.7%)	45 (70.3%)	104 (72.2%)

Table 2. Results of task 3

	Subject 1		Subject 2		Subject 3		Subject 4		Total	
	Frequencies	Points	Frequencies	Points	Frequencies	Points	Frequencies	Points	Frequencies	Points
Errors	15	-15	23	-23	3	-3	6	-6	47	-47
Polite	15	15	18	18	33	33	28	28	94	94
Honorific	2	4	0	0	5	10	0	0	7	14
Humble	10	20	4	8	8	16	4	8	26	52
Total points		24		3		56		30		113

section, each category was assigned points: 1 point was deducted for each error, 1 point was added for each correct use of a polite form, and 2 points were added for each correct use of an honorific or humble form. Frequencies of errors, the forms subjects produced, and the points they received for each category are displayed in the table. Subject 3 received the highest score, +56, while subject 2 scored the lowest, +3. It is important to note that the subjects produced very few honorific forms (two of the subjects produced none). This is striking, especially when compared with the number of humble forms produced (26 in total), which was more than three times as many as for honorific forms.

Learner errors

The types of errors observed in task 3 are listed below in Table 3 and examine aspects of honor-

ifics learners find the most difficult to acquire. Some of the error types require explanation; error type *c* includes expressions that are not polite enough to be used in formal speech, e.g., *uchino* (my) is too casual and a more polite alternative phrase, *watashino*, should be used. Error type *f* includes errors such as *Suzuki-san*, used as a reference to a member of in-group when talking to a member of out-group, and *g* includes errors such as *kyaku* (a customer), which should be *o-kyaku-san*, as it is a reference to a member of out-group.

Figure 1 shows that the most common errors were related to the concept of in-group and out-group (20 errors in total for *f* and *g* combined). The second most common errors involved the usage of honorific and humble verbs (*b* and *d* combined). Errors related to the concept of in-group and out-group occurred nearly twice as frequently as the second most common type of error.

Table 3. Learner errors

	Subject 1	Subject 2	Subject 3	Subject 4	Total
a) Omission of particles	0	1	0	0	1
b) Verbs that should appear in humble form	1	2	0	0	3
c) Expressions that are too casual to be used in polite speech	2	3	0	1	6
d) Verbs that should appear in honorific form	3	4	0	1	8
e) Abbreviation (not in a full sentence or word)	2	6	1	0	9
f) Wrong expressions used to refer to members of in-group	3	3	0	3	9
g) Wrong expressions used to address members of out-group	4	4	2	1	11
Total errors	15	23	3	6	47

Discussion

On examination of learner errors, both Table 3 and Figure 1 show that the most common error type was related to the concept of in-group and out-group. However, the results of the knowledge tests suggest that rather than being hindered by a lack of awareness of sociolinguistic rules, the subjects were unable to produce speech without errors despite their knowledge, and that their knowledge did not correlate with their performance in actual communication situations. Subject 2, for instance, who on the whole performed better than the other subjects in tasks 1 and 2 (83.3% mean), made a significant number of errors in task 3. As a result, this subject received the lowest score, +3, for task 3.

Subject 3 did relatively well in the knowledge tests (77.7% mean) and performance test, and although she showed a lack of sociolinguistic knowledge in task 2 (68.7%), she made the fewest errors and also produced the highest number of honorific and humble forms in task 3. However, subject 3 seemed to struggle before producing the correct honorific or humble forms and needed time to reflect. This may suggest that the subject did not normally use such forms in speech, and her knowledge of honorifics did not emerge easily in speech when a situation required their use. Common errors observed for *f* and *g* in Table 3 were as follows:

1. Referring to a colleague in a telephone conversation in task 3.

Suzuki-san wa gaishutsushite imasu.

Mr. Suzuki is out.

2. Task 2, Question 5.

O-kaa-san wa ima rusu desu. (telephone conversation)

My mother is out now.

The errors above illustrate that the subjects felt the need to sound polite to the listener in such formal situations, and in order to be polite, they thought that referring to members of their in-group (in the cases above, colleague and mother) with a term of respect, *san*, was more appropriate than *Suzuki* or *haha*, which would sound somewhat more abrupt and rude to the listener. However, the basic rule of Japanese honorifics says that one should not use a term of respect for in-group members when referring to them in a conversation with a member of out-group.

Another error that all the subjects made appeared in the job interview situation in task 3. The subjects addressed the company they were visiting either as *kono kaisha* (this company) or used the company name, such as Toshiba or Sony. The subjects failed to notice that the concept of in-group and out-group was always applied when addressing another party in a formal situation, regardless of whether one is addressing an individual or a company. In this case, one needs to use the honorific expression with the honorific prefix *on*, i.e., *on-sha* (your company), to address the other party's company.

As far as these errors are concerned, the aspects of the usage of honorifics that the subjects appeared to have failed to acquire may be summarized as follows: "humble oneself and exalt the addressee is the basic rule, and 'self' includes members of one's 'in-group'" (Niyekawa, 1991, p. 27). Understanding this concept of in-group and out-group fully, and constantly applying this concept when one speaks, are what the subjects in this study seemed to find difficult to achieve.

Conclusion

From these findings, one may conclude that the most difficult aspects of the acquisition of honorifics for learners are the acquisition of the sociolinguistic rules and mechanisms underlying the use of honorifics,

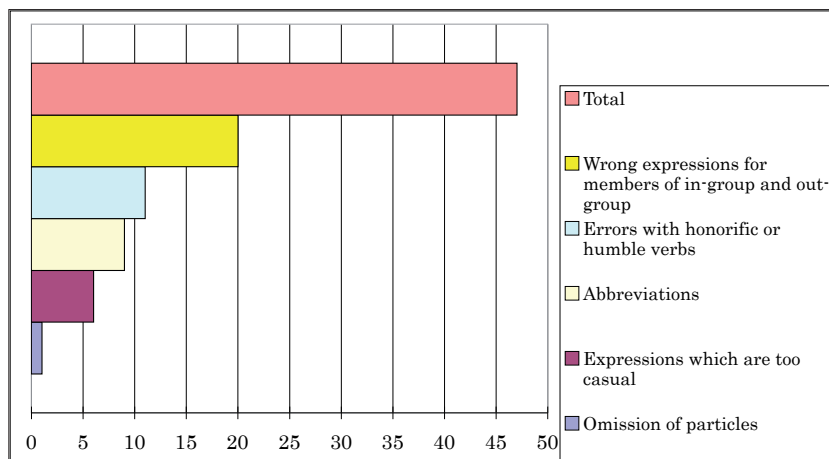


Figure 1. Frequencies of errors

i.e., the in-group/out-group distinction, and the application of these rules in actual speech. Even if learners are well aware of the rules, it does not necessarily mean that they can actually produce honorifics appropriately. Hence, the result of the study conducted by Tanaka and Kawade (1982) may apply to the results of this study.

It is possible to assume that the degree to which learners can produce honorifics appropriately, and thus exhibit their communicative competence, depends on the amount of exposure to target language use learners have had. In order to acquire Japanese honorifics and the rules underlying their usage, as well as to be able to produce them appropriately in actual speech, learners need to interact with people from various backgrounds, and in various formal settings, as often as they can.

The data obtained in this study were limited due to the small number of subjects, and further research will be needed to more fully characterize the use of honorifics by L2 learners.

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Appendix

Task 1. Honorific and Humble Forms

Complete the table of honorific and humble forms.

Meaning	Plain form	Honorific form	Humble form
to go	<i>iku</i>		
to do	<i>suru</i>		
to see	<i>miru</i>		
to say	<i>iu</i>		
to know	<i>shitteiru</i>		
to eat	<i>taberu</i>		
to meet	<i>au</i>		
to hear	<i>kiku</i>		
to be	<i>iru</i>		
to give	<i>ageru</i>	N/A	
to receive	<i>morau</i>	N/A	

Note. From *Nakama 2: Japanese communication, culture, context* (p. 380), by Y. Hatasa, K. Hatasa, & S. Makino, 2000, Boston: Houghton Mifflin.

Task 2. Error Recognition Exercise

Correct the errors in the following sentences.

- Kono seki, aite irasshai-masu-ka.*
Is this seat vacant?
- Sensei, repooto wa itadaki-mashita-ka.*
Did you receive the report, sir/madam?

3. *O-kyaku-sama, uketsuke de oukagaininatte-kudasai.*
Please ask at the reception, sir/madam.
4. *O-taku ni neko ga nanhiki irasshai-masu-ka.*
How many cats are there in your house?
5. *Okaasan wa ima rusu desu.* (telephone conversation)
My mother is out now.
6. *Watashi no go-shusshin wa tookyooto desu.*
My hometown is Tokyo.
7. *Ootoo wa yuushoku o meshiagatta.*
My brother ate dinner.
8. *8ji madeni kuruyooni to senpai ga watashi ni mooshita.*
My senior told me to come by 8 o'clock.

Note. From *Hajimete no nihongo kyooiku 1* [First Japanese language education 1] (p. 184), by T. Takamisawa, 1996, Tokyo: Ask.

Task 3. Role-play

1. Job interview

You are going to take a job interview at a company you have sent your job application to. Please think of a company and a position that you are interested in and use your own ideas to express your views during the interview. I will ask you why you are interested in the company and the position as well as other questions which are likely to be asked in a job interview situation in Japan. The interview will last about 10-15 minutes.

2. Telephone conversation

You are working for Company A. You receive a telephone call from a person from Company B who asks for your colleague, Mr. Tanaka. Mr. Tanaka is not in the office at the moment. Please tell this to the person from Company B and take a message from her for Mr. Tanaka.

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Performing *Kyogen* in a small elementary school class

Keywords

Drama, *Kyogen*, small classes, performing in English

This is a report on the use of *Kyogen*, a traditional dramatic form, in a small class at an elementary school. It describes how the author became interested in the use of *Kyogen* in an English-teaching context, how it was used for English language learning and cross-cultural understanding, the results of using it, and some tips for creating and producing a *Kyogen* play.

狂言を小規模小学校(盲学校幼小学部)の英語の授業で使ってみた事例報告。狂言を使ってみようと思ったきっかけ、どのように狂言が英語学習および異文化理解のために使われたか、どのような結果が得られたか、また、狂言上演のコツなどを紹介する。

Harumi Yamada
Jin'AI University



A scene from the play *Busu*, performed at the Fukui Prefectural JET conference held at Fukui International Activity Plaza, February 2004. Photo by E. Tsuchiyama. Used with permission.

NOH AND *Kyogen* are traditional dramatic forms introduced into Japan from the Chinese continent in the 8th century and which developed into their present forms in the 14th and 15th centuries. While *Noh* is more serious and musical in nature, *Kyogen* is a comic genre that emphasizes dialogue. Space and time are flexible and the audience is expected to use its imagination. In *Kyogen* there are only a few characters, such as the *Master* and his mischievous servants *Tarokaja* and *Jirokaja* in such plays as *Busu* and *Boshibari*. Thus *Kyogen* is suitable for performance in small classes.

This report will describe how a Kyogen comic drama was used in English classes at a small elementary school. The discussion details how the project started, how it was used for English language learning and cross-cultural understanding, the results of the project, and practical tips for creating a Kyogen play.

Background

I was at the Fukui Prefectural School for the Blind for 2 years (April 2003-March 2005). In most public schools for the blind in Japan, student numbers are declining. There were only two academically capable students in the elementary school when I transferred there. One was in the third grade and the other was in the sixth grade. These boys generally took their lessons in the same classroom to maximize social contact with others, even when they had different teachers. The third-grade student exhibited a high level of academic curiosity, and the elder student was like a big brother to him. They were very good friends.

One of the classes they studied together was *Sogoteki na Gakushu no Jikan* (the Period for Integrated Study) in which schools are expected to promote "interdisciplinary and comprehensive studies such as international understanding, information, environment, welfare and health, subjects which children are interested in and those closely related to the community and school's characteristics" (MEXT, 1998). One component of the Period for Integrated Study involved the students in performing Kyogen plays in Japanese. Professionals gave the students lessons on a number of occasions.

When the students received the text of their next play and read it aloud, it sounded like a Shakespearian comedy to my surprise. These students reported having memorized most of the sentences by listening to the graduating students of the previous year. They performed the Kyogen, *Busu*, in Japanese at the school festival in September of that year, the boys taking the roles of the servants *Tarokaja* and *Jirokaja*. I played the role of the master. I decided to use the play in the English class I had been planning to teach using the Period for Integrated Study starting in September that year.

There were five main reasons that inspired me to use Kyogen in the English class. First, the boys could make the Japanese script sound like a Shakespearian comedy. I thought the play would sound very good in English, too. Secondly, the words had been simplified for elementary school

use and there was a lot of repetition. Thirdly, because the students had performed the play in Japanese, they would not need a Japanese translation. Fourthly, Kyogen generates intercultural awareness because of its very Japanese setting combined with the universality of its sentiments. Lastly, the boys and I all love Kyogen. In any language activity, it is important that both the students and the teacher enjoy the activity.

How Kyogen was used in the Period for Integrated Study

In this section, I will describe the five different uses of Kyogen for English language learning implemented at the School for the Blind.

Raising cross-cultural awareness

There are a number of Japanese cultural aspects in Kyogen, such as the ways the actors move and dress, as well as the settings. Kyogen has few props and very little scenery, using instead the actors' words and movements to set the scene. These qualities allow us to draw attention to different cultural styles.

We can also find something universal in the humour in Kyogen. In *Busu*, the master, wanting to trick his servants, tells them that the substance inside a pot is poison. While the master is away, the servants discover that it is actually sugar, and they eat it all. Upon his return, the servants tell the master that they wanted to commit suicide by eating the poison, although they actually knew it was sugar. The audience finds this scene very amusing. There is something universal about laughter, and it is important to draw student attention to the universality of human nature.

With these things in mind, we can invite students into discussions and quizzes such as the following:

1. After the Master leaves, Tarokaja says, "We can talk all day," and Jirokaja says, "How wonderful." They like chatting. What do you think the most popular and unpopular pastimes of American children are?
 - a) playing with the computer games
 - b) playing outside
 - c) being alone
 (Students think about children of a similar age in other countries).
2. Kyogen developed into its present form about 600 years ago during the *Muromachi* era. What was happening in the world then?

- a) European people started to travel to the west and arrived at the American continents.
 - b) There were many countries in Asia and the Middle East, and all were so closed that people did not know about each other.
 - c) American people were traveling to Africa.
3. Tarokaja and Jirokaja are very curious boys. Children are usually curious everywhere. Right or wrong? (Students think about the universality of human nature).
 4. In *Busu*, the servants ate all the sugar. In Japan, obesity is becoming a problem among children. This is a worldwide problem now. Right or wrong? (Students think about people who have too much too eat and those who are dying of hunger in the world).
 5. In *Busu*, Tarokaja and Jirokaja disobey their master's order. In Japan, *samurai* committed *harakiri* if they made a mistake. This is an ordinary custom observed in every country. Right or wrong? (Students are invited to raise their cross-cultural awareness.)

In our English class, the ALT (assistant language teacher) read the quiz questions, and I gave brief explanations in Japanese. Discussions were also in Japanese because cultural awareness was more important than language learning in this context.

Getting used to English pronunciation

Elementary school students, especially, respond to rhythmic sounds. Both students and teachers can pronounce sounds, words, and sentences while dancing to the rhythm or music. We repeated the lines together many times, but the students never got bored. We worked on phonemes, liaison, intonation, rhythm, and stress.

Students needed to practice almost all the phonemes: short vowels, long vowels, diphthongs, consonants, and consonant clusters. They needed to learn to use more breath, so we practiced plosives such as /p/, /t/, /d/, and /k/, together with consonant clusters like /ts/. After demonstrating how strongly the air escapes when you pronounce these sounds, the boys practiced just in front of my face, because both learners needed to feel the sounds close to them to learn to say them.

Using the lines like chants helps learners practice liaisons, rhythms, and stress. The Kyogen plays are basically rhythmical, so by keeping the original pattern of rhythm when translating, most parts can be used as chants. The students espe-

cially enjoyed the section of *Busu* that sounded quite similar in both English and Japanese:

With a bite, we couldn't die
With two bites, we couldn't die.
Three bites, four bites,
We ate it all, but we couldn't die.
We are doomed to live!

In many cases, to emphasize the rhythm, I hit a wooden block or joined the boys in tapping the desk. I said a chunk, moving from shorter to longer, and the students repeated after me, moving their bodies in time. They really enjoyed it.

Expressions and movements

The fact that the students had mastered the movements and performed the play using Japanese was key to the successful use of the play in the English class. When the students were practicing the play with movement in English, they knew the meaning of the lines and looked quite comfortable without a Japanese explanation.

However, we also practiced some phrases from the script separately. One word that caused them difficulty was *tear*. We tore pieces of paper, repeating the word each time we used the action. When we had no more paper left, I shouted the sentence in the play, "It was torn!" The students understood and shouted, "It was torn!"

Communication activities

The following are examples of some tasks used in the Kyogen lessons.

Example 1) In *Busu*, when Tarokaja and Jirokaja are trying to blow poisonous air away using their fans, Tarokaja notices that Jirokaja is not working, and says, "Are you working?" Then, Jirokaja, pretending that he has been working hard, says, "Yes, I am!"

Task: Roleplay 1—Student A is a child who has to stay at home with a caretaker. The child has been told by her parents to behave. The child is expected to do certain things at certain times. The caretaker checks on the child. The child pretends that she is doing what is expected each time the caretaker checks, even though she is actually doing something else, for example, reading a comic book. Student B is the caretaker who checks if the child is doing what is expected, according to the timetable (Figure 1). The caretaker has to make sure the child behaves until the parents return.

7:00	8:00	9:00	10:00	11:00
supper	home-work	English	math	Japanese
				Get ready for bed

Figure 1. Timetable

Variations: The child is happy/sad/angry/spoilt...

The caretaker is kind/strict/angry...

Example 2) *Neither Tarokaja or Jirokaja have seen poison. Tarokaja invites Jirokaja to look at the poison with him saying, "Have you seen the poison?" Jirokaja says, "No, I haven't." Tarokaja says, "I haven't either. I want to have a look." Jirokaja says, "No! You're crazy!"*

Task: Students are given leaflets about Kyoto. Students A and B plan a one-day trip in Kyoto. They plan to go to places that neither of them has visited.

Example 3) *When the master returns, Tarokaja tries to make excuses for having eaten the poison. Tarokaja says, "Well, Sir! In your absence, we didn't want to fall asleep. I practiced sumo with Jirokaja. Jirokaja tried to throw me. When I tried to escape I grabbed the wall hanging. It tore! Then ..."*

Task: Role Play 2—Student A is a child who has made a mess in the house while their parents were away. When the parents return, the child explains what he or she did while they were away. Student B is a parent, who can be angry or sympathetic according to each excuse.

Performance

Performing the play in front of native speakers of English is an ideal situation for using the play for real-life communication. We looked for international events at which the students could perform. Fortunately, the Fukui Prefectural JET Conference accepted our request to perform at their February meeting because part of their programme was focused on cultural exchange.

During the autumn term, I spent only about 10 minutes of each of the two classes a week for English Kyogen, practicing chants and raising cross-cultural understanding. At the end of the term, I recorded *Busu*, gave the cassette tapes to the students, and asked them to listen to the play during the winter vacation. When the third term started in January, we decided to practice the play in both lessons each week. The students and the ALT practiced using the actions. In February, the learners became really serious and made great progress. One

week before the conference, we had a small performance at school, which went perfectly.

In the audience at the JET conference were more than one hundred ALTs and CIRs (Coordinators of International Relations) working in Fukui Prefecture. The younger student acted as Tarokaja, the older student as Jirokaja, and our school ALT as the master. The learners had never performed in front of so many people and they had never had such a responsive audience. The audience laughed and laughed, and clapped their hands at appropriate moments. After the performance, the audience stood up and everyone wanted to shake hands with the boys. The boys said, "They laughed when I said funny things. I understood that my English was being understood." When the students heard the reactions of the audience at the conference, they realized that they were making themselves understood in English and gained confidence in what they were doing.

Results

The students gained a great deal through this experience, including natural pronunciation and use of English, a growing cross-cultural understanding, and increased confidence.

Use of expressions

In a play, the emotions and the body come together (Imura, 2005), so when the students experienced similar emotions or were in similar situations, they naturally spoke in English. For example, in an art class, after thinking very hard about what to do with his work and hitting upon a wonderful idea, one student suddenly shouted, "I have an idea!" He was not aware of using English then. "What a hateful face!" or "What are you doing?" became the boys' favourite phrases and they used them almost every day.

Pronunciation

The third grade student acquired English intonation easily. The sixth grade student developed the ability to distinguish between phonemes such as /l/ and /r/, and /b/ and /v/.

Cross-cultural understanding

More than the cross-cultural awareness activities we did in class, regular contact with the ALT at our school and the encounter with so many non-Japanese people at the conference made the students feel quite at home with foreign people.

This does not mean that they were not shy meeting new people. However, they were not afraid of encountering different cultures.

Building confidence

The thought of performing in front of more than 100 non-Japanese people was quite demanding for the boys. They listened to the cassette tapes and practiced a lot at home. They were anxious and nervous before the performance. In the process of planning, practicing, and performing, they learned *self-effectiveness* through their trials and successes. Self-effectiveness will guide them in the future in trying new things with confidence and self-esteem (Tsuchiyama, 2004).

Practical tips for producing a Kyogen play

With a few students and a short, simple play, Kyogen seems easy to teach, but there are some factors that lead to success, which can be summarized as follows:

1. Find a script to suit your aims

There are some scripts for young learners available on the market, but you still need to rewrite them to fit your aims. I translated the script that had already been retold to suit the students' linguistic level in their native language. I made the English as easy as possible, while keeping the original rhythm.

2. Harness student interest

Through their previous performances, these students knew the fun of acting and the fulfillment of achievement. Their intrinsic motivation had already been activated. When you start afresh, have fun acting with the students so that you can harness student interest.

3. Get help

Since it is a small play, you tend to forget how much emotional and practical support you need from other people. To boost their confidence, the students need to know that the school is supporting them. To work towards a Kyogen performance, involve the teacher(s) of Japanese for language and culture support and non-Japanese teachers, such as ALTs, for English language support and the chance to use English for communication. Get advice and training from professional Kyogen actors, if possible.

4. Finding an audience

English Kyogen doubles its effectiveness when it is performed in front of an English speaking audience. Students will use English in an authentic communicative situation while conveying part of their Japanese culture through Kyogen.

Epilogue

In my second year at the School for the Blind, I was transferred to the high school section. I continued teaching English to the elder boy who was now a 1st-year junior high school student. He and another junior high school student performed the Kyogen, *Boshibari*, in Japanese at the school festival. After the festival, we were asked to again perform Kyogen in English for the next Fukui JET Conference, so we started practicing Kyogen *Boshibari*. However, the conference was suddenly cancelled. We needed to find another audience quickly. JALT Fukui kindly accepted our request. Thanks to the efforts of the JALT Fukui chapter, the school's ALT, and the CIR in the prefectural office, we again had an audience of about 100 people at the JALT Fukui chapter meeting in March 2005. The students did a great job and the performance was again a marvellous success.

Note: An earlier version of this report was presented at the JALT Fukui chapter meeting in March 2005.

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Advert: EFL Press

Reasons and methods for learning students' names

Keywords

Learning names, classroom management, teacher–student relationships

At the beginning of a new semester, instructors often face several large classes filled with unfamiliar students. While some instructors may view attempts at learning their students' names as unnecessary and impossible, this paper presents research supporting the notion that learning students' names assists in fulfilling students' cognitive and affective needs in the classroom as well as producing sound and proper teacher–student relationships that reduce affective inhibitors to learning. Two methods for learning student names are presented. The paper concludes by encouraging readers to use these or other methods, depending on their own unique teaching situations.

新学期が始まり、講師は新しい生徒ばかりを含む大規模クラスをいくつも担当することがよくある。生徒の名前を覚える試みは不必要で不可能だとみなす講師もいるが、本論では、生徒の名前を覚えることはクラス内での生徒の認知的・感情的必要性を満たし、健全で好ましい教師と生徒の関係を造り出せるという考えを支持する研究を提示した上で、生徒の名前の覚え方を二つ提案する。結論として、著者は読者が個々の教授状況に応じてこれらの方法を試すように推奨している。

Brian G. Rubrecht
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It is the beginning of a new semester. As you go over the student roster for each course you will be teaching, you notice that the names on the paper all look similar. Unless you already know these students from previous classes or have some trick to help you remember who is who, learning all their names will be quite a chore, if not simply impossible. Is it even worth trying?

The answer is *yes*. No professional language instructor should feel comfortable addressing a student by the phrase, *Hey, you*. Instructors cannot use the reticence of Japanese students (Hawkins, 1994; Stapleton, 1995) as an excuse for not calling them by name.

Learning students' names has definite value. Instructors need to show that they care for the students as individuals. Students deserve to be considered as more than a student number or a desk location in a classroom. Instructors should therefore strive to learn—or at least utilize—students' names in educational settings.

Affective and cognitive considerations

A sound and proper teacher–student (T–S) relationship is as important as a pedagogically-sound curriculum due to the underlying affective and cognitive factors at work in language learning, factors which numerous authors and researchers stress are important. The *socio-constructivist* perspective, which draws heavily from the work of Vygotsky (1978, as cited in Hickey, 1997), “emphasizes the impact of collaboration, social context, and negotiation on thinking and learning” (Hickey, 1997, p.

175). Part of this negotiation occurs between instructors and students as they attempt to make sense of the former's words and implement the underlying intended educational aims.

In addition to cognitive aspects, one must also consider the affective domain (Ellis, 1991) that includes but is not limited to empathy, self-esteem, and attitudes (Brown, 1994). Anxiety is one of the most detrimental aspects to language learning and is possibly the most researched. In Young's (1991) review of the anxiety literature, of six potential sources of anxiety identified, four were related to anxiety arising either directly from T-S interaction or from student perceptions about relationships (e.g., relationships between people, between people and regulatory procedures in the classroom or the school, etc.).

Instructors' actions in the classroom—that is, how instructors organize and present lessons, how they treat students, and how they view their own role as instructors—are of particular concern to the present article. These are important factors to consider because, as Young (1991) states, “the social context that the instructor sets up in the classroom can have tremendous ramifications for the learners” (p. 428).

Ames (1986) argues that an effective learner requires both cognitive and motivational skills in learning situations, the latter being the shared responsibility of the instructor and the learner, not just the latter's responsibility (or fault). If the instructor must also accept this responsibility, the most effective ways to create learning-conducive classrooms must be continually sought out, developed, and shared.

To this end, Brophy (1998) suggests that instructors stimulate students' motivation to learn, and that this can be achieved by the instructor cultivating and displaying the attributes that make people well liked by others, such as by being cheerful, friendly, emotionally mature, and sincere. Skinner and Belmont (1993) state that students will tend to engage more in classroom activities if they perceive their instructors as being involved with them (e.g., being responsive to their needs) and will tend to become disengaged if they perceive a lack of such involvement. To combat this disengagement, Brophy advises learning students' names and using them frequently during T-S interactions. Past research has shown that instructors' verbal and nonverbal immediacy behaviors positively increase student affective, behavioral, and cognitive learning (Potee, 1998).

In presenting some background information about intrinsic motivation and teaching

approaches, Ginsberg and Wlodkowski (2000) provide the Motivational Framework for Culturally Responsive Teaching, which is composed of the following

1. Establishing inclusion
2. Developing a positive attitude
3. Enhancing meaning
4. Engendering competence

The first item listed “refers to employing principles and practices that contribute to a learning environment in which students and instructors feel respected by and connected to one another” (p. 6). In a similar vein, Dörnyei and Csizér (1998) outline what they call the Ten Commandments for motivating learners. Of these ten, four appear directly concerned with the affective:

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
4. Develop a good relationship with the learners.
8. Personalize the learning process.

The first of these commandments encourages instructors to act as role models for students by showing by example the important aspects of language learning, including the importance of the connection between instructor and student, between listener and speaker, and even between people of varied linguistic and cultural backgrounds. The second commandment is important because, as Dörnyei and Csizér (1998) point out, Gardner's (1985) model of language learning motivation asserts that one component of motivation is *attitudes toward the learning situation*. With attitudes deemed necessary for motivating students, instructors must strive to alleviate anxiety in the classroom (see MacIntyre & Gardner, 1991; Young, 1991) by making the classroom a place where students may make mistakes, practice the language, and seek assistance from instructors without feeling inferior or unintelligent.

The fourth commandment emerged from the realization that students' efforts often come from attempting to please instructors. Good T-S rapport provides a foundation for improved student-centered learning (see Rogers, 1983). Finally, the eighth commandment centers on making the class personally relevant to students. However, to successfully accomplish this means helping students feel as if they belong. The *teacher as commander*

mentality is discarded in favor of the teacher being seen as friend, consultant, or even as tour guide of the foreign language.

Methods for learning and using student names

The following are two suggested methods for learning students' names, both of which I have personally tried. Method 1 is by no means new and should be recognizable to many, though I have tried to add improvements as I adapted it to my courses. Method 2 is of my own design. While I acknowledge the positive aspects and unique features of each, I also recognize that these methods are but two ways to assist instructors in learning students' names. They should therefore be considered only as suggestions and be open to modification depending upon instructor preferences, teaching style, and learning situation.

Method 1: The file card

This method is particularly useful if the instructor also wishes to unobtrusively inform students of their grades and progress throughout the semester. I recommend using large file cards with pre-punched holes and card binders for card storage, both of which are available at most stationary stores. Figure 1 is an example student card:


		
Kayoko ISHIKAWA		
○	石川 香代子	
English Reading II #12345678		
Monday 3rd Period		
Spring 2006		
Textbook:		
	Photograph:	✓
○	Dictionary:	✓
Binder:		
	Vocabulary notebook:	✓

Image from the ClickArt Incredible 25,000 Image Pak

Figure 1. File card front

Instructor preferences and course demands should dictate what, where, and how information is placed on the cards. This example card has the student's photograph in the upper right-hand corner, allowing for quick recognition of the student. The student's name is written in English (family name in capital letters) next to the photo, which aids in name learning.

Near the top left corner of the card I usually place the course's main information, such as course title and meeting time. Farther down and anywhere in the latter half of the card I have students write the course's necessary materials. In this example, students are required to have a textbook, photograph (for use on the file card), a dictionary, a binder for handouts, and a vocabulary notebook. This particular student has brought several items, as indicated by the checkmarks next to those items, but as can be seen, she has yet to purchase or bring a textbook and binder to class. Instructors may opt to use their signature or a stamp in place of checkmarks if they are concerned about students checking off the items themselves, whether they actually have those items or not.

I use the back of the card to efficiently and quietly present information such as test and activity grades. The bottom area lends itself perfectly to being a *note area* to relay additional information, comments, or correspondence, as illustrated in Figure 2:

	○
Quiz 1:	100
Quiz 2:	90
Quiz 3:	
Class presentation:	
Mid-semester exam:	95
	○
* You usually come 5 minutes late to class. Try to be on time!	

Figure 2. File card reverse

Instructors have the choice of personally writing all course information (e.g., Textbook, Photograph, Quiz 1, Quiz 2, etc.) on the cards prior to the first lesson of the course, as this saves class time and keeps each card uniform in terms of information location and handwriting. However, allowing students to write the information themselves can be beneficial in that it shows them directly what is needed for the class and on what they will be graded.

The cards can be used in a variety of ways that can differ from lesson to lesson. Suggestions include:

1. Handing out the cards to students as they enter the classroom (to better match names to faces)
2. Placing the cards randomly on different desks prior to each lesson to allow students to pair up and interact with new partners
3. Keeping the cards throughout the lesson and using them whenever it is necessary to call on the students (e.g., picking cards at random from the class stack)

At the end of the semester, the instructor may do one of two things with the cards. The instructor may let the students keep their cards so that they may reflect on their grades and progress during the course of the semester and help motivate them to study for the final exam. It also allows the students to recycle their photograph if they must bring a photograph for a class file card in the following semester. Alternatively, the instructor may keep the cards as vehicles for reflection when assigning final grades. These cards may later be given to other instructors who teach the same students the following semester. The advantage here is that students can still recycle their photographs while the new instructor gains an idea of how these students performed in the previous course.

Method 2: The name card

This second method involves rectangular cards. File cards similar to the ones in Method 1 may be used, but I recommend blank cards (with no lines). I also suggest using thick sketch paper that is used for art classes. Tear out a page from the sketchbook and fold the page in half along the imaginary dotted line as shown in Figure 3.

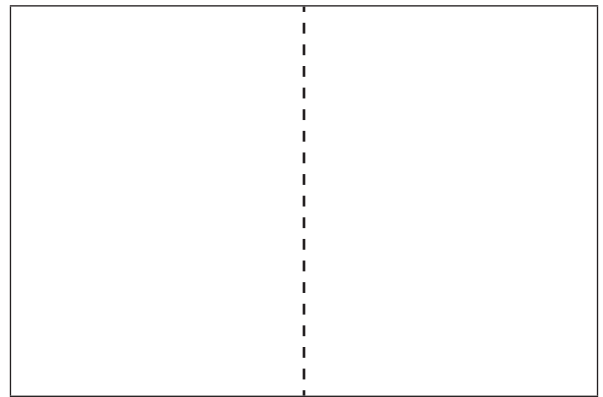


Figure 3. Name card

Once folded, the card should be able to stand upright on a desk and resemble the roof of a house. On the front of the card each student writes his or her first name in large letters. On the back, students write additional information. See Figures 4 and 5.



Figure 4. Name card front

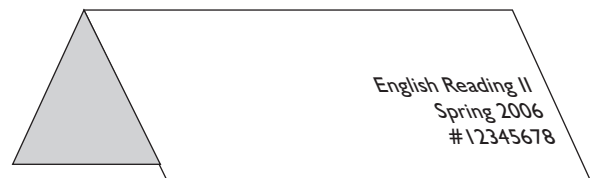


Figure 5. Name card reverse

Each lesson, students place the name cards on their desks, with the name side facing the instructor.

The instructor should glue the lesson profile, as shown in Figure 6, on the inside of the name card. The lesson profile in this example has 13 lines to correspond with the semester's 13 lessons. In the left column, entitled *One Main Lesson Topic*, students are meant to write one topic taught during a single lesson. For instance, in the first lesson of a course, students were presented three main topics:

1. Syllabus information
2. Self introductions (how to give and ask information)
3. Asking follow-up questions

One Main Lesson Topic	What I Learned About That Topic
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

Figure 6. Lesson profile

To use these cards effectively, the last few minutes or so of each lesson is devoted to allowing students time to think back over the lesson and recall what main topics were studied and which topic they felt really provided them with useful information (e.g., they learned something new from that topic, they learned something that may help them on an exam, etc.). In the left-hand column, students write down that topic, while in the right column they write something *specific* that they learned about that topic.

For example, one student may have thought that asking follow-up questions was an important part of the day's lesson and thus wrote that down under the *One Main Lesson Topic* heading. Under the heading of *What I Learned About That Topic*, the student may write an English phrase that they learned (e.g., *Could you tell me more about XYZ?* or *What else did you do on vacation?*).

Students must be told to write something very specific in the second column. Lazy or confused students may simply write *Follow-up questions are important*, which provides virtually no useful information. The idea here is that (a) students can glance at the card before quizzes or examinations to spark their memory about what they have learned during the semester, and (b) because students will be able to keep these name cards when the semester is over, they will later be able to quickly review what they had learned in a particular course. It is therefore imperative that

students be taught from the very outset how to properly fill in their lesson profiles.

Conclusion

This paper outlined two possible methods for learning students' names. Due to the non-mechanical nature of educational contexts, neither method is advocated over any other. Instructors are encouraged to modify the above examples, such as by combining useful aspects of each method, or even to create their own methods. The point remains that it is often an additional challenge to language instructors, beyond all the traditional responsibilities, to learn the names of dozens of students each school year. It is important to learn their names because it shows that the instructor cares about them and their learning. All students should be treated with respect (Gould 2000/01, as cited in Hirschy & Wilson, 2002). This respect should begin when instructors call students by name, for a student by any other name—or no name at all—would be a mistake.

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Old Grammarian Games

Create a "Mad Lib"bed© Abstract for a Language Teacher paper

Directions: For each space, insert a word of your own choice according to the clues given below.

_____ I _____ is a research area often neglected in the study of _____. This article attempts to _____ the dialogue on _____, and to present some _____ that will be of benefit to _____. The discussion should make it clear to any _____ that _____ should be _____, or at least rethought, before any serious _____ hits the _____.

Categories:

- (subject of plenary address at recent conference)
- (gender neutral pronominal word or phrase of Latin derivation)
- (verbified noun)
- (indefinable abstract literary term)
- (side dish you ate last night)
- (any member of the marsupial family of mammals)
- ("noun"—NOTE: use the word *noun* here)
- (one of the Seven Deadly Sins)
- (passive form of verb often used in the military)
- (noun starting with the third letter of your name)
- (kitchen or living room appliance)

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...with Jerry Talandis

<my-share@jalt-publications.org>



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

MY SHARE ONLINE

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

IN THIS issue we have some interesting activities that will get your students talking more and writing better. Marcus Otlowski shows how discussing logic problems helps students develop accuracy and fluency when giving instructions. James Venema's activity focuses on developing skills to negotiate meaning via peer observation. Finally, David Svoboda helps students build vocabulary and fluency through the search for a perfect roommate.

Using logic problems to develop accuracy and fluency

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Quick Guide

Key Words: Critical thinking, logic problems, accuracy, fluency, writing instructions

Learner Maturity Level: Low intermediate to advanced, but can be adapted to any level depending on problem difficulty

Preparation Time: 10 minutes

Activity Time: 90 minutes

Material: One printout of problems

Introduction

After asking a student to explain how to use a new function on my brand-new cellular phone, I realized how poor many of my students were at giving explicit instructions, no matter how short they were. In response to this inability to give clear, step-by-step instructions, I conducted a class on solving logic problems. Due to their success and motivational effect, I have continued to use these problems for warm-up at the beginning of class. As English is used to explain, solve, and present, this exercise is rich in natural discourse that is hard to replicate in more controlled conversation activities. Furthermore, the puzzles have been very successful in raising students' awareness of the need to give logical and precise instructions and explanations.

Preparation

How you present the problems to your students will determine how much time is needed for preparation. If you would like to use this idea again, either as an on-going warm-up task or as a mini-unit, you may then want to take the extra time to put your problems on cards that can be handed out individually and reused. Otherwise, just printing a page with all the problems listed will suffice for a one-off 90-minute lesson.

Procedure

Step 1: To get all the students thinking about sequence and the need for accuracy when giving instructions, put problem 1 on the blackboard (see Appendix 1 for examples of problems, and Appendix 2 for solutions). But before distributing the handout, explain the problem and what the students must do. Use this explanation as a listening and comprehension exercise. Any necessary vocabulary can be put on the blackboard for lower level students.

Step 2: In pairs or groups of three, students check their comprehension of your explanation. Only after this step should the problem printout be given out.

Step 3: Students work together to find a solution to the problem. Using pairs or small groups encourages English discussion. This task takes about 10 to 20 minutes, depending on your stu-

dents' level. Remind them to stay in English at all times throughout all phases of this activity.

Step 4: Each group writes out their solution. Spend some time with each group, taking note of common errors that can be explained later to the whole class.

Step 5: To check the understandability of their writing, students read or tell their completed instructions to another pair or group who then provide feedback as to what they understood.

Step 6: Choose one group's solution and write it on the blackboard. Go through it, illustrating the use of sequence words (*after, before, while, when, next, then, etc.*) and any other pertinent grammar points.

Step 7: When students are able to provide a clear, precise, grammatically correct explanation, give them a new problem to work through as outlined above. Continue in this manner until the end of your class.

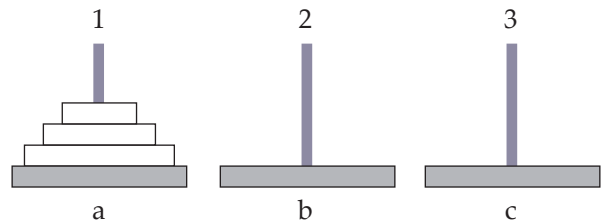
Conclusion

At the end of this class many of my students have commented on how enjoyable it was communicating in English to solve the problems. For a large number this was the first time they had used English to solve a problem with another student. I have also found that using logic problems as a warm-up exercise at the beginning of class has made students more confident and relaxed. If you need more problems, there are many logic problem websites on the Internet. Remember this is an exercise to encourage communication, not to solve advanced algebra. Therefore, elementary school level problems are usually more than adequate for the task. If you have or know of any other problems, please email them to me—and don't forget the solution! Happy problem solving!

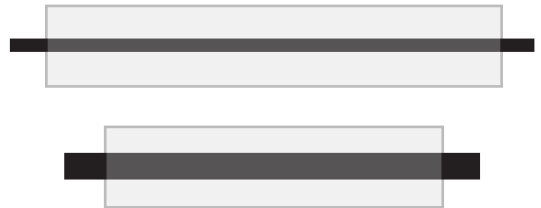
Appendix 1: List of Sample Logic Problems

1. A farmer was taking a chicken and a sack of grain to the market. As usual he took along his pet cat for company. When he got to the river before the market, he found that there was only one small boat. The boat was large enough for the farmer and one animal OR the sack of grain. He had a problem: How could he get all the three things across the river without the chicken eating the grain, or the cat eating the chicken?

2. You must move the three circles from the first tower to the last tower so that the circles are in the same order. You can only move one circle at a time, and you can never place a larger circle on top of a smaller one. Also, you cannot move a circle directly from a to c, or vice versa without stopping on b.



3. There are two ropes. Except for the ends, the ropes are in two rectangular glass boxes. The ropes are not the same: one rope is longer than the other; and the other is thicker. Nevertheless, each rope will burn for one hour. How do you time 45 minutes?



4. A farmer sold three bags of rice to a shopkeeper: one white, one brown and one mixed, both white and brown. The shopkeeper put the heavy bags on a shelf above his head. The farmer realized that he had made a mistake and put the wrong labels on the wrong bags, so that no label was on the correct bag. The shopkeeper, who did not want to take down the heavy bags of rice, took only one grain of rice from only one bag. Then, he was able to work out which label went on what bag. Which bag did he take the rice from? Why could he determine the correct bags of rice?
5. A cruel king buried four men up to their necks at the beach. In 10 minutes the tide would cover them and they would die. In order to avoid being covered by the tide **one** of them must call out the color of his hat to release them all. If he gets it wrong, then all of them must stay there. They are not allowed to talk to each other and have only 10 minutes to answer. They cannot move so they can only look forward. Between A and B is a brick wall which cannot be seen through.

A and B can only see the brick wall, C can see B, and D can see both B and C. They know that between them are four hats, two black and two white, but they do not know which color they are wearing. After one minute, one man says he knows his hat's color. Which one calls out? Why is he 100% certain of the color of his hat?

color hat he has because there are two people in front of him. But, because there is a white hat and a black hat, he cannot decide his own hat's color. Because of his stony silence, C realizes that D cannot decide his hat's color. As C can see B's hat is white, then his own hat must be black.

Appendix 2: Problem Solutions

- To begin, the farmer took the chicken to the market side of the river and left it there. Then, he went back to the other side and got the sack of grain and took it to the market side. He left the sack of grain on this side and took the chicken back in the boat to the other side. He left the chicken on this side and put the cat in the boat and took it to the market side. He left the cat there and went back to the other side to pick up the chicken.
- SC = Small Circle
MC = Medium-sized Circle
LC = Large Circle
First, move SC to b, then move it to c. After moving SC to c, move MC to b. Now, move SC to b and then to a. After that, move MC to c. Next, move SC to b and continue to c. Then, move LC to b. After moving LC to b, move SC back to b and then to a. Now, move MC to b and after that SC to b. Next, move SC to c and MC to a. After that, move SC from c to b then to a. Now, move LC to c. Next, move SC to b and then to c. After that, move MC to b. After moving MC to b, move SC to b and then to a. Now, move MC to c. Finally, move SC to b and then on to c.
- To begin, light both ends of one rope and one end of the other rope. As each rope takes one hour to burn, the rope with both ends lit will burn out after 30 minutes. At this time, the other rope will have burnt exactly halfway, so the other end is now lit. With both ends lit, the rope will burn for a further 15 minutes.
- The shopkeeper took a grain of rice from the mixed bag. If he took out a white grain, then he knows that this bag is white. Because all the labels are wrong, this bag could only have white or brown grains in it, not mixed. So, if this bag is white, then the brown grain must be mixed and the white grain bag must be brown. Remember that all the labels are wrong.
- C called out the correct color of his hat. They all know that there are two white and two black hats, so D should be able to tell what

Using peer observation to encourage negotiation of meaning

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Quick Guide

Key Words: Peer observation, negotiation of meaning

Preparation Time: 10 minutes (assigning homework)

Activity Time: 90 minutes

Materials: None

Introduction

Students often see listening comprehension as an all or nothing affair, although oral exchanges typically involve negotiation of meaning. However, even after teaching negotiation skills, I have often noted that students are reluctant to use them in student-student interactions. This can be particularly frustrating in prepared and rehearsed monologues when students fail to negotiate meaning in any way, even though very little communication is taking place. One way to encourage negotiation in this situation is to incorporate peer observation, focusing on the skills being taught.

Preparation

Give the students a speaking assignment and ask that they prepare what they want to say for

homework, giving them a minimum time of between 1 and 5 minutes, depending on their level. Ask them to spend some time thinking about what they want to say and to rehearse it, either out loud or silently.

In class

Step 1: Allow the students time to ask you questions about some of the language they want to use in class. This is an important opportunity to introduce new words and expressions as well as to correct language that could lead to insurmountable communication breakdowns.

Step 2: Introduce the concept of negotiating meaning, stressing that it is the responsibility of both the listener and speaker to work toward the successful exchange of meaning. You will have your own ideas on what skills are necessary in your classes. I tend to include the following:

- Interrupting and asking for clarification when you do not understand (including requests for translation into Japanese when appropriate)
- Rephrasing words or expressions that a listener does not understand
- Shadowing important words and phrases
- Using expressions of interest and appropriate body language such as nodding or maintaining eye contact
- Asking about and taking note of new words and expressions
- Asking related follow-up questions and requesting elaboration

Step 3: Elicit the necessary language and skills. Put them on the board and model them.

Step 4: Tell students that on today's speaking task, the listener will be asked to repeat (or paraphrase) what the speaker said. In order to do so successfully, it will be necessary to use the skills outlined above.

Step 5: Divide the students into groups of three (with groups of four if necessary). Have them do "rock-scissors-paper" to decide on a speaker, listener, and observer. Explain their roles as follows:

Speaker: The speaker must talk while maintaining eye contact and trying to monitor the listener's level of comprehension. The speaker should respond to any questions the listener might have and rephrase unknown expressions and words.

Listener: The listener's responsibility is to understand and retain what is said, using the

skills outlined above. After the speaker is finished, the listener must try to paraphrase what the speaker said.

Observer(s): The observer will watch and take notes on such questions as:

- What did the listener do to indicate they are interested and concentrating on what the speaker said?
- How many questions did the listener ask? Write down some of those questions.
- Was the speaker able to rephrase difficult words and expressions? Which ones? How did they explain them?
- How many times did the listener shadow?
- About what percent of the talk was the listener able to repeat after the speaker was done?

After the listener has finished repeating what the speaker said, the observer will report on what they observed.

Step 6: Have the students rotate through each of the roles. If there is time, ask the observers to raise their hands and report on their observations before rotating.

Note: If students are initially reluctant or unsure of how to give detailed feedback, try to pick a selection of the best feedback given to put on the board as a model for everyone to follow.

Conclusion

Students tend to really focus on the task and skills under observation when being observed. Feedback from peers serves to raise consciousness regarding negotiating skills and encourages students to actually use them in class. The most encouraging development is when students begin to realize that breakdowns in communication can be launch pads for negotiation of meaning.



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Finding a roommate: A vocabulary building and usage lesson

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Quick Guide

Key Words: Vocabulary, fluency

Learner English Level: Can be adapted for all levels above pre-intermediate

Learner Maturity Level: Young adult and up

Preparation Time: 30 minutes for the teacher

Activity Time: 90 minutes

Materials: Three student worksheets (see appendices) and two enlarged photos of your friends (optional)

Introduction

The following activity is a combined vocabulary building and fluency lesson. It is designed to give productive and interesting practice of target vocabulary and expressions. The focus is on increasing vocabulary used to describe people, exposing students to words they will easily be able to use outside the classroom. During question and answer interaction, students will select a person they would and would not like to be roommates with.

Procedure

Step 1: Write the word “roommates” on the board and elicit its meaning from someone in the class.

Step 2: Place the two photos of your friends on the board and talk about when and where you were roommates with these people. Give some general humanizing information about each person, depending on your own experience. This step ensures students are immediately interested and focused, so encourage questions. If you have no previous experience with roommates, one solution is to humorously use pictures of famous

people. I have found that a male and female photo brings out more interest, as students are often surprised that I have had a female roommate. This stage should take about 10 minutes.

Step 3: Under each roommate’s photo, write some of the target vocabulary that you intend to teach, such as *tidy* or *messy*. The difficulty should correspond to the level of your class. Use the words very naturally as you describe each person and write key phrases on the board (e.g., *Carl was a night person. He never went to bed before one a.m.*) I have consistently used the following words and expressions:

- messy—tidy
- easygoing—moody
- lazy—energetic
- outdoor person—indoor person
- morning person—night person
- coffee person—tea person
- TV person—book person
- political—apolitical

This stage should take about 10 minutes.

Step 4: Hand out the vocabulary matching exercise worksheet (Appendix 1). This sheet is only an example, so the number of target words will depend on lesson length and student level. I have also used a cloze exercise here in longer lessons to give students practice in learning to read and understand text surrounding unknown words or expressions. However, if you do such an exercise, do not make it too difficult as the frustration may cause students to lose interest. This stage should take 5–10 minutes.

Step 5: Elicit answers from the students to ensure new vocabulary has been understood. This stage should take about 5 minutes.

Step 6: Write questions and answers on the board pertaining to the taught vocabulary, and then model them with a few students. This stage should take about 5 minutes. For example:

1. Are you messy or tidy?
– Messy. A little messy. Somewhat tidy.
Tidy.
2. Are you a morning person or night person?
– A morning person. A bit of both. Definitely a night person.

Step 7: Hand out worksheet two (Appendix 2). This example form is based on three students to a group; your situation may vary.

Step 8: Model question one with a student, mak-

ing sure to ask a few follow-up questions. Also make sure that everyone understands where to write their partner's name, as they will have to refer to this information later.

Step 9: Divide your class into groups of four to six depending on lesson length. The vocabulary acquisition and initial question and answer stages are very controlled, but the follow-up questions provide opportunity for free practice. To encourage natural discussion, write a sample dialogue on the board:

A: Are you a coffee or tea person?

B: A coffee person. I drink three or four cups a day. How about you?

A: Me too, I'm thinking of buying an espresso maker.

B: I have one. It's great.

Step 10: Students pair off within their group and talk for about 5 minutes before changing partners. Visit each group, noting fundamental errors and promoting follow-up questions. This stage should take about 30 minutes.

Step 11: Give students 5 minutes to examine the information they have obtained and select one person they would like to be a roommate with and one person they would not.

Step 12: Hand out worksheet three (Appendix 3) and write some model sentences on the board:

I would like Yuko as my roommate because she is tidy and I am not. We are both night people. She is into cooking, so hopefully she will cook for me sometimes.

Step 13: In their groups, have students discuss whom they selected and rejected as roommates. This stage usually takes about 10 minutes.

Step 14: Do some error correction on the board, if needed.

Conclusion

This lesson has worked extremely well in terms of vocabulary acquisition and speaking practice. The personalization aspect ensures even reluctant students' involvement is maximized. There is always lots of laughter and smiles as everyone shares their choices.

Appendix 1: Vocabulary for people

Match the word or expression with the definition.

(a) easygoing	someone who prefers activities that are done inside
(b) indoor person	someone who isn't interested in politics
(c) apolitical	someone who doesn't worry too much

Appendix 2: Find a roommate

Interview the other classmates in your group. Write their names and answers in the spaces provided.

Question A	Name	Answer
Are you messy or tidy?		
Are you easygoing or moody?		
Question B		
Are you a morning person or a night person?		
Are you a TV or book person?		

Appendix 3: My Roommate

Write in the spaces provided about the persons you would and wouldn't like as a roommate along with some reasons for your choice.

• I would like _____ as my roommate because...

• I wouldn't like _____ as my roommate because...

...with Robert Taferner

<reviews@jalt-publications.org>



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BOOK REVIEWS ONLINE

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THIS MONTH'S Book Reviews column features: *Thoughts into Writing*, an EFL process-orientated writing textbook evaluated by Robert Taferner; *Top-Notch Students*, a study skills textbook for Japanese university students, is then reviewed by Tim Allan, and finally, Timothy Stewart assesses the advanced academic ESL process-writing textbook, *Writing Strategies 2*.

Thoughts into Writing

[Masako Sakamoto, Noriko Furuya, & Charles D. Hubenthal. Tokyo: Seibido, 2001. pp. x + 102. ¥1,785. ISBN: 7919-5038-0-C-1082.]

**Reviewed by Robert Taferner,
Lancaster University**

If you are looking for a near failsafe introductory EFL paragraph writing text for small or large 1st-year university classrooms, *Thoughts into Writing* may be your answer. This culturally appropriate user-friendly textbook guides the student through the introductory stages of learning how to organize and develop a paragraph utilizing a process writing approach (Sasaki, 2000), and further practice through authentic writing tasks.

The textbook is divided into three parts. The first part, How to Organize a Paragraph, takes the learner through the initial phases of the process-writing approach with pre-writing activities including: topic selection, brainstorming, outlin-

ing, and drafting with the use of revision and proofreading strategies. In Part 2, How to Develop Paragraphs, the units include: Narratives, Description, Classification, Contrast, Problem Solving, Cause and Effect, and Personal Opinion. Finally, Part 3 provides opportunities to consolidate ongoing paragraph and writing skill development with a short essay, letter writing, writing emails, resumé writing, and writing a movie review. The authors suggest that the tasks found in Part 3 could be incorporated earlier into a writing course as time and interest permits.

The strengths of this text are multifold. *Thoughts into Writing* provides sufficient scaffolding (Hyland, 2003) and recursive activities to give students adequate guidance leading to the building of confidence and autonomy. The textbook starts with basics such as the identification of a topic sentence, subsequent supporting sentences, and the concluding statement. Intertwined with these writing heuristics are interesting topical examples familiar to Japanese students, follow-up personalized exercises, and thorough explanations in Japanese when needed. These Japanese explanations peppered throughout the text were extremely useful as they saved classroom time and allowed students to immediately move on to the task at hand. *Thoughts into Writing* also encourages students to revise their writing through explicit drafting strategies and proofreading prior to submission. In addition, novice composition teachers will find comfort in the structuring and sequencing of lessons that are scaffolded according to linguistic and cognitive needs (Huitt, 2004) as well as the provision of answers to exercises readily available in the teacher's guide.

In Part 2, a typical paragraph-writing lesson follows a pattern of warm-up exercises, then a short paragraph with comprehension questions. These questions resonate thinking on two levels: one, elicitation of contextual information and two, confirmation of textual features such as introductory statements, topic sentences, supporting statements, and conclusion. These exercises are repeated throughout Part 2, ensuring students grasp paragraph fundamentals, rhetorical patterns, and strategies to succeed when writing on their own. Once these surface level parameters have been identified, help using expressions, additional phrases, and expressions suitable to the genre presented are given. Here students are asked to think about and proceed with their assignment topics.

After the post-assignment stage of a lesson, grammatical and lexical advice is introduced.

Initially, I felt it odd that this section was placed after a draft has been completed. It seems that it could be better utilized earlier in context, as the reading exercise provides the perfect opportunity to scaffold and explore grammatical features and thematic lexicon into the lesson.. When teaching the sections sequentially, I believe students may benefit from this exercise provided that they use this information to revise their draft accordingly. Unfortunately, some of these grammar exercises are erroneous and distract students from the primary focus of the lesson, and thus are better omitted or modified unless a viable reason for their inclusion is determined.

While on the whole the textbook was easy to use and appropriate for my students, it was restrictive at times. For example, from the beginning, I had difficulty with the amount of space provided for students to complete their answers. While the space given may have been sufficient to write very concise sentences, paragraphs, or notes, it unnecessarily limited students' responses. Indeed, in recognition of this limitation the authors suggest that students should write topic sentences and brief notes in the textbook and then transfer this information and continue writing outside the textbook. My response to this problem was to create worksheets that followed the pattern of the text but allowed for greater freedom of expression from the onset. Initially, my students were shocked by the open white space on their task sheets, but soon after their first encounter, students realized that they had the opportunity to write more if the urge to expand their thoughts arose. Another pedagogical issue that this textbook only hints at is the help of classmates to support the revision process. While many students in an introductory paragraph-writing class may find self-revision and teacher feedback adequate, the addition of peer review may lead to enhanced learning opportunities including improved audience awareness, paragraph cohesion, and paragraph coherence, and thus should be considered. Finally, in a subsequent edition of this textbook, the authors may want to reconsider the frequent use of illustrations that provide little pedagogic support and replace them with extra space for writing.

Regardless of the minor flaws in this textbook, I found *Thoughts Into Writing* an excellent 1st-year university paragraph-writing textbook. It leads students through progressively more challenging tasks from pre-writing through to paragraph and short essay writing exercises. Students will feel confident that they have mastered the basics after using this textbook.

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Top-Notch Students: Study Skills for Japanese University Students

[Neil Heffernan and John Jones. Tokyo: Macmillan LanguageHouse, 2005. pp. vii + 105. (incl. teacher's manual). ¥1,890. ISBN: 4-7773-6031-8.]

Reviewed by Tim Allan, Kwassui Women's College

Top-Notch Students should find a large and willing market, especially as changing demographics imply a growing pool of learners lacking in confidence, skills, and strategies at the post-secondary level. When we offered a study skills strategies class in English for 1st-year students at our college for the first time several years ago, we advised prospective learners that we would give them a chance to take time to think about their learning, to try new things, and to monitor their progress. The course was relatively successful, and eventually produced a study skills booklet as a byproduct of the class work and preparation, but it was clear that staff and students alike needed to be convinced that such a class was worthwhile. Sakui surveyed the same problem in a wide range of Japanese universities, noting that the system in which teachers are working imposes limitations, and that even many teachers are not terribly interested in the field of learner autonomy (2001, p. 76). Aoki suggests that one easily "teachable" method is to encourage the practice of learners writing their own histories

or “logs” (2003, p. 190). One of the better known facilitators of this approach is Murphey, who advocates learning histories for their comprehensible language, high interest, and near peer models (1998, p. 1). Yet the issue of how to encourage learners to be more independent and aware of their own learning needs never goes away, and is unlikely to do so in the foreseeable future. In addition, as Aoki and Sakui can attest, the problem is not solely that of learners; there are also skeptical, overworked teachers who need assistance.

Ritsumeikan University’s Heffernan and Jones have responded to this issue with an effective study skills strategies text, which is engaging to both teachers and learners. It is very well laid out and faithfully referenced. It not only prescribes the usual advice about how to succeed in university, but does something a little rarer: their text provides plenty of practical, easy to implement, and easily understood opportunities for individual and group tasks and discussion points. The text is arranged in 12 chapters covering learning styles; goal setting; building vocabulary; how to read, write, listen, speak, and present more effectively; how to locate resources on the web and in the library; and even a section about how to protect one’s health and stamina. The text could be completed in one semester, although the authors advise that a “single 90-minute class (for each unit) will be asking a lot of students” (preface, p. iv.). In fact, the text is flexible enough to be used over one term or a whole year, depending on the level and which activities are most relevant for a particular class.

Each chapter begins with a brief introduction about the material to be covered, followed by a *Finding Out* feature containing questions for individual self-reflection and group brainstorming, as well as pre-topic discussion questions. The chapters conclude with a final *Personal Study Skills Plan* task keyed to a 10-page chapter-by-chapter journal writing log section at the back of the book.

A good example of the way the book is organized and formatted is provided by Chapter 8, The Internet and the Library: Two Very Good Friends. The *Finding Out* exercise at the start of the chapter could easily take at least one half of a 90-minute class, depending on precise class levels and numbers of students. Learners are asked, “How do you usually study? When you have a research report to write, how do you go about it? Do you go to the library? Use the Internet? How do you conduct a search for the relevant information? Write your reflections about your own study habits”

(p. 58), followed by a short questionnaire survey about their study habits. The questions and the subsequent activity may seem overwhelming to some learners, but the second discussion activity redeems all in its practicality and level of interest. In this task, students have to go to the university library and ferret out specific pieces of information: “Find your university library’s hours. Find the location of the computerized card catalogue in your school library...the titles of five books found in the periodical section...the names of three electronic databases in the library...the location of three sources for any two topics that interest you” (p. 61), including locations and names of the sources. Again, we did a similar information hunt

task in our own classes, but this text does an able job marrying the task to work done in other classes, while circling back to connect the task to ongoing skills plans and self-reflection logs or journals. The teacher’s manual is helpfully precise: “Depending on your school rules and the timing of



your class, it might be a good idea to accompany them to the library for at least 45 minutes of this class” (p. 25). The next part of Chapter 8 about the Internet would be even better with live online access in a computer lab, but there is no specific or explicit need to decamp there; it could still be done before or after students log on, on their own time and at their preferred locales. First, we are acquainted with search engines such as Google, Yahoo, InfoSeek, and Alta Vista (p. 62), and then led into a short but challenging assignment task: “Pick up a topic that interests you. Your task is to find out as much information about that topic on the Internet, and write about it below. Include the URLs you used for this task below” (p. 62). There is a small chart asking learners to summarize the information they found and requiring them to evaluate the relative ease or difficulty of doing so. The chapter’s penultimate tasks include an excellent guide on how to build a bibliography and take research notes, respectively. Finally, there is the Personal Study Skills Plan, which gives teachers an opportunity to assign an individual

mini-research project for the next class, using both the library and the Internet. What are some examples of this? "... a teacher in the Economics department (can request) specific economic news that has happened recently. Similarly, a teacher in the English department may get students to research an element of Joyce or Shakespeare's life" (teacher's manual, p. 26), with parameters such as deadlines and length up to the teacher; or, to some degree, up to the learner, since there is also scope allowed for freedom of choice about topics. Again, the point is the *how* of retrieving and retaining knowledge, not only the *what*.

There is always an inherent danger in reviewing a text; namely, of being instinctively, reflexively positive about it, if for no other reason than the fact that reviewer and text have spent some time together—a kind of relationship, as it were. Taking that caveat into account, the bottom line is that this book is a reasonably priced, useful, and motivating addition to the ranks of other learning strategies texts. Every chapter has its own highlights (e.g., how to make notes, how to scan and skim, how to avoid plagiarism, how to execute effective oral presentation skills, and applying all of this to post-graduation *real* life) but this new text would be worth obtaining even if it were just for a few of the 12 chapters. Online samples are available from the publisher.

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Writing Strategies: A Student-Centered Approach, Book Two: Advanced

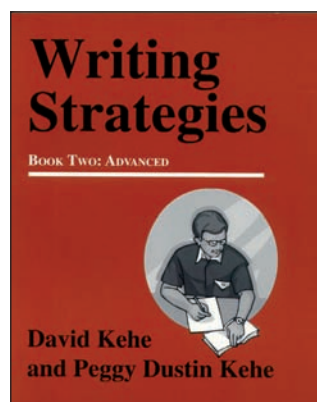
[David Kehe and Peggy D. Kehe. Brattleboro, VT: Pro Lingua Associates, 2003. pp. xiv + 209. ¥3,360. ISBN: 0-86647-173-1.]

**Reviewed by Timothy Stewart,
Kumamoto University**

Kehe and Kehe clearly intend their two-book series for college-level academic writing to be student centred. They propose an alternative to the tradition of teacher-centred writing classes with the activities in this set. These two texts

were designed for use in yearlong writing courses in the United States, but can be used effectively in Japan as well.

Book Two focuses on expository writing modes with chapters on process, cause and effect, extended definition, and argumentation. The four modes are introduced



using the same sequence beginning with examining the unique features of each mode, and moving through exercises to guide students in writing an essay in three drafts. There are two supplementary sections, one for summary and fluency writing and another for reviewing grammar trouble spots.

The "sample 5-day lesson plan" provided in the Teacher's Guide was quite helpful to begin planning. I knew that I would not be able to complete all four expository writing modes, meeting students for only 90 minutes each week, so I selected two to concentrate on: extended definition and argumentation. I then divided each of the mode sections so that students basically wrote or revised something each week and completed each section within 6 or 7 weeks. With less motivated



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students, teachers will likely be forced to make some major adaptations to the material.

We began, as the sample lesson plan suggests, with one of the eight fluency-writing activities. These are done in either pairs or groups of three. This is one of the ways that the authors have designed *Writing Strategies* to be student centred. Each unit is a short jigsaw activity of an interesting news article. For example, in Fluency Writing 1, Student A reads the first paragraph of the article "Removing Tattoos" and at the end checks her or his partner's comprehension by asking a supplied comprehension check question provided in bold type at the end of each paragraph. The partner(s) know that at the end they will be asked questions about the content and so must listen carefully. When Student A has finished, Student B continues with part two of the article and so on. Once all parts have been read and questions answered, students go on to the writing exercise. They are directed to write a paragraph with as many details as possible about the entire article without rereading it. They cannot look at the article again. Instead they are directed to use only their recollections and the list of key words and phrases provided.

I started lessons with pairs or small groups of students either peer editing and discussing essay drafts (see Rollinson, 2005) or checking answers for one of the assigned grammar exercises. There are good examples in the book illustrating how to ask for a peer's advice about writing. Throughout the book, the authors have flagged appropriate places where teachers might assign a particular grammar review exercise. Also, seven grammar exercises are designed for group work requiring speaking and listening, in addition to reading, writing, and thinking. I found this a productive and student-centered way to begin some lessons.

The book is filled with examples of essay development, beginning with organization, through first, second, and final drafts. Students are supposed to complete the exercises with a minimum of orchestration by the teacher. Since this text is for advanced-level learners, Kehe and Kehe imagine the teacher as a facilitator dealing with individual questions. They recommend that teachers try to do as much checking of student writing as they can in the classroom. With my Japanese learners, I probably offered more explanation and guidance than the authors might do in their US-based classes.

I found this book to be a refreshing departure from the standard writing text. The topics covered are sometimes challenging though, given

that ESL learners appear to be the target audience. However, my advanced-level learners did not struggle excessively with the content. The selected modes are essential for advanced-level college students to practice and they are given ample models of good organization and writing to help them, despite several typos. In addition, the Teacher's Guide has very useful checklists for students to use when preparing their final drafts, as well as evaluation forms teachers can use for each mode. I concur with Yasuda's recent conclusion that Japanese English learners could become better writers through training in "specific strategies about how to write and how to revise" (2005, p. 157). The self-access and interactional style of *Writing Strategies 2* appeal to me, as does the scaffolded practice offered to assist novice writers through activities with varying degrees of control. This text was written for more intensive courses in the United States, so teachers in Japan will need to adapt the material for their students. But I do recommend teachers of advanced writing courses here in Japan to consider using it.

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Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

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! *Blueprint for Success: Foundations* (lower level) / *Framework* (upper level). Fuller, D., Merenda, L., & Tomioka, N. Tokyo: Macmillan Languagehouse, 2005. [Incl. teacher's manuals, CDs].

* *Developing Listening Skills 1*. Malarcher, C. Seoul: Compass Publishing, 2004. [Incl. CDs, transcripts].

! *Gear Up: Plan for Success in English Conversation* (Levels 1 & 2). Gershon, S., & Mares, C. Oxford: Macmillan, 2005. [Incl. teacher's manuals, CDs].

* *How Culture Affects Communication*. Stapleton, P. Tokyo: Kinseido, 2006.

! *Humanising Your Coursework: Activities to Bring Your Classroom to Life*. Rinvulcri, M. Surrey: Delta, 2002.

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* *A Practical Guide to Using Computers in Language Teaching*. de Szendeffy, J. Ann Arbor, MI: University of Michigan Press, 2005.

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! *TOEIC Listening Practice: Visiting 24 North American Areas*. Tatsukawa, K., Lauer, J., & Fujishima, N. K. Tokyo: Eihosha, 2006. [Incl. teacher's manual, cassette].

ESP-related Books (for *TLT* special issue, Fall 2006)

Contact: Todd Squires

<squires@is.ritsumei.ac.jp>

* *Business Venture 1 / Business Venture 1 with Practice for the TOEIC Test / Business Venture 2*. Barnard, R., & Cady, J. Oxford: Oxford University Press, 2000, 2003. [Incl. CDs, teacher's guides, workbooks].

* *Tech Talk: Pre-intermediate/Intermediate*. Hollett, V. Oxford: Oxford University Press, 2003. [Incl. CDs, teacher's books, workbooks].

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The future is wireless: mobile learning and language education

Michael Thomas

Nagoya University of Commerce
and Business

It is becoming increasingly likely that learning in general—and language learning in particular—will be more *wireless* than *wired* in the future. Recent words of the year, *blog* (Merriam Webster's Dictionary, 2004) and *podcasting* (New Oxford American Dictionary, 2005), are indicative of the increasing influence technology is having on people's lives, especially in the teaching and

learning environments they encounter. Developments in wireless technology and the widespread use of portable digital devices suggest that it would be no surprise if mobile or *m-learning* were to achieve the same status as blogging and podcasting by the end of 2006.

While a number of small-scale *m-learning* projects have been established in recent years, the next phase in its development will be concerned with the transition to mobile teaching. This transition is evident in the appearance of more case studies and literature on the subject. In December 2005, for example, the first scholarly book by a major academic publisher appeared on *m-learning* (Kukulska-Hulme & Traxler, 2005). In addition, *mLearn* will hold its next international conference, *mLearn 2006, the 5th World Conference on Mobile Learning*, on October 22–25 in Alberta, Canada (see <www.mlearn2006.org>). Wireless learning environments will also be the focus of this year's JALTCALL Conference, entitled *Designing CALL for Wired and Wireless Environments*, due to take place in Sapporo on June 2–4. Workshops and presentations will examine the design and use of CALL in such new environments as wireless classrooms, the design and use of CALL for mobile learning, and innovative ways of integrating CALL in and out of the classroom (see <www.jaltcall.org>).

What is mobile learning?

Mobile learning concerns learning outside of the classroom via the opportunities presented by portable wireless devices that can fit in a bag or pocket. Examples include mobile phones, laptop computers, tablet PCs, and Personal Digital Assistants (PDAs), as well as digital media players such as Apple's iPod. Such devices make students and faculty more mobile, are easy to use, and offer the possibility of increased communication and collaboration.

Moreover, as the adoption of the iPod in projects such as those at Duke University, George College and State University (GCSU), Osaka Jogakuin, and Nagoya University of Commerce and Business have shown, portable devices can appeal to faculty, students, and administrators alike, even if sometimes the original intention was to aid marketing rather than improve pedagogy. While sales of iPods since 2001 are estimated at 45 million worldwide, this is nothing, however, when compared to the potential already offered by mobile phones that provide more functions, especially among Japanese learners of English.

Mobile learning and language education

Three main questions are posed by Kukulska-Hulme and Traxler: Is it really possible to learn with such small mobile devices? What sorts of subjects and situations are appropriate for mobile learning? Are students already using handheld computers for learning? (2005, p. 25).

Is it really possible to learn with such small mobile devices?

The real growth in m-learning so far has been prompted by mobile phones, which as we know in Japan, are available with cameras, video, and the possibility to download music or send text via SMS (Short Message Service). While there are limitations of screen size, battery life, and keyboard input, the development of 4G phones offers the potential for improving many of these deficiencies. Case studies indicate that a type of *bite-sized* learning, in which learners use the devices for short periods of interaction outside of traditional learning settings, while commuting to work or at times of their own choosing, is an appropriate form of studying. This has given rise to the term *personal learning*, meaning that mobile devices are more amenable to customization by users.

What sorts of subjects and situations are appropriate for mobile learning?

A number of projects carried out by the European Commission have addressed the question of access to education by targeting social groups that have been in danger of being excluded from traditional education. The Commission's *m-learning* project focused on a series of social and educational issues common to young adults in the 16–24 age group, providing a series of quizzes, games, and simulations that aimed to improve poor literacy and numeracy skills, learners' non-participation in traditional educational institutions, and the attempt to span the digital divide between the technological *haves* and *have-nots*.

Are students already using handheld computers for learning?

Case studies from Kukulska-Hulme and Traxler suggest that this is already true, in such areas as initial teacher training, corporate training, medical practices, and music education. They suggest that mobile learning is being used to improve access to learning materials, evaluate and enhance learning, evaluate and enhance teaching, ex-

plore learners' requirements and behaviors, and provide a better alignment with an institution's training aims.

Though most of the case studies discuss the use of PDAs, the mobile phone seems to hold the greatest potential for the second generation of m-learning, as the contribution from Levy and Kennedy on *Learning Italian via mobile SMS* suggests. In the UK alone, the total number of short text messages (SMS) sent by mobile phone between midnight 31 December 2005 and midnight 1 January 2006 was a phenomenal 165 million (Mobile Data Association, 2006). Similarly, the statistics from China's Ministry of Information Industry show that total phone users in that country reached 740 million last year, of which 390 million were mobile users. One interesting statistic notes that Chinese mobile phone users sent 304.65 billion SMS text messages in 2005, an increase of almost 40% from the previous year (China Information Industry, 2006). In Japan, 2005 saw the latest generation of mobile phones offering television—a feature that will surely take off in time for the Soccer World Cup later this year—downloadable audio, language classes, and dictionaries. Though educational uses are increasing, the market for music remains the most valuable, and it is forecast to generate gross revenues of around 6 billion dollars by 2008 (Hess, 2004). While one of the most important lessons to be learned from educational technology and CALL in recent years has been that technology moves much faster than the supporting pedagogical infrastructure, it is not difficult to imagine music being complimented by audio suitable for language learning in the near future.

Though it is increasingly common that English teachers in Japan are forced to ask for the removal of mobile phones from classes and lecture rooms, there may well come a time when educators acknowledge their benefits for language learning. In Japan, phones are by far the most popular mobile device among high school and university students and teachers. Positioned against the increasing availability of more structured English language e-learning programs on the Internet, mobile phones are still more conducive to the form of bite-sized or *fast food* learning that complements the social and employment patterns of Japanese people. Currently, KDDI and NTT DoCoMo's i-mode service offers some of the most attractive options. DoCoMo offers Japanese-English and English-Japanese dictionaries, and in 2005, KDDI launched a mobile e-book service for bestsellers, business titles, *manga*, and *anime*. While the current driving force may be entertain-

ment, education is not far behind. It is a short step to the development of TOEIC material and interactive English language quizzes.

The future is wireless

The advance in portable digital devices, especially the mobile phone, is set to make wireless m-learning a key factor in the future of education in both the developed and developing worlds. Having passed through an initial experimental phase, m-learning is set to embark on a second generation. While, as always, the technology leads and the pedagogy follows, there is still some reluctance within the educational mainstream to acknowledge how these portable devices could become powerful tools for improving access to learning. Those involved in m-learning now need to reach an agreed definition of the term and produce more research about the relationship between technology, pedagogy, and institutional goals (Jochems, Van Merriënboer, & Koper. 2004). Though much that has been written about m-learning relies on the centrality of the mobile phone, it is a sobering thought to remember that many people in developing countries have yet to make their first phone call or use the Internet (The National Literacy Trust, 2006). Mobile learning, like its once undervalued cousin, distance learning, has a mission to promote models of life-long learning and access to education around the globe.

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Michael Thomas is at Nagoya University of Commerce and Business. Previously he worked at the University of Heidelberg in Germany. He is the author of *The Reception of Derrida: Translation and Transformation* (Palgrave Macmillan, 2006), and is currently working on a

book about mobile learning and language education. He is a member of the IATEFL Learning Technologies SIG Committee and editor of their publication, *CALL Review*.

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- ▶ April 1–May 31: Application period for JALT Research Grants 2006
- ▶ April 28: JALT2006 presentation submissions deadline
- ▶ May 13–14: Pan-SIG Conference
- ▶ June 3–4: CALL SIG Conference in Hokkaido
- ▶ July 1–2: National EBM (location TBA)
- ▶ September 15: Pre-registration deadline for JALT2006 (presenters)
- ▶ October 6: Pre-registration deadline for JALT2006 (general attendees)
- ▶ November 2–5: JALT2006 in Kitakyushu

JALT Watch

JALT National news and announcements in brief.

- ▶ JALT Publications releases the latest in its JALT Applied Materials series: A CD-ROM of "Classroom Resources." For more information: <jalt-publications.org/jam>
- ▶ The application period for JALT Research Grants 2006 is April 1st to May 31st. More information at <jalt.org/researchgrants/>
- ▶ JALT National Officer elections will take place before this year's conference. See the call for nominations in this issue, and voting information in upcoming TLTs.
- ▶ If you need to contact JALT Central Office, note that the email address has changed to <jco@jalt.org>. Please change your address books.

From JALT National News from the February Executive Board Meeting

AFTER THE excitement of the conference, the last few months have been challenging for JALT in terms of membership and finances. The Executive Board Meeting (EBM) held in February was, therefore, an important opportunity for chapter and SIG representatives, together with National Directors and other officers, to take steps to ensure stability over the next year or two.

Around 50 of us gathered at Tokyo Medical and Dental University for what turned out to be a fruitful meeting, I believe, with several important decisions reached in a cooperative and positive atmosphere.

Revenue down, expenses up

First, let me bring everyone up to date with where we stand. The first few months after the JALT2005 conference saw us facing a revenue shortfall. One reason for the shortfall was a marked decline in membership during the last quarter of 2005 and another reason was the relatively lukewarm conference attendance (just under 1,600). Much of this can be attributed to the timing of the conference. Many members usually renew their memberships when they pay their conference fees, but with last year's conference falling in early October (7 weeks earlier than the previous year), memberships were still in effect, so many people paid conference fees without renewing.

We also believe that the timing of the conference contributed to the slightly lower numbers, although we are also aware that many members would like to see some new conference venues. This is something we are working hard to address.

In addition to the decline in revenue, there has also been some increased expenditure over the last year or two. Heavier expenses have included, for example, our Free SIG campaign (which cost the national organization ¥1,500 per member) and addressing technological needs such as a first-ever web service contract and an ongoing database upgrade (which will lead to better service for members, greater efficiency, and anticipated savings over the next year or two).

In light of these circumstances, participants at the EBM decided we needed to tighten our belts and work towards a period of increased revenue and conservative, but reasonable, spending. This is reflected in the provisional budget approved at the meeting, which entails the trimming of running expenses across the board without cutting services to members. The budget is provisional because the fiscal year is not yet complete, so the final budget cannot be approved until the next EBM at the beginning of July.

Chasing up renewals

Action has already been taken to address the revenue shortfall. During the winter vacation, our Director of Membership, Hugh Nicoll, emailed many members whose membership had expired. The renewal campaign was then redoubled after the EBM with support from our JCO staff and many chapter and SIG membership officers.

The campaign thus far seems to have met with a fair degree of success. In most cases, members had overlooked their expiry date and were glad of the reminder. Membership numbers are moving in a positive direction, but we won't know for sure (until the fiscal year is complete) when we will regain our pre-2005 conference average of approximately 2,800 members. In the meantime, any support which chapter and SIG officers can give in checking on their membership and chasing up renewals will be invaluable.

One of the consequences of all this is that SIG representatives graciously agreed not to ask for an extension of the Free SIG campaign (which has meant ¥1,500 going to SIGs out of the JALT budget for each free membership over the last 2 years: a total of ¥2.3 million in FY 2004 and even more in FY 2005).

Development Fund

It's important to note that the Executive Board remains forward looking and positive, and this is reflected in other decisions made at the February EBM. One important decision, approved overwhelmingly, was to establish the Development Fund. This fund is intended for use by groups within JALT (chapters, SIGs, or others) and will provide one way for financially strong groups to lend support to groups in need of financial support, with the aim of contributing to the success of the organization as a whole. The Development Fund will replace the Special Programs Fund (SPF) at the end of the current fiscal year. The new fund differs in three ways:

1. Any group in a financial position to do so

can make donations to the fund; the SPF was supported entirely by the national budget.

2. Funds can be allocated to support either regular, ongoing activities or special projects involving one or more groups; SPF funds were restricted to special projects only.
3. Money remaining in the fund at the end of each fiscal year will be carried over into the next year—it cannot be removed for other purposes; unused SPF funds were returned to JALT reserves at the end of the fiscal year.

The Development Fund is, we believe, an excellent example of JALT's diverse groups pulling together for the benefit of the whole organization.

JET Membership Campaign

As part of our membership outreach efforts, EBM members also overwhelmingly decided to run a 1-year campaign, offering introductory JALT membership to currently serving JETs at the reduced rate of ¥6,500. This only applies to new members and is to operate for a limited term, from August 1, 2006 to July 31, 2007.

These were the major topics that emerged from the EBM. There were, of course, many other issues discussed, both formally and informally. The agenda was weighty, as you can see, but I'm pleased to report that the proceedings were conducted in the same cooperative, conscientious spirit as other recent EBMs. Long may it continue!

Steve Brown
JALT President

JALT Notices

JALT2006 pre-conference workshops

For JALT2006, we will be running concurrent pre-conference workshops aimed at helping teachers develop their professional skills, with a particular emphasis on gaining or honing computer skills. The workshops will be held on the afternoon of Thursday, November 2 and will be highly practical, with detailed handouts so that participants can replicate the main techniques after the conference. Each workshop will last 1 hour plus 15 minutes for Q&A and will be limited to 30 participants. Internet access will be available and AV equipment will be provided. Each presenter will be given a conference waiver to JALT2006. We welcome submissions in the following areas:

- Workflow tools: Introductory level tutorials on software that teachers can use to make their lives easier (e.g., Word, Excel, etc.)

- Teaching tools: Introductions to software or solutions for the classroom, language lab, or computer lab (e.g., Moodle, Audacity, HotPotatoes, etc.)
- Research tools: Introductions to tools for teacher-researchers (e.g., text analysis, statistics, etc.)
- Other: Do you have an idea that doesn't seem to fit above? Let us know.

Please submit the following by midnight on Monday April 17, 2006 to Bill Pellowe <billp@gol.com>: Name; Contact details (email, phone); Workshop title; Workshop description (150 words); Workshop participants' threshold target (choose one—novice computer skills, some computer skills); Self-bio (please briefly outline your experience in the area you're proposing). Multiple submissions are welcome. Upon acceptance, a more detailed workshop overview will be requested.

2006 JALT National elections: Call for nominations

Notice is hereby given that elections for the following positions will take place in November. You are cordially invited to nominate JALT members of good standing who have suitable experience for the positions.

- **President:** She/He has general responsibility for coordinating activities of the Executive Board and for directing and publicizing the affairs of the organization. She/He presides at meetings of the Executive Board and Board of Directors.
- **Vice President:** She/He presides at meetings in the absence of the President and shares the duties and responsibilities of the presidency. The Vice President is chairperson of the administrative committee.
- **Director of Membership:** She/He is responsible for overseeing all JALT Membership records; coordinating the formation of new affiliates, chapters, and SIGs; formulating and implementing policy regarding their relations to JALT National; and assisting in membership drives. The Director of Membership chairs the Membership Committee.
- **Director of Programs:** She/He supervises the arrangements for JALT's annual conference as well as the planning of special programs and workshops which are made available to chapters and SIGs.
- **Director of Public Relations:** She/He is responsible for coordinating JALT's publicity

and for promoting and developing relations with other educational organizations, media, and industry. The holder is expected to act as a liaison with JALT's institutional and commercial members.

- **Director of Records:** She/He is responsible for keeping the minutes of JALT Executive Board Meetings and Ordinary General Meetings, as well as keeping SIGs and chapters informed of JALT National activities, and maintaining officer manuals. In addition, the holder will chair JALT's Records and Procedures Committee, which will provide administrative assistance with his/her duties.
- **Director of Treasury:** She/He is responsible for maintaining all the organization's financial records and for collecting and disbursing the organization's funds. In addition, the holder must be able to present clear accounts of JALT's financial status.
- **Auditor:** She/He is responsible for inspecting the status of JALT's business and assets, and for presenting opinions to other directors concerning these. The holder is responsible for reporting to the general meeting of the organization or to governmental authorities concerning any problems with JALT's business and assets.

Term of Office: All terms are for 2 years starting immediately after the Ordinary General Meeting at the JALT2006 conference in Kitakyushu (November 2–5).

You can nominate yourself or someone else. In either case, the person must be a current member of JALT. Please clearly indicate membership number(s), affiliation(s), and contact information. Nominations can be sent by post or email to Anthony Robins <nec@jalt.org>, JALT Nominations and Elections Committee Chair, Department of International Cultural Studies, Aichi University of Education, Hirosawa 1, Igaya-cho, Kariya-shi, Aichi-ken 448-8542. Please submit nominations and include brief details of qualifications by May 15, 2006.

2006年JALT全国選出役員選挙一推薦者募集

以下の役職の選挙が11月に行われる事を公示します。これらの役職に適任と思われる会員をご推薦ください。

- 理事長: 理事長は執行役員会の活動を統括し、本会の事業を指導し、周知させる全般的な責任を有する。理事長は執行役員会の議長となる。
- 副理事長: 副理事長は理事長不在の際に会議の議長を務め、理事長の責務を補佐する。副理事長は総務委員会の委員長を務める。

- ・ 会員担当理事: 会員担当理事は本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実地する責任を持つ。またこれらのグループの会員の獲得を支援する責任を持つ。
- ・ 企画担当理事: 企画担当理事は年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムを企画する。
- ・ 広報担当理事: 広報担当理事は本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡につとめる。
- ・ 書記担当理事: 書記担当理事は執行役員会議及び通常総会の議事録を作成、管理し、本会の活動について支部と分野別研究部会に周知をはかる責任を持つ。また記録管理委員会の議長をと務める。
- ・ 財務担当理事: 財務担当理事は全ての経理記録を管理し、本会の資金を収集し、配分する責任を負う。また年次総会において本会の財務状況の報告を行う。
- ・ 監事: 監事は理事の業務執行の状況と。この法人の財産の状況を監査する事。理事の業務執行の状況またはこの法人の財産の状況について述べる事。監査の結果、この法人の業務または財産に関し不正の行為または法令若しくは定款に違反する重大な事実があることを発見した場合はこれを総会または所轄庁に報告すること。

任期: 全ての役職において任期は北九州の年次総会（2006年11月2日ー5日開催）直後より2年間とする。

推薦は自薦、他薦を問わないが、いずれもJALT正会員である事。連絡時には推薦する者、推薦される者の会員番号と支部名を明記。以下の連絡先アントニー・ロビンズに手紙またはEメールで推薦文をお送りください。

アントニー・ロビンズ

選挙管理委員会 委員長

住所 448-8542 愛知県刈谷市井ヶ谷町広沢1

愛知教育大学 国際文化講座 アントニー・ロビンズ

E-メール <nec@jalt.org>

JALT Hokkaido Journal

The JALT Hokkaido Journal is a refereed online journal that appears once a year, featuring theoretically grounded reports of research, 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 author. Those interested in submitting a paper should visit

<jalthokkaido.net/html/jh%20journal/jh_journal.htm> or <jalthokkaido.net/index.htm> and follow the journal link. The deadline for submissions is June 30, 2006.

Peer Support Group

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

Staff recruitment

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

...with Theron Muller

<memprofile@jalt-publications.org>



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

THIS MONTH in Member's Profile, Eddy Jones profiles his philosophy of cultural exchange across schools and cultures, a theme he refers to as *Voyages of Discovery*. As a Prefectural Coordinator for International Relations, he has tried to expand what were once one-time classroom encounters into exchanges that leave a more lasting impression. If you're interested in implementing similar cultural exchanges, Eddy can be contacted at <eddynagano@yahoo.co.uk>.

MEMBER'S PROFILE

Eddy Jones

One of my key motivations as an educator has been to develop children's creative thinking and encourage willingness to use imagination freely, a broad philosophy that has underpinned my teaching career. Specific learning requirements may differ, but the need to engage children's (and teachers') imaginations in the learning process is fundamental. In my experience, this has been the case whether teaching at international schools in Japan or British primary schools in socially deprived inner-city neighbourhoods. Additionally, I have become increasingly aware that when improving teaching standards and developing curricula, schools must be careful not to lose the magic that motivates children to explore the world around them. If the educational elements necessary for developing an effective curriculum are a complex jigsaw, I believe that one of the most important pieces is imagination.

As a teacher visiting classes in Japanese primary schools, I face a variety of expectations. Some schools want a *foreigner* (oh, how I hate that word!) to sing songs, play games, and leave the

kids smiling after the visit. As a primary school teacher with 20 years of classroom experience, I am happy to use games and songs as part of my lessons, but I want to do more than scratch the surface. Many Japanese primary school students only have occasional chances to encounter teachers from overseas, and I believe it is essential to make more of these visits educationally. I do not want to be, in the words of one of my colleagues, a "one-shot clown," a here today, gone tomorrow exotic creature who makes rare appearances in the classroom habitat.



Addressing my desire to do more, I have attempted to build links between schools in Japan and Wales. Children who are still too young to experience overseas culture directly can still do so through creative exchange projects with schools overseas, by making a voyage of the imagination. Also, as a proud Welshman, I want to go beyond the traditional London- or England-centred stereotype when I present British culture. After all, the word Britain itself comes from Welsh, a language that predates English by millennia. When I visit schools for the first time, both students and teachers are equally surprised that an area of Britain very similar in size and population to Nagano should consider itself a country in its own right with unique language and traditions quite different from other areas of the UK.

But I'm not a lone Welshman adrift in Japan, nor is the UK particularly unique in being home to different peoples with different cultural identities. There are potential cultural representatives from across the globe in Japan and many are actively involved in teaching. But in order for the idea of interactive cultural liaisons to catch on, support is needed both at the administrative and grassroots levels. I'm currently working on the former in Nagano, and the latter comes back

to that all-important element of engaging pupils' imaginations. When I tell Japanese pupils that I am a teacher from Wales, and ask them what they would like me to tell my Welsh ex-pupils about Japan, the floodgates open, especially when I explain that the most ordinary features of their everyday lives will probably amaze primary school pupils living on the other side of the world. For example, when I was given the chance to do a return visit to Aonuma primary school in Saku, a third-grade class made bamboo spinners (*taketombo*), *koma* spinning tops, and a selection of *Oshogatsu* games, which were packed in a box and sent to a primary school in Cardiff. Bamboo spinners made in Japan flew in the skies over Cardiff, and the smiles on the children's faces reached across the world.

A longer series of lessons with the fourth grade at Kiri Hara Primary School in Usuda Town resulted in the class making *Mugen no Hoshi* (無限の星) or *The Endless Stars*, a beautiful picture book in which each child in the class had taken responsibility for writing and illustrating one page. Copies of *Mugen no Hoshi* have now been sent to schools in Wales, other parts of the UK, Brazil, Germany, France, Italy, and Australia. The children are currently waiting excitedly for responses. I believe the pupils' motivation increased through the knowledge that they were working for an audience, and that the task had a real purpose.

This year, a new project called Nagano Nature Ambassadors has been launched, involving classes across Nagano developing their own picture books to send to schools overseas. This is part of an initiative that we hope will continue to grow into the future. What started as a two-way link is evolving into a growing learning net-



work, linking children worldwide. And once the creative spark is lit, the motivation within classrooms around the world is giving the project its own momentum. This is the kind of project I would like to further develop in the future, because it includes international understanding and involves skills across the whole curriculum, bound together by the force of children's collective imaginations.

Showcase

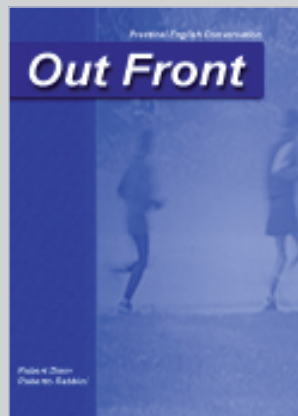
This month in Showcase, Robert Diem, co-author of *Out Front*, shares his experience of co-authoring the textbook with Roberto Rabbini. He shares some of the advantages of co-authoring, and a little about the work that goes into creating a textbook.

Robert Diem

Co-author Roberto Rabbini and I have just completed the second edition of our conversation-based textbook *Out Front*, which is now in its 2nd year of publication and in use at several universities.

Creating our textbook was a huge undertaking. This was a major motivation for our decision to collaborate. An obvious plus was that we could share the work. This work went far beyond writing the text—we also had to test activities with students, lay out, rewrite, edit (constantly, I might add), and last but not least, research printing and distribution options.

Another not so obvious benefit of co-authoring was bolstering my confidence. It helped knowing that it would be a shared process, especially if for some reason the book did not succeed.



As for content, we found it was crucial to have a central vision for the work from the outset, one to which we both subscribed. Listening skills, diplomacy, tactfulness, and the ability to make the other party feel his contributions and ideas were important—even if they didn't get used—were essential. It was also helpful to assign roles based on strengths. Because of my design background, I was in charge of layout, whereas Roberto tended to focus more on editing.

In spite of the challenges of working as a team, co-authoring was a rewarding experience for both of us, and one that I would recommend to other aspiring authors.

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



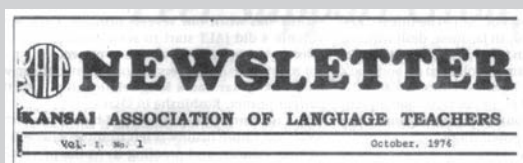
The co-editors warmly invite 750-word reports on events, groups, or resources within JALT in English, Japanese, or a combination of both.



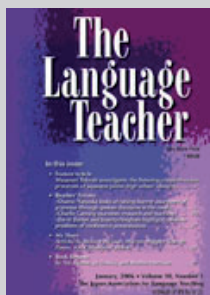
In this month's Grassroots column, Amanda O'Brien appeals to JALT members' pockets and offers a great bargain she hopes they won't be able to resist. Following Amanda's appeal, Naoki Adamson, Mami Ishikawa, and Andy Boon share their experiences of successfully applying for JALT Research Grants in 2005. As of April 1, 2006, you may be eligible for a grant, too!

The JALT Publications Board

Happy birthday to you! Happy birthday to you! Happy birthday *TLT*! Just between you, me, and the JALT Publications Board, *The Language Teacher* is 30 this year. And to celebrate this auspicious



The Language Teacher



occasion, we're planning some special things for our readers. Let me take you behind the scenes of our Publications Board so you can have a sneak preview of what to expect from the publication that brings you all the JALT and international news, info, and great articles that help you through your working day.

Well, first let me introduce the team...no wait, there's not enough space. We have 125 hard-working members in JALT Publications and they are *all* volunteers. They come together to review, edit, advise, proof, collate, and plan *The Language Teacher*, *JALT Journal (JJ)*, *JALT Information & Directory*, and the *JALT Conference Proceedings*. That's 16 publications a year. As you sit reading this issue of *The Language Teacher*, the May issue is going through the final stages of layout and will soon be sent to the printers; June is being proofed; articles for July's issue are being collated; and material for the rest of the year is coming in at a steady stream.

Well, let's move on and take a look at what the Publications Board is up to. *TLT* and *JJ* are both online now, and to encourage discussion on the articles in these issues, we have started up the JALT Publications Forum. Log on and add your comments to the discussions on the current articles. Our forum page can be found at <forum.jalt-publications.org>. In September, *TLT* guest editors will publish a special issue on guest editors will publish a special issue on English for Special Purposes (ESP); and, in October, the *Conference Proceedings* editors will bring you a selection of the best articles from the JALT2005 conference. The complete *JALT2005 Conference Proceedings* will be available online in August. In November, coinciding with our annual conference, we will publish our 30th birthday issue, where we will look back at the first issues of *KALT*, our baby days, and inform you about how we have developed since then.

Being our birthday, there are presents, too. For our 30th birthday, we are bringing back the popular JAM (JALT Applied Materials) series. It will be the fifth in the series, which began in 1995. This issue is a compilation of 100 activities for the classroom. Each lesson includes theoretical background notes as well as a step-by-step guide and worksheets. This issue of JAM, entitled *JALT Applied Materials: Classroom Resources*, has been produced on CD. Malcolm Swanson and Kim Bradford-Watts, the editors, inform me that



this CD is perfect for the busy JALT teacher for several reasons. Teachers can save time preparing lessons because materials can be easily accessed and printed from their computers. This can save both inevitable battles with photocopiers and the lugging around of heavy books. Kim and Malcolm add that the CD is compatible with both Windows and Mac and is fully searchable.

The JAM CD will be available for ¥4,000, *but* as a birthday celebration, we will offer this CD to JALT members in April only for ¥1,750, including postage and handling. Don't miss out. For more information on our super birthday special offer, check out the sample pages on our webpage <jalt-publications.org/jam/>, where you can also order online from our JALT Shop. Alternatively, fill out the *furikae* form at the back of this issue and take it to your local post office.

Now sit back, relax, reach for some champagne and cake, and enjoy the rest of your *TLT*. Our whole team hopes you enjoy it.

*Reported by Amanda O'Brien
JALT Publications Board Chair
<pubchair@jalt-publications.org>*

Materials Writers...



If you are interested in writing
language-learning materials,
for the world,
or just your classroom,
maybe we can help each other.
Exchanging ideas and information,
in our newsletter, at our Yahoo! group,
sharing some work maybe,
getting some feedback.
And maybe this will be the year
we hold our first weekend get-together.

More information: <mw@jalt.org>

— Materials Writers SIG —

Learning from JALT's 2005 Research Grantees

**by Naoki Adamson, Mami
Ishikawa, and Andy Boon**

Last year, the three of us were each awarded a grant of ¥100,000 by the JALT Research Grants Committee (RGC). The grants are designed to support the research projects of teachers who do not receive research allowances from their place(s) of work. Grant recipients also have access to experienced research advisors from the Teacher-Researcher Network (T-RNet), whose role is to support the successful completion of each project. In this article, we would like to describe our individual experiences as we formally start our research projects.



Photo: Harry Creagen

Naoki Fujimoto-Adamson
Tokyo University of Science
<naoadamson@hotmail.com>

When I first read about the JALT research grants, I was a distance-education student in the 5th year of an EdD at Leicester University, UK, and I was writing a thesis about team teaching in junior high schools. At first, I thought that my thesis would compare team teaching classes in three different schools in a "collective case study" (Stake, 1994). Due to time limitations, I had to focus on only one school in an "intrinsic case study" (Stake, 1994). I had already collected data

from three schools in Japan, but that data became surplus to requirements. I did not feel that I had really completed my original research plan, so I decided to apply for a JALT research grant to allow me to conduct the more extensive "collective case study" that I had initially planned. The T-RNet has been helpful in suggesting some literature about team teaching and has allocated two personal advisors to me. If you are thinking of making an application for a grant, I would recommend you to do so as a means of supporting your studies.

Mami Ishikawa

<mamiishi@kje.biglobe.ne.jp>

The whole application process was a challenge worth taking. First, filling in the application form itself made me realize I needed to clarify my initial ideas. In the beginning, I had a vague idea of looking into academic oral presentation skills after submitting my master's thesis. I saw applying for the grant as an opportunity to push myself to the next level. However, the real application process began when I started receiving emails from the RGC. I was asked to clarify several points in my application. The email exchanges went on for almost 2 weeks. Not every follow-up question from the committee was easy to answer, but the process did help me decide on a more concrete idea for the direction of my studies. I was absolutely thrilled and honored when I learned I had won a research grant. I guess I am now standing at the entrance to the real challenge of pursuing my studies.

Andy Boon

Toyo Gakuen University

<bromleycross@hotmail.com>

After reading about JALT research grants in *The Language Teacher*, I decided to try my luck and apply for one. I was already actively researching Instant Messenger Cooperative Development (IMCD) (see Boon, 2005). IMCD is a medium for facilitating online collaboration between teachers who would like to work on their professional self-development but find themselves in a situation where face-to-face interaction with colleagues is not possible. I believed a research grant would let me further explore this virtual experience of teacher reflection, discovery, and action. The first step was to complete the application in which I outlined my research focus, drew up a schedule for achieving various stages of the project, and provided details on how I intended to spend the

money. I then received an email from the RGC asking me to clarify and elaborate various points. I was later pleased to find out that I had been awarded one of the grants for 2005. I was then assigned two members of the T-RNet whose task is to provide me with advice and support throughout the duration of the project. I would like to thank them for their initial help in introducing me to collaborators for online IMCD sessions. If you are interested in finding out more about IMCD or becoming involved in the project, please email me. I am now in the midst of the research and have a lot of work to do before the project is finished, but I am looking forward to presenting my findings at JALT2007, which is one of the conditions for getting a grant!

So, if you are a JALT member and working teacher who does not have access to institutional research funding where you are employed, and you have something you would like to investigate further, why not check out the research grants website <jalt.org/researchgrants> and go for a 2006 research grant? This year, the deadline for sending in applications is May 31, 2006.

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Teaching Children Special Interest Group
全国語学教育学会 児童教育専門部会



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not just for kids

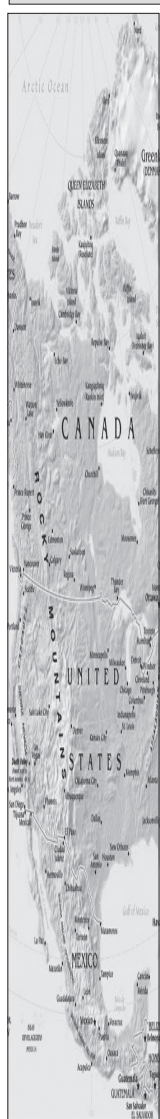
...with David McMurray

<outreach@jalt-publications.org>



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

ing in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.



CANADIAN TEACHERS in Japan provide outreach to their colleagues in Canada in the form of articles written in *Canadian Content*, published by the Tokyo-based Association of Canadian Teachers in Japan. In return, ESL teachers in Canada communicate with their colleagues in Japan via the *TESL Canada Journal*. This month's column covers the mutual exchange of students and teachers between Canada and Japan and uncovers a number of seminal ideas arising from these bilateral relationships.

Canadian studies in Japan

Canada is well known in Japan for its maple syrup, lumber, and small jets. The aurora borealis and Niagara Falls are favored images on travel brochure covers and displays at the Canadian exhibitions in Japan. When acrobats from the Cirque du Soleil, musicians such as Avril Lavigne, and English language teachers on the JET program come for a visit, they are well received too.

Each year over 6,000 students enroll in Canadian Studies courses offered by more than 50 universities

including Kwansei Gakuin, Meiji, Meiji Gakuin, Ritsumeikan, Hokkai Gakkuen, Niigata, Aichi Gakuin, and Kagoshima Kokusai universities that house Canada Studies Centers. There are four Canadian Studies related teacher associations in Japan: Japanese Association for Canadian Studies (JACS), Canadian Literary Society of Japan (CLSJ), Japanese Association for Canadian Education Studies (JACES), and the Association of Canadian Teachers in Japan (ACTJ). JACS has been in operation for 26 years. ACTJ formed in 1991 and became JALT's official partner in 2003.

The original editorial goals of *Canadian Content* included promoting the quality of Canadian teachers in Japan, introducing Canadian ways of teaching to Japan, and letting teachers based in Canada know what Japanese schools were doing. For example, some language immersion programs in Japan are based on a model developed in St. Lambert, Montreal in 1965. Katoh Gakuen was the first school to try to integrate the Canadian program into its private educational system that includes a kindergarten, elementary school, junior high school, high school, and junior college. A Canadian teacher in the program, Burnett (1998, p. 2) noted he was instructed to "translate textbooks from Japanese to English and essentially, that textbook is my curriculum guideline."

... and the Japanese who study in Canada

The cumulative effect of these Canada-related impressions and activities likely encourages many of the 5,000 Japanese students who travel to Canada each year with one-year working holiday program visas. In addition to these travelers, there are students whose universities have reciprocal one semester and two semester student exchange programs with Canadian universities.

Since 2001, Canada has become a popular destination for elementary and high school-aged children from Japan. According to the Canadian Bureau for International Education (Altman, 2006), of the 40,000 international students who enroll each year in one of the 296 Canadian public elementary schools and high schools participating in international recruitment programs, an estimated 3,000 are from Japan. British Columbia is the gateway to Canada for most students arriving from Japan. There are more than 40 international programs operating across two-thirds of the province's school districts.

JALT's partner in Canada is the TESL Canada Federation, which serves as an umbrella organization for language teachers located in the

provinces of British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, New Brunswick, Nova Scotia, and Newfoundland, as well as the Yukon Territory.

The federation's fully refereed *TESL Canada Journal* began in 1984, publishing articles about the teaching and learning of languages: English and French as well as the maintenance of minority, heritage, and aboriginal languages. Similar in size, content, and style to *JALT Journal*, the *TESL Canada Journal* is published bilingually. In addition to regular articles, there are sections for perspectives from readers, interviews, conference reviews, letters to the editor, book reviews, and classroom related articles and tips. Bilingual issues, identity, multicultural issues, and the study of Canadian values created vibrant dialogue in volumes prior to 2004.

To enliven debate and encourage dialogue among writers, editorial direction changed in 2004 with *Tales From the Trenches*, a new category that runs classroom stories that challenge common assumptions in the field of second language teaching. Written with humor and critical insight, the column is similar in approach to the *Old Grammarians* column in *TLT*:

Last term, Aurorah had been bumped into this new department with only a few days' warning. She had madly scrambled to learn whatever she could in a steely sea of machinery for which she has few skills and zilch affinity, but the students, accustomed to technical proficiency, quickly grew impatient. When she began to ruin their weekly movie treat, *Anne of Green Gables*, there was a hot revolt. Half a dozen of them, mostly young Japanese women with dyed red hair, marched into the departmental head's office with a premeditated list of complaints, and Aurorah's only recourse was to promise to retrain in the labs; she wrote it down at home on her to-do list, just beneath getting a root canal. (Horodezky, 2004, p. 105).

The editors preface their journal with deep reflections on the significance of teaching language in multiracial and multicultural Canada, and how "Standard English (the English spoken by the educated classes in Canada)" affects aboriginal and French language mother tongues (Kouritzin & MacPherson, 2004, p. i). These issues are in tune with the current debate in Japan about how to protect the mother tongue while children learn English. They are also abreast with the changes in the new TOEIC that requires test-takers to listen to speakers of English from Britain, Canada, Aus-

tralia, and New Zealand, in addition to American accents. Prescient to the cultural clashes between immigrants in France and Australia in the fall of 2005 and current international decry of the cartoon characterization of the Muslim religion, the editors' call for papers has perhaps helped to attract a slew of language education articles related to immigrant students, ethnography, culture, and reviews on books about ethnography and critical pedagogy. Kouritzin (2005, p. i) also opens her line of questioning to include racism, identity, and community (major themes of JALT2006) by recalling how her editorial views were influenced by a graduate seminar on critical ethnography in which she compared her husband to her research subjects:

A Ryukyu man, a linguistic and cultural minority from Tokonoshima, Japan, he is yet physically indistinguishable from the denizens of Vancouver's Keefer Street district. Shaken, I said nothing. Instead, I wrote in my journal:

"Do I feel superior to my husband? Sometimes I do, but I don't know if that is because he is Japanese. Sometimes I feel superior to everyone. Then I wonder if I feel superior to my husband, could that be why I married him? ...Most of all, I want to go back to a week ago when I could be self-righteous in my belief that I couldn't be a racist because I am married to a Japanese man."

JALT maintains bilateral partnership agreements with ACTJ and TESL Canada. Readers who want to know more about how students from Japan study foreign languages in Canada and how Canadians teach EFL to students in Japan are encouraged to contact the organizations and read their publications. A new ACTJ website <www.actj.org> is under construction, and the TESL Canada site <www.tesl.ca> contains information relevant to teachers in Japan.

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...with Mary Hughes

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

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

The Bilingualism SIG is co-sponsoring this year's Pan-SIG conference on May 13–14. Along with a range of both practical and theoretical presentations on raising children in two or more languages, our program will feature a plenary talk from John Maher entitled *Knowing About Language, Knowing About Bilingualism*, and a colloquium on research approaches to bilingual interaction. Three presenters (Tim Greer, Peter Wanner, and Kazuhiko Namba) who each specialize in investigating code-switching from a different methodological approach will introduce and compare their approaches by applying them to the same 2-minute segment of bilingual video footage. We hope that many of our SIG members will join us in Shimizu for the conference.

Computer Assisted Language Learning

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

CALL—The JALTCALL 2006 Conference *Designing CALL for Wired and Wireless Environments* will be held June 3–4 at Sapporo Gakuin University,

located less than 15 minutes from the beautiful city of Sapporo in Hokkaido. This year's conference focuses on the design of CALL in varied language learning environments, including wireless environments. The conference organizing committee has particularly encouraged submissions in the following areas: the design and use of CALL in new environments including wireless classrooms, the design and use of CALL for mobile learning, and innovative ways of integrating CALL in and out of the classroom. Other CALL related proposals are also welcome. Please see the SIG website listed below for further details.

One of the plenary speakers for this year's conference is Jozef Colpaert, Professor of Educational Technology, Director R&D of the LINGUAPOLIS Language Institute, and Editor-in-Chief of the CALL Journal (Taylor & Francis). For more information on the conference, submission proposal guidelines, and other CALL related events, please visit our website at <jaltcall.org>. Looking forward to seeing you in Hokkaido!

College and University Educators

Announcing:
SPECIAL ISSUES of On CUE

Research & the Language Teacher

A CUE special project edited by Juanita Heigham & Heidi Evans Nachi

Throughout Japan and around the world, classroom teachers of English as a Second or Foreign Language are conducting and publishing meaningful and important research with the aim of improving practice and advancing the profession. This special two-issue project will provide basic information, tools, and strategies to help you conduct and share your own research.

Issue One: Qualitative Research (Summer/2006)

This issue provides a rationale for language teachers conducting research and introduces various types of qualitative research methodologies. Tentative topics include:

Why should teachers do research?
Ethnographic Research
Narrative Research
Case Study Research
Action Research

Issue Two: Research Instruments & Publishing (Winter/2006)

This issue introduces different research instruments and tools used to collect and analyze data. It also includes a discussion of the process of publishing your findings.

Tentative topics include:
Questionnaires & Surveys
Interviews
Focus Groups
Participant Observation
Where to Publish Your Research

To contact the editors, email Juanita Heigham <jheigham@sugiyama-u.ac.jp>
or Heidi Evans Nachi <heidi@ts.ritsumei.ac.jp>

Information about what is going on with CUE can be found at <allagash.miyazaki-mu.ac.jp/CUE/>. Please check for regular updates on the 15th of each month.

Gender Awareness in Language Education

The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both theoretical and practical topics related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, please visit our website at <www.tokyoprogressive.org.uk/gale>. To join GALE, please use the form in the back of this *TLT* or contact the membership chair, Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

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! The GILE website is <www.jalt.org/global/sig/>. For further information, please contact Kip Cates <kcates@fed.tottori-u.ac.jp>.

Japanese as a Second Language

[🌐 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] [✉️]

We are pleased to announce that our newsletter was published in January. Sample copies are available upon request. The deadline to submit

articles for the next issue is May 1. We have extended until April 20 the deadline for proposals for SIG-sponsored presentations at our forum at JALT2006. Any JSL SIG member who is interested in being an officer is welcome to apply. For more information, please visit our website at <jalt.org/groups/JSL>.

JSL SIG ニュースレターを1月に発行しました。会員でない方にも希望があればお送りします。次号の記事締め切りは5月1日です。また11月のJALT全国大会SIGフォーラム、SIG後援の発表希望者は4月20日まで締め切りを延期します。お申し出てください。また、SIG役員をやってみたい方、歓迎いたします。私たちのウェブをご覧ください<jalt.org/groups/JSL>。

Junior and Senior High School

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

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

Learner Development

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

Coming in June is *Authoring Autonomy*, a one-day mini-conference jointly organized by the LD SIG and the Osaka chapter. This one-day event focuses on exploring teachers' and learners' learning histories and experiences, identifying critical issues and moments in our development of learner and teacher autonomy, and learning from them. The program will include workshops, discussions, and poster presentations. LD SIG teacher-researchers currently involved in the SIG's second anthology of action-research studies of learner and teacher autonomy will also be showcasing their exciting work. Come and join an action-

packed day of exploration and collaboration in June in Osaka! Further details will follow in the May and June issues of *The Language Teacher*. For more information in the meantime, please contact Ellen Head at <ellenkobe@yahoo.com> or Bob Sanderson at <sanderson808@gol.com>.

Plans are also underway for the LD Forum at JALT2006 in Kitakyushu. The forum will echo the theme of the main conference, *Learner Communities, Identity, and Motivation in Our Contexts*. If you would like to present at the forum in Kitakyushu, please contact Martha Robertson <marrober@indiana.edu> or Stacey Vye <stacey.vye@gmail.com>.

For further information about the Learner Development SIG in general, please check out the LD website at <coyote.miyazaki-mu.ac.jp/learnerdev/> or contact the co-coordinators Stacey Vye <stacey.vye@gmail.com> or Marlen Harrison <scenteur7@yahoo.com>.

Materials Writers

[🗨️ materials development, textbook writing, publishers and publishing, self-publication, technology] [📖 *Between the Keys*—3x year] [🏠 National conference events] [📧] [🗨️]

The Materials Writers group listserv recently discussed, among other things: copyright and publishing photographs, the sponsoring of Brian Tomlinson for a MWSIG event at JALT2006, and printers who will do a good job of publishing your book for a reasonable price. If you'd like to follow these and other discussions, contribute your own views, and get further news and advice about publishing, why not join us? You'll also receive information about contributing to a future special issue of *The Language Teacher* and have the opportunity to contribute your views on the format and content of the Materials Writers programs for the JALT2006 conference in Kitakyushu and next year's Pan-SIG conference in Sendai. Contact the co-coordinator Ian Gledall <mw@jalt.org>.

Other Language Educators

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

We are happy to announce the publication of OLE Newsletter 38. It contains: a thoroughly updated coordinator's report, an introduction of Nicholas

Gromik, a call for OLE papers, JALT2006 information, the table of contents of a book by Balmus, Oebel, and Reinelt titled *Challenge and Chance* (in German: *Herausforderung und Chance*), the Yahoo group start, and an invitation to Canela (the society of Spanish researchers in Japan's annual convention), as well as ample publishers information for the coming summer term. Copies are available from the coordinator at <reinelt@iec-ehime-u.ac.jp>.

Pragmatics

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

The SIG will co-sponsor the *Fifth Annual JALT Pan-SIG Conference* to be held at the Shimizu campus of Tokai University on May 13-14. This year's theme is *Authentic Communication: Process and Purpose*. One of the SIG's founding members, Donna Tatsuki, will be giving a plenary entitled *What is Authenticity?* For further information, please visit <www.jalt.org/pansig/2006/>.

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>.

Pronunciation

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

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 JALT Conference] [📧] [💬]

The TED SIG and the Okayama JALT chapter will host a 2-day conference on *Professional Development in EFL* on October 7–8 at Okayama University in Okayama. For further details, including a call for papers, please visit the TED SIG website <jalt.org/teach> or see this month's *TLT* Conference Calendar.

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] [📧] [💬]

We're all preparing for JALT Junior 5 at JALT2006 in Kitakyushu in November. We hope you'll be there, too! There's still time to submit a proposal for a presentation to share what you have been doing. Some topics we would love to hear about include: teaching big classes in elementary schools, planning a curriculum for once a month visits, finding things on the internet for making your own materials, doing classroom research projects, and getting feedback from students. Please see our website <www.tcsigjalt.org> for a longer list of wished-for topics, as well as some guidelines about writing the proposal, timing the presentation, and preparing the handout. The TC SIG is committed to being accessible to all teachers of children, so we especially encourage teachers to submit proposals and make presentations in Japanese. The deadline is April 28. Please submit your presentation proposal to the JALT website <conferences.jalt.org/2006/submissions/>.

The spring issue of our quarterly bilingual newsletter *Teachers Learning with Children* is due out at the end of this month. The theme is drama. As usual, *TLC* is full of ideas and suggestions that you can take to your next lesson, as well as topics to think about to help your own development as a teacher. This volume (11) will feature two more printed issues (summer on *nature* and winter on *evaluation*) and one issue online (fall on *feelings*) shortly before JALT2006. We very much welcome contributions. If you haven't seen *TLC*, visit our website to see articles from previous issues, dis-

cover how you can get your own copy, or find out how and when to contribute your own ideas.

児童教育部会では11月の北九州での第5回JALTジュニアの準備をすすめています。大勢のかたの参加をお待ちしています。皆さんの日頃の実践をシェアする機会となるプレゼンテーションの申し込みをまだ受け付けています。小学校での大人数クラスの指導、月に1度のクラスのカリキュラム作り、教材作りに役立つものをインターネットで探す、指導研究報告、生徒からのフィードバックなどのトピックを特に募集します。その他のトピックとプレゼンテーションの申し込み方法や時間帯、ハンドアウトの用意のことなどは、<www.tcsigjalt.org>をご覧ください。

子どもを指導しているいろいろな先生達においていただくために、部会では特に日本語でのプレゼンテーションをお待ちします。プレゼンテーションの申し込みも日本語で4月28日までにJALTのサイト<conferences.jalt.org/2006/submissions/>まで送信してください。

年4回発行される部会のニューズレター *TLC* (Teachers Learning with Children) は今月末に発行されます。今回のテーマはドラマです。いつものようにすぐに使えるアイディアが満載の他、指導者として成長し続けるためのトピックもあります。今年のニューズレターは、夏号が「自然」、冬号が「評価」をテーマに発行される予定です。JALT2006の直前には秋号がオンラインで発行され、「フィーリング」がテーマです。皆さんからの寄稿をお待ちしています。*TLC*をまだ読んだことがない方は、ぜひ部会のウェブサイト<www.tcsigjalt.org>で過去のニューズレターを読んでください。そして皆さんの指導に関する考えをお寄せください。

Teaching Older Learners

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

Have you gone out to enjoy the cherry blossoms yet? April is one of the most beautiful and exciting months of the year with new faces at work, at school, under the cherry trees, and of course in TOL SIG. If you have ever thought that you would like to contribute your knowledge and experiences of teaching English to Japan's aging society, send us an email now. Cheers! We are waiting with joyful anticipation. For more information contact Amanda Harlow, Membership Chair <amand@aqu.aqu.livedoor.com>. Also, please visit our website <www.eigosenmon.com/tolsig/>.

Testing & Evaluation

[💡 examinations, assessment, rating, validation] [📖 *Shiken*—3-4x year (online)] [📖 Pan-SIG, colloquia at national conferences] [📧] [💬]

...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.

HAVE YOU been watching the fresh new buds start to burst into bloom? Isn't it time to visit your local chapter and add some fresh new ideas to your classes so your students can burst into bloom, too? Don't forget: you can check the JALT calendar <jalt.org/calendar/> to find out the latest information about what's going on.

Akita—Writing Stories by **Martha Clark Cummings**. This workshop is for anyone who has a language-learning story to tell. Through a series of exercises, using the techniques of published writers, the presenters, who write fiction and nonfiction, will guide the participants through the writing and sharing of their stories. The workshop has three goals. The participants will learn how to bring their stories alive through writing and sharing. The participants will learn to help others, including their students, to write their stories. *Saturday April 22, 14:00-16:00; Akita International University Room B-103; one-day members ¥1000, students ¥500.*

East Shikoku—Methods for Introducing Global Issues in the EFL Classroom by **Kip Cates**, president of JALT's Global Issues in Language Education SIG. This workshop and presentation will offer effective methods for integrating global issues into language teaching and for adapting global education materials to the needs of learners with different levels and curriculum and

content objectives. This Earth Day event will be useful for both high school and university educators looking for practical classroom applications of global issues materials. *Saturday April 22, 14:00-16:30; Kochi University Asakura Campus, Room 136; one-day members ¥500.*

Gunma—Feminist Pedagogy in the EFL Classroom by **Reiko Yoshihara**. Yoshihara will discuss feminist pedagogy and EFL. She will present the theory of feminist pedagogy, introduce its genealogy, and find an intersection between feminist pedagogy and TESOL. She will discuss how to apply feminist pedagogy in an EFL context in Japan. *Sunday April 23, 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi, Gunma, t: 027-266-7575; one-day members ¥1000.*

Hiroshima—Looking Like the Enemy by **Mary Matsuda Gruenewald**. The presenter, 82 years old, will describe her experience in a Japanese-American internment camp. Last year she published her first book on the topic. She will be painfully honest, showing participants how historical wrongs are infinitely nuanced as they reverberate through the lives of human beings. *Wednesday April 5, 18:30-20:00; Hiroshima Peace Park, International Conference Center, Room B2 (in the basement); one-day members ¥500.*

Ibaraki—The Enneagram and Interpersonal Peace Workshop by **Lawrence Metzger**. Topics covered in the workshop will include: personality variants, ego, defenses, exorcising, deadly sins, tools for personal growth, and dynamics of reflection. *Sunday April 16th, 1:00-5:00; Ibaraki University, Mito; one-day members ¥500.*

Kitakyushu—1) Preliminary Report on Linguistic Readiness of Japanese Students Studying at an American University by **L. Dennis Woolbright, Kazuko Nishioka, and Yuji Hayashi**, Seinan Jo Gakuin University. Educational Testing Service has announced that a new-generation online iBT(TOEFL) will start in 2006. A significant change will be the mandatory speaking and writing components. This study looks at the strengths and perceived weaknesses of Japanese students at an American university. **2) Frivolity in the Classroom** by **Malcolm Swanson**, Seinan Jo Gakuin University. Sometimes it's good to break away from formal studies and do something fun. We'll look at simple animation movies created using

a laptop computer and a digital video camera, create short movies ourselves, and discuss their use in a classroom. *Saturday April 8, 18:30-20:30; Kitakyushu International Conference Center, Room 31 (5-minute walk from Kokura Station); one-day members ¥1000.*

Kobe—Using Native Culture as a Spur to Communicating in English by **Patrick T. Dougherty**. Dougherty has begun student projects that allow students to use their Japanese heritage as a tool for language learning. Through presentations, role-playing, and projects, students use the Japanese culture to provide a basis for language comprehension. This also allows students to learn about themselves, their culture, and ethnic heritage. Through video and tactile presentations, the presenter will provide examples of projects, lesson plans, and resources for educators at both tertiary and secondary levels. *Saturday April 22, 16:00-18:00; Kobe YMCA; 2-7-15 Kano-cho, Chuo-ku, Kobe; t: 078-241-7204; one-day members ¥1000.*

Kyoto—Imprisoned in America by **Mary Matsu-da Gruenewald**. This presentation will be in association with Osaka JALT. Please see the Osaka chapter announcement for details. See <www.kyotojalt.org> for map and any late changes.

Matsuyama—Ways into Poems by **Linda K. Kadota, Matsuyama Shinonome College**. Poetry can be a valuable source of motivation for language learners, offering an enriching and stimulating way to experience and enjoy the language of study. This activity-based workshop will inspire ideas and strategies for incorporating poetry into language classes. *Sunday April 9, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1,000 yen.*

Nagasaki—April News. Best wishes for the start of classes this month for teachers and learners alike from Nagasaki JALT. At press time, we did not have a meeting scheduled in April, but please check with us closer to the dates. Or, contact us if you have any requests and suggestions for the rest of the year, to follow up on our My Share and Open Executive meeting last month. For email contacts, as well as news and event updates, go to our homepage <www.kyushuelt.com/jalt/nagasaki.html>. You can also keep in touch by signing up for our monthly email newsletter <www.kyushuelt.com/jalt/nagamail.php3>.

Nagoya—Teaching During Your Break by **Linda Donan**. Donan will talk about an opportunity for people to do volunteer work teaching in orphan schools in India during Golden Week or winter break and will discuss her own experiences with the Panskura Village School in Bengal. She will also demonstrate activities that she used there for teaching 5-year-olds English. Opportunities to take Japanese students to India to paint schools or dig wells will be outlined. Linda has taught in Japan for more than 20 years and has been to India six times. *Sunday April 23, 13:30-16:00; Nagoya International Center, 3F Lecture Room 2; one-day members ¥1000.*

Okayama—Task-Based Language Learning Through Debate by **Eiko Nakamura, Kawasaki University of Medical Welfare**. Learners' language development through debate tasks in a high school English classroom will be examined. A chaotic period in which learners pushed themselves to paraphrase and improvise their speech during a debate task will be recognized. Learners making the decision to take the risk of increasing language errors seems to play an important role for language development. This presentation explores ways to push learners to make maximum use of their target language. *Saturday April 15, 15:00-17:00; Okayama Sankaku Building near Omotecho in Okayama city; one-day members ¥1000 yen, students ¥500 yen.*

Okinawa—TBA. See our website for more information <okinawateacher.com/>. *Sunday April 16, 14:00-16:00; TBA; one-day members ¥1000.*

Omiya—Unions and Labour Disputes by **Masao Sasaki, Vice-Chairman Tokyo-Area University Part-Time Teachers' Union, and A Cooperative Model for Promoting Change at University** by **Nick Wood, Reitaku University and General Secretary of the University Teachers Union**. Sasaki's presentation will be in two parts. Part one will provide a step-by-step explanation on using a union to solve labor disputes. Part two will discuss how to improve union structure. Wood will explore ways for promoting constructive engagement with university authorities in order to improve working conditions and create supportive teaching environments for both full- and part-time instructors. *Sunday April 16, 14:00-16:00; Sakuragi Kominkan 5F (near Omiya Station, west exit, map <jalt.org/chapters/omiya/map.htm#sakuragi>); one-day members ¥1000.*

Osaka—Imprisoned in America by **Mary Matsu-da Gruenewald**, author of *Looking Like the Enemy: My Story of Imprisonment in Japanese-American Internment Camps*. The book portrays Gruenewald's experiences in the relocation camps in the US during WWII. This is the 82-year-old author's very first visit to Japan. You can read a whole chapter of her book at <www.newsagepress.com>. After the talk there will be time for Q&A, followed by a book signing. Books will be available for sale. Afterwards please join us as we enjoy the cherry blossoms along the river near Temmabashi station. This event is co-sponsored by NewSage Press, SIETAR Kansai, and Kyoto JALT. *Sunday April 2, 14:00-16:30; The Dawn Center, near Keihan and subway Temmabashi stations, t: 06-6910-8615; see <www.osakajalt.org> for map and any late changes; childcare available with advance notice; JALT members ¥500, one-day members ¥1000.*

Sendai—A lesson in Chinese (and Discussion) by **Jacky Young** and **Tom Warren-Price**, Ikue Gakuen High School. Learn interactive beginner Chinese the teacher-led way. Also share some cultural considerations and a recipe for Jacky's delicious homemade Chinese dumplings. Following will be a discussion on assessing the benefits and costs of the teacher-led Chinese language lesson and how it can affect the way we ourselves feel as the recipients of language teaching. *Sunday April 23, 14:00-17:00; TBA; one-day members ¥1000.*

Shinshu—Communication through Drama by **Sue Fraser Osada**. In this workshop, drama techniques and activities to develop communication skills through fluency, pronunciation, co-operative learning, confidence building, and intercultural awareness will be presented. Osada will demonstrate how drama can be effectively employed to motivate all levels and ages of FL learners by introducing activities used in contexts as diverse as Japanese high schools, multi-lingual teacher training, young learners, and non-EFL-specialist university courses. Techniques reflect a progression from discrete warm-ups to extended practice and performance. *Sunday April 16, 14:00-16:45; Room 42, M-Wing, Matsumoto; one-day members ¥1000.*

Toyohashi—Storytelling in Language Teaching by **Charles Kowalski**. Everyone loves a good story! This workshop is for teachers interested in bringing the power of oral storytelling (personal anecdotes, folktales, jokes, or any other kind of narrative) into their classrooms. The first part will

examine the benefits that storytelling can bring to a language class and help participants develop their own natural storytelling talent through voice, gesture, and memory. The second part will present classroom activities to make stories understandable by learners of all ages and all levels from beginning to advanced. *Sunday April 16, 13:30-16:00; Aichi University, Bldg. 5 Room 543; one-day members ¥1000.*

Yamagata—Tourism in America by **Nathaniel Hoy**. An English conversation school instructor in Nagai city, Hoy will present on the use of English as a means of global communication when touring in America. *Saturday April 8, 13:30-15:30; Yamagata Kajo Kominkan, 2-2-15 Shironishi-machi, Yamagata-shi (t: 023-643-2687); one-day members ¥800.*

Yokohama—NLP and Feldenkrais: Body and Mind in the Classroom by **Sylvie Kuehne**. This workshop will offer information on our brain, self-image, and learning. Participants will explore Feldenkrais and NLP (Neuro-Linguistic Programming), two exciting body-mind fields based on an empowering vision of the human being as capable of learning. The presenter will explain typical stress patterns and show simple movements to reduce unnecessary tension. Practical classroom applications of NLP basics such as rapport, IQs, anchors, and maps of the world will be presented. *Sunday April 9, 14:00-16:30; Ginou Bunka Kaikan near JR Kannai and Yokohama Subway Isezakichojamachi (map <yojalt.bravehost.com>); one-day members ¥1000.*

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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.

Gifu: January—*Getting Students Interested in Authentic Listening* by Steve Quasha. Quasha's workshop on listening focused on Japanese adult learners, mainly university-aged young adults. Participants thought about their own teaching and learning context and how listening, a receptive skill, is closely linked to productive skills such as speaking and writing. Quasha pointed out that listeners generally react to information by talking about it or writing about it. Participants became aware of how scaffolding and the use of L1 in listening tasks helps students' learning.

Through tasks that took the participants through the experiential learning cycle, they were able to recognize that pre-learning tasks, such as itemizing lexis, prediction of meaning, and consciousness-raising activities, better prepare learners to understand real English, as used primarily on American sitcoms such as *Frasier*. Quasha's presentation confirmed that the use of L1 for pre-listening in order to get the meaning of the topic at hand and then focusing on form, idioms, and phrasal verbs is an effective teaching methodology, similar to the ARC (Authentic, Restricted, Clarification) teaching model.

Reported by John Gunning

Gunma: January—*English Immersion in Japan* by Eugene Cooper. In April 2005 *Gunma Kokusai Academy* (GKA), Ota-shi, Gunma, opened to much media attention. The school conducts at least two thirds of its classes in English. While currently teaching only primary grades, it will eventually offer middle and high school education in an integrated 12-year program. The project was initiated by the Ota Municipal Government and is the pilot school for English language immersion in the city.

Cooper outlined the history of GKA, while giving some insight into the regulatory hurdles of opening such a school in Japan, and discussed GKA's curriculum, with its special features, such as its superior music program (developed through the Eastman School of Music, New York), and its comprehensive computer instruction, which aims to have students proficient in *Microsoft Office* and using the Internet by the end of grade six.

Multi-year goals for the school's curriculum were outlined. Academic goals included near-native English language ability, high achievement in mathematics, science, and the Japanese language, and good critical-thinking skills in both languages. Cultural goals included knowledge and esteem for Japanese culture and traditions, awareness and appreciation of international cultures, and knowledge of Japan's role in international society. To accomplish these goals, the school follows the Japanese Ministry of Education curriculum, while using English as its primary language of instruction and emphasizing critical skills instruction and close school-parent-student cooperation.

Foreign texts and teaching materials were selected for music, English, and physical education, while Japanese texts and materials were chosen for the math and science courses. Eleven math and seven science textbooks were translated from Japanese to English for grades one to six, which proved to be advantageous for parents who could look at the same page of the Japanese version of the text and understand what was being asked of their children (in English) and render assistance.

Concern was raised about the possibility that cultural disorientation might accompany bilingual education. This could lead to behavioral problems with children becoming confused regarding which culture they identify with.

Reported by Harry Meyer

Kitakyushu: February—*Electronic Dictionary Workshop* by Takashi Inomori with Oshima, Nakamura, and Otani. Electronic dictionaries have become a mainstay in Japanese English classrooms. Although the Japanese-English translation and opposing functions are the ones mostly used, current models offer many more ways to investigate the two languages. Inomori, along with Oshima and Nakamura of Casio, explained and demonstrated some innovative uses.

Oshima gave basic instructions in Japanese about using the dictionary and Otani translated them into English. Inomori followed with results

of various surveys showing how pervasive the use of these tools is in schools today. He then demonstrated some ways to exploit them for classroom practice, with students working individually or paired in a race-type context, which is always popular with students and useful to maintain concentration on-task. Japanese and English collocations, minimal-pair sound contrasts, clozed idioms, and monolingual word definitions were among the exercises we tried out together with the dictionaries provided.

Reported by Dave Pite

Kobe: January—Using Whole Discourse Tasks for Language Teaching by **Deryn Verity**. Verity provided an alternative title—*What is Context?*—and examined three levels of context. *Social context* refers to knowledge of the world in general and the current setting. *Discourse context* is the knowledge of meanings in conversation (e.g., who is *we*?) and linguistic structures. *Psycholinguistic context* includes how students relate to a task—their attitude, motivation, and purpose.

Verity demonstrated a series of whole discourse tasks, which are tasks that draw on each level of context. *Dictogloss* is a dictation read too fast to allow all words to be written. Students write what they can, then form a group and use their fragmented versions to compile a whole text. A follow-

up activity might be to have the students memorize and retell the text (a joke in this case). *Reading graffiti* involved putting a copy of a text on the board and allowing students to read it and then write comments and questions on it. This tweaking of the normal context of text reading allows students to feel more comfortable about approaching texts; quite often students are put off by a page full of English words. In *Floor squares*, students wander around the classroom looking at questions written on sheets of paper placed on the floor. When the background music stops, they ask the question they are looking at to nearby students. The context is similar to a board game, which Verity describes as a classic whole discourse task involving predictable, rule-governed movement.

Whole discourse tasks draw on all levels of context, require real interaction, offer some kind of choice, and can be completed using different strategies. Verity's goal as a teacher is to stay out of tasks as much as possible and have students run their own activities.

Reported by David Heywood

Kyoto: December—Learning About TOEFL: Focusing on the New TOEFL-iBT by **Megumi Kawate-Mierzejewska**. The presenter explained the differences between the new Internet-based TOEFL (TOEFL-iBT) test, which will be introduced in Japan in May this year, and the current paper-based, institutional paper-based, and computer-based tests.

The new iBT test measures four skills: listening, reading, writing, and speaking. It aims to reflect how language is used when studying at university level. The test is linear, not computer-adaptive, which means that all candidates answer the same questions and there is a progression from easy to more difficult questions in each section. Unlike previous TOEFL tests, note-taking is allowed, but the notes are collected at the end of the test. Another difference is that the test now takes 4 hours and can only be sat on fixed dates 30–40 times a year at testing centres around the country. The listening section, consisting of monologue lectures and group discussions, is accompanied by still photographs on screen to set the scene, and candidates hear everything only once. The speaking section is recorded and evaluated by external examiners. Candidates have to speak independently on a topic for 45 seconds and then respond to a variety of written texts and spoken discussion based on the texts.

The iBT will replace the computer-based and paper-based tests but the institutional paper-

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based (ITP) test will continue to be available. It costs \$140 US to take the iBT test in the US now. This is the same as the computer-based test. More information about the iBT test can be found at <www.ets.org/toefl/nextgen> and *TOEFL iBT At A Glance* can be downloaded. It is also free of charge to join *TOEFL Practice Online*, which offers free practice questions and tips, and the chance to take one free practice test.

Reported by Amanda Gillis-Furutaka

Kyoto: January—Challenging Myths About Japanese Language Learners by **Sara Cotterall**. Cotterall drew on the research of others as well as her own recent research and extensive teaching experience. The two myths she challenged were that Japanese learners are passive and that they are unwilling to assume responsibility for their learning. She summarized research carried out by Sakui and Gaies in 1999, which disproved these myths, and research by Littlewood in 2001, which indicated that Japanese learners are less passive than learners from Hong Kong, Brunei, and Thailand, and that they were also less likely to agree that the teacher's authority should be respected at all times. Cotterall's own research at Akita International University, where all courses are taught in English, bears out these earlier findings.

Littlewood had concluded that the apparently passive behaviour of Japanese students is a result of the type of behaviour expected of them in a school situation rather than a natural disposition to be passive. Cotterall suggested that teacher expectations have a great influence on the attitudes and behaviour of learners. She recommended that teachers have high expectations of their students and make those expectations explicit. When trying to promote active learning, it is important to explain the purpose of classroom activities and invite the learners to contribute to task design (such as asking them how long they think they should spend on an activity, or if they want to work in pairs, groups, or as a whole class.) She also advised teachers to explore their learners' beliefs about language learning and to modify their interaction style to suit the local conditions, for example, taking into account the role of silence in Japanese society.

Reported by Amanda Gillis-Furutaka

Nagasaki: February—1) Designing Self-Assessment for Proficiency by **Melodie Cook**. Cook presented the results of a pilot study on self-assessment, highlighting the reasons for undertak-

ing the study, the development of a self-assessment questionnaire, and the results of the study. 2) *Human Rights Education in the Classroom* by **Tim Allan**. Allan presented a series of activities for teaching human rights education, focusing on classroom contexts, role-plays, stories, cloze exercises, and discussion topics.

Reported by Melodie Cook

Omiya: January—Podcasting: A New Way to Reach Students by **Robert Diem**. Diem gave a presentation on what podcasting is, potential uses for podcasting, and how to release the podcaster within. Podcasting, portmanteau of the words i-pod and broadcasting, is audio material (radio shows) on the Internet that can be subscribed to and downloaded onto an MP3 player. The podcast can then be accessed by listeners individually at a time and place that is convenient. Diem showed numerous examples of the ways that podcasting is currently being used, particularly within TESOL. He introduced and explored potential uses of podcasting and made predictions about this new technology's future direction. Using analogies, Diem explained the mechanics behind podcasting and illustrated the necessary steps for making one's own podcast. With an Internet connection, a microphone, and a message, anyone can become a podcaster.

Reported by Cecilia Fujishima

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- ▶ **Other Language Educators**—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@iec.ehime-u.ac.jp>
- ▶ **PALE**—Robert Aspinall; <aspinall@biwako.shiga-u.ac.jp>; <www.debito.org/PALE/>
- ▶ **Pragmatics**—Megumi Kawate-Mierzejewska; <mierze@tuj.ac.jp>; <groups.yahoo.com/group/jaltpragsig>
- ▶ **Teacher Education**—Paul Beaufait; <pab@pu-kumamoto.ac.jp>
- ▶ **Teaching Children**—Alison Miyake; t/f: 090-3743-7890; <mbi@joy.ocn.ne.jp>; <www.tcsigjalt.org/>
- ▶ **Teaching Older Learners**—Emi Itoi; <futakuu@nifty.com>; <www.eigosenmon.com/tolsig/>
- ▶ **Testing and Evaluation**—Jeff Hubbell; <01jhubbell@jcom.home.ne.jp>; <www.jalt.org/test>

SIG Contacts

- ▶ **Bilingualism**—Tim Greer; t: 078-803-7683; <tim@kobe-u.ac.jp>; <www.bsig.org>
- ▶ **College and University Educators**—Philip McCasland (Coordinator); t: 0463-58-1211 ext. 4587(w); 0463-69-5523(h); <mccaslandpl@rocketmail.com>; <allagash.miyazaki-mu.ac.jp/CUE/>
- ▶ **Computer-Assisted Language Learning**—

Forming SIGs

- ▶ **Pronunciation**—Susan Gould; <gould@lc.chubu.ac.jp>

...with Derek DiMatteo

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email Derek DiMatteo, 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/>

TLT / Job Information Center
Policy on Discrimination

The editors oppose discriminatory language, policies, and employment practices, in accordance with Japanese and international law. Exclusions or requirements concerning gender, age, race, religion, or country of origin should be avoided in announcements in the JIC Positions column, unless there are legal requirements or other compelling reasons for such discrimination, and these reasons are clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

TLTでは、日本の法律、国際法および良識に従って、言語、政策および雇用慣習の差別に反対します。JICコラムでは性別、年齢、人種、宗教、出身国（「英国」、「アメリカ」ではなく母語能力としての国）に関する、排除や要求はしません。そうした差別がなされる場合には、明確に説明されるべきです。編集者は、明瞭に求人広告を編集し、かつこの方針に応じない場合には求人広告を棄却する権利を持ちます。

Niigata-ken—International University of Japan is looking for temporary English Language Instructors to teach in its 2006 summer Intensive English Program for graduate level students from Japan and several other countries. The exact dates have yet to be confirmed, but the contract will probably run from Thursday July 13 through Tuesday September 12. The contract length will be 9 weeks: one week of orientation and debriefing and 8 weeks of teaching. The university is located in Minamiuonuma-shi, Niigata prefecture, (a mountainous region about 90 minutes by train from Tokyo). **Qualifications:** MA or equivalent in TESL, TEFL, or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication would be helpful. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level students up to 16 hours per week, assist in testing and materials preparation, attend meetings, write short student reports, and participate in extra-curricular activities. **Salary & Benefits:** ¥875,000 gross. Free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. (No health insurance provided.) **Application materials:** Submit by letter mail or fax a current CV, a short cover letter, and a passport-size photo. **Deadline:** Ongoing. Selected applicants will be offered interviews. **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator, International University of Japan, 777 Koku-sai-cho, Minamiuonuma-shi, Niigata 949-7277; f: 0257-79-1187; <iep@iuj.ac.jp>.

Québec—The Département des arts et lettres at the Université du Québec à Chicoutimi invites applications for a tenure-track position in TESL and Applied Linguistics at the level of Assistant Professor to begin August 1, 2006. **Qualifications:** PhD in TESL or Applied Linguistics or a related field with specialisation in language teaching methodology and classroom-based second language acquisition (highly qualified ABD applicants may also be considered); relevant teaching experience in both undergraduate and graduate programmes with evidence of excellence; scholarly potential as evidenced by publications, conference presentations, or both; native-speaker competence in English with excellent knowledge of French. Experience in ESL teacher training and teacher supervision as well as knowledge of the ESL programs in Québec's public schools will be considered an asset. **Duties:** Teach undergradu-

ate and graduate courses in ESL, composition, language teaching methodology, pedagogical linguistics, and other relevant applied linguistics courses; supervise student teachers and contribute to the ongoing development of practice-teaching guides and evaluation procedures; participate in the administration of the English Basic Language Program as well as assist in the development of the department's B.ED in TESL and MA in linguistics; maintain an active research agenda in field of expertise, engage in scholarly publication, and provide service to the department, university, and profession. **Salary & Benefits:** Salary will be commensurate with assistant professor rank and experience. **Application materials:** Applicants should send a letter of interest, statement of research interests and teaching philosophy, current curriculum vitae, sample publication(s) or conference presentations, and three recent letters of reference. All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. **Deadline:** Ongoing. **Contact:** General Information: Dr. Leif French <leif_french@uqac.ca>. Application address: Dr. Stéphane Aubin, Doyen de la Gestion académique, 555 boulevard de l'Université, Chicoutimi, Québec, Canada G7H 2B1; t: 418-545-5011; 5628; f: 418-545-5012.

Shinjuku-ku, Tokyo—Kogakuin University, a private university, is seeking an English teacher for a full-time faculty position (Lecturer) in the Department of General Education to start April 1, 2007. **Qualifications:** Applicants should have a Master's degree or higher in the humanities, at least one year of teaching experience at the college or university level, at least three publications, and a demonstrable working knowledge of Japanese. **Application materials:** A curriculum vitae containing: a photo, copies of university degrees, and contact information for references; a cover letter providing the following information: country of residence (visa status for those residing in Japan), nationality, age, research interests, and any other information that may be pertinent; a complete list of publications; academic affiliations and positions held in those associations; relevant certificates; three publications (submitted materials will not be returned to the applicants); a one-three page essay (A4 sized), in English or Japanese, discussing your philosophy of English language education; two to three letters of recommendation. On the front of the envelope in red ink please write: APPLICATION FOR FULL-TIME ENGLISH POSITION. Final candidates will be contacted for interviews. Interviews will be

conducted in both English and Japanese. **Deadline:** May 8, 2006. **Contact:** Yoshihiro Niwano, Chair of Foreign Languages, Department of General Education, Kogakuin University, 1-24-2 Nishi-Shinjuku, Shinjuku-ku, Tokyo 163-8677.

Tokyo—The English Department at Aoyama Gakuin University seeks adjunct faculty to teach conversation and writing courses at their Sagami-hara campus. The Sagami-hara campus is about 90 minutes from Shinjuku station on the Odakyu and Yokohama lines, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL or TESOL, English Literature, Applied Linguistics, or Communications; minimum 3 years experience teaching English at a university; alternatively, a PhD and one year university English teaching experience. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. We are interested in teachers who enjoy working with other teachers as well as with their students. Publications, experience in presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to other universities in the Tokyo area. **Application Materials:** Write to us for an email application form. Short-listed candidates will be contacted for interviews. **Deadline:** Ongoing. **Contact:** "ADJUNCT FACULTY," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Teaching Older Learners (TOL)

An increase in the number of people of retirement age, combined with the internationalization of Japanese society, is increasing the number of people who are eager to study English as part of life-long learning. As such, this SIG is needed to provide resources and information for teachers who teach English to older learners.

For more information
 <www.eigosenmon.com/tolsig/TOL/>

...with Hayo Reinders

<conferences@jalt-publications.org>



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

Upcoming Conferences

April 8–12, 2006—40th IATEFL Annual Conference and Exhibition, at the Harrogate International Centre, Harrogate, North Yorkshire, UK. IATEFL holds its International Annual Conference & Exhibition every spring, which is attended by around 1,500 ELT professionals from 70 plus countries. It involves a 4-day programme of over 300 talks and workshops and, in addition to giving delegates a chance to meet leading theorists and writers and exchange ideas with fellow professionals from all sectors of ELT, it enables them to see the latest ELT publications and services in a large resources exhibition involving around 60 ELT-related exhibitors. The plenary speakers will be Jennifer Coates, Ryuko Kubota, Bena Gul Perker, and Michael Swan. Contact: <generalenquiries@iatefl.org>; <www.iatefl.org/conference.asp>

April 14–15, 2006—Qatar TESOL Inaugural International Conference, the College of the North Atlantic in Doha, Qatar. The theme is Best Practices in EFL. Contact: <saydelott@qf.org.qa>; <jhoelker@qf.org.qa>

May 13–14, 2006—The Fifth Annual JALT Pansig Conference 2006: Authentic Communication: Process and Purpose, Tokai University, Shimizu Campus, Miho-Shimizu, Shizuoka, Japan. The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas regarding what makes real communication effective and how we can teach this to our students. It aims to address issues of teacher education, testing, second language acquisition, practical value, and pragmatics. There are still a few openings for presen-

tation proposals. This conference is sponsored by the JALT Bilingualism, Pragmatics, Testing and Evaluation, and Teacher Education SIGs as well as JALT Shizuoka chapter. Contact: <www.jalt.org/pansig/2006>

May 16–20, 2006—The Computer Assisted Language Instruction Consortium 2006 Conference, at the University of Hawai'i, USA. CALICO 2006 will again feature uses of cutting edge technologies in foreign language teaching and learning with a focus on collaboration. Workshops, presentations, and courseware showcase demonstrations will present information of vital importance to anyone interested in the field of computer assisted language learning. Contact: <info@calico.org>; <calico.org>

June 2–4, 2006—The 2006 International Symposium of Computer Assisted Language Learning, National Research Centre for Foreign Language Education, Beijing Foreign Studies University, China. The theme of the conference is digital and networked foreign language learning and teaching. The event will take place at the FLTRP International Convention Centre, a newly constructed venue boasting cutting-edge convention facilities and first-rate recreation services, and the future site for the 16th AILA in 2011. Contact: <celea@fltrp.com>

June 3–4, 2006—The JALTCALL 2006 Conference: Designing CALL for Wired and Wireless Environments, Sapporo Gakuin University, Sapporo, Hokkaido. This year's conference focuses on the design of CALL in varied language learning environments, including wireless environments. The conference organising committee has particularly encouraged submissions in the following areas: design and use of CALL in new environments including wireless classrooms, design and use of CALL for mobile learning, innovative ways of integrating CALL in and out of the classroom. Plenary speakers for this year's conference include Jozef Colpaert, Professor of Educational Technology, Director R&D of the LINGUAPOLIS Language Institute, and Editor-in-Chief of the *CALL Journal* (Taylor & Francis). Contact: <jaltcall.org>

June 17–20, 2006—Joint AAAL and ACLA/CAAL Conference, Hotel Hyatt Montréal, Canada. Nationally and internationally, the annual AAAL conference has a reputation as one of the most

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

June 22–24, 2006—Far Eastern English Language Teachers' Association 2006 Conference: Best Practice in ELT, Birobidjan State Pedagogical Institute, Birobidjan, Jewish Autonomous Region, Russia. Contact: <ryanyama@hcc5.bai.ne.jp>; <www.dvgu.ru/rus/partner/education/feelta/Practice.htm>

June 28–July 1, 2006—Integrating Content and Language in Higher Education (ICLHE 2006), Maastricht University, the Netherlands. The conference, organized by ExHEM and Maastricht University Language Centre, will focus on higher education that is delivered in a foreign language i.e. in a country where the language is not widely used in the local environment. While this often concerns higher education in English in a non-English speaking country, it is not always the case; other languages are also used. The conference aims to address issues that affect institutions in many countries worldwide. Keynote speakers include David Crystal (University of Wales at Bangor), Jeroen van Merriënboer (Educational Technology Expertise Centre, Open Universiteit), and Scott C. Ratzan (Johnson & Johnson Inc., Brussels). Contact: <www.unimaas.nl/iclhe>

July 1–5, 2006—Rethinking Educational Change, Ifrane, Fez, Morocco. Our goal for this conference is to provide participants with confidence and courage for institutional innovation. This is to be achieved through a profound shared experience and exploration of personal transformation. Contact: <info@transformedu.org>; <transformedu.org>

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

July 5–8, 2006—Applied Linguistics Association of Australia 2006 Conference: Origins and Connections, University of Queensland, Brisbane, Australia. The conference theme is Language and Languages: Global and Local Tensions. Presentations will be given exploring this theme and related topics from different regional, national, international, disciplinary, and interdisciplinary perspectives. Contact: <alaa.org.au>

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

August 5–6, 2006—International Conference on Japanese Language Education (ICJLE). Japanese Education: Entering a New Age, Columbia University, New York City, USA. Keynote speakers include Merrill Swain (University of Toronto, specialist in second language acquisition) and Susan Napier (University of Texas at Austin, specialist in Japanese literature, culture, and anime studies/theory). The invited plenary speaker is Yasu-Hiko Tohsaku (UC-San Diego, on Japanese language proficiency and assessment). Invited panel topics and organizers include: articulation (Carl Falsgraf, Hiroko Kataoka); Japanese (Haruo Shirane); classroom instruction ideas (Ryuko Kubato, Patricia Thorton); Japanese as a heritage language (Masako Douglas, Kazuo Tsuda); K–12 curriculum development (Sylvia Acierto, Kimberly Jones, Shingo Satsutani, Ann Sherif); and second language acquisition (Dan Dewey, Osamu Kamada, Keiko Koda). Contact: <japaneseteaching.org/icjle>

September 28–October 1, 2006—Pragmatics, Semantics, and Cultural Awareness in ELT, at the Hyatt Regency Hotel in Acapulco, Mexico. Contact: <anupl.org.mx>

September 29–October 2, 2006—CLESOL 2006, Origins and Connections, Pettigrew-Green Arena and the Eastern Institute of Technology, Napier, New Zealand. The theme of the conference is Origins and Connections: Linking Theory, Research, and Practice. There is a wide variety of work currently being undertaken in language teaching and learning, and this range will be reflected during the conference. Particularly of interest is research that is being, or could be, applied in practice. Contact: <clesol@paardekooper.co.nz>; <clesol.org.nz>

Calls for Papers/Posters

Deadline: April 15, 2006 (for August 21–22, 2006)—Multimedia Adventures in Foreign Languages Learning, Sunway Lagoon Resort Hotel, Petaling Jaya, Selangor, Malaysia. We are pleased to inform you that the Institute of Modern Language and Communication Multimedia University will be organizing a workshop and symposium. The symposium undertakes to explore beyond the traditional boundaries of teaching and learning of foreign languages through a blend of various aspects of multimedia and technology. Contact: <shcoo@mmu.edu.my>; <<http://mlc.edu.my/MAFL/>>

Deadline: April 28, 2006 (for November 2–5, 2006)—JALT2006: Community, Identity, Motivation. 32nd Annual International Conference on Language Teaching and Learning & Educational Materials Expo, Kitakyushu International Conference Centre, Kokura, Kitakyushu, Japan. Our set of communities, identities, and motivations is dynamically changing throughout our lives. These identity shifts and group affiliations do not come suddenly, for they are the work of activities in communities over time. Partly, they are the work of dynamic and caring teachers, and so it's no wonder that teachers love it when students begin to say, "I am a user of English," "I am a Chinese speaker," and "German is part of me," as this is a crucial step towards competence. Community, identity, and motivation are overlapping and are essential for effective learning. Community affiliation can be one of the greatest motivating factors for learning; indeed, Vygotskian Socio-Cultural Theory is based on the idea that initial learning is created socially and then internalized to the personal. In communities we become aware of the world and certain choices socially. Socially, we have role models whom we learn from and who help construct our identities. We also learn to be motivated by the things that seem to matter to the people around us. So to JALT professionals we might ask: Who are you asking your students to be in your classes and how do you do it? What groups do they identify with and to what end? What kind of a classroom community are you asking them to participate in and how? What are their motivations and how are those related to their communities and identities? How can you as a teacher use this information to help you understand them and help them learn more effectively? As teachers and researchers, we may want to take these questions to our students and colleagues and let their voices ring in our presentations in 2006. Contact: <jalt.org>

Deadline: April 31, 2006 (for November 9–11, 2006)—I CLAPFL I Latin-American Congress on Language Teacher Education Conference, Praia-tur Hotel, Praia dos Ingleses, Florianópolis, Santa Catarina, Brasil. The Universidade Federal de Santa Catarina and the Special Interest Group on Teacher Education of the National Association of Post-Graduation and Research in Letters and Linguistics (ANPOLL) have the pleasure of announcing this conference, the theme of which is *The Teacher Educator: Challenges for the 3rd Millennium*. The event comprises conferences, roundtables, symposia, and individual and coordinated paper sessions given by well-known researchers in the

field of teacher education in Brazil and abroad (to be announced later). Proposals for symposia and papers on teacher education issues are welcome. Letters of acceptance are expected to be sent in June 2006. Contact: <clafpl@cce.ufsc.br>; <www.cce.ufsc.br/~clafpl>

Deadline May 1, 2006 (for December 7–8, 2006)—Tertiary Writing Network Colloquium: Old Text/Nu Txt, at the Napier War Memorial Conference Centre, New Zealand. We are planning a stimulating program with exciting home-grown speakers and a conference dinner at one of the area's acclaimed wineries. We invite those working and teaching in the fields of academic writing, writing across the disciplines, ESOL, creative writing, and writing support to submit a presentation proposal related to the theme: Old Text/Nu Txt: Writing for a Change. Broad interpretations are warmly encouraged. Sample topics include (but are not limited to): the impact of new technologies on writing practice, writing and the Internet, distance learning, innovative teaching practices, new research findings, journals and blogs in the classroom, constructions and deconstructions in writing, plagiarism, and authorship. Contact: <F.E.Gray@massey.ac.nz>, <twm.massey.ac.nz>

Deadline: May 31, 2006 (for December 7–11, 2006)—The Second CLS International Conference CLaSIC 2006, Processes and Process-Oriented in Foreign Language Teaching and Learning, at the National University of Singapore, Singapore. The CLS invites submissions for Papers and Poster Presentations on one of the following sub-themes: Foreign language teaching methodologies, Innovations in language teaching, ICT, Multimedia and foreign language learning, Syllabus design and curriculum development, Teacher education and professional development, Theories in second language acquisition, Linguistics theories and language learning. Other topics may also be considered though preference will be given to the above. Contact: <clasic2006@nus.edu.sg>; <www.fas.nus.edu.sg/cls/clasic2006/>

Deadline: June 16, 2006 (for October 7–8, 2006)—Teacher Ed SIG and Okayama JALT Conference on Professional Development in EFL teaching, Okayama University, Okayama. The conference will focus on the various career stages that teachers may go through including: initial teacher training, being a novice teacher, and the transition to an experienced professional.

The conference will provide opportunities for practical workshops to examine how teachers can approach some of these life stages, and more formal presentations for teachers to share their research or work in progress. We also believe that narrative is a legitimate method for teachers to express their knowledge of teaching and so we welcome presenters who wish to simply share their experiences of career development. Issues that are of particular interest could include: improving our teaching, raising standards in the profession, getting qualifications, working with colleagues, leadership, time management, dealing with stress, and maintaining motivation. Various types of presentations, such as papers (30 or 50 minutes), workshops, themed sessions or panel discussions (90 minutes), as well as poster sessions are welcome. Proposals should include number of minutes, title and abstract (max. 150 words), as well as author's name, institutional affiliation, mailing address, email address, and specification of any special equipment needed. Notification of acceptance of proposals will be made by July 31. Contact: <ncowie@cc.okayama-u.ac.jp>; <jalt.org/teach>

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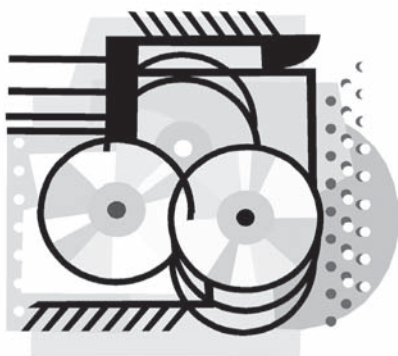
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Conference Proceedings

- ▶ ***On JALT2004: Language Learning for Life CD-ROM***
Proceedings of the 30th annual JALT conference. ¥4,000 per CD
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Proceedings of the 28th annual JALT conference. ¥500 per CD
- ▶ ***On JALT99: Teacher Belief, Teacher Action CD-ROM***
Proceedings of the 25th annual JALT conference. ¥500 per CD

Other Publications

- ▶ ***JALT Applied Materials: Classroom Materials CD-ROM***
100 activities for the classroom. Copiable worksheets. ¥4,000 (¥1,750 for members during April)
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Old Grammarians...

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

An imaginary interview with Benjamin Whorf

Old Grammarian: I'd like to thank you, Mr. Whorf, for taking the time to enlighten our *TLT* readers on the development of your signature theory of Linguistic Relativism, which in various forms continues to have an influence on many of us in language education.

Benjamin Whorf: Not at all. I've always got time for inquiring students of language. Besides, my lecture schedule opened up considerably after I died in 1941.

OG: All right, if we may start with the basics. Let's talk snow—

BW: Oh, not that old saw again! "A hundred words for the concept of *snow*"! Was it a hundred? I swear the number multiplied every time it got printed. If I had a dollar for every alleged Eskimo word for *snow*—

OG: So where exactly do your interpreters get it wrong?

BW: Well, for one thing, it wasn't even a linguistic problem to start with. It was purely commercial. I had a friend in the insurance business trying to make his mark in Juneau, Alaska, selling shave-ice to summer tourists. He was stuck for a catchy, "snowy" word for his product (English and Russian were already taken by rivals down the street), so I told him to ask some of the locals. The whole thing got blown way out of proportion. I must add, though, that for two or three seasons the shave-ice business in Juneau went through the roof.

OG: But the general concept we derive from the Eskimo anecdote is still valid, isn't it? Our perception of the world is molded by the language we have to describe it?

BW: Well, you don't hear a three-toed sloth brag about taking a "five-finger discount," do you?

OG: Sloths don't talk.

BW: And if they did, what would they talk about? You know what their primary defense mechanism is? Abject boredom. Just like some of my professors at Yale. Only somehow those fellows managed the same effect by talking incessantly.

OG: The Sapir-Whorf Hypothesis has been weakened substantially since you first proposed it. How do you feel about its suspected limitations?

BW: Well, it wasn't the Sapir-Whorf Everlasting Law of the Universe, was it? I didn't have any delusions about it being the linguistic Theory of Everything. All I was doing was trying to explain to the dean of MIT why the chef at Davio's got mad when he demanded a warmer plate of "spaghetti." Any blockhead could see that it was *strangozzi*. Sapir was the one who put me up to writing a paper on it. And you'll notice who gave himself top billing.

OG: Still, don't you feel like defending the Hypothesis against its detractors? Language teachers around the globe would side with you, I believe. Every day they're seeing examples of stilted second language use and acquisition that hark back to first language constructs.

BW: I don't give it much thought nowadays, to be honest. The Hypothesis served its purpose for its time and adequately explained, for example, why the French call their cream pastries "cabbages." It lasted longer than I expected, really. What bugs me is that my theories on Western hegemonic schemes for world domination have fallen on deaf ears. I don't know—I guess they're a little dubious about an insurance engineer shouting "fire" in a crowded theater.

OG: I had no idea your interests were so broad.

BW: Who does? I'm pigeon-holed in linguistics and anthropology; if I start talking politics they act like I'm Charles de Gaulle announcing his new career as a trapeze artist. They've rejected the entire Renaissance man concept. I'm even working on a line of salad dressings.

OG: Perhaps we'll explore these new endeavors of yours in a future imaginary interview.

BW: It's your nickel.

OG: Thank you, Mr. Benjamin Lee Whorf.

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す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、連絡先および語彙数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

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

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

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、400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
- 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> にお問い合わせ、最近出版されたリストからお選びいただくか、もしwebサイトなどのリストにない場合には書評編集者と連絡をとってください。複数の関連するタイトルを扱うものをご歓迎します。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, 1st / 2 months prior to publication. Send as an email attachment to the JALT Focus editor.

JALTフォーカス: JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTIC、より活動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.

掲載板: 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、消え去ります。掲載板オンライン・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、連絡発表者などの情報を記入下さい。締め切りは出版の2か月前の15日までに、SIG委員長に電子メールの添付ファイルで送ってください。

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should be up to 150 words. Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences. Send as an email attachment to the Conference Calendar editor.

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

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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
- Teaching older learners
- Testing and evaluation
- Materials development

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

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

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

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
- Student rate (undergraduate/graduate in Japan) 学生会員 (日本にある大学、大学院の学生): ¥6,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部): ¥17,000
- Group (5 or more) ¥6,500/person—one set of publications for each five members 団体会員 (5名以上を対象とし、JALT出版物は5名につき1部): 1名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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Don't Forget!!



- Do you have classroom research you'd like to share with others?
- Are you doing something new and interesting in your classroom?
- Are you in a group doing something worth forming a forum to discuss?
- Do you have an activity, programme, or idea worth displaying on a poster?
- Do you have the seeds of an idea that would benefit from a group discussion?
- Have you tried a new technology or resource you'd like to report on?

The deadline for submissions to present at JALT2006 is April 28, 2006

For more information

<conferences.jalt.org/2006/index/call>

...just **¥1,750** (postage & handling included)

