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JALT2010 – *Creativity:
Think outside the box*
November 19-22, 2010
WINC Aichi, Nagoya

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JALT2010 Pre-conference special issue

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JALT2010 Pre-Conference Issue
From the Conference Co-chairs

I n this issue, it is our pleasure to introduce some of the highlights of the upcoming international conference, JALT 2010 Creativity: Think Outside the Box, to be held at the Aichi Industry and Labor Center in Nagoya on November 19-22, 2010. This issue of TLT provides a sneak preview of what we are sure will be one of JALT's most exciting and thought-provoking conferences ever.

The issue starts with previews of this year's plenary talks by **Nicky Hockly**, **Alan Maley**, **Tim Murphey**, and **Marianne Nikolov**. In addition, there are short papers by our fabulous featured speakers, including **Anna Baltzer**, **David Barker**, **Marcos Benevides**, **Nancy Douglas**, **Kaz Hagiwara**, **Leslie Anne Hendra**, **Laurel Kamada**, **Jeannette Littlemore**, and **Michael Swan**.

"Creativity: Think outside the box" was chosen as the theme for this 36th JALT conference partly as a counterpoint to last year's reflective focus and partly to remind us that we are more than just working teachers seeking professional satisfaction: We are individuals aspiring to higher planes of achievement. Creativity is part of every teacher's

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TLT **Coeditors:** Jerry Talandis Jr. & Damian Rivers
TLT **Japanese-Language Editor:** Mihoko Inamori

capacity to think on his or her feet—a kind of *improvisational performance* which requires a capacity to feel the environment and react accordingly.

So join us at JALT 2010 for something beyond the usual workshops and plenary speeches. In addition to traditional presentation formats, there will be innovative events such as a 2-day Model United Nations Simulation with a viewing gallery, theatrical performances, and participatory art installations to stimulate your intellectual and creative curiosity. Come to Nagoya and see what can happen when we think outside the box.

Donna Tatsuki & Steve Brown
JALT 2010 Conference Co-Chairs

今月号では、11月19日から22日まで名古屋市の愛知県産業労働センターにて開催される2010年JALT年次大会"Creativity: Think Outside the Box"のいくつかの発表にスポットライトを当てたいと思います。今年度の大会はきっと最高にエキサイティングで、示唆に富む大会になると思いますが、その予告編として今月号をお送りします。

まず、基調講演者のNicky Hockly, Alan Maley, Tim Murphey, Marianne Nikolovを紹介し、さらに招待講演者のAnna Baltzer, David Barker, Marcos Benevides, Nancy Douglas, Kaz Hagiwara, Leslie Anne Hendra, Laurel Kamada, Jeannette Littlemore, Michael Swanの素晴らしい講演も紹介します。

36回目のJALT年次大会のテーマである「創造力：既成概念にとらわれずに考える」は、ある意味では昨年の内省的観点と対をなすものとして選ばれました。また他の意味

においては、我々は教師として職業的満足を追求するだけでなく、個々人としてより高みにある達成を求めるものであることを思い起こさせるためでもあります。創造性とは、それぞれの教師がそれぞれの観点や立場から考察する能力です。それはある種の即興パフォーマンスであり、環境に順応して反応する能力でもあります。

既存のワークショップや講演の枠を超えて、JALT2010にご参加下さい。従来のプレゼンテーションに加え、観客も交えた2日間にわたる模擬国連シミュレーションや、演劇、参加型アート展示も開催され、皆さんの知的好奇心や創造性を刺激します。「箱の外」で考えるときにいったい何が起こるか、どうぞ名古屋に見に来てください。

In addition to the special issue content, we have a Feature article by **Rieko Okuda & Rika Otsu**, who examine teacher and peer assessment during a speech presentation. In Readers' Forum, **Misako Tajima** reflects on her personal history with learning and teaching English. In addition, **Blake Hayes** interviews **Deborah Cameron**, a noted feminist scholar. In My Share, **David Allen** introduces the Silent Way to help students create pre-reading questions, **Grace Chin-Wen Chien** demonstrates uses for The Family Circus, **Deryn Verity's** activity helps students ask *big* questions, and **Mark Koprowski** shows how attendance-taking can be turned into a productive communicative activity. Finally in Book Reviews, **Robin Russ** reviews *Stimulating Conversations*, and **Patrick Gorham** evaluates *What's on Japan 3*. As always, we are grateful to the many contributors and production staff members who helped put this issue together. It's our hope that this collective volunteer effort will be of service to your teaching practice.

Jerry Talandis Jr., TLT Coeditor

特集号に加え、FeatureではRieko OkudaとRika Otsuがスピーチプレゼンテーションにおける教師評価と学生のピア評価について検証し、Readers' Forumでは、Misako Tajimaが英語学習と英語教授の個人的な経験について述べます。さらに、Blake Hayesは著名なフェミニズム学者のDeborah Cameronにインタビューをしています。My Shareでは、David Allenは読む前にする質問を学生が作る助けとなるサイレント・ウェイについて紹介し、Grace Chin-Wen ChienはThe Family Circusを説明します。また、Deryn Verityのアクティビティは学生がビッグな質問をするのを促し、Mark Koprowskiは、出席をとる作業を創造的でコミュニュカティブなアクティビティへと変容させます。最後に、Book Reviewsでは、Robin RussがStimulating Conversationsの書評を寄せ、Patrick Gorham は What's on Japan 3の書評を寄せています。今月号を作成するに当たり、いつものように多くの著者やスタッフの皆さんに感謝の意を表したいと思います。私たちのボランティア精神の結実である本誌が、皆さんの教育実践に役立ちますように。

Five things you always wanted to know about Generation Y (but were too afraid to ask)

Nicky Hockly
The Consultants-E

ジェネレーションYについてあなたがいつも知りたがっている（ただし人に聞くのは躊躇する）5つのこと

Nicky Hockly explains aspects of technology which some people may be embarrassed to confess they don't really understand. In this article, she covers Generation Y (and in passing, Generations X and Z).

Nicky Hocklyは、人によっては、自分が理解していないと告白するのは恥ずかしいと感じるテクノロジーのいくつかの側面を説明する。この論文では、（ジェネレーションXとジェネレーションZにも言及しながら）ジェネレーションYについて説明する。

Keywords: Generation Y, Generation X, Web 2.0, technology, language teaching

So now we alphabetise generations? When did this start?

Actually it started with Generation X (not with Generation A as would seem logical). Generation X, or Gen X, are people born between about 1960 and 1980. The term became widely known through the eponymous novel by Canadian writer Douglas Copeland, published in 1991. Before Generation X we had generations with names, not letters. You may have heard of the Lost Generation (those who fought in the First World War), or the Baby Boomers (those born between the Second World War and the early 1950s, when birth rates increased worldwide).

Generation Y (or Gen Y) is the term coined to refer to the generation following Generation X (those born between the early 1980s and 1990s).

You may also see this generation referred to as the Millennial Generation or Net Generation. Gen Y were born in the digital age, and are the so-called *digital natives* (a term now falling out of favour), the ones who have grown up with technology and are therefore *tech-comfy* (comfortable with technology). These terms were popularised by Mark Prensky, a good name to bandy around if you want to appear tech-comfy yourself. Tip: Gen Y (and Gen Z – those born between the early 1990s and now) can often be recognised by the number of technological gadgets they are plugged into, such as iPods, digital cameras, or mobile phones.

What's so special about this Generation Y?

For a start, let's listen to what they have to say about their experiences of mainstream education:

- *I will read eight books this year, 2300 webpages and 1281 Facebook profiles*
- *We will write 42 pages for class this semester, and over 500 pages of e-mail*
- *I facebook through most of my classes*
- *I bring my laptop to class, but I'm not working on class stuff*

These quotes are from a class survey conducted by a group of university age students in the USA. They produced a wonderful five minute video about this in 2007, which you can watch on YouTube: <www.youtube.com/watch?v=48Xnxgjot0k>.

OK, so they like technology, but what has Generation Y got to do with me?

Even if you yourself are not a product of Gen Y or even Gen X, it has a lot to do with you. As we saw above, Generation Y are the learners that are now entering or already in further education, and you probably have several of this age group in your language or teacher training courses.

What does this mean for teachers? Evidently that we should be making sure we bring technology into our classrooms, and that we help these learners to improve their English by using not just traditional means but also by ensuring we offer options that use technologies these learners already use on a daily basis. Look again at the quotes in the previous point -- to what extent do your own (Gen Y) learners feel this? Have you ever asked them?

What sort of things do these Generation Y kids do with technology then?

Many of today's English learners who are currently in their late teens to mid-twenties regularly blog, facebook, tweet, or text (these are all verbs, by the way), at least in contexts where there is easy access to computers and broadband. If you have learners or teacher trainees belonging to this demographic, ask them yourself about what they use technology for. How many of the class have a blog or a Facebook page? Have they ever uploaded videos to YouTube or photos to Flickr? Do they use any other social networking tools such as Twitter (Hockly, 2009a)? You could prepare a questionnaire to find out what technologies your learners use in their daily lives, how often, and what for. Or better still, get the learners to prepare the questions and survey themselves, like those in the above video.

But exactly how can I cater to these Generation Y learners and their technology in my classroom?

The first step is to start bringing some simple Web 2.0 technologies into your classroom. You could set up a class blog, for example. This is one of the simplest technologies to use with students, and an excellent place for a teacher to start. Of course you first need to set up a blog yourself, to ensure that you know how to do it, and you also need to think about what you might use your class blog for (Hockly, 2009b).

Find out more about Web 2.0 tools, and how other teachers are using them already with foreign language students. Join a free online teacher development group such as the *Webheads* <www.webheads.info> and take a look at the fantastic ICT projects they are doing. Get some training and attend seminars and conference talks about new technologies -- there are plenty of free *online* conferences and webinars in our field for you to attend (you can do this for free via Webheads by joining their annual EVO training courses). Check out my blog for some suggestions on how to get up to speed with technology and how to cater to your Generation Y learners more effectively <www.emoderationskills.com>.

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Author bio

Nicky Hockly has been involved in EFL teaching and teacher training since 1987. She is Director of Pedagogy of The Consultants-E, an online training and development consultancy. Nicky is co-author of *How to Teach English with Technology*, published by Pearson Longman, which won the 2007 Ben Warren Prize. She is also co-author of *Learning English as a Foreign Language for Dummies* (December 2009), and *Teaching Online: Tools and Techniques* (Delta Publishing, forthcoming 2010).

Nicky Hocklyは1987年以来EFL教育と教師研修に関わっている。彼女は、オンライン訓練・開発コンサルティング会社であるThe Consultants-Eの教育部長をしている。Nickyはピアソン・ロングマン社出版の2007年度のBen Warren賞を受賞したHow to Teach English with Technologyの共著者である。彼女は、またLearning English as a Foreign Language for Dummies（2009年12月刊）とTeaching Online: Tools and Techniques (Delta Publishing, 2010年度出版予定）の共著者でもある。

The art and artistry of language teaching

Alan Maley
Leeds Metropolitan University

言語教育のわざ（技術）と手腕（芸術的才能）

Is education about opening up the diverse creativity within everyone, or about ensuring a life-threatening conformity? I will begin by critiquing the current paradigm, which seems dedicated to conformity, achieved by narrow curricular specification, an almost religious devotion to tests and examinations, and an industrial metaphor. I will suggest an alternative paradigm based on an aesthetic view of education. I will focus on how this might be done through the Matter (the content) of teaching, the Method (the kinds of activities we use) and the Manner (the human climate in which it is done).

教育とは、誰もが持っている多様な独創力を引き出すこと、それとも、生命を脅かすような画一化を保障することであろうか？本論は、精密なカリキュラムや、テストや試験に対するほとんど宗教的な傾倒やインダストリアルメタフォー（教室が工場、教師が上司、学生が部下のような関係を表わす隠喩）で確立された画一化に貢献しているように思える現在のパラダイム（方法論）を批評することから始める。次に、教育の美的見解に基づいたもうひとつのパラダイム（方法論）を提案する。教育の中身（内容）、方法（我々が使うアクティビティーの種類）、仕様（その中で教育が行われる人間が作り出す環境）を通して、どのようにその方法論を実践するかを重点的に説明する。

Keywords: aesthetic, creativity, education, alternative, critical

Related article: Creative writing for language learners (and teachers)[1]

What is creative writing?

Creative writing normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. Most often, such texts take the form of poems or stories, though they are not confined to these genres (Letters, journal entries, blogs, essays, or travelogues can also be more or less

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1   This article originally appeared as part of my blog as Guest Writer for the British Council/BBC Teaching English website in December, 2009 <www.teachingenglish.org.uk/think>.

creative). In fact, the line between creative writing (CW) and expository writing (ER) is not carved in stone. In general, however, CW texts draw more heavily on intuition, close observation, imagination, and personal memories than ER texts. One of their chief distinguishing characteristics is a playful engagement with language, stretching and testing its rules to the limit in a guilt-free atmosphere, where risk is encouraged. Such writing combines cognitive with affective modes of thinking. As the poet R.S. Thomas once wrote, "Poetry is that which arrives at the intellect by way of the heart." The playful element in CW should not, however, be confused with a lax and unregulated use of language. On the contrary, CW requires a willing submission on the part of the writer to the *rules* of the sub-genre being undertaken. If you want to write a limerick, then you have to follow the rules governing limericks. If not, what you produce will be something other than a limerick: obvious, perhaps, but important, too. The interesting thing is that the very constraints which the rules impose seem to foster rather than restrict the writer's creativity. This apparent paradox is explained partly by the deeper processing of thought and language which the rules require.
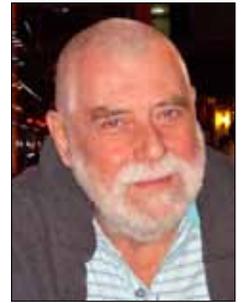
What are the benefits of CW for learners?

CW aids language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate language in interesting and demanding ways in attempting to express uniquely personal meanings. In doing so, they necessarily engage with the language at a deeper level of processing than with most

expository texts (Craik & Lockhart, 1972). The gains in grammatical accuracy and range, in the appropriacy and originality of lexical choice, in sensitivity to rhyme, rhythm, stress and intonation, and in the way texts hang together are significant.

As mentioned above, a key characteristic of CW is a willingness to play with the language. In recent years, there has been a resurgence of interest in the role of play in language acquisition (Carter, 2004; Cook, 2000; Crystal, 1998). In some ways, the tsunami of the Communicative Approach has done a disservice to language teaching by its insistence on the purely communicative functions of language. Proponents of *play* rightly point out that in L1 acquisition, much of the language encountered by and used by children is in the form of rhythmical chants and rhymes, word games, jokes and the like. Furthermore, such playfulness survives into adulthood, so that many social encounters are characterized by language play such as punning, spontaneous jokes, *funny voices*, metathesis, and a discourse which is shaped by quasi-poetic repetition (Tannen, 1989). These are precisely the kinds of things L2 learners are encouraged to do in CW activities. This playful element encourages them to play creatively with the language, and in so doing, to take the risks without which learning cannot take place in any profound sense. As Crystal (1998) states, "Reading and writing do not have to be a prison house. Release is possible. And maybe language play can provide the key."

Much of the teaching we do tends to focus on the left side of the brain, where our logical faculties are said to reside. CW puts the emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality. This is a healthy restoration of the balance between logical and intuitive faculties. It also affords scope for learners whose hemisphere dominance or learning-style preferences may not be intellectual or left brain dominant, and who, in the normal process of teaching, are therefore at a disadvantage.

Perhaps most notable is the dramatic increase in self-confidence and self-esteem which CW tends to develop among learners. Learners also tend to discover things for themselves about the language and about themselves too,

thus promoting personal as well as linguistic growth. Inevitably, these gains are reflected in a corresponding growth in positive motivation. Among the conditions for promoting motivation, Dornyei (2001, pp. 138-144) cites:

5. Create a pleasant and supportive atmosphere.
6. Promote the development of group cohesiveness.
13. Increase the students' expectation of success in particular tasks and in learning in general.
17. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.
18. Make learning stimulating and enjoyable by increasing the attractiveness of tasks.
19. Make learning stimulating and enjoyable for learners by enlisting them as active task participants.
20. Present and administer tasks in a motivating way.
23. Provide students with regular experiences of success.
24. Build your learners' confidence by providing regular encouragement.
28. Increase student motivation by promoting cooperation among the learners.
29. Increase student motivation by actively promoting learner autonomy.
33. Increase learner satisfaction.
34. Offer rewards in a motivational manner.

All these conditions are met in a well-run CW class. The exponential increase in motivation is certainly supported by my own experience in teaching CW. Learners suddenly realize they can write something in a foreign language that has never been written by anyone else before, and which others find interesting to read (Hence the importance of *publishing* students' work in some form). And they experience not only a pride in their own products but also a joy in the *flow* of the process (Csikszentmihalyi, 1997).

Finally, CW feeds into more creative reading. By getting inside the process of creating the

texts, learners come to understand intuitively how such texts function. This makes similar texts easier to read. Likewise, the development of aesthetic reading skills (Kramsch, 1993; Rosenblatt, 1978) provides the learner with a better understanding of textual construction, and this feeds into their writing.

And teachers?

I have argued before that teachers as well as learners should engage with extensive reading. In the same spirit, I would argue there are significant benefits to teachers if they participate in CW:

- There is little point in exhorting learners to engage in CW unless we do so too. The power of the teacher as model, and as co-writer, is inestimable.

- CW is one way of keeping teachers' English fresh and vibrant. For much of our professional lives we are in thrall to the controlled language of textbook English and the repeated low-level error-laden English of our students. As teachers of language, we surely have a responsibility to keep our primary resource alive and well.

- CW seems to have an effect on the writer's level of energy in general. This tends to make teachers who use CW more interesting to be around, and this inevitably impacts on their relationships with students.

- The experimental stance with regard to writing in general appears to feed back into the teaching of writing. Teachers of CW tend also to be better teachers of writing in general.

My evidence for these assertions is largely anecdotal, backed by a survey of writing teachers I conducted in 2006. One of the interesting facts to emerge was a widespread belief among writing teachers that CW had a positive effect on students' writing of expository texts and helped them develop that much desired but rarely delivered *authentic voice.*

Space does not allow me to expand on these findings, nor on some of the possible activities teachers might try. I will attempt to make good these omissions in some of my blogs. I will also make reference there to ways in which CW inter-sects with some of our major current concerns. Meantime, anyone interested could sample some of the books from the list below: Fry (2007), Koch (1990), Matthews (1994), Spiro (2004, 2007), Whitworth (2001) and Wright and Hill (2009).

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Author bio

From 1962-88, **Alan Maley** worked for the British Council in Jugoslavia, Ghana, Italy, France, China and India. He was Director-General of the Bell Educational Trust in Cambridge from 1988-93 and then worked as Senior Fellow at NUS, Singapore until 1998. From 1999-2003 he set up and ran the graduate programme in ELT at Assumption University, Bangkok. He is currently Visiting Professor at Leeds Metropolitan University, UK, a freelance writer and consultant.
He has published over 40 books and numerous articles.

　1962年から1988年までAlan Maleyは、British Councilの職員としてユーゴスラビア、ガーナ、イタリア、フランス、中国、インドに赴いた。1988年から93年には、ケンブリッジのBell Education Trustの長官を務め、その後1998年までは、シンガポールのNUSの上級研究員、1999年から2003年にはバンコックのAssumption UniversityでELTの大学院課程を立ち上げ運営した。現在は、英国のLeeds Metropolitian Universityの客員教授であり、フリーランスのライター兼コンサルタントである。また、現在までに、４０冊以上の著書があり、数多くの記事、論文を書いている

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Creating languaging agencing

Tim Murphey
Kanda University of International Studies

ランゲージングエイジェンシング（言語表現の仲介）の創造

Creating and structuring successful interactive moments of language use (languaging) are perhaps the most empowering things teachers can do for their students. The successful use of language to convey our meanings not only helps us learn more about language (such as grammar and vocabulary), but it also provides us with a feeling of agency in our environments (where we can act meaningfully with more resources). This is actually one of the greatest thrills that can happen in language classes, i.e. to actually use new material purposefully. It greatly depends on the creativity of teachers to scaffold and structure moments when students can assume creative control over language and use it mindfully. To the degree we are successful, we are agencing others.

好結果の言語使用における相互交流の瞬間を創造し、構造化することは、学生のためにできることの中でおそらくは最も教師に達成感を与えてくれることだと考える。伝えたいことを効果的に言語にすることは、言語（例えば文法や語彙など）についてもっと学習することができるだけでなく、我々がいる（もっと色々なリソースを駆使して有意義に振舞える）環境の中の仲介役としての感情をわれわれに与えてくれる。これは、実際に言語学習クラス内で発生し得る、最も大きなスリルのひとつである。すなわち、実際に新しい教材を、目的を持って使うことができるからである。そのスリルは、学生が創造的に言語をコントロールし、注意深く使い始める瞬間を、教師が足場をかため、構造化するその創造力によるところが大である。我々がうまくやりこなせれば、他の学生の仲介役をこなしているということである。

Key words: creating, languaging, agencing, flow, dopamine, self-theories

*P*lease creatively answer these questions before reading, as doing so will help you learn more. What is creating? What is agencing? What is languaging? What are incremental and entity self-theories? What is dopamine? What are the connections between creating, languaging, and agencing?

　Some people think creativity is not a thing, that it is not even an *it*! That we need to *verb it* into a process, into creatING! They see it as a universal process we can make more likely under certain conditions and contexts. We language (Swain, 2009) and agence (Murphey, 2009) our way into creating.

Languaging and agencing

I am the youngest of five kids and somehow ended up living alone with my father through my high school years. He had perhaps benefited from experimentally languaging and agencing my four older siblings to certain degrees. I

distinctly remember running ideas by him, but he never told me exactly what to do. "These look like the options. But it's your decision," he would say. When I said I wanted to play football in college, he said, "Yes, that's a possibility. You could do that." The implication of the *could* was that my dreams were possible, but there were also many other things out there that I *could* do. He was not only leaving the top of the proverbial box open, he was taking down the sides for me to see more, in what might be called an unrestrictive discourse, a discourse of possibilities and assumed agency.

The mindful could

Later in life, I read Langer (1989, 1997) whose research shows that people think much more diversely and creatively when teachers and experimenters use the *language of possibilities*, such as *could* and *possible* or imply un-categorically that what they are learning is merely one way of understanding something (as in, *some people think…*). Teachers, for example, could encourage more creative thinking by simply saying things like, "What could the answers be? How many different ways could you respond to this question?" instead of fishing for only one answer.

We can also creatively *nudge* our colleagues and students through languaging possibilities. For example, we *could* make this way of conversing the default way of approaching things until we have firmer resolutions and directions. This could also help us think more creatively and diversely! You could also look at the book *Nudge* (Thaler & Suntein, 2008) and realize how many of the nudges they propose have creative parallels in education.

Incrementalizing vs entifying

Carol Dweck (2000) describes incremental and entity self-theories which fit nicely with Langer's mindful learning concepts. Dweck has shown repeatedly how people restrict or liberate themselves with their self-theories. When people believe they are either good or bad at something and their traits are fixed (entities), they use maladaptive coping strategies when confronted with failure. Those with flexible beliefs accept they are developing, that mistakes are normal.

They see themselves as not set in stone, but continually able to develop new abilities (incrementally) and learn gradually through making and reframing what others may call mistakes. We tend to think like this (developmentally) about how small infants progress with no judgment of errors (ever heard anyone talk about crawling mistakes?). But later we (and our language) seem to impose *entifying characteristics* on ourselves as we proclaim, "he is a fast/slow learner," or "she is (not) very creative." Ironically, complementing positively can also create entity beliefs and keep children from risking the loss of the positive label. A better way might be to praise the effort and the strategies used to develop and change over time (we need more research and exploratory practice).

These distinctions are often clear when I bring out my juggling balls. Often people will immediately proclaim an entity self theory, "I am not a ball/sports person. I could never learn to juggle." These are the people I most enjoy working with because when they do progress in juggling (if they stay with it awhile), they often are able to shift a great portion of their worldview to *anything can happen, anything can be* (Silverstein, 1974). Note also that in certain contexts, for certain things, we may have entity beliefs, but not for others. Playing sports as a child I was mostly incremental (let me at it and who cares about the mistakes). But when I tried to play the piano like my older sisters and it did not sound anything like them, I convinced myself for some years that *I am not a musician*. And of course no one ever is, until they start becoming one. Creativity is a process that needs becoming, exercising, exploring, enjoying, and most of all an appreciation for intelligent fast failure (Matson, 1996).

Agency and dopamine

Primatologist Robert Sapolsky's Class Day Lecture on the *Uniqueness of Humans* in September 2009 (available on YouTube and at TED.com) captivates us throughout an inspiring 35-minute presentation. My own hyper-excitement began around minute 26:30 when he started showing data from experiments with primates that measured their dopamine surges. Dopamine is the natural neurotransmitter that basically shows how excited we are. Sapolsky showed data in

which a signal is typically given (i.e. light goes on) to mark the beginning of the experiment, then a task is given (work), and then a reward is given (such as praise or a banana). When the reward is given in the first few trials, scientists see a surge in dopamine (excitement). However, after the experiment is repeated a few more times, the primate has a dopamine surge as soon as the initial signal is given, when the light goes on. Why does it change and what does this change mean? Sapolsky has two explanations: One is that this reaction is due to the anticipation of reward, the other is that the primate recognizes the experiment and gets excited about knowing how it works and being able to do it (what I call *agency*, having some control over events).

My own understanding is that the *anticipation of reward* more or less equals *extrinsic* motivation, but that the knowing how to handle a situation is much more exciting because it is *intrinsically* rewarding to *know how things work* and be able to control them--we are excited to have some control. Some in our field refer to this as having autonomy or independence. Sapolsky describes further experiments in which they manipulated the success rate so that the primates got it right only 50% of the time. Many of us would expect the dopamine surges to decrease, but actually they doubled! Why? Sapolsky attributes it to the addition of *mystery* to the equation. It becomes challenging and intriguing, and in Csikszentmihalyi's (1997) terms, *flow* is attained as ability meets challenge. They then manipulated the success rates again to 25% or 75% successful. The 25% rate was too depressing, and the dopamine surges went down. At 75% it was too close to always getting it right, so the surges were not as high as a 50% success rate.

Whether it is learning a new technique on the computer or finding a shorter route to our destination, we become excited with our creative agency (autonomy, independence) to increase control over our world. The fun of increasing it is more exciting than *getting there*. I sent an email to Sapolsky telling him what I thought, and he graciously responded, "I agree completely… another realm where the reward/payoff is, in some basic ways, not the point." This corresponds easily with Alphie Kohn's (1993) ideas about how children, who naturally love to learn, are sometimes tragically weaned off this natural

excitement and driven toward extrinsic rewards such as grades and golden stars in their notebooks. In addition, this also correlates with why the extremely rich are often the least happy—if money can buy everything, the urgency to strive decreases (So be thankful you are poor and striving! It drives your creativity to attain more agency and your agency to be more creative).

The transdisciplinary implications of this research on our own creative teaching need addressing. We need to help students be more comfortable with lower success rates to keep them creatively striving, help them be more comfortable with making mistakes and facing challenges in which the amounts of failures and successes are roughly equal. A 50% success rate is not a magic number, but we need to help students risk more intelligent fast failure (Matson, 1996) so they can learn more and be more creative in their learning. Success is over rated!

Asking questions first and allowing students to answer correctly or not allows them to hold on to correct information longer than if they were simply given it (Roediger & Finn, 2009). Apparently, asking questions stimulates creation of mental *could be this* or *could be that* networks, making us curious enough to network places for answers. Then, even if a question is answered incorrectly, there is a networked place for the answer to go to later. If teachers just spoon-feed information, no creative *wondering* work has been done to create a space for it, and the information washes over minds like water over rocks. Information is over rated; questions are at the heart of creative agentive learning.

An agentively creative conclusion

We empower or dis-empower to different degrees ourselves and the people we talk with by the words we choose, the ways we communicate, and the activities we do. Recently my students wrote their language learning histories and then analyzed them in small groups to write reports with suggestions for students, teachers, and MEXT (acts of creating languaging agencing). Suggesting they analyze their histories and write advice to students, teachers, and MEXT was an incremental pedagogical risk assuming they could create, language, and agence their ways into better positions to be

heard. They took it seriously and ended up even making a creative three-minute YouTube video summarizing their findings about JHS and HS English education in Japan <www.youtube.com/watch?v=MwsZ0KiHhRg>. Then we actually sent the reports and video link to MEXT (creatively exercising our agency), which can be accessed at <www.eltnews.com/columns/mash/2010/01/the_real_voice_of_japanese_stu_1.html>.

We all have the potential to speak in ways that empower and dis-empower, of finding mistakes joyful, challenges engaging, incremental development natural, and exercising our developing agency and creativity. Creating and agencing are co-constructing concepts. One of the best developmental processes is incremental languaging and agencing with equal doses of intelligent fast failure through discussing meaningful questions which keep us in state of creative flow. Our ways of teaching are almost never innocent. We are continually framing the worlds we present as entities or incremental processes, set traits or creative developmental question-adventures, or quests with multiple answers.

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Author bio

Tim Murphey (PhD Université de Neuchâtel, Switzerland, Applied Linguistics) is a professor at Kanda University of International Studies, TESOL's Professional Development in Language Education series editor, and co-author with Zoltan Dörnyei of *Group Dynamics in the Language Classroom*. He presently researches SCT applications with particular emphasis on student voice, agency, identity, and community construction. He has published books with a dozen publishers, given plenaries in half a dozen countries, taught graduate school in the US, Taiwan, and Japan, and produced nine freely downloadable videos at the NFLRC, University of Hawaii. He loves creatively scaffolding students' languaging abilities (otherwise known as *agencing*) and teaching people to juggle.

Tim Murphey（スイスの Université de Neuchâtelで博士号取得、応用言語学）は、神田外語大学の教授で、TESOLのProfessional Development in Language Educationシリーズの編集者でもあり、Zoltan Dörnyei と共にGroup Dynamics in the Language Classroomの共著者でもある。現在は、学生の発言、仲介、アイデンティティー、コミュニティーの構成に重点をおいたSCTの応用について研究している。彼は、１２、３の出版社から本を出版しており、５、６ヶ国で本会議講演の経験があり、また、アメリカ、台湾、日本の大学院で教えた経験もあり、ハワイ大学のNFLRCで、９本の自由にダウンロードが可能なビデオを提供している。彼は学生の言語で表現する能力に対して、創造的に足場を作ってあげること（仲介役をすること、としても知られているが）を非常に好み、また、人々に手品（ボールでの曲芸）を教えるのを楽しんでいる。

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Challenges in teaching English as a foreign language to young learners

Marianne Nikolov,
University of Pecs, Hungary

児童学習者に外国語としての英語を教えることへの挑戦

The aim of this talk is to provide insights into what challenges teachers of English to young learners meet. I will overview classroom studies conducted in various contexts in different countries and discuss realistic aims of early EFL, how children's proficiency in English develops in the early years, how their uses of first language and English interact, and the role of affective factors. Finally, I'll focus on teachers: what qualities are necessary, what advantages generalists, specialists, native and non-native teachers have, and how they can benefit from reflection on their practice.

この講演の目的は、児童に英語を教える教師が対峙する挑戦についていくつかの洞察を提供することである。様々な国で、様々な状況下で行われた教室内研究の全体像を描き、児童向けEFLの現実的な目標、児童期における英語の習熟度の発達の仕方、第1言語と英語の相互作用の仕方、また感情的要素の役割についても議論する。最後に、教師に重点をおき、どんな資質が必要か、ジェネラリスト、スペシャリスト、ネイティブとノンネイティブの教師の強みは何か、また教師が自らの実践を省みることで得られる利益について語る。

Key words: early language learning, teachers of young learners, classroom research, English as a foreign language

Teaching modern foreign languages to young learners (YLs) has become extremely widespread over the last few years. This fairly recent development is the third wave of international early language learning (ELL), following the first wave of the late 1960s-early 1970s, and the second wave twenty years later (Johnstone, 2009). The most important features of this trend comprise the teaching of English as a foreign language (EFL) and the dynamic spread in Asian countries as well as Europe and other parts of the world (Graddol, 2006).

As to the theoretical underpinnings of ELL, recent discussions cast unanimous doubt on the relevance of the Critical Period Hypothesis (CPH) as the main argument for ELL (e.g., Muñoz, 2006; Nikolov, 2000). However, the most important reason why ELL is a great initiative is that by early exposure children may enjoy the potential advantages of starting young (relative ease of acquiring the sound system and unanalyzed wholes, higher levels of motivation, lower anxiety, and more time over years), as well as profit from what they experience at later stages in their language learning. As is widely accepted, ELL may also influence learners' affective, cognitive and metacognitive development over the years.

My relationship with teaching EFL to young learners began with an 18-year period when I taught at the primary level in my home country of Hungary. At that time I could never have imagined the enormous worldwide increase of enthusiasm for ELL that we are currently experiencing. As a teacher I taught groups of learners over 8-year periods between the ages of 6 and 14. I gained insights into how young children learn, and how I could scaffold their development in English by using materials and tasks matching their levels and needs, thus maintaining their motivation over a long period of time.

In the second phase of my teaching career, I have been involved in teacher education and research into ELL. My understanding of the international research is that the issues are very similar in different countries across the world. It is therefore my aim to provide insights into what challenges teachers of English to young learners meet in general by reviewing classroom studies conducted in various contexts in different

countries. It is important to look into the theoretical background and the empirical evidence related to the idea that younger children are better language learners than older beginners to see to what extent and how they underpin this assumption (Nikolov, 2000).

Over the last decade an amazing amount and variety of studies have documented the dynamic spread of ELL all over the world. Currently, it is almost impossible to integrate the huge body of research into ELL; therefore, the points I will discuss here are highly selective. The interested reader should go to the references for a fuller picture and further explorations (see edited volumes by García Mayo & García Lecumberri, 2003; Enever, Moon, & Raman, 2009; Moon & Nikolov, 2000; Nikolov, 2009a, b; Nikolov & Curtain, 2000; Nikolov, Mihaljević Djigunović, Mattheoudakis, Lundberg, & Flanagan, 2007; Muñoz, 2006 and a recent state-of-the-art review Nikolov & Mihaljević Djigunović, 2006).

Overall, research on ELL has become sophisticated and complex (Nikolov, 2009c), and the main issues in most contexts include: realistic aims, appropriately educated and motivated teachers, and transfer and continuity of programmes.

I will start with an overview of classroom studies conducted in various contexts in different countries and touch briefly on (1) realistic aims of early English as foreign language programmes; (2) how children's proficiency in English develops in the early years; (3) how their uses of first language(s) and English interact; and (4) the role of affective factors. From this point I will zoom in on teachers: (5) what qualities are necessary, (6) what advantages generalists, specialists, native and non-native teachers have, and (7) how teachers can benefit from reflection on their practice. This last point includes two perspectives: how teachers are seen and how they see their professional contribution in the classroom.

Research has revealed that the teacher is rarely considered a key variable in studies on young learners (Nikolov, 2000; 2009c). With this statement I will move to the second part of my presentation, a focus on the ELL teacher, and raise a strong and impassioned voice to the contrary. A teacher of young learners can

leave lasting positive or negative imprints on young learners and single-handedly colour a child's attitude for future FL study. In the end, everything filters down to what happens in the classroom. Among the many essential variables in ELL, teacher education is one of the variables that we can control. Research continues to reveal there is much more to the challenge of teaching EFL to young learners than first impressions may suggest. This calls into focus the training of ELL teachers and our responsibility to address their many challenges and concerns.

It is still all too common for uninitiated novice teachers observing good practice to see adorable and motivated children absorbing English in playful activities and fall in love with the idea of playing the role of charmer, caretaker, playmate and teacher all in one. In many cases, "the younger the student the less experienced the teacher" (Nikolov, 2000, p. 43) and "in most contexts minimalist solutions are paired with high expectations" on the part of parents and other stakeholders (p. 39). Often research reveals that teachers are inadequately prepared to teach children, as their expertise falls short in one or more extremely important areas: proficiency in English, most importantly fluency, age-appropriate classroom techniques focusing on meaning rather than form, skills and strategies in managing young learners in a classroom and scaffolding their learning, and an understanding of how children learn a new language. Many teachers of young learners are insecure in their job, wish they could teach older, more mature students, and worry about slow development and errors. The list of challenges is long.

The use of various types of data will hopefully cast light on the wide range of challenges teachers face and will underpin my message: teachers should look at their practice as one of the main sources of valuable information for their professional development. As I will argue, certain conditions need to be met in order to make sure that early exposure to English is beneficial and rewarding both for children and their teachers. These conditions include social factors (attitudes towards the target language, its speakers and language learning in general), educational factors (curriculum, methodology, physical surroundings, continuity, scheduling, frequency, class size) and teacher qualities. I will suggest

ways of involving young learners in their own development and strategies for integrating reflections on one's practice into daily routine.

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Marianne Nikolov is a professor of English Applied Linguistics at the University of Pecs, Hungary. Her research interests include early learning and teaching of modern languages, classroom research, assessment of processes and outcomes in language education, individual differences, and language policy. As a primary-school teacher she used to teach groups of English learners for eight years (ages 6-14). Her studies have been published in international and Hungarian journals, in edited volumes and as monographs. In September 2010 she became a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford.

Marianne Nikolovは、ハンガリーのUniversity of Pecs の英語の応用言語学の教授である。彼女の研究は、現代言語の早期学習と教育、教室内研究、言語教育の過程と結果の評価、個々の相違、言語政策を含む。小学校教師として、8年間（6歳から14歳までの）英語学習者を教えた。彼女の研究は、論文や小論文として、ハンガリーや他の国々の学術誌にて出版された。2010年9月には、スタンフォードのthe Center for Advanced Study in the Behavioral Sciences のフェロー（特別研究員）になった。

From Palestine to the classroom: language educators and social action

Anna Baltzer

EFL teacher, author, and peace activist

パレスチナから教室へ：語学教師と社会活動

In this article, Anna Baltzer tells the dramatic story of her transformation from language educator to peace activist and discusses the role that language teachers can play in working for social justice. She describes how her passion for languages and encounters with language learners and teachers in the Middle East transformed her life, a journey she has documented in her 2007 book *Witness in Palestine: A Jewish American Woman in the Occupied Territories*. Her experience of crossing cultures, breaking stereotypes, overcoming prejudice, promoting dialogue and standing up for human rights is a thought-provoking example for all socially-concerned language educators.

本論では、著者の語学教師から平和活動家へと転身するに至った劇的な話を語り、語学教師が社会正義のために出来る役割について論議する。言語に対する情熱と中東での語学学習者や語学教師との出会いにより、著者の人生がいかに変わったかは、著書のWitness in Palestine: A Jewish American Woman in the Occupied Territoriesに記されている。文化を越え、ステレオタイプの概念を打ち砕き、偏見を乗り越え、対話を促し、人権のために立ち上がった著者の経験は、社会問題に関心の高い語学教師を啓発するであろう。

Key words: language, education, social justice, peace, Palestine

When I began my studies in mathematics at Columbia University in New York City twelve years ago, I never imagined the life I would lead just a few years later as an EFL teacher and eventually, as a human rights activist. I had struggled through language classes in grade school, which surprised my parents, both language buffs (my father a linguist and my mother a former EFL teacher). Studying abroad in France, however, I realized I wasn't linguistically handicapped at all… I'd just never had good teachers! I relished the gift of communication with people from different backgrounds and resolved that someday I would offer that same gift to others as a language teacher. I traveled and hungrily soaked up languages through my university career, taking EFL classes along the way. Soon thereafter, I found myself teaching English at Hacettepe University in Ankara, Turkey, where I'd gained a Fulbright fellowship.

I couldn't have chosen a better profession at the time. In Turkey, I delighted in teaching my native tongue, dissecting its grammar and logic (thanks to my math background). Most importantly, teaching nurtured a connection with the people around me, and helped build a genuine contribution to my new home. My connections went beyond the classroom. I traveled around the country, practicing my Turkish and helping new acquaintances with English. Empowered by this ease of exchange, I ventured beyond Turkey's borders, first heading west and then east. With only the Black Sea to my north, I turned south towards Iran, Syria, and Lebanon, a decision which would change my life.

One day, wandering around the Old City of Saida in South Lebanon, two girls approached me to practice the foreign language they were studying: French. I quickly put on my language-teacher hat and gave an ad-lib lesson. They invited me home to meet their mother, who insisted I stay the night. By the next morning, a neighboring family had heard of my presence and prepared a plentiful breakfast that was waiting for me when I awoke. I noticed a photograph of a man in a *keffiyeh* and an unfamiliar

flag on the wall as I entered their home. I later learned that these were Yasser Arafat and the Palestinian flag. Mahmoud, the eldest son in the family, wanted to tell me his story if I promised to correct his English.

It was my love for language teaching that connected me to Mahmoud's family, which introduced me to what would become my second passion in life: peace in Israel/Palestine. From Mahmoud, I began to hear a narrative of the history and present of Israel/Palestine that was entirely different from anything I had heard or learned growing up as a Jewish American. I saw Israel as a victimized country that yearned to live in peace but couldn't because of its aggressive, Jew-hating neighbors. When I was young, my grandmother, who had lost most of her family in the Nazi Holocaust, talked of Israel as the one protection our family had against persecution in the future.

Mahmoud told me the story of how his family was forced from their homes and fled to Lebanon during Israel's creation in 1948. He recounted tales of house demolitions, land confiscation, imprisonment without trial, torture, and government-sponsored assassinations. He explained that Palestinian citizens of Israel were in fact second-class citizens, and that Palestinians living under Israeli occupation were frequently denied the ability to work, go to school, and pray at their holy sites. He told me about the liberation movement that Israel had quelled through invasions into Southern Lebanon, further devastating the families they'd exiled decades before. Mahmoud introduced me to his uncle who had been paralyzed by an Israeli sniper, and took me to a mass grave. It was hard for me to believe that Israel could behave so unjustly. Questioning Israel felt like a betrayal of my grandmother.

I insisted that Mahmoud's claims were unfounded, and I set out to prove him wrong. As I began my research, I quickly realized that I was the one missing information. Not knowing who or what to believe anymore, I resolved to go see for myself.

When I arrived in Palestine, my fears were confirmed. I found a system of discrimination not unlike what I'd learned about South African apartheid and historic US segregation. In the West Bank, Christian and Muslim Palestinians were prohibited from using roads limited to Jewish use. I visited villages that were deliberately covered in raw sewage to force the Palestinian inhabitants to evacuate. I encountered Israel's 25-foot Wall, which weaves through Palestinian villages, separating children from their schools, farmers from their olive trees, and families from their water sources, hospitals, and each other. I interviewed an eleven-year-old girl used as a human shield by Israeli soldiers as they invaded her neighborhood.

I befriended a fellow EFL teacher named Dawud who would call one morning, sobbing. The night before, his six-month-old son Khaled had had an asthma attack. Khaled's parents rushed him towards the hospital nearest to their village, but soldiers stopped the family at a checkpoint, saying it was closed overnight to Palestinians. Khaled's parents begged and pleaded, but in vain. Dawud's baby died in his arms that night. His only crime was that he was a Palestinian.

I could not shake the fact that Israel's actions were being committed in my name as a Jewish person, and with my tax dollars as an American. My conscience told me I had to do something. But what could I, an English teacher, do for peace and justice in Israel/Palestine? I felt powerless.

I began to meet a number of Israeli activists who opposed Israel's discriminatory policies as I did. Many had refused to serve in the Army and served jail time for following their consciences. They joined local Palestinians in a thriving nonviolence movement I had never even known existed. Week after week, Palestinian villagers and their Israeli and international allies would march down to land being threatened by the Wall, bearing witness and protesting its illegal confiscation. Demonstrators held banners and sang freedom songs. They invited me to march beside them, and I did. Palestinians thanked me for coming, but said my most important work as an American and a teacher was to educate and motivate others.

Returning home, I sent letters to educators around the US offering to present in their classrooms. The response was extraordinary. For four months, I drove more than 13,000 kilometers around the US from universities to high schools

to grade schools. I was excited to be back in the classroom and applied the same techniques I'd used in language teaching. Once again, I had to explain something daunting and complex in a clear, digestible manner that was empowering rather than intimidating. Students were excited and brainstormed what they could do. Many had grown up celebrating Martin Luther King but never knew what it meant to actually follow in his footsteps.

There were pitfalls along the way. Some school administrations argued that the subject was too controversial. Occasionally, my events were cancelled. But courageous teachers from all disciplines generally prevailed. They maintained it was their responsibility to address critical issues and allow students to form their own opinions. Long after my departure, classes wrote letters to or held video-conferences with Palestinian students. In EFL classes, it was a chance for both sides to practice their English and learn more. Some students even took their own initiative to paint a mural or build a mock Wall outside the classroom to educate their peers.

Educational institutions have always been at the forefront of struggles for social justice. Not only have schools facilitated classroom discussion, but they've been among the first to take historic stances of ethical responsibility. Along with churches and unions, academic institutions led the movement for Boycott, Divestment, and Sanctions (BDS) against South African apartheid. In 2005, Palestinians launched a similar call, asking that if people around the world cannot stop government support for Israel's transgressions, at least we can stop profiting off it individually and institutionally. Universities everywhere have begun boycotting and divesting from institutions involved in Israeli apartheid. Students and faculty are demanding that tuition dollars be invested responsibly. In fewer than five years, this campaign has gained the momentum it took South Africa's BDS movement twenty years to acquire. It's growing quickly and is a meaningful campaign for educators and students to get involved in today.

In my work, I've found the convergence of my passions for languages, teaching, and social justice. These are a natural combination since educators and students have often confronted injustices when governments lacked the courage to do so. Educators play a pivotal role in making a space for students to explore and manifest their convictions and social responsibilities. And as teachers, we too continue to learn—whether from our students in classroom or from Palestinians and Israelis in the West Bank—about what it takes to achieve peace and justice in our home communities, in the Middle East and beyond.

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Baltzer, A. (2007). *Witness in Palestine: A Jewish American Woman in the Occupied Territories.* Boulder: Paradigm Publishers.

Author bio

Anna Baltzer is a Columbia University graduate, a former EFL teacher and Fulbright scholar, a granddaughter of Holocaust refugees, and an award-winning lecturer, author, and activist for Palestinian human rights. Baltzer has appeared on television more than 100 times (including *The Daily Show* with Jon Stewart) and has lectured at more than 400 universities, schools, churches, mosques and synagogues around the world. She is the author of *Witness in Palestine: A Jewish American Woman in the Occupied Territories*, and recipient of the *Rachel Corrie Peace and Justice Award*. She is sponsored by JALT's Global Issues SIG and Gunma JALT Chapter.

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The art of error analysis

David Barker
BTB Press

誤り分析術

This paper proposes that the reduced emphasis on error correction resulting from a focus on fluency and communication in recent years has been detrimental for language learners, particularly those in Japan. It also argues that the Contrastive Analysis Hypothesis may have had more merit than it is now given credit for. Finally, it suggests that analyzing learner errors and providing feedback and explanations that go beyond simple correction are key skills that every professional language teacher needs to develop.

本論では、近年、流暢さやコミュニケーションに重点をおき、誤り訂正をあまりしなくなったことにより、語学学習者、特に日本人学習者が不利益を被っていると論じる。さらに、対照分析仮説は現在認識されている以上の価値があるかも知れないと主張する。学習者の誤りを分析し、単なる訂正以上の説明やフィードバックを与えることが、プロの語学教師が身につけるべき重要な技能であると提案する。

Key words: error analysis, error correction, mistakes, Contrastive Analysis Hypothesis, L1 interference

My experience of teaching English in Japan has left me with the impression that an overreaction to the unproductive emphasis on accuracy that was prevalent in the past has resulted in a laissez-faire approach to the correction of errors. The general advice given to learners appears to be, "Don't worry about making mistakes – just talk!" I lost count long ago of how many times I have heard teachers and teacher trainers in Japan reciting this mantra. However, although there is clearly merit in taking this approach with learners who are so terrified of making mistakes that they cannot speak, the fact remains that error correction is something that the majority of language learners want, expect, and in many cases, desperately need.

A distinction has been made in the literature between *errors* that arise from a lack of linguistic competence, and performance *mistakes* that are simply caused by the pressures of real-time language production (Corder, 1967). One source of competency errors that has been the focus of a great deal of research is the influence of the learner's own language.

Interest in how L1 interference causes difficulties for learners of foreign languages peaked with the Contrastive Analysis (CA) studies of the 1960's. The Contrastive Analysis Hypothesis (CAH) was based on Lado's theory (1957) that the level of difficulty of learning a language was simply a function of the degree of difference between that language and the learner's L1. Advocates of the strongest form of the CAH claimed that interference is the primary source of errors and difficulties in language learning (e.g., Lee, 1968).

Other researchers took a more cautious line, suggesting only that L1 interference was one possible cause of errors. However, the CAH lost support when studies such as Dulay and Burt (1974) showed that only a very small proportion of the mistakes made by learners could be accounted for by L1 interference. In their study, Dulay and Burt reported that the vast majority of the errors made by learners appeared to arise from other sources, whilst others seemed to be unique mistakes with no immediately discernible cause.

Following the demise of the CAH, researchers in the field shifted their attention to Error Analysis (EA) in an attempt to discover what learner errors might reveal about how languages are acquired. Many of these studies were also motivated by a desire to evaluate the seriousness of different types of errors in order to provide teachers with guidelines for prioritizing correction. According to Ellis, the general conclusion was that "teachers should attend most carefully to errors that interfere with communication (i.e., semantic and global grammatical errors)" (Ellis, 2008, p. 60).

In spite of the large number of studies that EA and the CAH inspired in their day, interest in this field has declined since the 1970's. Whatever its shortcomings, however, it is clear that the CAH was not entirely without merit. Indeed, it is a matter of common experience for teachers of monolingual classes that interference from the L1 is a major cause of learner errors. This is reflected in the existence of books such as Swan and Smith's *Learner English: A Teacher's Guide to Interference and Other Problems* (2001) and Japan-specific publications such as Webb (2005), Kizuka & Northridge (2007), and Barker (2010).

When a learner makes an error in a foreign language, there are three levels of feedback that a teacher can give. The first is simply to let the learner know that they have made a mistake. The second is to point out the mistake and then provide the correct word, phrase, or form. This is often done in the form of *recasts*, or reformulations of the erroneous utterance. For example, in a study of French immersion classes, Lyster and Ranta (1997) reported that recasts actually accounted for more than 55% of the feedback moves provided by teachers in response to learner errors.

Providing feedback at the third level involves addressing the misunderstanding that an error has highlighted. This requires using errors to diagnose gaps in learners' knowledge about differences between the target language and their L1. Of course, a single instance of an error does not necessarily signify a gap in someone's knowledge, but if an error is made repeatedly, then it is likely that the learner who makes it could benefit from a more detailed level of feedback.

To give an example, it is common for Japanese learners of English to confuse the words *already*, *yet*, and *still*. This is because the Japanese *equivalents* of these words, *mo* and *mada*, are used in a completely different way, as any native speaker of English who has struggled to learn Japanese will know. When faced with a learner who says, for example, "I called him, but he was sleeping yet," a teacher who is aware of this problem has the option of going beyond simply correcting the mistake by providing the learner with an explanation of how these English words are actually used.

Another common error made by Japanese learners is the misuse of the continuous form of verbs in sentences such as, "I was getting on the train for four hours." This error is easy to correct, and in many cases it would not interfere with communication, but it highlights a deeper misunderstanding on the part of the learner about the way that the continuous (or progressive) aspect is used in English. Teachers who are familiar with Japanese will recognize instantly that it is caused by interference from the L1. Overlooking this kind of mistake on the grounds that there is no danger that the listener will misunderstand deprives the student of a valuable opportunity to learn something that would contribute to his or her knowledge of how English works. It also means that the learner misses out on feedback that could help them avoid making a host of similar mistakes in the future.

Other errors made by Japanese learners may be small ones that teachers might be tempted to ignore because they do not impede communication. However, even minor errors can highlight misunderstandings that a student would benefit from having corrected. For example, most people would understand what a learner meant if they talked about *drinking medicine*, but the error suggests that the speaker may not be aware of the fact that verb-noun collocations do not necessarily carry over from one language to another. Focusing attention on this broader issue might help Japanese learners of English to avoid making other mistakes of the same type, such as *meet an accident*, *make sure the schedule*, or *keep the rules*. More importantly, it may also have an effect on the way they approach their vocabulary learning.

Of course, it is not always practical for teachers to provide detailed feedback every time a student makes an error, particularly with large classes. Nevertheless, it is part of every language teacher's job to monitor the errors their students make and deal with the underlying problems at some point. Indeed, the ability to make this type of diagnosis and provide the appropriate feedback is one thing that distinguishes professional teachers from those whose only qualification to teach a language is that they happen to have been born in a country where it is spoken. Any native speaker of a language can point out and correct errors, but only professional language

teachers can provide the explanations that will help learners to gain a deeper understanding of how the language works so that they can begin to use it creatively.

To summarize, my argument is that discouraging error correction in the name of promoting fluency and communicative competence may have resulted in students missing out on valuable learning opportunities. Furthermore, analyzing the differences between two languages in order to highlight areas that are likely to cause difficulties is a worthwhile endeavour that can make the learning process more efficient. Finally, I believe that the ability to analyze learner errors and provide appropriate feedback is a skill that every professional language teacher needs to develop, particularly in monolingual environments where it is possible to predict problems in advance.

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Author bio

David Barker has been teaching English since 1992. He has taught in England, Singapore, New Zealand, and Japan. He is the author of four Japanese language books on the subject of learner errors, and he has written many columns and articles on this topic for publications such as ALC's *English Journal* and the *Japan Times Shukan ST*. He is currently working on developing language teaching materials that provide L1 support for Japanese learners. He has a PhD from Leeds Metropolitan University. David is sponsored at JALT 2010 by englishbooks.jp.

David Barkerは1992年から英国、シンガポール、ニュージーランド、日本などで英語を教えている。学習者の誤りについての日本語の本を4冊出版している。また、アルクのEnglish Journal や the Japan Times Shukan STなどに学習者の誤りについてのたくさんのコラムや記事を執筆している。現在、日本人学習者に対して日本語でサポートをするための語学教材を作成中である。リーズ大学で博士号を取得し、JALT 2010ではenglishbooks.jpより後援を受けている。

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Designing a themed task-based syllabus

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テーマのあるタスク中心のシラバスデザイン

Approaches to syllabus design which attempt to focus primarily on meaning, such as task-based language teaching, are often hobbled at the start by the need to conform to existing grammar-based curricular requirements. However, meaning doesn't work that way; it emerges from content and context, and it *suggests* form. In this paper, I argue that beginning the process of syllabus design from a themed, task-based perspective allows the teacher or materials designer to adequately target forms without losing a primary focus on meaning-making.

タスク中心の教授法などの主に意味に焦点を当てたシラバスデザインは、既存の文法中心のカリキュラムの要求に従う必要により、最初から制限されていることがよくある。しかし、意味自体はそうはなっていない。意味は内容や文脈から生じる。そして形式を示唆する。本論では、テーマのあるタスクの観点からシラバスデザインを開始する過程が、教師や教材作成者に、主に意味に重きを置く観点を失わず、適切に形式に重きを置くことができ得ると主張する。

Key words: task-based language teaching, communicative approach, themed syllabus, materials design, focus on form

One characteristic distinguishing task-based language teaching (TBLT) from more traditional approaches is its emphasis on meaning before form. Learners are encouraged to focus, at least at first, on appropriately achieving a communicative objective rather than on simply attempting to use discrete linguistic forms accurately. However, despite the continued worldwide endurance of task-based communicative approaches, the full implication of this primacy of meaning is not always well considered by teachers and materials designers alike. A common complaint of teachers, for example, pertains to the relative scarcity of truly task-based commercially available materials; the truth is that aspiring TBLT materials designers must often struggle with form-focused curricular demands and end up making critical compromises in their attempts to reconcile what are still essentially grammar-based sequences of instruction with meaning-focused communicative tasks.

Yet, there are ways to reconcile communicative goals with a focus on form. TBLT *does* provide for a focus on form in the post-task phase. The practical problem is that this post-task focus seems counter-intuitive to some teachers, who believe they should be doing more at the beginning of the lesson and furthermore are hesitant to set up their students for potential failure in completing the task (even while the same teacher might sometimes wax poetic about the importance of making and learning from mistakes). Perhaps more damning, a post-task focus on form is difficult to implement in a static textbook or syllabus since the language is ideally meant to be emergent from the needs of students themselves as they engage with the task, rather than strictly prescribed in advance as curricular demands tend to necessitate. What is needed to ensure that a focus on form does not infringe upon communicative task goals is to take a paradigm shift away from traditional approaches to material design: to begin the process of syllabus organization from a broad general theme, from above as it were, rather than trying to fumble from lists of target functions or grammar points *up* towards meaning.

A truly meaning-focused communicative syllabus requires a fundamentally different initial approach to design than grammar-based or even functions-based objectives can provide. After all, meaning-making in the real world depends primarily on context and content and employs language forms secondarily, as means to an end. It stands to reason that the creation of a com-

municative syllabus also needs to begin with meaning and progress through to forms rather than the other way around. Attempts at communicative approaches have thus sometimes failed because they either begin from such a form-focused foundation and try to find their way to meaningful communicative tasks or, conversely, because they discard any form-focus whatsoever and rely on unstructured, loosely sequenced, and difficult to assess conversational activities.

A task-based language teaching approach solves the latter problem because it provides good instructional sequencing and assessment guidelines to syllabus design. However, weighed down as it often is by fundamentally form-oriented curricular, institutional, and classroom expectations, it does not always guarantee the appropriate emergence of meaning. This is where a fundamentally *themed* orientation allows for the development of meaningful contexts and content wherein relatively authentic communicative language acts can take place. A focus on form can then still easily be applied to the lesson without compromising the primary focus on meaning (i.e., *after* the task is attempted), since meaning is always inclusive of form but not the other way around.

A themed syllabus restricts student attention to a specific topic, subject, or genre over an entire course. For example, a language teacher might choose to design a course around the theme *Love and Dating*, in which the class might read a graded reader version of *Romeo and Juliet*, watch the film *Bridget Jones' Diary*, discuss magazine articles on celebrity relationships, and prepare presentations on topics such as *How to meet your ideal partner*. There are clear language learning and motivational benefits to a themed approach, most notably a natural recycling of vocabulary and language patterns within a recurring context. It should nevertheless be noted that a themed organizing principle is not by itself a complete solution, as themed syllabuses may still be employed to either form-focused or meaning-focused ends. Task-based organizational principles applied to a themed syllabus, on the other hand, provide a strong foundation for a meaning-focused yet forms-inclusive course.

Instead of the traditional method of syllabus design, which starts from linguistic objectives

and then attempts to map some meaningful communicative tasks onto those objectives, a themed approach begins from meaningful, coherently organized content and then breaks that down into manageable lessons and units that can conform to a grammar-based curriculum. In other words, a focus on meaning becomes not simply a way to orient oneself within the constraints of a form-focused approach, but rather to inform the sequencing of linguistic items to the requirements of the material. From the point of view of the syllabus planner, through a themed approach, a focus on meaning becomes the default, primary organizing principle of the material rather than a secondary perquisite.

Once a theme has been established, tasks can then be designed that effectively harvest the language in the material. This process, even if now approached from linguistic-based curricular requirements, will be inherently more meaning-focused. For example, a grade school teacher who knows she must teach certain word groups such as body parts, colours, clothing and action verbs, can now target these by selecting tasks within a wide variety of given themes. Let's say she has chosen to use a *Sports* theme for the course. She can now create tasks that both target those word groups and conforms to a meaningful, ongoing theme. A sample task or project could involve explaining *How to play soccer*. Body parts (legs, feet, heads, shoulders, hands), action verbs (kick, run, walk, throw, jump), and clothing items (shirt, shoes, socks, shorts, gloves) can easily and naturally be targeted. An unlimited number of tasks and sub-tasks can further be designed to fit the theme in meaningful and engaging ways, such as a spot-the-difference activity using pictures of uniformed players (targeting colours, clothing items, actions) and creative group tasks ranging in complexity from drawing and colouring team uniforms to creating new rules for playing soccer on the moon.

Teachers may be tempted to argue this example works because I arbitrarily chose certain vocabulary objectives which naturally fit into a sports theme. In fact, my experience has been that *any* theme can be authentically and meaningfully adapted to any set of curricular aims. Suppose the chosen theme for such a children's class is *Food*, but the curricular objectives are the same as above. A group project such as *Design*

your own restaurant can still lend itself well to the given word groups. It should be immediately evident that a useful task could include *Design staff uniforms* (colours, body parts, clothing). A variety of action verbs can also be meaningfully incorporated: Waiters walk and sometimes run, customers sit, eat, talk, or laugh. Clearly some themes do lend themselves better to some particular language items, but because any broad enough theme will involve a wide range of possible human behaviours, it would in fact be unusual if it could not support a variety of meaningful tasks at a range of possible levels that provide good support for an underlying grammar-based curriculum.

Author bio

Marcos Benevides is an assistant professor in the English Language Program at J. F. Oberlin University. In recent years he has been actively involved in ELT materials design, having co-authored two critically acclaimed themed coursebooks, *Fiction in Action: Whodunit* (ABAX, 2010) and *Widgets: A task-based course in practical English* (Pearson, 2008). He has presented widely as a featured or plenary speaker at conferences throughout Asia. His other recent interests include narrow reading, ELT teacher development, and literature in the EFL classroom. He (sometimes) maintains a blog on task-based teaching at <www.widgets-hq.com>.

Marcos Benevidesは桜美林大学の英語プログラムの准教授である。近年、教材デザインに意欲的に取り組んでいる。Fiction in Action: WhodunitとWidgets: A task-based course in practical English という特定のテーマを持つ2冊のコースブックの共著者である。また、アジアの様々な学会で基調講演や本会議講演を行なっている。近年の研究テーマはnarrow reading、英語教師研修、英語教育における文学である。www.widgets-hq.comにて、タスク中心の教授法についてブログを書いている。

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Using interactive technology in the classroom: a simple start

Nancy Douglas
Materials writer and editor

教室でのインタラクティブテクノロジーの使用：簡単なスタート

From the university student who uses online social media to the business person who references a company wiki, technology can motivate us to collaborate, create, and disseminate information across communities. How can we harness technology to unlock our students' creativity and enhance classroom instruction? Join us as we review some simple ways of integrating social media into our lessons.

テクノロジーは、オンラインソーシャルメディアを使う大学生から会社ウィキを参照する会社員まで、コミュニティーを超えて協同し、創作し、情報を普及させる。学習者の創造性を引き出し、授業効果を高めるためにテクノロジーをいかに活用することができるであろうか。ウィキ、コンピュータでのロールプレイ、オンラインソーシャルメディアやその他の素材を授業に取り入れるための最新のアイディアを概観する。

Key words: computer-mediated communication, computer-assisted language learning, mobile technology & texting, polling, social media

Personal computers and the use of social media have revolutionized our lives. Today, many of us regularly access Facebook, Twitter, YouTube, Wikipedia, global news sites, and many others to socialize, get and share information, network, and have fun. As the use of social media becomes an ever more common part of our lives, many in

English language teaching (ELT) are exploring ways of utilizing these tools to enhance classroom instruction.

As a teacher and materials writer, one is constantly challenged to find new and engaging ways to expand student activities and language. While developing classroom communication tasks, it often occurred to me that there were opportunities for expanding the activities using social media: getting students to publish a *best of list* on Squidoo.com, for example, or following a listening in which students had learned how to make the perfect smoothie, having them create their own short podcast in which they explain how to make their favorite snack. By going beyond textbook activities, we promote ongoing learning and discussion.

During the course of my research, I discovered that there are a number of innovative ways (too many to discuss here) that teachers are using social media to enhance classroom instruction—and with good reason. In many educational settings, the use of social technology and computer mediated communication (CMC) has been shown to increase student motivation, foster greater language awareness, provide more opportunities for participation, and help learners develop strategies that will benefit them beyond the classroom (Chapelle & Jamieson, 2008; Ferenstein, 2010).

But what if you're not ready yet to experiment with setting up a classroom Wiki or finding ways to incorporate Twitter, YouTube, or podcasting into instruction? Is there a simple way you can work interactive technology into your lessons that will engage learners, promote language use, and not take hours to learn or set up? In this paper I would like to look briefly at a fun and easy-to-use tool called *Poll Everywhere*, discuss an example of classroom use, and outline some its benefits and challenges.

Poll Everywhere: How does it work?

Poll Everywhere (www.polleverywhere.com) is a tool that allows users to survey live audiences and generate real-time results. To get started, a person chooses one of three polling templates (multiple choice, open-ended question, or goal) and selects the country or region of the world

where the poll is going to be taken. It is then saved and can be viewed directly from the Poll Everywhere website.

Using mobile phones, participants respond to the poll by texting their replies to a number provided on the top of the screen when the poll is created. (It is also possible to respond to a poll via the Web on a phone or computer.) Results update automatically as responses come in and are displayed as a list of participants' actual texts or in chart form (depending on the polling template used), as shown in the examples below.
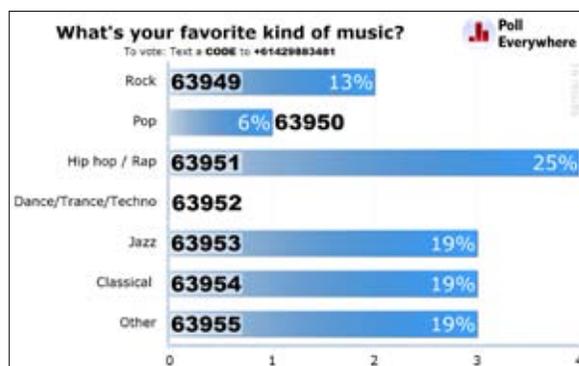
Figure 1. Poll type: Multiple choice poll

Figure 2. Poll type: Free text poll (responses cycle as they come in)

Using a live poll in the classroom

Polling is commonly used as a lead-in or follow-up activity. Below is an example of a listening/speaking activity from an intermediate-level textbook. Let's look at how a live poll could be used to expand and enrich this lesson.

Textbook activity

Level: Intermediate

Skills focus: Listening/speaking

Objectives:

- Listen for key details, draw conclusions based on information you've heard
- Review and practice target vocabulary and speaking strategies (giving opinions, agreeing and disagreeing) learned in earlier lessons

Prior to listening, students read the following background information:

Every year, the Dream Big Foundation gives $10,000 to a person between the ages of 17 and 22 so that he or she can do something important—go to college, study abroad, start a business, etc. This year, the foundation received thousands of applications from all over the world. There are now two finalists—Teresa Silva and Daniel Okoye. Who should get the prize?

Students then listen as Daniel and Teresa discuss their backgrounds. Learners take notes to complete each candidate's profile.

Students then review their notes and choose the candidate they think deserves the prize.

Finally, students break into small groups to debate who they think should win the prize. Together, the group must choose one person.

Figure 3. Source: *Douglas & Morgan, 2010*

Expansion idea: Conduct a live poll using Poll Everywhere

Teachers will need:

- a laptop with Internet access
- a prepared poll from Poll Everywhere

Students will need:

- a cell phone with text messaging or Internet capabilities

Instead of going right into step 4 in the activity above, ask students to weigh in on the issue at the end of step 3 by responding to a quick poll that you've created with Poll Everywhere.

Using a laptop, teachers can project learners' replies in the front of the room. As mentioned, results update automatically as responses are received. A poll in this activity might look something like this:

Figure 4. Poll type: Free text poll

In this case, an open-ended poll was selected to generate more language, but a multiple-choice option could also have been used.

Once all poll results are in, students can break into groups and first summarize class opinions (something not included in the original activity). Learners can then compare and contrast their ideas with others' projected in front of the class and discuss their opinions in groups.

For additional practice, students can be asked to create their own polls on different topics, to which classmates respond. The steps described above can then be repeated.

Benefits & Challenges
The benefits

- **It's fun**. One educator working with teenage learners described her students' reactions when she used a live poll as part of a lesson: "[T]his activity engage[d] students in conversation and participation in the learning activity … Running the live text/poll on a large projection screen [was also] a very effective way to support these conversations and generate excitement" (Hamilton, 2010, para. 2 & 3).
- **It's simple**. Though students may at times respond to an open-ended question, not a lot of writing is involved.

- **It mirrors real life.** We are constantly taking in, analyzing, and responding to multiple pieces of information—often simultaneously. In the activity above, students are given an opportunity to practice this kind of multi-tasking in English.

- **It fosters communication**. In a large class setting, texting and poll-taking can be an especially effective means of getting more people involved in a discussion and ensuring that everyone has an opportunity to speak and be heard. As Hamilton (2010) notes, a live poll can also be used to brainstorm ideas or solicit feedback from students.

- **It promotes language awareness**. As learners are typing their texts or generating their own polls, most will be paying close attention to the language they are using. It is this kind of *written electronic communication* that "help[s] learners slow down the conversation and notice language" (Chapelle & Jamieson, 2008, p. 178). In addition, because polling content is archived, teachers and students can return to it for review.

The challenges

- **You need a phone and Internet connection**. To access the poll, the teacher will need an Internet connection and computer to display results. Learners need only a mobile phone with texting or Internet capabilities. For students without either, one workaround is to have them dictate their ideas to a partner who will then post for them.

- **Language use can be limited**. Because messages are often short, they don't necessarily allow for a lot of language production. Also, as Chapelle and Jamieson (2008) note, texting is sometimes characterized by "reduced forms and ungrammatical language" (p. 173). It is important, then, to remember to use a polling task as one small part of a larger lesson and to model appropriate language.

- **It's free…to a point**. Each live poll allows for up to 30 free responses. Anything beyond this requires that you subscribe and pay a monthly fee.

Conclusion

As described, this is but one way that teachers can incorporate interactive technology into their lessons. Though simple, live polling has the potential to increase student motivation, foster language awareness and learning, and help students develop strategies that will help them beyond the classroom.

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Video on using Poll Everywhere: <www.youtube.com/watch?v=zZWM2-4Jf4k>

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Nancy Douglasは教材ライターであり編集者である。メキシコ、ブラジル、日本、台湾、ドイツ、ロシア、韓国を含む世界中の学習者を教えた幅広い経験がある。語学学習の初期のオンラインプラットフォームの1つ、ヘルスケア業界のESPコース、大学院進学を目指す学習者のためのEAPコースなどコースカリキュラムの開発において主要な役割を果たしている。流暢さに基づいたコース、異文化コース、カリキュラムを越えたリーディングコースなどのELTテキストの著者でもある。教材開発に関しては、オンラインの教師研修プログラムも担当している。

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Suggestopedia: creativity in language teaching and beyond

Kaz Hagiwara
Griffith University, Australia

サジェストペディア：語学教育における創造性とその先

This paper addresses difficulties in developing student creativity in the language classroom. Answers to such difficulties in handling diverse creative domains in a learning group are found in *Suggestopedia*. This paper examines how Suggestopedia considers creativity in the process of achieving its goal, and how it systematically incorporates creative elements and factors to overcome difficulties caused by the domain-specific nature of creativity.

本論は、語学授業において学習者の創造力を開発する困難さに取り組んでいる。学習グループで、多様で創造的な領域を扱う際の困難さに対する答えはサジェストペディアにあった。目標を達成する過程においてサジェストペディアが創造力をどの様に位置付けているか、また、分野特有の本質によって引き起こされた困難に打ち勝つ為に、創造的な要素と要因をいかに体系的に組み入れているかを検証する。

Keywords: desuggestive-suggestion, classroom teaching, domain-specificity, self-control, fiction

Creativity in teaching
Developing creativity through teaching is a demanding task. It is a very difficult process that requires a wide variety of skills and dispositions (Ambrose, 2005). In a group situation such as a language classroom, it is also difficult for a teacher to equally develop each student's creativity because human creativity is a domain-specific and highly personal issue (Csikszentmihalyi, 1996). For example, an outstanding painter does not necessarily show the same level of creativity in the field of financial investment. This does not cause a problem as long as creativity development remains as a personal concern. However, it will cause a problem when a teacher tries to handle a group of students who have diverse aptitudes of creativity in various domains. The problem is more serious in adult courses as people tend to lose breadth of curiosity as they age.

Creativity development in Suggestopedia
According to Lozanov (1978, 2009) and Gateva (1990), teachers can find answers in Suggestopedia on how to develop student creativity in diverse domains by designing activities based on *suggestology,* the science of suggestions. In Suggestopedia, development of creativity is considered to be a form of psychological conditioning that restores the quality of brain activity through a desuggestive-suggestive process. Creativity itself is considered a type of suggestive stimuli, and one's creativeness can stimulate oneself and others to promote or inhibit creativity. Therefore, special caution is taken when a teacher system-

atically incorporates diverse creative elements so that such stimuli lower students' anti-suggestive barriers.

Control, self-control, and creativity in Suggestopedia

Because of its domain-specific and individual nature, a display of intense creativity in a group can disturb others. That is why some sort of control is necessary in the classroom. However, creative people generally do not welcome control by others. Csikszentmihalyi (1996) found that creative people have a sense of control when they are in the state of *flow*. Such a timeless feeling can easily be broken when forced to stop. Therefore, teachers need to control without disturbing either individual flow or group atmosphere.

Suggestopedia makes such control possible through the desuggestive (non-verbal, implicit) attitude of the teacher. Teachers in Suggestopedia create a playful atmosphere in the classroom. During the playing of games, the teacher naturally participates as one of the players. In such an atmosphere where the teacher is no longer considered by the learners as an external person, proposals such as "Let's put this aside and do something interesting", or "Would you like to sing another song now?" are not considered as external control but as internal leadership. In this respect, the *sense of control* is in the hands of learners, and the course neither impedes creativity nor takes the risk of causing an anarchic situation.

Music is used with some expectation to bring harmony to student creativity. The connotations of classical music's structural consistency, dynamism in rhythm, melody, and harmony acts as a desuggestive-suggestion that enables learners to realize the value of group harmony.

Fiction in Suggestopedia to develop creativity

Suggestopedia creates *fiction* within the structure of a course. Such a structural false reality can act as another desuggestive-suggestion to develop learner creativity. When choosing a new personality with new names and new profession in the Suggestopedia course, one can obtain a prefer-

able domain to demonstrate creativity. For the teacher, it gives the opportunity to know each group member's preferred domain of creativity. Such fiction is also effective in lowering anti-suggestive barriers. In a world of false reality, all mistakes and errors are tolerated as they are not considered real. Even mischievous behaviors are tolerated to a further extent than in the real world. Such a tolerant atmosphere gradually opens up the learner's mind to acquire tolerance for ambiguity and reduces anxiety to new material that can further restore breadth of curiosity and expand creativity.

Creativity and beyond

Nevertheless, students showing their creativity in the classroom is not yet the goal. In Suggestopedia, the state of creativity is merely a desirable condition in which the method works well. When students' creativity indicates the method is working, teachers can make good use of it. With the establishment of a creative atmosphere, teachers can consider how much material to present. As Lozanov (1978, 2009) concluded, "the presentation of a large amount of material to the students is an absolute requirement in the pedagogy of the hidden reserves of mind" (2009, p. 67). He claims the brain requires enormous amounts of information in its hidden reservoirs to process it on the conscious level. If enough information is not provided during instruction, the brain causes frustration and the restoration process stops. When sufficient volumes of information in terms of amount and complexity are given to the whole brain with positive emotion in the creative learning environment, the course becomes more than just language teaching. It can produce creative learners who are ready for many more new things in their lives.

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Kaz (or Kazuhiko) Hagiwara is a Lecturer at Griffith University in Australia. He has taught Japanese for over 20 years in universities in New Zealand and Australia. He met Georgi Lozanov in 1989 and became certified as teacher / teacher-trainer in his method in 1998. Kaz has been a board member of the Lozanov International Trainers Association (LITA) since its foundation in 2006. He is the author of his own web site, *"Suggestopedia" and Accelerative Language Teaching/Learning The Links*, Suggestopedia- related articles in Wikipedia (Japan), and in the forthcoming *Encyclopedia of the Sciences of Learning* (Springer Science+Business Media).

Kaz (or Kazuhiko) Hagiwaraは、オーストラリアのグリフィス大学の講師であり、ニュージーランドとオーストラリアの大学で20年以上日本語を教えている。1989年にGeorgi Lozanovに会い、1998年にLozanovメソッドの教師・教師トレーナーの免許を得た。2006年に創設されたLITAの役員でもある。Suggestopedia and Accelerative Language Teaching/Learning The Linksというウェブサイトの運営者であり、ウィキペディアやEncyclopedia of the Science of Learningのサジェストペディア関連記事の著者でもある。

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Speaking strategies: dealing with the unpredictable

Leslie Anne Hendra

Coursebook author, teacher, trainer

スピーキングストラテジー：予測不能性を論じる

When we began planning *English Unlimited*, a six-level course for adults, we noted that speaking strategies were seldom covered in coursebooks, and certainly not in a consistent, prominent way. Since the goals in *English Unlimited* are drawn from the Common European Framework of Reference for Languages (CEF), which lists many speaking strategies goals, we decided to include this very important language area. Every second unit features a speaking strategies page, which addresses the real-life, immediate needs of non-native speakers in various situations. This workshop, based on our writing experience, aims to enable teachers to design their own speaking strategies lessons.

English Unlimited（大人のための6段階のコース）を計画し始めたとき、コースブックの中でスピーキングストラテジーはほとんど含まれていないことに気がついた。English Unlimitedの目標はたくさんのスピーキングストラテジー目標がリストアップされているCEFからももたらされているので、重要項目としてCEFを含めることとする。2ユニットごとに実生活や様々な場面で非母語話者が必要とするスピーキングストラテジーのページを作った。本ワークショップは、我々の経験に基づき、教師自身がスピーキングストラテジー授業のデザインができるように導くことを目的としている。

Keywords: speaking strategies, goals, language selection, CEF, corpus

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In these days of international travel, education and business, it is increasingly likely that non-native speakers of English will find themselves in circumstances, sometimes without much warning, that challenge their linguistic ability. At such times, they may benefit by having access to a variety of speaking strategies that help them deal with unpredictable situations, even ones they thought they had the vocabulary and grammatical structures to handle. Some of these strategies enable speakers to seek solutions instead of feeling helpless when they cannot recall the language necessary to express themselves. Production strategies, such as fillers, hesitation devices, self correction, and circumlocution, fall into this group. Interaction strategies allow speakers to communicate more effectively and manage the process of achieving a language task. These can include turn-taking, summarising, asking for clarification, and developing a conversation by asking questions and showing interest.

Being able to use widely accepted, even expected, speaking strategies gives non-native speakers the confidence that they are following a culturally accepted code of conduct. True, a non-native speaker can in many cases rely on the tolerance of the listener, but how many of us would choose to be abrupt, childish or even inaccurate if we didn't have to? It's nice to have the option and the ability to experiment with and re-apply strategies as opportunities arise and competence grows. This is not to say that we, as teachers, would wish to programme our learners like robots to emit formulaic expressions when the situation demands. Rather, we can teach a number of expressions accompanied by considerations of appropriacy and cross-cultural comparison from which learners can *select*. That last word is important in light of the following humanistic and sensible view: "[a]lthough certain strategies and techniques may almost certainly be beneficial to everyone, individual differences corresponding to differences in personality are to be given full scope" (van Ek & Trim, 2001, p. 106). In fact, to raise awareness of choice, learners can be encouraged during practice stages to select preferred expressions and compare ideas.

A logical starting point for a speaking strategy lesson, like any other lesson, is a goal that states what learners will be able to achieve. Wherever we source the goals – the CEF books, resource books, articles, our own ideas when we see a gap or a learner need – it is helpful to cast them in simply worded, transparent *can-do* statements. For example, the CEF goal *can ask very simply for repetition when he/she does not understand* (Council of Europe, 2001, p. 87) might become *ask people to repeat and speak more slowly* (Tilbury *et al.*, 2010, p. 32). The goal *can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.* (Council of Europe, 2001, p. 86) could be called *manage a discussion* and combined with the turn-taking goal *interrupt politely* (Tilbury et al., forthcoming). A single goal can be addressed in one lesson or, as above, bundled with a complementary goal with a few expressions presented under each goal. Exhaustive coverage of language is not necessary. Ideally, a sensible amount of vocabulary would be selected to suit the learner level, the tasks we want them to achieve and the desired length of the lesson.

Language selection can be a very interesting process. It is useful to begin by making a list of stems and words that seem appropriate based on common sense and experience, then perhaps refer to resource books and the CEF books. Ultimately, however, it is advisable to check the selection against a corpus, as some expressions suggested in books or which seem natural on first consideration may turn out to be of relatively low frequency. Note, for example, the results of a search of the spoken language sub-corpora in the Cambridge International Corpus:

Goal: *Manage a discussion*
Function: *Interrupting*

Expression	Frequency of occurrences
Excuse me.	100+
May I come in here?	0
May I say something?	3
Can/May I put my side of the case?	0
May I speak now?	0

Expression	Frequency of occurrences
Can I say something?	33
Sorry to interrupt (you).	31 (most followed by *you*)

The first five expressions are *recommended exponents* in *Vantage* (van Ek & Trim, 2001). The final two are based on common sense. The CEF books are an excellent source of goals and ideas, but we are well advised to do our homework.

Another thing to be cautious of is the natural tendency to devise or select complex, ornate language for higher ability learners believing it will be new and level-appropriate. In fact, few strategies require ornate language, and such expressions are often of low frequency. What tends to supply the challenge at higher levels is the colloquial nature of the language – something not obvious that does not translate directly from L1. Furthermore, learners may be looking at a *messy* set of language that has different structures and functions, making acquisition and practice trickier, even though the goal and contexts hold the messy language together and make it purposeful. Finally, strategies listed as appropriate for B1+ and higher in the CEF books often occur naturally in more complex language tasks. A debate or a negotiation, for instance, may require strategies like *manage a conversation* or *make concessions and counter-arguments* so that the language of strategies becomes embedded in the learners' existing lexis as they carry out various on-level tasks.

The most useful way to present speaking strategies is to illustrate them in, and draw the language from, listening texts. One text might suffice for the goal *manage a discussion*, under which a few functions would be covered. However, other strategies (*use vague language* or *use questions to preface requests*) might best be illustrated by means of a few short, punchy contexts – each featuring two or three different expressions – to show the transferability of the language and prevent an unnatural and unrealistic pile-up of target language. Ideally the scripts would be on the page so learners can notice and work with the language. Authentic or semi-scripted texts (based on authentic ones) are desirable, but when scripting is required, writers can usefully ask themselves, *Would I really use this language? What contexts would naturally feature it? Which require relatively formal or informal exponents?*

Practice tasks, preferably, would clarify meaning and usage while avoiding metalanguage, which is often more complex than the actual target language. Such controlled and semi-controlled practice exercises as sorting, substitution, re-ordering of exponents or conversations, matching strategically divided sentence halves, rewriting using the target language, gap-filling key words, and sentence completion are valuable. Freer practice provides greater scope for teacher creativity in devising engaging communicative activities, such as short descriptions, narrations, role plays, exchanges of views, information gaps, guessing games, debates and presentations. These can involve fresh topics, or they can recycle and extend topics and tasks from previous lessons. What *would* be tedious to learners, however, is practising speaking strategies in limited exchanges where they feel obliged to produce the target language without much regard for context or authenticity of utterance, that is, just for *display*.

Lessons on speaking strategies seldom appear in course books, especially as a prominent, regular feature. In a very real sense, the field is open for you to exercise your judgment in selecting clear goals and language your learners need now or may need in the future. There is also, as discussed, plenty of room to employ your creativity in developing contexts and practice activities. Non-native speakers cannot avoid the unpredictable or exploit every opportunity for communication, but they will be better equipped to meet situations halfway if they have had sufficient opportunities to practise and recontextualize the language of strategies.

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Leslie Anne Hendra is a teacher and trainer, with fifteen years' experience of teaching and writing in-house course materials in Japan, as well as four years of teaching at International House London. For the past four years, she has been working full-time as an author with Cambridge University Press on the *English Unlimited* project, co-authoring the Elementary, Pre-intermediate, Intermediate and Upper Intermediate books as well as the Upper Intermediate Teacher's Pack. She has also written commissioned reports on other coursebooks and handbooks, and done a number of book reviews. She has a BA and MA in Classics from the University of British Columbia and the University of Toronto in Canada. She lives in London and Scotland.

Leslie Anne Hendraは、International House Londonでの4年間の教師経験とともに、日本で15年の教師経験と社内コース教材作成の経験のある教師であり、教師トレーナーでもある。過去4年間はケンブリッジ大学出版会でEnglish Unlimitedプロジェクトに携わり、初級、準中級、中級、準上級の本とともに準上級の教師指導書を共著した。他のコースブックやハンドブックのリポートを書き、たくさんの本の書評も寄せている。古典を専攻し、カナダのブリティッシュ・コロンビア大学で学士号を、トロント大学で修士号を取得した。ロンドンとスコットランドに在住している。

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Discourse analysis and ethnic identity outside the box

Laurel Kamada
Tohoku University

談話分析と箱の外の民族アイデンティティ

This paper outlines some of the basics of **poststructuralist discourse analysis**, which will be introduced by this author in a hands-on workshop entitled **Discourse Analysis/Ethnic Identity Outside the Box** at the international JALT conference in Nagoya in November, 2010. Poststructuralist discourse analysis includes both a micro-linguistic analysis of the transcribed words on the page as well as macro-Foucauldian analysis of social discourses affecting the ethnographic site in which the participants interact. This paper will offer a brief introduction to these approaches and the type of data to be examined. These two approaches to micro and macro analysis involve the refinement of both linguistic analytic knowledge and a creative process of learning to **think outside the box**. Using the presenter's ethnographic longitudinal research (Kamada, 2010) on mixed-ethnic identity of girls born and raised in Japan, beginner analysts will examine social ethnic discourses apparent among **half/ double** adolescent girls of Japanese and **white** mixed-parentage in data collected within the research site of Kansai.

本論は、ポスト構造主義の談話分析の基礎について概説する。2010年11月の名古屋のJALT年次大会にて、Discourse Analysis/Ethnic Identity Outside the Boxと題した実践的なワークショップが行われる予定であ

る。ポスト構造主義の談話分析は、民俗誌学に影響を及ぼすマクロ・フーコー分析と同様に、ミクロ・言語分析も含む。本論では、これらのアプローチや検証されるデータのタイプなどの簡単な紹介をする。マクロ分析とミクロ分析の二つの手法は言語分析の知識と学習の創造的なプロセスの両方を改良したものである。日本で生まれ育った少女たちの多様なエスニックアイデンティティに関する民俗誌学的な長期にわたる研究を用い、関西で調査し集められたデータをもとに、日本人と白人とのハーフ（ダブル）の少女たちに見受けられる談話を検証する。

Key words: discourse analysis, mixed-ethnicity, poststructuralism, macro-Foucauldian analysis, micro-linguistic analysis

Two major overlapping theoretical and methodological frameworks, Poststructuralist Discourse Analysis [PDA] (Baxter, 2003) and Discursive Psychology [DP] (Edley & Wetherell, 2008), are frameworks that draw on the social constructionist concept of *unfixedness*, which views any description of the world as possible and as having the possibility to be challenged and changed. Underlying constructionism is the notion that there is no *truth* that cannot be challenged and reconstructed. Both PDA and DP examine language as a means to understand how people represent their ideologies in their talk. Also both approaches show how people take up *subject positions* which are unfixed, constantly shifting identities they assume through their talk and actions as they *position* themselves (and others) within various social discourses or *ways of seeing the world*.

First, in order to engage with micro-linguistic analytic techniques, various linguistic details must be considered. According to the critical discourse analyst Norman Fairclough (2001), linguistic analysis of texts involves working on the language of a text at various levels, such as whole-text language organization, clause combinations, grammatical and semantic features, words, and the texturing work of the text, to name a few. I will discuss some of these and other features of micro-linguistic analysis below.

An obvious place to start is to examine the choice of the lexes or words used by the participants. The analyst might look at the frequency of the use of a certain lexical item, how certain words or concepts are indexed, and what sorts of alternative words for a similar concept are also used. Another point to consider is how a certain word which is used earlier might appear changed later in a certain stretch of talk. For example, in the data examined here, we can see the participants using various terms in referring to themselves such as *half*, *double*, or *Japanese*. It is

of less importance as to *which* identity is constructed and taken up, than that of *how, why* and *in what contexts* the girls of the study construct their identities.

Along with attention paid to the use of lexes, grammatical and semantic features also need to be examined. This includes use of tense, pronouns, agency, and the way clauses are combined or linked. The following questions might be considered: Do certain grammatical features remain constant or do they change? Does a certain speaker use language to position another person through the subtleties of grammar? How is *intertextual* speech voiced and represented, such as quoted speech of another person, of oneself at an earlier time, or of hypothetical or sarcastic speech? Is the passive voice used instead of the active? If a passive voice is used, is there an implied *actor*, and if so, who might it be?

The analyst must also pay attention to how speakers apply other pragmatic features such as the utilization of speech acts. Learning how to analyze what people *do* with language, how actions are accomplished, and how people attribute causes to events takes practice and creativity in learning to *think outside the box*. Another important aspect of analyzing linguistic features is to pay attention to the rhetoric of how speakers build up *fact* and *interest* when they speak - how people construct accounts to make their language appear solid and factual. Another feature to be aware of is how people use accountability through speech acts in order to accomplish various actions such as blaming, denying, placing responsibility, refuting, or exonerating.

Next, in order to apply macro- (Foucauldian) discourse analysis, the analyst must explore how the various actors *position* themselves and others within various ideological perspectives. As the particular data which will be used for this workshop is that of mixed-ethnic girls raised in Japan, the question is of how mixed-ethnic girls position themselves and others (and how others position them) within various ideological perspectives such as ethnicity or gender. Although various discourses (ideological perspectives) that the girls draw on in this particular site have already been identified by the author, further analysis of the data could potentially reveal more discourses. Sunderland

(2004) argued that anyone can identify and name a discourse after a bit of analytic work, although within a constructionist framework, she also emphasized that reflexivity is important in documenting discourses which are arbitrary, unfixed, and *provisional* or *contingent*. Techniques include searching in the data for words repeatedly occurring, commonly emerging themes, links apparent in interactions, and contradictions in interactions. Some of the discourses of ethnicity already identified in the data are a dominant *discourse of homogeneity* along with an alternative competing *discourse of diversity*, a dominant *discourse of halfness* along with an alternative competing *discourse of doubleness,* an intersecting *discourse of conformity*, a *discourse of gaijin otherness*, and a *discourse of interculturalism*. Gender or ethno-gendered discourses include a *gender differences* discourse, a discourse of *female flexibility,* a discourse of *foreigner attractiveness* (or a *white-Western female beauty* discourse), a discourse of *foreigner grotesqueness*, an *if you've got it, flaunt it* discourse, and an *if you flaunt* (some attribute), *you deserve whatever reaction you get from people (blame the victim)* discourse.

The analyst must search for *linguistic traces* of a speaker drawing on various discourses which have been identified. This involves a combination of the linguistic work above along with an examination of how the speakers position themselves and others and how they do various actions such as denying, constructing, reconstructing, or celebrating.

Various extracts from this author's research have been selected for analysis in the workshop which focus on themes such as ethnicity, gender, difference, interculturalism, linguistic capital (and language usage), and the combination of ethnicity and gender (ethno-gendering). While most of the extracts will be much longer, the following is an example of a very short extract which could potentially allow for a rather extensive analysis.

1 N: here, if they're people I meet for the first
      time, they're like 'oh my gosh',
2   'she's not Japanese', it's like
3 L: yeah
4 N: 'just shut up about it'

A bit of background information is needed to put this extract in context. This short extract occurred in the context of Naomi comparing how she felt others viewed her in Japan and in America. Previously, she had mentioned some positive aspects of her experiences during her short residences in America. In this extract, Naomi is making a reference to people she meets for the first time *here* in Japan.

Without providing my own analysis, I would ask a beginner analyst to start out by paying attention to the following questions: What can you say about the choice of lexes, grammar, or semantic features used? What kind of *voice* does Naomi use to represent Japanese people around her in Japan (see lines 1-2)? What kind of *hypothetical voice* does Naomi use for herself to counter those voices (see line 4)? What kinds of discourses are called up here and how does Naomi position herself within those discourses? Is there something that Naomi is *rejecting*? Is there something that she is *claiming* for herself? Is there something she is *deconstructing* or *reconstructing*?

I will ask the workshop participants to think outside of the box in their analysis, but at the same time hold them to a rigorous analysis in which their claims at *truth* must be carefully and reflexively based on linguistic and discursive evidence.

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Laurel Kamadaは、東北大学の講師で、応用言語学の博士号を取得している。本会議に際してバイリンガリズムSIGとジェンダーと語学学習SIGの後援を受けている。日本における(二)多文化・(二)多言語、ジェンダーとエスニック研究、日本における境界（文化的・性に特有の）アイデンティティ、エスニック具現談話と男性的談話、理論的・方法論的談話分析アプローチなどに関する著書を出版している。Japan Journal of Multilingualism and Multiculturalismの編集委員、the International Gender and Language Associationの諮問委員でもある。最新の著作は、Hybrid Identities and Adolescent Girls: Being 'Half' in Japanである。

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Metaphor, gesture and second language acquisition

Jeannette Littlemore
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比喩、ジェスチャーと第2言語習得

In this article I outline the benefits of paying attention to the use of metaphor and gesture by second language learners. I argue that the two are strongly interrelated and that by focusing on the gestures that learners use while speaking, it is possible to gain valuable information about the efforts they are making to package their thoughts into target language constructions. Metaphoric gestures may also provide evidence of L1 conceptualizations being transferred to the target language.

本論ではL2学習者による比喩やジェスチャーの使用に注目することの利点について概説する。この2つには強い相関関係があり、学習者が会話で使うジェスチャーに焦点を当てることによって、対象言語の構造に自分の考えを包括させるための努力に関する貴重な情報が得られることがわかった。比喩的なジェスチャーは、L1の概念化が対象言語に移転されることの証しとなり得るかも知れない。

Key words: metaphor, gesture, second language learning

Recent work in the area of gesture studies has shown that metaphor is pervasive in gesture. As well as providing insights into the way people use metaphor to conceptualise abstract concepts (Cienki & Müller, 2008), gesture can also shed light on the role of metaphor as a dynamic activity, heavily involved in the process of formulating thoughts. However, we are not always aware of the metaphoric nature of the language we use, nor of the metaphoric thought processes in which we engage. Müller (2008), in her book *Metaphors Dead and Alive, Sleeping and Waking*, argues that speakers can have different levels of awareness of the metaphoricity of what they are saying. She outlines three clines of metaphoricity in language, all of which contribute to one's

general awareness of metaphor. The first relates to the degree of conventionality of a conceptual metaphor in a given culture ranging from fully conventional to fully novel. The second is the degree of conventionality of a metaphoric expression in a given culture, also ranging from fully conventional to fully novel. The third is the degree to which attention is drawn to a particular metaphoric expression in use, making it cognitively more or less salient. One's awareness of metaphor can thus vary along all three clines at once, and it will not always be the same for all speakers and listeners. For example, a speaker may employ a gesture reflecting the *analyzing is cutting* metaphor without being consciously aware of it and without that particular metaphor being present in the linguistic component of what they are saying. Their interlocutor may consciously or subconsciously pick up on these metaphoric gestures and use them to decode the message being conveyed.

Although the same metaphor is often expressed in speech and gesture, Cienki and Müller (2008) point out this may not always be the case. They cite instances where a metaphor may be expressed in gesture, but not in the corresponding speech, cases where different metaphors are expressed in speech and gesture, both of which relate to the same target domain, and even cases where gestures reveal metaphors that are not even used in the language. These observations provide powerful evidence for the basic metaphoricity of many of our thought processes and imply that gestural data can thus provide an independent source of evidence for the psychological reality of conceptual (or primary) metaphors (Cienki, 2008). Cienki goes on to argue that gesture may provide evidence for the embodied basis of thought, i.e., the fact that many of our abstract thought processes have their basis in everyday bodily functions and movements (Gibbs, 2006).

Given that gesture acts as an intermediary between abstract metaphorical thought and language, it is likely to play some sort of role in the production of language by second language learners, and by extension, contribute to language learning (McCafferty, 2004). Researchers in second language acquisition have emphasised the role of *pushed output* (Swain, 1995). Swain argues that producing the target language helps

learners to notice gaps between what they want to say and what they are able to say, to test out hypotheses about how the language might work, and to reflect on their level of knowledge of the target language. By focusing on the gestures that learners use while speaking, teachers and researchers may gain valuable information about the efforts their learners are making in order to package their thoughts into target language constructions.

As well as providing possible evidence of a learner's attempts to package their ideas into target-language constructions, a learner's use of gesture may provide evidence of L1 conceptualizations being transferred to the target language. This is likely true of metaphoric gestures in particular, as these provide clues to the ways abstract concepts are metaphorically construed by the speaker. Significant differences have been found between languages in terms of their conceptual metaphors and the ways in which these metaphors are manifested through gesture. For example, in English, the heart is viewed metaphorically as the seat of the emotions, while in Malay it is the liver (Charteris-Black, 2002). A conceptually fluent Malay English learner will have taken this difference on board, and it will be apparent in both the expressions and gestures they use when speaking English.

Research suggests that the ontological metaphor of *abstract ideas existing within physical containers* is different in English and Chinese (Yu, 2000). The gestures employed by speakers of English sometimes embody the idea that abstract concepts exist within bounded containers which can be held in the hand (McNeill, 2005). However, McNeill has also suggested that for Chinese speakers, abstract ideas tend to be conceptualised as substances without form, and that the Chinese therefore tend not to use handholding gestures to convey abstract concepts.

Further cross-linguistic differences have been found relating to concepts of time (Sweetser, 2006). It is said that Mandarin speakers tend to think about time vertically even when they are thinking for English, and this difference may be realised in their use of gestural expressions that involve time reference (Boroditsky, 2001). For example, although both Mandarin and English speakers use horizontal terms to talk about time,

Mandarin speakers use the vertical terms *shàng* and *xià* to represent time.

Thus, as learners develop their skills in the target language, one would expect them to develop gestures that correspond to the target language metaphors. The ability to use culturally-appropriate gestures in the target language has been termed *cultural paralinguistic fluency* by Poyatos (1997). Within this type of fluency, the use of appropriate *metaphoric gesture*s constitutes a visible manifestation of the extent to which a learner is thinking in terms of L1 or L2-style conceptual and primary metaphors. It thus reflects their levels of *conceptual fluency* (Danesi, 1995) which was discussed above. Thus by focusing on the metaphoric gestures used by language learners, we may gain some insights into their levels of cultural, paralinguistic and conceptual fluency.

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What exactly is grammar?

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English language materials writer

文法とはいったい何か？

We all know what grammar is - until somebody asks us. Typical dictionary definitions such as **rules for changing the form of words and combining them into sentences** are not very illuminating. To understand exactly what grammar is and – crucially – why languages need it, it helps to examine how much can be communicated without it. Experimentation will show that one can actually get a long way with vocabulary alone. There are in fact only a very few essential elements of communication that are impossible without grammar – for instance the signalling of causal and other relationships. Grammar is a small number of devices which, by supplementing vocabulary, enable the expression of these essential elements. The enormous complexity of natural languages arises because these devices, once in existence, can be extended and exploited for many purposes beyond those for which they are truly necessary.

我々は皆、文法とは何かを知っているつもりだ――誰かに尋ねられるまでは。「語の形を変え連結して文章にするための規則」というような典型的な辞書の定義はあまり明確ではない。文法とはいったい何か、そして重要な点として、なぜ言語に文法が必要かを理解することは、文法抜きでどの程度コミュニケーションが可能かを検討する一助となる。実験は語彙のみでも実際に長くコミュニケーションが図れることを示すであろう。事実、文法なしで不可能なコミュニケーションの本質的要素は、例えば因果関係等の関係性の表示など、ごくわずかしかない。文法は語彙を補いこのような本質的要素の表現を可能にする、それほど数多くない手段である。言語の性質が途方もなく複雑になるのは、これらの手段がいったん使われ始めれば本来必要である以上に多くの目的に発展し、活用され得るからである。

Key words: grammar, vocabulary, nature of language, linguistic complexity

There are questions that are easy to answer until somebody asks them. St. Augustine famously complained in his *Confessions*: "What is time? If no one asks me, I know. If I try to explain it to somebody, I no longer know." Children are particularly good at asking such questions. At the age of about three, seeking a solution to an important problem that had been on my mind for some time, I asked my mother, "Mum, why do cats have tails?" After a short silence, she said rather crossly, "Well, they wouldn't look complete without them, would they?" Even at that age, I could see that my mother didn't know the answer; until I asked, she had no doubt supposed that she did.

What is grammar? is one of those questions. In a sense, we all know what it is: as language teaching professionals, we work with grammar all the time. But what exactly would you say if somebody asked you? Perhaps you would produce something like a typical dictionary definition: *The rules in a language for changing the forms of words and combining them into sentences*. This is true enough; unfortunately it is seriously incomplete – as if one defined a bus as *a large vehicle constructed on one or two levels* without mentioning its use for public transport. *Why* exactly do languages have to have rules for changing the forms of words and combining them into sentences? What are these rules for? This is, of course, another of those questions. It's all very well to say, "Well, it's obvious. You couldn't communicate without them, could you?" but this is really no better than my mother's answer to my inquiry about cats.

To understand what grammar is, what it does and why it is necessary, it may help to imagine language without it. Could we *really* not communicate in the absence of grammar? Let us carry out a thought experiment. Suppose we are a tribe of intelligent pre-human primates who have begun to devise a rich communication system. There are various possible ways to signal information, some of which we already use to a limited extent: cries and grunts, facial expressions and gestures. For our new system, we decide that vocal signs are the most effective option: we can get more variety into them, and they are not dependent on visibility, so they will work round corners and in the dark. (How do we jointly decide on this without language?

Never mind.) So we set out to create a distinctive vocal sign – let's call it a *word* – for each of the things in our world. (How do we do this without first creating a phonological system? Never mind.) We invent words for the chief of the tribe, the chief's mother, the other mothers in the tribe, the cave mouth, the big tree by the river, the small tree further along, the river, the rain that is falling just now, this stone axe, that stone axe …

It quickly becomes clear that this will not work. There are too many things in our world for a communication system constructed on this basis to be learnable. And the system only enables us to talk about particular things that we have already paid attention to. We cannot talk, for example, about another tree, a new river that we have discovered, a stranger, or the stone axe someone intends to make. With an important mental leap, however, (we are *very* intelligent primates), we realize that words can be used to designate classes of things instead of individuals, so that our equivalents of *tree, rain*, *mother, axe, baby, bear*, for example, can refer to any tree, any instance of rain, and so on. And, we also realize, words can refer not only to people and things, but to their shared characteristics, like *big, good to eat, red* or *cold*; and to the events, situations and changes that regularly occur in our world, like *eat, fall, run, die, coming, gone*. (Strictly speaking, it does not make sense to separate our consciousness of categories from our labeling of them, as if one came before the other; but it simplifies the discussion to look at things in this way.)

What can we do with our new tool? Quite a lot, in fact. We can indicate the existence of something, or our need for something, by using the appropriate class word (*Bear! Axe! Eat!*). By uttering two or more words together we can identify individual members of classes: *axe new* or *big axe*. And we can put words together to indicate events or states of affairs: *Fall baby* or *Baby fall* (word order has no significance), *Rain cold, Axe big break, Eat acorn baby*. In many cases, of course, our utterances will depend heavily on context for their interpretation, but this is the case anyway for utterances in fully developed languages like English or Japanese.

Is there, then, anything we can't do simply by juxtaposing words? Well, one problem is that our vocabulary-only language can't show the direc-tionality of relationships. Putting together *chief, bear* and *kill*, for example, will not make it clear which of the two is the survivor. Juxtaposing *eat*, *after* and *hunt* will leave the order of events unspecified. And as we explore further, we will find two or three other areas of meaning – no more than three, in my view – where vocabulary alone will not enable us to express everything we need to express. (Bear in mind that most of the meanings which are commonly expressed through grammar in the world's languages don't *have* to be grammaticalized. Not all languages have tense systems, for instance; not all languages have singular-plural distinctions; not all languages use grammar to express politeness and social status. Where essential concepts in these areas need to be expressed, vocabulary can do what is necessary.)

How do we overcome these limitations? One solution is to use word order: we can make it clear whether it is the chief or the bear that is dead by having a rule about whether the agent in an action is mentioned before or after the other participants. Word order might also solve the other two or three problems hinted at above. (Readers are invited to consider what these problems might be, and what two or three solutions other than word order our hypothetical primitive tribe might devise in order to complete its task of creating human language. For detailed discussion, see Swan (2005), or attend the Conference workshop on this topic.

So, to answer the question we started with: grammar is essentially a limited set of devices (perhaps three altogether) for expressing a few kinds of necessary meaning (also perhaps no more than three) that cannot be conveyed by referential vocabulary alone.

If grammar is so simple in principle, then, why is it so complicated in practice? There are several possible reasons.

- Structure generates structure. Once the basic structures of language exist, they can easily be combined into higher-level structures of increasing complexity. (Compare the 0 and 1 of computer programming.)

- When a tool is devised for one purpose, it often turns out to be useful for many others. (Again, think of computers: they have long since spectacularly outgrown their original

function as calculating machines.) Time relations, number or social status don't *have* to be expressed in the grammar; but many languages find it convenient to grammatical-ize these and numerous other meanings.

• Simple tidy systems can become increasingly distorted by language change, and new structures can come into a language without driving out old ones that have similar functions, so that over the millennia all languages have developed a good deal of muddle in their grammars.

• Once linguistic complexity has arisen, it may have a certain value for language users. It does not hamper children's learning, and it can contribute to social cohesion: if only the children of your tribe can learn your language perfectly, you know who the outsiders are.

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Michael Swan is a writer specialising in English Language teaching and reference materials. His OUP publications include *Practical English Usage*, *How English Works* and *The Good Grammar Book*. He is also co-author, with Catherine Walter, of the Cambridge English Course series. His most recent books are *Grammar* (Oxford Introduc-tions to Language Study) and *Practical English Usage Diagnostic Tests*, written in collaboration with David Baker. Michael's interests include pedagogic grammar, mother-tongue influence in second language acquisition, and the relation-ship between applied linguistic theory and classroom language-teaching practice. He wrote the foreword for the 8th edition of the *Oxford Advanced Learner's Dictionary*.

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Peer assessment for speeches as an aid to teacher grading

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In this study, we examined the level of agreement between teacher assessment and peer assessment during a speech presentation in an EFL context. A total of 88 students assessed speeches delivered by their peers. After four practice rounds of evaluating each other in small groups, a final assessment, including teacher assessment was conducted on speeches delivered to the whole class. Before each assessment, specifics on how to conduct the evaluations were explained by an instructor through visual demonstrations. A strong correlation (r = .82) was found between teacher marking and peer marking which indicates the viability of incorporating peer assessment into students' final scores when proper guidance is provided. A questionnaire administered after the final speech revealed that most of the students had found peer assessment useful.

本研究では、学生によるスピーチについての教員評価（TA）とピア評価（PA）の一致の度合いを調べた。被験者88人は、小グループ内でスピーチとPAを4回実施した後、クラス全員の前でスピーチを行った。この最終スピーチではTAとPAを同時に実施した。評価基準については、教員が実演を交えて項目ごとに説明し、それをPA実施のたびに繰り返した。その結果、TAとPAの間には高い相関（r ＝ .82）が得られ、最終評価へのPA組み入れが可能であることが示唆された。またPA実施後のアンケート調査の結果から、多くの学生がピア評価活動を「有益である」と評価しているのが分かった。

Learner autonomy in the classroom has been increasingly emphasized in recent years and as a result there has been a greater focus on both self-assessment and peer-assessment as educational tools (Brown, 1998; Clifford, 1999; Miller & Ng, 1996). Peer assessment (PA), which can be defined as "an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status" (Topping, Smith, Swanson & Elliot, 2000, p. 150), appears to affect student motivation while reducing some of the rating responsibilities of teachers. In a speech presentation class for example "giving students the opportunity to evaluate their peers" (Brown, 1998, p. 67) on skills such as speaking at an appropriate volume and rate, enunciating clearly, or making good eye contact "not only gives them an important sense of responsibility for their fellow students' progress, but also forces them to concentrate on the skills during their own presentations" (p. 67). In addition to this motivational effect, PA is believed to reduce the teachers' marking burden. Boud (1989) argues that "if there is a high correlation between marks generated by students and those generated by staff … there is potential for saving of staff time on the often tedious task of marking" (p. 22). That is, if students can accurately assess their peers "teacher assessment could be supplemented with peer-assessment" (Patri, 2002, p. 125). If this is the case PA may help teachers in testing their students' oral skills.

One possibility is that teachers can use PA as a supplement to teacher assessment (TA) for speeches delivered to the whole class. Weir (1990) claims that the assessment of spoken language is potentially "problematic .… given that no recording of the performance is usually made" (p. 80). Speech sound disappears immediately after it is produced and cannot be repeated. Therefore, assessments in oral tests have to be made "either while the performance is being elicited or shortly afterwards" (p. 80) and grades cannot be reconsidered as many times as necessary. However, because a student's speaking skill in the classroom is usually assessed by a single teacher, teachers are required to stay attentive throughout. This need for constant attention is often tiring and teachers may drift off at times especially during the later speeches which could lead to teachers giving inaccurate grades to the students. The incorporation of PA into TA may allow teachers to be more relaxed during speaking tests as they know that they have the PA to support their own grading. Another possibility is that teachers can use PA as a part of the formal assessment procedures for speeches delivered in a group. As was suggested by some researchers (e.g. Fukazawa, 2007), in a regular English class it is very difficult to conduct speaking tests many times because assessing an individual student takes too much time. However, if we conduct a speaking test in groups it will save a lot of time. Luoma (2004) states that "peer evaluation is useful because it allows teachers to share some of the rating responsibility with their students, and it is especially useful in speaking assessment, which is time-consuming if rated by one person only" (p. 189).

Despite the potential benefits of PA there seems to be an obstacle which prevents it from being more widely used by teachers. This being that "many people believe that student-derived marks could not be used in formal grading procedures because they would not be accurate enough" (Stefani, 1994, pp. 69-70). Also, the "fears of teachers about the lack of reliability or validity of peer assessment may act to restrict its use and, thus, deprive many students of its learning benefits" (Falchikov & Goldfinch, 2000, p. 288). Therefore, more extensive analyses of reliability or validity of student-derived marks should be made "to determine the extent to which peer and self- assessments could be used in formal grading procedures" (Stefani, 1994, p. 70).

In analyses conducted for the above said purpose the level of agreement between TA and PA is usually sought to find if "there is a very high probability that student marks are the same as staff marks for a given assignment" (Boud, 1989, p. 20). However, studies have shown contradictory results. Some have found a high agreement (Fukazawa, 2007; Hughes & Large, 1993; Miller & Ng, 1996), some have found a good agreement only with certain conditions (Patri, 2002), and others have observed a low agreement (Kwan & Leung, 1996; Orsmond, Merry & Reiling, 1996, 1997). Therefore, it is necessary to further investigate the level of agreement between TA and PA. This paper intends to add our observations to this inconclusive area by reporting the results of a comparison between TA and PA of students' speech presentations conducted in an EFL context.

There are some crucial points to be considered for successful peer assessment. Establishing a well-defined set of criteria is important to help students grade accurately and teachers need to ensure students understand what each criterion means. It is also important to find if there are any difficult areas for students to assess. Teachers have to be aware of these areas so that they can spend more time addressing them when they explain the criteria to the students, and also so that they are cautious about using PA in these areas for any formal grading. Luoma (2004) has noted that linguistic criteria may not be suitable for PA "because students are not as adept at language analysis as teachers" (p. 189). Thus we decided to explore areas of difficulty for learner assessment. We were also interested in finding what kind of opinions the students would have toward PA after they had actually practiced them. The following research questions were therefore investigated:

1. Is peer marking comparable to teacher marking when our method is used?

2. Are there any difficult areas for the students to make teacher-like assessments?

3. What kind of reactions do we get from the students regarding peer assessment?

Method

Participants

For this study, the participants were 88 first-year students at a national university in the Kanto area who belonged to five different departments (Education, Agriculture, Engineering, Science and Humanities). All participants were in the university's mandatory Integrated English Program (IEP). The IEP is a 30 hour general English course that focuses on developing four English language skills: reading, writing, speaking and listening. As policy stipulates, all students are placed into five levels based on scores from a general proficiency test, level one being beginners and level five being the most advanced. Each class has about thirty students and meets twice a week. The students who participated in our study were in level three of the IEP and all of them were taught by one of the authors of this paper.

Data collection procedures

Assessment criteria and format

The assessment criteria for this study were carefully established by the two teachers based on their experience, available information and the implications of the previous studies (Cheng & Warren, 2005; Council of Europe, 2001; Luoma, 2002). The assessment criteria list (see Appendix 1) utilizes five points of assessment and can be summarized as follows: Voice volume, Pronunciation, Eye contact, Fluency, Grammatical Accuracy and Content. Due to a technical difficulty, Voice volume was excluded from the statistical analysis. The scale for each of these criteria was measured on a scale from 1 to 5 (with 1 being the lowest and 5 the highest). In order to assure the students' clear understanding of the criteria, the assessment criteria list was written in both Japanese and English. The list was made to look as simple as possible so that the students could easily refer to the criteria while listening to a speech.

Explaining the criteria to the students

Each assessment criteria was explained by the teacher using a prepared checklist (see Appendix 1) with the aid of teacher demonstrations (see Appendix 2). Some researchers recommend showing sample videos and highlighting the elements of good and bad presentations as a way of outlining criteria (Freeman, 1995; Patri, 2002). This, however, has practical difficulties. Model videos can be difficult to make or find. It is not easy to receive positive replies from the students from the previous years about the use of their taped speeches as a model and suitable exemplars are not always available. Therefore, we created a simple way of explaining the criteria where instructor's demonstrations were provided together with verbal explanations. In the first session, a full and detailed explanation of the criteria was given and in the following sessions simpler explanations were given as the students got used to the criteria.

Training for assessment

In assessment there is a need for "rigorous training and standardization of markers in order to boost test reliability" (Weir, 1990, p.80). Weir also adds that "the purpose of standardization procedures is to bring examiners into line, so that candidates' marks are affected as little as possible by the particular examiner who assesses them" (p. 82). Patri (2002) observes that "if learners are put in a situation where they can access information regarding the quality and level of their own performance, or those of their peers, then they will be able to clarify their own understanding of the assessment criteria" (p. 111). Taking these observations into consideration we decided to give the students four training sessions before the final presentation. We expected that the students would familiarize themselves with the grading process through the training. The four preparatory drills also served as important opportunities for the students to learn from peer feedback and to practice speaking in English on different topics.

Speeches and assessment

Each student made five speech presentations in total. All speech topics were chosen from *Interchange student book 3* (Richards, 2005), which is the text book for IEP level three classes. In each of the first four training sessions the students delivered a one to two minute speech to the other members of their group followed by one minute of evaluation time. The students made assessments by completing an assessment form (see Appendix 3) and these assessments were

shared with the group before being collected by the teacher. In the final session, a two to three minute speech was delivered to the whole class, followed by one minute of evaluation time. This time each speech was evaluated by both the teacher and the students. The students were told that their assessment would not be read by the other students and would be submitted directly to the teacher who would later check if they had assessed their peers appropriately.

Videotaping

It is considered that "even with careful training, a single scorer is unlikely to be as reliable as one would wish" (Hughes, 1989, p. 114). In order to obtain a reliable benchmark for comparison with PA we needed more than one teacher to assess the students' performance. Therefore, the final (fifth) speech was videotaped by the class teacher (one of the authors of this paper) so that the other teacher (the other author of this paper) who was not in the classroom and did not directly observe the speeches, could evaluate all the speeches in the absence of the class teacher without knowing the scores given by her.

Students

After completing the peer assessment of the final speech, the students were asked to fill out a questionnaire regarding peer assessment (see Appendix 4).

Data Analysis

First, the average scores of markings of the two teachers were obtained to be used as a reliable benchmark with which we would compare the grades awarded by the students to their peers. We did this because reliability of a rater's judgment is believed to "be enhanced with multiple staff assessors" (Freeman, 1995, p. 291). Then, all of the TA average scores and PA scores except for Voice Volume were entered into an Excel spreadsheet. The resulting data was analyzed using SPSS to find the degree of agreement between TA and PA. In order to compare ranges of markings, the standard deviations of TA and those of PA were also calculated. The students' responses to the questionnaire were also entered into an Excel spreadsheet for analysis.

Results

1. Is peer marking comparable to the teacher marking when our method is used?

In order to see if there is good agreement between the TA and PA, Pearson's correlation tests were used. Table 1 shows the result of Pearson's tests for the mean marks awarded to each student by the teachers and by the students. Other than Grammatical Accuracy (r = 0.31), PA for each criteria consistently showed very strong correlations with TA. The overall correlation coefficient was as high as (r = 0.82) which suggests that students can be reliable assessors and that PA can supplement TA to some extent. The result we obtained is close to the result (r = 0.85) observed in one of the two groups in Patri's (2002) study where a sample video was shown to both of the groups to clearly establish criteria set by the researcher.

Table 1. Correlations between the Teacher marks and Peer marks

	Correlation coefficient (r)
Pronunciation	0.70**
Eye Contact	0.84**
Fluency	0.75**
Grammatical Accuracy	0.31**
Content	0.81**
Overall Total	0.82**

**Correlation is significant at the 0.01 level (2-tailed).

The number of the students: 88

Table 2 shows the means and standard deviations of marks awarded for each of the assessment criteria by TA and PA. The results show the students' tendency to give higher scores than their instructors, which is a phenomenon noted in previous studies (Freeman, 1995). The table also shows that standard deviations of the students were consistently smaller than those of the teachers, reflecting the tendency of students' using a narrower range of marks than their

instructors (Cheng & Warren, 2005; Freeman, 1995; Hughes & Large, 1993). Cheng & Warren (2005) have noted that this "is usually ascribed to the reluctance on the part of students to mark their peers up or down" (p. 105).

Table 2. Mean and Standard Deviation for Teacher marks and Peer marks by criterion

	Teacher marks		Peer marks	
	M	SD	M	SD
Pronunciation	3.43	0.53	4.03	0.32
Eye Contact	3.26	0.84	3.7	0.48
Fluency	3.72	0.59	3.99	0.44
Grammatical Accuracy	3.51	0.63	4.33	0.2
Content	4.13	0.74	4.23	0.41
Overall total	18.05	2.38	20.29	1.48

The number of the students: 88

2. Are there any difficult areas for the students to make teacher-like assessment?

Varied degrees of correlations were observed for individual assessment criteria as shown in Table 1. Grammatical Accuracy was found to be very weakly correlated (r = 0.31), indicating that this is a difficult area for the students to make a correct assessment. Pronunciation, which is another linguistic area, was found to be slightly less correlated (r = 0.70). On the other hand, non-linguistic areas such as Eye contact (r = 0.84) and Content (r = 0.81) were strongly correlated. These results are consistent with aforementioned findings (Luoma, 2002).

3. What kind of reactions did we get from the students regarding peer assessment?

A 6-point scale (Level 1 = strongly agree, Level 6 = strongly disagree) was used on the questionnaire. The students reported a high level of confidence in their understanding of the meaning of each criterion (Level 1: 21%, Level 2: 45% and Level 3:

19%). This high level of confidence seems to back up the strong correlation (r = .82) between TA and PA and confirms the importance of clear marking criteria pointed out by Orsmond, et al., (2000, 2002) and Patri (2002). A majority of the students perceived the PA as useful (Level 1: 25%, Level 2: 32% and Level 3: 28%). This compares well with the result obtained in Orsmond's (2000) study where 80% of the participants reported that self/ peer assessment was helpful.

More than half of the students reported a tendency to be lenient about scoring when a speech was done in a group (Level 1: 12%, Level 2: 23% and Level 3: 32%), and a majority of the students found it easier to make an assessment when a speech was delivered to the whole class than to a group (Level 1: 26%, Level 2: 32% and Level 3: 20%). During the training sessions they showed their assessment sheet to the group members before it was collected by the teacher. However, when a speech was delivered to the whole class, the sheet was not shown to others. This seems to be a cause of the difference in easiness in assessing their peers. The responses for these two questions imply that peer assessment is more reliable when students do not show their assessment to their peers and that it is not safe enough to incorporate formative PA with feedback from their peers into the final score.

Of the 88 students, 72 answered an open-ended question: *We have done five speeches so far - what did you think about the peer assessment?* Of them, 55 students (76%) gave positive comments on PA such as "We learned a lot from each other" and "I found both my strong points and weak points", and 11 students (15%) gave negative comments. Of the 11 negative comments, two students wrote "I felt nervous" and five students wrote "It was difficult to make assessments."

Conclusion

Our study found that the responsibility for assessing students' speech presentations may be shared by the teacher and the students. A strong correlation (r = .82) was observed between TA and PA in the final presentation after four practices. This implies that it is viable to incorporate PA into the formal grading procedures when our training method is applied. Whether we can use PA conducted in a small group as a part of the final score

was not examined in this study. This is a question worth investigating. Our study also found that the equivalency between TA and PA varied in strength, and that agreement was not great in criteria which involved linguistic rules. Thus, we may assume that the teacher's marks should hold precedence in these areas. A questionnaire conducted after the final PA revealed that most of the students perceived benefits of PA indicating that PA can be a positive educational tool.

While we obtained some interesting results, the small range of the proficiency of the participants of this study prevents the generalization of the findings. In order to see if our method can be applicable to a wider range of students further research needs to be conducted. Another weakness of this study lies in our questionnaire. In using the questionnaire we prepared, we were not able to clarify how the students felt about being assessed by their peers and how the students would feel about having these assessments used in their final grades. These points need to be explored in a future study. We hope that our findings will help promote the use of peer assessment in English language education classes.

Acknowledgements

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Appendix 1: *Assessment Criteria*

Category	Level	Description
Volume of Voice	1	difficult to hear
	3	sometimes difficult to hear
	5	easy to hear
Pronunciation	1	not natural
	3	sometimes not natural but does not affect the speech delivery
	5	natural and appropriate
Eye Contact	1	does not look at listeners
	3	sometimes looks at listeners but not everyone
	5	always looks at listeners
Fluency	1	too many pauses
	3	some unnecessary pauses or hesitations
	5	smooth without hesitation
Grammatical Accuracy	1	too many grammar or usage mistakes
	3	A few grammar and usage mistakes
	5	almost correct grammar and language use
Content	1	Subject content is not clear and lacks sufficient information.
	3	Content is clear but needs more information.
	5	Clear content and sufficient information.

Appendix 2: *Instructions given to the students*

Pronunciation:

"1" point will be given to a speech with a flat intonation with katakana English sounds where every consonant sound is followed by a vowel sound, whereas, "5" points will be given to a speech with natural English sounds. "3" points will be given to a speech in between Katakana English and natural English sounds.

Eye Contact:

If a speaker keeps looking downward and does not try to keep eye contact with listeners, "1" point will be given. If a speaker constantly remains in eye contact with the listeners throughout the speech, "5" points will be given. "3" points will be given to a speaker who sometimes tries to keep eye contact but sometimes looks downward to check the script.

Fluency:

A speech with many unnecessary pauses or hesitations will get "1" point. A speech at a natural speed without unnecessary pauses or hesitations will get "5" points. "3" points will be given to a speaker who sometimes makes unnecessary pauses unintentionally.

Grammatical Accuracy:

A speech that contains many grammatical errors causing difficulties for listeners to understand the speech (e.g., Me, friend with, Disneyland, went to go, summer, before, last year) will receive "1" point. "5" points will be given if a speech is, for the most part, grammatically correct. (for example, I went to Disneyland with friend last summer.). "3" points will be given to a speech if it has some minor grammar errors but can be easily understood (for example, I went to go to Disneyland with my friend last year's summer.).

Content:

"1" point will be given if a speech is difficult to follow and does not have enough information. An example of a speech with insufficient content would be: "My girl friend and I drank beer. She got angry. That's why, I had a bad day." If a speech is clear and concise and has enough amount of information, "5" points will be given. For example, "I had a bad day today, because I had a terrible argument with my girl friend. After school, we went to a bar and started to drink. I drank a little too much and started to complain about our friend, Takashi. I said …… My girl friend got angry because she did not agree …….." "3" points will be given if a speech is not clear or descriptive enough to tell the whole story but is still understandable and predictable. For example, "I had a bad day. I had an argument with my girlfriend. We drank beer and I complained about our friend. So, she got angry."

Note: Appendix 3: *Assessment Sheet*, and Appendix 4 *Speech Assessment Questionnaire* are available online at <jalt-publications.org/tlt/resources/2010/04a.pdf>.

Critical self-reflection: A performative act

Autobiographic and narrative research has recently grown in stature in the field of social sciences. Inspired by Asian TESOL researchers' critical analyses of self-stories, this paper attempts to reflect upon the author's personal history in relation to English and discuss ways in which she can position herself as both an English learner and a non-native English speaker (NNES) teacher. The self-reflection and discussion is followed by an argument for performativity, a notion drawing on poststructuralism to understand language itself and the global spread of English. This paper, itself a performative act conducted by a secondary school teacher, exemplifies the concept. The non-academic schoolteacher's very act of writing in an academic journal aims to contribute to questioning assumptions underlying the relationship between theory and practice and to reconstituting the academic fields of applied linguistics and TESOL.

近年、自伝的かつ語りを含む研究が社会科学の分野で活発になってきている。本論では、TESOLを専門とする、あるアジア人研究者が彼女たち自身の物語を素材として実施した批判的分析に着想を得て、英語にまつわる自己の歴史を振り返り、英語学習者としての、またNNESの英語教師としてのポジショナリティをどこに位置づけるのかという問題について議論する。さらに、この批判的自己内省を経て、言語そのもの、あるいは英語という言語の地球規模的広がりを理解するために、ポスト構造主義の概念であるパフォーマティヴィティについて検証する。なお、本論これ自体がある高校教師によるパフォーマティヴな実践であることに言及しておきたい。研究者ではなく、一高校教師が学術誌に投稿することを通じ、理論と実践の関係性の背後にある前提に疑問を投げかけ、その結果、応用言語学やTESOLという学問分野の再構築に貢献できることを希望している。

批判的自己内省 —パフォーマティヴな実践—

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O ver the past few years, the legitimacy of autobiographic and narrative research has been increasingly acknowledged in the field of social sciences (Ellis & Bochner, 2000). Among recent studies based on TESOL researchers' narratives, Lin, Wang, Akamatsu and Riazi's (2002) critical analyses of self-stories are most closely related to non-native English speaker (NNES) teachers in Japan. In this study, four authors from Hong Kong, Mainland China, Japan, and Iran narrativize their personal English Language Learning (ELL) and English Language Teaching (ELT) experiences. In so doing, they managed to "problematize the discursive and institutional practices of *Othering* by deconstructing and destabilizing the dichotic categories of *native* and *non-native* speakers of English" (p. 296)[1]. In other words, through their narratives, they explored ways in which they could challenge this dichotomy, gain ownership of English, and simultaneously struggle with the power of English. They accomplished all this by writing their narratives in English, an appropriation of the language that allowed them to critically discuss English problems and ELT while making their insights visible to many people around the world. In short, they strove to "use the *master's tools* to deconstruct the *master's house*" (p. 296).

In a similar manner, I will critically reflect upon my personal history with English and discuss ways I can position myself as both a learner and an NNES teacher. First, I will provide my own ELL experiences, linking them to *linguistic imperialism* (Phillipson, 1992, 1994, 2006) and *language ecology* (Phillipson & Skutnabb-Kangas, 1996; Tsuda, 2003). I will then discuss the gaps in my language comprehension and argue for the possibil-

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1 According to E. W. Said (1978), negative fixed images of the Orient have been produced by people in the West for a long time, which has contributed to a dichotomy between East and West by making people in the East *the Other*. This is often called *Othering* and is a key concept in postcolonial studies. In ELT, Othering may take place in the relationship between *native* and *non-native* English speaker teachers or between the former and learners.

ity of an alternative framework: *performativity* (Pennycook, 1999, 2001, 2003, 2007)[2]. Through this process, I will simultaneously explore ways in which we can understand the global spread of English and the meanings of ELL and ELT.

Finally, I put forth this paper as a performative act conducted by a secondary school teacher. I am writing this critical self-reflection to challenge the dichotomy between theory and practice, where scholars develop theories and school-teachers only apply them. As someone coming from an NNES and non-academic perspective, I hope my very act of writing in this academic journal will call into question the binary assumption and contribute towards reconstituting the fields of applied linguistics and TESOL.

The beginning of my ELL

I was born in Japan and grew up in a family where only Japanese was spoken. Outside my family, I also had no opportunity to use languages other than Japanese. In such sociolinguistic circumstances, I began learning English as a subject at school when I was 12 years old and continued studying it through undergraduate and postgraduate levels.

Majoring in English was not what I really desired to do when I graduated from secondary school, despite my deep interest in language itself and relatively good results in the subject. In those days, I applied to several universities where I could study sociology or education. However, because I failed to enter any of them, there was nothing else to do except enter the department of English at my fallback option school. I thus started university life with a sense of great disappointment.

My resistance to ELL

At my women's university, I encountered many classmates who had no hesitation in stating they liked or loved English. Some challenged English tests such as the TOEIC to achieve high scores, while others had strong desire, or "*akogare …* for the West, Western men, and ELL" (Piller & Takahashi, 2006, p. 60)[3]. As I had never felt such longing and was still in the midst of a *failure identity* (Lin et al., 2002) that had been established during the entrance examination period, I could not share their enthusiasm for English at all. In fact, to my very shame, I even refused to devote constant effort to mastering English, questioning the meaning of my belonging to the department of English. Instead of trying to improve my language skills, I began to consider seriously why people around me were eager to acquire English, why I wanted to reject it, and above all, why the foreign language that all of us in Japan had to learn at secondary school was almost always English with no other option.

Linguistic imperialism and language ecology

My interest in English from social and cultural rather than linguistic perspectives developed from reading books by Japanese scholars (Nakamura, 1980, 1989, 1993; Tsuda, 1990, 1993). Nakamura and Tsuda were two of the first researchers in Japan that problematized the global spread of English. They argued that *the hegemony of English* (Tollefson, 2000) had been perpetuated and reproduced by unequal structural relations of power between English-speaking and non-English-speaking countries as well as between English and other languages. I indirectly learned from these two scholars the notion of *English linguistic imperialism*, which is a subordinate type of linguistic imperialism. The theoretical framework of linguistic imperialism had such a great impact on my way of viewing the world in those days that I decided to go to the graduate school where Nakamura taught sociology of English and to study more closely the problems caused by the global spread of English.

In graduate school, my master's thesis critically analyzed *Englishization* (Nakamura, 1993;

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2 *Performativity*, an idea derived from J. L. Austin's performative utterances, was developed by J. Butler, a leading feminist theorist. One of her main arguments is that "gender proves to be performative – that is, constituting the identity it is purported to be. In this sense, gender is always a doing, though not a doing by a subject who might be said to preexist the deed" (Butler, 1990, p. 25). This poststructuralist idea has had a great impact on various academic fields. Pennycook adopts Butler's conception of performativity as a way "of thinking about language and identity within globalization" (Pennycook, 2007, p.13).

3 *Akogare* literally means *longing*. In their critical ethnographic study of five Japanese women in Australia, Piller and Takahashi (2006) use the word in substitution for *desire*: more specifically, Japanese women's desires for the West, Western men and ELL. I find the *akogare* discourse discussed by Piller and Takahashi very personally thought-provoking, not merely as a learner of English but also as a teacher working at a girls' school.

Tsuda, 1996; Phillipson, 2006) in Japan, exemplified by the frequent use of English and *katakana* English for names of women's magazines and lyrics of popular songs. I wrote that Englishization had been caused by the current imperialist world order, one where English was the hegemonic world language (Phillipson, 1992). Englishization represented the colonized mind of Japanese people, namely, "the mental condition where Japanese people renounce their independence, worship English and Western culture, and take pride in doing so instead of endeavoring to create their own culture" (Tsuda, 1996, p. 66, my translation). I claimed that as Japanese people we should attempt to preserve our independence or identity as well as the Japanese language. At that time, I firmly believed we should confront the threat of English linguistic imperialism. Although I did not use the term language ecology in my thesis, I adopted almost the same standpoint as Phillipson and Skutnabb-Kangas (1996) and Tsuda (2003).

Self-reflection upon my master's thesis

Looking back on that thesis now, part of me feels it was very meaningful to have discussed the global spread of English in a macro-societal theoretical framework (Phillipson, 1992). It was and still may be uncommon in Japan to deal with English problems in a broader socio-political context, referring to global forces, power, and ideologies. However, another part of me has come to realize that drawing on notions of linguistic imperialism and language ecology also has some disadvantages. For example, as Pennycook (2001) points out, one of the weaknesses of the language ecology position is that it relies strongly on a notion of preservation, which can easily fall into conservatism. As a result, there is the possibility of strong nationalist protection of Japanese language and culture being mounted (Pennycook, 2007). As the title of Tsuda's 1996 book, *English Invading and Japanese Fighting Back* indicates, this position considers English only as a threat which may demolish Japanese. In other words, my thesis lacked "a sense of agency, resistance, or appropriation" (Pennycook, 2001, p. 62), overlooking the perspective that we can "use the *master's tools* to deconstruct the *master's house*" (Lin et al., 2002, p. 296).

A new framework for understanding language and identity

By stating in my thesis there was one homogeneous Japanese identity, I conveyed a very narrow viewpoint on language and identity, namely that Japanese people simply use their language because they are Japanese. However, as Pennycook (2003) argues, we should question the status of languages and identities as pre-given entities. From a post-structuralist perspective, "identity is performatively constituted by the very *expressions* that are said to be its results" (Butler, 1990, p. 25). That is to say, "it is not that people use language varieties because of who they are, but rather that we perform who we are by (amongst other things) using varieties of language" (Pennycook, 2003, p. 528). Taking these arguments into consideration, Englishization in Japan might indicate performance of new identities. Japanese people can perform who they are by using English as well as Japanese. Lacking in my thesis was, therefore, a concept of performativity that suggested an alternative way of understanding the frequent use of English and *katakana* English as well as the global spread of English.

The notion of performativity has also affected my present relationship with ELL. Until I recognized the importance of this position, I had questioned the meaning of trying to master English and stubbornly refused to use it unless I was required. In fact, even when I had to use it, I never did so willingly. I was so heavily influenced by linguistic imperialism and language ecology that I believed I should protect my identity through the adherence to my mother tongue. However, I have realized that using English does not necessarily mean losing my identity. On the contrary, using English, particularly in writing, has provided me with the strong possibility of performing new identities and of practicing intellectual and discursive challenges (Lin et al., 2002). I would now like to continue writing in English with a view to critically discussing English problems and ELT in Japan while struggling with predominant norms of language, culture, and knowledge (Pennycook, 1999). This is one of the meanings of ELL that I have finally grasped.

Conclusion

I have reflected upon my personal history in relation to English, linking it to notions of linguistic

imperialism, language ecology, and performativity. More specifically, by looking back on my master's thesis, which was based on linguistic imperialism and language ecology, I noticed I had lacked the performativity position in my comprehension of language. As a result, I realized that although I should always be aware of macro forces when discussing the global spread of English, I also need to investigate ways in which English is used by people locally. To critically discuss English and ELT in Japan is one of my main purposes for using English. I hope through this paper I can serve as an agency of problematizing the global spread of English and of questioning assumptions naturalized in the fields of applied linguistics and TESOL.

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Author bio

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An interview with Deborah Cameron

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言語は、私たちの自身の概念の基本であり、ジェンダーもそうである。これらがどう繋がっているかは興味深い。言語、ジェンダー、文脈、力はそれぞれ相互作用をする為、社会言語学者やフェミニストから研究対象とされ続けている。物質主義者で急進的フェミニストのDeborah Cameronはジェンダー関係の力学と闘争に着目し、ジェンダーと言語を探求している。最近は再び注目されているbiological essentialism（遺伝子構成が我々自身を決定する）との関わりから、進化論や神経科学も研究対象となっている。本インタビューでは、Cameronの草分け的研究を論じ、2010年9月18日から20日まで東京で開催されるIGALA会議への序文としている。

Language is basic to our sense of self, as is gender; how these are connected is intriguing. Language, gender, context, and power are interconnected and continue to be examined by sociolinguists and feminists. Deborah Cameron, a materialist radical feminist, has explored gender and language, looking at the dynamic of conflict in gender relations. Recently she has been examining evolutionary science and neuroscience in order to deal with the recurring popularity of *biological essentialism* (the notion that our genetic makeup determines who we are). This interview discusses some of Cameron's ground-breaking research and is a prelude to the IGALA conference to be held September 18-20, 2010 in Tokyo.

Blake Hayes (BH): Recently, in a discussion I was having with a friend, who is the dean of a large Women's Studies Department in Canada, we pondered the recent developments that we are now back to discussions of gender and biology/essentialism. How has this development occurred and what do you make of it?

Deborah Cameron (DC): I don't think there's just one reason why it has occurred, though I agree it's a very striking development. Part of it is about changing intellectual fashions: the excitement generated by new advances in life sciences—especially genetics and neuroscience—and the more general *Darwinian turn* in social sciences. Evolution/natural selection has become far more important in the stories we tell to make sense of ourselves, our history, and our place in the world. It also reflects changes in our self-perceptions, which are happening because of things like the decoding of the human genome. I think the return to a kind of biological determinism may have something to do with the postmodernist abandonment of earlier grand narratives which did a similar job (particularly Marxist or historical materialist ones). We can't easily do without these

big stories, and it's not entirely surprising that the Darwinian story has emerged as the one that seems most suited to fill the gap. It rests on solid scientific foundations and does not carry too much ideological baggage. In relation to sex and gender, however, it actually carries a lot of ideological baggage. I think that has also contributed to its popularity, both academically and in the wider culture. It's a story for conservative times: dressing up very traditional certainties in new scientific language for an era when there is no mass feminist movement any more and quite a lot of uncertainty, anxiety, and disillusionment about the legacy of second-wave feminism. So there's a political backlash element to it as well.

BH: Why is the study of gender and language important?

DC: Having a gender and speaking a language (or languages) are both very basic to our sense of who we are as human beings, so the question of how (or if) the two connect seems to me quite a profound one.

BH: Affective labour is strongly gendered. The norms of women's language are related to affective roles in relation to culture.

DC: Yes, I think that is certainly true. But in relation to actual practice (as opposed to ideology), I think role has more influence than gender per se. They are connected, of course, but you can tease them apart by looking at cases where, for instance, people are doing jobs that aren't traditional for their gender. Back in the 1990s, Bonnie McElhinny published some papers about the communicative behaviour of women police officers in Pittsburgh, USA. Their verbal and other self-presentations were strikingly low-affect—they didn't smile, their intonation was flat—not because they were mindlessly aping men, but because that was what they considered appropriate for the role and work. Of course policing is a historically male role, but arguably you will never have emotionally hyper-expressive police officers no matter how many women you recruit—it just doesn't go with what policing is. Conversely, a researcher in Belfast, Joanne McDowell, recently completed a doctorate looking at the behaviour of male nurses, who are still very much a minority in their profession. She found they were just as warm

and empathetic as the women, because that too is what the work demands.

BH: You mention in *The Myth of Mars and Venus* (Cameron, 2007) that power is an important influence on the way women and men use language. You wrote, "Rather than being treated unequally because they are different, men and women may become different because they are treated unequally" (p. 12).

DC: Yes, I think power comes first, and of course it affects your behaviour if you belong to a dominant or a subordinate group.

BH: Tannen's work is widely known in Japan. Her work on same-sex, culturally homogeneous communication has been criticised when applied to male-female understanding. Uchida (1998), for example, proposed cross-cultural and intercultural communication, suggesting the importance of distinguishing these and the necessity of including issues of power. How has this discussion progressed, and where does it stand now?

DC: I always felt that Aki Uchida made a very important intervention in that discussion. As far as I was concerned, she was right and the argument was closed! I'm not sure anyone has improved on her contribution since, though there have been some interesting developments within applied linguistics, such as looking at gendered communication across cultural differences and in multilingual situations (the work of Aneta Pavlenko, for instance, and Ingrid Piller and Kimie Takahashi).

BH: In English, refusals can be direct or indirect, using silent pauses, hedges, and softeners (*I'd love to, but...*). However, it is socially plausible to plead ignorance to intent when it comes to women refusing sex. How is language linked to coercive sexuality? I think about this in terms of our students who feel culpable when they are coerced by senior students, Japanese and western professors, and teachers who take advantage of Japanese refusals that usually don't contain the word no.

DC: Well, it isn't actually believable to plead ignorance in either English or Japanese. If indirectness is the norm for refusals in a particular language, then no one who speaks that

language can plausibly claim not to understand indirect refusals. Just because the context is sexual doesn't make it some special case where the normal rules of interaction don't apply.

BH: Japan has the lowest percentage of immigrants and expatriate workers of any advanced industrialised nation, about 1% of the population. However, since the 1990s, permanent migrant communities have been increasing. Since we can no longer assume that Japan has a common language, the role of English has increased in importance. How do we deal with the language-teaching of gender-inclusive language without resorting to the *non-sexist guidelines* and *gender-inclusive handbooks* that are so problematic because they don't deal with issues of power and context?

DC: Not everything in those handbooks is problematic. If I were teaching academic writing in English to humanities and social science students, I would certainly advise them not to use the generic masculine pronoun *he/him/his* for sex-indefinite or inclusive reference. Gender-neutral alternatives are so much the norm in humanities and social science disciplines that generic masculines look old-fashioned as well as sexist. I would also have no problem telling students that *firefighter* is now preferred to *fireman*. It is. But where there isn't consensus, you've got an excellent opportunity to teach language learners, especially those with advanced proficiency, a more general lesson about the non-neutrality of meaning and the importance of choice by presenting them upfront with a range of alternatives now found in English and discussing the reasons (both contextual and political/ideological) why there is variation. Give them the means to make their own choices.

BH: Change in the amount of media reporting on human rights issues and the ensuing policy and legal changes have been possible partly because of the changes in an understanding that *women's rights are human rights*. In Japan, local discourses, which made taboo topics sound more delicate, have recently been reframed in international terms of human rights issues. For example, the term *sexual harassment* replaced the former *unpleasant sexual experiences*; *military sexual slavery* replaced *comfort women*; *sexual health and freedom*

replaced *a problem of morality*; *domestic violence* replaced *marital disputes*; the *Elimination of Violence against Women Week* replaced the *Purification of Social Moral Environment Campaign*; and *child prostitution and pornography* replaced *assisted entertainment*. Language impacts how we conceptualise social issues. These terms did not exist in Japanese in the 1980s. They were treated with silence in academia and public policy, and only started to be addressed in the1990s, partially from the influence of transnational feminism and international treaties on women's rights. The influence of terminology has been profound in conceptualizing social issues.

DC: The examples you give from Japan are very interesting. And terminology does matter, but actually what matters more is the global dissemination of information. It is now very difficult for any democratic society not to engage with these ideas. I was talking recently to an American who used to work in Saudi Arabia, which is not a democracy. The ruling authorities do try very hard to prevent their citizens from coming into contact with global discourses on women's rights as human rights (actually they are not that keen on human rights in general). She told me about a rather innocuous presentation she used to give in schools and colleges about the US. There was a slide showing the first woman general in the US army, in uniform, with men saluting her. When she showed it at all-female institutions, there was always an intake of breath, and quite frequently the authorities didn't let her show it in these schools. In this case it was the visual image they were trying to censor directly, but any talk about that visual image would have called for the use of certain words to explain certain concepts. Vocabulary gets imported along with ideas—it's a whole conceptual/linguistic package. The words would not be any use, or threat, without the ideas. And conversely, ideas can change the value of the words without necessarily replacing them. For instance, there have been some extremely radical feminist campaigns fronted by Korean women which did use the term *comfort women*, but always in a way that challenged the delicate connotations of the phrase and emphasized the reality it referred to—forced prostitution in wartime.

BH: What is your current research about and what will you be talking about at the IGALA conference in Tokyo?

DC: Now we have come full circle back to your first question. Recently I have been reading evolutionary science and neuroscience in an effort to get to grips with the return of biological essentialism and develop a sociolinguistic feminist critique of it which is not just dogmatically opposed to the whole idea of biological sex differences or based on total ignorance about recent scientific discussions. I'll be talking about that in Tokyo.

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IMPORTANT MESSAGE
Collection of Electronic/ Digital Proxies and Powers of Attorney

Due to recent upgrades to NPO Law, we are now able to revise our constitution to allow for the sending and receiving of Proxies and Powers of Attorney by electronic/digital format (via the web and through email). We will be sending out more information about this in the coming months to help you understand the process involved. Please keep an eye out for this information as the support of all members will be required to make this small but very important change.

NPO JALT Board of Directors

What do mime, cartoons, tough questions, and roll call all have in common? They're all things used by this issue's My Share contributors to help get students talking in the classroom. In this issue, David Allen uses the Silent Way to encourage students to create pre-reading questions, Grace Chin-Wen Chien shows us ways of using The Family Circus in the classroom, Deryn Verity has students asking "big" questions, and Mark Koprowski spices up our daily classroom attendance-taking. I hope you'll enjoy these contributions as much as I did.

Using the Silent Way as an alternative approach to pre-reading/listening tasks

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Quick guide

Key words: Silent Way method, pre-reading exercises, speaking, vocabulary

Learner English level: Elementary and above

Learner maturity: Junior high school and above

Preparation time: None, but a little pre-class rehearsal can't do any harm

Activity time: 10-15 minutes

Materials: Blackboard, visuals or realia

Introduction

I used this technique to introduce the topic of a written text that was to be the focus of class activities, and to generate a question for a subsequent gist-reading task. The same technique can be used for audio texts. Before students read a text, it is often necessary to set up a gist-reading task and elicit some pre-reading vocabulary. Instead of doing the usual pair or group discussion-type exercise before reading, I decided to use a technique based very loosely on the Silent Way method developed by Caleb Gattegno (for a review, see Richards & Rodgers, 2001). The technique involves gesture and board drawings on the part of the teacher, who cannot talk for the duration of the elicitation; therefore all the speaking and negotiation needs to be done by the students. The success of this activity depends much on the enthusiasm of the teacher and the class, but the positive effect it has on students' spoken participation and class atmosphere can be well worth the effort.

Preparation

Prepare a general topic statement, a vocabulary list, and some questions connected with the

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lesson text from your class. Prepare and practice how best to elicit these items before class.

Procedure

Step 1: Begin the class in the usual manner. When ready to start the pre-reading tasks, tell students that they are going to read a text, but first they need to think about the general topic. Tell them you are going to use a special teaching technique called the Silent Way; this means you cannot speak for the next 10 minutes, and therefore the students must do all the speaking. Tell them not to worry about making mistakes and to just shout out any answer they think of, as this is the best way to succeed. The time limit helps to get students to throw out more guesses.

Step 2: When you have the students' full attention, gesture that you can no longer speak and begin your elicitation. Using board drawings and gestures, elicit your target topic statement, vocabulary, and questions. For example, if you plan to look at an article that discusses the effects of domestic waste on plant life, you may elicit *domestic waste*, and *plant life*. In this case, draw a house and elicit the word "house". Then, draw a stickperson throwing out the trash or point to the waste paper basket and gesture the connection. Building upon these elicited words you can elicit sentences and questions. Your question may be *What effect does house waste have on plant life*? but something similar from students may be acceptable (e.g., *Is domestic waste good or bad for plant life?*). If you can't elicit the words or sentences needed, don't persist endlessly and waste too much time. Skip these and elicit other parts of the topic.

Step 3: Once you have elicited most of the topic and come up with a question, you can begin talking again. Go over the topic again, clarifying vocabulary such as *domestic waste* and praise the students' efforts at guessing. It is important to give credit for guesses while pointing out that more specific phrases can be used instead. This will hopefully serve as a good associative learning task for learners to grasp new vocabulary items. It also means many of the key vocabulary items in the text have been pre-taught to some degree. Drill the vocabulary items and statements or questions.

Step 4: Now that the students have a question, they can consider the answer in pairs before read-

ing to check whether they were correct or not. The remainder of the lesson progresses as usual.

Conclusion

The teacher may notice from this activity how difficult it is not to talk, which may highlight the need for more student talk, as opposed to teacher talk, in class activities.

Reference

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Learning and teaching English through *The Family Circus*

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Quick guide

Key words: comic strips, culture, cartoon
Learner English level: Beginning levels
Learner maturity: All levels
Preparation time: 20-30 minutes
Activity time: One class
Materials: Photocopies of *The Family Circus* cartoon with caption removed

Introduction

Language teaching is also culture teaching (Buttjes, 1990). It is difficult to teach a language without a culture base. Increasing learners' awareness of the target culture will enable learners to understand both their own world and others, encourage them to have a more positive attitude toward differences, and can help to promote appropriate speech act behavior in certain circumstances. An introduction to comic strips

is an alternative way to arouse students' cultural awareness and encourage reflection on identity.

The Family Circus was created and is written by cartoonist Bill Keane and his son, Jeff Keane. The strip uses a single captioned panel with a round border. Comic strips can be used in numerous ways to teach the four skills—listening, speaking, reading, and writing—as well as culture (Chen, 2003). The following is a lesson plan on how to use *The Family Circus* in the classroom.

Procedure

Step 1: Choose four cartoons based on a theme or topic from *The Family Circus* (<www.family-circus.com>). Erase the words from the cartoons. Put these four cartoons on an A4 sheet. Give each student one sheet. Based on these four cartoons, students write down four to five words related to each cartoon.

Step 2: On the board, write six sentences including the original four sentences from the captioned panels. Ask students to find the best description and write it down below the appropriate cartoon. Students work in groups of three and describe why they choose this specific description.

Step 3: Give each student a blank sheet. Students fold the blank sheet in half to make two columns. Students read all the sentences again. In the left column, ask each student to write down words he or she knows. In the right column, each student is asked to write down words he or she does not know. The teacher explains the words, phrases, idioms, sentences, grammatical points, linguistic focus, and cultural aspects.

Step 4: Students work in groups of three. Each group is assigned a cartoon. Students work together to create their own sentences. Each group writes their sentence on the board. The whole class reads and corrects all these sentences.

Step 5: Students write one or two sentences about what they have learned from these cartoons. The teacher calls on students to share their reflections. For homework, students make sentences based on the words in the right column.

Conclusion

The stories and events in *The Family Circus* are like our daily lives. Through *The Family Circus*, English

as foreign language (EFL) students can learn words (e.g., mitten, glove), phrases (e.g., except for, learn from), idioms (e.g., cold turkey), sentences (Where have you been all morning?), grammatical points (e.g., I wonder if…; I can't be sick), connected speech (e.g., gonna, wanna), and cultural aspects (e.g., pizza day, under the mistletoe).

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Big questions: A speaking practice exercise

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Quick guide

Key words: speaking, interviews, discussion questions, values

Learner English level: Low-intermediate and above

Learner maturity level: Young adult to adult

Preparation time: None

Activity time: 40 minutes

Materials: One sheet of A4 scrap paper for every four students, torn into quarters

Introduction

In order to give our students a low-pressure forum to practice speaking English with each other, we recently developed a one-credit, Pass/Fail class, called "English Essentials," for all first-year students at our small women's univer-

sity. The activities used in this class are student-centered, highly interactive, and, preferably, open to imaginative and creative engagement. The following activity has typically resulted in rich discussions.

Procedure

Step 1: Divide the class into groups of four and give four small pieces of scrap paper to each group.

Step 2: Explain that, on each scrap, the group should write an "interesting wh- question that is very difficult to answer, but not impossible to think and talk about." An example might be "What is happiness?"

Step 3: After the questions are written, tell them to fold each question paper into a tiny ball. Ask each student to pick up one question, then remix the groups. Each group now has four new members and four new questions.

Step 4: Tell them to open the papers up and discuss each question. Every person should say something about every question.

Step 5: After about 10 or 15 minutes (adjust the timing to suit your own students), ask each group to choose their most interesting question, and to nominate a *messenger*. The messenger takes the selected question clockwise to the next group and interviews those students about that question. This step is repeated until each messenger has made a complete circuit of all the other groups.

Step 6: When the interviewing is finished (move it along fairly briskly), tell students to scrunch the papers up again, choose one and stand up and mingle freely with their classmates. Each student should get answers to her particular question from three or four different people (adjust the number to your own teaching circumstances).

Step 7: Bring the groups back together and ask the students to talk about the various answers they got from their individual conversations.

Examples of questions

Students can come up with really interesting questions that hold their classmates' attention over the various phases of the activity. For example, these questions were produced during Step 2 in a recent class of mine:

- How long do you want to live?
- How should we deal with stress?
- How would you define a "successful life"?
- What do you think is needed for world peace?
- What is marriage?
- What is the most important thing to you?
- What is your dream of the future?
- When will the earth disappear?
- Where will we go when we die?
- Who is the funniest person in Japan?
- Who is the woman you want to be?
- Why are people not perfect?

Conclusion

There are many books of practical ideas out there, and most of us have hundreds of folders, files, and handouts overflowing our shelves and hard disks, so it can be all too easy to overlook the contributions that students can make to effective language practice activities. My colleagues and I try to involve the students in creating English Essentials lessons whenever possible. Some of us really like using board games, for example, so we print up blank game boards and ask students to make up their own games, topics, and rules. Besides freeing the teacher up to do observation and assessment, putting student ideas at the center of the lesson opens up the teaching-learning dialogue in particularly fruitful ways.

An active approach to taking attendance

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Quick guide

Key words: taking attendance, taking roll, lexical sets, reviewing vocabulary, reviewing grammar

Learner English level: Beginner to advanced

Learner maturity: Elementary school to adult

Preparation time: 5 minutes

Activity time: 5-15 minutes, depending on class size

Materials: Blackboard or whiteboard (optional)

Introduction

Kyoko? *Hai!*... Shun? *Hai!*... Chizu?... *Hai!*

Sound familiar? In larger classes especially, the attendance stage of the lesson is often seen as a mechanical, pedagogically inert chore and a major saboteur of precious classroom time. While students keep their ears attuned to the sound of their names only, they are often left unengaged and idle in the critical first few minutes of the lesson. Once recorded as officially *here*, students may nod off, launch into an exotic day dream, chat with their neighbor, or gaze longingly at their cell phone screens for an incoming message to break the tedium. How can teachers transform this drudgery into something meaningful and fun?

Here, I advance a more engaging and pedagogically useful alternative to the typical, educationally sterile task of taking the register. Instead of allowing students to assume a largely passive role in the attendance process, we simply make students give a pedagogically relevant response. This technique can be ideally utilized when reviewing vocabulary and grammatical structures.

Procedure

First, determine the lexical area or grammatical structure you would like your class to review. In the case of vocabulary, imagine you wish to revisit words associated with *family*. Instead of the usual "*Hai*!" signaling a student's presence, students are asked, at the sound of their name, to volunteer a *family* word: *father, mother, cousin, mother-in-law, twin* and so on. One crucial rule is that the same word or phrase cannot be repeated by other students during the activity. This compels the class to listen carefully to words already given in order to avoid repeating the same answers.

As for grammar, consider a question or prompt you can give your class which will elicit a particular structure for review. For example, if reviewing the *simple past*, the prompt might be, "Tell me something interesting you did last weekend." If reviewing adverbs of frequency, you might ask, "How often do you go to Tokyo Disneyland?" And if reviewing future forms, the class could be asked, "What are you going to do this weekend?" As the teacher reads out each name on the roster, each student gives a personalized response to the prompt or question.

However, a few caveats and practical suggestions are in order.

The instructor may first want to write the question or prompt on the board with a model answer. *What did you do last weekend? On Saturday, I went shopping with my mother and bought a new jacket at Zara.*

Although students will likely have a natural inclination to listen to the personal experiences of their classmates, it may also be helpful for the teacher to build in a listening task. This might include, for example, "Listen to your classmates. How many of them did the same thing you did last weekend?"

It is also advised that the teacher call out names at random. This provides an element of suspense. It's also fair, especially when asking students to elicit words from a lexical set.

Some lexical areas for review might include: *countries, nationalities, days of the week/months, animals, clothing, styles of music, shops, musical instruments, irregular verbs, furniture, parts of the body, fruit & vegetables, common health problems, jobs,* and *forms of transportation.*

Conceivable areas for grammar review include: *simple present, simple past, present, continuous, present perfect, there/there are, conditionals, adverbs of frequency, conditionals, future with going to, comparisons, superlatives, advice with should/shouldn't,* and *wishes.*

Conclusion

In addition to satisfying the business of taking roll, this fun and active approach to taking attendance functions as a lively and engaging review of vocabulary and grammatical forms; it offers comprehensible input to learners; it offers a quick check of learning; and it facilitates individual teacher-student interaction which is often lacking in larger classes. Say goodbye to the mundane traditional form of attendance-taking by making it absent in your next lesson!

TLT RESOURCES
BOOK REVIEWS

This month's column features Robin Russ' review of *Stimulating Conversations* and Patrick Gorham's evaluation of *What's on Japan 3*.

Stimulating Conversations

[Greg Goodmacher. Fukuoka: Intercom Press, 2008. pp. 104. ¥2,100. ISBN: 978-4-900689-62-6.]

Reviewed by Robin Russ, Kansai University

Stimulating Conversations is a topic-based textbook with a primary focus of developing reasoning skills and discussing contemporary social issues. It consists of 14 self-contained units and covers a variety of issues, ranging from globalization and economic immigration, to animal rights, domestic conflict, STDs, and sex education. The author's stated aims are to stimulate students to identify their own values, to think critically and to consider potential solutions to issues that are affecting Japan and the world (www.intercompress.com/sc.html, para 1). I used it in a class of first-year university students with TOEIC scores averaging 450 with generally good success. The materials and activities were appropriate for the age, maturity, and language ability of most, although not all, of the students. An older age group with higher skill level would also find the materials interesting and challenging.

Each topic is free standing, so units do not need be presented in sequential order. Units follow a general organizational format for the first three or four activities. Common to all of them are the start-up activities, which present essential vocabulary for students to match to corresponding pictures or illustrations. This is followed by a discussion of questions that relate to the pictures and to the wider topic. The warm-up discussion questions in most cases pertain to students' personal experiences and their general knowledge about the topic. These initial activities worked successfully and students were animated when speaking about their experiences or ideas.

The warm-up is followed by a second set of vocabulary and an accompanying reading passage, which presents additional facts and information, usually representing more than one viewpoint. The reading passage introduces the new vocabulary in context and is followed by a matching exercise. Based on the reading, the meaning of a word is ascertained and matched to its definition or explanation.

Discussion questions follow the reading passage. Rather than testing comprehension, the questions refer back to information in the reading and ask students to give their opinions or consider outcomes or consequences. Some
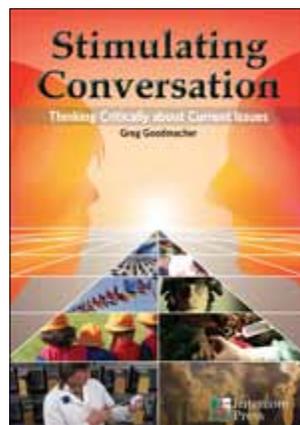
questions target students' knowledge about the specifics of the topic. For example, in the unit on employment, students are asked which Japanese companies treat their workers well, or what the minimum wage is in Japan. But more often, discussion questions seek to elicit students' attitudes and points of view, such as asking students to weigh the positive and negative aspects of being a non-regular worker.

In general, my students found the topics interesting and could identify with them. They participated in group discussions without prompting. When there was insufficient time to consider certain questions in class I would assign them for written homework, directing students to choose one or two questions and then write an opinion paper. In most cases the written work was thoughtfully considered.

While the initial activities for every unit follow the format outlined above, further activities vary from unit to unit. Each unit has a listening activity presenting global English accents including non-native speakers of English. The variety of accents is realistic but the overall quality would have been better if done by professional actors. In some units the recorded voice is stilted and unnatural, either delivered too slowly or with an overemphasis of stress words. The listening comprehension activities vary from unit to unit, requiring students to focus on specific information by way of gap-fill, noting down specific information or confirming answers that were previously guessed at.

The balance of each unit is devoted to a variety of other activities such as role-plays, rating and ranking activities, surveys, information gaps, and discussions using pictures. There is a potpourri of activities which teachers can choose from and the author's stated purpose is to "stimulate a variety of language learning styles," allowing teachers the benefit of being able to choose appropriate exercises for their particular class (back cover).

The weak point of this textbook is the *Useful Language* boxes. These consist of sample sentences or model conversations, usually introduced alongside activities that learners do independently, such as generating their own questions or creating role-plays. Without explanation or practice exercises to highlight what might not be obvious to students as far as correct grammatical construction, these do little to support learners' use or acquisition of the form (Willis, 2003). The teacher needs to be alert and may want to employ the examples as models for writing practice sentences to make up for the lack of explanations as to usage or the reasons for choosing the forms presented.

References

Willis, D. (2003). *Rules, patterns and words: Grammar and lexis in English language teaching.* Cambridge: Cambridge University Press.

What's on Japan 3

[Tatsuroh Yamazaki & Stella M. Yamazaki. Tokyo: Kinseido Publishing, 2008. pp. 84. ¥2,200 (incl. Student DVD). ISBN: 978-4-7647-3853-9.]

Reviewed by Patrick Gorham, Kagoshima University

What's on Japan 3 is an intermediate level listening and speaking textbook which is updated every year. It uses NHK BS English news stories as teaching material and has 14 units which cover a variety of topics about Japan. Some of the topics covered include the Metabolic Syndrome, the Baby Post and Citizen Judges. They are not arranged in any particular order of difficulty, so teachers are free to start with any unit. Each unit's main focus is a four-minute DVD program which students watch and answer questions in nine different exercises.

Every unit begins with *Words & Phrases*. Vocabulary that the students will encounter in the DVD is previewed. The words are listed with the translated meanings, which saves students from
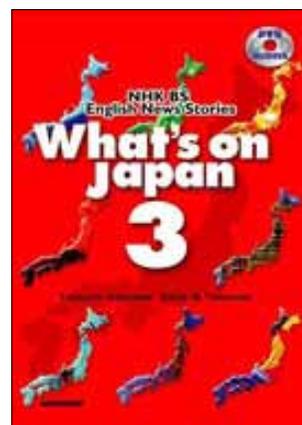
having to look up the meanings in a dictionary and also aids acquisition of the words. Research shows that learning is quicker if students have the translated meaning (Nation, 2001). I used the words as a pairwork activity in which students would quiz each other. One student would read the English word and the other would give the Japanese meaning, or vice versa. I felt it was a good way to open the lesson and the students also found it useful. After *Words & Phrases*, students are given a top-down activity to focus on the topic. The Metabolic Syndrome unit gives ten common ailments. The students have to read the Japanese meaning and write in the English equivalent. The first letter of the ailment is given to assist comprehension. Afterwards there are three questions given to activate students' schema processing.

Beginning on the third page of every unit, there are three exercises requiring the textbook's DVD. The first activity uses true or false questions, so the students only have to listen for the general meaning. The second listening exercise has three multiple-choice questions. The third listening activity varies from unit to unit and requires students to listen for more specific details. In the Metabolic Syndrome unit, students have to fill in six different figures. In another unit they have to choose two correct sentences out of six. My first-year students could complete the activities after two or three viewings. The fourth and fifth pages of each unit have seven dictation sentences which are taken from the DVD. The Japanese translation of the dictation sentences is provided in the margin, but I had my students cover them up and complete it just from listening. The sixth page of each unit has four gapped scrambled sentences which I assigned for homework each week. The final activity has discussion questions covering the topic, which my students did in pairs and in groups. I found this a good way to wrap up each unit.

The book's physical aspects are a bit of a contrast. The cover itself is attractive but this differs from the inside of the book which lacks color. It is all black and white. The print style does not vary from the directions to the exercises, which may cause some confusion. Furthermore, teachers who prefer an English-only textbook may not like the Japanese used in the book. I felt that it was a teaching tool rather

than an impediment to students' learning, so I believe it helps rather than hurts.

The textbook has a teacher's manual which provides all the answers to the exercises. There are also sample answers to the discussion questions. A full transcript of the DVD is given in both English and Japanese. I found it useful to copy and give the Japanese translation to students after completing each unit. The weak point of the teacher's manual is that it does not provide any supplemental activities.

My students enjoyed the textbook overall. They found it easier to watch and listen to a DVD rather than just listening to a CD or a cassette. They also liked the variety of the questions and the vocabulary section. Some students did voice opinions on the difficulty of the speaking speed of the DVD. Although the narrators are Japanese English speakers, their speaking speed varies.

What's on Japan 3 is very easy to use. Unlike many English language textbooks which use material culturally different from the learners' background, *What's on Japan 3* is composed of stories about Japan, so students are better able to understand the material. Research shows that the learner's cultural knowledge is an important factor in comprehending a text (Nunan, 1998). Since *What's on Japan 3* comes out with a new edition each year, the topics are also relevant. I believe this book works well as a listening textbook or as supplementary material for a speaking course.

References

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nunan, D. (1998). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

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Nagoya, Japan

Recently Received

...with Greg Rouault

<pub-review@jalt-publications.org>

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the Publishers' Review Copies Liaison address listed on the Staff page inside the front cover of any *TLT*. [Please note the new address for the Publishers' Review Copies Liaison]

RECENTLY RECEIVED ONLINE

An up-to-date index of books available for review can be found at:

<jalt-publications.org/tlt/reviews>

* = new listing; ! = final notice. Final notice items will be removed 31 Aug. Please make queries by email to the appropriate JALT Publications contact. New this month are one coursebook for children and two French texts with reviews ideally to be written in English.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault

pub-review@jalt-publications.org

* *Academic Reading in Science.* Elvin, C. Kawasaki, Japan: EFL Club Press, 2010. [Academic vocabulary and reading workbook on science topics incl. teacher's answer book and e-book].

* *Conversation et Grammaire*. Ohki, M., Azra, J-L., Vannieuwenhuyse, B. Kyoto: ALMA Publishing, 2007. [Manuel de conversation et grammaire avec livre du professeur, pistes audio téléchargeables - French conversation and grammar coursebook w/ teacher's manual and downloadable audio].

Econosense. Stapleton, P. Tokyo: Cengage Learning, 2010. [15-chapter multi-skills coursebook w/ critical thinking questions, reading passages on human nature and economics, vocabulary notes in Japanese, teacher's manual w/ CD and answers to comprehension questions].

Helbling Readers - Graphic Stories Series: *Zadie's Big Day*, *Jack and the Westbourne Fair*, *Grace and the Double Life*. Hobbs, M. Crawley, UK: Helbling Languages, 2009. [Graded reader stories with comic strips at CEFR levels A1-A2 w/ CD and downloadable activities].

Kagakugijyutsukei no gennba de yakudatsu eibun no kakikata [Writing Scientific and Technical Documents in English]. McArdle, N., Muraoka, J. T., & Tokikuni, S. Tokyo: Kodansha, 2007. [In Japanese, this book includes the basics of writing documents in English for science and engineering incl. emails, research papers, presentations, patents, reports, and manuals w/ interesting Q&A columns].

* *La société française*. Azra, J-L., Lorrillard, O., Vannieuwenhuyse, B. Kyoto: ALMA Publishing, 2008. [Manuel de lecture et civilisation avec guide de l'enseignant, pistes audio téléchargeables - Reading and culture coursebook w/ teacher's manual and downloadable audio].

Listening Advantage. Kenny, T., & Wada, T. Boston: Heinle, Cengage Learning, 2010. [4-level, strategies-based listening course text for short courses incl. student book w/ self-study audio CD, class CDs, teacher's guide, mid-book and final practice tests].

! *Provoking Thought: Memory and Thinking in ELT*. Houston, H. BookSurge Publishing: Anthimeria Press, 2009. [Resource and activities book for ESL/EFL teachers].

! *Puppet on a String: Media Control in Our Lives*. Lynch, J. Tokyo: Cengage Learning, 2010. [Media-themed reading and discussion text w/ key vocabulary glossed and translated incl. audio CD and teacher's manual w/ answers and notes in Japanese].

* *Seeds of Confidence: Self-esteem Activities for the EFL Classroom*. de Adrés, V., & Arnold, J. Crawley, UK: Helbling Languages. Resourceful Teacher Series activity book w/ CD-ROM/audio CD].

* *We Can*. Matsuka, Y., & McDougall, D. New York: McGraw-Hill ELT, 2009. [6-level children's coursebook for goal-oriented English incl. student book w/CD, workbook w/CD, class audio CD, teacher's guide (in English or Japanese), flashcards, posters, and phonics workbooks and guides w/songs and chants].

Books for Teachers
(reviewed in *JALT Journal*)

Contact: Bill Perry
<jj-reviews@jalt-publications.org>

* *EAP Essentials: A Teacher's Guide to Principles and Practice.* Alexander, O., Argent, S., & Spencer, J. Reading, UK: Garnet Publishing, 2008.

Grammar Practice Activities: A Practical Guide for Teachers (2nd ed. w/CD-ROM). Ur, P. Cambridge: Cambridge University Press, 2009.

* *Hybrid Identities and Adolescent Girls*. Kamada, L. Bristol, UK: Multilingual Matters, 2010.

* *Young Learner English Language Policy and Implementation: International Perspectives*. Enever, J., Moon, J., & Raman, U. Reading, UK: Garnet Publishing, 2009.

TLT RESOURCES — TLT WIRED

Work flexibly and collaborate with Google Documents

Mark D. Sheehan
Shizuoka University of Art and Culture

Language instructors must consider a number of factors when making new technology a part of their teaching practices. The first round of questions often posed includes nuts and bolts matters such as: What does it cost? What are the benefits of the technology? How can my students and I use the product? and,

Is this product for me? This review of Google Documents (GDocs) will address these essential considerations and conclude by providing examples of how this cloud computing service can be used by language teachers and learners.

What is Google Documents, and what does it cost?

Google Documents is a free web-based software application suite that allows users to create documents, presentations, spreadsheets, forms, drawings, and templates, and share them with collaborators. Document authors can invite other users to view or edit files. Files can be published on the web or downloaded and printed. To use Google Documents, users must first sign up for a free Google account. There are a number of

…with Paul Daniels & Ted O'Neill
To contact the editors: <tlt-wired@jalt-publications.org>

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

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you would like discussed in this column, please contact us. We also invite readers to submit articles on their areas of interest. Please contact the editors before submitting.

<jalt-publications.org/tlt/wired>

other excellent features that come with a Google account and Google has begun to create options for GDocs to be used by larger groups such as schools or companies. However, this review will focus on ways that individual users and students can benefit from using Google Documents.

What are the benefits of Google Documents?

Because GDocs is web-based, no additional software besides a web browser is required to create and share document, presentation, or spreadsheet files. Documents or presentations authored in Google Documents are stored in a familiar way. Folders can be created for easier organization and exchange of data. Document files can be downloaded from GDocs as Word, Open Office, RTF, HTML, or PDF files. Presentation and spreadsheet files can also be downloaded in a similar fashion as PowerPoint, Excel, or PDF files. This feature provides users, students in particular, with the ability to create and work on texts and presentations even if they do not have MS Office or other expensive software applications on their home or school computers. A recent function added to Google Documents is the ability to upload a variety of file types to GDocs. This feature enables users to edit and store documents imported from a computer or received as an email attachment. The latter function will convert Word or Excel files attached to Gmail messages and store them in GDocs; the files can be viewed, edited, and printed from any location. Users never lose track of data and can readily retrieve the latest version of their work.

Anyone who has shared files with colleagues or students is aware of the inconvenience of volleying attached documents of various incarnations for review and editing by multiple collaborators. Keeping track of the data, accessing the text from home or office computers, and overcoming compatibility problems caused by exchanges among computers with different versions of software can not only frustrate busy teachers, but also greatly impede productivity. Projects created in Google Documents have no such obstacles. Accessing data and editing documents is as simple as logging on to a web-based email account; all document amendments are saved and updated automatically. Collaborators need not use email or exchange attachments to communicate about revisions or feedback.

How can language instructors and students use Google Documents?

Google Documents facilitates collaboration on projects in a number of ways. Students can receive instructor feedback or input from team members once a user is invited to edit a document. To send an invitation to view or edit a document, an author needs to choose the "share" function and enter an email address; a link will be sent to the collaborator via an email message. There are some cases when an instructor may need administrative control and opt to be the creator of the document; he or she can later share that file with a student or students so they can collaborate on it. In other cases, students can be the document owner and issue the invitations.

Figure 1. The revision history function lists the editor's name, the type of revision, and date and time the changes were made

In either case, instructors can insert comments and corrections into a document at any time; furthermore, revision histories reveal how often individual students have accessed the materials. The time and type of changes that have been made by collaborators are easily monitored.

The author of this review has not only used Google Documents to

collaborate with colleagues and guide students, but has also had students publish GDocs projects on the web. Students with limited technical skills can produce and share quality materials with ease. Project files can be linked to from an external site. Figure 2 is an example of this function. To view this example online, please visit: <suacpals.com/edc/edcpage/edcpage.html>.

Figure 2. Documents can be published as web pages that include video, images, and links. This option can provide a fun way to display student projects

GDocs are particularly useful for presentations. Students without PowerPoint or other presentation software on their home computers can create, access, and practice their slideshows from anywhere. This function also eliminates another problem that student presenters sometimes encounter. Forgotten memory sticks or damaged files that oddly sabotage groups on presentation day are no longer an issue since students can log in to GDocs to access their files from any language lab computer. Slide shows can be played from Google Documents. Furthermore, presentation files subsequently can be published to an external website for students to review and rate the materials. Figure 3 is an example of a presentation created and published by a group of students in

a British Literature Course. To view this example online, please visit: <suacletters.com/suacletters/Literature_Virtual_Presentation.html>.
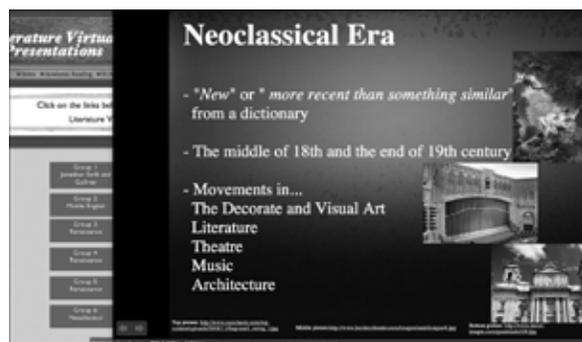
Figure 3. Slide shows can be played from GDocs, or they can be published and linked to external websites for peer review

Who is Google Documents for?

GDocs is an ideal tool for language instructors who require their students to work with Word, PowerPoint, or Excel files. The ability to work on and correct materials from any location fosters collaboration, increases productivity, and improves the quality of the finished product. There is no cost and almost no learning curve for this web-based application suite; the multi-lingual options in GDocs enable more people to have greater proficiency with the applications. While some GDocs users may encounter bugs or find limitations, fixes and improvements from Google laboratories are usually not far away. To try GDocs, go to <docs.google.com>.

Mark D. Sheehan is a faculty member at Shizuoka University of Art and Culture in Hamamatsu, Japan. His research interests include CALL and materials development. Having had some success using GDocs with his students, the next challenge is to get his family to use GDocs to plan an upcoming vacation.

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JALT FOCUS

JALT Calendar

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

▶ 19 - 22 Nov – JALT2010 "Creativity: Think Outside the Box" will be held in Nagoya, Japan. See <jalt.org/conference> for more information.

▶ Oct 15 – Deadline for voting in this year's NPO JALT's national elections (please use the ballot postcard included with this issue of *TLT*).

JALT Focus
JALT National Elections

For those of you waiting in eager anticipation, I present the roster of candidates for this year's NPO JALT national elections. Each candidate has much to offer our vibrant organization. Please take a few moments to read through the statements and show your support by casting your vote on the ballot postcard inserted in this issue. Drop it into your nearest post box as soon as you can. You needn't wait until the final postmarked date, October 15, 2010. Do it now, before you take off for the summer holiday!

Ann Mayeda, 2010 NEC Chair

いよいよ、今期はJALTの選挙の年です。

　今回も私たちの組織の活性化に意欲的な方々が立候補されました。具体的にどのような活動貢献をしたいのか、各立候補者の考えを以下に掲載しましたので是非ご覧ください。そして同封されている「投票ハガキ」の候補者から選んで記入し郵送してください。投票の〆切は10月15日（当日消印有効）ですが、夏休みに入るまでに、できたら今すぐどうぞ!

アン・マエダ　2010年選挙管理委員長

Candidate statements and bios

Editor's note: The following have been formatted somewhat (section titles, order of items), but not edited for content. This is to give you the best sense of what the candidates mean in their own words. After president and vice-president, the sections are ordered alphabetically by each candidate's surname.

President: Kevin Cleary

Work experience in Japan: Associate Professor, Tokyo Medical and Dental University (from 2008); Lecturer of Accounting, Meiji University Graduate School of Accountancy (from 2008); Lecturer of English at Tokyo University of Science (1995-2008) and Sophia University Community College (from 1991). US: Lecturer of Accounting, Loyola

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…with Marcos Benevides
To contact the editor: <jalt-focus@jalt-publications.org>

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

JALT FOCUS ONLINE: A listing of notices and news can be found at:
<jalt.org/main/news>

University of Chicago (1988-1991). **Education:** B.S., Accounting and Economics, Oklahoma State University. J.D., Loyola University of Chicago. **JALT service:** Director of Treasury, from 2008; Tokyo Chapter Membership Chair, from 2008; Internal Audit Coordinator, 2008; Financial Steering Committee Chair, 2007-2008; Chapter Treasurer Liaison, 2006-2007; Tokyo Chapter Treasurer, 2002-2008.

Statement of Purpose: My JALT experience can be summed up as "working with great people". At the chapter level I enjoy helping organize events and bringing information to our members. During my time as Membership Chair we have increased our membership by over 80 members, despite many members moving away from Tokyo and joining a new chapter. Even if they move, members typically make a point to stay on our mailing list as they appreciate the information and sense of community we have developed. In my financial-related experience with JALT I have learned much from colleagues and predecessors and recruited many new people to join the JALT financial team. We now not only have a more solid financial footing, thanks to reductions in cost, but we have a really great group of new volunteers who are ready and able to do the critically important work of maintaining JALT's financial reporting. Working on the Board of Directors has simply brought this experience to a new level, as we have managed the various activities under the JALT umbrella as a team. If elected to be your president, I look forward to collaborating with even more JALT volunteers to help JALT members with their professional development. This development is done through volunteer work, attendance at events, and creating/reading our wonderful publications. Overall, I will be very grateful for the opportunity to help JALT bring the latest research and practice to language teachers in Japan and elsewhere. Concretely, I have four interrelated goals: 1) improving the quality of the services offered to JALT members; 2) increasing membership, both of individuals and Associate Members (such as publishers); 3) solidifying JALT's financial position; and 4) helping JALT work smoothly at an administrative level by deploying new technology and streamlining processes. With your support, we can bring JALT to the next level. Thank you.

所信表明:私のJALT　での経験は「素晴らしい方々との役務」で要約されています。

　支部に於いてはイベント運営や会員への情報提供を楽しんでいます。

　私が会員委員長だった期間に多くの会員が東京から移動し新しい支部に加入したにも拘らず、私たちは東京支部の会員数８０名を上回らせました。たとえ移動があったとしても支部の情報と団体に属する意義を評価してか、会員はメイリングリストに名前を残す事を心がけています。JALTでの財務担当としての経験では同僚、前任者から多くを学び、そして財務担当班には多くの新人も加わりました。現在私達は経費の削減を可能にし財政基盤が固まった上に、JALTの財政を支える重要な業務を遂行出来る新役員達による素晴らしいグループまで持つ事が出来ました。理事会の業務ではJALT傘下のチームとして多様な活動を管理することでこの経験を新たな段階へと単純に導いてくれました。

　もしも皆様の会長として選任されたなら今まで以上にJALT会員の職務上の発展を援助する為にJALT役員と協力して役務を遂行する事を心待ちにしています。この発展は役員の業務、活動への参加、素晴らしい刊行物の作成と購読を通して成されます。総じて私は日本とその他の地から最新の調査報告と教授法を語学教師へ提供するお手伝いが出来る事をありがたく思っています。

　私には具体的に相互関係に置いている４つの目標が有ります。

　１）JALT会員に提供するサービスの質の向上。２）会員数を増加させる—個人と団体（出版社等）の両者。３）財政上の基盤を固める。４）管理面に於いて新しい技術を配備し遂行過程を合理化させることによりJALT業務を円滑にする。皆様のご支援で私達はJALTを次の段階へと導く事が出来るでしょう。

Vice-President: Nathan Furuya

Work experience in Japan: 1985-present: Associate Professor, Kansai Gaidai University-Hotani, Hirakata, Osaka; 2002-present: Part-time Lecturer, College of Science and Engineering, Ritsumeikan University BKC, Shiga. **Education:** University of Massachusetts-Amherst (BA in Education); Teachers College, Columbia University (MA in TESOL). **JALT service:** 2002 Kyoto Chapter Vice-President; 2003 Kyoto Chapter Vice-President/Program Chair; 2003 Kyoto Chapter President-pro tem; 2004 Kyoto Chapter President; 2005 Kyoto Chapter President; 2006 National Election Committee Assistant-Chair; 2008 JALT Director of Membership.

Statement of Purpose: My term as Director of Membership of JALT has provided me with an extensive understanding of our organization. The experience and knowledge gained will enable me to carry out the administrative responsibilities of the position of Vice-President. I look forward to the challenges of the next two years as Vice-President and humbly ask for your support.

所信表明:私は長年、特定非営利活動法人全国語学教育学会の会員であり、さらにこの二年間は会員担当理事を担当いたしました。これまでの職務で養われた経験や知識は副理事としての責務を成し遂げるために、また、JALT組織（特定非営利活動法人全国語学教育学会)の健全な運営を実践するために有効であると思っております。副理事の職位を切望しておりますので、ご支援を賜りますようお願い申し上げます。

Director of Programs: Steve Cornwell

Work experience in Japan: Professor, Osaka Jogakuin College, 1995-present (professor since 2004); Visiting Professor, School for International Training, 2008-2009; Online Faculty, The New School for Social Research, 2007-present; Teacher Trainer, BELTA, Dhaka, Bangladesh, August 2005, February 2007, March 2005, and March 2006; EFL Online writing teacher, National American University, 2006-2008; Online Teacher Trainer, New School for Social Research, 1996-present; EFL Instructor, Winrock Foundation/China Agricultural University, Beijing, China, July-August 1996; EFL Instructor, Language Institute of Japan, Odawara, Kanagawa, 1993-1995. **Education:** Ed.D. Temple University, Curriculum, Instruction, and Technology in Education (2005); MAT in ESL School for International Training (SIT) (1995); MFA in Arts Administration, Virginia Tech University (1987); MA in Speech, Communication & Theatre Arts, Wake Forest University (1980);

BS in Drama, Liberty Baptist College (1978); Certificate in Online Teaching, TESOL Inc. (2006); SIT Certified TESOL Certificate Trainer (2000-2001); Certificate in TESOL, The New School for Social Research (1991). **JALT service:**

Teacher Education SIG, Co-Coordinator, 2010; JALT Conference Main Co-Chair, 2009; JALT Journal Editor-in-chief, 2005-2008; GALE SIG, Co-Coordinator, 2004-2006; Osaka Chapter, Member-at-Large, 2003, 2007, 2010; JALT Journal Associate Editor, 2003, 2004; JALT Journal Editorial Advisory Board, 2000-2002, 2009, 2010 (present); Learner Development SIG Newsletter Co-Editor, 1997-1999; JALT Journal Additional Reader, 1996-2000; Publication Board Chair, 1996,1997; TLT Editorial Advisory Board, 1997-2010 (present); Conference Inputter/Layout, 1995; Conference Proceedings Co-Editor, 1995, 1996; Conference Publications Editor, 1994-1996, 2002; JALT Member since 1992.

Statement of Purpose: In my JALT service blurb you can see that I have volunteered for a variety of positions since 1994 when I was asked to be conference handbook editor for the Nagoya Conference. As far as programming goes, most recently I served as conference co-chair for the 2009 JALT Conference in Shizuoka. One of the benefits of being conference co-chair was getting the opportunity to work with such hardworking professionals like Director of Programs Phil McCasland, Conference Program Chair, Sarah Birchley, and many others. Having had such a great experience has given me the confidence to accept the nomination for Director of Programs.

It is an honor to have been nominated and if elected, I pledge to continue working on the strategic long-term program planning that has been begun. In addition to continuing long range planning, I would like to explore how JALT members might possibly be better served by the development of some "How to Present" workshops similar to the popular and useful "How to Publish" sessions that Publications has been doing for years.

Ever since I first heard the Outward Bound motto, "To serve, to strive, and not to yield" while on one of their trips in the mid-80s, it has stuck with me. Isn't it a great motto? It has helped me focus my efforts both personally and professionally, and this includes, of course, my volunteer work with JALT. Having served in co-coordinator, co-editor, and co-chair positions, you can see that I am a big believer in collaboration. So even though Phil will be leaving some

huge shoes to fill, I look forward to working with you and I am ready to take on this new challenge!

所信表明: JALTにおける経歴にありますとおり、1994年の名古屋全国大会のハンドブック編集の依頼をお受けして以来、JALTではさまざまな仕事に携わってまいりました。直近では、2009年のJALT静岡全国大会において共同議長を務めさせていただきました。この任務を通して、プログラムディレクターのPhil McCasland氏や全国大会プログラム議長のSarah Birchley氏をはじめ、プロとしての精力的な活動を続けておられる多くの方々と一緒に仕事ができましたことは、私にとって何物にも代え難い貴重な経験となりました。この経験を何かの形でお役に立てることができればと、この度プログラムディレクターへの推薦をお受けすることにいたしました。

　今回のご推薦は私にとって大変光栄なことであり、プログラムディレクターに選任されましたら、すでに開始されている戦略的長期プログラム計画に今後も取り組んでいく所存です。また、継続中の長期計画に加え、出版部門が長年行ない好評を博している"How to Publish"セッションのような"How to Present"ワークショップを実施することで、JALTメンバーの皆様のお役に立てる機会を創出していきたいと思います。

　80年代中頃、アウトワード・バウンドのモットー「奉仕・努力・不屈」を初めて聞いて以来、この精神はずっと私の心を離れません。なんてすばらしいモットーでしょうか。これを自らの座右の銘にし、公私を問わず常に努力を怠らないことを心がけてきました。もちろんJALTにおける活動でもその姿勢を忘れたことはありません。共同コーディネーター、共同エディター、共同議長としての私のこれまでの取組みをご覧いただければ、私がいかに協調・協力の精神を重んじているかをお分かりいただけるかと思います。Philの功績は大きく、その後任となることがどれほどの重責かは、十分わかっています。しかし、これをまたとない挑戦の好機として皆様と一緒にJALTに貢献できますことを願ってやみません。どうぞよろしくお願いいたします。

Director of Treasury: Oana Cusen

Work experience in Japan: 2010-present: Part-time lecturer, College of Economics and Business Administration, Ritsumeikan University; 2008-present: Part-time instructor, Doshisha International Jr./Sr. High School; 2006-2009: Part-time lecturer, Katata Nursing College; 2006-2009: Part-time lecturer, Kacho Social Welfare College; 2004-2006: Instructor, Hiroshima YMCA Foreign Languages Academy. **Education:** 2009, 2010: Cambridge ESOL Certified Oral Examiner (YLE-CPE); 2008:

MA in Language Education and Sociolinguistics, Ritsumeikan University; 2007: TESOL Certificate, UBC–Ritsumeikan Joint TESOL Program; 2007: Japanese Language Proficiency Test, Level 1; 2006: BA in Linguistics, Hiroshima University; 2002: Japanese Studies Certificate, Osaka University of Foreign Languages. **JALT Service:** 2010: Internal Examination Committee Chair (former Internal Audit Committee); 2010: Pan-SIG 2010 Treasurer; 2008-present: Chapter Treasurer Liaison; 2009: Internal Auditor; 2007-present: Kyoto Chapter Treasurer; 2004-2006: Hiroshima Chapter Recording Secretary; 2003-present: National Member.

Statement of Purpose: Throughout my time with JALT, I have been humbled by the dedication and energy that members, and chapter and SIG officers give to the organization. This motivated me to contribute as much as I could as well, and thus I became involved first as chapter recording secretary and then as part of the JALT financial team. During my years as chapter treasurer and chapter treasurer liaison I became very familiar with the financial workings of JALT, and I also had the honor to work with many other treasurers.

If duly elected, I plan to continue the process of standardizing and streamlining the treasury reporting system implemented by Kevin Cleary. I also plan to focus on improving communication between treasurers and the national financial team, as well as encouraging other chapter and SIG officers to support the treasurers in carrying out their duties, in order to better serve JALT members. I believe that efficient communication is the key to successfully running any project, and I will strive to ensure continued cooperation within the JALT financial team, in order to keep our financial health.

所信表明: JALTに加盟以来、私はJALTのメンバーやチャプターやSIGオフィサーの熱心で精力的な働きぶりに刺激を受け積極的にJALTの活動に関わってきました。現在私は支部書記役員を経て JALT財務チームで活動しています。JALTでの活動、 支部会計担当そして会計報告役員としての勤めを通してJALTの財務に精通することができました。またこれらの活動を通して他の会計係と共に働けたことを光栄に思っています。

　私が JALT本部の財務担当理事に当選した暁にはKevin Clearyによって進められてきた会計レポートの規格

化・合理化をさらに強化していきたいと思います。また各支部の会計係と全国会計チームの連携の向上に努めると同時に、各支部の会計が円滑に行われように他のチャプターやSIGオフィサーを助長促進していきたいと思います。私は効率的なコミュニケーションが成功への重要な決め手だと考えています。これからもJALTの経済状態を保つために会計チームで邁進していきたいと思います。

Director of Membership: Judith "Buzz" Green

Work experience in Japan: Senior Assistant Language Teacher, Ibigawa City School District, Japan, 2001 to Present; Head Teacher, Millers English School, Aichi, Japan, 1999-2000; EFL Lead Teacher, Ocean Global Network, Konan, Aichi, Japan, 1996-1998; EFL Teacher, Creative English School, Ichinomiya, Aichi, Japan, 1991-1994; EFL Teacher, Hampton Academy of English, Nagoya, Aichi, Japan, 1989-1990. **Education:** 1979-1981 East Devon College of Further Education, Devon, England; 1982-1985 B.A., Theatre Studies, University of Exeter, Exeter, England; 1995 Certificate in English Language Teaching to Adults (CELTA), Trinity College London, London, England. **JALT service:** Member, Japan Association for Language Teaching (JALT) Gifu Chapter, 2005 to present; Membership Chair, JALT Gifu Chapter, 2006 to present; Conference Publicity Board Member, JALT National Conference Executive Planning Committee, 2010; Gifu Chapter Representative, JALT National Executive Board (EBM), 2007-2010; Advisory Board Member, JALT National Chapter Grants Committee, 2007; Advisory Board Member, JALT National Membership Chairs Committee, 2008.

Statement of Purpose: I have been an active member of JALT for 5 years. During that time I have been the Membership Chair for the Gifu Chapter resulting in the reestablishment of the chapter from one that was on the verge of folding to one that is vibrant and consistently growing, serving as a model chapter within the JALT community.

As Membership Chair I have worked to successfully increase Gifu's membership from 20 to 34 members reaching out to those whose membership has lapsed, encouraging current members to renew and searching for ways to involve new members to Gifu JALT. Recently, we have seen a growth in the number of Japanese members to Gifu JALT as well as their participation at local events. Hopefully, with this experience, as National Membership Chair I will be able to increase participation and membership regarding our Japanese colleagues, something that has been seriously discussed at Executive Board Member meetings and membership advisory committee meetings.

In addition to my current position as Gifu JALT's Membership Chair, I have participated on various chapter based committees to expand my working knowledge of chapter issues. The experience I gained whilst working on the chapter grants and membership committees at the National level has been invaluable. I have had the opportunity to work directly with past membership chairs regarding the management, development, and administration of the national membership database. I believe that as JALT Director of Membership I can consolidate on the work done by previous directors and make a difference by helping all the chapters to increase their memberships, with practical advice encouraging the exchange of new membership gathering ideas.

I also believe that many of the JALT committees overlap within the organization. Therefore, I am working with the Public Relations Committee for the JALT 2011 National Conference as the Chubu Regional Representative to gain more insight into membership needs and how to increase membership through focused promotional activities.

Personally, I am a hard worker who believes strongly in JALT and its commitment to teachers. I have been a teacher, educational administrator and teacher trainer for 20 years in Japan with experience in many different school systems. I believe that this experience will be very useful as I work towards the coordinating of new affiliates and help them build their relationship with JALT.

Although I may be a newcomer to JALT, I feel that I have the experience and will strive to do my best for JALT with the aim and purpose of

expanding our current membership. I hope you will consider me seriously for the post of Director of Membership when you cast your vote at the next national elections.

所信表明: 私は５年間JALTの会員として意欲的な活動を行ってきた。その間、岐阜支部の会員資格担当として支部の再建を手がけ、閉鎖の危機にあった支部を活気にあふれ常に成長し続ける組織へと変貌させ、JALTの組織内でも模範的な支部となるよう尽力した。

　会員資格担当として、会員資格が失効中の会員に連絡をとり、現会員には資格の更新を促し、新メンバーがJALT岐阜支部に参加する方法を模索するなどして、岐阜支部の会員数を20人から34人に増大させた。最近は、それらの会員が支部の行事へ参加するだけでなく、より多くの日本人も活動に加わるようになった。この経験をもとに、願わくばJALT　Nationalの会員資格委員として、日本人の参加者と会員の拡大を実現できればと考えている。これは、執行委員会や会員資格諮問委員会でも真剣に議論されていたことである。

　JALT岐阜支部の会員資格担当としての現在の職務に加え、さまざまな支部の委員会に参加し、支部に関連する問題について自らの実際的な知識を広げた。JALT Nationalレベルの奨学金委員会及び会員資格委員会で仕事をする中で得た経験は、たいへん貴重なものであった。会員資格データベースの管理、開発、運営に関して、過去の会員資格担当者と直接一緒に仕事を行う機会に恵まれた。JALT会員資格理事として、以前の理事によって行われた仕事をさらに強固なものとしつつ、新会員を集めるためのアイデア交換を促す具体的な助言を得ながら、すべての支部を援助して総会員数を増加させることが重要だと確信している。

　また、JALTの委員会の多くは組織内で重複部分があると考える。それゆえ、中部地区代表として2011年のJALT年次大会に向けた広報委員会に携わり、会員資格の必要性や集中したPR活動を通じた会員の増やし方に関する見識をさらに深めている。

　私個人は勤勉な質で、JALTやJALTが行う教員支援に強い信頼を置いており、これまで20年にわたって日本で、英語教員、教育管理者、教授訓練指導員としてさまざまな学校システムでの経験を培ってきた。この経験は、新しい加入者の間に調和をもたらし、彼(女)らがJALTとの関係を築くのを手助けするうえで非常に有効だと考える。

　私はJALTには新参者であるかもしれないが、自分には前述の経験があり、現在の会員数を拡大する目的と決意を持ってJALTのために全力を尽くすよう努力する所存である。次期選挙で投票される際には、私を会員資格理事の職務にご推挙いただけるようお願い申し上げる次第である。

JALT2010
19-22 Nov
Creativity:
Think Outside
the Box
Nagoya, Japan

Director of Records: Aleda Krause

Work experience in Japan: Have run my own ESL school for children for 22 years; have taught "Teaching English to Children" at Seigakuin University since 2000; do teacher training all over Japan and internationally; author of two series of textbooks for children. **JALT service:** Director of Records 2009-2010. Total of 32 years of JALT service including: national treasurer; internal auditor; Financial Steering Committee chair; chapter treasurer liaison; chapter president, programs, membership, treasurer; SIG coordinator, treasurer; conference site chair, programs, handbook editor; *TLT* proofreader, column editor; *JALT Journal* proofreader, production editor; *Conference Proceedings* associate editor.

Statement of Purpose: Thank you for electing me to the position of Director of Records in 2008. It's been a lot of work, but I have succeeded in organizing many of the historical records of JALT. I have made databases of 35 years of JALT officers at all levels, 32 years of Executive Board Meeting minutes, all the motions ever passed in JALT, and details of all the conferences. We've also scanned all the JALT Executive newsletters (JENLs) that I could find and have almost finished updating all the chapter and SIG constitutions. But I'm not quite finished yet. I'd still like to organize all the handbooks for JALT positions that are scattered around. I think I can do that if you give me two more years.

I've been involved in JALT now for 32 years. Through the years, my work with JALT has given me the chance to meet many people, make many friends, and admire the professionalism so many of JALT's volunteers show. I am proud to be a part of this organization.

所信表明: ２００８年に私を書記担当理事に選んでくださり、ありがとうございます。大変な仕事でしたが、おかげさまでJALTの史的記録の多くを整理することに成功しました。３５年分のすべてのレベルのJALT役員、３２年分の執行役員会議事録、JALTで今まで採用された動議、全会議の詳細、これらのすべてをデータベースにしました。それとJALT Executive Newsletter (JENLs) もすべてスキャ

ンし、全チャプターとSIGの定款をほぼ更新終了しました。しかし、まだまだ仕事が残っています。出来ればあちこちに散らかっているJALTポジションのハンドブックを整理したいです。あと２年もいただければ、それを完成させることができるでしょう。

　私がJALTと関わってきてから、もうすでに３２年もたっています。永年のJALTでの活動で、私はいろんな人に会い、多くの友人を作り、JALTのボランティアたちが見せるプロ根性に感銘しました。この組織の一部である事を、私は誇りに思っています。

Auditor: Caroline Lloyd

Work experience in Japan: 2005-present Vice Principal Hiroshima YMCA International Kindergarten; 2005-present West Japan YMCA Coordinator / Teacher trainer; 2004 Hiroshima Institute of Technology attached High School; 2006-present Run my own school Bluestone Studio; Part-time teacher Hiroshima Jogakuin University, Hiroshima Dental Hygienist College; 2003-present Chief Coordinator Hiroshima YMCA School of Languages; 1997-2003 Hiroshima YMCA International Business College Head of Department; 1988-1997 Hiroshima YMCA School of Languages Coordinator Junior / Senior High; 1986-present Teacher at Hiroshima YMCA School of Languages; Cambridge Examination examiner; TOEFL Assistant Supervisor for 15 years. **Education:** Junior / Senior High Teacher's License, Hiroshima Prefectural Board of Education; Teaching Certificate, Sheffield Hallam University; BA Education, Central Pacific College. **JALT service:** 2008-present National JALT President; 1998-2008 Hiroshima Chapter President; 4 Corners Tour Coordinator 2004 / 2005; Hiroshima Chapter Programme Chair, 3 years between 1997-2003; 2002-2003 Hiroshima Chapter Web Editor; 1996 National Conference Handout Center; 2007 / 2008 National Conference EME.

Statement of Purpose: Over the past two years I have had the privilege of serving as the National President of JALT. During that time I have been able to work closely with people in every aspect of the organization and to gain an understand-

ing of the inner workings of NPO JALT and its constitution. My knowledge of JALT has grown from the inside out and I have developed a deep sense of our responsibility to ensure that NPO JALT continues to grow and evolve. To do so it will need a constitution that truly serves JALT members, allowing us to move forward yet abide by the laws that protect and guide us as an NPO. I know and understand that as the auditor I must detach from all other JALT involvement and take a neutral stance in order to focus on the business conducted by the directors, to inspect the assets of NPO JALT, and to present my opinions to the directors regarding the manner in which they are exercising the responsibility with which we have entrusted them.

JALT is a large and complex organization fuelled by enthusiastic volunteers who bring a wide range of experience to their positions. Fresh new energy is important to our growth yet at the same time we must work from a stable centre. Knowing the importance of having an impartial and committed auditor, I offer my experience as I seek the position of auditor with the purpose of applying knowledge gained as president to the smooth working, security, continued success, and well-being of NPO JALT.

所信表明: 私は過去２年間、会長としての職務を務めました。その職務中に、ＪＡＬＴ（全国語学教育学会）のあらゆる部分を知る事ができ、非営利団体全国語学教育学会の働きと定款を理解する事ができました。私のＪＡＬＴに関する見識は外見からではなく、組織内部から得たものであり、ＪＡＬＴが前進し活発になる事への大切さを強く感じています。

　同時に、その前進は定款にそって行われる事が大前提だと考えます。

　監事の働きは役員により執行されるすべての活動から完全に分離し、非営利団体全国語学教育学会としての観点から検証する事であり、進言の方法はあくまでも、会員が信頼する役員ですから、常識ある態度で行われる事も大切だと考えます

　ＪＡＬＴは豊かな経験を持つボランティアによって組織されている非常に大きな、多面性をもつ学会です。その活動が活発に行われるには、新しいエネルギーが必要ですし、同時に安定した核が大切です

　公平で献身的な監事の働きの重要性を知り、会長として習得した知識を非営利団体全国語学教育学会のスムーズで安定した継続的な成功の為に監事として、務めさせていただきたいと思います

Director of Public Relations: Michael Stout

Work Record: 2007-Present English Lecturer, Toyo Gakuen University; 2007-Present Part-time English Lecturer, Shibaura Institute of Technology; 2006-2007 Part-time English Lecturer, Takushoku University; 2003-2007 English Teacher, Kanto International Senior High School; 2001-2003 Assist. Coordinator/English Teacher, Universal Language Institute; 1997-2001 Assistant Trainer/English Instructor, Nova. **Education:** 2003 Master of Education (TESOL). Temple University. Tokyo, Japan; 1993 Bachelor of Arts (English). University of Windsor. Windsor, Ontario, Canada. **JALT service:** 2007-2009 JALT National Domestic Affairs Committee Chair; 2005, 2006 JALT National Conference abstract vetting committee; 2004, 2005, 2008, 2009 JALT National Conference Proceedings Editorial Advisory Committee Member; 2004-2005 Omiya Chapter Programme Chair; 2004 JALT National Conference Handbook Proof Reader; 2002-2004 Omiya Chapter President; 2001-2002 Omiya Chapter Recording Secretary.

Statement of Purpose: Since joining JALT over 10 years ago, the thing that has impressed me most is the sense of community. JALT really is about community. As a member of JALT, I have had the opportunity to collaborate and share with some truly incredible teachers and learners. It was this sense of community that inspired me, along with some other teachers, most of them also members of JALT, to found the Nakasendo English Conference in 2008. The Nakasendo English Conference is a multi-organisational collaboration between JALT chapters and SIGs, and other teaching organisations in the Kanto area. Through my work in JALT, the Nakasendo English Conference, various collaborations with ETJ, and as the current president of the Association of Canadian Teachers in Japan, I have strived to create new ties, strengthen existing ties, and extend the language teaching community in Japan. As NPO JALT Director of Public Relations my goal will be to continue this work.

所信表明:私がJALTに入会して10年になりますが、JALTの素晴らしさはそのコミュニティ感覚であるとつねに思っています。私は今までJALTの一員として素晴らしい教員や学習者たちと協働し、分かち合う機会を得てきました。私はJALTのそのようなコミュニティ感覚に影響を受け、2008年に教員仲間やJALT仲間と共に「中仙道」という英語教育研究発表大会を設立するに至りました。「中仙道」は、関東圏内の複数のJALT支部・SIGやその他の英語学会・研究会で構成されています。今までのJALTでの経歴、中仙道研究発表大会、他の英語教員との様々な協働を通して、そして日本カナダ人教員会の現会長として、私は新たな結びつきを求めながら既存の結びつきを強化し、日本の語学教育コミュニティを広げることを目指してきました。私がJALTの広報ディレクターに選出された際には、このようなコミュニティを広げる活動を続けていきたいと考えています。
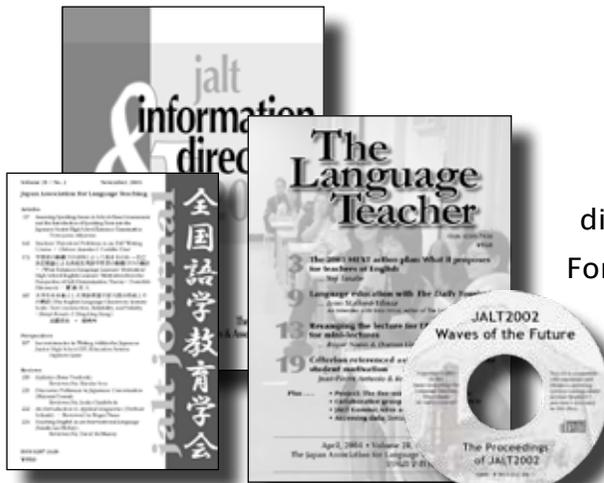
JALT FOCUS SHOWCASE

I n this edition of Showcase, Jerry Miller describes how he incorporates movies into the classroom with the help of a useful website.

SHOWCASE

Jerry Miller

As language educators, our job entails not only the promotion of linguistic, but also cultural knowledge. One way to address both is through the use of cinema. In addition to providing a wealth of colloquial expressions, movies also serve as a model of foreign culture—and they're fun too! In order to take advantage of film in the classroom, one helpful website I have found is ESL Notes <www.eslnotes.com> by Raymond Weschler. This site gives vocabulary, synopses, and questions for over 100 American movies.

I typically divide each movie into two classes. Before showing the movie, students are instructed to access the ESL Notes website, check the vocabulary, and read the synopsis for homework. In addition, they are given a worksheet of approximately 20 words with examples taken from the website. The chosen words are crucial to understanding the movie or extremely common. Further, acquisition of those words will be evaluated later on a quiz. In the first class that the movie is shown, we check vocabulary, briefly discuss the themes of the movie, and read over comprehension questions (which I create) that students will answer during the movie. In the second class, the remainder of the movie is

shown and students answer the rest of the comprehension questions. After the movie, students share their opinions about the film and American culture using post-viewing questions from the website. In closing, ESL Notes has enabled me to incorporate movies into the classroom in a structured and meaningful way.

Jerry Miller is a lecturer at Yamagata University. His research interests include learner autonomy and student motivation. When not consumed by work or family matters, you can find him at the local golf course. He can be contacted at <java@e.yamagata-u.ac.jp>.

JALT2010
19-22 Nov
Creativity: Think Outside the Box
Nagoya, Japan

…with Jason Peppard

To contact the editor: <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.

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

JALT FOCUS GRASSROOTS

I n this edition of Grassroots, Cynthia Keith provides a behind-the-scenes look at the groups and committees that make JALT tick, and encourages readers to get involved; Richmond Stroupe writes about how JALT and our Partner Associations work together to help teachers address similar challenges in different contexts; and Peter Wanner describes the exciting work of Teachers Helping Teachers in Asian countries.

The unseen face of JALT—Part 1

by Cynthia Keith, National Vice President

Our NPO is now 10 years old. As we celebrate our successes it is a good time to consider the many people behind the scenes whose efforts keep our organization running smoothly and ensure our compliance with the NPO Laws governing it. Working with any of our executive committees will expand and hone your administrative, negotiation, public speaking, planning, and leadership skills. Minimally, you will learn a great deal about community spirit, co-operation, and compromise.

For many of our members, networking at the local chapter level or within the community of our countrywide network of SIG groups are great reasons to join JALT and certainly I count myself among the number. However, there is a great deal of work, most of which goes on behind the scenes, and there is so much more for those who like challenges! Why not become involved? I'd like to take you for a quick wander around so please follow me.

Chapters and SIGs

At our most grassroots level the administration of each chapter and SIG begins with its Board. Each committee is made up of five main officer positions: President/Coordinator, Treasurer, Publicity/Publications, Membership, and Program chairs. In some chapters and SIGs there are co-chairs to these main positions helping to spread the workload and they are supported by others—website editors, people in charge of booking facilities, publication chairs, recording secretaries, and so on. A large supportive committee will usually result in more activity and increased benefits for the general membership. Chapters and SIGs have annual elections around October/November of each year, and are always looking for new officers to come on board. So, roll up your sleeves and become more active by contacting your chapter president <(your chapter)@jalt.org> or SIG Coordinator <(your sig)@jalt.org>.

These five main officers belong to a national network, which connects them to other officers around the country for help and support. Each network has a mailing list where you can post questions and receive answers.

Led by the Chapter Rep and SIG Rep Liaisons and their assistant officers, the Chapter Presidents and the SIG Coordinators Groups lead,

…with Joyce Cunningham and Mariko Miyao

To contact the editors: <grassroots@jalt-publications.org>

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

discuss, plan, and regulate the running of their individual semi-autonomous constituencies.

Publicity officers are connected to the Director of Publicity. It is probably good to know that there is also a National Publicity committee. This committee has been responsible for a number of JALT promotions, including the annual advertising campaign with the Daily Yomiuri, the Conference First Timer's Sponsorship program, and others.

JALT Central Office

Under the leadership of the Office Supervisor, our staff attends to the administrative functions of running our organization with such services as membership, accounting, database, publication, and conference support being provided.

In 2009, JALT began an Intern Program with students at a local university. Our interns are learning about NPO structure and volunteering with various admin processing over the summer in the lead up to the conference.

The Board of Directors

This group of officers is elected by the full membership every two years to attend to the day-to-day running of the organization. They are arguably the most visible face of our organization. You can find out more about the 2009/2010 Board here: <jalt.org/main/directors>.

Each officer heads one or more working committees. Details relating to duties of The National Board of Directors and the Auditor can be found in Chapter 3 of the Constitution and Section 3 of the Bylaws <jalt.org/main/constitution>.

2010 is an election year; applications for nominations have closed, so please be sure to vote when your ballot card arrives!

The Executive Board

This group of officers is made up of the Directors, Auditor, Chapter Presidents, and Special Interest Group Coordinators and is the chief policy-making body of JALT. This board considers items to be brought to the annual General Meeting, deliberates on policy and procedure, and establishes other working committees. This is an exciting group of about 65 officers who

meet three times a year to represent the full membership (their local chapters and special interest groups). Look for the reports from the Executive Board in the bimonthly *TLT*. If you have anything you'd like the Board to consider, please send your comments to us at <directors@jalt.org>.

In this short column there is not enough space to tell you about all the committees so I'll be back next time with more details on the others. For now let me just give you the names:

- The Publications Board
- The Conference Committee
- The Audit Committee
- The Business Committee
- The International and Domestic Fairs Committees

<div align="right">

Best wishes!
Cynthia Keith
National Vice President

</div>

JALT and our international partner associations: Meeting challenges together

by Richmond Stroupe, JALT International Affairs Committee, Chair, <jalt_iac@yahoo.com>; <international@jalt.org>

Asia is characterized by diverse learning communities, and in relation to English language education, different societies and countries in the region face different challenges, address needs with different language policies, and place value on second language education for different reasons. Even so, much can be learned through the sharing of how issues that arise in various and divergent contexts are overcome by teachers, students, innovative teaching methodologies or

creative curricular alterations. This sharing of experiences and knowledge is one of the motivating factors behind the reciprocal agreements JALT has fostered with other language associations in the region, as well as our organization's involvement in the Pan Asian Conference (PAC) series and our partnership agreements with the two largest global organizations associated with language teaching: the International Association of Teachers of English as a Foreign Language (IATEFL) in the United Kingdom, and the Teachers of English to Speakers of Other Languages (TESOL) association in the United States.

The teaching of English is a global phenomenon. Even so, each learning and teaching context is unique, with challenges based on learners' first languages, educational experiences, and cultural background. Those of us in Japan have doubtlessly faced these challenges, and at times consider the "uniqueness" of teaching in this country a "two-edged sword," with benefits coupled with occasional frustrations. However, our colleagues in Japan, in the Asian region, and globally, all face many similar issues in their classrooms. The opportunity to share these experiences and ideas for overcoming these challenges is a valuable component of our professional community.

With our reciprocal partner organizations in the region, and as part of the PAC conference series, each association exchanges representatives at annual international conferences, provides opportunities for featured speakers, and holds an International Forum where common issues are discussed and ideas, advice, and solutions are exchanged. At JALT2010, the topic of the International Forum will be *An international dialogue: Our experiences, challenges and creative solutions*, which will allow representatives from all the PAC associations to present how educators in each of the countries represented "think outside the box" so that we can identify creative and innovative methods to enhance and improve the effectiveness of the learning experience of our students. JALT's reciprocal partner organizations include the CamTESOL Conferences (Cambodia), English Teaching Association of the Republic of China (ETA-ROC [Taiwan]), Far Eastern English Language Teachers' Association (FEELTA [Russia]), Korea Teachers of English to Speakers of

Other Languages (KOTESOL), Linguapax Asia, Philippine Association of Language Teaching (PALT), and ThaiTESOL (Thailand). The PAC 2010 Conference will be hosted by KOTESOL in November in Seoul, South Korea, and will focus on ELT in the global context. Annually, the PAC conference series is hosted by one of the regional organizations, and proves to be one of the largest conferences of the year.

Sending JALT representatives to regional and international conferences allows our membership to have a voice on the international stage, and presents an opportunity for JALT to promote our activities, conferences, and publications internationally. At each conference, the JALT representative is provided space to display and promote our association's activities in the Publishers' area. JALT representatives also attend and represent our association at the PAC meetings, and in some instances offer to host the PAC Conference Series (PAC was hosted by JALT in 2001 and 2008). In addition, representatives are always looking for international collaborative projects or research opportunities in which our membership can be involved. Most recently, many JALT members had the opportunity to contribute to the global data collection process of a research project focusing on practices in teaching English to young learners.

Even though we represent varying contexts throughout the region and internationally, we as educators can learn from each other's successes, and even our mistakes, bringing back to our context the best of what teachers in our region have learned from their experiences. The JALT International Affairs Committee (IAC) is responsible for overseeing the administrative side of these relationships, but the value of these reciprocal agreements and exchanges lies in the interaction, sharing of experience and knowledge, and collaborative activities of our memberships. I would like to encourage all of our members to attend our regional partner association's conferences when possible, and to support their representatives as they come and share their experiences in Nagoya at JALT2010 on 19-22 November. I look forward to helping to develop the ties JALT has with our partner associations, and to finding new ways through which our membership can benefit from our international relationships.

Teachers Helping Teachers actively promoting language teacher education

by Peter John Wanner, Graduate School of Cultural Studies, Tohoku University

Teachers Helping Teachers (THT) was founded by the late William Balsamo and members of the Himeji City Chapter of JALT in 2004, first operating as an independent organization and later gaining official JALT SIG status. THT is dedicated to assisting fellow educators and students in various developing countries of the Asia Pacific region by providing high quality seminars and workshops by experienced language teachers with knowledge of practical and friendly approaches for teaching foreign languages. THT also provides in-service workshops for teachers who wish to both experience the culture and methods used in another country as well as to share their knowledge through actual teaching of students at various levels from the initial to tertiary education levels.

THT started its first series of seminars in Bangladesh in 2005. Every year since then the organization has initiated a new program, each in a different developing country, and currently has five programs scheduled for 2010. In March 2011, a pilot program will begin in India, bringing to six the yearly full teacher training programs THT has in operation. The success of these programs is due to dedicated Delegate Leaders and Assistant Delegate Leaders, as well as the delegates who volunteer their time and effort as presenters and pay for their expenses, including airfare and lodging, in order to attend THT seminars.

The March/April 2010 issue of *The Language Teacher* features an article about our yearly program in Vietnam, which took place on the second weekend of June for three days. This year we will be celebrating our fifth anniversary in that country by sending eight experienced language education

delegates from Japan, China, and Kyrgyzstan, illustrating the fact that THT draws on teacher trainers from countries throughout Asia.

In Lao People's Democratic Republic, in March 2010, the simple, gracious Lao hospitality warmly touched the hearts of all participants in the 2010 THT Lao Program. This year as with last year volunteers could chose to work with teachers in a country high school 19 kilometers from Vientiane or with Professors teaching at Lao American College. The high school program, co-organized with the WIG Welfare Group was outstandingly successful; three of the six volunteers had participated in the program last year and were back for more! This was the fourth year that THT has held a program in Laos. The highlights of the high school program included working with 38 trainee English Teachers from the National University of Laos, and home staying in a country village setting with local secondary school teachers of English. Tim's host prepared breakfast from a freshly-plucked chicken and a soup with magical ingredients that he enjoyed immensely. Cecilia was much loved by all the babies of the village. Deborah's host cooked food without chili peppers for the best meal she has had in years. In the words of our hosts, "Yoc Yoc," or cheers, and thanks for your amazing hospitality, we will be back next year! No wonder Luang Prabang made it to the top of the New York Times lists of best tourist destinations.

This year, from 29 July until 1 August, 17 delegates will spend two days in the Philippines giving seminars to 500 junior high and high school teachers, making this THT's largest delegation to date. Again, the presenters, experienced language teachers holding master's or doctor's degrees, are from four different Asian countries: China, Vietnam, the Philippines, and Japan. Eight of these delegates will then travel to a village elementary school in Banilad, Mindoro (3-4 August) and a town elementary school (5 August) in Calapan, Mindoro where they will teach children English through various subjects such as reading, history, and English; meet members of the village community; and have a taste of family life. As well as teaching and observing classes, delegates will participate in discussions about teaching methods and approaches, and exchange ideas with local teachers.

THT focuses not only on teachers but also on students, many of whom eventually become teachers themselves. The Bill Balsamo Scholarship Fund offers financial aid to college students and, in certain cases, high school students who are working their way toward college. The Scholarship Fund, which relies on donations, is separate from the JALT THT-SIG Affiliate Fund that handles membership fees. Every year, THT Foundation, with the President acting as the director of the Bill Balsamo Scholarship Fund, suggests possible THT programs in need of support. This fiscal year, THT will give up to 100,000 yen to needy college students and future college students in developing countries.

The effect the scholarship program is having on students in developing countries can already be discerned. Students who have worked as facilitators for delegates in Vietnam have expressed their inspiration and desire to pursue their dreams because of influence from outstanding lectures by THT professors who presented there. Some of these students eventually obtained their degrees with some becoming teachers and others moving on to higher education. One student who received a certificate of excellence and graduated in June 2008 is now a graduate student at Tohoku University, Japan, and is pursuing a master's degree. She will also be one of the Teacher Delegates for the Philippine seminars and in-service workshops at the village and town schools this year from 29 July through 8 August, 2010. She will be the first delegate volunteer whose higher education was almost completely sponsored by THT. In the future, she plans to return to Vietnam to teach and to help increase educational opportunities for the people in rural areas.

By helping a student to become a teacher, THT also helps the students of that teacher. If teachers helped by THT eventually begin to train other teachers, then the ripple effect will spread even wider. THT is working to build this pyramid by reaching out to teachers and students in six developing countries. To continue to grow, THT needs dedicated volunteers and Delegate Leaders to help oversee and run the various programs now in place, and to develop new programs.

Below are the Delegate Leaders (DL) and Assistant Delegate Leaders (ADL) who are helping THT develop better language teaching programs in various countries:

- Laos: Chris Ruddenklaus (DL)
- Vietnam: Peter Wanner (DL), Joseph Tomei (ADL)
- Bangladesh: Pat Dougherty (DL)
- Kyrgyzstan: Brent Jones (DL), Roger Palmer (ADL)
- Philippines: Peter Wanner (DL), April Alcazar (DL), Cecilia Silva (ADL), Diem Thi Tran Thi (ADL), Melvin Jabar (ADL)
- India: Peter Wanner (DL)

THT publishes four online newsletters that can be accessed from the THT homepage at <www.tht-japan.org>. It also publishes a hard copy, refereed journal that contains, among other interesting articles, reports by delegates about the seminars they have attended in the THT program countries.

THT SIG is an affiliate of JALT and welcomes teachers who wish to contribute to the organization as members. THT also welcomes donations to help support our scholarships abroad. We have managed to raise enough for scholarships for this fiscal year, but need more to support the continuation of these scholarships next year. Those wishing to donate to the fund may do so through Pay Pal or by Direct Deposit to Yuucyo Ginko Bank Account (The Postal Bank Account):

- Option 1: Pay Pal to the following address: <thtjalt@gmail.com>.
- Option 2: By direct deposit into the THT SIG Account held in the name of the President as follows:
  - Bank Name: ゆうちょ銀行 (JP BANK)
  - Branch Number: 14470
  - Account Number: 26473501
  - Account Name: ワーナー・ピーター・ジョン
  - Address: 〒980-0861宮城県仙台市青葉区川内支倉35番地 川内住宅3-306

Please contribute to THT by becoming a THT member or sending a donation to the Bill Balsamo Scholarship Fund of THT Foundation. Contributors to the scholarship fund of 3,000 yen or more will receive a free copy of the THT journal (1,500 yen). THT looks forward to hearing from prospective delegates. Please contact THT at <thtjalt@gmail.com>.

JALT FOCUS OUTREACH

After completing a bachelor degree program in China, Chen Xu traveled to Japan to begin an MA in International Studies specializing in English Education. Why would a student of English choose to study in a non-English speaking country rather than go to Australia or England? According to Chen, the teacher training course in Japan affords him the opportunity to gain teaching practicum experience with Japanese students of English as a Foreign Language. He can find well-paid and practical part-time jobs teaching English.

While studying in the English Education program at graduate school, he can travel abroad to a Canadian university to study as an exchange student for one semester. In exchange, a Chinese-Canadian student enrolled in the Master of Arts program in Charlottetown can study at his school in Kagoshima. The international career path these students are following represents a new trend. The Japanese university serves as a hub for students to gain valuable education in three countries. During six years of study, these enterprising students can garner learning and teaching experiences in China, Japan, and Canada. They will be able to view the learning and teaching of English as a foreign language in China and Japan, and as a second language in Canada. This triangulation of viewpoints can help them to creatively think outside the box and effectively debate issues related to the effectiveness of native versus non-native speaking English teachers.

Why study business English in Japan?

I came to Japan to seek answers to questions about how English is currently being used in commercial affairs. Chinese company employees regularly conduct business in English, and before coming to Japan I heard that English was used to communicate with Chinese companies to some extent by some employees of Japanese companies. It is a generally accepted opinion in China that Japanese people have finally begun to use English as their first foreign language on the international stage.

Officials in the Japanese government and in companies which negotiate and trade with foreign countries establish in-house English training centers and require employees to take the TOEIC examination. But is this really true all around Japan? Perhaps it is true in Tokyo and Osaka. But is English actually used in businesses in other cities, such as those with a population of less than one million? After piloting a question-naire with one or two companies to see how well it worked, I started to interview company and government officials on whether English is currently used and whether training is being offered in Kagoshima. I also observe classes where Business English is taught, and sometimes have a chance to speak with students.

To introduce myself to the English speaking community in Kagoshima, I wrote an article in English for the Update Newsletter that is edited

…with David McMurray

To contact the editors: <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.

and issued by the Kagoshima Internationaliza-tion Council (Chen, 2010a). The newsletter is mailed to foreign residents and to companies that do business with foreigners in Kagoshima. In response to my question, "Who speaks English in Kagoshima?" readers responded by writing letters to me about themselves and the companies where they work. For example, one reader replied, "I worked in Tokyo as an overseas trade officer for five months. Now I work in Kagoshima, but I don't use English at the office." Another reader answered, "I'd like to use English, but I have no opportunities to do so in my life." A common reply from university students was, "I have friends who are ALTs (Assistant Language Teachers) in Kagoshima. When I meet them, I ask them to speak English with me." I learned from readers that at least two companies headquartered in Kagoshima, Shin Nippon Biomedical Laboratories and Honbo Shuzo, hire foreigners to assist in the sale and export of products overseas through branch offices. Their non-Japanese employees speak to each other in English. To increase the sample size of my study, I refer to the homepage of the Kagoshima Trade Association that summarizes the information on 117 companies in Kagoshima that export to foreign countries.

Because I am Chinese I can be fair in my observations of how English is being used in Japan as a foreign language. I am observing the use of English as a non-native English speaker so I do not have much bias to impair the results of my research. However, I was worried that my non-native English ability might be perceived as a distraction by respondents. I therefore asked 47 respondents to comment on a newspaper article that I recently wrote in English about the tourist industry in Kagoshima. Here is an example of one paragraph from the 500-word essay:

> Arriving at the Natural Sand Bath Center in Ibusuki, all the procedures from check-in to check-out were printed in English on a pamphlet. It was easy for me to understand how to look like a veteran. There were many Korean bathers. We were from different coun-tries, but we had the same plan—to relax and enjoy ourselves (Chen, 2010b).

Five written responses to this survey were very reassuring to me as a non-native speaker of English:

> "His article is so great, I am poor at English, but his writing is easy to read and under-stand. When I finished reading (the article), I feel I should study English more and more, and I want to be a good English speaker, talk to many other countries' people."

> "I think that the writer is energetic. His action is wonderful. So I think that we have to know our country better than we know another country, and we should be able to explain our culture."

> "The English used is very natural. Thank you for reading (the article) today."

> "I like English, but I am poor at speaking Eng-lish. I'll go to Europe this summer vacation, so I am worrying now. You speak English flu-ently. I want to speak it, like you do."

> "I read the newspaper yesterday, he is so great. Because he has a good dream, I'll imitate it."

The study of Business English is very popular in China. That is why I chose it as my major at Nanyang Institute of Technology, a Chinese university in Hubei Province. I understand the vocabulary used in American companies that do business in China. The economy of China has been growing quickly in recent years. Chinese companies are selling products worldwide, so that means sales staff must communicate in the languages of the buyers in foreign countries. The second best approach is to use Business English. Responding to this need, Chinese universities are establishing Business English courses. I gained acumen in Business English vocabulary, fluency in Business English conversation, and can efficiently write Business English letters. The majority of my classmates landed jobs at international trading companies in China. I chose to improve my research abilities and increase the number of languages I can use by entering graduate school. I would like to learn how to be a top researcher in the field.

My classmates asked me why I didn't go to the US or Canada to take a Master's in TESOL.

I told them that Chinese, English, and Japanese are the three most important business languages in the world now. A major reason for coming to Japan is that I hope to perfect not only my English communication abilities, but also my command of the Japanese language. Entering a graduate school in Japan meant it was essential for me to learn the Japanese language before being allowed to study English Education. I was a research student for six months before being admitted to the International University of Kagoshima. During that time I prepared for my entrance exam by studying Japanese, because the exam is conducted completely in the Japanese language including the essay writing components and the interview with professors.

My research proposal included the analysis of different approaches, strategies, and techniques to teach Business English to EFL/ESL learners in Kagoshima and Canada. An approach is informed by the development of a theory on what is an effective way for an EFL/ESL learner to acquire Business English. I set the title of my research paper as *Why, Where, When, and How Often the English Language is Used in Kagoshima.* In addition to visiting companies as fieldwork, I conduct classroom research and enter classrooms to practice teaching Business English.

Once I got in the door of the graduate school I was able to leverage my success by applying for a scholarship to study on a university exchange program in Canada. Conducting research at Japanese companies requires an understanding of how Business English is used in international trade. To observe how English and business practices are conducted in an English-speaking country, I applied to study at the University of Prince Edward in Canada. Japan is Prince Edward Island's second largest trading partner. Prince Edward Island companies sell processed fruits and jams to companies in Kyushu. I intend to gather research data on how Japanese companies negotiate with companies in Canada.

By the time I return from my fieldwork in Canada, I should be able to defend these hypotheses in my thesis.

- H1: Business English is rarely used in companies in Kagoshima.
- H2: Business English is used at international departments in city and prefectural govern-

ments in Kagoshima.
- H3: Students of Business English should read real texts on the Internet, in newspapers, and in literature rather than only school textbooks at their level of understanding.
- H4: In Kagoshima, the use of Business English in companies and governments has increased over the past 5 years.
- H5: There are companies in Kagoshima which prefer that employees do English training outside their companies.
- H6: There are companies in Kagoshima which do not provide incentives to employees to study English.
- H7: Employees at companies in Kagoshima require at least a 600 TOEIC score to work in English and travel abroad.
- H8: There are Canadian companies which transact business with Japanese companies in English.
- H9: There are Chinese companies which transact business with Japanese companies in the English and Japanese languages.

Having studied in China, Japan, and Canada, Chen Xu can creatively think outside the box.

References

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TLT COLUMN
SIG NEWS

SIGs at a glance

Key: [☼ = keywords] [📖 = publications] [🕊
= other activities] [▦ = email list] [🗨 = online
forum] **Note**: For contacts & URLs, please see the
Contacts page.

Bilingualism

[☼ bilingualism, biculturality, international families, child-
raising, identity] [📖 *Bilingual Japan*—3x year, Journal—
1x year] [🕊 forums, panels] [▦]

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

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

Computer Assisted Language Learning

[☼ technology, computer-assisted, wireless, online learn-
ing, self-access] [📖 *JALT CALL Journal Newsletter*—3x
year] [🕊 Annual SIG conference, regional events and
workshops] [▦] [🗨]

College and University Educators

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

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

Extensive Reading

The ER SIG exists to help teachers in Japan start
and improve Extensive Reading and Extensive
Listening programmes. Our newsletter, *Extensive
Reading in Japan* (ERJ), is full of ideas for those
new to ER and experienced ER practitioners. It
keeps our members up-to-date on ER research
and new graded reader releases. Check out our
website at <www.jaltersig.org>.

Framework & Language Portfolio

[☼ curriculum-planning, assessment, language education
reform, Common European Framework of Reference
(CEFR), European Language Portfolio (ELP)] [📖 newslet-
ter] [🕊 workshops, materials development] [🗨]

This SIG wants to discuss the CEFR and ELP, and
other similar frameworks and their relevance for
Japan. There is an emphasis on developing ma-
terials to support educators who would like to
use these pedagogic tools; the bilingual *Language
Portfolio for Japanese University* is now available
online. The SIG holds periodical seminars focus-
ing on classroom use and is present at many
conferences. Please refer to <sites.google.com/
site/flpsig/home> and <flpsig@gmail.com> for
more information.

…with James Essex

To contact the editor: <sig-news@jalt-publications.org>

JALT currently has 21 Special Interest Groups (SIGs) available for members to join. This column pub-
lishes 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. SIG NEWS ONLINE: You can access all of JALT's events online at:

<www.jalt.org/calendar>

Gender Awareness in Language Education

[💡 gender awareness; gender roles; interaction/discourse analysis; critical thought; gender related/biased teaching aims] [📖 newsletter/online journal] [🎤 Gender conference, workshops] [✒] [💬]

GALE is collaborating with the International Gender and Language Association [IGALA] for the IGALA6 Conference at Tsuda College (Kodaira Campus), Tokyo, Japan, 18-20 September, 2010. IGALA6 presentations highlight: language and gender in the Asia-Pacific; performing the body; negotiating multicultural/multilingual places/spaces; queer(y)ing language and education; responding to change(s) in language education; and gender, language and international development. Plenary speakers are Kanto Gakuin University's Momoko Nakamura and Ingrid Piller of Macquarie University. For details visit <orc.tsuda.ac.jp/IGALA/ocs/index.php/IGALA6/IGALA6Conf > or <www.gale-sig.org>.

Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in Language Education SIG. We produce an exciting quarterly newsletter packed with news, articles, and book reviews; organize presentations for local, national, and international conferences; and network with groups such as UNESCO, Amnesty International, and Educators for Social Responsibility. Join us in teaching for a better world! Our website is <www.gilesig.org>. For further information, contact Kip Cates <kcates@rstu.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] [🎤 AGM at the JALT conference] [✒]

Call for Papers: *JALT Journal of Japanese Language Education*. Japanese as a second language

researchers, teachers, and learners are invited to contribute articles, research reports, essays, and reviews. Please visit our website <www.jalt.org/jsl>.

論文・記事大募集：JALT日本語教育学会では日本語教育論集の発行を計画しています。研究報告、学会発表報告論文、日本語教授・学習法に関する論文、ブック・レビューなど募集。日本語研究者、指導者、学習者の　皆様応募お願いします。ホームページをご覧ください　<www.jalt.org/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. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

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

The Learner Development SIG is a lively and welcoming group of teachers interested in improving our practice by exploring the connections between learning and teaching. We also meet to share ideas and research in small-scale events such as mini-conferences, poster sessions, and local group meetings. For more information check out our homepage <ld-sig.org>.

Lifelong Language Learning

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

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

to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication <jalt.org/lifelong>. For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

生涯語学学習研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン< jalt.org/lifelong>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp>。または Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

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

Other Language Educators

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

Pragmatics

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

Pragmatics is the study of how people use language. As teachers we help students learn to communicate appropriately, and as researchers we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out more about the SIG at <groups.yahoo.com/group/jaltpragsig> or contact Donna Fujimoto <fujimoto@wilmina.ac.jp>. For newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

Professionalism, Administration, and Leadership in Education

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

Study Abroad

[💡 study abroad, pre-departure curriculum, setting up, receiving students, returnees] [📖 *Ryugaku*—3-4x year] [🎤 Pan-SIG, national & mini-conference in 2009] [📝]

The Study Abroad SIG is a new and upcoming group interested in all that is Study Abroad. We aim to provide a supportive place for discussion of areas of interest, and we hope that our members will collaborate to improve the somewhat sparse research into Study Abroad. We welcome submissions for our newsletter, *Ryugaku*, and we are still in need of officers. Contact Andrew Atkins or Todd Thorpe <studyabroadsig@gmail.com> for further information.

Teacher Education

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

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. Contact <ted@jalt.org> or visit our website <tinyurl.com/jalt-teachered>.

Teachers Helping Teachers

[🔅 teacher training, international education programs, language training, international outreach] [📖 *THT Journal*—1x year, *THT Newsletter*—4x year] [🎤 teacher training conferences/seminars in Bangladesh, Laos, Vietnam, and the Philippines, AGM at JALT national] [🖥]

Teaching Children

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

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

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

Testing & Evaluation

[🔅 research, information, database on testing] [📖 *Shiken*—3x year] [🎤 Pan-SIG, JALT National conference] [🖥] [💬]

The TEVAL SIG is concerned with language testing and assessment, and welcomes both experienced teachers and those who are new to this area and wish to learn more about it. Our newsletter, published three times a year, contains a variety of testing-related articles, including discussions of the ethical implications of testing, interviews with prominent authors and researchers, book reviews, and reader-friendly explanations of some of the statistical techniques used in test analysis. Visit <www.jalt.org/test>.

TLT COLUMN
CHAPTER EVENTS

WHAT? Halfway through this year already and you STILL haven't gone to a local chapter event? Well, go on! Get out there this summer to connect, share, and learn with fellow educators! Remember to check the Chapter Events website <jalt.org/events> if your chapter is not listed below. Newly added events may appear on the website at any time.

GIFU—*Materials production and evaluation for young learners: Six principles* by **Catherine Oki**. At this event, the presenter will share six principles to guide the selection and design of materials for young learners (YLs). Participants will have the opportunity to reflect on how they currently select and/or produce materials so as to integrate their current practice with these six principles. Please bring along any materials—anything from textbooks to music—to evaluate during the workshop portion of the seminar. *Fri 10 Jul 19:00-21:00; Gifu JR Station, Heartful Square, 2F East Wing.*

HAMAMATSU—*Learners' acquisition of language at different stages of development: A professional development seminar*. **Co-sponsored** by **Toyohashi Chapter**. A wide range of presentations of interest to teachers of young children to older adults will be given, including: *The importance of a mother tongue and literacy* by **Bernadette Luyckx**, JALT Bilingualism SIG coordinator and instructor at Tokyo Jogakkan (co-sponsored by the Bilingualism SIG); *Learning language through picture books and songs* by **Noriko Nakano** of Hamamatsu Uminohoshi Kindergarten; *Elementary school learning* (TBA); *Learners' acquisition at junior high school* by **Bill Matheny**, **Albert McCann** and **Jeff Singal**, all junior high school teachers in Nagoya (co-sponsored by the Junior-Senior High School SIG); *Sharing creative control: Teachers and students designing learning materials together in high school and university* by **Mark Gerrard** and **Jack Ryan** of Aichi U.; *Older learners* (TBA); *Content-based language teaching at Japanese universities* by **Richard Miller** of Kansai U. with **Zane Ritchie** (co-sponsored by the College and University Educators SIG). There will also be poster sessions and displays including the Bilingual, Junior-Senior High and College-University Educators SIGs, ETJ; *Moodle for writing* by **Rory Davis** and **Carrie Fish**; *Find the mistakes in textbooks* by **Dan Frost**; *Multicultural me: An exploration of identity* by **Jon Dujmovich**. *Sun 18 Jul 9:00-18:50; Maisaka Bunka Center, Maisaka; <www.hamajalt.org> or <www.kokusai.aichi-edu.ac.jp/jalttoyohashi/entry.html>; One-day members ¥2000 (¥1500 for morning only).*

HIROSHIMA—*Corpling: A more efficient approach to the teaching and learning of vocabulary* by **Warren Tang** (various schools) and **Simon Fraser** (Hiroshima U.). Corpus linguistics, or corpling, is one of the most powerful tools available to language teachers today. By using simple software programs, teachers can create better curricula and help students learn vocabulary systematically and efficiently. First, Warren Tang will explain the basics of corpling, and introduce user-friendly programs such as Antconc.

…with Michi Saki

To contact the editor: <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. SIG NEWS ONLINE: You can access all of JALT's events online at <www.jalt.org/events>.

Then, Simon Fraser will show how corpling can be helpful in setting vocabulary-learning goals for learners of specialized language. *Sun 18 Jul 15:00-17:00; Peace Park, 3F, Conference Room; One-day members ¥1000.*

IWATE—*The N/NNEST issue and L1 use in English classes* by **Takaaki Hiratsuka**. It is time to consider the ideal teacher/classroom language in lessons. Some researchers have abandoned the idea of a NEST and NNEST dichotomy, and others advocate the importance of L1 in the classroom. The speaker will discuss the N/NNEST issue and the use of the L1 in English classes by examining interpreting activities and interviews with high school students. Takaaki Hiratsuka teaches at Futatsui SHS and is also a graduate student at Akita International U. *Sun 25 Jul 13:30-16:30; Aiina, Room 602; One-day members ¥1000.*

KITAKYUSHU—*Dictionary use panel* by **Mark Gibson**, **Eiki Hattori**, **Go Yoshizawa** and **David Latz**. In this panel discussion, four speakers will consider the use of dictionaries in EFL classes for children, junior high school students, high school students, and university students. After introducing the issues associated with dictionary use in each of these settings, they will introduce methods and programs they have personally trialed to better incorporate dictionary work in their respective classrooms. After the panel we will hold our annual summer social event. Information will be made available on our website closer to the date. Please note that there will be no meeting in August, with regular meetings resuming from 11 September. *Sat 10 Jul 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1000.*

KOBE—*Symposium on Examining Learner Autonomy Dimensions* by **Jonathan Aliponga** (Kansai U. of International Studies), **Craig Gamble** (Kansai Gaidai U.), **Yasuko Koshiyama** (Kansai U. of International Studies), and **Keiko Yoshida** (Kobe Gaidai U.). Learners who can take responsibility for their own learning are found to be successful learners. Studies on learner autonomy have revealed that Japanese

students do not possess this characteristic. This symposium will explore some relevant studies and seek to validate research in this area. *Sat 24 Jul 17:30-19:30; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, Kobe; tel: 078-241-7204; Room TBA; One-day members ¥1000.*

KYOTO—*Teaching gender-related issues in the classroom* by **Folake Abass** of Kyoto Sangyo U. and **Robert Ó'Móchain** of Osaka U. Co-sponsored by GALE-SIG (Gender Awareness in Language Education). Two presenters will provide a much-needed focus on gender-related issues in the EFL classroom. Abass will address gender stereotypes and explore ways to encourage students to develop the critical skills necessary to move beyond culturally inherited stereotypes. Ó'Móchain will discuss representations of masculinities on Japanese television and how these observations can be reported in EFL classrooms as part of a gender-awareness syllabus. Discussion circles will follow. *Sun 18 Jul 13:30-16:30; Campus Plaza Kyoto, 2F, Dai 2 Kaigishitsu; One-day members ¥1000.*

MATSUYAMA—*How to make your students joyful, lifelong readers: Find keys in "Cover to Cover"* by **Junko Yamanaka** of Trident College of Languages, Nagoya. To become good readers, it is important for your students to learn and practise vocabulary and reading strategies. It is even more important that they enjoy reading so that they will keep on reading throughout their lives. How is it possible? Find keys in *Cover to Cover*, which offers a unique approach to teaching reading, combining intensive and extensive reading. Junko Yamanaka is on the Board of Directors of the Extensive Reading Foundation and is author of many books including *Cover to Cover 1 (OUP)*, which she co-authored with Richard Day. She has taught for many years at Trident College of Languages, Nagoya, where she contributed in setting up an ER program in 1987. *Sun 11 Jul 14:10-16:20; Shinonome High School Kinenkan, 4F; Contact: Junko Yamamoto, ph. 089-906-4906; <MatsuyamaJALT.50megs.com>; One-day members free.*

OKAYAMA—*Teaching a process approach to paragraph writing* by **Peter Neff**. Academic writing skills can be one of the most challenging yet rewarding skills to teach to EFL learners. This presentation will focus on ways to guide students through the stages of writing a clear, cohesive, and well-organized paragraph—knowledge which they can also utilize for later essay writing. Additionally, attention will be given to the background and attributes of the process approach as well as various methods of carrying out peer review activities. Real writing samples will be used to supplement the description. *Sat 24 Jul 15:00-17:00; Kibi International University Ekimae Campus; Map <kiui.jp/pc/campus/campus-map.html>; One-day members ¥1000.*

OKINAWA—*Preparatory meeting for Okinawa JALT 30th Anniversary All-Day Mini-Conference (new date: 9 Oct!)*. Tentative date: Sat 18 Jul 14:00; Meio University Faculty Building, International Cultural Studies Meeting Room, 5F; For confirmation of details please contact <kamadutoo@yahoo.com> or <d-w-in@okinawa.email.ne.jp>.

OKINAWA—*Annual Okinawa JALT Family Pot Luck BBQ Beach Party*. Everyone welcome; members and non-members alike. Participants are asked to bring some food to share and beach gear if they plan to swim (free changing rooms available). *Sun 1 Aug; Tentative location: Oura Wan Beach, Henoko. For confirmation of details please contact <kamadutoo@yahoo.com> or <d-w-in@okinawa.email.ne.jp>.*

SENDAI—*Creative uses of silence* by **Joseph Shaules** (Rikkyo Graduate School of Intercultural Communication). Rather than fearing silence, teachers can use it in creative and pedagogically sound ways. In this presentation, we will examine the art of managing sound and silence in the classroom, look at varying attitudes toward silence and language learning, learn techniques for using silence in language planning and classroom management, and reflect on our use of sound and silence in relation to the learning needs of students. *Sat 24 Jul 14:00-17:00; Aoba-ku Chuo Shimin Center; <jaltsendai.terapad.com>; One-day members ¥1000.*

SENDAI—*Video: Harry Wong—The first days of school*. We will first watch a video by **Harry Wong**, world-famous teacher trainer and educational consultant, and follow that up with group discussion and contributions from teachers who have put Wong's ideas into practice. *Sat 28 Aug 14:00-17:00; Venue TBA—see website for details <jaltsendai.terapad.com>; One-day members ¥1000.*

SHINSHU—*Camping!* Please join us at the beautiful Lake Kizaki for a camping expedition on the weekend of 17-18-19 July. The main day will be Saturday, 17 July, with a barbeque in the afternoon to which all are invited. Bungalows or camping are available for anyone wishing to stay one or more nights from 16-18 July. Those who wish to reserve a bungalow are advised to do so soon as they are filling up quickly. *Please check the events calendar for any further details or <www.kizakiko.com>.*

YAMAGATA—*Jamaica in terms of its history, culture, education, language, etc.* by **Tamara Eichard**. *Sat 3 Jul 13:30-15:30; Yamagata-shi Seibu-kominkan; <sugagdom@yahoo.co.jp>; One-day members ¥1000.*

YAMAGATA—*Russia in terms of its history, culture, education , language, etc.* by **Bilim Olga** of Yamagata U. *Sat 7 Aug 13:30-15:30; Yamagata-shi Seibukominkan; One-day members ¥1000.*

YOKOHAMA—*A day with vocabulary* by **various presenters**. Recently there have been great strides in the study of second language vocabulary acquisition. To provide a forum in which such research may be discussed, the Yokohama chapter of JALT and Kanto Gakuin will host a one-day conference on vocabulary. Confirmed speakers include **Rob Waring**, whose topic will be vocabulary acquisition and listening, **Phil Brown**, speaking on vocabulary learning strategies, and **Charles Browne,** presenting on the use of technology as an aid to vocabulary learning. *Sat 17 Jul 10:00-16:30; Kanto Gakuin; Free for JALT members who pre-register; ¥500 for JALT members registering on the day; ¥1000 for all other participants.*

TLT COLUMN
CHAPTER REPORTS

AKITA: March—*What language should be in our classrooms?* by **Takaaki Hiratsuka**. Having completed a pilot study that involved local Akita high school students exploring the issue of L1 use in a L2-focused classroom, Hiratsuka presented his findings, and also addressed the topic of instruction by native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs). This was a highly interactive presentation where meeting participants were called on to engage one another in discussing topics derived from the above issues. Throughout his presentation Hiratsuka referred to the literature that drove his study. In the final stages of this presentation, participants watched video footage and listened to audio recordings of the high school students that participated in the pilot study. From his findings and analysis Hiratsuka believes there are times when L1 can be used in the L2 classroom, and that NESTs and NNESTs should collaborate in order to properly prepare students for the future. After the formal presentation Hiratsuka took questions ranging from how he collaborates with his colleagues to his opinion on recent MEXT action plans for language education in Japan. From start to finish this presentation was highly engaging. A good time was had by all.

Reported by Wayne Malcolm

AKITA: April—*Intensively extensive: My experience as an ESL learner* by **Marcos Benevides**. Through his experience as an English as a second language learner Benevides encouraged the audience to reflect on past experiences, and use them to shape classroom instruction. Remembering how enthusiastic his father was about reading, Benevides realized this caused him to be enthusiastic about reading, so he now shows great enthusiasm in his classroom when it comes to extensive reading assignments. Coupled with choosing interesting content that will engage students, Benevides employs a narrow-reading approach to extensive reading. He illustrated this by taking the audience through his adolescent experience with the role playing game *Dungeons and Dragons*. The captivating content allowed Benevides, and his friends, to acquire an extensive vocabulary by intensively reading at a level higher than their own. That experience influences how he creates linguistically, and imaginatively, challenging textual material. This was evident as he spoke about his new murder mystery textbook, *Whodunit*, published by ABAX. It also reflects a belief in task-based learning, which he also talked about. The audience had many questions, which Benevides used to promote discussion. It was an extensively intensive experience.

Reported by Wayne Malcolm

GUNMA: January—*Motivating young adult learners to communicate* by **Roberto Rabbini**. Without a doubt, many teachers of foreign languages are continuously searching for ways to motivate students to communicate. More than a presenter as such, Rabbini acted as a facilitator and moderator, prompting the participants to discuss ideas according to his presentation outline of *Communicative Language Teaching*

…with Troy Miller

To contact the editor: <chap-reports@jalt-publications.org>

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

(CLT): History and overview, Defining motivating activities, teachability index, and hands-on examples. CLT came about in the 1970's and 80's with an ideal that communication should involve real content and real meaning between learners while not completely dismissing attention to form. Participants discussed and shared with the whole group their beliefs and practices as well as their own experiences as language learners with respect to the balance of communicative and grammatical activities in language acquisition; the group agreed that a focus on form is important for communication and that the two are not mutually exclusive. Moving on to the next topic, participants individually rated the characteristics of a good learning task using Nunan's (1989) questionnaire. Moving into groups, they compared their ratings and after much debate decided on the five most important characteristics when choosing or designing a motivating task.

Reported by Lori Ann Desrosiers

HOKKAIDO: March—1) *In and beyond your classroom: A look at cost-effective and appropriate uses of software and technology* by **Glen Charles Rowell**. Rowell presented on software for making materials and on programs that can be used interactively with students. He demonstrated some Flash games that he had made to review vocabulary from textbooks. Rowell explained the differences between Adobe Photoshop and Illustrator and then introduced free, open source versions of these types of programs (GIMP and Inkscape respectively). Finally, he introduced a free program from Google called Sketchup which allows you to draw 3-D images. It was easy to see how teachers could use it with students to build something together using language such as adjectives for size, color, and comparisons. **2)** *An introduction to second life* by **B. Bricklin Zeff**. Zeff showed us how to sign up, create an avatar, and get around the virtual world of the free 3-D life simulation program *Second Life*, in which people communicate by voice or text with others around the world in real time. In one area dedicated to English instruction students can practice English in a safe environment and participants actually chatted with a Brazilian student. The site allows many

types of interactions in just about any imaginable environment, for example, at restaurants or shops. Some of the limitations of using such a site include specific equipment requirements and access from university computers.

Reported by Michael Mielke

IWATE: April—*Intensively extensive: How my experience as an ESL learner has contributed to my teaching and writing* by **Marcos Benevides**. Benevides presented his personal story as a language learner and demonstrated the impact it has made on his classroom practice as well as on his material writing. According to Benevides, it is important to give students slightly challenging but engaging reading tasks. He also explained how he himself learned how to read English by playing *Dungeons and Dragons*, which required a lot of reading.

Reported by Harumi Ogawa

KITAKYUSHU: April—*Implementing different theories of second language acquisition into teaching* by **Matthew Jenkins**. Jenkins agrees with Thornbury that second language acquisition research is useful for validating our classroom practices and as a starting point for developing new techniques—as well as a bulwark against imposters promoting questionable teaching methodologies. After distinguishing between second and foreign language acquisition, Jenkins introduced several of the better-known theories in these fields and invited us to discuss them in the context of actual classroom application. We brainstormed in groups to recall and consider a specific kind of lesson we had done or seen, and then tried to match it with a supporting theory from those he had told us about. Each group in turn reported their conclusions, followed by a general discussion of further possible practical exploitation and difficulties that might be encountered.

Reported by Dave Pite

KITAKYUSHU: May—*Developing personalized portfolio rubrics for the EFL classroom* by **Steve Quasha**. Discouraged by the old paradox of using written tests to examine verbal competence, Quasha has developed a system of personalized

portfolio rubrics designed to tap into students' intrinsic motivation via creativity and critical thinking. Students use these to identify strengths and weaknesses in order to take charge of their own learning. One example of the many rubrics he showed us was "List 15 useful expressions, phrases or idioms you learned from this class." Peer assessment is part of this dynamic, a shift in motivation from writing only for the teacher. This adds continuity to the process, of benefit to teachers who usually see students interested only in grades. Quasha distributed examples of student *process portfolios* connecting new language learning with daily activities via imaginative tasks requiring investigation and reflection, and varied according to need and class objectives. Peer feedback is encouraged in both English and Japanese and helps lead to final assessment portfolios, a tangible and treasured end-product of an EFL course.

Reported by Dave Pite

NAGOYA: March *Music and movement for toddlers* by **Kenny King**. King's presentation focused on very simple songs and activities for two to five-year-olds in EFL classrooms. He recommends that every teacher of small kids have a variety of supplies on hand in order to enhance classes, from balloons and paper to toys and picture books. He also recommends using a sticker reward system with prizes to add meaning to games. King explained that with action games it is important for kids to pick words and move around quickly; with flash cards and dice they can learn action verbs, facial expressions, and the names of animals. King introduced different examples of games and toys on the market along with ideas for their use in the classroom, fun songs, crafts, and picture books that are easy to use, as well as games that you can make yourself.

Reported by Kayoko Kato

NAGOYA: April *A practical look at research on non-native speaker—non-native speaker negotiation in oral communication classes* by **Troy Miller**. Miller borrowed a coding system from Sato and Lyster (2007) in order to list and define the types of feedback moves that were occurring in non-native speaker (NNS) dyads in his univer-

sity oral communication classes. After filming and transcribing student conversations, Miller found that students speaking in NNS dyads tend to elicit more negotiation rather than reformulate or recast negotiation. Miller also observed that there are possible hindrances to negotiation such as a lack of awareness, hesitancy because of cultural reasons, lack of confidence, and dependence on dictionaries that often stops the flow of communication and causes the students to miss an opportunity to negotiate for meaning. Miller suggested an effective way of making students more aware of negotiation may be through the use of video and near-peer role modeling. By showing video clips of instances of successful negotiation from more advanced students, Miller thinks there are opportunities for students in his classes to look more closely at negotiation language and become more aware of how it is used in conversations.

Reported by Kayoko Kato

OMIYA: March—*My Share.* **1) Kyoko Suzuki** presented the results of her research into the process of taking Part 1 of the TOEIC test. **2) Asako Kato** presented the findings of an in-depth survey of students and teachers in Saitama including student and teacher impressions, pedagogies, and teaching English in English. **3) Delano Cannegieter** presented a project idea for having students write actual business letters. Improving student motivation through genuine language use was a key objective and result. **4) Matt Shannon** followed with another presentation on writing, laying out a plan for sparking student interest in creative writing. **5) Cecilia Smith** offered guidelines and reasoning for using historical films to introduce students to various features of language and critical thinking. **6) Brad Semans** introduced the concept of giving short content-focused lessons, called mini-immersion, inside conversation lessons with young learners. Finally, **7) Leander Hughes** made TOIEC preparation more interesting with a grounded-to-real-life project for improving listening skills. Hughes' project included transcription of interviews and mock test taking based on live interviews performed in class.

Reported by Brad Semans

OMIYA: April—*My Share*. The first of two presenters was **Jennifer Yphantides**, who presented the findings of her action research into the presence of metacognitive reading strategies and the outcome of strategy instruction. The presentation included a detailed review of literature on metacognitive reading strategies, which interested the audience greatly. The presentation prompted dynamic discussion on teaching and assessing students' abilities to use such strategies. The second presenter for the day was **Manfred Delano Cannegleter**, who presented practical methods for recycling energy in the classroom. Cannegleter's presentation included many examples of how he has applied this to his own classes. The audience discussed the effectiveness of reusing student-made material in the classroom and enjoyed seeing the students' work.

Reported by Brad Semans

OKAYAMA: April—*Being constructive with Moodle* by **Peter Ruthven-Stuart**. This informative hands-on workshop began with an explanation of what Moodle is and reasons to use Moodle as a learning management system (LMS). Ruthven-Stuart displayed examples from different modules, such as Forum, Quizzes, and Wikis while stressing that the LMS was not created to merely transfer static lesson handouts and quizzes to an online environment. It is a tool best used when developing activities that incorporate the social constructivist approach to learning. After viewing materials from the presenter's Moodle-based lessons, participants were able to enter a Moodle site as administrators. They created their own course and a Forum page to get a better idea of how to organize a constructivist activity and online group work for students. Unfortunately, there was not ample time to explore the many facets of Moodle, but all who were present can continue to log-in and use the site Ruthven-Stuart provided for some time after the workshop. The ability to do this extends the learning experience far beyond the two-hour format.

Reported by Richard Lemmer

SENDAI: February—*ELT and the science of happiness: Positive psychology in the language classroom* by **Marc Helgesen**. Unlike our regular monthly meetings, this inspiring and easily applicable presentation and workshop was coupled with a one hour pre-session of watching the DVD of Tal-Ben Shahar's seminar on positive psychology as a preview. Positive psychology is a recent trend in psychology. Briefly, positive psychology is based on the idea that your perception of your life decides how your life really is. On the DVD, Shahar suggests some ways to look at our lives to make them more positive and happy. In the workshop, Helgesen first summarized the concept of positive psychology and explained why and how he applies this relatively new category of psychology to his lessons. He then shared various classroom activities which he designed based on the science of happiness. These activities ranged from a good warm-up activity to an activity which could potentially be used as a core activity in a lesson. These activities not only require all four language skills but also can help students look at their lives more positively and lead happier lives.

Reported by Soichi Ota

SENDAI: March—*Pictures in the ESL classroom* by **Charles Adamson** and **Ken Schmidt**. Adamson and Schmidt shared their classroom activities using various kinds of photos to encourage students to speak English and communicate with each other. The presentations were full of activities which could be incorporated into

lessons immediately. Adamson first introduced an activity in which a student was asked to talk about a topic the teacher suggested while his partner was only allowed to say a couple of fixed phrases (like "Then?") to make the speaker keep speaking. He then introduced another activity in which students were asked to explain their ideas about pictures. Some pictures Adamson showed as examples came with many different questions about the pictures to stimulate the students' imagination and help them speak English more fluently. According to Adamson, these activities have been very successful in helping his students to develop their speaking ability. Schmidt introduced his activity using photo news displays which we are often found in libraries and schools. He recycled photos he borrowed from the school library and explained how easily photo news could be obtained and used as a resource. His activities ranged from a simple "talk about a picture" activity to a more complicated activity in which a student describes a photo to a partner, who then draws the picture based on the partner's description. As with Adamson's activities, all of the activities Schmidt shared could easily be incorporated into lessons.

Reported by Soichi Ota

TOKYO: March—*Talking emotion in a second language* by **Gabriele Kasper**. This seminar focused on looking at *emotion talk* in a second language through the lens of discursive psychology. Kasper first gave a brief history of precursors to discursive psychology and contrasted three strands within the field, and then focused on *conversational analysis* and its place in current theory. The main focus was the examination of a humorous account told by a Vietnamese immigrant in America; Kasper showed how we can examine the use of emotion in discourse and how it is important for participants in their personal lives. The last part of her talk was followed by an engaging question and answer session. The seminar was well received, with almost 70 attendees.

Reported by Felipe Franchini Jr.

YOKOHAMA: April—*Classroom cohesion* by **Steve Paydon**. Paydon began by offering examples of cohesion from various fields. The underlining

principle that emerges is that cohesion provides students with a secure learning environment. In small groups, participants were then asked to consider Maslow's hierarchy of needs theory to understand the importance of cohesion. Groups were encouraged to work through a series of questions designed to illustrate how the benefits of cohesion, at various levels, could be conceptualized. The result was a clear understanding of the importance of cohesion in language learning classrooms. Part two consisted of interactive activities that could be practically implemented in most classrooms. Participants, in pairs, worked through a selection of information exchanging tasks, moving from sharing general opinions to more personal information, the goal being to develop progressively deeper bonds among group members. Overall, the workshop was interesting and participants left stating they had learnt something new that they could use in their classrooms.

Reported by Colin Skeates

TLT COLUMN
JOB INFORMATION

Resume Tips

Japanese summer is the season for two things: sweating profusely and polishing CVs. This month's column takes the heat off job hunters with some resume tips. For previous advice see August 2008's column <www.jalt-publications.org/tlt/articles/2008/08/index>.

1. Statements of career objectives are superfluous for teacher resumes in Japan and can usually be deleted. If your real objective is going to law school after saving enough money from your teacher paycheque you probably don't want to highlight the fact.

2. Less is more. Don't pad your resume with prolix lists of courses taught, private lessons conducted at Starbucks, or lists of poetry (both the published and unpublished variety).

3. As important as white space is, remember that recruiters are reading the content of your CV and not the blank parts. Don't use unnecessarily wide margins or too many blank lines. Extra white space doesn't always make your vita look better and often hinders quick reading. Also, avoid justifying pages because it can result in difficult to read spacing.

4. Don't use orotund language in your resume or other application materials because chances are a non-native English speaker will be reading it. Trying to make yourself seem smarter than you really are by using lofty words like orotund will only hurt your chances.

5. Make sure you include page numbers and your family name as a header or footer of every page of your vita. You don't want page two of your resume to get buried and lost under the avalanche of arriving resumes on the hiring manager's desk.

6. Proofread your resume, then get someone else to proofread it, especially if you're one of those English teachers who doesn't know the difference between volunteer work and voluntary work, manager and manger, or public and pubic. Look out for discrepancies that scream carelessness. For example, in your resume don't refer to the location of previously held jobs with Saitama-ken, Saitama Prefecture, and plain old Saitama. Keep things consistent.

7. When applying by email make sure your files have your family name and document description in the file name. Your resume attachment should be something like *Chomsky Resume* not simply *Resume*. The same candidates who mislabel files also tend to write lousy email subject headings. An email with a vague subject like *Job* is more likely to get lost in the bowels of an inbox. Some schools are more organized than others but with a hundred, or even more, applications flooding in for a single position it's easy to get lost in the clutter of poorly named files and emails.

…with James McCrostie

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs> or email James McCrostie, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, two 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>.

8. Don't send any documents that aren't requested and do send all the ones that are. This includes but isn't limited to: photocopies of passports, degrees, transcripts, teaching philosophy essays, publications, letters of reference, and sample teaching materials. Schools always receive too many suspiciously light and frighteningly heavy envelopes during job-hunting season.

Further Reading

For more teacher resume advice (from the point of view of applying for American university jobs) refer to the CV doctor column in *The Chronicle of Higher Education* <chronicle.com/article/The-CV-Doctor-Is-Back/49086>.

Job Openings

The Job Information Center lists only brief summaries of open positions in *TLT*. Full details of each position are available on the JALT website. Please visit <www.jalt-publications.org/tlt/jobs> to view the most up-to-date list of job postings.

Location: Tokyo, Nerima-ku
School: Musashi University
Position: Full-time tenured associate or assistant professor
Start Date: April 1, 2011
Deadline: *July 12, 2010*

Location: Hokkaido, Otaru
School: Otaru University of Commerce
Position: Full-time tenured associate professor
Start Date: April 1, 2011
Deadline: *August 17, 2010*

Location: Fukuoka, Kurume
School: Kurume University
Position: Part-time English teaching positions
Start Date: April 2011
Deadline: *September 24, 2010*

Location: Kanagawa, Sagamihara
School: Aoyama Gakuin University, Sagamihara Campus
Position: Part-time teachers for English courses
Start Date: April 2011
Deadline: *September 30, 2010*

Location: Ehime, Matsuyama
School: Matsuyama University
Position: Full-time (non-tenured) English language instructor
Start Date: April 8, 2011
Deadline: *October 8, 2010*

From the archives

Here is a listing or recent articles in *TLT*'s Job Information column. They can be accessed through our website < jalt-publications.org/tlt/archive/main.php>.

- May 2010: *Referential treatment: Getting the most out of your references*
- Mar 2010: *Dispatching a lower quality of education*
- Jan 2010: *From Japan to the United Arab Emirates?*
- Dec 2009: *So you want to be a test examiner?*
- Oct 2009: *Time for a new coat of paint on the Blacklist of Japanese Universities*
- Aug 2009: *Application package pointers*
- Jul 2009: *Judging job applicants by their cover letters*
- Jun 2009: *CV's, lies, and videotape: Making a sample teaching video*
- May 2009: *ALT furniture: A look at dispatch ALT contracts*
- Apr 2009: *Preparing for job interviews*
- Mar 2009: *Five things to consider before starting a language school*
- Feb 2009: *Go west young teacher: University teaching jobs in China*
- Jan 2009: *Publish and flourish*

TLT COLUMN
CONFERENCE CALENDAR

Upcoming Conferences

16-19 JUL 10—**18th International Conference on Pragmatics and Language Learning**, Kobe U. Keynote speakers will be Jean Wong, Carol Rinnert, and Hiko Yamaguchi. **Contact**: <prag-sig.org/pll>

18 JUL 10—**Learner's Acquisition of Language at Different Stages of Development – A Professional Development Seminar**, Miasaka, Shizuoka, Maisaka Bunka Center. Featured speakers from the CUE, Bilingualism, and Junior/Senior high school JALT SIGs. **Contact**: <hamajalt.org> or <kokusai.aichi-edu.ac.jp/jalttoyohashi/entry.html>

6-8 AUG 10—**Eighth Asia TEFL International Conference:** *Teaching English as a Global Language: Creating and Sharing the Asian Framework of Practice*, Hanoi. **Contact**: <asiatefl.org/2010conference/conference2.html>

1-4 SEP 10—**20th Annual Conference of the European Second Language Association**, U. of Modena, Reggio Emilia, Italy. **Contact**: <eurosla.org/eurosla20home.html>

9-11 SEP 10—**43rd BAAL Annual Conference on Applied Linguistics**, U. of Aberdeen, Aberdeen, Scotland. Plenary speakers will be: Bonny Norton (U. of British Columbia), Tove Skutnabb-Kangas (U. of Roskilde), Wilson McLeod (U. of Edinburgh), and Alastair Pennycook (U. of Technology, Sydney). Contact: <baal.org.uk/confs.htm>

18-20 SEP 10—**Sixth International Gender and Language Association Conference**, Tokyo. Plenary Speakers will be Deborah Cameron, Ingrid Piller, and Momoko Nakamura. **Contact**: <orc.tsuda.ac.jp/IGALA/ocs>

1-4 OCT 10—**CLESOL:** *Context and Communication: Mediating Language Learning*, King's HS, Dunedin, NZ. Keynote speakers will be: **Rosemary Erlam, Pauline Gibbons, David Nunan**, and Merrill Swain. **Contact**: <clesol.org.nz/2010/home.html>

2 OCT 10—**Fukuoka JALT English Teaching and Research Conference 2010**, Kyushu Sangyo U. **Contact**: <fukuokajalt.org/conference.html>

9 OCT 10—**2010 PKETA International Conference:** *Promoting Critical Thinking in EFL Contexts*, Jinju, S. Korea, Gyeongsang Nat'l U. **Contact**: <pketa.org>

14-17 OCT 10—**SLRF2010:** *Reconsidering SLA Research: Dimensions and Directions*, U. of Maryland. Plenary speakers will be: Kenneth Hyltenstam, (Stockholm U.), Judith Kroll (Penn State U.), Michael Long (U. of Maryland), and William O'Grady (U. of Hawaii). **Contact**: <webspace.umd.edu/SLRF2010>

16-17 OCT 10—**PAC 2010 and 18th KOTESOL International Conference:** *Advancing ELT in the Global Context*, Sookmyung Women's U., Korea. **Contact**: <kotesol.org>

12-14 NOV 10—**19th International Symposium on English Teaching:** *Methodology in ESL/EFL Research and Instruction*, Chien Tan Overseas Youth Activity Center, Taipei. **Contact**: <eta.org.tw>

19-22 NOV 10—**JALT2010: 36th Annual International Conference on Language Teaching and Learning, and Educational Materials Exposition:** *Creativity: Think Outside the Box*, at Aichi Industry and Labor Center, Nagoya. Plenary speakers TBA. **Contact**: <jalt.org/main/conferences>

…with David Stephan

To contact the editor: <conferences@jalt-publications.org>

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least three months before a conference in Japan, or four months before an overseas conference. Thus, 15 July is the deadline for an October 2010 conference in Japan or a November 2010 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

27-28 NOV 10—2010 International Conference on Applied Linguistics (ICAL): *Diverse Languages for Diverse Audiences*, Nat'l Chiayi U., Taiwan. **Contact**: <sites.google.com/site/ical2010/Home>

1-2 DEC 10—MICFL 2010 Malaysia International Conference on Foreign Languages, Serdang, Selangor, Malaysia. Featured speakers will be: Michael Byram, Shih Shu-mei, Frédéric Dervin, and Mazin S. Motabagani. **Contact**: <fbmk.upm.edu.my/micfl2010>

1-3 DEC 10—The First Conference on ELT in the Islamic World, Teheran, Iran. Keynote speakers TBA. **Contact**: <ili.ir>

1-3 DEC 10—GLoCALL 2010: *Globalization and Localization in Computer-Assisted Language Learning*, U. of Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia. **Contact**: <glocall.org>

2-4 DEC 10—The Fourth CLS International Conference, Singapore. Keynote speakers will include: Karin Aguado (U. of Kassel), Naoko Aoki (Osaka U.), Richard Schmidt (U. of Hawaii, Manoa), and Minglang Zhou (U. of Maryland). **Contact**: <fas.nus.edu.sg/cls/clasic2010/index.htm>

4 DEC 10—2010 ALAK International Conference, Korea U., Seoul. Keynote speakers will be

Tim Murphey (Kanda U. of Int'l Studies) and John Fanselow (Columbia U.). **Contact**: <alak.or.kr>

15-18 FEB 11—ELLTA 2011 First Academic International Conference: *Exploring Leadership & Learning Theories in Asia*, U. of Malaya, Kuala Lumpur. **Contact**: <ellta.org>

23-28 AUG 11—16th World Congress of Applied Linguistics (AILA2011): *Harmony in Diversity: Language, Culture, Society*, Beijing. **Contact**: <aila2011.org/ en/newsdetails.asp?icntno=92662>

Calls for Papers or Posters

DEADLINE: 15 JUL 10—(for 2-5 Dec 10) The Asian Conference on Education 2010: *Internationalization or Globalization?*, Osaka. **Contact**: <ace.iafor.org>

DEADLINE: 15 NOV 10—(for 18-20 Nov 11)—4th Biennial Int'l Conference on Task-Based Language Teaching: *Crossing Boundaries*, U. of Auckland. Plenary speakers will be Rod Ellis (U. of Auckland), Kim McDonough (Concordia U., Canada), and Scott Thornbury (The New School, NY). **Contact**: <confer.co.nz/tblt2011/index.html>

TLT COLUMN
OLD GRAMMARIANS

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

State of the Prefecture Series, No. 22: Yamahama Prefecture

Welcome to sunny Yamahama Prefecture, Japan's Riviera, Hog Butcher, Winter Wonderland, and Bible Belt, all sushi-rolled into one! We have everything you could possibly need: a four-track shinkansen stop, a three-story mall consisting entirely of convenience stores, Japan's only chain of "self" hair salons, and miles and miles of carefully sculpted concrete.

Our prefecture has a rich history. It was the site of the infamous Gobo Rebellion of 1880, a battle all the more tragic because neither the villagers, the samurai, nor the army were informed that it was taking place. Imperial forces belatedly racing up the coast to quell the revolt arrived at Yamahama Port in the spring only to find that all the bleachers had been taken

SECOND EDITION

Write Away Right Away

Write Away Right Away

David Martin

write a·way [rait ə'wei]
quickly, intensely: *The*

right a·way [rait ə'
at once; without de

SECOND EDITION
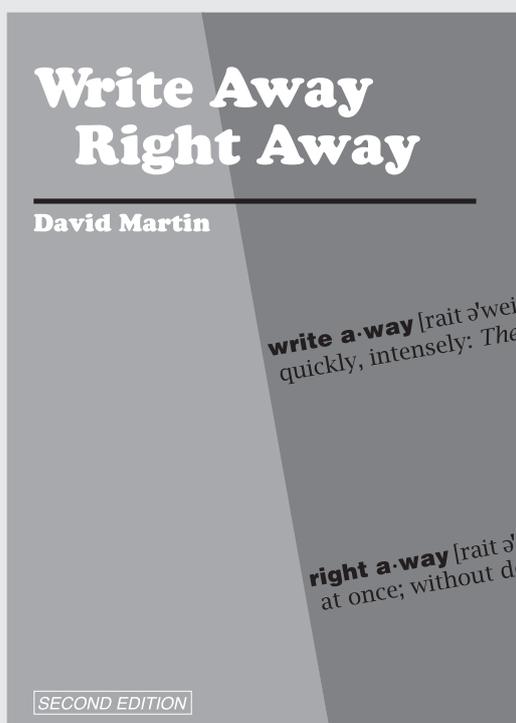
- includes three new units

- updated to include email writing

- new two-color design

- process writing with a multi-syllabus approach

- focuses less on academic writing and more on practical, realistic types of writing students may actually need

- low-intermediate level

- Teacher's Notes are available in printable PDF format from our website

★ **This unique course presents an enjoyable, interactive, and communicative approach to learning writing.**

★ **Designed specifically for Japanese university students!**

EFL Press

down and the only remaining signs of war were the empty aluminum paraffin holders swept into the gutters. They steamed back to Tokyo without even asking who won.

Yamahama was the first prefecture in Japan to officially secede from the Tohoku region and align itself politically with the island of Shikoku. This alliance was short-lived, however, for soon thereafter the governors of the four Shikoku prefectures unanimously voted Yamahama **"**off the island.**"** (This history of geographical musical chairs may be why school kids today still have a hard time locating our fine prefecture on the map!)

Yamahama City was short-listed to host the 1982 International High School Mathalympics, but narrowly lost out to the village of Yahamaha, on the Fijian island of Vanuabalavu. In spite of the setback, we've made sure that the training facilities built in preparation have not gone to waste, and we still maintain Japan's largest "arithmodrome**"**, which holds 15,000 people and boasts 48 Olympic-sized blackboards.

Not only do we have a world-class international airport—Yamahama Aerodrama, sliced into what was once the beautiful, 2,000-meter Mt. Minikui (1,500m)—but we also have one of the finest fuselage-scrubbing and wing-clipping facilities in all of east Asia. International air carriers such as Luftgestank, In-Continent, and Vertigo all get their planes washed here. What better place for you to hop off your international flight and stretch your legs for a week or two?

For your convenience, all of our *onsen* resorts are located within a two-block radius of Yamahama Station. That means no more overpriced tourist taxi rides, but it also means that those of you who really want to relax in the hills can do so without being bothered by gaggles of noisy wooden-clog-wearing holidaymakers wandering the streets in tacky hotel bathrobes.

And don't forget our spectacular beaches! Come spend a romantic, frigid weekend on the coast, doing all the things you love: surfing, sunning, shivering, you name it! Most of our seaside inns provide authentic whale-blubber jacket rentals to make watching the sunset on the beach warm and greasy.

Yamahama is the mythical home of Bromotaro, or Brine Boy, as he is lovingly called. Born mysteriously out of the swim bladder of an enormous red porgy, Bromotaro became a legend fighting against vicious tissue-ad distributors that were plaguing his village. At our yearly Bromofest, townsfolk dressed as crossing guards dance around in giant vats of seaweed until they are overcome by fumes. Hours of fun for the family!

And last but not least (not by a long shot!), Yamahama is the world's premier artichoke wine manufacturer. (You may have seen our internationally famous "Drink Choke" commercial series.) Although artichokes are not native to our part of the country, we've invested substantial amounts of money in genetic modification, greenhousing, and chemical preservation to give our artichoke wine its unique flavor and incomparable aftertaste. Come visit the museum at our main factory and try a few free samples, with bean dip!

Come to Yamahama**—please!—**and find out why we call it "Perfection in Prefection."
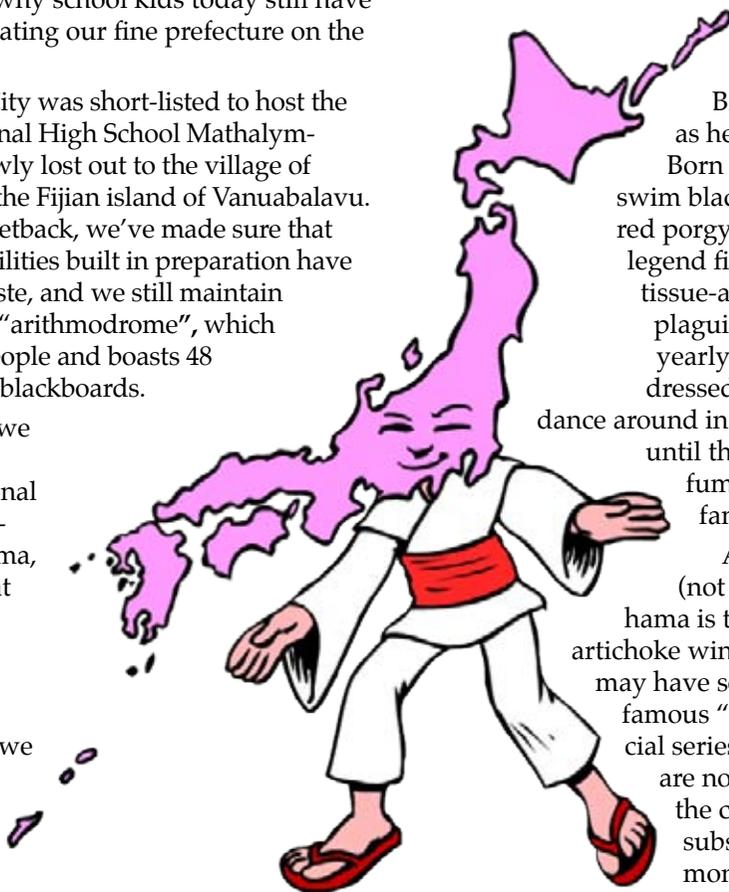
JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。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 of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories 会員と会費

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

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

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

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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at <https://jalt.org/joining> .

— JALT Tokyo Chapter Sponsored Presentation —

English Language Education in Korea: Early Exposure

Learning/Teaching Context: General

Speaker: Dr. Kee-Ho Kim (Professor, Department of English & Literature, Korea University)

The main topic of the talk will be the current situation of English language education in Korea, in both the public and private sectors. Specific issues to be addressed include the Korean government's policies and general attitude regarding early English education, its IBT-based English proficiency test, and universities' policies on teaching English in English. As the topic of early English education is quite controversial, the pros and cons of this initiative will be explored. (Presentation is in English.)

Forum: *The Global 30 Project and Japanese Language Education*

Sponsored by JALT JSL SIG & Tokyo Chapter

This forum will address the *Global 30 Project* and Japanese language education.

The first speaker will describe the Global 30 project that seeks to reform Japan's higher educational system to attract more overseas students into Japanese universities, and look for additional ways of administering the project. The second speaker will depict Global 30 and Japanese language education. The last speaker will address Japanese language education in the 21st century. The forum will be conducted both in English and Japanese.

Speaker 1: Allan Patience (Sophia University)

Speaker 2: Koshiro Takada (JAFSA)

Speaker 3: Shingo Moriyama (Nanzan University)

MC: Megumi Kawate Mierzejewska (Temple University Japan Campus)

The secret to creativity is knowing how to hide your sources – Albert Einstein

I can't understand why people are frightened of new ideas. I'm frightened of the old ones – John Cage

You can't use up creativity. The more you use, the more you have – Maya Angelou

The stone age didn't end because they ran out of stones – unknown

You can't wait for inspiration, you have to go after it with a club – Jack London

All great deeds and all great thoughts have a ridiculous beginning – Albert Camus

JALT2010: November 19–22 – 36th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition "Creativity: Think Outside the Box" – WINC Aichi, Nagoya ‹jalt.org/conference›