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— The JALT2005 EME —

What's happening at this year's Educational Materials Exhibition.

Every year the JALT conference hosts one of Asia's largest exhibitions of educational materials for language teachers. About fifty education-related groups display their materials and services for conference goers. Textbooks, software, games, storybooks, insurance, post-graduate courses, support services, investment opportunities, sample copies, and so much more can be found at the JALT2005 Educational Materials Exposition (EME). If you find that something is not available, then you've probably found a business opportunity. Often there are draws and giveaways, so be sure to make your way to the EME to check out all that there is on offer over the weekend.

Moreover, the very same groups that are working so hard to cater to your professional needs also want you to enjoy yourself. These generous groups support many of the social events, such as the Saturday night party, and various events within the conference programme. For example, this year's conference Quick Guide is sponsored by Longman, and Thomson Learning sponsors the complimentary conference bags.

Eagerly awaiting you at the many booths will be colleagues who have a keen interest in helping you. The EME will be open from 9am to 5pm on Saturday and Sunday, and from 9am to 2pm on Monday. So, be sure to visit the JALT2005 EME and catch up with the latest developments and offerings available to you, the educator.

For more information, visit ‹conferences.jalt.org/2005/›

Foreword

May provides many of us with a short break to relax over Golden Week and take in some of the wonderful festivals that Japan has to offer like *Kodomo no hi* (Children's Day), with its colourful carp streamers that can be found in many gardens and hanging from apartment balconies. For those of you with an opportunity to travel, Expo is a refreshing destination to take in the sights, sounds, and flavours from a variety of countries around the world.

This month's feature article by **Asako Kato** examines a selection of *English I* textbooks published in 1998 and 2003 and highlights high school teachers' perceptions of the changes made to Monkasho approved textbooks. Kato investigates five of the most popular textbooks used by 1st-year senior high school students in 2003, focusing on the inclusion of communicative features, content changes, and the use of visual images.

For our regular readers you may remember a Special Issue on Global Issues published in March 2003. In February 2004, an article by **Trevor Sargent** expressing his views on incorporating global education in the classroom appeared, with a follow up response by **David Peaty** in August of the same year. This month *TLT* presents an article by **Michael Guest** detailing his views, followed by a final response from Peaty.

Readers' Forums take a look at two articles. **Brian Herschler** presents an action research paper on collocations; the problems Japanese students have with them, and what methods can be employed to assist learners of English. **Jeremy Boston** examines task-based learning in a Japanese context, suggesting that circumstances are often such that teachers are only able to approximate task-based teaching methodology in their classrooms.

This month, My Share introduces three activities for use in the classroom. **Annie Menard** proposes the introduction of a token system to encourage students to participate in class. Students collect tokens awarded for participative behaviour over a period of time, with the total number accumulated

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contributing to their final grade for the semester. **Renee Sawazaki** suggests a warm-up activity with a difference for oral communication classes. Her idea involves some simple exercises such as the stretching and relaxing of certain muscle groups, practicing abdominal breathing, loosening facial muscles, and voice projection. All are guaranteed to increase the energy levels of students in your classroom.

Finally, **Nicolas Gromik** introduces a roleplay exercise where students must evaluate a story and then act out the roles of the various parties involved. Gromik recommends the activity for use with law students.

Jacqui Norris-Holt
TLT Co-Editor

5月には多くの人がのんびりできるゴールデンウィーク(GW)がやってきます。GWには楽しい行事があり、子供の日には色とりどりの鯉のぼりを目にすることでしょう。また世界各国が参加する愛知万博もおすすめです。

さて、今月号の論文では、Asako Kato氏が文科省認定の高校教科書を分析し、

コミュニケーション活動、題材、ビジュアルの観点から教師の反応を調査しています。次に、地球問題についてMichael Guest氏とDavid Peaty氏の論考があります。

リーダーズフォーラムでは、Brian Herschler氏のコロケーションの教授に関するアクションリサーチとJeremy Boston氏の日本におけるタスクベースの学習に関する考察を読むことができます。最後に、マイシェアではAnnie Menard氏、Renee Sawazaki氏、Nicolas Gromik氏が授業で活用できる活動を紹介しています。

TLT / Job Information Centre Policy on Discrimination

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The visual text speaks louder than the written text: An examination of the revised *Monkasho* English I textbooks

Asako Kato

Fudooka Seiwa High School

本論では文科省検定2003年版英語I教科書の特徴と1年間使用した教師の反応をコミュニケーション活動・題材・ビジュアル(写真・絵など)の観点から調査した。教科書に掲載されている多様なコミュニケーション活動は評価された。しかし、現実問題として時間的制約から、それらは十分活用されてはいなかった。その反面、ビジュアルを使った活動がコミュニケーションスキルの向上や本文の内容理解に効果的に使われていることがわかった。また、教科書には題材の面白さを望む声が多かった。

The *Course of Study for Foreign Languages* issued by the Japanese Ministry of Education, Culture, Sports, and Technology in 1999 took effect in 2003, with special emphasis on the development of secondary school students' communication abilities (Monkasho, 2003). The Ministry approves textbooks that reflect the objectives stated in the Course of Study, and therefore the Ministry's educational philosophy. In the 2003 revision, Monkasho approved new textbooks that included three noticeable changes: (a) the inclusion of communicative features; (b) changes in content, especially global issue topics; and (c) the use of visuals. The purpose of this paper is to examine the textbook changes and explore how teachers have interpreted these changes and incorporated the new material into their classes.

Textbook Analysis

In the 2003 revision, 35 *English I* textbooks received the endorsement. The changes in these approved books should be paid close attention as they can affect a teacher's choice of textbook and, therefore, the course of teaching for the following year.

I examined five textbooks: *Crown English Series I* (Shimozaki, et al., 2003), *Vista English Series I* (Ikeda, et al., 2003), *All Aboard! English I* (Hisamura, et al., 2003), *Unicorn English Course I* (Ichikawa, et al., 2003), and *Power On English I* (Jinbo, et al., 2003). These books were chosen because they represent the five most popular in terms of 2003 market share. The total number of Japanese 1st-year senior high school students who had used these five textbooks in 2003 was estimated to be 467,049, making up 33.6 % of the entire 15-year-old population.

(a) Communicative Features

The 2003 textbooks show a shift in teaching objectives from reading-oriented to speaking-oriented lessons, which is suggested in the Course of Study (Monkasho, 2003). With this guideline, the Ministry directed textbook writers to reduce the number of vocabulary items from 1000 to 900 in junior high textbooks and additional

Feature Article

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words in senior high textbooks from 500 to 400. The reduction in vocabulary in textbooks (see Table 1) supports Monkasho's directive encouraging less time on reading and more time on communication activities utilizing the words students already know. All the textbooks include more communicative activities, such as speaking and listening tasks, than former versions. Generally speaking, one chapter consists of a reading section, followed by grammar instruction and its practice, which is not so different from lessons in former textbooks, except for the inclusion of speaking exercises. The speaking sections are placed at the end of chapters or allotted as additional exercises in most of the textbooks.

Table 1. Vocabulary reduction

	1998		2003 revision
Crown I	2037		1327
Vista I	983		866
All Aboard I	1039	(*Go English*)	879
Unicorn I	1574		1320
Power On I	1523	(*English 21*)	1243

Note: *All Aboard I* used to be *Go English I*. *Power On I* used to be *English 21 I*.

(b) Content

The choice of topics in the textbooks mirrors societal trends and sometimes the ideology of a specific period of time (Fairclough, 1995, p. 72). Global education lessons appeared popular, with 22 out of 59 units in the 2003 textbooks being related to such issues. According to Kneip (1987, pp. 69-72), global issues can be categorized as *Development*, *Environment*, *Human Rights*, and *Peace*. Only one development topic was dealt with in each of the 1998 and the 2003 versions. Instead, topics on cultural diversity have won popularity, particularly in the 2003 textbooks. The environment, on the other hand, was taken up in all but *Crown* in 1998. *Vista* includes as many as four environment lessons in both the 1998 and 2003 versions. As for human rights, two 1998 textbooks focused on women's rights, while minority groups draw attention in the 2003 versions, with the inclusion of topics such as indigenous Hawaiians, Ainu people, a deaf girl, and a disabled boy. Peace-related lessons appear in every 2003 textbook with a different weighting in each, but not all 1998 books dealt with such issues (see Table 2, next page). Thus, users are exposed to global issues in one form or another.

(c) Use of Visuals

The final and most apparent feature in the 2003 textbooks is the use of colored visuals and images. The total number of visuals is not drastically different, but there is a significant shift from monochrome photos to colored photos (see Table 3, page 6). This change occurred as a result of the textbook publishers' mutual agreement to use full-color. Although some lessons adopt monochrome photos intentionally, colored visuals are thought to draw the viewer's attention more strongly than the written text (Unsworth, 2001, p. 99).

With these factors in mind, the following study was conducted with high school English teachers to determine how the 2003 revised English I textbooks were utilized. Only teachers who had used the revised textbooks participated in the study.

Survey Analysis

Participants

A questionnaire in Japanese was distributed to 46 public and private high school English teachers, including my colleagues, friends, and acquaintances at Teachers College Columbia University, who had used the revised version of Monkasho's endorsed English I textbooks the previous year. The total number of textbooks that the participants had used was 20, representing 12 different publishers (see Appendix A).

Instrument

The questionnaire contained eight items (see Appendix B). Questions 1 and 2 inquired about the effectiveness and ineffectiveness of the 2003 revised English I textbooks with regard to communication activities, the selection of topics, and the use of visuals. Question 3 focused on the reasons for the teachers' textbook selections. Questions 4 and 5 examined content and interest, i.e., what features appealed to the students. Questions 6, 7, and 8 related to the use of visuals, i.e., whether or not visuals were useful, if the teacher made use of visuals when teaching, and how they actually used them. The following is a detailed analysis examining (a) teachers' impressions of communicative features, (b) content, and (c) visuals.

Table 2. Global issues content

	Development	Environment	Human Rights	Peace	Cultural diversity
Crown (2003)		Lesson 6: *Living with chimpanzees*	Lesson 4: *Punana Leo, a voice of Hawaii*	Lesson 7: *Not so long ago*	Lesson 1: *Different languages, different worlds*
Crown (1998)					Lesson 3: *So many people, so many cultures*
Vista (2003)		Lesson 1: *Our earth*	Lesson 8: *Oki, an Ainu musician*	Lesson 11: *Landmines*	Lesson 5: *Email from Kenya*
		Lesson 2: *Wetlands*	Lesson 10: *Finding my way*		Lesson 7: *Happy birthday to you!*
		Lesson 4: *Wind: A new power*	Lesson 12: *The bus boycott*		
		Lesson 6: *Trees, rivers and the sea*			
Vista (1998)		Lesson 2: *A blue pearl in space*	Lesson 10: *To be fair to women*	Lesson 5: *World harmony*	Lesson 4: *People in Singapore*
		Lesson 3: *The ozone hole*	Lesson 16: *Martin Luther King, Jr. in his high school days*		
		Lesson 7: *Save pandas*			
		Lesson 8: *A sick sea*			
All Aboard (2003)		Lesson 10: *Our earth, no return*		Lesson 4: *The Genbaku Dome, a world heritage site*	
Go English (1998)		Look & Think: *Let's save the forest*	Look & Think: *Talented women in Japan*	Let's read: *Zlata's diary*	Lesson 8: *Our southeast Asian neighbors*
Unicorn (2003)		Supplementary reading: *Silent spring and after*		Lesson 7: *One step beyond*	
Unicorn (1998)	Lesson 2: *Terakoyas throughout the world*	Supplementary reading: *The sense of wonder*			
Power On (2003)	Lesson 5: *Everybody can help*		Lesson 7: *Bob Marley, the king of reggae* Lesson 10: *No one's perfect*	Lesson 9: *A message from the universe*	Lesson 7: *So many countries, so many laws*
English21 (1998)		Lesson 8: *Save paper, save trees!*		Lesson 6: *The diary of Zlata Filipavic*	Lesson 1: *English 21*

Table 3. Number of visuals

1998	Illustrations	Colored photos	Mono-chrome photos	Maps, graphs, charts	Total
Crown (1998)	37	11	44	0	92
Vista (1998)	187	17	33	23	260
Go English	242	42	101	31	416
Unicorn (1998)	24	21	51	24	120
English 21 (1998)	175	12	61	6	254
2003 Revision	Illustrations	Colored photos	Mono-chrome photos	Maps, graphs, charts	Total
Crown (2003)	70	68	29	18	185
Vista (2003)	173	52	7	20	252
All Aboard	226	82	8	7	323
Unicorn (2003)	35	58	14	32	139
Power On	177	73	3	6	259

(a) Teachers' Impressions of Communicative Features

Generally speaking, the teachers understood the objectives of the 2003 Course of Study, which emphasized the improvement of language skills by the use of an integrated approach, and they tried to incorporate the objectives into their teaching practices. Apparently, the usefulness of visuals and the inclusion of the four skills (speaking, listening, reading, and writing) were accepted positively, as more than 76% of the participants agreed to the efficiency of those changes. In fact, 35 out of 46 people supported the *integration of four skills* and admitted that the different types of activities were useful for the enhancement of students' various language skills (see Appendix C). Some teachers noted that they appreciated the variety and straightforward approach of the tasks, and that many of them were connected to the learners' everyday experiences.

However, not all activities in the textbooks were put into practice, mainly due to time constraints. One participant pointed out that speaking and writing activities were placed at the end of each chapter and that teachers were likely to skip these tasks and proceed to the next section, resulting in more traditional reading-oriented lessons. Other teachers reported that even though there were some textbooks in which listening and speaking activities were placed within the reading passage, these activities were prone to be considered as marginal and/or disregarded altogether because they did not have time to spend on them during the lesson. The English I course used to be allotted four credits, which meant four class periods per week. However, the standard number of allotted credits in the 2003 revision is three, although it seems impractical to cover all the activities in three lessons a week. In addition to this, a number of participants suggested that English I textbooks should focus on the improvement of basic reading skills supported by grammatical knowledge; speaking and writing activities are far too much to cover.

One participant noted that the university entrance exams hindered the development of students' communicative skills, especially speaking, because candidates are not tested on their speaking ability in entrance exams. On the other hand, another participant who taught students with low motivation, less academic interest, and lack of proficiency, strove to improve their thinking and communicative skills, not in English but rather in their first language. Although the course objectives are defined as developing students' communication skills in English, teachers have to overcome other problems before implementing the communicative activities in their language classes.

(b) Content

The study shows *Tales and Narratives* are the teachers' favorite genre, followed by *Cultural Diversity*, *War and Peace*, and *Human Rights*,

in that order (see Appendix C). Fifty-eight global lessons were chosen as intriguing lessons, which is not surprising given the total number of lessons with a global focus. In addition, global lessons are thought to be appealing as they are likely to become discussion or debate topics due to their controversial nature. Three teachers suggested that critiques and essays about current world issues would make good topics for discussion, while at the same time serving to improve students' critical thinking and communication skills.

In total, 29 teachers selected tales and narratives as their students' favorite genre. One participant explained as follows: "Literary works including tales and stories, especially ones with concrete description of the writers' spiritual development, move young learners because they can relate the writer's emotions to their own." This participant's opinion was also supported by others. Four participants wrote that they called for lessons with meaning, variety, and authenticity, in order to stimulate students' academic interest. There was some dissent voiced about the lack of depth in the 2003 textbooks owing to the decline in the level of difficulty and the decrease in vocabulary. These teachers felt that the graded materials did not convey a strong message to young learners.

(c) Teachers' Impressions of the Use of Visuals

This section focuses on the use of visuals in the textbooks. Participants received the increase of colored photos and other visual aids favorably. They thought visual aids in the textbooks were of help when teaching. In fact, 76% of teachers accepted the increase in photos as a favorable change, and 73% considered visuals an important factor in their selection of textbooks as well as content. In response to Questions 6 and 7, which asked about the participants' use of visuals, 67% said that visuals became effective tools and about 70% noted that they had actually used photos and other visual aids in class. One participant stated that the increase in the number of colorful photos, together with the decrease in the amount of vocabulary, seemed to help students feel less overwhelmed by English. However, those who were concerned about university entrance examinations expressed their anxiety about picture book-like textbooks with fewer words and simplified sentences.

Answers to Question 8 about teaching practices using visuals, turned out to be a rich source of pedagogical suggestions. Many participants reported collecting photos from the Internet and showing them in class to provide students with additional information. One of the most popular activities that teachers described was *Questions & Answers*. This type of activity is often used both as a pre-reading task before the interpretation of the written text and as a post-reading task for wrap-up. Teachers introduced the content, new vocabulary items, grammar points, and sentence structures by showing photos. Some participants reported that they had already tried *Show and Tell*, i.e., oral explanation of the photos, matching visuals and written text, and narrative writing based on the photos. However, the photos in the textbooks were not enough to interest high school students as they are surrounded with more stimulative media in their everyday lives. One participant even noted the need to guide students to access electronic sources for further information.

Conclusion

Since textbooks are a major source of input and reflect the aims and objectives of the curriculum in Japanese high school classrooms, their potential influence on English development is profound. As I have tried to illustrate in this paper, the 2003 revised English I textbooks cover the assigned communicative features in various exercises. Although the reading- and grammar-oriented teaching style still has strong support, these exercises will help teachers to expand their teaching practices. Taking into account students' different needs and proficiency levels in English, it is important for teachers to select those sections from a textbook that will prove the most beneficial for students and to determine the best method of delivery. In fact, that is what the majority of teachers have been doing and will continue to do no matter how the curriculum changes.

My analysis has shown that teachers place significant importance on lesson content. Examples of global issue lessons indicate that current topics are appealing to both students and teachers. Global issues provide a rich and varied source of information from which students can enrich their view of the outside world while engaging in active learning. Also, the focus on content provides teachers with a guide as to what integrated skills to teach. For example, teachers can expand a reading-oriented class to a more student-oriented active class by including reflective journals or letter writing, presentations, and discussion forums.

The use of visuals extends pedagogical practices as suggested in the survey. In other

words, visuals in textbooks support effective teaching and learning. Furthermore, teachers might need to consider the use of electronic visual sources, as Unsworth (2001, p. 71) states that there are many possible uses for computer-based texts, and thus a need for the implementation of multimodal learning in school. Also, hyperlink texts will influence the construction of paper-based school textbooks.

Japanese high school teachers do have limitations. These include large class sizes, time constraints, and the pressure of university entrance examinations, but there is no denying the necessity of teaching English as a tool for communication. The 2003 revised textbooks reflect the guideline objectives. However, it depends on how teachers present the material for the effective development of students' language skills.

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Asako Kato has been teaching English at four different prefectural high schools in Saitama for nearly 20 years. Her research interest is content-based language teaching according to students' proficiency levels and language skills. She recently completed the MA program in TESOL at Teachers College Columbia University, Tokyo.

Appendix A. Textbooks utilized by participants

Title	Publisher	Number of users
Crown	Sanseido	14
Unicorn	Bun-eido	6
Pro-vision	Kirihara	4
Prominence	Tokyo Shoseki	3
English Now	Kairyudo	2
Tomorrow	Keirinkan	2
Vista	Sanseido	2
Acorn	Keirinkan	1
Daily English	Ikeda Shoten	1
Exceed	Sanseido	1
Milestone	Keirinkan	1
New English Pal	Kirihara	1
New Cosmos	Sanyusha	1
New Stream	Zoshindo	1
One World	Kyoiku Shuppan	1
Polestar	Suken Shuppan	1
Pow Wow	Bun-eido	1
Viva	Daiichi Gakushusha	1
Vivid	Daiichi Gakushusha	1
World Trek	Kirihara	1

Appendix B. English Translation of Survey

(This questionnaire is to ask your opinion about the 2003 revised version of Monkasho English I textbooks.)

• What English I textbook do you teach with? Please write the title and the publisher's name.				
• What English I textbook did you teach with before the 2003 revision?				
• Please read the questions below and indicate your response by choosing and circling a number (1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree).				
1. What do you think would be the most effective change you see in your textbook?				
1. The change in the level of difficulty	1	2	3	4
2. The number of vocabulary items	1	2	3	4
3. The variation of topics	1	2	3	4
4. The variation of visuals (photos, pictures, maps, and graphs)	1	2	3	4
5. The attempt to incorporate integrated four skills	1	2	3	4
2. What do you think would be the least effective change you see in your textbook?				
1. The change in the level of difficulty	1	2	3	4
2. The number of vocabulary items	1	2	3	4
3. The variation of topics	1	2	3	4
4. The variation of visuals (photos, pictures, maps, and graphs)	1	2	3	4
5. The attempt to incorporate integrated four skills	1	2	3	4
3. What is your priority when you choose Monkasho-approved textbooks?				
1. The level of difficulty	1	2	3	4
2. The number of vocabulary items	1	2	3	4
3. The variation of topics	1	2	3	4
4. The variation of visuals (photos, pictures, maps, and graphs)	1	2	3	4
5. The attempt to incorporate integrated four skills	1	2	3	4
4. What lessons most appealed to your students when you taught last year with your English I textbook? Choose the categories and write the titles.				
1. Art				
2. Culture/ Cultural diversity				
3. Environment				
4. Human rights				
5. War and peace				
6. Science				
7. Tale/ Narrative				
8. Other (Name the lessons):				
5. Why do you think those lessons were appealing to your students?				
1. Content	1	2	3	4
2. Layout	1	2	3	4
3. Visuals	1	2	3	4
4. Your interest and attachment to the particular lesson	1	2	3	4
5. Other reasons:				
6. Have you ever tried using visuals in teaching?	Yes	No		
7. Do you think visuals are useful when you teach?	Yes	No		
8. How did you use the visuals? What kind of activities do you think are possible?				

If you have any other opinions or comments on Monkasho-approved English I textbooks, please write them below.

Thank you.

Appendix C. Survey Results

(Response: 1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree)

1. What do you think would be the most effective change you see in your textbook?				
Response:	*1*	*2*	*3*	*4*
• Level	2	18	17	5
• Vocabulary	1	18	20	2
• Topics	2	10	23	8
• Visuals	0	5	19	19
• Integration of 4 skills	0	6	26	13

2. What do you think would be the least effective change you see in your textbook?				
Response:	*1*	*2*	*3*	*4*
• Level	3	17	15	3
• Vocabulary	5	15	16	3
• Topics	12	21	8	1
• Visuals	12	18	8	1
• Integration of 4 skills	7	20	12	2

3. What is your priority when you choose Monkasho-approved textbooks?				
Response:	*1*	*2*	*3*	*4*
• Level	0	2	19	24
• Vocabulary	0	7	24	14
• Topics	1	2	14	26
• Visuals	2	7	26	8
• Integration of 4 skills	0	17	19	9

4. What lessons most appealed to your students when you taught last year with your English I textbook?	
• Art	1
• Culture/ Cultural diversity	23
• Environment	4
• Human rights	11
• War & peace	20
• Science	5
• Tale/ Narrative	29
• Other	4

5. Why do you think those lessons were appealing to your students?				
Response:	*1*	*2*	*3*	*4*
• Content	1	1	18	21
• Layout	2	22	11	2
• Visuals	2	15	14	9
• Teachers' Enthusiasm	1	10	15	13
• Other reasons:				

6. Have you ever tried using visuals in teaching?	• Yes 35 • No 11
7. Do you think visuals are useful when you teach?	• Yes 42 • No 1 • Depends 3
8. How did you use the visuals? What kind of activities do you think are possible?	• Questions & Answers • Showing other photos from the Internet for further information • Introduction to the content • Introduction of new vocabulary items, grammar points, and key sentences • Show & Tell by the students • Matching visual and verbal texts • Narrative writing

Note. Not all participants responded to all questions

A Response to Peaty's *Global issues in EFL: Education or indoctrination?*

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Readers' Views

As a supporter of global education, I eagerly read David Peaty's (2004, pp. 15-18) article, *Global issues in EFL: Education or indoctrination?* Unfortunately, the article contained several significant flaws.

First, Peaty argues that using the classroom as a platform for advocacy (or bias, if I may) is acceptable if, "society accepts and respects the principles, values and goals being advocated" (p. 16). To buttress his point he quotes from the universal declaration of human rights. But in fact, the declaration of human rights focuses on widely-held *values* such as respect and dignity of human life, *not* the narrower confines of the type of partisan *political* positions that Peaty advocates.

Oddly though, Peaty later goes on to characterize his own positions as *non-mainstream, alternative*, even *radical*. All of these terms, by definition, imply a lack of acceptance by mainstream society. How then can he maintain his initial claim that classroom advocacy is acceptable if society accepts those principles and goals advocated? He can't have it both ways. He must either drop the pretense of support from the Declaration on Human Rights or characterize his own views as socially mainstream. But Peaty's second justification for the use of the classroom as a podium for espousing the teacher's own biases depends upon presenting his views as non-mainstream. After all, he seeks "balance" in education by bringing in his "marginal" or "radical" perspectives which do not reflect "mainstream" views—which are "unfair" because they are the products of mass media.

Moreover, Peaty conflates mass media with government and commerce and presents them as a monolithic singular value or set of values ("myths") which Peaty feels must be redressed by "illuminating" learners with his own views, which, unsurprisingly, correspond to a singular "progressive" agenda. However, this notion of a united, monolithic media and its liaisons with the realms of government and commerce is overly simplistic and highly reductionist. Most of Peaty's pet topics, such as the ravaging of the environment for capital gain, the questionable ethics of large corporations, the possibility of

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media misinformation, the effects of consumerism on the environment and so forth are hardly *marginal*, *radical*, or *alternative* positions. One can easily find a variety of viewpoints, including all of those advocated by Peaty, within mainstream media. Such perspectives are widely presented sympathetically in newspapers, movies, magazines, pop music, art, and even the most banal television shows. It is doubtful that in our society there is anybody who believes that the media is always truthful, that multinational corporations always work for the betterment of mankind. In fact, if Peaty really wants the voices of radical or marginalized groups to be heard, he should realize that this would not include so-called "progressive" views alone, but also those of Aryan supremacists, religious fanatics, wacko conspiracy theorists, Stalinist remnants, and the like.

The truly odious element of Peaty's advocacy approach is that it manifests all the worst of the missionary mentality. Here we have a scenario in which the masses (students) have been duped by an unfair, devious power (government and its minions in the monolithic mass-media) that is fundamentally "wrong." However, the teacher—the enlightened one—knows the truth. He therefore feels it is his bounden duty—he is, after all, an *educator*—to impart these truths to his captive audience in order to lift the veil of deceit from their eyes and "save" them.

It seems then that for Peaty, global education is not a means to open-minded critical inquiry but rather a pulpit from which certain truths should be proclaimed. Peaty makes no attempt to hide the fact that he uses the classroom for advocacy, and kudos to him for not trying to deny his biases. But Peaty actually goes much further than simply having a bias. Not only does Peaty clearly already have the correct answers to many of the world's problems, he wants his students to parrot them too.

Normally, we call this indoctrination.

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Peaty, D. (2004). Global issues in EFL: Education or indoctrination? *The Language Teacher, 28* (8), 15-18.

A rebuttal to Michael Guest

by David Peaty

I would suggest that the reader look at my original article while reading Guest's comments on it. It will become clear that Guest has completely misrepresented it. Contrary to his assertions, it does not encourage teachers to indoctrinate their students. It does, however, suggest that presenting (not "imposing") a certain viewpoint may be justified in certain contexts, such as when that viewpoint is endorsed by international conventions, when it has not been fairly represented by the mass media, or when doing so may have the effect of inspiring students to become good global citizens.

My article offers as an example the Universal Declaration of Human Rights, which states that "every individual and every organ of society . . . shall strive by teaching and education to promote respect for these rights and freedoms . . .." Guest seems to feel that the UDHR is merely a statement of values. On the contrary, it represents a clear political commitment which many of the signatories have in fact failed to live up to. It also represents an educational commitment, one which not only endorses the advocacy of human rights in the classroom, but demands it.

Guest's arguments focus not on advocacy per se, which would be relevant, but on my own political beliefs, which are not. However, in my article there is no mention whatsoever of my own views on any issue other than that of advocacy in the classroom. Yet Guest refers to my "partisan political positions," my "perspectives," my "own views," and my "pet topics"—and even provides examples! He goes on to argue that I inconsistently characterize these positions as both socially mainstream and radical, and, with heavy sarcasm, that I already "have the correct answers to many of the world's problems." This is ridiculous. My article neither mentions my political views nor makes claims about them. If Guest wishes to criticize some of my other publications, he should do so openly, with proper citation, and in an appropriate forum.

Guest claims that all of the viewpoints which I advocate (elsewhere, presumably) are "widely presented sympathetically" in the mass media, and even in "the most banal television shows." I am very reassured to know this, especially as,

unlike Guest, I do not watch banal television shows.

Guest further seems to believe that I seek to "illuminate" learners with my own views. Nowhere in my article do I refer to how or what I teach. However, just for the record, I do not believe in imposing my own views on my students, nor do I encourage other teachers to impose their views on students. As for his comment about Aryan supremacists and religious fanatics, the institution for which I teach has clear regulations proscribing educational content of this kind. I would be surprised if it is allowed where Guest teaches.

While I could be flattered by his reference to "Peaty's advocacy approach," I cannot claim to have invented any approach, and the arguments in my article have—as is clearly indicated—already been presented by others in well-researched papers.

It is a shame that Guest has failed to address the key questions raised in my article. Is it appropriate for language teachers to introduce concepts and issues such as human rights, sustainable development, and fair trade in their classes? Is it acceptable for teachers to ask provocative questions about government policies when, for example, those policies clearly contravene international conventions? Is it permissible for teachers to introduce viewpoints which have been neglected by the mass media, provided that they don't impose their own ideas on students?

Finally, I must object strongly to Guest's use of the word "odious" in referring to the promotion of global citizenship through education. There is nothing odious about empowering students to make their world a better place. At this stage in his argument, Guest's already incoherent message degenerates into a diatribe of the kind he seems to deplore elsewhere. I believe the readers of the *The Language Teacher* deserve better than this and will not dignify this part of his attack with a response.

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Teaching collocational awareness in the EFL classroom

Brian Herschler

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The mistaken notion that meanings can be successfully decoded or assembled from individual word meanings might be widespread among Japanese L2 learners. Such learners harbor what is often referred to as "the 'container' or 'atomic' view of meaning" (Carter and McCarthy, 1988, p. 32). This view may mislead them as to how it is that we actually use language to communicate. During production, either spoken or written, each meaning that calls on language for its expression usually requires of the language user a lexical knowledge beyond that of single word meanings for the whole meaning to be successfully conveyed. Here is where collocational knowledge and awareness come into play.

This report on a piece of action research discusses the extent to which the use of English collocations have been problematic for one group of eight university-bound Japanese high school students. Specifically discussed will be the apparent need to raise a collocational awareness among Japanese L2 learners, along with suggestions for raising that awareness. Some specific collocational problems that these students exhibited will be examined, and ways of dealing with those problems will also be addressed.

What are collocations, and why are they important to teach?

The collocations of a word in text refer to the expectancy of co-occurrence between that word and an identified group of words that each have a significant chance, beyond that of individual lexical frequencies, of appearing somewhere in the vicinity of that word. Seen another way, "collocation refers to the restrictions on how words can be used together" (Richards, Platt, & Platt, 1992, p. 62).

Many collocations have a unidirectional nature. A directional relationship is implied from the observation that "a collocation is usually more significant for one word of the pair than the other" (Deignan, Knowles, Sinclair, & Willis 1998, p. 42). The word that finds this greater significance in the collocation is called *the node.* So, the node *landmine* has among its collocates *ban*, *on*, *campaign*, and *clear*. Conversely, *clear* taken as

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a node does not find *landmine* among its most significant collocates, but rather *made*, *points*, *crystal*, and *steer*, among many others. Data for these examples have been drawn from the CobuildDirect corpus, created by COBUILD at the University of Birmingham.

As might be surmised from the examples given above, Carter and McCarthy (1988) tell us that "what a word occurs with is just as important as any other kind of statement about its meaning" (p.33). Similarly, Nattinger (1988) suggests that "the meaning of a word has a great deal to do with the words with which it commonly associates" (p. 69). Because beginning learners start learning new words from day one, Nattinger (1988) and Carter and McCarthy (1988) might be implying that collocations be introduced as early as possible in the learning process.

The collocations we will be looking at here are those that Carter (1998) refers to as *unrestricted collocations* (p. 70). They appear between two content (or open set) words that are not fixed, relatively speaking, into particular patterns or staid phrases. These collocations are on the opposite end of the cline from fixed expressions, such as idioms. They are also distinct from grammatical collocations, which involve a content (or open set) word coupled with a grammar (or closed set) word such as *of* or *that* (Benson 1985 in Carter 1998).

The Need to Raise Collocational Awareness

What my students already know about collocations

I have found that more experienced learners are able to accurately identify the direction in which a given collocation goes if one of the pair obviously has a greater frequency, such as the pair *take* and *photograph*, where *photograph* must obviously be the node. Given an adequate knowledge and experience of the language, such ability to determine collocational directionality appears to be common sense.

A lack of collocational awareness

While some of my students seem to have a good sense of directionality, many do not seem to have developed the habit of looking for possible collocates in the neighborhood of a newly introduced word when encountering it for the first time in a text. For instance, in a newspaper article, the lexical chunk *a bad influence* appeared. I provided a simple definition of this early in the lesson. When my high school students were asked to write a response to the content of the article—a new type of arcade game in Japan that uses live lobsters—two of my students tried to incorporate *a bad influence* into their writing. However, they appear to have failed to notice the verb that collocated with influence in the article: *is*. Their guesses, *makes* and *give* were intelligent (*ataeru*, or *give*, reflects a collocation in Japanese, and thus represents possible L1 transfer), but they were nonetheless unobservant of a collocation already provided, although not highlighted. This suggests that collocates, at least initially, need to be either actively elicited, or overtly taught to learners. Gradually, perhaps with the aid of consciousness raising activities, an independent habit of noticing collocations of a new word may develop as part of student reading and vocabulary acquisition skills.

Problems Students May Encounter

Apart from a limited vocabulary, the major problem my students have with collocations is their limited knowledge of how vocabulary interacts to create meaning and combines lexically into allowable patterns. Indeed, though student collocational errors may not always alter or obscure intended meanings, they are often less than acceptable, straying too far from common usage or established register.

For example, Erika wrote in her journal, "I want to collect three trillion yen and withdraw land mines all over the world." Perhaps Erika knew, or had found out, that we *withdraw tanks* and *withdraw troops*. So why not *withdraw* landmines? One answer is that while it may make sense, fluent speakers would never say it. This error may also indicate Erika's *atomic* view of words, or that she over-generalized. The following two sections will deal with these two sources of collocational error.

L1 Transfer and the *Atomic* View

To a large extent, students in Japan are still taught by the grammar-translation method. As a result, they might not pay much attention to forming collocational or other associative bonds between English words, since their focus would be on individual *atomic* English words and their Japanese equivalents. In a sense, one might say that such students manipulate English along a third L1-based axis, perpendicular to the syntagmatic-paradigmatic axes. The syntagmatic axis is the imaginary line on which sentences run: node words have a syntagmatic relationship with their collocates. The axis perpendicular to this, the paradigmatic axis, would, for example, be the

group of verbs that could fit in the blank in the following sentence, "I _____ white bread." Our students might be more familiar with exercises dealing with the latter paradigmatic axis than the former syntagmatic axis. For this reason, students should probably learn to view English in terms of English as early as possible in the learning process.

Mari, another student, wrote in her journal, "And I think I'm a nice player of both ski and skate." It might be that Mari's choice of *nice* was taken from a common sports-related word in Japan, *naisu,* as in *nice shot*. This could therefore be a case of L1 transfer rather than a simple confusion of two senses of nice—*nice (guy)* and *nice (throw)*—especially given that Mari was writing about sports. L1 transfer appears, in my experience, to be a common source of collocational error.

It might also be that Mari approaches lexis as if adding *nice* to *player* is the same thing as adding the meaning of *nice* (in the Japanese sense of the word) to the meaning of *player*, and getting a predictable result. Highlighting collocations in the classroom involves getting away from such a simplistic view, while implicitly moving toward the realization that words may have a more synergistic relationship.

Over-generalization

Another common problem is over-generalization. For example, Mari wrote in her journal *I'm making a picture*. Here we see that the normal collocability of *make* has been over-extended. This is clearly not an L1 transfer, for the word *take* in Japanese, *toru*, collocates with *shashin*, which means *picture*. Mari was apparently not aware of this cross-language collocational parallel. It would be useful for learners of both English and Japanese to have access to a catalogue of such parallelisms.

The Treatment of Collocational Problems

Building collocational awareness: pedagogical metaphors for use in the classroom

How we conceive of a word and decide how it is used might be explained to students metaphorically as a kind of *linguistic prejudice*. We may, for example, develop *prejudiced* feelings for a word such as *common*, which is frequently seen in the company of negative words, just as a father might negatively size up a prospective suitor for his daughter when taking into account the riff-raff he hangs around with. Such a metaphor might be instructive to students stuck in the grammar-translation-fostered single word—single meaning conception of lexis, by implicitly suggesting that words, like people, live not alone, but in certain communities, and further, are shaped by those communities—a kind of *nurture vs. nature* view of language.

A second metaphor might involve the idea of asking students what would happen if they added, say, yellow paint to blue paint. Likening the green result to a lexical collocation may prove enlightening to some students.

Learners, particularly at the advanced level, could be encouraged to develop their own metaphors in both L1 and L2, which might make for some interesting results.

Collecting collocations

A consciousness raising activity in Willis and Willis (1996) suggests that after the reading of a text, learners could be asked to find and record the collocates of a given node word in a *word-map*, as "a way of helping students build up associations and their knowledge of collocation" (p. 72). Specifically, these associations could be used by learners to help them predict the linguistic content of a text, as well as helping them to decode a spoken utterance. In terms of production, they might provide a guide for marshalling words together to create an intended meaning.

Response journals and collocational production

Response journals are notebooks that students write in during class time or at home to express their own views on issues, themes, or events read about and discussed in class time, or about personal issues that students want to share with the teacher.

Students often take this opportunity to put to use some of the new vocabulary they have come across during the lesson. Especially when students engage in risk-taking, one of the successful strategies of the *good language learner* (Nunan, 1991), collocational mistakes appear in their writing. Thus this type of activity appears to be especially well suited for activating and perhaps improving collocational production.

Two specific errors for treatment

Before presenting my high school students with a reading text about a robber, I asked them to brainstorm a list of words they thought might occur with *robber*. Such an activity probably exposes students to a conscious awareness of their own associations, while allowing the

teacher to probe students' mental lexicon for misunderstandings and lapses. The brainstorm produced *money*, *bank*, *bag*, *police*, and *safe*, but also *wallet*—an evident collocational problem.

One way to approach such a problem, and cement appropriate collocations to a node, may be to help students establish mental images with the use of pictures and graphics. Particularly in the case of a concrete noun such as *robber*, students may find useful a picture of a thief on the street, or a robber in a bank.

In addition, a collocational grid (adapted from Rudzka, Channell, Ostyn, & Putseys, 1981 and 1985, cited in Carter and McCarthy) could be drawn up using authentic concordances taken from a computer corpus (see grid exercise in Appendix). Channell (1988) cites evidence of the "positive gains in vocabulary competence"(p. 92) in using such grids.

In another example, Kana confused *common* with *popular* in her response journal. She was writing on the theme of *a failure to communicate*, taken from the New Zealand robber article.

Kana wrote, "So maybe this mistake is very popular." This collocational confusion might be dealt with by showing students data that indicates that *popular* does not collocate with negative words like *mistake*, whereas *common* frequently does. This fact Kana was not aware of, though she claimed she did know the difference in meaning between the two words, which leads one to believe that Kana too has a rather *atomic* view of lexis.

The differences in meaning between the two words might be further augmented by showing students a list of twelve intensifying adverb collocates generated from the Cobuild corpus that indicate enthusiasm for what is popular, whereas common has only half that number, and these collocates, taken as a whole, do not have as intensive a meaning. Limiting the length of any collocational list to perhaps no more than ten or twelve of the most common or relevant words to illustrate one particular point about a node's meaning may avoid student feelings of being overwhelmed.

The confusion of *common* with *popular* illustrates well that it is not enough to merely define words in isolation and expect them to be used properly in context. Thus we need to show students how a word collocates and what it tends to collocate with, as well as any shared qualities of the collocates (e.g. having positive or negative meanings).

Conclusion

While students may have an awareness of the directionality of collocations, they may also lack a *collocational awareness*. The development of this awareness could be hampered by a learned propensity to constantly refer back to the L1 rather than understanding English in terms of itself. The familiar *English only* rule may help to remedy this situation.

Building collocational awareness might be helped by the use of metaphors that depict these linguistic relationships in a way students can easily relate to. Recording collocations in a vocabulary notebook is also a useful consciousness raising activity.

Collocational problems might be dealt with in a number of ways, including the use of data gathered from a large computer corpus of language, such as the Cobuild corpus, to demonstrate larger patterns of how a word normally collocates with others. Where appropriate, the use of pictures and graphics may also suggest useful collocational relationships to students. Also the use of grids such as found in Rudzka et al. (1981) can be constructed using authentic language easily gathered from a computer corpus.

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Appendix

Check the appropriate box for each item. Underline the word or words that helped you make your decision. List these words on a separate sheet in three columns under the headings *robber*, *burglar*, and *thief*. Compare each list. (Instances taken from Cobuild corpus).

robber	burglar	thief	
			Your car may be the most expensive thing you own. It is also the most likely target for a _____.
			A woman magistrate was mugged at a cash dispenser by a _____ she had just allowed out on bail for lunch.
			A few weeks ago an armed _____ hit the building that houses our office. Brandishing a pistol, he barged into an office....
			A judge took pity yesterday on an ageing jewel _____ when he promised to retire after almost half a century of international crime.
			If you wake up and hear an intruder in the house: Don't confront a _____ - he may be carrying a knife or other weapon. Don't pretend to be asleep. Switch on the lights and make a lot of noise.
			The trinkets, missing since 1994, were found at the home of cat _____ Renato Rinino, dubbed the Riviera Jewel thief.
			Never argue with a _____. If a _____ demands it, give up your purse, your wallet or your car. A person demanding money will not be rational. It is better to be safe....
			A bank _____ would not avoid prosecution if he handed back the money he stole.
robber	burglar	thief	
			A lot of bikes get stolen. _____ like them because they are easy to sell.
			A _____ needs your card to write a cheque.
			A _____ had pried open the second-story window and was rifling her bureau drawers.
			A lone South African policeman shot dead an armed bank _____, wounded another and forced three to drop their guns and surrender as they emerged from robbing a bank yesterday, police said.
			If you see signs of a break-in at your home, like a smashed window or open door, don't go in. The _____ may be inside. Go to a neighbour's and call the police.
			Astounded shop owner Frank Robins caught a _____ who tried to buy a video recorder using a credit card that he had stolen from him.
			Put deadlocks on doors and windows. Fit security lighting and a _____ alarm. Leave curtains closed and a light on when you go out at night. Don't let shrubs and bushes provide a screen for _____.

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The *grey zone* and task-based learning

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Despite the fact that Task-Based Learning (TBL) is a well-known model, at least two key advantages to TBL can still be emphasized based on the pedagogic hypothesis that its proponents, such as Skehan (1998) and Willis (1996) have developed over the years. Advantage I: Tasks require learners to use whatever target language they have at their disposal accurately and appropriately enough to achieve the communicative outcome, or goal, set by the teacher, not displaying learner control of any pre-set language features. Therefore, tasks can be considered communicative activities (Willis, 1990) that provide an incentive to make best use of the language learners already have, and which lead to a resourcefulness in solving communicative problems (Skehan, 1996), a great advantage given that opportunities in Japan for learners to develop the above skills outside the classroom are limited.

Advantage II: As Willis (2000) notes, language neither occurs nor develops in a communicative vacuum. Arguably, a task-based lesson by definition begins early with a task, thereby starting with a *need to mean* to achieve a set communicative outcome, and then moving onto an examination of language fluent speakers or writers use to achieve the same outcome. Tasks give learners a reason to notice a lesson's subsequent language focus because they had a need for such features while attempting the task (Thornbury, 1999).

The above arguments are widely recognized, and there are many books and articles that provide ready-made tasks or guides on how to create TBL lessons. However, these works ignore or underestimate the difficulties caused by the fact that "[f]or most practising teachers the decision as to what to teach, and in what order, has largely been made for them by their coursebook" (Thornbury, 1999, p. 8). Also under-addressed is the problem of learners outright *balking* at the challenge of attempting tasks sequenced near the beginning of a lesson. In my experience, both problems apply to many teaching situations in Japan.

Many teachers work at institutions that employ commercially available coursebooks as their syllabi. I have only found coursebooks

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in bookstores or publishers' catalogues which are either devoid of tasks, therefore without Advantages I and II, or which sequence their tasks after a focus on form, at minimum negating Advantage II.

My first question is: Can teachers adapt coursebook materials—by supplementation or re-sequencing—into a TBL lesson featuring Advantages I & II above? Often, the answer will be "No".

For example, many schools at which I work have a predilection for employing coursebooks with lessons centered on real-life situational role-plays. These are always sequenced after the playing and examination of recorded dialogues of fluent speakers who are supposedly in a real-world situation similar to the role-play—for example, where students listen to a dialogue of people ordering in a restaurant. While *any* spoken activity immediately following an explicit focus on form is unlikely to be treated by learners as a task, but instead as an opportunity to practice, display, and therefore adhere to predetermined language forms (Willis, 1990), if teachers were to begin lessons with role-play activities, would we then have a task-based lesson?

Most role-plays themselves are not tasks because tasks set out to "replicate within the classroom aspects of communication in the real-world" (Willis, 1990, pp. 58-59). Role-plays, on the other hand, are simulations of language use. Students script the role-play by imagining what language they would use if they were in a situation that had an outcome. However, because students are not expected to achieve an actual outcome in class, they do not have to necessarily say anything true or play a convincing role, and need only to display control of plausibly appropriate language forms (Willis, 1990).

Nevertheless, a role-play does ask students to decide on plausibly appropriate language which could then be contrasted to the language found in the dialogues. So while the role-play is arguably not a task requiring communication, it does give students a reason to attend to the language features of the dialogue.

Furthermore, recordings of students planning and rehearsing role-plays show real communication occurring, especially if students with the same role are put together to plan their strategies (Abdullah, 1993 in Willis, 1996). Yet the language forms that could be used to achieve this communication will be absent from the coursebook text language data. Even if role-plays are viewed as scripting tasks, we have a lesson with a task, but where the language focus is not task-based. The same disconnection between task and language data often applies when teachers try to employ ways—like those suggested by Willis (1996)—to give role-plays outcomes and thus transform them into tasks. The only way to achieve both of the advantages of TBL cited earlier would be to record fluent speakers performing the newly task-adapted role-plays and use these recordings as a source of language data. Doing so, however, requires teachers to, in effect, throw out the original coursebook lesson and replace it with one of their own devising.

While many coursebooks are of the kind described above, there are a number that do contain unequivocal tasks, but these are almost always sequenced after an explicit focus on form. Given that this raises doubts as to whether tasks so sequenced will not be treated by learners as language-display exercises, we need to ask why coursebook writers take this approach.

Besides being pressed by the need to sell coursebooks in a market that reflects teacher conservatism, it is possible that materials writers also believe, perhaps from their own experience, that many learners—especially low-level ones who in Japan likely comprise the majority—are simply not up to the challenge of task-fronted TBL.

My own attempts at implementing TBL lead me to believe that these material designers are often correct in this assumption. Coursebook writers seem to be trying to introduce students to undertaking tasks without the stress of task-fronted lessons.

Yet there is the valid argument that TBL is task-fronted by definition. I will concede that an individual task-based lesson needs to begin with a task, but perhaps not every lesson needs to be task-based. You could teach any given language features over two lessons. The first lesson could begin with an audio or written text followed by comprehension questions, consciousness raising activities, or traditional practice activities, a format with which students are likely familiar. The subsequent lesson could open with a task, followed by a text of a similar task being performed that also contains the same language features focused upon in the preceding lesson. These could, in turn, be reviewed. As long as you did not tell students before the task to use the last lesson's language features, it can be argued that this is a task-based lesson that also serves as a way of easing "task-shy" learners into TBL.

However, besides problems such as time efficiency and over exposure to particular

language features, this approach might be better labeled task-based *review* (TBR). The teacher *knows* the students have studied the task language features before and these are likely to be relatively fresh in students' minds. Yet, if the latter is true, how is this very different from a display exercise?

On the other hand, if you accept that all task-based lessons are in a sense task-based review, insofar as students are expected to attempt to draw upon their knowledge of language previously encountered or studied, every individual lesson that puts its task(s) prior to its language analysis or exercises does perhaps merit being called task-based. I am not sure how important it is whether the language to be examined post-task was encountered two days, two weeks, two months, or two years previously.

In many ways, this paper merely reiterates Skehan's (1998) point that "the underlying characteristics of tasks...are matters of degree, rather than being categorical" (p. 96). In other words, there is no sharp dividing line between communicative tasks and language focused activities, only shades of grey that merge into each other—despite which, one end is manifestly white and the other equally clearly black.

Therefore, it is suggested that there exists a kind of triage—at one end of the spectrum we have tasks, at the other end we have language-focused exercises. If you are free to create your own materials, the grey area in between is best avoided if possible. Yet many teachers will by *necessity* find themselves in this *grey zone.* As a result, either because many teachers are trying to employ TBL using commercially available coursebooks that are not task-based, or creating lessons intended to ease task-adverse students into TBL, their lessons are not likely to replicate the ideal task-based lessons presented in the ELT literature.

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Advert: IPI

...with Lorraine Sorrell <my-share@jalt-publications.org>

In this issue of My Share we have two activities designed to increase motivation in the classroom. Annie Menard suggests a token system to increase competition between students, and Renée Sawazaki gives us some fun warm-up exercises designed to improve students' oral communication. Then, Nicolas Gromik provides a multi-skills lesson for law students, adaptable for other students, introducing them to text analysis, problem solving, and conflict management.

Submissions should be up to 1,000 words describing a successful technique or lesson plan you have used, which can be replicated by readers, and should conform to My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

Participation tokens: A lifesaver in EFL classrooms

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Quick Guide

Key words: Tokens, positive reinforcement, motivation
Learner Maturity Level: Any level in large classes
Preparation Time: About an hour, but you do it only once then you reuse for years
Activity Time: Goes in conjunction with everything done in class
Materials: B5 paper, copy machine, paper cutter, box to store the tokens

This system is an excellent external motivator that uses positive reinforcement. I use it in all my classes, and my students respond very well to it.

Setting up the system

At the beginning of the semester, give each student one token and then explain how the system works. Make sure they understand that these tokens will count as a percentage of their final grade. Tell them that each time they participate by answering a question, giving an example, writing an answer on the board, winning games, they will earn one token. One token can equal one point, half a point, or whatever you decide. You can also opt for a different way to allow points such as a range. For example, students who get over a certain amount of tokens get so many points, or students between this number and that number of tokens get this many points. Tell them how many tokens they should try to get. I realize the students can do the math, but by telling them exactly how many tokens they need to accumulate, it gives them a clear goal. The students are responsible for keeping their tokens in a safe place until you collect them. If they lose them, they are lost. Do not replace them. This also teaches them responsibility. Make sure the students understand this point.

Preparation

The tokens are simple slips of paper with a design on them. The size and design is up to personal fancy; just keep in mind that the more intricate the design, the more ink will end up on your fingers. I usually make four tokens from a sheet of B5 paper.

Making the tokens

Step 1: Make a master sheet. Place a sheet of B5 on a flat surface with the narrow end facing you.
Step 2: Divide the page into four identical horizontal strips. Each strip is a token.
Step 3: Add wording such as *Annie's Participation Token* or whatever you want to call your tokens. Center the words.
Step 4: Add some pictures, as it makes the tokens more pleasant to look at. Use clip-art from your computer. It will look better and will save you a lot of time.
Step 5: Make a photocopy of your master so you will have two B5s.
Step 6: Photocopy two B5s onto a sheet of B4. Make about one hundred B4 copies, which will give you 800 tokens, so you won't have to make them again for a long time.
Step 7: Cut the individual tokens into batches. Cut the B4 into two B5s, then cut each individual token. A good paper cutter will be able to cut 100 sheets at a time.

weblink: www.jalt-publications.org/tlt/myshare/

Awarding tokens

Step 1: Get students ready. In my classes, students have a name card so I can call on them by name. I ask them to raise their name card if they want to answer so I can see how many students understand or know the answer. If no hands go up, I know there is a general comprehension problem and I can address it right away.

Step 2: Hand out the tokens. To award tokens, either walk around with a pile of them in your hands, asking the students to come up to you to get their token, or ask the students in front to simply pass the tokens back. Having the students come up to you keeps them alert.

Here are some scenarios where I award points

Scenario 1: Awarding tokens for review purposes

Start each class with a *bonus question* review session and give tokens as a reward. This warm-up is a fun way to trick the students into studying or at least revising the materials, and the students respond very well to this. Give one token per student per answer.

Scenario 2: Awarding tokens for correct usage of the target language

Give the students a token for giving you a correct answer when you correct textbook exercises, for writing an answer on the board, for giving you examples, for answering questions, and so forth. For very difficult answers or very creative thinking, give the students two tokens to reward them for thinking outside the box.

Scenario 3: Awarding tokens for winning a game using English

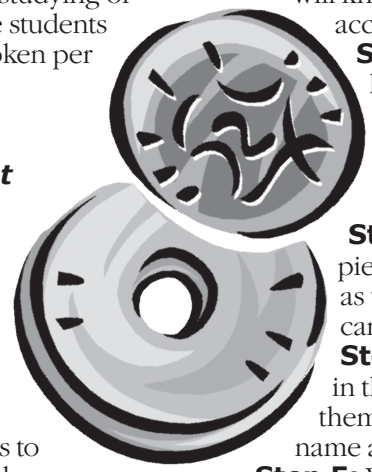
For games (group work, mostly vocabulary games), give tokens only to the top three or four teams. Give three tokens per member to the first place team, two to the second place team, and so forth. If there are a lot of teams, give tokens to more groups: for example, first place gets three tokens per student; second and third get two tokens per member; third, fourth, and fifth get one token per member. Tied teams all get the same number of tokens. The teams who do not make it to the top do not get anything. Tell the students about the token prizes before starting the game.

Scenario 4: Awarding tokens in writing classes

Steps 1 through 4 are all applicable to writing classes. In addition to this, I also give the students tokens for correcting all their mistakes on written projects. I give three tokens per student per project, and only two chances to correct everything (correction is guided). Of course, tokens can be awarded in any type of class for any reason, in any number. Just be creative.

Recording points

Collect the tokens a few times during the semester to replenish your supplies. Keep a record of the totals on a *Token Total Sheet* and make this sheet available to the students at the end of every class so they can see how they are doing token-wise compared to their classmates. This is a good motivating factor. Make sure you pick up the tokens often enough so if any particular student is a little slow accumulating them, you will know quickly and will be able to act accordingly.



Step 1: Ask the students to count how many tokens they have.

Step 2: Ask them to write their name and the total number of tokens they have on a piece of paper.

Step 3: Ask them to wrap this piece of paper around the tokens so as to make a bundle. This way, you can reuse all the tokens.

Step 4: Ask the students to turn in their bundles, and as you receive them, check that each bundle has a name and a total.

Step 5: Write how many tokens each student has on the Token Total Sheet and put the tokens back in the token box.

Note: You could ask each student to keep their tokens in an envelope, in the hope that fewer tokens will get manhandled. This will hopefully reduce the number of wet, dirty, and torn tokens.

Penalties

Take away tokens for being late, absent, or sleeping in class, but subtract them from the student's total instead of having the student physically give one token back.

Conclusion

This token system is a real lifesaver. I am never faced with uncooperative or deadly quiet classrooms.

Picking up the pace: A warm-up activity for oral communication classes

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Quick Guide

Key Words: Warm-ups, speaking
Learner Maturity Level: Junior high school and above
Preparation Time: None
Materials: None

Introduction

The following series of warm-up exercises is based on the premise that students need to be physically prepared for the use of the foreign language. Warm-ups for communicative English classes tend to be cognitive-based activities with the purpose of either getting students to think about the topic for the lesson or to help the transition from their L1 world into English. In a sense, these activities can be designed to "immerse the students in the sounds of the foreign language" (Finocchiaro & Bonomo, 1973). For lessons including storytelling, roleplay, and drama, which are popular activities in communicative English classes, Richard-Amato (1988) suggests that teachers begin class with simple exercises which include stretching, bending, and the tightening and relaxing of specific muscle groups in order to reduce anxiety and create a warm, active environment. This warm-up does just this.

The warm-up is designed with the intent of literally warming up the students' bodies for speaking during the lesson. Practicing abdominal breathing, loosening facial muscles, and voice projection can help students speak clearly and energetically. Try these warm-up techniques or variations thereof and observe the increased energy level in the classroom. You might even notice more smiles than usual during your lesson!

Procedure

Step 1: Have students stand and do various stretches for overall relaxation. My students enjoy shrugging their shoulders, twisting their trunk, shaking their arms and legs, and rolling their head. This is especially helpful first period or just after lunch when students seem to be the most tired. When language learners are anxious, input may be understood, but not acquired (Dulay, Burt, & Krashen, 1982). It is my experience that by starting with physical exercises, not only do students become more relaxed, but they also tend to be more alert and responsive during the lesson than they are during lessons when we skip this part.

Step 2: Students do exaggerated facial movements while rhythmically sounding out a variety of vowels. I like to start with the three sounds /æ/, /u/ and /o/. Snap or clap out the rhythm while saying, "/æ/, /u/, /æ/, /u/, /æ/, /u/, /o/." Lengthening the last vowel sound gives this series a nice rhythm. Other successful combinations have been:

/ai/, /oi/, /aw/

/ir/, /ær/, /er/

This helps students prepare to use different facial muscles for speaking activities during the lesson.

Step 3: While students are still standing, do the following breathing practice. Have students place open hands on their abdomen. They should breathe in deeply through their nose while making their stomach inflate like a balloon. Then they breathe out through their mouth and flatten their abdomen while making a wind-like blowing sound. I have found it necessary to really exaggerate this practice and to use gestures to show the air going in my nose and out my mouth. This deep breathing exercise has the added benefit of relaxation for the students and teacher!

This exercise naturally flows into the final stage, voice projection. Voice projection and enunciation are aided by proper abdominal breathing.

Step 4: As students are doing the deep breathing practice, interject short words or phrases for them to say in a loud voice as they breathe out. In the beginning, students can repeat simple greetings such as *Hi! Hello! and How are you?,* exaggerating the length of the stressed vowel.

Step 5: Lastly, students are directed to read a passage out loud. They can use any written material related to the lesson (perhaps homework they have written, a handout the teacher has prepared, or a section of their textbook) to speak

out loudly and clearly. In doing this, I have the students use a *Look Up and Speak* technique where they can look at the reading, but when they speak they put the paper or book against their chest, look up and speak out. I tell my students that I love noisy classes, so they should be as loud as they can. All students then proceed to read the reading energetically. In order to avoid the problem of students who finish quickly just standing and waiting for the others, I have them continue to repeat the reading until I ring a bell. That way, the noise level and energy should remain constant throughout the practice. This only works effectively, however, as the final step of the warm-up. As a mini action research project, you could try doing this step without doing the warm-up first.

Conclusion

In a questionnaire at the end of the university freshman communicative English course, out of 81 students, 90% responded that the warm-up should be included in the lesson and 83% thought that the warm-up helped them prepare for speaking in English. Many students commented that it was very important because it helped them speak out, relax, enjoy the class, and feel more energetic. Some other comments stated that the warm-up helped them get over their shyness in speaking out and helped when we did further phonetic and speaking practice in the lesson. I would have to say, though, that the most interesting comment was that the warm-up helped one student "cool down mentally."

Students are often required to behave in a different manner in their communicative foreign language classes than they do in more lecture-based courses. By including physically based warm-ups at the beginning of class, students are given a chance to shift from a listener role to that of a speaker. In addition, they are potentially moved into a more relaxed and alert state so they can use the lesson time efficiently and effectively. Best of luck in picking up the pace in your classes.

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Using legal studies in the ESL classroom

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Quick Guide:

Key Words: Reading, vocabulary, legal issues, problem solving
Learner English Level: Pre-intermediate and higher
Learner Maturity Level: Law faculty undergraduate students
Preparation time: 60 minutes
Class time: 90 minutes
Material: Any legal case. I recommend *Viewpoints in Law* by R. Powell.

Introduction

This activity allows students to use the four macroskills of language learning. Although more emphasis is placed on the experience of reading and writing, another objective is for students to collaborate and communicate in English. This is an introductory lesson in text analysis, conflict management, and problem solving.

In this lesson, students:

1. evaluate a case,
2. analyse the various parties involved in this case,
3. represent the various parties required to bring the case study to life (such as defense lawyer, judge, and jury), and
4. evaluate the responsibilities and options to resolve this case and a verdict accepted by the majority of the class. Through this lesson, students will be able to bring a plausible conclusion to this case and experience the complexity of problem solving.

Book format: Each case study provided in *Viewpoints in Law* includes a text describing the

case to be analysed, a tape recording of the case study for students to practice their listening skills, a *Comprehension Check* (to evaluate student understanding of the case presented), a *Vocabulary* list relevant to the case study, and a *For and Against?* section to encourage either an analysis of the case study or to stimulate conversation.

Preparation

Step 1: Find a suitable legal case study from the suggested text for analysis. In this particular class, students were economics and law students, so I chose a case study, "The Olive That Bit Back" (Powell, 1997) that would be interesting to students with that background. This case might also be appropriate for dental or medical students. With engineering undergraduates I would look for something more within their field of study and interest.
Step 2: Cut and paste the case study and text analysis sections, according to the desired approach and objective of the teacher.
Step 3: Students divide themselves equally into five groups and each group is assigned one of the five identities listed below:

- Judge
- Prosecution lawyer
- Plaintiff
- The accused
- Defense lawyer

Step 4: The groups are then recorded on the board. For example, the Prosecutor group consists of students A, B, C, and D.
Step 5: Groups should be arranged so as to minimize interaction between the groups.

Procedure

Step 1: The instructor gives students a hypothetical scenario that is related to the case study. For example: *What would you do if you broke your tooth in a restaurant?*
Step 2: The instructor notes the elicited answers on the board. For example a student might say: "I would go to the dentist." To which the instructor might ask: "What would you do before that?" and another student might want to provide another answer.
Step 3: The instructor then explains that this scenario is to be the study of the day. For example: "What you have mentioned is that you would go to the dentist. What we will look at today is what happens after you have been to the dentist and what kind of events might occur from it."
Step 4: The instructor then hands out the worksheets (see Appendix).
Step 5: In order for students to become familiar with the suggested case study, they read the article. In this particular example it is "The Case of the Olive that Bit Back" (Powell, 1997).
Step 6: The instructor explains the vocabulary provided on the worksheet.
Step 7: The instructor checks that no other words are unfamiliar for the students.
Step 8: Should there be any unfamiliar vocabulary items, the instructor writes them on the board along with any sentence structures to be used for this activity. For example: what is the *pit in an olive?* _____ (students note down the information).
Step 9: With unfamiliar vocabulary, I suggest eliciting an explanation from students who might know the words.
Step 10: Students now read the story again, in their groups, focusing on the point of view of the character they are going to represent. By referring to the text, students begin to formulate their case and express their opinions on this matter.
Step 11: Each group begins to provide their opinion out loud and in turn for the whole class to hear and understand.
Step 12: The instructor asks each team to provide a perception of what they think of the case from their character's point of view. For example *the accused* might state that it was not their fault that the olive had a pit in it.
Step 13: The instructor writes the team's comments on the board for all students to view.
Step 14: The instructor questions and challenges the students based on the comments provided. Like a guided study, it assists students to develop their case further. For example, the accused might state that it was not their fault that a pit was left in this particular olive. The instructor might encourage the prosecutor to analyse this statement. The prosecutor group might then formulate a response which would require the accused to justify their decision not to check this olive.
Step 15: When student questions are minimal or misunderstandings arise, the teachers should at first refer the students back to the text for clarification.
Step 16: As the lesson nears the end, the instructor calls upon the judge team to develop a conclusion and bring the case to an end.
Step 17: The information collected on the board is the information from which the judges establish their verdict. The judges have the whole lesson to decide on their verdict. Nonetheless,

the instructor might want to ask, "What kind of information is missing to help the team make a decision?"

Step 18: The judges deliver their verdict and the instructor checks with the class to see if the verdict is fair. A question might be: Does the plaintiff agree with the judge's decision? Is the defendant happy to pay one million yen in compensation? Should any group disagree with the judge's comments, they need to provide an explanation. The class then deliberates upon the new comments.

Step 19: It is quite possible that students may not agree with the verdict. Personally, I try not to bring closure to the activity. Leaving the case open allows students to debate their opinions outside class and in their own time if they choose to. Should this arise, I may close the lesson with "Well, once a case is closed not everyone is happy and sometimes there are appeals: maybe you might want to appeal with the judges over a cup of coffee after the lesson."

This lesson is part of an elective course, Practical English IIB, taught to a mixed class of second year economics and law students at Tohoku University. I relied on *Viewpoints in Law* (Powell, 1997) to design my lesson, because it involves students in:

- reading for meaning and collecting facts,
- writing to develop arguments based on provided facts,
- writing a summary on the board to develop thinking,
- using the new vocabulary in the class,
- expressing and discussing opinions, and
- problem solving.

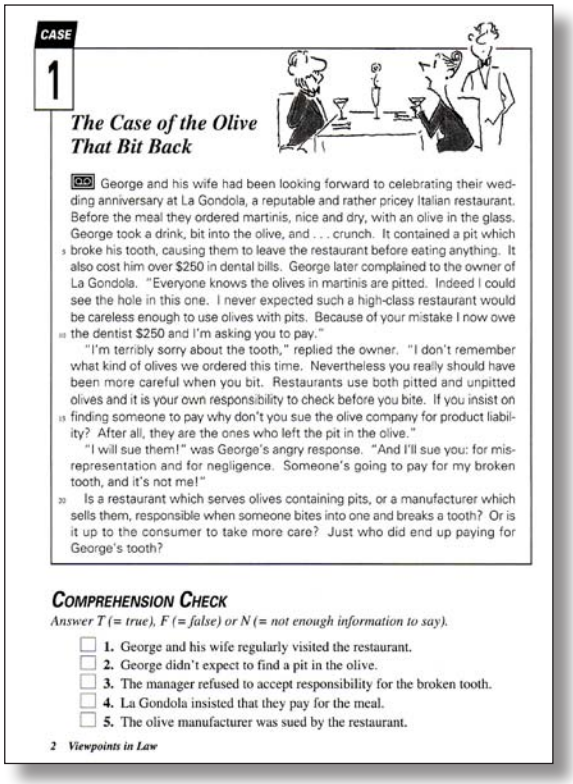
With more advanced level students, it is possible to organize the class as a courtroom roleplay with witnesses. It is also possible to adapt this lesson plan to suit any number of topics, including legal systems, consumer safety, family law, or environmental issues.

Reference

Powell, R. (1997). *Viewpoints in law*. Tokyo: Macmillan LanguageHouse.

Appendix

Sample pages from *Viewpoints in Law* (copyright© Macmillan LanguageHouse).



CASE 1

The Case of the Olive That Bit Back

George and his wife had been looking forward to celebrating their wedding anniversary at La Gondola, a reputable and rather pricey Italian restaurant. Before the meal they ordered martinis, nice and dry, with an olive in the glass. George took a drink, bit into the olive, and . . . crunch. It contained a pit which broke his tooth, causing them to leave the restaurant before eating anything. It also cost him over $250 in dental bills. George later complained to the owner of La Gondola. "Everyone knows the olives in martinis are pitted. Indeed I could see the hole in this one. I never expected such a high-class restaurant would be careless enough to use olives with pits. Because of your mistake I now owe the dentist $250 and I'm asking you to pay."

"I'm terribly sorry about the tooth," replied the owner. "I don't remember what kind of olives we ordered this time. Nevertheless you really should have been more careful when you bit. Restaurants use both pitted and unpitted olives and it is your own responsibility to check before you bite. If you insist on finding someone to pay why don't you sue the olive company for product liability? After all, they are the ones who left the pit in the olive."

"I will sue them!" was George's angry response. "And I'll sue you: for misrepresentation and for negligence. Someone's going to pay for my broken tooth, and it's not me!"

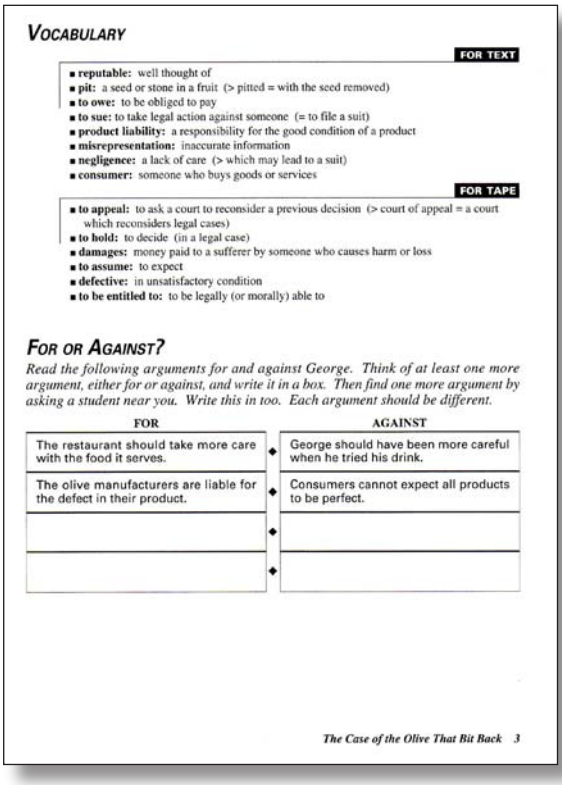
Is a restaurant which serves olives containing pits, or a manufacturer which sells them, responsible when someone bites into one and breaks a tooth? Or is it up to the consumer to take more care? Just who did end up paying for George's tooth?

COMPREHENSION CHECK

Answer T (= true), F (= false) or N (= not enough information to say).

1. George and his wife regularly visited the restaurant.
2. George didn't expect to find a pit in the olive.
3. The manager refused to accept responsibility for the broken tooth.
4. La Gondola insisted that they pay for the meal.
5. The olive manufacturer was sued by the restaurant.

2 *Viewpoints in Law*



VOCABULARY

FOR TEXT

- **reputable:** well thought of
- **pit:** a seed or stone in a fruit (> pitted = with the seed removed)
- **to owe:** to be obliged to pay
- **to sue:** to take legal action against someone (= to file a suit)
- **product liability:** a responsibility for the good condition of a product
- **misrepresentation:** inaccurate information
- **negligence:** a lack of care (> which may lead to a suit)
- **consumer:** someone who buys goods or services

FOR TAPE

- **to appeal:** to ask a court to reconsider a previous decision (> court of appeal = a court which reconsiders legal cases)
- **to hold:** to decide (in a legal case)
- **damages:** money paid to a sufferer by someone who causes harm or loss
- **to assume:** to expect
- **defective:** in unsatisfactory condition
- **to be entitled to:** to be legally (or morally) able to

FOR OR AGAINST?

Read the following arguments for and against George. Think of at least one more argument, either for or against, and write it in a box. Then find one more argument by asking a student near you. Write this in too. Each argument should be different.

FOR	AGAINST
The restaurant should take more care with the food it serves.	George should have been more careful when he tried his drink.
The olive manufacturers are liable for the defect in their product.	Consumers cannot expect all products to be perfect.

The Case of the Olive That Bit Back 3

FOCUS

In this month's *Focus*, Andrew Zitzmann reminds all JALT members about the special projects fund and encourages everyone to be active in making things happen. Following Andrew's article, Christopher Mulligan offers his ideas about how to improve English education in Japan.

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.

Joseph Sheehan <jalt-focus@jalt-publications.org>

Focus on Special Projects

Money is a big headache for most people. We never seem to have enough of it. In lean years we complain about having so little to work with; in flush years we still manage to use it up and complain about not having anything to save. As a non-profit organization (NPO) the issue of money becomes very touchy. The term NPO brings to the fore the idea of a charitable organization that is not out to make money. Well, that may be fine and dandy for a small group of friends that have gotten together to form an NPO for the flowers in their gardens, but for a national organization with about 3,000 members and an operating budget of about 70 million yen, a source of revenue is a very serious matter. Funding and revenue are the lifeline for all the services that JALT provides. There are many more things that we as an organization would like to see happen. This can be seen by all the energy and ideas that are generated by the members of the executive board (EB) in online discussions and at executive board meetings (EBMs).

Knowing our perpetual financial constraints and the conflicting love of JALT members to create projects, last summer the EB passed a motion to provide a source of funding for special projects. The special projects fund (SPF) can be accessed by any group within JALT, whether it be a chapter, a SIG, or some other officially recognized JALT entity. It is not meant to be used for regular events (i.e., chapter meetings, newsletters, etc.), but rather for programs that would be difficult, due to financial constraints, to put on otherwise. Until now, annual funding couldn't always provide support for both regular activities and the occasional special project. Other times, certain groups had no source of funding available for their activities. We hope that the SPF will make it possible for any group of people with a vision and a concrete plan to see their project to fruition. And we are particularly keen to see different groups working together.

Initially, the EB approved 1 million yen to be allocated to the fund. The budgeting will be decided every year, depending on the organization's financial situation. Any unused funds are reabsorbed by the organization at the end of the fiscal year. And so, with the end of the fiscal year looming, it was decided at the January EBM that any remaining funds in March go to the upgrading of IT systems to allow for improved membership services, including an expanded online presence.

This year we have once again allotted one million yen to the special projects

fund. So, if you and your fellow members have a project that you would like to see realized, contact me at <programs@jalt.org> and get the ball rolling. Let's not wait for someone else to make things happen. Get it going today!

Andrew Zitzmann <programs@jalt.org>
Director of Programs

JALT Notices

Hokkaido Journal

The *JALT Hokkaido Journal* is a refereed online journal which appears once a year featuring theoretically grounded reports of research and discussion of central issues in foreign language teaching and learning with a focus on Japanese contexts. We especially encourage investigations which apply theory to practice and include original data collected and analyzed by the author. Those interested in submitting a paper should visit <jalthokkaido.net/>. The deadline for submissions is June 30, 2005.

Peer Support Group

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

Staff Recruitment

TLT Associate Editor

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

This post requires several hours of concentrated work every week editing feature articles, scheduling and overseeing production, and liaising with the publications board. Applicants should be prepared to make a minimum 2-year commitment with an extension possible. The assumption of duties is tentatively scheduled for October 2005.

Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become associate editor (and later advance to co-editor) of *The Language Teacher* to: Amanda O'Brien, JALT Publications Board Chair, <pubchair@jalt.org>. Deadline for receipt of applications is June 15, 2005.

Proofreaders

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

...with Joyce Cunningham & Mariko Miyao <perspectives@jalt-publications.org>

This month, Chris Mulligan puts forward his point of view on how to improve English language teaching in Japan and urges all teachers to use English in the classroom. He knows his ideas may be provocative, and he anticipates discussion. The co-editors warmly invite you to send in 750-word reports of chapter interest in English, Japanese, or both.

No English Educational Reforms Will Be Effective Unless Japanese English Teachers Can and Will Speak English in the Classroom

I recently had the pleasure of attending a national conference of language teachers in Japan. A curious presentation about whether English should be used or not in the English language classroom in Japan caught my eye. I had to see this. The Japanese presenter, a strong advocate of using English, provided several case studies of Japanese English teachers who are daring to speak English more in their classrooms. As admirable as her intentions were, the fact that we were even having this discussion, considering what we already know about second language acquisition today, seemed beyond absurd. However, this was a poignant reminder of the continued sorry state of affairs that still exists in Japanese English education today.

Japanese students study English 3 to 5 hours a week or more, anywhere from 6 to 10 years, yet Japan has one of the lowest levels of English language proficiency of any developed country in the world. This is further reflected in their international TOEFL scores, which languish at the bottom. Under these conditions, how will Japan compete in the global economy where English has become the language of choice? This poor proficiency affects everything from tourism and trade negotiations to academic research and presentations. Developing a society that is competent in English in the 21st century is no longer a luxury, but a crucial necessity.

As a longtime resident of this country, I have been listening to the Ministry of Education pay lip service to enacting English educational reform. Every few years, another new innovative approach in English language teaching is attempted with very little qualitative improvement. Even the touted JET program, which employs almost 10,000 unqualified assistant language teachers throughout Japan at a hefty cost, has been a failure. The hard and cold fact is that nothing, no new language gimmick or method, will work unless Japanese English teachers *can* and *will* speak English in the classroom.

For second language acquisition to occur, students need to be exposed to enormous amounts of input, simplified and adjusted to make it comprehensible for each level. The teacher's *teacherese* or caretaker speech replaces what the mother or primary caretaker provides in first language acquisition. This input is provided not only in heard speech but also in reading. Students also need interaction to produce the language to facilitate crucial hypotheses testing that allows learners to make gradual steps in their interlanguage, which according to Selinker (1972) should eventually lead to a higher level of proficiency. Speaking and writing provide this opportunity.

The overtried and untrue grammar-translation approach, where teachers explain grammar in Japanese and then have students translate reading texts into Japanese, provides neither the input nor interaction necessary for acquisition to occur. The assumption that the ALT, who may teach a class at the most once a week, can offer the necessary input is flawed. It simply is not enough. Moreover, translation or *yakudoku* does not facilitate understanding or acquisition of a language, but it does create bad language habits. When eliciting a response from a student, how many of us have observed the agonizing period of silence, the long pause, the language conversion process of translating what has been said into Japanese and then going through the same process when answering. Like a first language, a second language has to be learned in that target language.

Japanese English teachers often justify the grammar-translation approach by stating that these are the kind of things that students need

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to know for the college entrance exam. As Mike Guest (2005) so superbly points out in an article in *The Daily Yomiuri*, most of the questions on the college entrance exam do not draw on skills taught in a grammar translation curriculum. The emperor has no clothes! In addition, the reliance on the ALT as the sole source of so-called *real English* does not fulfill the quantitative need for input. The only way for Japanese students to receive this crucial input is for Japanese English teachers to teach in English. Is it unreasonable to expect that language teachers have adequate language proficiency and be willing to use it in the classroom?

Even the language of classroom management is often ignored. Telling students to open their books to certain pages, to come and write on the blackboard, and to follow step-by-step procedural instructions is a highly demonstrative and repetitive form of input. This provides a richly contextualized source of language that is comprehensible. These directives sadly are often done in Japanese.

What to do? Replacing all the teachers who do not measure up would be unrealistic and politically impossible considering the might of the Japanese teachers' union. We can begin to screen the new teachers coming up though. When hiring new or part-time teachers, a speaking and listening component should be an integral part of the interview process. If the English language staff does not feel qualified to conduct this, it would be an excellent way to utilize the ALT.

This leads us, however, to a more perplexing problem. The English education courses taught in most Japanese universities perpetuate the same antiquated language approach. These have to be revamped and the present teaching staff needs to be trained in the latest research and methods in second language acquisition.

Another major barrier is the entrenched culture that stigmatizes as uppity those teachers who dare to use English in the classroom. Oftentimes, a new teacher, full of hope and enthusiasm, attempts to use English in the classroom and is castigated by his or her colleagues (and students as well) until coerced into conforming to the status quo. This needs to change.

There are numerous approaches to language teaching. Going the full nine yards and converting to a communicative language approach could take years. Nevertheless, even a structural syllabus that focuses on a series of linguistic features and related vocabulary items, taught in English only, would be a major improvement to the current state of affairs. Opponents of a structural syllabus would still view the simplified content as a legitimate form of input that could facilitate meaningful interaction. This would not be a major hurdle for most Japanese English teachers to clear. But first, the perverse, ingrained notion that grammar has to be explained and analyzed in the native language needs to be dispelled. After all, teachers in ESL environments all over the English-speaking world teach in the target language. How is it that these teachers are able to start from zero on day one in English only and be effective? Furthermore, it is not the rule but the ability to use the language to communicate that is necessary. Giving students opportunities to use the structures in a meaningful context would facilitate this process.

The JET program, an exchange of college graduates who come to Japan to teach for a year or two, was a great way to offset the trade deficit, but not an effective way to improve English education in Japan. Most of these candidates are untrained in ESL and have had no previous teaching experience. Most are basically here for the cultural experience. They have been ineffectually used, often as mere human tape recorders and sometimes not used at all. Using what is being paid to the ALTs, qualified ESL instructors with masters' degrees in TESOL could be hired. There are hundreds here and abroad looking for work. These foreign language assistants also need to teach autonomously. It is essential that students view them as bona fide teachers in control of their own classroom and not as novelty items that are carted from school to school for fun and games.

In a teacher training course, a Japanese junior high school teacher tearfully lamented that when the students enter the first year, they are full of enthusiasm to learn English; the light shines bright, but, as time goes by, he said the light gets dimmer and dimmer until it is totally extinguished. This, he said, was the result of the present English language approach: it destroys students' desire to learn English.

How can these reforms be enacted? Mandating them from the top isn't always the most effective approach. There has to be a bottom-up or grassroots determination among Japanese English

teachers to take responsibility for improving their English proficiency. Spoken English is not just for so-called native speakers. Japanese English teachers have to take ownership of the language just as it has been done in India, Singapore, and the Philippines. If you are a professional English teacher, then teach in English. If the teacher is not willing to use the language, why should the students be willing to?

Christopher Mulligan
Kansai Gaidai University

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Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics, 10*, 209-31.

Book Reviews

...with Robert Taferner <reviews@jalt-publications.org>

This month's column features *Heinle's Basic Newbury House Dictionary of American English, 2nd ed*. reviewed by Eddy White, then *Oxford Basics Series: Classroom English* and *Oxford Basics Series: Presenting New Language* reviewed by Janet M. D. Higgins.

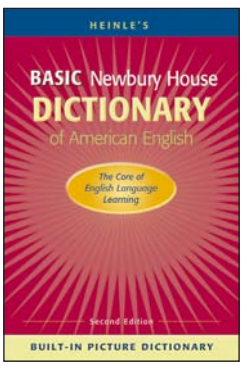
To access previous reviews please go to <www.jalt-publications.org/tlt/reviews>. Don't forget your *TLT* password. If you are interested in writing a book review, please see the list of materials available for review in the Recently Received Column, or consider suggesting an alternative book that would be helpful to our membership.

Heinle's Basic Newbury House Dictionary of American English, 2nd ed.

[Boston: Monroe Allen Publishers, 2004. pp. xx + 1-31 (Activity Guide) + 536. ¥2,100. ISBN: 08-3842-6565.]

Reviewed by Eddy White, Tokyo Woman's Christian University

Considering the widespread use (and overuse) of electronic dictionaries in Japan, teachers may wish to avoid having their students use a bilingual dictionary with the recognition that the dictionaries encourage students to see English in terms of their native language and to translate word for word. In order to encourage students to *use* English as a mode for learning it, teachers can recommend or make use of a monolingual English learners dictionary, a large number of which are available on the market. One such dictionary is *Heinle's Basic Newbury House Dictionary of American English*, which is designed specifically for beginning and intermediate students to make the transition from bilingual and picture dictionaries to a more comprehensive learning tool.



Using a controlled vocabulary of 2,500 words, this dictionary has definitions for more than 15,000 words, as well as 800 useful illustrations to improve comprehension. A built-in picture dictionary, containing 40 pages of full-color artwork, is included to aid students in the learning of new vocabulary and word families. An extensive appendices section including such topics as technology terms, maps, and common irregular verbs make this dictionary much more than simply a tool for decoding word meanings.

Unlike most other monolingual dictionaries on the market, *Heinle's Basic Newbury House Dictionary* also includes a built-in Activity Guide comprised of 12 engaging, theme-based lessons (e.g., School Days, Food and Cooking, Time for Work) that are designed to develop essential

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dictionary and vocabulary building skills. Many language teachers assume that students know how an English-English dictionary functions and is used. However, these assumptions may be far from reality. Often students are unfamiliar and uncomfortable with dictionary usage. It therefore becomes essential for teachers to provide explicit instruction in how to use a monolingual learners dictionary if students are expected to gain maximum benefit from it (Taylor, 2003). The Activity Guide gives students guided instruction in developing dictionary skills as they work with vocabulary in a stimulating, often entertaining fashion.

According to Taylor (2003) a good English-English dictionary should include most or all of the following components:

- possible definitions of a word listed in order of frequency of use;
- definitions that show levels of differentiation;
- useful and clear contextual examples following definitions (perhaps the most essential component); and
- multiple pieces of information presented in a manner that is clear, organized, and non-intimidating for the user.

Heinle's Basic Newbury House Dictionary of American English meets these criteria in a well-structured, user-friendly package which aims to facilitate students' vocabulary comprehension and language learning.

Like textbooks, dictionaries are also learning tools and can only be really evaluated by seeing how they actually work in practice. For two semesters I have included this dictionary as a required supplementary text for two reading classes at a junior college in Tokyo. At the end of each course, I administered an anonymous student survey, in Japanese, devoted solely to the students' usage and perceptions of the dictionary. A total of approximately 70 students from both classes completed the survey. The majority of them agreed that the dictionary was at an appropriate level for them and helped them develop their English vocabulary. They usually found the word definitions clear and easy to understand and recommended its usage for other reading comprehension classes. I was also more than satisfied with how useful the dictionary was in each class and had students engage in a variety of vocabulary building activities based on it. I found the Activity Guide to be especially beneficial in enabling students to learn dictionary usage skills, which subsequently enabled the book to be a much more productive tool. For almost all of my students this was the first time they had used such a monolingual dictionary. Because it encouraged vocabulary development with an abundance of graphics and full-color art, it eased the transition from bilingual dictionaries to an English-only variety.

After seeing it used in my classes, I am unaware of any significant flaws in the dictionary. Its layout and structure are well-planned and it is more compact than other dictionaries of a similar nature. At times, words came up in the class that were not in the dictionary, but considering its basic- to intermediate-level target group, that is to be expected. Some teachers may consider the lack of British English to be a drawback but I rarely found this to be a problematic issue and one that is far outweighed by the numerous supplements included. Since my experience with this dictionary, I have continued to recommend it to both language students and teachers and look forward to the opportunity of using it for future classes.

Reference

Taylor, L. (2003). Considerations of choosing an English-English dictionary for ESL students. *The Internet TESL Journal,* Vol. X, No. 7. Retrieved December 29, 2004, from <iteslj.org/Articles/Taylor-Dictionaries.html>

Oxford Basics Series: Classroom English

[Bryan and Felicity Gardner. Oxford: Oxford University Press, 2000. pp. 36. ¥1,000. ISBN: 0-19-437173-5.]

Reviewed by Janet M. D. Higgins, Okinawa University

Oxford Basics is a series of resource books for the many EFL teachers worldwide who have to teach under far from optimal conditions: with large classes, few resources, and limited professional training. The series is aimed at the elementary level. Each book offers

between 20–30 stand-alone activities, employs a basic framework for each activity, and is written in simple, clear language. Each book has an introductory section which introduces the concepts or skills, techniques and approaches used in the activities. There are ten books in the series covering such topics as listening, writing, speaking, grammar, cross curricular, and intercultural activities.

Classroom English, by Bryan & Felicity Gardner, is a book I have used for several years with my pre-service methodology seminars for Japanese university students who want to become English teachers.

The introductory section, Part One, is particularly good. It addresses several fundamental questions about the use of English in the classroom: Why should teachers use classroom English? How much classroom English should they use? How (when, how to start) to use classroom English? These issues are dealt with in a practical way. For example, regarding how to start using English, the authors recommend that initially teachers choose between three and five frequently used instructions which have obvious movements associated with them. They suggest selecting instructions from different areas, for instance, one instruction about using books, one about board work, and one about pronunciation. Instructions which form the beginning of a sequence of instructions are also useful initially so that at a later stage more can be added.

In my seminar the students discuss each of the points in the introduction and relate them where possible to their own learning/teaching experiences. I find that the material used in this way is excellent for raising awareness. Students need an introduction, for instance, to the debates about the use of English as a medium of instruction and the role of the native language in language instruction.

Part Two consists of 12 sections in which the classroom language focuses on a particular theme: starting and ending lessons, pronunciation, individual and pair activities, board work, using books, the cassette recorder and video, games and songs, checking understanding, classroom control, and teacher comments.

The expressions are in British English. In each section the classroom language is clearly laid out in a list on one to two pages. Simple drawings illustrate several of the expressions. At the foot of the majority of pages are language notes which expand on typical errors and confusions, or provide useful lexis. The number of expressions in each section is not large and they are at a simple level, in line with the elementary level of the whole series. I have found that for my students and for the Japanese junior high school class levels they teach, the number of expressions and the level is fine. We usually use the expressions listed as a starting point. If my students know or have experienced alternatives, we talk about them. This has led us into interesting discussions of what level of formality is appropriate for them to use in state school classrooms of different levels. We have also talked about the appropriateness of using direct or indirect instructions in class.

Since many of the expressions are stems (*Take out your ___, please*), we can complete them with a variety of items, and thus get a lot of practice. I spend considerable time, especially when we first begin working with classroom language, on pronunciation and intonation practice. I have found it easy to compile learning games and revision activities using the formula of the expressions and my students have had a lot of fun doing these. I feel that through practising these simple expressions at every meeting, my students gain the confidence and the experience to use classroom English appropriately.

Oxford Basics Series: Presenting New Language

[Jill and Charles Hadfield. Oxford: Oxford University Press, 1999. pp. 80. ¥1,000. ISBN: 0-19-442167-8.]

Reviewed by Janet M. D. Higgins, Okinawa University

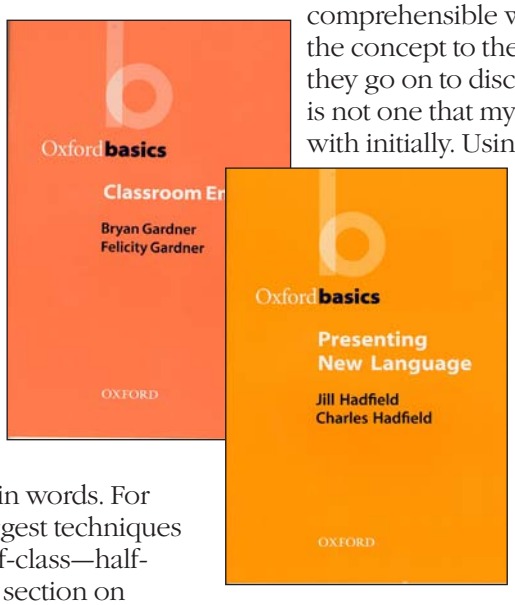
Presenting New Language is one of the books in the Oxford Basics Series of resource books for teachers. For an introduction to this series, see the review of *Classroom English* in this volume.

In *Presenting New Language*, Jill and Charles Hadfield draw on their experiences of working in *lo-tech* classrooms. They explain their selection

of materials on the basis of ten criteria, including: "suitable for adult learners as well as secondary learners, and if possible easily adaptable to a primary context"; "centred on the universals of human experience"; "non-threatening in the demands they make on learners"; and "culturally neutral, not context-bound, and thus flexible, easily adaptable by the teachers to their own culture and teaching context" (p 1-2).

Their concept of presenting language has three components: creating a context, focussing on form, and checking comprehension. Each of the 30 activity units is organised into these three sections, preceded by an introductory section specifying the new language, revision points, materials, preparation instructions, and a time guide. A final reference section contains relevant pronunciation points.

In the introduction, the Hadfields explain and describe the three components. They show how texts and pictures, mime, realia, and visualization can be used to create a context. In focusing on form they illustrate ways to raise awareness of structural patterns, for instance, through board work (substitution tables), using speech bubbles for dialogue, and highlighting stress in words. For checking understanding they suggest techniques such as using open pairs, and half-class—half-class questions and answers. The section on pronunciation includes techniques like clapping or tapping out rhythm for stress, and indicating intonation patterns with hand movements, physically mirroring intonation movements, and marking intonation patterns on text. All these are basic techniques, but ones which are unknown to teachers with little training.



Unit topics range through the ones found in most elementary textbooks—daily routines, shopping, colours, feelings, families, leisure activities, and so forth. The handling of the topics is rather familiar but solid.

The authors note that two other books in the *Oxford Basics* series, *Simple Listening Activities* and *Simple Speaking Activities*, correspond to *Presenting New Language* in the 30 topics selected and the language presented and practised. Using the three books in tandem allows teachers to design their own more complex and varied lessons.

I have found the simple structure of the activities advantageous. The simplicity clearly allows us to focus on the three basic presentation components. In the units, the components are usually ordered from context through form to comprehension. My seminar students generally have experienced a high school English teaching approach that focuses on form to the marginalisation of meaning and use. When we work with one of these units and we begin with the creating a context section, the students have to focus first on the meaning and the use of a structure or a function in order to find an appropriate, natural, interesting and comprehensible way in which to present the concept to the pupils. Only then can they go on to discuss form. This approach is not one that my students find easy to deal with initially. Using a simple presentation structure, such as the one suggested by the Hadfields, provides them practice in working from this perspective.

I have also used several of the units as a means to encourage students to be imaginative and creative. One unit provides the basic structure and then the group brainstorms alternative ideas and materials. We discuss the merits and demerits of each idea and explore different ways to exploit the material. We have also looked at developing a topic for different types of learners.

This approach also helps students adopt a critical attitude to textbook material. When using school course books, trainees need to identify what is being taught, how the concept is taught, if at all, and how the concept is checked. Through working with the units in *Presenting New Language* they become familiar with these points. I find that working from a basic structure is an important step in helping students to gain the confidence to be critical and to use their own imagination and intuitions in developing their teaching materials.

Finally, the very topic of presenting new

language is an important one. Presentation is a critical part of the teachers' role in providing the students with language input. Language input does not necessarily lead to intake or output, but research in SLA allots it an important place in language acquisition. For teachers, the ability to develop a range of techniques for presenting new language comprehensibly, interestingly, and efficiently is an important skill.

Recently Received

...compiled by Scott Gardner <pub-review@jalt-publications.org>

Another large list of textbooks to choose from this month. First notice = *; final notice = !. Final notice items will be removed May 31. Please adequately test materials in the classroom before writing a review. Materials requested by more than one reviewer will go to the most experienced reviewer. Please state your qualifications when requesting materials. We welcome resources and materials both for students and for teachers. Publishers should contact the Publishers' Review Copies Liaison before sending materials (email address above). Check out our list on the *TLT* website.

Books for Students (reviewed in *TLT*)

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

A Dynamic Approach to Everyday Idioms. Malarcher, C. Tokyo: Hokuseido, 2005. [Incl. CDs].

English: Everything You Need for English from Preschool to University on One DVD (multimedia DVD-R with additional *English Lower Primary* DVD-R). Coonarr, Australia: NelsonEducation.com, 2005.

**English for Everyday Activities: A Picture Process Dictionary*. Zwier, L. J. Selangor, Malaysia: Falcon Press, 1999. [Incl. teacher's guide, activity books, CD, cassette, transcripts].

**The English You Need for Business*. Cunningham, M., & Zwier, L. J. Hong Kong: Asia-Pacific Press Holdings, 2003. [Incl. teacher's guide, activity book].

**The English You Need for the Office*. Dean, S., & Zwier, L. J. Hong Kong: Asia-Pacific Press Holdings, 2003. [Incl. teacher's guide, activity book].

In English Starter. Viney, P., & Viney, K. Oxford: Oxford University Press, 2002. [Incl. workbooks, CD].

Into English. Cronin, J. Kyoto: White Tiger Press, 2005. [Incl. teacher's manual, CD].

Red Brick Learning Letter Books (26 books focusing on each letter of the alphabet; six copies of each). Lindeen, M., & Endres, H. J. (Eds.). Bloomington, MN: Red Brick Learning, 2005. [Incl. teacher's guide, content cards].

Red Brick Learning Phonics Readers Read-at-Home Books: Books 1-36 (six copies of each, plus photocopiable additions). Lindeen, M., & Endres, H. J. (Eds.). Bloomington, MN: Red Brick Learning, 2004. [Incl. teacher's guide, content cards].

Red Brick Learning Phonics Readers Read-at-Home Books: Books 37-72 (six copies of each, plus photocopiable additions). Lindeen, M., & Endres, H. J. (Eds.). Bloomington, MN: Red Brick Learning, 2005. [Incl. teacher's guide, content cards].

Talking about the Australian Mosaic. Akazawa, J., & Bradford-Watts, K. Tokyo: Hokuseido, 2005. [Incl. teacher's resource manual, CD].

Thematic Reading: Wonders of the Real World. Malarcher, C., & Janzen, A. Tokyo: Hokuseido, 2005. [Incl. CDs and transcripts].

Books for Teachers (reviewed in JALT Journal)

Contact: Yuriko Kite <jj-reviews@jalt-publications.org>

Applied Linguistics and Language Teacher Education. Bartels, N. (Ed.). New York: Springer, 2005.

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Special Interest Group News

...with Mary Hughes <sig-news@jalt-publications.org>

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

SIG News & Contacts

The JALT Pan-SIG Conference 2005— Sponsored by the JALT Gender Awareness in Language Teaching, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners, and Testing & Evaluation SIGs, and the West & Central Tokyo Chapters, the JALT Pan-SIG Conference 2005 will be held at Tokyo Keizai University on May 14–15. The featured speaker will be Curtis Kelly of Osaka Gakuin University on adult teaching methods, learning contracts, needs assessment, and learning theories. For more information, visit <jalt.org/pansig/2005/> or contact <pansig2005@yahoo.com>.

Bilingualism—Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website at <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ル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。

CALL—We would like to invite fellow JALT members once again to join us at our annual conference. Your opportunity to get involved and keep current with CALL issues in Japan and across the world is less than 1 month away! The JALTCALL 2005 Conference will be held on June 3–5 at Ritsumeikan University BKC Campus, in Shiga (only 20 minutes from central Kyoto). The JALTCALL 2005 theme is *Glocalization through CALL: Bringing People Together*, in keeping with the conference's focus on the social dimension of CALL at the local and global levels. In addition to the presentations, workshops, and poster sessions, you will have the opportunity to attend the plenary addresses by our keynote speaker Uschi Felix, Director of the Research Centre for New Media in Language Learning at Monash University, and also by Hayo Reinders, Director of the English Language Self Access Centre of the University of Auckland, as well as Yukio Takefuta, Professor Emeritus at Chiba University. Besides attending presentations and plenary addresses, expanding your CALL network in Japan and abroad is also a reason why this is a conference not to miss! We hope to see you at Ritsumeikan University on June 3–5. For more information on JALTCALL 2005 and other CALL SIG activities, please visit our website at <jaltcall.org>.

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

Gender Awareness in Language Education—The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both theoretical and practical topics related to the SIG's aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, please visit our website at <www.tokyoprogressive.org.uk/gale>. You can submit a piece by sending it to one of our coordinators: Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, please use the form in the back of this *TLT* or contact Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

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

Junior and Senior High School—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. In addition, we are also intensely interested in curriculum innovation. The employment of native speaker instructors on a large scale is a recent innovation and one which has yet to be thoroughly studied or evaluated. JALT members who are involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development—The LD SIG is a lively energetic group of teachers sharing an interest in ways to promote learner development and autonomy. If you are interested in being part of the excitement of learning, why don't you take advantage of the JALT membership/ join a SIG for free campaign and become a member until 2006? Joining will give you access to our biannual/bilingual newsletter, *Learning Learning*. We also have *Learner Development Gets Wired* at <www3.kcn.ne.jp/~msheff/LD%20HP%20files/LDSigNews.htm>, a quarterly e-publication. There are plenty of LD events from now until December that focus on learning while teaching and teaching while learning. First, we are working on a second collaborative anthology publication in the series, *Autonomy You Ask (AYA)!*, which is a collection of papers published in 2003 by Japan-based teacher researchers investigating issues in learner and teacher autonomy. For details, please see the AYA1 website <coyote.miyazaki-mu.ac.jp/learnerdev/aya/index.html>. The anthology will continue to feature Japan-based authors with AYA2, and will be published by the LD SIG in 2006 through email collaboration and a retreat this June in Osaka. Then, we have the second annual Osaka Chapter/LD *Work in Progress Day* highlighting researchers who will be presenting at the JALT National conference and projects from AYA2 this summer. After that, we have a workshop with eight posters at the LD forum, *Learning to Express Ourselves!* at the JALT 2005 National conference in Shizuoka. Last but not least is a joint LD/Miyazaki Chapter conference retreat in Miyazaki, Kyushu, on November 19–20. Please feel free to join us in Osaka, Shizuoka, and Miyazaki! For more information about LD SIG, contact Stacey Vye <stacey.vye@gmail>, or Marlen Harrison <scenteur7@yahoo.com>, or check out our website at <coyote.miyazaki-mu.ac.jp/learnerdev/>.

Materials Writers—We have ISBNs that we can give to authors in need. Also, our newsletter editor invites submissions of articles, notices, reviews, etc., related to materials writing and design on a continuing basis. Please get in touch.

Other Language Educators—OLE has issued *OLE Newsletter 34*, containing ample and explicit information on how to submit proposals to JALT conferences. This issue also includes the second part of a series on public tests of foreign languages other than English, information on a German writing competition and international conferences as well as on recent electronic multilingual dictionaries.

Pragmatics—May is a busy month for the Pragmatics SIG. First, we are co-sponsoring the JALT Pan-SIG Conference 2005, on May 14–15 at Tokyo Keizai University. There will be two Pragmatics SIG colloquia: *Teaching Pragmatics* and *Perspectives on Research Methods in Pragmatics*. For further information, contact Yuri Kite at <ykite@ipcku.kansai-u.ac.jp> or Sayoko Yamashita at <yama@tmd.ac.jp>. Second, we are also co-sponsoring a special seminar by Gabriele Kasper of the University of Hawaii, May 20, 19:00-20:30 at Temple University Japan, rooms 206 and 207. The title is *Language Learning and Identity: From Learner Variables to Co-Construction*. The seminar is free for JALT

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members and ¥1,000 for non-JALT members. Finally, the Pragmatics SIG's first book is out: *Pragmatics in Language Learning, Theory, and Practice*. It is on sale for ¥2,000 (not including postage). For information on ordering, contact <dhtatsuki@rapid.ocn.ne.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 <debito.org/PALE>. Also, anyone may join our listserv at <groups.yahoo.com/group/PALE_Group/>. For information on events, visit <jalt.org/groups/PALE>.

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

Teaching Children—The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is a mailing list for teachers of children who want to share teaching ideas or questions at <tcsig@yahoogroups.com>. 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.tcsigjalt.org>.

児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年４回発行しております。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト<tcsig@yahoogroups.com>を運営しています。活発な部会を維持していくためにも新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<www.tcsigjalt.org>をご覧下さい。

Teaching Older Learners—What if you someday find all your students are older than you? Everyone gets older, and so do your students. If you are teaching older learners now or if you can imagine yourself teaching older learners in the near future, come to the Pan-SIG

TOLd You So!
Teaching Older Learners

Conference 2005 at Tokyo Keizai University on May 14–15. Curtis Kelly will be presenting on the topic of teaching older learners in Japan at 13:00 on May 15, followed by the TOL Forum. Don't miss the demonstration by Tadashi Ishida at the Forum. He will show how successful classes can be managed with the help of his real students. In addition, Naoko Miki and Emi Itoi will talk about their newly opened community center English classes, focusing on learners' motivation. All participants will be able to share their experiences and the excitement of teaching older learners.

SIG Contacts

Bilingualism—Tim Greer; t: 078-803-7683; <tim@kobe-u.ac.jp>; <www.bsig.org>

College and University Educators—Philip McCasland (coordinator) <mccaslandpl@rocketmail.com> t: 0463-58-1211 ext. 4587(w), 0463-69-5523(h) <allagash.miyazaki-mu.ac.jp/CUE/>

Computer-Assisted Language Learning—Timothy Gutierrez (coordinator) <sig-coordinator@jaltcall.org>; Newsletter Editorial Team <sig-newsletter@jaltcall.org>; Peter Ruthven-Stuart (Program Chair); t: 0138-34-6448; <sig-program@jaltcall.org>; <jaltcall.org>

Gender Awareness in Language Education—Steve Cornwell; <stevec@gol.com>; <www.tokyoprogressive.org.uk/gale/>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global/sig/>

Junior and Senior High School—William Matheny; t: 052-624-3493; <willheny@nifty.ne.jp>

15 REASONS WHY YOU SHOULD JOIN THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

1 . . . . Leading authorities in language teaching regularly visit us: Henry Widdowson, David Nunan, Jane Willis, Bill Grabe, Kathleen Graves, Jack Richards…

2 . . . . Tips on the job market, introductions… JALT plugs you into a network of language teacher professionals across Japan.

3 . . . . Seventeen special interest groups (SIGs): Bilingualism, Global Issues, College & University Educators, CALL, Teaching Children, Materials Writers, Teacher Education, Testing, Gender Awareness, Pragmatics, Other Language Educators, Junior & Senior High School, Learner Development, Pragmatics, Teaching Older Learners, and more.

4 . . . . JALT is a place to call your professional home. With 37 chapters across Japan, it also certain to be not far from the other place you call home.

5 . . . . Monthly chapter programs and regular regional conferences provide valuable workshops to share ideas and sharpen presentations skills.

6 . . . . Professional organizations look great on a resume. Volunteer for a position as a chapter executive, work in a conference, or edit for the publications. You gain organizational and management skills in the process.

7 . . . . JALT maintains links with other important language teaching organizations such as TESOL, IATEFL, AILA, and BAAL. We have also formed partnerships with our counterparts in Korea, Russia, Taiwan, Singapore, and Thailand.

8 . . . . Do you have research ready for publication? Submit it to the internationally indexed *JALT Journal*, the world's fourth largest language teaching research journal.

9 . . . . Looking for a dependable resource for language teachers? Check out each month's issue of *The Language Teacher* or any of the many fine publications produced by our SIGs.

10 . . . . JALT produces one of Asia's largest language teaching conferences with all the best publishers displaying the latest materials, hundreds of presentations by leading educators, and thousands of attendees.

11 . . . . JALT develops a strong contingent of domestic speakers: Marc Helgesen, Kenji Kitao, Chris Gallagher, David Paul, Tim Murphey, Kensaku Yoshida, David Martin, Tom Merner, and many others.

12 . . . . Conducting a research project? Apply for one of JALT's research grants. JALT annually offers partial funding for one or two projects.

13 . . . . Free admissions to monthly chapter meetings, discounted conference fees, subscriptions to *The Language Teacher* and *JALT Journal*, discounted subscriptions to *ELT Journal*, *EL Gazette*, and other journals. All for just ¥10,000 per year for individual membership (including one SIG), ¥8500 for joint (two people) membership, or ¥6500 if you can get a group of four to join with you.

14 . . . . Access to more information, application procedures, and the contact for the chapter nearest you.

15 . . . . You don't need a reason. Just do it!

– Sharing Our Stories –
at JALT2005 in Shizuoka

Learner Development—Stacey Vye <stacey.vye@gmail.com>; Marlen Harrison <scenteur@yahoo.com>; <coyote.miyazaki-mu.ac.jp/learnerdev/>

Materials Writers—John Daly; t/f: 0283-22-1346; <john-d@sano-c.ac.jp>; <uk.geocities.com/materialwritersig/>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

PALE—Robert Aspinall <aspinall@biwako.shiga-u.ac.jp>; <www.debito.org/PALE/>

Pragmatics—Megumi Kawate-Mierzejewska <mierze@tuj.ac.jp>; Seiji Fukazawa; <sfukaza@hiroshima-u.ac.jp>; Kenneth Fordyce; <fordyce@hiroshima-u.ac.jp>; <groups.yahoo.com/group/jaltpragsig>

Teacher Education—Anthony Robins; <robins@rio.odn.ne.jp>

Teaching Children—Alison Miyake; t/f: 0834-27-0078; <mbi@joy.ocn.ne.jp>; <www.tcsigjalt.org/>

Testing and Evaluation—Jeff Hubbell; <01jhubbell@jcom.home.ne.jp>; <www.jalt.org/test>

Affiliate SIGs

Teaching Older Learners—Emi Itoi; <futakuu@nifty.com>

Forming SIGs

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

–WH Questions–

Rob Waring and Marc Helgesen are co-conference chairs of JALT2005. Each month, they'll answer "WH" questions about the conference. Send your questions to: <wh@jalt-publications.org>

Q: The theme is "Sharing Our Stories." Does the theme really matter?

H: We hate conferences with themes that don't matter (like "Forward to the Future"). So we are trying to make "Sharing Our Stories" really count. Here are some examples:

W: Plenary speaker Jenny Bassett is an award-winning author of graded readers - those stories that help so many learners.

H: Plenary speaker David Nunan will speak on "Storytelling as research" (David, by the way, is an ex-surfie. But that's another story).

W: There will be a "Story Space" for classroom activities and sharing stories. People who want to do 10-minute *mini-presentations* should contact Charles Kowalski <Kowalski@tbd.t-com.ne.jp>. See the April *Language Teacher*, p. 61 for details.

H: A "Stories, Jazz, Wine & Cheese" evening on Sunday promises to be a hit

RW: And what about you? What's your story? It counts too! We're looking forward to hearing many other stories in October!

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Chapter Reports

...with Heather Sparrow <chap-reports@jalt-publications.org>

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

Akita: February—*Group Dynamics in the Language Classroom* by **Tim Murphey**. This presentation was based on the book by the same name co-authored by Murphey. Through Power Point, lecture, songs, stories, activities, and discussion we learned about the stages groups go through from formation to dissolution and their importance. The importance of cohesion and the environment were emphasized. A song was learned to help participants create a positive, internal learning states and methods of teaching concepts and vocabulary were modeled. Three main styles of teaching or leading and their strengths and weaknesses were discussed. Role modeling is important for groups and individuals so teachers need to walk their talk. Feedback throughout the whole process is a necessity.

Mistakes play a role in learning, which was explained using Murphey's *Celebrating Mistakes and Risk-Taking* (CMART) model. A technique was demonstrated to show how to become comfortable with making mistakes and how to notice the critical moments of perception that can lead to learning. Many techniques were provided for memorizing, learning, teaching, and having fun in the classroom.

Reported by Jarrett Ragan

Gunma: February—*English Teachers in Public Education* by **Rieko Nakajima**. Nakajima addressed the criticism of the methods through which English in the public education system is being taught, and the contradictions in everyday classroom lessons, by citing a number of surveys that were given to high school English teachers. Much of the way English is taught will be determined by the perceptions teachers have of their teaching environment and their role in it, as well as their attitude toward the policies that Monbukagakusho hands down to them. Teachers have a lot to say about what happens in their own classroom, but have little influence on national policy. Although there is much improvement to be made, Monbukagakusho has tried to introduce the idea of Communicative Language Teaching in *Gakushushidoyoryo* (The Course of Study) as of 2003. There has been a push of late to teach both functional and structural aspects of language for a more well-rounded, communicative curriculum. For all of Monbusho's good intentions and pleasant talk about more up-to-date approaches, the contradiction of teaching communicative approaches to students who face entrance exams remains a problem for teachers. Even if a given number of students become proficient English speakers, it is not Monbusho, but the teachers who must answer to the disappointed parents of failing students, to the students themselves, and their school principals.

Reported by David Gann

Kitakyushu: February—*Multiple Intelligences Theory and its Application to the Second Language Classroom* by **Ronald Schmidt-Fajlik**. Participants brainstormed the meaning of intelligence. Schmidt-Fajlik then gave expert definitions from the literature since the 18th century that have evolved from measurement based on the shape of a person's head to the IQ test. An introduction of Howard Gardner's theory of eight intelligences was presented: linguistic/verbal, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, naturalist, interpersonal, and intrapersonal, all of which are used in combinations. By matching definitions, drawing representative symbols, and inventing gestures for each type of intelligence, awareness of them was expanded. Questionnaires were completed to discover personal strengths and weaknesses in order to form larger groups and adapt lesson plans to incorporate as many intelligences as possible into classes.

Reported by Dave Pite

Nagasaki: February—*Addressing Individual Differences through Gardner's Theory of Multiple Intelligences* by **Ronald Schmidt-Fajlik**. Schmidt-Fajlik explained that addressing individual differences in how we view psychology, abilities, or *intelligences* in the second language classroom are important factors in lesson planning. Howard Gardner's *Theory of Multiple Intelligences*, he said, may serve as a way to address these differences. Gardner's theory and eight models of intelligence were described (linguistic/verbal, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, naturalist, interpersonal, and intrapersonal), and the relevance of his theory to educators was discussed, as well as ways by which students may be assessed using a wide variety of methods and materials introduced at the meeting, such as drawing symbols to represent each intelligence model, mixing and matching possible activities and definitions in terms of models of intelligence, various self-reflection and evaluation surveys, historical overviews and opinions, and finally, a groupwork activity in which various combinations of partners brainstormed, compared, and contrasted a variety of language teaching activities that may be used to address individual differences in the second language classroom based on Gardner's theories.

Reported by Tim Allan

Nagoya: December—*Inter-City My Share Live: Nagoya and Toyohashi* by **Brian Cullen** and **Anthony Robins**. The Nagoya and Toyohashi chapters joined together for *My Share* via a webcam. The participants shared teaching ideas that had worked for them and helped solve each other's problems in the classroom. Having experienced using the technology for themselves, participants discussed how it could be used in English language teaching. Ideas include: teacher training where trainers and trainees can watch a class live without entering it, an interesting idea in light of moves to increase English education in elementary schools and the need for extra training; language testing; or a guest speaker. The value of bringing a guest speaker either from elsewhere in Japan or from overseas as an expert on a certain issue or as an interviewee can increase students' motivation. The presenters have used the webcam to "visit" each other's classes in Nagoya and Toyohashi and are looking to form a group of teachers who might be interested in using this technology to introduce guest speakers into their own classrooms. Please contact Anthony Robbins at <anthony@auecc.aichi-edu.ac.jp> if you are interested in using the webcam to invite a guest into your classroom.

Reported by Karen Hallows

Nagoya: January—*Using the Internet Without a Computer* by **Tom Robb**. Robb discussed using the Internet in classes where there is no access to the Internet and covered three main possibilities: (1) projects in the classroom that can be put on the Web at a later date, (2) using materials taken from the Web either from authentic sites or from ESL sites in the classroom, and (3) students' access to the Internet outside the classroom. Web course management systems such as *Moodle* were introduced. These systems allow students to access activities designed by the teacher, key pal, and chat functions. With limited contact time in the classroom, these systems can give students extra exposure to English. Everything the students do can be tracked by the teacher and used for grading. This feature, along with attendance functions (particularly useful for large university classes), allows teachers to keep track of their students' progress. For more details visit Tom Robb's homepage at <www.kyoto-su.ac.jp/~trobb/>.

Reported by Karen Hallows

Osaka: January—*What's Lev Got to Do With It? Vygotskyan Trends in Recent Pedagogy, Professional Development, and Language Acquisition* by **Deryn Verity**, **David Woodfield**, and **Larry Metzger**. Basic concepts stemming from the work of Lev Vygotsky, the influential 20th century Soviet psychologist, were introduced. Verity summarized the three cornerstones of neo-Vygotskyan theory: (1) the genetic or developmental explanation, (2) the social origin of consciousness and cognition, and (3) language as a primary tool of semiotic mediation, pointing out the relevance of these concepts for the language classroom and reminding listeners that taking on the Vygotskyan perspective may change one's perception of what's happening among learners

more than it changes one's visible actions as a teacher.

Woodfield discussed some data collected from student-instructor interchanges using MSN Messenger chat. Illustrating how talk about language helps learners develop their ability to use language, Woodfield's data underscored the importance of metalanguage in L2 acquisition. With strong audience participation, this section of the presentation raised several important questions about the importance of responsive teaching, meaning-focused interaction with learners, and the ability of even low-level learners to seek out appropriate scaffolds in their linguistic environment.

Metzger, who has familiarity with Vygotsky in the original Russian, provided some crucial biographical background and surveyed some of the important studies of how literacy is culturally mediated. Clips were shown from two films, *Tottoro* and *The Color Purple*, which he uses in his classes to help students reflect upon their own visual and linguistic awareness.

Reported by Pam Wolpoff, Deryn Verity, and Bob Sanderson

Chapter Events

...with Aleda Krause <chap-events@jalt-publications.org>

Mini-conferences, my shares, multiple intelligences, methods, movement, major trends, and more—the month of May has much to offer at JALT chapters around the country. Make sure you don't miss a nearby event. Remember that JALT members may attend events at any chapter at JALT member rates, usually free unless otherwise noted. Chapters, please include your event in the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.

Akita—*Learning Style Inventory (LSI)* by **Catlin Hanna** and **Christine Winskowski**. Learning happens all the time and in many different settings, but we do not all learn the same way. We will explore the idea of the learning cycle and learning styles. The LSI is a simple questionnaire that allows you to identify your preferred way of learning. In addition to interpreting your own scores on the LSI, you will learn practical ways to adapt your teaching to the learning cycle and to students with different learning styles. *Saturday May 28, 14:00-16:00; Akita International University Room B-201; one-day members ¥1000.*

Fukuoka—*Creating and Using Dialogues Productively* by **Mike Guest**, Miyazaki Medical College. Dialogues, written and spoken, are a regular feature of language classrooms. However, a poorly written or poorly utilized dialogue can be detrimental to language development as well as a waste of energy. Guest will demonstrate guidelines and principles for creating productive and meaningful dialogues. These include clarifying environmental factors of a text, utilizing appropriate discourse signals, and indicating the psychological condition of participants. Guest will also provide suggestions for incorporating dialogues into extended activities such as roleplays and skits. *Saturday May 28, 18:30-20:30; Fukuoka Jo Gakuin Satellite Campus; one-day members ¥1000.*

Gunma—*News in the Classroom: Reading Activities With the Asahi Weekly* by **Barry Keith**. Students enjoy reading English newspapers because they are authentic, current, and cover a broad range of topics. For the same reasons, newspapers can be difficult for teachers to use effectively. This presentation introduces a curriculum for using the *Asahi Weekly* in the university classroom. The audience will have the opportunity to experience several activities that promote reading and critical thinking skills. A discussion of the advantages and disadvantages

weblink: www.jalt.org/calendar/

of using newspapers in the classroom will follow. *Sunday May 22, 14:00-16:30; Maebashi Koka Daigaku; one-day members ¥1000.*

Gunma—*The 17th JALT-Gunma Summer Workshop*. Theme: *Learning and Teaching Languages: Psycholinguistic Perspectives*. Main lecturer: **Thomas Scovel**, San Francisco State University. He will give two lectures: *Learning by Listening* and *Tricks for Teaching Grammar*. Call for presentations: Six slots (30 min. each) are available for participants' presentations. Contact Morijiro Shibayama at t/f: 027-263-8522 or <mshibaya@jcom.home.ne.jp> for a registration form. Registration will be made on a first come, first served basis (max. 40). *Saturday August 27–Sunday August 28. Kusatsu Seminar House, Kusatsu-machi, Gunma-ken; Participation fee: ¥9000 (program fee ¥3000; room and board ¥6000).*

Hiroshima—*Teaching English to Junior High School Students* by **Goro Tajiri** (recently featured in an NHK Program). Tajiri, an English teacher at Hida Junior High School in Shimane Prefecture, has been singled out by the Ministry of Education for being an excellent teacher. He will speak about teaching the four skills. *Sunday May 29, 13:00-15:00; Hiroshima City (exact place TBA–contact <lauer@hiroshima-u.ac.jp>); one-day members ¥500.*

Hokkaido—*Teaching Children One-Day Mini Conference*. A conference with presentations in both English and Japanese for anyone concerned with the theories and practices of teaching children, from newborn to junior high school age. Keynote speakers: **Michael Bostwick**, Katoh Gakuen, Shizuoka, *What We Know About Early Language Learning*; and **Kathleen Kampa Vilina**, Seisen Inernational School, Tokyo, *Many Ways to Teach, Many Ways to Learn, Multiple Intelligence Strategies for Young Learners*. *Sunday May 22, 9:30-17:00; Fuji Women's College, Kita 16, Nishi 2, Sapporo; one-day members ¥2000 (¥1000 if preregistered by May 20 online at <www.jalthokkaido.net/>).*

Kagoshima—*English Through Movement* by **Naoko Ogikubo** and **Mayuka Habbick**. Movement is one of life's fundamental activities. Children with good control can express their feelings through movements and aren't overwhelmed by a large input of information. Children who lack coordination skills sometimes experience difficulties with speaking, reading, and writing. The presenters will show activities that use movement and rhythm for a whole body approach that will enhance your students' concentration, increase confidence and balance control, and encourage emotional and physical growth. *Sunday May 22, 15:00-17:00; Seminar Room 117, Ground Floor Kousha Biru, Shinyashiki opposite the Shinyashiki Tram Stop; one-day members ¥800.*

Kitakyushu—*My Share: Listening Activities for the High School Classroom*. Members will discuss the April presentation and share classroom-tested listening activities and strategies. Discussion and activities will focus on (but not be limited to) senior high classrooms. *Saturday May 14, 18:30-20:30; Kitakyushu International Conference Center, Room 31; one-day members ¥1000.*

Kobe—*Trend Five: The Adult Education Boom* by **Curtis Kelly**, keynote speaker of the 2005 Pan-SIG Conference. Japanese education underwent a drastic change after World War II, but the change is just beginning. One major trend is the return of adults to the classroom. This trend is least understood and least prepared for, but demographic studies show the start of a major adult education boom. Unfortunately, most experts teaching adults rely on the same techniques they use with younger students, despite data showing traditional methods do not work. *Saturday May 21, 16:00-18:00; Kobe YMCA (2-7-15 Kano-cho, Chuo-ku; t: 078-241-7204); one-day members ¥1000.*

Kyoto—*JALTCALL 2005*. Keynote speaker: **Uschi Felix**; plenary speakers: **Hayo Reinders**, **Yukio Takefuta**. This annual conference of the JALT CALL SIG will be supported by Kyoto JALT and thus we are looking for volunteers to make this the biggest and best JALTCALL ever. Questions regarding the conference should be sent to <enq@jaltcall.org>. For more information about Kyoto JALT and our activities please contact Neil Heffernan at <kyotojalt@gol.com> or visit our recently redesigned website

at <kyotojalt.org>. *Friday June 3, 13:00-17:00, Saturday June 4, 09:00-18:00, Sunday June 5, 09:00-15:00; Ritsumeikan University, Kusatsu, Shiga; one-day members ¥9000.*

Matsuyama—*Some Methods of Teaching English That Developed in Japan After World War II* by **Kiyoshi Shioiri**, Shinonome College. Four major methods of teaching English have risen in postwar Japan. In historical order they are: *eigo de kangaeru* (thinking in English), *shikan rodoku* (reading out loud), *kangaeru eigo* (English through thinking), and contrastive analysis between English and Japanese. In this presentation we will examine the advantages and disadvantages of each method and try to figure out a better method of teaching English to Japanese learners. *Sunday May 8, 14:15-16:15; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Nagasaki—*Computer-Based Writing Classes* by **Bill Pellowe**, Kinki University, Iizuka campus. Pellowe will describe his computer-based writing course and give practical advice on how teachers can implement similar courses with their own students. Pellowe's students do prewriting tasks, solicit and share opinions, and respond to and discuss each other's writing. He will discuss the effects on students' writing (both the processes and products) and some solutions to challenges faced in such a course. More at our home page: <www.kyushuelt.com/jalt/nagasaki.html>. *Saturday May 14, 13:30-15:30; Volunteer Support Centre, 4F of Kenmin Koryu Kaikan; one-day members ¥1000.*

Nagoya—(1) ***Writing From Within Intro*** and (2) ***Brain Studies and Teaching Children*** by **Curtis Kelly**. Part 1: We all know them, the 3L students: Low ability, Low confidence, Low motivation. Let's discuss their needs and suggest a pedagogy for teaching writing focusing on prewriting and one-paragraph compositions. Part 2: The presenter will discuss recent findings from brain studies that illuminate how children learn languages including the Critical Age Hypothesis, Multisensory Input, Deep Processing, Noticing, and Ahn's Bilingual Acquisition Model. *Sunday May 22, 13:30-16:00; Nagoya International Center, 3F; free for all.*

Nara—*Basic Counseling Skills Every Teacher Should Know* by **Marlen Harrison**, co-coordinator of the JALT Learner Development Special Interest Group. There is a close connection between counseling and teaching. Both professions require guidance of individuals for goal achievement facilitated by strong listening and communication skills. In this interactive workshop, we will explore basic counseling skills for effective communication, examine the teacher-student relationship, and discuss the growing need for teachers in Japan to explore basic counselor education. *Saturday May 28, 14:00-17:00; Tezukayama University Gakuenmae Campus (JALT2004 Conference Site); free for all.*

Omiya—*My Share*. Give your fellow teachers the gift of your imagination at a My Share Swap. Our annual swap meet has become so popular that we decided to have one at midyear as well. Please bring 25 photocopies of an interesting lesson, technique, organizer, game, or other resource to exchange. Don't worry about planning a formal presentation, but get ready to talk about teaching ideas with peers. Target age or level is not important; ideas for kids through adults, beginners to advanced are welcome. *Sunday May 29, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit); one-day members ¥1000.*

Sendai—*Zatokichi Zemi—Sensory Experience Workshop* by **Ken Groger**, Shizuoka University. This will be a unique, special event. Participants will spend about 5 hours together. Half will be blindfolded, half will act as guides. We will work through a series of tasks that include awareness of all the senses. These activities also increase handicapped awareness and build trust and friendships. *Saturday May 28, 10:00-18:00; location TBA.*

Shinshu—*16th Lake Suwa Charity Walk*. Join us in a walk around Lake Suwa to the Kamaguchisuimon Kanritou. Donations are invited for a local environmental group. This is a family event and we welcome children. Members of the Shinshu University Research Team will accompany participants and talk about ecological issues in easy-to-understand language. At the Kamaguchisuimon we will have

a forum with a quiz for children about their walk and a short musical concert. Then we will take a ferry back. Bring lunch, a pencil, and good walking shoes! *Tuesday May 3, 08:10-14:00; Lake Suwa at the lakeside Katakura Fureiai Nagisa (the outside auditorium); free for all.*

Tokyo—*Language Learning and Identity: From Learner Variables to Co-Construction* by **Dr. Gabriele Kasper**, University of Hawaii. (Co-sponsored by West Tokyo Chapter and the Pragmatics SIG.) The last decade has seen an upsurge of accounts that view language use as social practice, and *identity* as something a person does rather than something a person *is* or *has*. The talk will take a conversation-analytic perspective to examine identity at work in interactions between L2 users and their co-participants. For details, please contact Megumi Kawate-Mierzejewska at <mierze@tuj.ac.jp>. *Friday May 20, 19:00-20:30; Temple University Japan, Room 206/207; one-day members ¥1000.*

Toyohashi—*Annual Picnic*. All members, family, and friends are very welcome. The picnic will be held at Toyohashi Ryokuchi Park, just to the south of Aichi University. In the event of rain, it will be postponed to the following Sunday. Please call 0532-46-4337 or 0532-46-6299 for further details. Please bring something to eat, drink, or barbeque. *Sunday May 15, 11:30-14:00; Toyohashi Ryokuchi Koen (Takashi station, Atsumi Line); free for all.*

West Tokyo—*The JALT Pan-SIG Conference 2005*. West Tokyo JALT is a co-sponsor of the JALT Pan-SIG Conference 2005. Featured speaker **Curtis Kelly** of Osaka Gakuin University will talk on adult teaching methods, learning contracts, needs assessment, and learning theories. Featured speaker Michael Bostwick of Katoh Gakuen will give a presentation entitled *Myths vs. Reality: What We Know About Early Language Learning*. For more information, visit the 2005 JALT Pan-SIG Conference website at <www.jalt.org/pansig/2005/>. *Saturday May 14–Sunday May 15, 10:00-17:00; Tokyo Keizai University; JALT members ¥7000, two-day members ¥8000.*

West Tokyo—*Language Learning and Identity: From Learner Variables to Co-Construction* by **Dr. Gabriele Kasper,** University of Hawaii. (See Tokyo Chapter)

Yamagata—*Sydney, Australia in Terms of its History, Culture, and Politics* by **Adrian Semaan**. Semaan is an English conversation instructor for some corporations in the Yamagata city area. He is to talk about the above-mentioned topic, focusing on English as a means of global communication in the 21st century. *Saturday May 7, 10:00-12:00; Yamagata Seibu Kominkan, Kagota 1-2-23, Yamagata-shi; t: 023-645-2687; free for all.*

Yokohama—*Collaborative Learning Through Debates* by **Chantal Hemmi, British Council**. In this session, a hands-on workshop on how the language of debates could be practiced will be introduced using a game that incorporates topics grounded in students' interests. Later, results will be presented of a small-scale interpretive research project on what students learned through the debate activity conducted in two intermediate classes at Sophia University. *Sunday May 8, 14:00-16:30; Ginou Bunka Kaikan (Skills and Culture Center) near JR Kannai and Yokohama Subway Isezakichojamachi (see <yojalt.bravehost.com> for details and a map); one-day members ¥1000.*

Chapter Contacts

If you want to get in touch with a chapter for information or assistance, please use the following contacts. Chapters who want to change their contact should send it the editor: Aleda Krause; t/f: 048-787-3342; <chap-events@jalt-publications.org>.

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Yokohama—Scott Bronner; t/f: 045-982-0959; 03-3238-3768 (w); <bronner@iname.com>

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

Job Information Center

...with Ted O'Neill <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or f: 03-3446-7195, Ted O'Neill, Job Information Center. Email is preferred. Please type your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and contain the following information: city and prefecture, 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 sex, race, age, or nationality either must be modified or will not be included in the JIC column.

Hyogo-ken—Language Center, Kwansei Gakuin University is hiring for September 2005, one full-time contract Assistant Professor of English, one-year contract (renewable up to 4 years). **Qualifications:** PhD in TESOL or equivalent. **Duties:** Teach in IEP as well as in the graduate program (eight classes of 90 minutes a week). **Salary & Benefits:** ¥5,960,000 per year plus research allowance. **Application Materials:** Resume, two letters of recommendation, up to three samples of publications, copies of diplomas and transcripts, and a 5–10 minute videotaped segment of actual teaching. **Deadline:** May 15, 2005. **Contact:** Takaaki Kanzaki, Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya, 662-8501; <tkanzaki@kwansei.ac.jp>; <www.kwansei.ac.jp/LanguageCenter/IEP>.

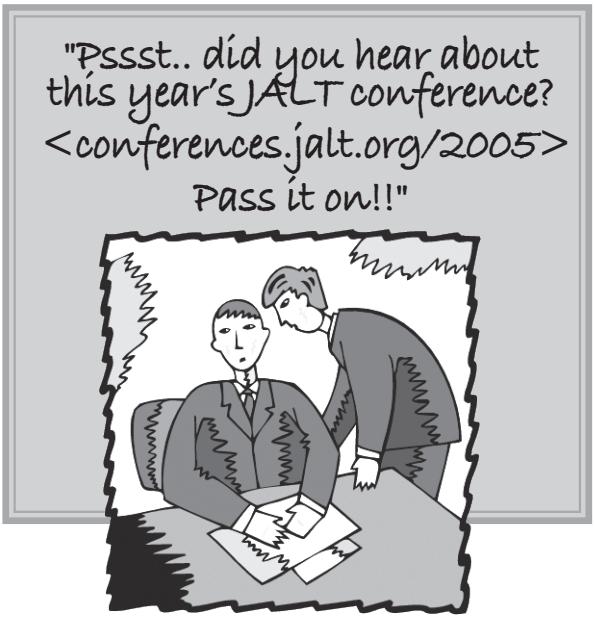
Nagano-ken—A to Z Language School in Okaya, 2.5 hours from Shinjuku by train, is seeking a full-time English instructor for corporate business English classes starting April 2005. **Qualifications:** Applicants should be native English speakers and have TESOL or other equivalent language teaching qualifications and more than 2 years experience in teaching adults. Additional business experience or background preferred. **Duties:** Maximum 25 teaching hours per week. Most are private lessons for business people, especially engineers. **Application Materials:** A cover letter and up-to-date CV with photo. **Deadline:** Ongoing. **Contact:** Email CV and cover letter to <akemi.miyosawa@atoz-ed.co.jp>.

Niigata-ken—The International University of Japan in Niigata-ken is looking for temporary English Language Instructors to teach in its summer Intensive English Program for graduate level students from Japan and several other countries. The exact dates have yet to be confirmed, but the teachers' contracts will probably run from July 14 to September 13. The contract length will be 9 weeks: 1 week orientation and de-briefing and 8 weeks teaching. **Qualifications:** MA or equivalent in TESL/TEFL or related field. Experience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication would be helpful. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level students up to 16 hours per week, assist in testing and materials preparation, attend meetings, write short student reports, and participate in extracurricular activities. **Salary & Benefits:** ¥850,000 gross salary. Free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Location:** Yamato-machi, Niigata-ken (a mountainous region about 90 minutes by train from Tokyo). **Application Materials:** Submit a current CV, a cover letter, and a passport-sized photo. **Deadlines:** Please send application materials as soon as possible. The deadline is ongoing. Selected applicants will be offered interviews. **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, 949-7277; f: 0257-79-1187; <iep@iuj.ac.jp>.

Saitama-ken—Seigakuin Language Institute is looking for a part-time teacher to teach children at its Ageo campus from April 2005. **Qualifications:** We are looking for a responsible individual who enjoys teaching children ages 6–12. **Duties:** The classes (three) are held on Saturdays from 1:00 to 4:30. **Salary & Benefits:** The teacher will be paid ¥6,000 an hour. **Application Materials:** Please fax

your resume to Mehran Sabet. **Deadline:** Ongoing. **Contact:** f: 048-781-0094; email: <m_sabet@seigakuin-univ.ac.jp>.

Tochigi-ken—The Department of English Education at Utsunomiya University in Tochigi, Japan invites applications for a 3-year temporary position at the assistant professor level in the graduate and undergraduate programs. The position begins September 1, 2005, for a 3-year contract. Utsunomiya University is an equal opportunity, affirmative action employer. **Duties:** The successful candidate will teach seven 90-minute courses per semester to include courses in academic English for nonnative speakers and courses in second language acquisition where the primary focus is to prepare students at all levels to teach nonnative speakers (10.5 classroom hours per week). Teaching hours will be included in a 40-hour workweek. In addition to teaching responsibilities, the candidate should be willing to take on administrative responsibilities in the Department of English Education and to participate in university-wide committee work. **Qualifications:** An MA (minimum) or a PhD (preferred) degree in Applied Linguistics/TESOL or closely related field; native fluency in English; demonstrated enthusiasm for language teaching; demonstrated commitment to current language teaching methodologies. The candidate must have specialized interests in teaching English for academic purposes in the graduate and undergraduate programs and in selected areas in English language teaching in Japan, teaching methodology and curriculum development, and English structure. Teaching experience at the college/university level is desirable. **Salary & Benefits:** Will be commensurate with rank and experience and will be based on current Utsunomiya University salary scales. **Deadline:** Application materials must be received no later than May 31, 2005, and will not be returned. **Application Materials:** A letter of application, a CV, a representative publication or manuscript, an official college/university transcript, and a letter of recommendation. **Contact:** Kiyoshi Nakamura, Faculty of Education, Utsunomiya University, 350 Mine, Utsunomiya-shi, Tochigi-ken, 321-8505, Japan. Email inquires should be directed to Hideaki Hatayama, the Department of English Education, <hatayama@cc.utsunomiya-u.ac.jp>.



Tokyo-to—The English Department at Aoyama Gakuin University seeks part-time teachers to teach conversation and writing courses at their Sagamihara campus. The Sagamihara campus is about 90 minutes from Shinjuku station on the Odakyu and Yokohama lines, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan with an MA in TEFL/TESOL, English Literature, Applied Linguistics, or Communications; minimum 3 years experience teaching English at a university; alternately, a PhD and 1 year university English teaching experience. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. We are interested in teachers who enjoy working with other teachers as well as with their students. Publications, experience in presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to other universities in the Tokyo area. **Application Materials:** Write to us for an emailed application form. **Deadline:** Ongoing. **Contact:** Part-Timers, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, 150-8366. Short-listed candidates will be contacted for interviews.

Tokyo-to—The British Education College in Tokyo has recently been established as a division of the British Education Office to provide English upgrading and foundation programmes in

collaboration with the Northern Consortium to enable Japanese students to succeed in undergraduate and postgraduate study in Britain. Throughout the year we run ongoing recruitment for the following positions: Qualified Part-Time EFL Teachers (¥3,000–¥4,500 per hour); Qualified Part-Time Management, Social Science, or Art Teachers (¥3,000–¥5,000 per hour); Writers, Material Editors, and Web Editors. **Application Materials:** To apply, please fax or email your CV in English with a covering letter addressing why you are appropriate for the job. **Deadline:** Ongoing. **Contact:** f: 03-3368-6605; <recruitment@beo.jp>; <www.beo.jp/recruitment.html>.

Tokyo-to—The Waseda University School of Letters, Arts, and Sciences is accepting applications for possible openings for part-time teachers for 2005-2006. **Qualifications:** Master's degree in TESOL, Applied Linguistics, Literature, or related field and at least 2 years of teaching experience at a Japanese university. **Duties:** Teach English for General Communication, English for Academic Purposes, or English for Professional Purposes classes. **Salary & Benefits:** According to Waseda University regulations. **Application Materials:** Cover letter and resume in either English or Japanese with a list of related publications, if any. **Deadline:** Ongoing. **Contact:** Send application materials to: Part-Time English Teaching, Waseda University School of Letters, Arts, and Sciences, 1-24-1 Toyama, Shinjuku-ku, Tokyo, 162-8644. Only successful applicants will be contacted.

Tokyo-to—Kiwi College, a foreign owned and operated school in west Tokyo, is looking for mature teachers and coffee lounge conversationalists with experience teaching English in Japan for all day slots on Mondays, Fridays, and possibly Saturdays in Fujigaoka, 30 minutes from Shibuya on the Denentoshi line. **Qualifications:** TESOL qualifications and dual or multilingual ability is a definite plus. **Salary & Benefits:** This is a part-time job with remuneration being ¥4,000 per 90-minute class and ¥1,000 per hour for a 4-hour coffee lounge conversationalist slot. **Deadline:** Ongoing. **Contact:** Interested parties should contact Warwick Francis <warwick@japan.email.ne.jp>, or visit <www.kiwicollege.org>.

Job Info Web Corner

You can view the job listings on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL, and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>
13. World English Jobs <www.englishjobmaze.com>
14. Hokkaido Insider: A subscription service for news and jobs <www.ne.jp/asahi/hokkaido/kenhartmann/>

Conference Calendar

...with Hayo Reinders <conferences@jalt-publications.org>

New listings are welcome. Please submit information to Hayo Reinders by the 15th of the month at <conferences@jalt-publications.org>, at least three months ahead (four months for overseas conferences). Thus May 15 is the deadline for an August conference in Japan or a September conference overseas, especially for a conference early in the month.

Upcoming Conferences

May 13–15, 2005—*The Asian EFL Journal Inaugural Conference. The Future of English Education in Asia: Making Connections*, at Dongseo University, Pusan, South Korea. The keynote address will be given by Rod Ellis, University of Auckland, New Zealand, who will talk on *Principles of Instructed Language Learning.* Other guest speakers include Phyllis Chew of Nanyang Technological University ELLTAS Singapore on *Asian Realities in English Learning* and Marc Hegelson of Miyagi Gakuin Women's College on *Extensive Reading: Effective Reading.* Contact: <conference_manager@asian-efl-journal.com>; <www.asian-efl-journal.com/conf_2005_schedule.html>

May 14–15, 2005—*JALT Pan-SIG Conference: Lifelong Learning*, at Kokubunji campus of Tokyo Keizai University. Chapter sponsors are West Tokyo and Central Tokyo; SIG Sponsors are GALE, Pragmatics, Teacher Education, Teaching Children, Teaching Older Learners, and Testing & Evaluation. There will be two featured plenary speakers: Curtis Kelly of Osaka Gakuin University who will be presenting on methods for teaching adults, learning contracts, assessing needs, and theories of learning; and Michael Bostwick of Katoh Gakuen in Shizuoka who will be presenting on immersion education in English. Contact: <pansig2005@yahoo.com>; <www.jalt.org/pansig/2005/>

May 26–28, 2005—*The 18th TESL Canada Conference: Building a Profession, Building a Nation*, at the Westin Hotel, Ottawa, Canada. The conference will include a research symposium, many workshops, a technology fair, keynote addresses by Karen E. Johnson and Elana Shohamy, a learners' conference, and much more! Contact: <teslca2005@yahoo.ca>; <www.tesl.ca>

June 3–5, 2005—*The JALTCALL 2005 Conference: Glocalization Through CALL: Bringing People Together*, at Ritsumeikan University, Kusatsu, Shiga prefecture. The conference focuses on the social dimension of CALL at local and global levels, as represented by the term *glocalization*. Plenary speakers include Ushi Felix of Monash University, Australia, Hayo Reinders of the University of Auckland, New Zealand, and Yukio Takefuta of Bunkyo Gakuin University, Japan. Contact: <submissions@jaltcall.org >; <www.jaltcall.org>

June 11, 2005—*The Second Linguapax Asia International Symposium: Language in Society and the Classroom. Preserving Heritage and Supporting Diversity*, at the Canadian Embassy, 7-3-38 Akasaka, Minato-ku, Tokyo, 9:00-18:00. This symposium will bring together speakers and scholars from around the world with members of the general public to exchange views and develop a vision of how to promote bilingual and multilingual education, intercultural understanding through language education, respect for linguistic diversity and linguistic heritage, and the preservation and revitalization of minority and endangered languages. The symposium aims to raise awareness of the links between language, identity, and human rights, and to encourage the quest for harmony and mutual understanding within and among communities and nations. Preregistration advised. Contact: <info@linguapax-asia.org>; <www.linguapax-asia.org>

weblink: www.jalt-publications.org/tlt/confcal/

July 24–29, 2005—*The 14th World Congress of Applied Linguistics*, Madison, Wisconsin, USA. Presentations at the World Congress will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is *The Future is Now*—a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away. Contact: Richard Young, <rfyoung@wisc.edu>; <aila2005.org>

August 24–27, 2005—*Eurocall Conference: CALL, WELL, and TELL, Fostering Autonomy,* at Jagiellonian University, Cracow, Poland. The theme aims to focus attention on the changing concepts and practices concerning autonomy in learning and teaching brought about by technological developments. It aims to actively promote the awareness, availability, and practical benefits of autonomous learning using CALL, WELL, and TELL at all levels of education, with a view to enhancing educational effectiveness, as measured by student success, both academically and personally. Contact: <info@eurocall-languages.org.pl>; <www.eurocall-languages.org.pl>

August 27–28, 2005—*The 17th JALT-Gunma Summer Workshop. Learning and Teaching Languages: Psycholinguistic Perspectives*, at Kusatsu Seminar House, Kusatsu-machi, Agatsuma-gun, Gunma-ken 377-1711. Main lecturer: Thomas Scovel of San Francisco State University. He will give two lectures; (1) *Learning by Listening* and (2) *Tricks for Teaching Grammar*. Call for presentations: six slots (30 min each) are available for participants' presentations. Participation fee: ¥9,000 (program fee ¥3,000; room and board ¥6,000). Contact Morijiro Shibayama for a registration form. Registration will be on a first come first served basis (max. 40), t: 027-263-8522, <mshibaya@jcom.home.ne.jp>

September 25–28, 2005—*Applied Linguistics Association of Australia (ALAA) 30th Annual Conference. Language Politics, Including Language Policy, Socio-Cultural Context and Multilingualism*, at the University of Melbourne, Victoria, Australia. Linguistic understanding of our world has evolved through continuous applications in many of the spheres of our society, from legal representation to forensics, from speech recognition technology to genetics, from language teaching and learning to intercultural communication and interaction in professional practice. Plenary speakers include Bonny Norton, Guus Extra, Merrill Swain, and Michael Clyne. The following scholars will convene colloquia: Joseph Lo Bianco of the University of Melbourne on language policy and politics; Tim McNamara of the University of Melbourne, on language, identity and violence; Catherine Elder of Monash University, on languages other than English in the classroom and community; Lynda Yates of LaTrobe University, on pragmatics; Gillian Wigglesworth of the University of Melbourne, on bilingual education of indigenous children; and Sophie Arkoudis and Kristina Love of the University of Melbourne, on international students in mainstream schools. Contact: <m.decourcy@unimelb.edu.au>; <www.alaa2005.info>

September 30–October 1, 2005—*The 30th Annual Conference of the International Association Language and Business (IALB)*, at Russian State University for the Humanities and Moscow State Linguistic University, Moscow, Russia. The topic of this year's conference is *Communication Services in the Context of Global Intercultural Exchange*. IALB's objective is to contribute towards improving the general level of foreign language knowledge and its application in trade and industry through close cooperation between trade, industry, education, and research. Contact: <gudrun.jerschwo@rz.hu-berlin.de> or <manfred.schmitz@intertext.de>; <www.ialb.net>

October 7–9, 2005—*SLRF 2005. SLA Models and Second Language Instruction: Broadening the Scope of Enquiry*, at Teachers College, Columbia University, New York. This conference is devoted specifically to exploring interfaces between SLA research and second language instruction. Colloquia, individual papers, and posters are therefore solicited which, from a variety of perspectives, investigate SLA as it relates to various aspects of second language instruction ranging from classroom practices to syllabus design, material development, curriculum development, policy making, and assessment. Contact: <slrf2005@tc.columbia.edu>; <www.tc.columbia.edu/academic/tesol/SLRF2005/index.htm>

WIRED

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.

Visit our website at <www.jalt-publications.org/tlt/wired/>.

...with Malcolm Swanson & Paul Daniels
<tlt-wired@jalt-publications.org>

Information management and writing tools for researchers

Richard S. Lavin

In the October 2003 Wired column, I wrote about software that could help with capturing and storing data. In this column, I will offer a quick update and then introduce additional software for Mac OS X for managing information and supporting the research process.

DEVONthink Personal Edition <www.devontechnologies.com> (Mac OS X only; shareware; $40), a kind of free-form database program, has benefited from several major updates over the last year or so, and can now handle an impressive range of data types, including rich text, Microsoft Word, PDF documents, images, QuickTime movies, web pages, Internet bookmarks, and links to files on your local disks. In addition to its automatic and semi-automatic data classification functions, it now supports manually inserted wiki-style links, making ad hoc linking of related documents a trivial task. Although I dealt with DEVONthink in the capture-and-store category of software, its rich range of functions means that it really comes into its own as a data exploration tool, often making an astonishing approximation of a human's intuitions regarding the degree of relatedness between documents, and potentially acting as a partial replacement for the Finder. An excellent account of DEVONthink in use can be found at <www.stevenberlinjohnson.com/movabletype/archives/000230.html>. A more conventional review of the application is available at <www.lowendmac.com/misc/05/0207.html>. The forthcoming Professional Edition promises multiple databases; this means that there will be no need to overload a single database with unrelated data such as research papers and administrative documents.

Also in the capture-and-store category, StickyBrain <www.chronosnet.com> (Mac OS X only; shareware; $40) at the time of writing had reached version 3.4, and is now a fast and mature application. It allows you to capture notes from other applications or even compose notes without launching the application. Other notable features include synchronization via Apple's .Mac Internet service for Mac users and export to iPods.

Although it is also possible to use DEVONthink for writing, putting drafts and notes inside DEVONthink alongside the other contents risks contaminating its database function, so it is generally advisable to use a different tool for this purpose. The final manuscript is likely to be assembled in Microsoft Word or a word processor largely compatible with Word, such as Nisus Writer Express <www.nisus.com> (Mac OS X only; shareware; $60) or Mellel <www.redlers.com> (Mac OS X only; shareware; $39). But this article's focus is on the preparatory stages when we are clarifying our ideas, writing drafts, and maybe doing some mind mapping. The bad news is that there doesn't appear to be one application that is designed to cater for all the things that a researcher might want to do; the good news is that there are many applications that do one thing or another really well. Researchers might therefore like to choose an application depending on the way they work.

People who like to "just sit down and write" may appreciate the aforementioned Nisus Writer Express or alternatively Ulysses <www.blue-tec.com> (Mac OS X only; shareware; $50 for educational use). The former is a fairly full-functioned word processor, and one killer feature is the live-updating thesaurus that can be displayed permanently in a tool drawer on the side of the writing window. For example, in the previous sentence, as I typed *displayed*, the thesaurus helpfully suggested alternatives such as *show*, *expose*, *produce*, *exhibit*, *communicate*,

and *reveal*. Ulysses is radically different from standard word processors, and is excellent for keeping track of multiple versions of a document within the same file. It deliberately eschews functions that are not central to actually composing text, including basic formatting functions such as changing fonts. A pane on the side of the main writing window is provided for snippets of text that you may wish to use or refer to, minimizing the need to switch between applications while actually writing.

Mellel (see above) is another candidate for people who like to work with text in a linear way. This word processor's claim to fame is its integration with the reference manager Bookends, making it ideal for writers who like to keep track of citations throughout the composing process. Citations imported from Bookends are stored in an unobtrusive side pane within Mellel, where it is easy to check exactly what works you have been citing. You can also drag citations that you want to reuse from the side pane into the document. Again, this way of working reduces application switching.

Researchers who prefer to work in a more visual way in the planning stages may benefit from software like Pyramid <www.mindcad.com> (Mac OS X only; shareware; $49; an in-depth review is available at <db.tidbits.com/getbits.acgi?tbart=07812>). Designed originally for use as a note taking tool while attending lectures, Pyramid uses documents consisting of any number of worksheets that can extend indefinitely in all directions. Typically, worksheets look like mind maps, with branching items created by pressing the command key with one of the four arrow keys. Annotations can be entered on the worksheet itself, or kept out of the way in a separate notes pane. Because items can link to other worksheets, to Internet URLs, or to files on your computer, Pyramid is a convenient place to collect pieces of your own writing together with other images and text snippets, as well as links to relevant resources.

A middle way is provided by VoodooPad <flyingmeat.com> (Mac OS X only; shareware; $25; a free *lite* version is also available), Hog Bay Notebook (Mac OS X only; shareware; $20), and WikidPad (Windows only; shareware; $12). These are all seemingly simple notebook applications that allow cross-linking of information by means of *WikiWords* (mixed-case words like the previous word; clicking on the word creates and links to a new page whose title is the WikiWord). These links are so easy to create that several can be put easily onto all pages in a notebook, meaning that there are multiple paths to the same information. These applications are thus ideally suited to paragraphs of one's own writing, input whenever an idea presents itself, and mixed in with key passages from works one has referenced. These pieces can be assembled in ever-changing ways as the shape of a work becomes clearer in one's mind. The chief difference between VoodooPad (my favorite; a good review is available at <www.theappleblog.com/2005/02/21/voodoopad/>) and the other two applications is that VoodooPad relies almost exclusively on wiki-style links, while WikidPad infers a primary hierarchy based on link patterns and the order of page creation. Hog Bay Notebook, meanwhile, has gradually changed from a wiki-style notepad into an outliner that also has wiki-style links as an option. Although these applications are predominantly text based, VoodooPad pages can also include freehand sketches, created in the application or alternatively in FlySketch <flyingmeat.com> (Mac OS X only; shareware; $20). This latter application provides a window that floats above all other open windows in which sketches can be drawn and then copied easily into any application that can handle graphics.

Clearly, a number of applications now go beyond a unitary hierarchical arrangement of information within the application. But one thorny problem with computers has been that data created in one application is often unusable by other applications. Many of the applications in this article have gone a considerable way towards solving that problem. As mentioned above, links in Pyramid, in addition to pointing to the Internet or to other worksheets, can also point to files on your own computer. DevonThink can import and export a wide range of data, and can even reference and index data that hasn't been imported. VoodooPad and StickyBrain can both link to entries in the Mac OS X Address Book, and VoodooPad can export to XML or HTML (which makes it a good tool for creating a simple website very quickly). These are all highly encouraging developments and when the Spotlight <www.apple.com/macosx/tiger/spotlight.html> feature slated to appear with Tiger, the next major release of OS X, becomes a reality, our computer hard disks will be much nearer to the vision expounded in my October 2003 article: "a rich web of pieces of information connected in multiple, and evolving, ways."

Submissions

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions should be sent to the editor and time allowed for a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence. Send as an email attachment to the co-editors.

読者の意見：*TLT*に掲載された記事へ意見をお寄せ下さい。編集者が適切だと判断した場合には、著者の考えと並べて掲載したいと思います。実名記載になります。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- Deadline: 15th of the month, $1^1/_2$ months prior to publication.

Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

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

Send as an email attachment to the JIC editor.

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

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

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

Send as an email attachment to the Conference Calendar editor.

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

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

Meetings and Conferences — The JALT *International Conference on Language Teaching/Learning* attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. Local chapter meetings are held on a monthly or bi-monthly basis in each JALT chapter, and Special Interest Groups, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gifu, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama.

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Gender Awareness in Language Education; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Pragmatics; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Other Language Educators (affiliate); Eikaiwa (forming); Pronunciation (forming); Teaching Older Learners (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair. Awards are announced at the annual conference.

Membership — All membership includes subscriptions to *The Language Teacher* and *JALT Journal* and membership in a local chapter. *Regular membership* (¥10,000). *Student membership* (¥6,000) - available to students of undergraduate/graduate universities and colleges in Japan. *Joint membership* (¥17,000) - available to two individuals who can register with the same mailing address; only one copy of each JALT publication for two members. *Group membership* (¥6,500/person) — available to five or more people who can register with the same mailing address; one copy of each publication for every five members or fraction thereof. Applications may be made at any JALT meeting or by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*. Joint and Group members must apply, renew, and pay membership fees together with the other members of their group. From overseas, application may be made by sending an International Postal Order to the JALT Central Office or by transferring the fee through Citibank. For details please contact the Central Office.

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Join or renew

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,000名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌 *The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、岐阜、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロプメント、教材開発、語用論、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、他言語教育（準分野別研究部会）、英会話(forming)、発音(forming)、中高年学教育(forming)。JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：会員及び年会費： 年会費にはJALT出版物の購読料及び支部の会費も含まれていま す。個人会員（10,000円）。学生会員（6,000円）- 日本にある大学・大学院・専 門学校の学生を対象。 ジョイント会員（17,000円）-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。 団体会員（6,500円／人）- 同じ住所で登録す る５名以上を対象とし、JALT出版物は５名毎に1部。 入会・更新申込みは、例会で行 うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。 ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さ い。 海外からは国際郵便為替をJALT事務局に送るか、又はCitibankより送金してく ださい。 詳しくはJALT事務局に問合わせてください。

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JALT2005

The Japan Association for Language Teaching
31st Annual International Conference on Language Teaching and Learning
& Educational Materials Exposition

— October 7-10, 2005 —

Granship: Shizuoka Convention and Arts Center, Shizuoka, Japan

‹conferences.jalt.org/2005›

"All human beings have an innate need to hear and tell stories and to have a story to live by . . ."
Harvey Cox, theologian

"Outside of a dog, a book is man's best friend Inside of a dog, it's too dark to read."
Groucho Marx

"As if there could be true stories: things happen in one way, and we retell them in the opposite way."
Jean-Paul Sartre

"The universe is made of stories, not of atoms."
Muriel Rukeyser (1913–1980), poet

"Long before I wrote stories, I listened for stories. Listening for them is something more acute than listening to them."
Eudora Welty (b. 1909), U.S. fiction writer

"Man invented language to satisfy his deep need to complain."
Lily Tomlin

"If you want to tell the untold stories, if you want to give voice to the voiceless, you've got to find a language."
Salman Rushdie