The Language Teacher

In this issue:

» Do you have any resistant, non-participating students? Do you have some students who are ambivalent toward learning English? How might understanding imagined communities, shifting identities, and unique investments help? . . .

Non-participation, imagined communities and the language classroom
–Bonny Norton, University of British Columbia
(Plenary speaker at JALT2006)

"A practice that has begun to receive some attention in the language education literature is that of resistance and non-participation in second and foreign language classrooms. Canagarajah (1993), for example, reports on the non-participation of students in a Sri Lankan classroom in which he was teaching English as a second language (ESL). By the third month in the year-long course, participation had fallen to 50 per cent, while comments and drawings in textbooks provided convincing evidence of the students' ambivalence towards learning English. Giltrow and Calhoun report that most of their forty Guatemalan refugee informants had 'retired from the ESL classroom, either by physically removing themselves and no longer attending regularly, or by adopting an aloof, unengaged way of attending' (1992:63). Norton Pierce, Harper and Burnaby (1993) note the complex reasons why workers resisted participation in a work place ESL program, linking non-participation to larger socioeconomic issues. Language learners in other contexts, such as a South African university, have resented being labeled as 'disadvantaged' (Thesen, 1997), while others have used code-switching as forms of resistance (Lin, 1997; Rampton, 1995b). In this chapter, I examine the relationship between non-participation and what I call the imagined communities' of two ESL learners in Canada, linking the discussion to the learners' changing expectations of ESL courses, their shifting identities and their unique investments in the target language. ."

» Read the full chapter:

Breen, M. (2001). *Learner contributions to language learning*. London: Longman

AND, come hear Bonny Norton speak at JALT2006

Community, Identity, Motivation

JALT2006
in Kitakyushu, Japan
November 2~5, 2006
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In this month's issue . . .

THIS MONTH'S issue of *The Language Teacher* sees a change of editor to the SIG News column. Starting May, James Hobbs will take over from Mary Hughes. Mary has been working with *TLT* for the past 3 years, first in the role of proofreader and for the past 2 years as editor of SIG News. On behalf of all the *TLT* team, I would like to thank Mary for her dedication and hard work and wish her every success in her future endeavors.

Our *Feature* article this month by **Sachiko Yasuda** examines the role of the writing center in Japanese universities. Yasuda points out the importance of the writing center in assisting students to become more effective writers. She also highlights the need for such centers to work in conjunction with a campus-wide writing environment.

In *Readers' Forum*, **Patareeya Wisaijorn**, **Pimpaporn Suwattigul**, and **Bob Tremayne** discuss autonomy in language learning. They look at an approach being taken in Thailand with the view to sharing this information with educators within a wider Asian context. **Justin Charlebois** outlines a gender studies unit focusing on male-female communication styles. He uses Deborah Tannen's book, *You Just Don't Understand,* as a basis for this unit.

This month's *My Share* includes two teaching ideas. **Mark Firth** presents a journal-writing project that utilizes peer-assessment feedback cards. **Steven Paydon** outlines a fun activity that gets students out of the classroom and on a mystery tour to discover the English used in their surrounding environment.

Finally, I hope you enjoy May's issue of *TLT* and that it provides you with some new and interesting information that you can utilize in your own research or in the classroom.

Jacqui Norris-Holt
TLT Co-Editor

Community, Identity, Motivation Kitakyushu, Japan Nov. 2–5, 2006 <conferences.jalt. org/2006/>

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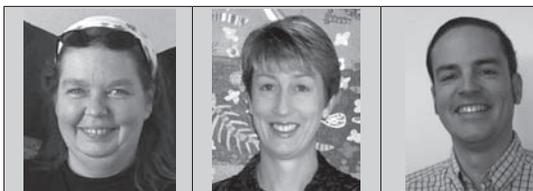
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今月号からSIG Newsの編集者がMary Hughes氏からJames Hobbs氏に変わりました。TLTスタッフ一同、Maryに感謝しますとともに益々のご活躍お祈りします。

　さて、今月の論文はSachiko Yasuda氏によるもので、日本人大学生の作文能力を向上させるためにライティングセンターを日本の大学に設置する重要性を論考しています。また、読者フォーラムでは、Patareeya Wisaijorn, Pimpaporn Suwattigul, Bob Tremayneの諸氏がタイ及び他のアジア諸国における語学学習者の自律性について考察をおこない、Justin Charlebois氏はDeborah Tannen氏の男女間のコミュニケーション・スタイルに関する研究を用いた授業の紹介をしています。さらに、マイシェアでは、Mark Firth氏とSteven Paydon氏が教室で役に立つ記事をそれぞれ寄せています。

　それでは、今月号をどうぞお楽しみください。

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Japanese students' literacy background and the role of the writing center

Sachiko Yasuda

Waseda University

It has been argued that Japanese university students lack the abilities to explain their ideas, to write coherent texts, and to present their opinions logically. One reason for this is that these abilities are less emphasized in Japanese high schools than the ability to read and interpret literary work (Kobayashi & Rinnert, 2002). However, these abilities are perceived by university teachers to be very important, and therefore Japanese university students who do not have a solid grounding for writing can be expected to have various problems when they write academic papers. The following question arises here: If students are not formally taught how to write, how can they acquire the writing skills they need at the university level? This paper illustrates the role of the writing center as an alternative learning place for helping Japanese students to become better writers, and demonstrates the significance of the partnerships between the writing center and Writing Across the Curriculum (WAC) in Japanese university contexts.

本論では、日本人大学生の作文能力を向上させるために、アメリカの大学の作文教育で重要な役割を果たしているライティングセンターを日本の大学に設置することを提言し、日本人大学生のニーズに合ったライティングセンターの役割を考察する。

Some background on writing centers

The concept of the *writing center* took hold in the 1930s in American colleges and universities (Murphy & Law, 1995), the writing center being regarded as a unique out-of-classroom space for developing better writers. In the 1980s, writing centers became affiliated with the Writing Across the Curriculum (WAC) movement that began as a response to a perceived deficiency in literacy among students (Russel, 1991, p. 276). The partnership with WAC has played a key role in fostering student writing. Its purpose is to restore writing to the central place in the curriculum, on the basis of the concept of writing to learn (Barnett & Rosen, 1999). Following the writing center and WAC practices, writing has become the most emphasized feature of the American academic environment, providing an important learning tool that can assist students in obtaining, synthesizing, integrating, and analyzing course content, as well as developing the skills of critical thinking and logical argument. Writing is thus seen as being central to student intellectual development in American higher education institutions.

The philosophy of the writing center in American universities is based on the peer tutoring model. It emphasizes a collaborative approach to instruction, involving interaction between peers who share similar backgrounds, experience, and status. This situation creates a powerful context for learning that is separable from the classroom and provides a unique space for students to assess their own writing process and learn to write more effectively (Williams & Severino, 2004). To date, much research on writing centers has been conducted in North Ameri-

can academic contexts, and writing centers have been reported to be successful in helping students to become better writers (e.g., Dahl, 1992; Gillespie & Lerner, 2003; Meyer & Smith, 1987; Rafoth, 2000; Weigle & Nelson, 2004; Williams, 2004).

Peer tutoring at the writing center

The peer tutoring model, as part of the traditional writing center theory and practice, suggests a nondirective, collaborative approach to tutoring, and encourages student writers to discover their own meaning (Shamoon & Burns, 1995). It thus indicates that students, not the tutors, should take full responsibility for their own texts as the primary agents in tutoring sessions (Brooks, 1992). To this end, writing center tutors are generally instructed not to identify problems or to tell students how to change their texts. Instead, they are taught to utilize a facilitative approach using leading questions to help students work out how to revise their own texts effectively (Williams & Severino, 2004). The tutor expects the student to internalize the tutor's problem-solving questions and use them as practical guides for future writing (Harris, 2000). In addition, tutors are told to postpone later order concerns such as lexical or syntactic issues, and to instead focus on higher order concerns (Gillespie & Lerner, 2003, p. 17). In sum, the writing center does not offer editing services to produce better papers but functions as a place for producing better writers (North, 1984).

However, as increasing numbers of L2 students began to use writing centers, researchers found that the philosophy which originated from contexts for instructing native English speaking (NES) students did not always work in tutorials with L2 writers (e.g., Powers, 1993; Thonus, 2004; Weigle & Nelson, 2004; Williams, 2004). L2 students come to the writing center for many reasons and with a range of goals, some of which may differ from those of NES students. The differences between L2 and NES students stem not only from their educational background and academic expectations but also from their linguistic knowledge base. L2 writers often carry the burden of learning to write and learning English at the same time, and are also frustrated at being unable to convey their ideas in appropriate and correct English (Hyland, 2003, p. 34). Thus, many L2 students who come to the writing center want and expect their tutors to assume authoritative roles, or to simply provide them with the information they may lack through direct instruction (Williams & Severino, 2004). This situation im-

plies that a different peer tutoring model would need to be adopted in L2 contexts.

Literacy background of Japanese students

Native speakers of English often have problems understanding academic papers or letters in English written by Japanese students, stating that their papers are often vague, confusing, and rhetorically unstructured (Takagi, 2001; Ueda, 2005, p. 18). It is reported that Japanese students lack the ability to write coherent or logical texts even when they write in their native language (Kobayashi, 2002; Onoda, 1997, p. 23; Todayama, 2002, p. 10). As indicated by the Interdependence Hypothesis (Cummins, 1980), L2 literacy is partially dependent on developed L1 literacy when exposure to the L2 begins, and hence L2 students are likely to have difficulty writing in L2 if they have not built up reliable literacy schema in L1. Japanese students' lack of exposure to L1 writing has been evidenced by extensive research conducted by Kobayashi and Rinnert (2002). Through the analysis of qualitative data, Kobayashi and Rinnert revealed that writing-related activities are less emphasized in Japanese language classes at secondary level than is the case in America, and thus many Japanese students report problems writing academic papers in English in the initial stages of undergraduate or graduate courses. They also note that Japanese high school students have few opportunities to develop the academic skills that are necessary for writing papers, such as evaluating the information they read and questioning its accuracy or reliability (i.e., critical thinking), and finding information from outside sources and incorporating it into their arguments.

The study by Kobayashi and Rinnert (2002) has significant implications for L2 writing. They argue that it is important for teachers in EFL and ESL contexts to discover their students' L1 literacy background, particularly in terms of the kind of literacy training received. The knowledge students have acquired in the L1 context may be transferable to their L2 writing, and therefore students who have learned how to achieve coherence in an L1 text will be able to gain a better understanding of what makes an L2 text coherent than students who have received no formal instruction on these issues in L1 writing. If teachers find that their EFL or ESL students have not learned academic writing conventions, such as those regarding thesis statements and topic sentences, in their L1 context, it would be beneficial for them to start with detailed explanations about what academic writing conventions are. Teachers,

whether writing class instructors or subject class teachers, should be aware that students cannot write if they are not taught how to write.

Roles of the writing center in Japanese EFL university contexts

For Japanese university students to adjust to a new academic discourse community, university teachers need to assess students' specific needs in academic writing. As one of the best methods for this, writing centers should be established in Japanese universities as a curricular support service. The following sections discuss how content classes and the writing center cooperate with each other and how teachers are involved in writing-focused curriculum in order to develop students' high-level communication skills, such as critical thinking and logical argument, which are necessary for academic writing.

Writing center peer tutoring model for Japanese EFL students

In light of the fact that Japanese high school students generally do little writing in either Japanese or English and receive limited writing instruction, EFL writing courses at the university level need to transmit as many academic writing conventions as possible so that students can establish a solid grounding in writing. Accordingly, the writing center needs to follow the EFL writing course syllabus, and tutors should search for adequate frameworks for tutorials with Japanese EFL students. These should be distinct from tutorials with NES students. Especially in the initial stage of freshman EFL courses, the expertise of the tutors should place students in the role of learners, not collaborators. Writing center tutors in Japanese contexts, therefore, should be willing to relinquish the orthodoxy of collaborative frameworks and permit more realistic and appropriate contact zones for tutorials with Japanese EFL students (Thonus, 2004). There is more than one effective peer tutoring model, and therefore tutors will need to be flexible in response to the varying problems of different students.

Alternate ways of responding: Directive and corrective approach

The facilitative approach sometimes causes a student to raise questions such as, *Why ask questions when I have so many problems with writing? Isn't it better simply to tell me, in simple terms, what I need to do?* In instances in which the facilitative approach does not seem to be working, a more direct approach would need to be adopted as an alternative way of responding. At the beginning of a learning cycle, direct instruction is crucial, and the teacher needs to adopt a highly interventionist role (Vygotsky, 1978, p. 86). For example, if something is clearly wrong with a paper and a tutor sees a clear and simple solution, the tutor should offer direction. The tutor, for example, can tell the student to omit a sentence, to move a sentence to a different paragraph, or to change a word. However, it is important for a tutor to keep in mind that these directions should be accompanied by some explanation. For example, the tutor might explain that a sentence should be omitted because it is irrelevant to the topic sentence or because it is redundant. In addition, if the problems a tutor identifies are errors in syntax and grammar, simply making corrective remarks would be a reasonable way of responding. However, it would be more instructive if these corrections were followed by eliciting questions, such as *I found some errors in your paper. What do you think they are?* or *Why do you think this is wrong?* These clear directions help students to notice the gap between their writing and the norm, and what they learn through the tutor's directive/corrective remarks will be applied to their future writing. Learning evolves from verbal interaction with a more knowledgeable person, and the tutor has a central role in structuring this development. This process is important in helping students to become independent writers at later stages.

Writing center/WAC partnership: Creating a campus-wide writing environment

In order to make the writing center a more useful learning place for Japanese EFL students, not only EFL writing class teachers but also specific discipline teachers would need to be involved in WAC. Generally, faculties seem to expect the one-year freshman EFL composition sequence to provide students with all the writing skills they need for the rest of their undergraduate years. However, exposure to a substantial amount of writing experience in EFL writing classes does not necessarily ensure that students become able to attain the writing skills necessary for essays and reports assigned for classes in specific disciplines. A fully functional and successful writing environment cannot be created and sustained without the active participation of subject class teachers. WAC has the goal of encouraging not only writing course instructors but also subject

teachers to make writing an integral part of teaching and learning, and to take responsibility for developing students' writing skills (Barnett & Rosen, 1999). To make this campus-wide writing environment work successfully, the writing center would need to take a central role in the WAC program through liaisons across the campus. In the University of Michigan, for example, at least one faculty workshop is organized each semester on such topics as assignment making, assignment design, and grading writing, and all faculties confer on why and how they use writing in their classes. The writing center/WAC partnerships seem to help narrow the communication gap that traditionally hinders teacher expectations and student comprehension of those expectations (Barnett & Rosen, 1999). As the above example shows, since the writing center is in a position to work closely with everyone involved with writing assignments (from those who create, assign, and evaluate assignments to those who interpret, complete, and learn from them), tutors can offer more focused sessions to students, and can inform teachers of what happens in students' papers in the process of completing the end products. Consequently, students write more focused papers that fulfill the teacher's expectation, and teachers gain knowledge of students' specific needs in writing, enabling them to deliver instructions that help students write more focused assignments. This writing environment is the product of a mutual partnership between the writing center and WAC that has developed in American universities.

Conclusion

Writing about course content can stimulate students' thinking and deepen their understanding of that content. In addition, writing can help students develop the abilities to formulate their ideas and think logically. To increase the value of writing as a tool for learning throughout the curriculum, campus-wide writing training and instruction would need to be accomplished. The idea of setting up writing centers in partnership with the WAC program in Japanese universities has grown out of this philosophy. Japanese university students reportedly have problems with presenting their ideas logically and evaluating others' opinions critically due to the limited opportunities given in high school for the development of these abilities. Scaffolding tasks, including controlled or guided composition, would need to be adopted in the initial stage of the undergraduate writing program, so that

novice student writers could build up a strong literacy foundation. The writing center can adopt a central role in bringing Japanese students to the point where they can write a target text without assistance. In so doing, the writing center can act as a liaison not only between writing instructors and subject teachers, but also between teachers and students. The writing center, in conjunction with the WAC program, can help students to do their academic work successfully and to increase the value of their academic achievements in the wider world.

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Developing autonomy in language learning: A view from Thailand

Patareeya Wisaijorn, Pimpaporn Suwattigul, and Bob Tremayne
Ubon Rajathanee University, Thailand

Developing learner autonomy within traditionally exam-driven education systems, such as those of Japan and Thailand, presents many challenges and questions for learners and teachers. In this article we would like to share with you a critical view from Thailand. We hope that our discussion will provide teachers in Japan with useful insights into what may help or hinder the further development of learner autonomy within an Asian context.

日本やタイのような試験重視の社会では、学習者の自律性を高めることは難しいと教師も学習者も感じている。本稿では、アジアにおける学習者の自律性について批判的考察をおこなう。

AT THE Autonomy and Language Learning: Maintaining Control conference held in Hong Kong and Hangzhou, China, in June 2004, David Little gave a thought-provoking plenary lecture on Developing Learner Autonomy with the European Language Portfolio. In his lecture, Little reported on the European Language Portfolio (ELP) and explored the concept of autonomy as a fundamental human quality, an implied educational goal, and an important influence in formal learning. Little's presentation was stimulating in that it bridged both theory and practice, showcasing how learner involvement, learner reflection, and appropriate target language use are central factors in developing autonomous learning practice both inside and outside the classroom. Clearly, developing learner autonomy within traditionally exam-driven education systems like those of Japan and Thailand presents many challenges and questions for learners and teachers. In this article we would like to share with you a critical view from Thailand of certain issues raised by Little. We hope that our discussion will provide teachers in Japan with useful insights into what may help or hinder the further development of learner autonomy within an Asian context.

What does Little have to say?

Little (2004) makes a number of points that may have relevance and implications for the Thai situation. Some of these are highlighted below and are used as the basis of this article:

1. There is a difference between *autonomous*—completing tasks <u>for</u> oneself—and *independent*—completing tasks <u>on</u> one's own. The former indicates that the learners have options—if they

prefer to work in consultation with others, then that is acceptable, but if they want to work on their own, or combine working alone and working with others, then that is also permitted. This implies that each learner has the ability to make an informed choice based on recognising what is in his or her best educational interests. However, the latter suggests that the learners can only work by themselves.

2. Being autonomous demands the development of appropriate knowledge and skills. There-fore, a learner is not automatically autonomous but must work at developing the ability.

3. This development takes place in a social context.

4. Autonomy is an unconscious aim of all educa-tion. What is learnt can be used effectively in real-life situations. However, the link between school and life is often ineffective because of the gap between what is learnt in schools and what is required in life.

5. In the development of autonomy, the teacher has a crucial role as expert, guide, and mediator.

What does this mean for Thailand?

In Thailand, learner autonomy seems to be a case of *It's a great idea, with much to offer, BUT…*

It's a great idea…

There are many language teachers working in Thailand who recognise the value of learner autonomy in that it involves students in tak-ing responsibility for their learning (Wisaijorn, 2004a). Learner autonomy encourages them to make decisions by asking questions, discussing issues, analysing beliefs, criticising opinions, developing research skills, and exchanging views, as they form their own ideas relevant to their own lives (see point 4). Many students are eager to use alternative methods of teaching and learning that provide them with options to the strongly teach-er-dominated techniques to which they have been exposed. Thai students are enthusiastic learn-ers in group situations—they like to work with their friends in a social atmosphere (see point 3) (Wisaijorn, 2003a; Wisaijorn & Tremayne, in press). The Thai government itself has introduced legislation to make education more student-cen-tred and appropriate to students' needs, and its education system more decentralised and respon-sive to local communities (see point 4) (Watson Todd, 2003).

So, there exists a situation in which many teach-ers, many students, and the government think that

students assuming more responsibility and playing a more active role in their education is a great idea.

…BUT…

Despite these favourable attitudes to the concept of students playing a positive, involved role in their learning, there is considerable uncertainty about the implementation of learner autonomy in language learning among many teachers, and doubt about the students' readiness to effectively undertake this role (Wisaijorn, 2004a).

Successful learner autonomy requires teach-ers and a community who are supportive of the idea in theory and in practice. It also demands students who have certain skills to allow them to participate meaningfully.

…teachers…

Language teachers in Thai universities and schools have been encouraged to develop the use of small group learning settings in which stu-dents play a more active role in the learning proc-ess. Many have been successful. However, teacher directed classes can still be seen, particularly at the secondary level. In such contexts, it is the teachers who tend to make the decisions about content and methodology. In Thailand, The recent efforts of more student-centred teacher trainers, administrators, and teachers to change attitudes will not eventuate overnight. The process of change will take time, money, and commitment.

…students….

For learner autonomy to be successful, students must be responsible, pro-active, involved, and informed individuals capable of considering op-tions and making decisions in their best educational interests. They need "to believe in their potential to learn and manage their learning *and* to be willing to assume a more responsible role in the process" (Wenden, 1987, p. 12). Thai students are generally regarded as passive in their approach to learning. This characteristic may arise from a number of sources. Firstly, students may have limited oppor-tunities to practise being assertive in the situation described above in which teachers are generally the decision makers and the students obediently follow. Secondly, students' passive nature may have its origins in the hierarchical organisation of Thai society in which individuals often are aware of and accept their status in society. Students' passive behaviour may be in keeping with their position. Thirdly, Thai teachers traditionally receive respect

because of their position in society. Students may be reluctant to take the initiative in making decisions about their education if this may be interpreted as a challenge to the teacher's status. Fourthly, Thai classes are generally large in size—it is not unusual to have 50-60 students in a class. This may make it extremely difficult for Thai students to express themselves. Finally, there is a strong emphasis in Thai education on preparing students for successful performance in exams (the same emphasis as there is in most countries). Students want correct answers and speedy ways to solve problems. Analysis, criticism, and discussion may not necessarily provide such answers and solutions.

Despite these obstacles to learner autonomy from the perspective of the students, it has been found that Thai students are receptive to alternative methods of teaching and learning that focus more on the learner than the teacher and welcome opportunities to work in supportive and social group environments (Darasawang, 2000; Wisaijorn, 2003a, 2004b).

…methodology…

These factors that may be responsible for the passive nature of Thai students may also be partly responsible for teachers' continued use of techniques that hinder progress towards learner autonomy. Obstacles to increased independence are presented by teachers making decisions for students, students in weak positions in the school hierarchy, students' unquestioning respect for teachers, large class sizes, and a heavy emphasis on preparation for performance in exams. A continuation of these strategies will only prolong "listen and do" methodologies and one-way communication under the control of teachers. Under these circumstances, students will continue to be followers ("Trapped by the Same Old System," 2002). Teachers, students, administrators, and parents must recognise the importance of learner autonomy and then design programs that enable students to develop skills to take responsibility for their education (Wisaijorn, 2002).

New roles for teachers…

This places the teacher in a critical position in the learner autonomy process (see point 5). Learner autonomy does not mean that the teacher's position is diminished; it is changed and increased in importance. While the teacher does not retain the position of the source of all knowledge, which is a traditional role in Thai education, the teacher does retain the role of expert, but now in guiding, directing, and mediating the students' efforts in attaining responsibility in managing their education. Being autonomous does not necessarily mean that students have to work on their own (see point 1), but that working on one's own is an available option. In some cases, being autonomous has been confused with being independent, and students have been left to manage their own learning without teacher guidance. Without proper preparation for learner autonomy, students will struggle to make progress (see point 2). This proper preparation comes from others, often teachers, assisting as experts, guides, and mediators (see point 5).

While students require some help, teachers also need assistance to effectively adopt this new role. This has consequences for teacher training institutions and educational administrators in Thailand. Again, the role of teachers will not change overnight, nor will any adjustments just happen without some impetus from community and government.

…and new roles for students

Autonomy in language learning also demands different approaches to studying for Thai students, some of which cause apprehension. Some Thai students may struggle with the more liberal options offered by learner autonomy, which call for increased individual student contribution as opposed to teacher direction. For example, in small group work in the teaching of reading, some Thai students expressed concerns about organisational issues, such as problems posed by the lack of participation by all individuals in group work and the difficulties in making group decisions when confronted with multiple student interpretations of texts (Wisaijorn 2003a, 2003b; Wisaijorn & Tremayne, in press). It is in these instances of difficulty that students need some guidance from teachers in resolving these matters. This will allow them to confidently confront issues in the education process and to develop as responsible, decision-making learners.

Many Thai students recognise the educational benefits of more student-centred approaches to teaching and learning. In one study, Thai students were receptive to methods that allowed them to play active roles and break away from traditional teacher-directed techniques (Wisaijorn, 2004b). In other studies, students expressed their positive attitudes towards the use of a more group-oriented, student-directed teaching and learning technique, or Reciprocal Teaching Procedure, in their reading classes (Wisaijorn, 2003a, 2003b; Wisaijorn & Tremayne, in press). The situation required

a new role for both teachers and students. Some of the students' remarks identified their enhanced opportunities to contribute to class proceedings:

Everybody has a chance to talk.

Also, they commented on the improvement in their organisational and thinking skills:

…can improve my understanding in literature and can apply to another type of reading because it leads me to think step by step.

Know how to think and how to analyze.

…improve my procession of thinking.

…stronger thinking skills.

Such views may represent the initial signs of the students' development of autonomy in language learning. With guidance in learner training from teachers and with the support of a sympathetic learning environment, Thai students can build on these positive views to develop new options in language learning.

Conclusion

We have a situation in Thailand where most of the players in the education system realise the importance of students acquiring the ability to be responsible for their learning. It is the view of the three writers that to convert this realisation into actuality requires a cooperative approach from all concerned—administrators, teacher trainers, teachers, students, and community—that emphasises a long-term commitment to learner autonomy.

This article presents some of the writers' views about autonomy and language learning as it applies in Thailand. It is meant as a sharing of ideas with practitioners in other parts of the world who have similar interests in the effective development of students taking more control of and responsibility for their education.

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Sometimes I just need you to listen: A gender studies unit

Until recently, gender had not been taught in Japan. However, Deborah Tannen's *You Just Don't Understand* provides a starting point to discuss differences in male-female communication styles. Tannen's perspective is that, due to different *conversation styles*, male-female communication is similar to cross-cultural communication. Her perspective emphasizes celebrating and understanding both conversation styles.

This paper demonstrates that Tannen's research has applications in Japan. Language teachers can present this to their students through the use of Tannen's book, non-print media, lectures, and class discussions. Students, in turn, finish a unit on gender studies with increased sensitivity toward different conversation styles and gain exposure to language not previously encountered.

タネンは男女の会話スタイルの違いに関する研究をおこなったが、その研究を土台にした授業のやり方を本稿で紹介する。生徒はジェンダーに関する単元を学習することで、異なる会話のスタイルに、より敏感になり、今まで経験したことのない言語に触れることができる。

Justin Charlebois
Nagoya Bunri University

IN CONTRAST to many Western nations where gender studies has a comparatively long history, the field is in its developmental stage in Japan. The emergence of gender studies and women's studies programs at universities seems to reflect a changing trend. Having said this, even students who are not enrolled in such programs can benefit from learning about this topic. Previous research has challenged language teachers to educate students about social issues (Yoshihara, 2005). This paper also takes the position that language teachers need to do their part to raise student awareness of gender issues. Deborah Tannen's pioneering research in this field can be used in the classroom to engage students in listening, speaking, reading, and writing about this important topic. This paper discusses Deborah Tannen's research and describes a unit that utilizes Tannen's (1990) *You Just Don't Understand* as the base.

Review of the literature

Tannen's work is based on the premise that men and women have different assumptions about what is important in conversation, which in turn forms the basis of *conversation styles*, so male-female communication is comparable to cross-cultural communication.

According to Tannen (1990), the conversation rituals learned by females tend to focus on establishing connections with fellow interlocutors. She terms this conversation style *rapport talk*. For women, the purpose of talk is to become closer with others. One type of rapport talk is *troubles talk,* where women tell their problems to others, not to find solutions, but for their experi-

ences to be acknowledged and understood by others. Because the environment of small groups is conducive to this type of dialogue, women are oftentimes more comfortable in this type of situation. This is demonstrated by the fact that, when female friends meet they often spend considerable amounts of time simply talking; the focus of rapport talk is on personal information. It is not the content of the talk that is important but the talk itself (Coates, 1996). Thus, many women do not understand the critical role *report talk* plays for men: It negotiates their friendships and working relationships.

The conversation rituals learned by males tend to focus on negotiating status in a hierarchical society. Tannen terms this conversation style *report talk*. For men, the purpose of talk is to exchange information and negotiate a higher status with other interlocutors. Therefore, in many public domains, men oftentimes dominate the floor. The culture of major institutions in American society (e.g., the mass media, politics, the legal system, and education) invites this type of agonistic discourse (Tannen, 1998) where men are generally more comfortable than women. The conversation topics in which men engage invite dissent, not dialogue; examples include politics, current affairs, and sports. The annual ritual of Super Bowl Sunday illustrates the critical role sports serve for the negotiation of status among men in contemporary American society. On Super Bowl Sunday, couples gather at one another's houses to watch this football game. Usually, the men remain gathered around the television while the women go into another room and engage in conversation. While this domain is seemingly private in nature, the focus on football maintains an environment where men are comfortable and frequently need to shift alignments (Goffman, 1981) with others. Put another way, men position themselves with others in relation to the team they support. There is minimal risk for this to turn into a private forum where men are less comfortable. Because the focus of report talk is on impersonal information, many men are unclear about the crucial role personal information plays in developing and maintaining women's relationships.

To summarize, men and women frame (Goffman, 1974) the speech event of conversation very differently. Tannen (1990) uses the term *metamessages* in reference to the implied meaning behind an utterance which frames a conversation in a certain way, for example, an argument or chat. The possibility for misunderstandings to occur exists because men and women frame the speech

event of conversation with a friend differently. This is because both parties are guilty of focusing on the messages and completely ignoring the metamessages embedded in each type of conversation that respectively frame conversation for each sex.

Misunderstandings can occur in opposite-sex conversations because men and women are often unaware of these fundamental differences. For example, men are repeatedly perplexed when they provide their wives with solutions to their problems, and their wives continue to be unsatisfied as they are looking for their experiences to be validated. In a hierarchically structured society, a problem poses a threat to one's knowledge and status as *expert*, thus it is natural for a husband to look for a solution to his wife's problem. Because he has not recognized her problem, she is likely to further emphasize it. The man, in turn, will feel frustrated that his solution has not been accepted, and thus his expertise challenged. Women, on the other hand, are often frustrated and hurt when at the end of the day their husbands do not want to share their day's events with them, while for men the home is the one place where they do not have to negotiate status with others. Differing conversation styles lie at the heart of Tannen's claim that male-female communication is akin to cross-cultural communication.

These differences are also evident with children. Socialization for boys centers around activity versus talking; sports and games that have clear-cut winners and losers provide the basis for male bonding. Boys are happier when people are not in agreement. Girls, on the other hand, tend to form small, intimate groups where much time is devoted to talking, playing with dolls, sharing feelings, and forming strong, close bonds. They attempt to reach agreement with others and avoid conflict. In other words, intimacy is of crucial importance for women, independence for men. Following Goffman (1976), Tannen characterizes this phenomenon as sex-class linked rather than sex linked. As in earlier work where Tannen (1984) describes two very different conversation styles, it was not her intention to stereotype the ways in which men and women speak; she is claiming that men and women have different, but equally valid, conversation styles. Coates (1996) has echoed this with her finding that while men often assume the role of *expert* in conversations, women tend to avoid it. This is overtly displayed in male interactions when interlocutors respectively take turns giving monologues on topics in which they possess expertise.

These fundamental differences, reflected in rapport and report talk, are not trivial in nature. Scollon and Scollon (1995) attest that different interpretive frameworks form the basis of two distinct discourse systems. Basically, men see the world through the lens of report talk and women through that of rapport talk. Each respective sex has been socialized in this manner from childhood, so it is very difficult for them to change, nor should they attempt to. A problem does arise when one discourse system, in this case that of men, becomes dominant. Lakoff (2001) has attested to the long history of the public narratives of the dominant group automatically receiving privileged status above all others. A similar situation exists with the male discourse system of report talk. Therefore, the solution does not lie with men and women altering their conversation styles, but in mutual recognition and understanding of the opposite sex's conversation style and society, as a whole, recognizing that two separate interpretive frameworks exist.

Recent research offers promise that feminine speech styles are becoming less marked and increasingly being used by members of both sexes. Cameron (2000) found that feminine speech styles in the service sector were applied to workers irrespective of sex. In her analysis of public tributes to the late Princess Diana, Montgomery (1999) found oratory comprised of sincerity and emotional openness. Both studies suggest that the discourse system of women is gradually becoming accepted in mainstream public discourse. Furthermore, they indicate an emerging trend toward acceptance of the public discourse system traditionally employed by women.

Pedagogical Implications

Gender is a topic that receives a lot of attention in my seminar with the theme of sociolinguistics. This paper was written assuming that Tannen's research holds the most promise for men and women better understanding one another. While Tannen does not disregard the fact that women continue to face discrimination, she takes the perspective that misunderstandings are rooted in different unconscious assumptions, which are reflected by two substantially different conversation styles.

To reach the students in my course at a practical level, I devote one semester to the reading and discussion of Tannen's *You Just Don't Understand*. Students may read either the original English or the Japanese translation. As the students are fairly advanced level readers, they do not usually struggle with the English version; however, the academic terms that Tannen uses can cause them some difficulty. I usually explain these terms during the class discussion phase of the unit. As research has shown benefits from reading in a second language (Krashen, 2005), I strongly encourage the students to read the English version, and this is rewarded with extra credit points.

Students are assigned one chapter per week coupled with questions that form the basis of our class discussions. The questions assess their ability not only to comprehend the text but also to analyze, synthesize, and evaluate it (Bloom, 1956). I have also incorporated a cross-cultural dimension into many of the questions, as much of Tannen's research is conducted in the United States. Interestingly, students have felt that Tannen's description of rapport talk applies more to Japanese in general than specifically to women.

As a supplement to the reading and class discussions, I also show an episode (Episode 31, "Where there's smoke") from the popular American sitcom *Sex and the City* (King, 1998). This drama traces the love lives of four professional women in their 30s who live in New York City. Besides being both interesting and rich in contemporary American English and culture, this sitcom has multiple examples of both report and rapport talk. This is a crucial step for students to fully comprehend the different conversation styles of men and women. The theme of this specific episode is whether or not women want to be *saved*. The students and I engage in a discussion of whether or not this is true, particularly in Japanese society, which leads to discussions of *masculinity* and *femininity* as many of the characters in the drama transcend traditional stereotypes. I connect this with sociolinguistics by asking them if the metamessages that report and rapport talk send contribute to the stereotype that men fill the role of rescuers and women that of one who is rescued.

Students subject to a continuous assignment during the semester which involves keeping a notebook and filling it with examples of report and rapport talk; in a sense they do some informal ethnographic observations. I ask them to listen for these examples while they are on the train, shopping, at coffees shops, or other places. Once or twice during the semester, the students share their examples during the seminar.

Finally, to assess student understanding, they are required to write a reaction paper to the book. One of the most difficult parts of this task is getting them to move beyond summarizing the

contents to writing their impressions. I make the directions very clear and provide them with an example of a model paper. Judging from the response papers and class discussions, the students are able to articulate some basic concepts from this unit upon its completion.

Conclusion

Tannen's work challenges students to engage in the process of metacognition regarding their own linguistic behavior. Many students find that they can identify elements of rapport or report talk in their own conversation styles. However, other students have expressed an inability to identify with the conversation style most often associated with their gender. It is this type of dialogue that is necessary in order to avoid stereotyping women's and men's speech. The literature review above clearly illustrates the damage that viewing men's speech as the norm has caused and continues to cause women. Tannen's characterization of report and rapport talk is not meant to serve as a dichotomy but as a continuum. This is the type of dialogue that needs to begin in classrooms and hopefully spread outward so that we can move beyond antiquated stereotypes about the linguistic behaviors of men and women.

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

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

MY SHARE ONLINE

A linked index of My Share articles can be found at:

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

THIS MONTH'S My Share contains a complete guide to using journals with students from Mark Firth, and an exciting get up and go activity for lower level learners from Steven Paydon.

Learner journals: Use a hybrid approach and stop wasting time!

Mark Firth
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Quick Guide

Key Words: Journal writing, writing process, brainstorming, outlining, paragraph writing, peer feedback

Learner English level: Upper beginner to advanced

Learner maturity level: Junior high to university

Preparation time: First class set-up: 45 minutes

Activity time: Journal writing: around 45 minutes (in class or for homework); Peer feedback: 20 minutes at the beginning of each class throughout the semester

Materials: B4 notebooks, stapler, copies of all the appendices for each student

How do you deal with the usual end-of-semester panic of scanning or speed-reading pages and pages of student journals accumulated throughout the previous 13-odd weeks? Are you using any standardized assessment criteria sheet? Or is it simply the most amusing or legible students that get *A*s with the remainder falling in somewhere below those? Now think how the students feel about their writing. Can they see a week-by-week improvement? Are they getting helpful feedback, or are they simply trying to fill pages with enough ink to satisfy what you stipulated?

I have developed the following approach as a hybrid of process and academic writing. Every student has their progress monitored by their peers while they simultaneously gain a lot of exposure to other learners' writing. As a result, there is a significant improvement in both the content and style of each student's writing. The extent to which learners' journal entries are reflective or academic is determined by topic selection.

There are a number of benefits for students and teachers in using this hybrid approach. Student writing skills progress very quickly because they have clear models to follow. They can see how their peers are performing and receive weekly feedback that normally cannot be given by a teacher. Teachers benefit at correction time because the journals are very easy to read and assess. Students provide peer-assessed journal feedback cards that are attached to each entry in addition to a brainstorm and outline. The outline is easy to cross-reference with the topic sentences of each paragraph, providing a logical flow of content to read. I have actually used the same format for the written exam in four-skills communication courses; the topic I usually assign is a reflection of what the students feel they have learned in that semester.

Preparation

Make sufficient copies of appendices 1 through 5 for each learner and ask them to bring in a B4-sized notebook for journal writing.

Procedure

Step 1: Elicit students' prior knowledge and experiences of journal writing by discussing the various possible approaches: reflecting on per-

sonal experiences, having dialogue through the written form with teachers or peers, or writing as in a diary.

Step 2: Discuss the benefits of journal writing, such as writing about personalized topics, not having to worry too much about grammar and spelling, and writing for fun.

Step 3: Introduce the journal as an ongoing weekly writing task to be peer reviewed each week and submitted for assessment near the end of the semester. The assessment weighting should also be made clear at this time.

Step 4: Briefly explain about the five stages of process writing: brainstorming, outlining, writing (drafting), conferencing or reviewing, and editing.

Step 5: Provide copies of the blank template (Appendix A) to show how to lay out each journal entry on a B4 notebook double-page spread.

Step 6: Provide a model journal entry featuring all three steps completed (Appendix B).

Step 7: Provide a journal feedback card (Appendix D) to staple to the top left hand corner of the model entry and ask students to read and assess it according to the categories provided. (It should be perfect.) Explain the meaning of any difficult criteria. Particularly, demonstrate how each main point in the outline is used to make a topic sentence for each paragraph.

Step 8: Provide a list of possible journal topics (Appendix C, or your own). Initially, it is useful to give students topics to choose from. Through writing a number of journals, they gain a feel for how topics should neither be too general nor too specific before they go ahead and choose their own.

Step 9: Ask students to begin writing either in class or for homework.

Step 10: Hold a *journal share* at the beginning of each class by either having students read their journals aloud to a group of up to four students, or simply by switching books with a partner to read and assess. Provide students with journal feedback cards to assess at least one other learner's journal entry. Remind them to staple the card into their books.

Step 11: Provide a journal assessment criteria sheet (Appendix E) that clearly shows them how you will assess their journals when they submit them towards the end of semester. They glue or staple the criteria sheet in the back of their journals.

Note from the author: The approach taken in this article is the basis for a student journal workbook yet to be published. The workbook will also include sections for more specific academic writing tasks.

Downloadable resources

The following appendices are available from our website: <jalt-publications.org/tlt/myshare/resources/firth.pdf>

- Appendix A. Journal template
- Appendix B. Example journal entry
- Appendix C. Possible journal topics
- Appendix D. Feedback card
- Appendix E. Assessment criteria sheet

Mystery tour
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Quick guide

Key words: Directions, prepositions of place, motivation, group dynamics

Learner English level: False beginner and up

Learner maturity: All

Preparation time: 50 minutes

Activity time: 200 minutes

Materials: Worksheets: see Appendices A and B

Without a relevant context or a meaningful reason for doing a task, it is hard to motivate students' interest. This task gets students up, out of the classroom, and interacting with the English in their environment. It engages them in a meaningful and rewarding task that becomes completely student centered. The language content is recycled several times to consolidate the lesson aims. It also enhances group dynamics and class cohesion and captures the students' own creativity in a way that further increases motivation.

Preparation

Step 1: Think of a secret message, then walk around your building or school and find the words you need to complete it. You will find these in all sorts of places such as instructions, brand names, or signs. At the same time, make notes for yourself to direct the students between the word locations.

Step 2: Use letters from your list of words to make a secret message. See Appendix A for an example.

Step 3: Make your worksheet.

Procedure

Part 1: Teacher's mystery tour

Step 1: Elicit directions from the class. Ask them how to get from the station to the school, from the cafeteria to the classroom, or other places. Write the target directions on the board. Try to elicit the key words and phrases from your worksheet.

Step 2: Tell the students that they are going to do a mystery tour to find a secret message. Explain that they have to follow the directions to find the English words, write them on the worksheet, and then use the letters to complete the secret message (see Appendix A). Hype it up a bit and get them excited.

Step 3: Send students out staggered, in small groups of approximately four.

Step 4: Observe and assist if necessary. It will take the first group about 20 minutes to return.

Step 5: Check the secret messages and the groups' understanding as they return. Discuss any difficult points.

Part 2: Students' mystery tours

Step 6: Now explain to the students that they are going to make their own mystery tours, in groups, for their classmates. Give them Part 2 (see Appendix B). To save trees, this could be on the reverse side of Part 1.

Step 7: Have students think of a secret message in their groups. They check with the teacher when they have written one, and if it is appropriate they go out and find their list of words.

Step 8: Students compose their mystery tours in groups on a separate piece of paper.

Part 3: Classmates' mystery tours

Step 9: Teacher marks papers and students re-write the mystery tours adding nice designs.

Step 10: Redistribute mystery tours to students. They go out again and find their classmates' secret messages.

Conclusion

When making a mystery tour, it's a good idea to start with a phrase and find the words and letters needed to complete it. Start the directions in a central place so that if you change rooms, or even buildings, you will still be able to reuse the worksheet in the future. For example, "Take the elevator to the 3rd floor." Although this activity takes a little time to prepare, it is a good investment of time as it is infinitely recyclable and highly rewarding for both students and teachers. There is about three lessons worth of work if you use the three parts. Alternatively, you can just use Part 1 as a fun introduction, warm up, conclusion, or reward for a lesson on directions.

Downloadable resources

The following appendices are available from our website: <jalt-publications.org/tlt/myshare/resources/paydon.pdf>

- Appendix A. Mystery tour, Part 1
- Appendix B. Mystery tour, Part 2

Omission

Last month's My Share article by Marcus Otlowski was missing the following graphic image on page 24 (Appendix 1, problem 5). We apologise for the error.

…with Robert Taferner

<reviews@jalt-publications.org>
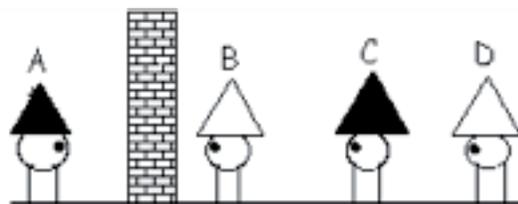
If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received Column, or consider suggesting an alternative book that would be helpful to our membership.

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S Book Reviews column features *Communication Strategies* and *Further Communication Strategies*, a textbook series for pre-intermediate through to upper-intermediate EFL students, reviewed by David McMurray. In addition, *This is Culture*, which provides an exploration of current cultural themes in English speaking societies, is reviewed by Marlen Harrison.

Communication Strategies; Further Communication Strategies

[David Paul. Singapore: Thomson Learning, Communication Strategies: 2003. pp. 119. ¥2,415. ISBN: 981-243-016-4; Further Communication Strategies: 2004. pp. 127. ¥2,415. ISBN: 981-243-020-2.]

Reviewed by David McMurray, The International University of Kagoshima

Many of my students seem to be stalled at an intermediate level of English. Knowing that David Paul, who has been teaching in Japan for 25 years, set out to solve this problem for his students by writing two new course books, I was interested in trying them out in my classroom. His books, audio CDs, and teaching manuals sup-port a four-skills building approach to language education. *Communication Strategies* is designed for use at the intermediate level and *Further Communication Strategies* can be used to move students to an upper intermediate level.

In this review I introduce definitions for communication strategies, describe the pedagogical approach, and list the topics, the characters, the illustrations, and the tasks presented in the books. I also comment on how my students reacted to each of these features. I piloted these materials with a class of 80 non-English majors and with a smaller class of 10 English majors during their 2nd year of language study at a private university. My teaching approach demands a large amount of verbal responses in class, requires the writing of reports between classes, encourages access to graded readers outside class, and sets a target of TOEIC 700 as delayed gratification for students.
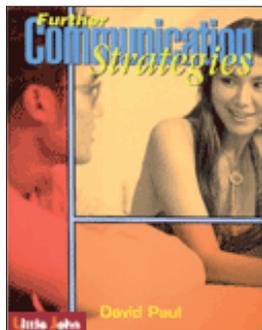
Do not be misled by the book titles. Other than a list of collocations that are identified at the front of the books as being strategies and offered in each unit as discussion strategies, the student books are not weighed down with a lot of strategic explanations about how to communicate or how to learn to communicate at higher than intermediate levels. Strategies are mental plans to achieve a goal and I had thought the books would deal with how to make communication plans to address cultural awareness and etiquette, and to learn study skills such as note taking, summarizing, predicting, and generating questions. Examples of communication strategies identified by Ellis (2003, p. 74) include *achievement strategies* where the learner compensates for insufficient language competency by using paraphrasing, word coinage, deliberate use of L1, appeals for assistance, and mime. Or for example, a book on communications strategy could include how to use the discourse markers: *you know, I mean,* and *I guess*. Strategies have both cognitive and affective attributes that should be explained to intermediate level students to help them to learn. Because *Communication Strategies* and *Further Communication Strategies* are marketed in Thailand and Korea as well as in Japan, they are monolingual. It is left up to the teacher to explain communication strategy in the students' native language or as comprehensibly as possible in English.

The two-level series provides students with plenty of examples of the lexis, language patterns, and collocations that can be used to discuss various topics at an intermediate to upper intermediate level. It is designed to encourage students to practice speaking, listening, reading, and writing. The teaching assumption underlying this approach is that repeated output will help the learner to solidify language patterns and recall them in situations where one of the topics is being discussed or tested. The repetition of output related to a particular topic is the key communication strategy offered by *Communication Strategies* and *Further Communication Strategies*. As an example, each unit ends with these same four prompts meant to encourage reflection on the learning process recommended by the author:

1.   Which section of the unit did you find the most interesting?

2.   In which section did you learn the most?

3.   Make a list of any new words and patterns from this unit that you want to try to remember.

4.   You may find it helpful to write each word or pattern on a card.

In my classes, students thought the warm-up questions and roleplays were the most interesting. They said that the new words and phrases were the most necessary to learn, even though these words were not readily understood. With dictionary work and explanation, my students, who acquired much of the vocabulary by recycling, could use some of the phrases immediately.

Communication Strategies starts out with popular themes such as friends, free time, family, and travel. The table of contents of *Further Communication Strategies* includes themes appropriate for university students such as education, economics, and globalization. David Paul goes further with more controversial topics such as politics, crime, vices, violence, and aliens. He also hits on currently popular topics among students such as women in society, the developing world, and the environment. My students agree that all of the 30 topics are either interesting or of value to their future career and study paths. History, economics, and education are topics that complement courses in the intercultural studies curriculum at my university. And the units on attitudes and beliefs, along with the perennially popular themes of travel, happiness, and the future, help students to define culture and their own identities.

Communication Strategies introduces the given names, country of birth, and photographs of a cast of 10 characters that model activities. Some of the original cast—from China, Thailand, Kenya, Switzerland, and Saudi Arabia—are replaced in *Further Communication Strategies*. The photos of these students include a bubble comment highlighting a recommended strategic phrase, such as "If I ask him out, the worst that can happen is that he'll say no" (p. 58) in the unit Women in Society. In the unit Crime, the discussion strategies section showed a picture of Tomoko from Japan pointing her finger at Carlos from Brazil and demanding, "You're getting away from the point. Did you pinch me or not?!" (p. 34). In another finger wagging episode Nazim from Turkey tells Annan from Thailand "When you warn me not to ask her out, it just tells me a lot about how jealous you are" (p. 70). One other, more confusing statement included: "If income taxes are increased, I may have to sell my bicycle" (p. 82) in the unit Economics. Despite the attempt to have these characters express opposing points of view, their personalities did not stand out, their photos were lost among the larger size reproductions of movie stars and more colorful comic inserts. In the dialogs, the characters never refer to their home countries nor mention each other's names in conversation. Therefore, in class discussion my students were unable to recall the names of the characters without flipping back to the first page. Whereas, because we considered it an English conversation strategy to mention each other's names from time to time in class, my students knew each other's names after the first few classes.

Each unit begins with a photo clipped from a featured movie. *Communication Strategies* includes *Trainspotting* (to complement its unit on Vices), *Fairytale: A True Story* (placed in the unit Beliefs), and *Elizabeth Taylor in London* (shown in the unit Travel). *Further Communication Strategies* uses a still photo from the movie *Dead Poets Society* to brighten the first pages of a unit on Education. Short summaries of movies are included at the back of the books, which prompted me to show my class a short take from *Dead Poets Society* about Professor Keating (Robin Williams), the new English teacher who encourages his students to set their own goals rather than go along with the status quo. I found it motivating to have students listen and watch video-clips from these recommended movies. There are also numerous single frame comics that are comprehensible with some thought and which can provide immediate gratification in the form of humor. Students who try the crossword puzzles that recycle key words gain a sense of accomplishment.

Each unit contains a variety of tasks, questions, and activities that are designed to motivate students to produce massive amounts of output connected to a theme. Dozens of *what*, *where*, *why*,

how, and *do you*-type questions are asked. Key phrases that can be used to initiate and maintain discussions are listed and ideas for roleplays and giving short speeches are suggested. Sample patterns include units of meaning that are longer than one word, such as phrasal verbs, compounds, and idioms, that should be taught at this higher level. Collocation has become an accepted part of vocabulary study. Alphabetized lists at the back of the books summarize collocations and language patterns from all units (18 pages in *Communication Strategies* and 26 pages in *Further Communication Strategies*). The level of vocabulary and the grammatical patterns used in *Further Communication Strategies* are very challenging for intermediate level students. My students relied on dictionaries to supplement their understanding of the English-only format.

In conclusion, these textbooks match well with my syllabus and current classroom practice. They also fit well with what my students expect in a text. The majority of my non-English majors and I find *Communication Strategies* motivating to use as a primer. The vocabulary and topics in *Further Communication Strategies* are more challenging, but by the end of the course, students who persevere are communicating at an upper intermediate level.

Reference

Ellis, R. (2003). *Task-based language learning and teaching.* Oxford: Oxford University Press.

This is Culture

[Asako Kajiura and Gregory Goodmacher. Tokyo: Nan'un-do. pp. 62. ¥1,900. ISBN: 4-523-17489-X.]

Reviewed by Marlen Harrison, Indiana University of Pennsylvania

This is Culture is a textbook designed to explore and compare cultures, with a focus on English-speaking societies. Composed of 14 chapters addressing such themes as stereotyping and gender, *This is Culture* is to be commended for introducing sensitive topics that are often missing from most language textbooks. But then again, *This is Culture* is not so much a language textbook but a survey of cultural issues designed to enhance communication, vocabulary, and critical thinking skills.

Each of the 14 chapters explores a specific topic by employing six to eight activities. The first two activities involve picture speculation, pairwork discussion, surveys, and other creative tasks. The third activity is usually a set of questions designed to stimulate critical thinking and initiate conversation entitled Useful Language. Activity 4 is a vocabulary review, introducing relevant words first in context-based sentences, and then providing a gap-fill activity. The chapters continue with a 6-10 paragraph essay further exploring the relevant topic and a follow-up reading comprehension activity. The chapters conclude with an interactive pair or group activity usually involving a chart, diagram, or survey, and discussion activities reviewing the language and themes introduced earlier in each chapter, also entitled Useful Language.
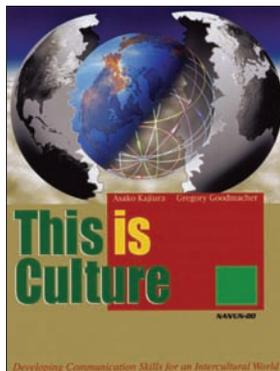
At first glance, the text appears to be rather difficult. I teach 1st- and 2nd-year Japanese university students from a variety of majors and levels, and initially wondered if the tasks and topics would be accessible. There are no Japanese explanations or instructions in this text, and the reading activities tend to be quite lengthy. But with a little creative planning, and by supplementing the text with grammar and conversation exercises, I found the topics to be interesting, many of the exercises quite creative, and overall, my students were easily engaged.

I taught lesson 8, Verbal Communication Norms, to all of my classes. The lesson was spread over two class periods to allow for grammar practice. Activities 1 and 2 address a series of images involving communication between an instructor and students. Students are asked to consider in what settings the communication might be common. The format of the activity allowed me to further explore *might* and *probably*—this became the first grammar lesson. The Useful Language sections and final activity employed conditional *would* and *if* (question formats common to almost every chapter). For example, "How would you feel if someone you had just met called you by your first name?" (p. 35). This became the second grammar lesson. I chose to use exercises from another textbook to give students a chance to practice these target structures before entering into pair or group discussion with these

…with Scott Gardner
<pub-review@jalt-publications.org>

A list of textbooks and resource books for language teachers available for review in *TLT* and *JALT Journal*.

RECENTLY RECEIVED ONLINE

An index of books available for review can be found at:

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

* = first notice; ! = final notice. Final notice items will be removed May 31. For queries please write to the email address above.

Books for Students (for review in *TLT*)

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

* *Advanced Listening Comprehension* (3rd ed.). Dunkel, P., & Pialorsi, F. Boston: Thomson Heinle, 2005.

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

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

Inside English: High Intermediate / Intermediate / Low Intermediate. Maggs, P., et al. Tokyo: Macmillan Languagehouse, 2005. [Incl. teacher's manuals, workbooks, CDs].

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

Reading Challenge 1. Malarcher, C., & Pederson, M. Seoul: Compass Publishing, 2005. [Incl. CD].

Reading for the Real World 1. Malarcher, C., & Janzen, A. Seoul: Compass Publishing, 2004. [Incl. cassettes].

* *Writing Plus!: Practical English Writing Skills for University and College*. Jackson, A. Tokyo: Kinseido, 2005.

Books for Teachers (for review in *JALT Journal*)

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

* *An Introduction to Psycholinguistics* (2nd ed.). Steinberg, D. D., & Sciarini, N. V. Harlow, UK: Pearson Longman, 2006.

* *Language Learners in Study Abroad Contexts*. DuFon, M. A., & Churchill, E. (Eds.). Clevedon, UK: Multilingual Matters, 2006.

* *The Language of Language: Core Concepts in Linguistics Analysis* (2nd ed.). Cruz-Ferreira, M., & Abraham, S. A. Singapore: Pearson / Prentice Hall, 2006.

* *Spoken English, TESOL and Applied Linguistics*. Hughes, R. (Ed.). New York: Palgrave MacMillan, 2005.

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

Contact: Todd Squires <squires@is.ritsumei.ac.jp>

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

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

Book Reviews continued

final activities. The reading activity was well written, providing easy-to-understand examples illustrating the chapter's theme. For example, the uses of *yes* and the Japanese *hai* were contrasted. I concluded the lesson by having students write their own questions, similar to the Useful Language section and converting the final activity's diagram into a group conversation task.

The overall layout of the book is easy to follow and the inclusion of images, drawings, and diagrams provide interesting visual references. The teacher's manual provides answer keys for all activities and Japanese translations for all of the essays. Perhaps the most impressive aspect of the text is the range of issues addressed. Homosexuality, gender roles, class differences, international sign language, and stereotyping are all carefully introduced as examples of cultural variety and differences.

Overall, I have enjoyed exploring this book and am glad to have found a text that succinctly provides lessons exploring a vast and relevant array of themes. I have found students as motivated to explore and discuss these themes as I am to teach them.

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

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

JALT FOCUS ONLINE

A listing of notices and news can be found at:
<jalt-publications.org/tlt/focus/>

JALT Calendar

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

- May 13–14: Pan-SIG Conference
- May 15: Deadline for nominations for JALT National elections
- June 3–4: CALL SIG Conference in Hokkaido
- July 1–2: National EBM (location TBA)
- September 15: Pre-registration deadline for JALT2006 (presenters)
- October 6: Pre-registration deadline for JALT2006 (general attendees)
- November 2–5: JALT2006 in Kitakyushu

JALT Watch

JALT National news and announcements in brief.

- JALT Publications releases the latest in its JALT Applied Materials series: A CD-ROM of "Classroom Resources." For more information: <jalt-publications.org/jam>
- JALT National Officer elections will take place before this year's conference. See the call for nominations in this issue, and voting information in upcoming *TLT*s.
- If you need to contact JALT Central Office, note that the email address has changed to <jco@jalt.org>. Please change your address books.

JALT Notices

2006 JALT National elections: Final call for nominations

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

- **President:** She/He has general responsibility for coordinating activities of the Executive Board and for directing and publicizing the affairs of the organization. She/He presides at meetings of the Executive Board and Board of Directors.
- **Vice President:** She/He presides at meetings in the absence of the President and shares the duties and responsibilities of the presidency. The Vice President is chairperson of the administrative committee.
- **Director of Membership:** She/He is responsible for overseeing all JALT Membership records; coordinating the formation of new affiliates, chapters, and SIGs; formulating and implementing policy regarding their relations to JALT National; and assisting in membership drives. The Director of Membership chairs the Membership Committee.
- **Director of Programs:** She/He supervises the arrangements for JALT's annual conference as well as the planning of special programs and workshops which are made available to chapters and SIGs.
- **Director of Public Relations:** She/He is responsible for coordinating JALT's publicity and for promoting and developing relations with other educational organizations, media, and industry. The holder is expected to act as a liaison with JALT's institutional and commercial members.
- **Director of Records:** She/He is responsible for keeping the minutes of JALT Executive Board Meetings and Ordinary General Meetings, as well as keeping SIGs and chapters informed of JALT National activities, and maintaining officer manuals. In addition, the holder will chair JALT's Records and Procedures Committee, which will provide administrative assistance with his/her duties.
- **Director of Treasury:** She/He is responsible for maintaining all the organization's financial records and for collecting and disbursing the

organization's funds. In addition, the holder must be able to present clear accounts of JALT's financial status.

- **Auditor:** She/He is responsible for inspecting the status of JALT's business and assets, and for presenting opinions to other directors concerning these. The holder is responsible for reporting to the general meeting of the organization or to governmental authorities concerning any problems with JALT's business and assets.

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

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

２００６年JALT全国選出役員選挙ー推薦者募集

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

- 理事長: 理事長は執行役員会の活動を統括し、本会の事業を指導し、周知させる全般的な責任を有する。理事長は執行役員会の議長となる。
- 副理事長: 副理事長は理事長不在の際に会議の議長を務め、理事長の責務を補佐する。副理事長は総務委員会の委員長を務める。
- 会員担当理事: 会員担当理事は本会の会員の記録を管理し、新しい準支部ないし準分野別研究部会、支部および分野別研究部会の設立のための調整をはかり、これらのグループと本会の全国組織との関係に関わる方針を定め、実地する責任を持つ。またこれらのグループの会員の獲得を支援する責任を持つ。
- 企画担当理事: 企画担当理事は年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムを企画する。
- 広報担当理事: 広報担当理事は本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡につとめる。
- 書記担当理事: 書記担当理事は執行役員会会議及び通常総会の議事録を作成、管理し、本会の活動について支部と分野別研究部会に周知をはかる責任を持つ。また記録管理委員会の議長をと務める。

- 財務担当理事: 財務担当理事は全ての経理記録を管理し、本会の資金を収集し、配分する責任を負う。また年次総会において本会の財務状況の報告を行う。
- 監事: 監事は理事の業務執行の状況と、この法人の財産の状況を監査する事。理事の業務執行の状況またはこの法人の財産の状況について述べる事。監査の結果、この法人の業務または財産に関し不正の行為または法令若しくは定款に違反する重大な事実があることを発見した場合はこれを総会または所轄庁に報告すること。

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

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

　アントニー・ロビンズ

　選挙管理委員会　委員長

　住所　448-8542　愛知県刈谷市井ヶ谷町広沢１

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Staff recruitment

The Language Teacher is looking for a new Associate Editor and both English and Japanese language proofreaders. Job descriptions and details on applying for these positions can be found at <www.jalt-publications.org/tlt/positions/>.

Chiba chapter

The Chiba chapter is looking for speakers to give presentations throughout 2006 and beyond. We are interested in receiving proposals on a wide variety of themes and invite those interested to contact the chapter Program Chair, Blagoja (Bill) Dimoski <bdimoski@jiu.ac.jp>, with a short description and abstract of their proposal.

JALT Hokkaido Journal

The *JALT Hokkaido Journal* is a refereed online journal that appears once a year, featuring theoretically grounded reports of research and discussion of central issues in foreign language teaching and learning, with a focus on Japanese contexts. Those interested in submitting a paper should visit <jalthokkaido.net/html/jh%20journal/jh_journal.htm> or <jalthokkaido.net/index.htm> and follow the journal link. The deadline for submissions is June 30, 2006.

…with Theron Muller

<memprofile@jalt-publications.org>

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

THIS MONTH in Member's Profile, Judith Johnson, Associate Professor at the Faculty of Engineering, Yamaguchi University, shares her background, teaching interests, and some of her experiences within JALT, including her role as conference VIP Liaison. She can be reached at <johnson@yamaguchi-u.ac.jp>.

MEMBER'S PROFILE

Judith Johnson

I've been Associate Professor at the Faculty of Engineering, Yamaguchi University for 6 years. Prior to Yamaguchi University, I held the same position at Kyushu Institute of Technology for 7 years. Since 1969 I've been teaching EFL, ESL, Inter-Cultural Communication and World Cultures courses, and developing curricula and instructional materials. Receiving my doctorate in education in 1984, I began working in teacher education. Since moving to Japan I've expanded into developing materials for computer-based intelligent tutoring systems and courses that focus on social issues, moral leadership skills, and ethics. Although I've taught at all levels of education from kindergarten to adults, most of my experience has been at universities.

My undergraduate degree was in International Studies with an emphasis on Comparative Education, and in pursuing this interest I've lived in North, Central, and South America, and Asia. I've given lectures, workshops, and teacher training courses in America, Europe, and Asia. I was Co-Director of the School of the Nations, an international school in Macau, for a year and have been an adjunct professor at Southwest China Normal University in Sichuan, P.R.C. for more than 12 years. For the past few years, I've dedicated most of my teacher training efforts toward China.

This is an exciting time in China for educators because the government is making great efforts to improve education at all levels, and I've found collaborating with Chinese educators very rewarding.

In my pursuit of developing integrated curricula that focus on human development and moral leadership, I became one of the founders of International Educational Initiatives (IEI), a private not-for-profit organization that creates educational curricula and teacher training programs based largely on Bahá'í principles of education. These principles consider the spiritual (nonmaterial) aspect of the human as the foundation of all education. Therefore, our materials nurture the development of universal human virtues, higher-order thinking skills, desire to strive for excellence, and the ethic of service to humanity, <www.iei-world.com>. I've been the Director of Curriculum since the organization's inception in 1993. In fact, the main reason for my move from China to Japan was to work with Michael Higgins to develop the IEI Spiritually-Based Global Curriculum for a new school in Sakhalin, Russia. The curriculum was very successful and has since been used in other countries, including Japan. Michael is also my co-author in a four-book series, *Comprehensive English*, published by Macmillan. These content-based texts include local, national, and global issues that help students use the four language skills alongside thinking skills <www.mlh.co.jp/text_detail_e.cfm?lang=e&uid=301>.

I joined JALT when I was living in South Korea in the mid 1980s. My first contact with JALT members in Japan was in 1987, when I was invited to be a plenary speaker at the International Language Conference at Tsukuba University. I was deeply impressed by the warm reception I was given by the conference organizers and by how well the conference was organized. After I moved to Japan in 1993 I could more easily attend national and SIG conferences. For JALT2001, I volunteered to be the Assistant VIP Liaison. The VIP Liaison and I form the link between the conference organizers and the keynote speakers.

Starting from a few months before the conference, we welcome them, and are their source of information not only for conference details such as accommodations, presentation times, and materials, but also for general information about Japan. After 3 years in this position, I worked as VIP Liaison for a year then took a year off. This year I'll work as assistant again. Working as a liaison has been one of my most rewarding experiences as a JALT member and an educator. Firstly, I've had the privilege of helping to create an enjoyable experience for our guests from overseas. Secondly, I've been able to get to know some of the most prominent educators in the field of language education on a personal as well as professional level.

Other opportunities that JALT has offered me are sharing my research with others in the form of making presentations, writing journal articles, contributing to professional books, and co-editing the Materials Writers SIG publication, *Our Share*. I've also been a member of the CALL and Teacher Education SIGs where I've made a number of wonderful friends. I enjoy meeting and learning from JALT's diverse members and look forward to participating in the organization for many more years to come.

Showcase

This month in Showcase, Nicolas Gromik, founder of <www.filmedworld.com>, shares his experience of conceptualizing and building a film website geared to EFL learners. He shares some of the story behind Filmedworld's conception and the behind the scenes work required to get the site up and running.

Nicolas Gromik

Teaching film to different age levels, I observed students were producing videos useful to other learners. Research in Computer Assisted Language Learning revealed students were primarily kept in the viewer seat (Underwood & Underwood, 1990) and I thought that was a shame. Thus <www.filmedworld.com> was created.

At first, student videos were placed on my university site, then I decided to set up an independent site to increase motivation. In the process I noticed no online video competitions made allowances for nonnative English speaking participants. Another motivating factor was leading workshops at conferences and the TESOL Electronic Village Online. Through those experiences I met EFL teachers who were similarly interested in student videos. This led me to believe creating a video competition could benefit second language learners.

After purchasing a domain name, I contacted <www.gaijinhelp.com> for help. Films demand a lot of server space, and the owner was more than happy to assist.

Creating the website was challenging. After studying what made other sites appealing, I learned to operate an HTML editor and format videos for easy online delivery. To provide visitors with examples, I set up a blog with embedded videos. Also, two Yahoo! Groups were created to provide teachers and students with training and discussion, bringing me face to face with autonomous learning.

The first sponsors I approached were <www.lonelyplanet.com> for prize donations and <www.gaijinhelp.com> for server space. I'm grateful for their instant responses, which kept me motivated and focused.

After 3 months of preparation, <www.filmedworld.com> was launched on January 3. My hopes are that teachers and students will make the most of the opportunity Filmedworld offers and work together to share their views of the world. As an educator I believe students will gain much from this experience, developing language ability, technological skills, and confidence.

Reference

Underwood, J. D., & Underwood, G. (1990). *Computers and learning: Helping children acquire thinking skills.* Oxford: Basil Blackwell.

…with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>

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

This month, Don Hinkelman invites you to participate in the state-of-the-art annual JALTCALL conference in Sapporo, and Dan Waldhoff from Ibaraki writes about and pays tribute to JALT's influence on him.

JALTCALL 2006 international conference

Each year in June, the CALL SIG holds its international conference, which focuses on the role of technology in the language classroom. This year, on June 2–4, we head up to the fresh air of Hokkaido, escaping the Honshu rainy season and its ever-crowded cities. Sapporo Gakuin University will host the event and welcome all JALT members and others wishing to attend with a warm *irankarapute*, the Ainu greeting that literally means, "May I touch your mind?"

The JALTCALL 2006 conference theme is *Designing CALL for Wired and Wireless Environments* and focuses on the design of CALL in varied language learning environments such as:

- design and use of CALL in new environments including wireless classrooms
- design and use of CALL for mobile learning
- innovative ways of integrating CALL in and out of the classroom

The keynote speaker is Jozef Colpaert, a specialist in educational technology from the University of Antwerp and Editor-in-Chief of *CALL Journal*, the leading international journal in this field. He will be speaking about how classroom and online environments can be designed for effective language learning. Another scheduled speaker is Naoyuki Tokuda from Utsunomiya University. He is the director of SunFlare Research & Development Center and will provide a Japanese perspective on the question of technology in the language classroom.

Additionally, there will be over 100 presentations and workshops led by representatives from over 10 nations including Canada, India, Australia, Vietnam, Iran, New Zealand, South Africa, Taiwan, and the United Arab Emirates. Pre-conference workshops will begin on Friday, with 2 full days of presentations on Saturday and Sunday. The host university will be providing free wireless Internet access to all participants in every conference room. And under the slogan, "Every classroom is a CALL room," we will experiment with participants giving real-time feedback to presenters in many of the sessions. Participants can bring both wireless notebooks and mobile phones to input comments and ratings into the interactive conference website. The conference will also include a festive networking reception on Saturday night. Visit the conference website for more information and registration <jaltcall. org/conferences/call2006/>.

For those of you unfamiliar with Sapporo, it is the fifth largest city in Japan and is famous for its seafood, beer, ramen, winter sports, snow festivals, and entertainment area, Susukino. Sapporo's weather in June is cooler and drier than that of Honshu, which suffers from a hot, humid rainy season. Travel to Sapporo is convenient (60+ flights per day from Haneda airport), and it is one of the cheapest places to visit in Japan. When ordering tickets a month in advance, domestic travelers can often get hotel and air packages that are cheaper than normal ticket prices. A 2-night hotel and return air ticket package from Haneda

airport is often available for less than ¥30,000. International travel to the conference is also possible by connecting to the Sapporo-Chitose airport (CTS) via Tokyo-Narita, Osaka-Kansai, Hong Kong, or Seoul-Incheon. Hotel reservations should be made in the Sapporo station area downtown for quick and convenient access to the conference site.

If you can stay an extra day or two, there are a number of other events and excursion opportunities such as:

- Sapporo Beer Garden: Try the all-you-can-eat-and-drink Sapporo beer and roasted lamb, grilled right on your table. This is called *jingis-kan* because the cooking platter resembles the helmet of Genghis Khan, the Mongolian lord who could not conquer Hokkaido.

- Susukino: Take a tour of the interesting spots in Japan's largest district of restaurants, bars, and entertainment. Wander around 5,000 establishments in a 16-block area, including Ramen Alley.

- Pioneer Village: Just 10 minutes from the SGU campus, walk through 50 original historical buildings dating from Hokkaido's pioneer past, when *wajin* Japanese journeyed north to seek fame and fortune in the Ainu land of *Ezo*.

- Marukoma Hot Springs: Sunday evening after the conference, those who would like to try a beautiful *onsen* along the shores of the volcanic lake, Shikotsuko, can have the best view of sunset over the lake while sipping sake in a large hot bath.

- Golf, hiking, trekking: The least expensive golfing in Japan can be arranged on weekdays, and the nearby mountains offer numerous trails for nature lovers.

- Homestays: In the neighborhood surrounding SGU, the Ebetsu International Centre can help arrange homestays with Japanese families.

JALTCALL welcomes you to Sapporo this June. Make a trip up north and enjoy a relaxed conference with enthusiastic practitioners from around the world.

Reported by Don Hinkelman
JALTCALL Program Co-Chair

Touch the future—Ripples in a pond

I started teaching in my mid-40s after success-without-satisfaction in both hotel and real estate management. What began as sharing a gift, English, with adult immigrants in Hawaii, brought me to Japan to teach at an English conversation school. While there I produced a communication seminar for a public school district with 12 junior high schools. That school district then asked me to develop their Assistant Language Teacher (ALT) team teaching program; I had unwittingly become a manager and a junior high school teacher. Early on I met one of the Ibaraki chapter leaders, Martin Pauly. He introduced me to JALT, and we discovered a shared love of teaching as a profound opportunity to touch the future.

In 1993 I wrote the keynote speech for a block meeting of JET programme ALTs. I had been in my position for about 2 years and was fresh with the challenge of making ALT team teaching work. Having some severe judgments about the JET programme, I wrote a speech that I hoped would arouse a sense of responsibility in the newly arrived JET participants. The theme of the speech was the relationship of Japanese teachers and ALTs as partners with different skills but similar goals. The speech was delivered by an excellent teacher with whom I had done team teaching. Here are some excerpts from the text of that speech, delivered in Mito in 1993:

> In Tsukuba the JET and AET are "English Teaching Partners" with similar goals. . .These goals can be best met by using the different skills of the partners, working together. . .We must never fail to give our students the tools to communicate. Having done that, we must never fail to challenge them to use those tools. We must never underestimate their ability to learn or their desire to learn. . .It is important to give every student every possible chance to use all of their English skills, to be tolerant of errors made in attempts to communicate, and to encourage all attempts with positive reinforcement.

One of my Japanese team teaching colleagues read that speech and suggested an approach to communicative competence built upon a partnership and division concept. Together we developed a classroom management scheme that we put into place in the Monbukagakusho Project junior high school where he was the senior English teacher.

For 2 years we experimented, developing a pattern of classroom interaction that encouraged students to question each other and us in a spirit resembling friendly debate. The students actually spoke, asked and answered questions, and expanded on their thoughts. Eventually, nearly 1,000 junior high school English teachers came from all over Japan to watch our demonstration lesson. Repeated on 2 consecutive days, we had to do our demonstration lesson in the courtyard of the school to allow for the mass of observers.

I left Japan in 2003 to build a farm in Hawaii, where I continued to teach, this time teaching Japanese so that I could remain in the classroom. I returned to Japan last year and am teaching speech and public speaking to university students. My partner in the experimental project is now responsible for English education across a broad swath of Ibaraki prefecture. The English teacher who delivered the speech at the JET programme block meeting has become a principal of a large elementary school. The principal who encouraged his young English teacher to be creative is now the Chairman of the Board of Education where I taught for so many years.

When those events of the early 1990s were happening, I could not have imagined that the others involved in what I then considered the day-to-day excitement of challenging work would rise to touch the future in positions of prominence and influence. I could not have imagined myself meeting tens of thousands of junior high school students over the course of 12 years. The future unfolds one day at a time.

Now, having returned to Japan with a fresh perspective, I extend my thanks to JALT for continuing to give me the tools to do my job better, and to the JALT membership for challenging me to use them. Thanks to Martin Pauly and others in the Ibaraki chapter for opportunities to apply my skills and for continuing to give me positive reinforcement. Happily, many of my students from years past have gone on to touch the future themselves, and my colleagues and mentors in JALT continue to do so, too.

Reported by Dan Waldhoff
Tsukuba International University

JALT FOCUS • **OUTREACH**   31

…with David McMurray

<outreach@jalt-publications.org>

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

Altruistic projects in Bangladesh

William Balsamo knows that rather than learning how to use a personal computer, high school teachers in Bangladesh want to learn how to effectively use newspapers, pencils, and chalk in the English language classroom. During his spring break, he led a nine-member team of volunteer teachers to train language teachers in Bangladesh. The volunteers assumed their own expenses and had to prepare materials in case of photocopying or computer equipment failures at the university site. The team was also able to provide financial scholarships from a fund of ¥140,000 allocated to help students in Bangladesh and Vietnam, thanks to JALT.

Over 140 million people live in the People's Republic of Bangladesh. Bengali is the official language, but English is often used in the government and institutes of higher education. English is sometimes used on radio and television, and a number of newspapers are published in English. In 1987, legislation was passed mak-

ing Bengali the main language of education, and English was designated as a compulsory subject for primary and secondary education. A pass in Bengali and English is mandatory for the Secondary Certificate. Language teachers have a good command of English, but they have little material and few resources to work with.

Poverty is the major issue in providing educational opportunities. To circumvent the need for young children to work during the day, Asad Miah (2005) introduced a night school EFL program for the poor of Bangladesh. Teachers in the program receive training from British Council supported programs and through the United Kingdom Bangladesh Education Trust (UKBET), a British non-governmental organization that represents English language teachers in Bangladesh.

Prior to organizing this year's project, Balsamo, president of the Himeji chapter, had organized a successful seminar on teaching strategies for over 150 teachers at the Institute of Modern Languages, Presidency University in the capital city of Dhaka. With the support of company benefactors, Presidency and 50 other private universities have been able to open since 1992. The official medium of instruction at Presidency is English, although Bengali is frequently spoken between faculty and students. The study of science is emphasized throughout the curriculum, and students of the humanities and English must take chemistry and physics courses. Curriculum planners at Presidency receive advice from researchers at the Center for Education and Development in Michigan. Academic standards at the university are monitored by an international advisory board that includes professors from Harvard, Eastern Illinois, Illinois (Urbana-Champaign), and the University of Southern Indiana.

In March 2005, Balsamo's colleagues included six American teachers and Arifa Rahman, president of the Bangladesh English Language Teachers Association (BELTA). BELTA is a non-profit professional forum for ELT practitioners at primary, secondary, and tertiary schools. The assocation aims to develop and empower English teachers so that they can better the lives of their students. BELTA, already an affiliate of the London-based International Association of Teachers of English as a Foreign Language (IATEFL) and an associate of the South Korean-based Asia TEFL, hopes to sign a partnership of mutual exchange with JALT in the near future.

To enable more teacher-trainees and practicing teachers to take part in the March 2006 conference, Balsamo applied to the JALT Executive Board to fund his project. Trustees of a develop-

ment fund to which chapters donate money approved the worthwhile application.

Patrick Dougherty, also of Himeji, volunteered along with other members of Himeji chapter to return to Bangladesh between March 20 and 25 to sponsor the international conference, Teachers Working for the Future. In the call for participants, presenters were invited to submit at least 3 proposals in basic areas such as reading, writing, and methodology. However, participants were advised that for Bangladesh, CALL presentations would not be appropriate for most teachers.

For the conference, Steve Cornwell decided to help participating teachers learn how to get the most from a textbook and how to conduct research. George Mano thought that short plays and fun ways to build vocabulary would be useful. Nicolas Gromik proposed to review textbooks and explain the cultural value of role-playing. Toshiko Onishi created some simple activities for learners experiencing difficulties and prepared notes on the Japan International Cooperation Agency and global awareness. Cecilia Silva readied herself to talk about task design. Renate Tamamushi proposed to show teachers how to use guided storytelling to assist in the learning of English. She also thought vocabulary acquisition techniques would be useful. Kathleen Riley decided to show the value of songs.

Readers of this Outreach column are welcome to contact William Balsamo <yamataro670@ yahoo.com> about next year's program. For additional information about this year's program, please visit <www.geocities.com/yamataro670/tht.htm> and the BELTA website at <202.4.101.206/~belta/>. Information about UKBET is available online at <www.ukbet-bd.org/>.

Bangladesh English Language Teacher Association and JALT members

Reference

Miah, A. (2005, November). *Teaching English to the poor of Bangladesh*. Paper presented at the meeting of Asia Teachers of English as a Foreign Language on TEFL for Asia: Unity within Diversity, Beijing, China.

…with Mary Hughes

<sig-news@jalt-publications.org>

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

SIGs at a glance

[Key: [☼ = keywords] [📖 = publications] [❦ = other activities] [✉ = email list] [💬 = online forum]
Note: For contacts & URL, please see the Contacts page.

Bilingualism

[☼ bilingualism, biculturality, international families, child-raising, identity] [📖 *Bilingual Japan*—4x year] [❦ monographs, forums] [✉]

The Bilingualism SIG aims to support international families in Japan by providing practical and theoretical information on raising children in more than one language. Our group is currently working on some exciting projects, including the upcoming PanSIG conference in Shimizu on May 13–14, a special plenary speaker on bilingualism at JALT2006 in November, and a special monograph on bicultural identity. For more information see our website at <www.bsig.org>.

Computer Assisted Language Learning

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

The JALTCALL 2006 Conference *Designing CALL for Wired and Wireless Environments* will be held June 3-4 at Sapporo Gakuin University, located within 15 minutes of the beautiful city of Sapporo in Hokkaido. This year's conference focuses on the design of CALL in varied language learning environments, including wireless environments. The conference organizing committee has particularly encouraged submissions in the following areas:

the design and use of CALL in new environments including wireless classrooms, the design and use of CALL for mobile learning, and innovative ways of integrating CALL in and out of the classroom.

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

(Also see *Grassroots* column earlier in this issue)

College and University Educators

[☼ tertiary education] [📖 *OnCUE* —3x year] [❦ Annual SIG conference, national conference, regional workshops, publications]

Information about what is going on with CUE can be found at <allagash.miyazaki-mu.ac.jp/CUE/>. 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, visit our website at <www.tokyoprogressive.org.uk/gale>. To join GALE, use the form in the back of this *TLT* or contact the membership chair, Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through your teaching? Then join the Global Issues in

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

Japanese as a Second Language

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

Are you interested in teaching and learning Japanese? Sample issues of our bilingual newsletter are available. Articles are being sought for the next newsletter. As for our journal, back issues of the *JSL Journal* from numbers 2 to 8 are now available. The cost per issue is ¥500 (postage included). For more information about back issues, email Yoshimi Shinawaki <lara@iris.eonet.ne.jp> or Hiroko Sato <hirokosato36@ybb.ne.jp> or visit our website <jalt.org/groups/JSL>.

　日本語教育や日本語学習に興味がありませんか？ JSLは、第二言語としての日本語教育の研究とともに、日本語学習法にも力を入れています。二ヶ国語JSL　ニュースレターも３号まで発行しており、４号もまもなく発行されます。サンプルをご希望の方にはお送りします。また、次号の記事も募集しています。JSL　SIG　論集の２号から８号のバックナンバーは１冊５００円です。ご希望の方は品脇好美<lara@iris.eonet.ne.jp>　あるいは佐藤洋子<hirokosato36@ybb.ne.jp>　までお問い合わせください。私たちのウエブサイトもごらん下さい<jalt.org/groups/JSL>。

Junior and Senior High School

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

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

Learner Development

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

You are invited to attend the 3rd annual *A Day Celebrating Learner Development,* on Sunday, June 11 in Osaka entitled *Authoring Autonomy: Experience, Resistance, and Resolution*. This learner-focused mini-conference is co-sponsored by the Osaka chapter and the Learner Development SIG, and will be held in the Osaka City Municipal Lifelong Learning Center, on the fifth floor of Umeda's Dai-2 Building, just southeast and across the street from the Hilton Hotel. For directions, see <www.manabi.city.osaka.jp/Contents/lll/center/acc.html>. This one-day event features four workshops led by Tim Murphey, Keiko Sakui, Neil Cowie, and Stacey Vye, a reflection on the day's events led by Martha Robertson, and an update by Eric Skier on the LD anthology publication, *Learner and Teacher Autonomy in Japan 2 (AYA2)*. This mini-conference focuses on exploring teachers' and learners' learning experiences, identifying critical issues and moments in our development of learner and teacher autonomy, and learning from them. Come and join an action-packed day of exploration and collaboration in June in Osaka! For more information, contact Ellen Head <ellenkobe@yahoo.com> or Bob Sanderson <sanderson808@hotmail.com>.

　More hot news! LD has an attention-grabbing new website <ld-sig.jalt.org/>. Check out our new look, with useful information about our events and development, and links related to learners' issues around the world. LD SIG members and guests have a chance to view our online newsletter *LD-Wired* and share information about learning issues on our password-protected chat area. Stay tuned for updates on our biannual and bilingual publication *Learning Learning,* our archive with downloadable articles, and information on how to purchase *AYA2*, out in November 2006 and available online. Feel free to contact the co-coordinators Stacey Vye <stacey.vye@gmail.com> or Marlen Harrison <scenteur7@yahoo.com>.

Materials Writers

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

The Materials Writers group listserv recently discussed, among other things: the reasons why people write their own textbooks (mostly for convenience in collating lesson handouts); and a textbook on content-based second language instruction. If you'd like to follow these, and other discussions, contribute your own views, and get further news and advice about publishing, join us. You'll also receive information about contributing to a future special issue of *TLT*, and have the opportunity to contribute your views on the format and content of the Materials Writers programs at JALT2006 in Kitakyushu and next year's Pan-SIG conference in Sendai. Contact the co-coordinator Ian Gledall <mw@jalt.org>.

Other Language Educators

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

We are happy to announce the publication of *OLE Newsletter 38*. It contains a thoroughly updated coordinator's report, an introduction of Nicholas Gromik, a call for OLE papers, JALT2006 information, the table of contents of a book by Balmus, Oebel, and Reinelt titled *Challenge and Chance* (in German: *Herausforderung und Chance*), the Yahoo group start, and an invitation to Canela (the society of Spanish researchers in Japan's annual convention), as well as ample publishers' information for the coming summer term. Copies are available from the coordinator at <reinelt@iec-ehime-u.ac.jp>.

Pragmatics

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

Pragmatics—Be sure to attend the Fifth Annual JALT PanSIG Conference on May 13–14 at Tokai University, Shimizu campus in Shizuoka. The theme is: *Authentic Communication: Process and Purpose*. Featured speakers are J. D. Brown, John Maher, and Donna Tatsuki. Many pragmatics-related presentations are scheduled. The conference is being sponsored by the Pragmatics, Bilingualism, Teacher Education, and Testing and Evaluation SIGs, along with the Shizuoka chapter. For further information, visit <www.jalt.org/pansig/2006/>.

Professionalism, Administration, and Leadership in Education

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

Pronunciation

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

Teacher Education

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

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

Teaching Children

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

On Sunday June 25, we will be co-sponsoring the 2nd JALT Kagoshima Teaching Children Conference with the Kagoshima chapter. The theme is *Appealing, Ageless, and Simple Activities*. See <www.kyushuelt.com/jalt/kagoshima.html> for all the exciting details! In November, JALT Junior 5 will take place in Kitakyushu at JALT2006. We look forward to seeing you there! In the meantime, join our mailing list <tcsig@yahoogroups.com>. We also publish a bilingual newsletter four times a year that is full of teaching inspiration. For information, visit <www.tcsigjalt.org>.

6月25日(日)に第2回JALT鹿児島児童英語指導会議を鹿児島支部と共催します。くわし くは<www.kyushuelt.com/jalt/kagoshima.html>ご覧ください。11月には北九州のJALT2006年度全国大会　でJALTジュニアを開催します！北九州でまたお会いしましょう！それ以前でも<tcsig@yahoogroups.com>にご連絡いただければ、私たちの活動に参加で きます。また素 敵なアイデア満載のバイリンガル機関紙も年4回発行しています。興味のある方は<www.tcsigjalt.org>を参照してください。

Teaching Older Learners

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

Children's Day is in May. When did you start learning a foreign language? When you were a child? Or haven't you started yet? It's never too late to start learning a language and to study lifelong language learning. If you have ever thought that you would like to contribute your knowledge and experiences of teaching English to the Japanese aging society, contact us now. We are waiting with joyful anticipation. We run a website, online forum, listserv, and SIG publication <www.eigosenmon.com/tolsig/>. For more information on this SIG or to join the SIG mailing list, contact Amanda Harlow <amand@aqua.livedoor.com>.

36 | COLUMN • CHAPTER EVENTS

…with Aleda Krause

<chap-events@jalt-publications.org>

Each of JALT's 36 active chapters sponsors from 5 to 12 events every year. All JALT members may attend events at any chapter at member rates—usually free. Chapters, don't forget to add your event to the JALT calendar or send the details to the editor by email or t/f: 048-787-3342.

CHAPTER EVENTS ONLINE

You can access all of JALT's events online at: <www.jalt.org/calendar>.

If you have a QRcode-capable mobile phone, use the image on the left.

MAY IS a busy JALT month! The Pan-SIG conference, co-sponsored by the Shizuoka chapter, and the 17th Annual Lake Suwa Charity Walk are big events. Attend one or both if you can. Meanwhile, more than 20 other events are happening all over Japan. And don't forget to check the JALT calendar <jalt.org/calendar/> to find out the latest information about what's going on at a chapter near you.

Akita—*Using **Kamishibai** in ESL and EFL Classrooms for Students of All Ages* by **Taeko Okamoto**. This workshop demonstrates how the traditional Japanese art of *kamishibai* picture storytelling can be implemented in ESL and EFL teaching. Ready-made commercial kamishibai stories, magazine pictures, hand-drawn pictures, and photos will be used. Reading, listening, speaking, and writing are involved. Live kamishibai storytelling will also be done by the presenter-storyteller. Don't miss this chance to learn from an expert teacher! Okamoto is a kamishibai storyteller for local TV, schools, libraries, and other institutions. Join us and hear her stories! *Saturday May 27, 14:00-16:00; Akita International University, Room B-103; one-day members ¥1000, students ¥500.*

Gifu—*Present Different: How to Give a PowerPoint Presentation that Engages, Inspires, and Connects* by **Garr Reynolds**, Kansai Gaidai University. Come join us for a joint event with the Nagoya chapter. Using Zen aesthetics and multimedia research, Garr explains how a good understanding of content structure, visual communication, and basic graphic design can help

you create presentations that will set you apart from the crowd. Garr will explore current popular presentation approaches, highlight top business leaders' techniques, and turn conventional wisdom concerning PowerPoint and presentations on its ear. This presentation is not about decoration, but about the application of design principles, improving communication, and increasing effectiveness. *Sunday May 21, 13:30-16:00; Nagoya International Center 3F, Lecture Room 2; one-day members ¥1000.*

Gunma—*Corpus Informed Materials: A New Era in Language Teaching* by **John Letcher**, CUP ELT Representative. The Cambridge International Corpus (CIC) is the largest living corpus in the world. In recent years, Cambridge University Press has been using the CIC to find the most useful grammar and vocabulary for learners. The presenter will outline how this research is utilized to inform a wide range of new, innovative materials with natural, everyday language that students can use to sound more natural. This presentation is sponsored by CUP. *Sunday May 21, 14:00-16:30; Maebashi Kyoai Gakuen College; free for all.*

Hamamatsu—*How Gender Differences Influence Hearing and Listening* by **Gregg McNabb**. The presenter will delineate gender differences in hearing and suggest how these may impact on teaching listening. This presentation should be of particular relevance to junior high school teachers and others who teach children from ages 11 to 20. It will be of general interest to all those who wish to broaden their knowledge of how language can be taught. Anyone is welcome. *Sunday June 11, 10:00-12:00; ZAZA City Bldg. Palette 5F, Meeting Room A; one-day members ¥1000.*

Hiroshima—*A Crash Course in Public Speaking* by **Dennis Woolbright**, Seinan Jogakuin University, and Fukuoka JALT President. Teachers will learn how to help Japanese college students develop their English public speaking skills. Woolbright encourages student autonomy while integrating the four skills. Video clips will show students successfully using this process. *Sunday May 21, 15:00-17:00; International Conference Center, Peace Park, 3rd Floor Seminar Room; one-day members ¥500.*

Hokkaido—*Talking Text* by **Clyde Fowle**, Macmillan Education. Setting up speaking activities that work is a challenge. Teachers face three main

obstacles: Do the students have anything to say? Do they have the language required? Do they have confidence? Using texts can help students unleash their background knowledge. Texts can also provide useful language input. This workshop will look at using texts as a springboard for speaking activities. Participants will work with a selection of texts to create follow-up speaking activities. *Monday May 15, 19:00-21:00; Hokkai Gakuen University, Toyohira (2 minutes from Gakuen Mae subway station, Toho Line); one-day members ¥500.*

Iwate—*Using* **Kamishibai** *in ESL and EFL Classrooms for Students of All Ages* by **Taeko Okamoto**. (See Akita chapter for presentation summary.) *Sunday May 28, 13:00-16:00; Aiina, Morioka; one-day members ¥1000.*

Kitakyushu—*Strategies to Help Students Communicate Now* by **Roger Palmer**. Instructors continually face learners who have had years of formal instruction in English yet still struggle to get their message across. This presentation focuses on ways students can make use of the English they know in the here and now. It will show how Palmer's new coursebook, *Communicate Now,* makes explicit use of communication strategies that rapidly improve the students' ability to use language. It will also show that instructions can be phrased simply and clearly so that the language is no more intimidating than the task. There will be a demonstration of ways to get the best out of the book, which participants can apply to their own teaching environments. *Saturday May 20, 18:30-20:30; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from the Kokura train station); one-day members ¥1000.*

Kobe—*Controversial Issues in EFL: Part of the Solution or Part of the Problem?* by **Trevor Sargent**. Practicing discussion and understanding differing views of controversial issues can provide a useful language learning platform. The presenter will suggest classroom activities for these purposes. Some educators, however, advocate only one side of an issue on the premise that they are teaching for a better world. The presenter will offer and discuss examples and will also point out what he sees as problematic about this approach for the TESOL profession. *Saturday May 27, 16:00-18:00; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, Kobe; one-day members ¥1000.*

Kyoto—*ESP in Japan: What it Has Been and What it Can Be* by **Judy Noguchi**, School of Pharmaceutical Sciences, Mukogawa Women's University. English for specific purposes (ESP) is taught in many ways. Noguchi will begin with an overview of what has been done and then move quickly into what ESP can do. Topics will include the rationale for ESP, current concepts, and useful ideas from other fields, including second language acquisition, critical discourse analysis, and corpus linguistics. *Saturday May 20, 18:30-20:30; Kyoto Kyoiku Bunka Center, Marutamachi, Sakyo-ku, map <www.kyotojalt.org>; one-day members ¥1000.*

Matsuyama—*Teaching Only Women: Are Single-Sex Schools Relevant?* by **Brenda Hayashi**, Miyagi Gakuin Women's University. At JALT2005, Curtis Kelly, Marc Helgesen, and Hayashi led a discussion: *Do Women Learn Differently—A Conversation.* The lively audience participation demonstrated that teachers want to know: 1) What exactly is a women's university? 2) Do women's schools offer advantages for women? 3) Do women learn differently? Are there prevalent learning styles? and 4) Do gender-based pedagogies apply in co-ed schools? Hayashi will introduce studies that indicate gender differences in learning. *Sunday May 14, 14:15-16:20; Shinonome High School Kinenkan 4F (Parking NOT available); one-day members 1000 yen.*

Nagasaki—*Strategies to Help Students Communicate Now* by **Roger Palmer**, Kansai University, with **Steve King**, Longman. (See Kitakyushu chapter for presentation summary.) *Sunday May 21, 14:00-16:00; Dejima Koryu Kaikan 4F. (This is the large white building next to Dejima Wharf and Nagasaki Prefectural Art Museum. Take #5 streetcar to Shiminbyoinmae or take #1 streetcar to Dejima.) Free for all.*

Nagoya—*Present Different: How to Give a PowerPoint Presentation that Engages, Inspires, and Connects* by **Garr Reynolds**, Kansai Gaidai University. This is a joint presentation with the Gifu chapter. (See Gifu chapter for presentation summary). *Sunday May 21, 13:30-16:00; Nagoya International Center 3F, Lecture Room 2; one-day members ¥1000.*

Nara—*Two Implementations of Extensive Reading* by **Clive Lovelock** and **Jim Swan**. Extensive reading (ER) has attracted increasing attention over the past few years. Clive and Jim will

discuss and demonstrate their own approaches to conducting ER classes, paying attention to the rationale and objectives of ER as well as its limitations. They will also suggest considerations for those who may be interested in starting up an ER program themselves. *Sunday May 28, 14:00-17:00; Tezukayama University Gakuenmae Campus (JALT2004 conference site), facing south exit of Gakuenmae Station on the Kintetsu Nara Line; free for all.*

Okayama—*Extensive Reading: A Look at its Effects on Long-Term Reading Habits* by **Richard Lemmer**. Numerous studies have attributed positive affective results, improved reading fluency, vocabulary acquisition, and additional learner gains to extensive reading (ER). Much ER research has involved intact classes and short-term gains. This study compares the reading habits of junior college English department graduates who participated in an ER program for four semesters with those who did not. *Saturday May 20, 15:00-17:00; Okayama Sankaku Bldg. near Omotecho in Okayama; one-day members ¥1000, students ¥500.*

Okinawa—*TBA*. Visit <www.okinawateacher.com> for more information. *Sunday May 21, 14:00-16:00; Okinawa Christian Junior College and University in Nishihara; one-day members ¥1000.*

Omiya—*My Share* by the talented members and guests of JALT Omiya. You are invited to share an idea, an activity, a technique, or a game, that you have used in the classroom. Bring about 25 copies of whatever you are presenting to give to other members. Go home with lots of new ideas that work! Free for non-members who are presenting! *Sunday May 14, 14:00-17:00; Sakuragi Kominkan 5F, near Omiya Station, west exit, map <jalt.org/chapters/omiya/map.htm#sakuragi>; one-day members free if presenting.*

Osaka—*Tech Day 2006* by **Bill Pellowe, Robert Chartrand, Gordon Wilson, Cameron Romney** and more. Pellowe and Chartrand will present: 1) *Using Podcasts—Even Without an iPod!* and 2) *Using Your iPod in the Classroom*. They will show the advantages of using an iPod, how to integrate the iPod into writing, reading, and speaking lessons, and how to use an iPod to show photo slideshows and videos. Wilson will show how to use OpenOffice dictionaries—creating customized web-based dictionaries for use in test making and in students' customized dictionaries for personal-

ized vocabulary study. Romney will show how to use Microsoft Word, Excel, and Outlook to send personalized emails. *Sunday May 21, 13:00-17:30; Hannan University's main campus, Building 6, Room 642 (10-minute walk north of Kawachi Imami Station, on the Kintetsu Line from Tennoji); one-day members ¥1500.*

Sendai—A 2-day workshop by **Curtis Kelly**. **1)** *The Psychology of Difficult Students*. Every college teacher faces students who are bored, indifferent, and even hostile. The speaker will discuss four theories in psychology related to motivation, moral development, and learning. **2)** *Stories for the Heart*. Stories are more comprehensible than any other format, but to understand the secret of their power we have to examine how our brains have evolved and the psychological theory of "moral development." The presenter will give you five stories to try out. Check the webpage <www.geocities.com/jaltsendai/> for updates. *Saturday, May 27; time and venue TBA;* and *Sunday May 28, 14:00-17:00; AERU, Kensyuusitu 2; one-day members ¥1000.*

Shinshu—*The 17th Annual Suwako Charity Walk* and *Environmental Talk* by **Hirokazu Takahashi**, Shinshu University. The Charity Walk is a great opportunity to discover Lake Suwa's environmental issues. We will walk halfway around the lake (about 8 km.) accompanied by Shinshu University researchers. Takahashi's talk starts at 12:00 at the Shimohama Kumin Center. A quiz in English and Japanese will follow. Musical entertainment will be provided by Oliver Carter and Mark Brierly. At 14:00, we will catch the swan boat back to Suwa. Bring your lunch and a pencil. Bring the kids! *Wednesday May 3, 8:10-14:00; meet at the Katakura Fureai Nagisa (the outside auditorium next to Lake Suwa); free for all.*

Shizuoka—*The Fifth Pan-SIG Conference 2006: Authentic Communication* with **J. D. Brown, John Maher,** and **Donna Tatsuki**. The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas regarding what makes real communication effective and how we can teach this. There will be up to 70 presentations, workshops, colloquiums, and posters and 15 publishers' displays. The Saturday banquet will be held at the Marine Science Museum of Tokai University so people can view marine life while eating and talking with colleagues. There will also be a free tour to view Mt. Fuji and Shizuoka City from a mountain scenic lookout, Nippon Daira, available to the first 50 people who sign up. See Pan-SIG homepage <www.jalt.org/pansig/2006/> for further details. *Saturday May 13, 10:40-17:35, Sunday May 14, 9:00-15:55; Tokai University, Shimizu Campus; see website for pricing schedule.*

Toyohashi—*Annual May Picnic*. Toyohashi will hold its annual May barbecue and picnic at the usual place, in Takashi Ryokuchi Park. Those interested should bring along something to eat. As usual we will have a barbecue set up to roast meat, vegetables, or whatever. *Sunday May 21, 11:00-14:00; Toyohashi Ryokuchi Koen near Takashi Station, Atsumi Line; free for all.*

Yamagata—*Filming and Editing in the Language Classroom* by **Nicolas Gromik**, Tohoku University. Teachers are well aware of the benefits of using video materials to expose students to language and cultural awareness. An alternative is student-produced video productions. Gromik will demonstrate some approaches for incorporating filming awareness in the classroom. Teaching preparations for development of such a project will be discussed. Some current research by the presenter will be revealed. He has used these activities at high school and university. *Saturday May 6, 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-2-15, t: 0236-45-6163; one-day members ¥800.*

Yokohama—*Making a Small-Class Atmosphere in Big University Classes* by **Theron Muller**, Noah Learning Center, Seisen Junior College, Nagano National College of Technology. There's a barrier that holds many big university classes back: a large-class atmosphere. This presentation will demonstrate how large classes can be broken down into smaller groups, and how within those groups communication can thrive and prosper. Incorporation of tasks that break the mold of one lesson—one unit in the book will be simultaneously introduced. *Sunday May 14, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center), near JR Kannai and Isezakichojamachi Subway Stations; map <yojalt.bravehost.com>; one-day members ¥1000.*

…with Heather Sparrow

<chap-reports@jalt-publications.org>

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

Akita: February—*A Drama Approach in an Autonomous Learning Environment* by **Steve Brown**. Drama in the language classroom is often thought of as just a series of techniques or fun activities aimed to get students actively using the language, but it can be so much more. Brown linked the theory and practice of a drama approach to the area of learner autonomy, arguing that the two make an extremely effective combination in the language classroom. He gave a practical demonstration of how such an approach can be used at the university level by dividing the audience into pairs and handing out split dialogs. He also showed videos of a project done by his students. The final portion of the presentation was called *JALT Open Mic* where everyone had a chance to ask questions, suggest ideas, and share their concerns, complaints, and opinions with Brown in his role as JALT National President.

Reported by Stephen Shucart

Hamamatsu: February—-*What Are Blogs?* by **Rory Davies**. With around 75,000 new *blogs* (web logs) being created daily, anyone who has used the Internet lately has undoubtedly come across the term in everything from travel to the Olympics. Davies educated attendees on this latest craze and how it can be used to profit both teachers and learners. "Like an e-journal with benefits" a blog is a chronological list of entries that allows users to comment on any entries and also access it from anywhere they can connect to the Internet.

Introducing blogs in the classroom, as Davies demonstrated, offers opportunities for authentic communication by providing a genuine audience for the contributors. Blogs also allow students and teachers to view progress over time and can easily be included in any curriculum as a motivational and educational strategy to get students to use English. The major bonus of blogs and blogging is just how easily it can be done. This is detailed on Davies' homepage <blogassistedlanguagelearning.blogspot.com/>. Using free and readily available software (also on the homepage), teachers and students can be up and running in less than a minute!

Reported by David Elmes

Hiroshima: February—*Using iPods* by **Bill Pellowe**. Pellowe talked about the iPod and its possible uses in the classroom. He highlighted the excellent portability of the iPod and the available wealth of Internet material that can be stored in its memory. Podcasts for the iPod are made not just by educational institutions or companies but also by a huge number of individuals such as Pellowe, who shared examples of his own work.

Pellowe showed three main types of iPods available on the market—the basic Shuffle with no screen, the *Nano*, and the latest iPod Video model. Naturally all come at different prices!

Keeping up with the constantly evolving face of technology is one of the challenges that teachers face. Keeping ahead is a different story. Pellowe conveyed the excitement of concisely harnessing a new advancement in technology and using it directly or as a stimulus to launch activities.

Reported by Ewen Ferguson

Ibaraki: November—*Special One Day Meeting* by **James Banner: 1)** ***What's In, What's Out in Current English?—Update and Refresh Your English!*** Banner identified a number of influences changing contemporary English. Texting (for example "R U OK") is changing written English. Exploitation of trends through marketing ("GR8 PRIZES 4U") solidifies the changes. Admiration of pop-culture social and linguistic models like David Beckham and others have popularized what is called *Estuary English*. This Cockney-like dialect has spread to include all of the UK and even into European English. The government has begun communicating in MBA language, dropping the formality with which it had previously been linguistically associated. Adoption of politically correct language introduces new grammar and vocabularies, and counseling industries do the same. The native speaker's position at the top of the totem pole and authentic language are diminishing as there are now more English speakers in India than in England and there will soon be more speakers of English in China than in America. Teachers must decide how and what to teach based on the wider community.

2) *Pronunciation and Listening Techniques for Teachers of English*. Banner, who teaches an international student body, observed that international speakers often have more difficulty understanding native speakers than understanding other international speakers. He tested the comprehension skills of the participants. The assembly represented native and nonnative speakers about equally. Native and nonnative speakers (both teachers and students of English) were paired and their listening notes taken during a dictation activity were compared for accuracy. Intrusive vowels, soft endings, slides, and capped consonants were difficult for the nonnative speakers to understand. Banner stated that one must listen to oneself closely to discover these comprehension impediments and that native speaking teachers often do not realize their habits but must do so if they are to be effective.

Reported by Dan Waldhoff

Ibaraki: December—*Putting Reading and Listening Online* by **Gordon Luster**. Luster began his presentation by asking the participants about some of the teaching resources they use. In varying degrees, all present used reading, listening, CALL, and the Internet. He described his teaching experience and observations of the field in a commercial environment in particular, but with application to other environments as well.

In a commercial environment there are no grades, there is no coercive power, and homework completion is a student option. Under those circumstances, teachers must take special efforts to make learning enjoyable. Homework is especially difficult to assign successfully unless it can be made economical, convenient, and enjoyable.

Luster presented four language learning issues: student motivation—many students study English simply because they must and fluency takes thousands of hours of motivated study; the purpose of language—communication skills are often confused with the TOEIC index of communication skills; the nature of language—fluency is grammaticalized lexis not lexicalized grammar; and practice—the learner does not get enough practice and there is not enough comprehensible input.

Luster introduced his company's concepts for an economical, convenient, and enjoyable approach to addressing those four issues. LEARN is a web-based solution offering extensive reading and listening practice opportunities that overcome many of the limitations of traditional resources <learnintl.com>.

Reported by Dan Waldhoff

Omiya: February—*Applying the Research on Second Language Acquisition Studies* by **Shinichi Izumi**. Izumi synthesized the results of second language acquisition studies and provided suggestions about how teaching in Japan can be adapted in the light of these studies. Izumi began with a questionnaire and discussion, asking the audience to consider their own beliefs about language learning and teaching. He examined the traditional *focus on form* (grammar translation and audio-lingual approaches) as well as the more recent *focus on meaning* (communicative) approach and highlighted their weaknesses. When learning with form-focused approaches, students are apt to develop accuracy without fluency. Conversely, communicative learners may develop fluency without being pushed to be accurate. According to Izumi, the way ahead is to find middle ground where form and meaning are integrated. Rather than simply adding communication components to a grammar-based curriculum, the learner's attention should be drawn to the form-meaning relationship within the context of each task. He suggested ways in which meaning can be added to the language classroom and discussed studies that have direct practical application to teaching: effective ways to modify input, when and how grammar should be introduced, and helping students improve their grammar in communication.

Reported by Cecilia Fujishima

Osaka: February—*Exploring Action Research Methods: Examples From an Extensive Reading Program* by **Greg Sholdt**. Sholdt introduced the principles of Action Research (AR) and briefly described an AR project he had recently carried out. He guided the audience to explore and shape AR projects of their own. Sholdt encouraged his listeners not to fear statistics and to sign on to the pleasures of doing classroom-based research. Stressing that AR is a relatively flexible concept, Sholdt pointed out that the most important aspect of a good AR project is to start small, with the goal of making limited, but real, changes to one's teaching. He reminded us that doing a research project strengthens our ties to colleagues, helps us reflect on our own teaching practice, increases knowledge of research methods and theoretical principles, contributes to the development of the profession, and represents a good way for a busy language teacher to get involved with the local professional community.

Sholdt's own AR project looked at student performance in the extensive reading section of a general English class. From a survey of student

reading logs, it turned out that most students did not read extensively; instead, they were target-oriented readers, cram readers, or sporadic readers. Sholdt explained that he hopes to use his conclusions to make changes in the way the university evaluates extensive reading.

Sholdt expertly illustrated both the AR cycle and the uses to which such research projects can be put.

Reported by Deryn Verity

Yokohama: February—*Content-Based Instruction Workshop: Windows on Teaching Young Learners* by Mitsue Allen-Tamai. Describing the past decade of English developments in public elementary schools (attended by 99% of Japanese children), Allen-Tamai suggested that competence with all uppercase and lowercase letters of the alphabet was a reasonable target for elementary students. In a kinesthetic, visual, and auditory group activity, participants had fun together forming designated alphabet shapes.

Allen-Tamai explained benefits of Content-Based Instruction (CBI) and reminded us that, for her, learning a language is directing the soul: "We become human when we have language." CBI offers exposure to large amounts of whole language in relevant discourse contexts and increased opportunity for students to bring their own expertise to bear in student-centered activities. Allen-Tamai warned against direct translation, but mentioned the importance of first language in CBI to get to know students and involve them. Young learners' unadulterated inner voice reveals how they perceive the world, and teachers can develop more personalized materials. In storytelling, where meanings are supported by visuals and context, Allen-Tamai recommended inviting personal responses when turning the page: "Look at the horse"; "Look at the baby horse drinking its mother's milk"; "*Oishisodesune*"; "*Minasan wa mo oppai sotsugyoshiteirukana?*"

Allen-Tamai's model lesson built on Eric Carle's *Brown Bear* book and incorporated art (origami, exploring primary colors, and mixing paints), social science (maps giving information about endangered animals), science (student reports on animal habitats and food, hoof-type quizzes), music (singing The Bear Went Over the Mountain), and language arts (word order, *wh~* questions, *can* and *can't*, past tense). After introducing Silverstein's *The Giving Tree,* she wowed participants with a map and quiz on planetary deforestation and a song, The Green Grass Grew All Around <www.niehs.nih.gov/kids/lyrics/greengrass-grew.htm>.

Reported by Renata Suzuki.

Yokohama: March—*Fun Activites with Junior and Senior High Learners* by Jonathan Robinson. Robinson had a cornucopia of warm-up activities to share: 1) *Arista-sha*: chanting nonsense with fun gestures to relax; 2) *mix-and-mill*: introducing yourself, your favorite food, or something else and then adopting the information of the person you just spoke to as your own in the next conversation; 3) concentric circle pairwork for fluency, switching partners by the inner circle moving one to the left after 30 seconds; 4) *rows and columns*: teacher asking review questions of one longitudinal row of standing students, students sitting down one by one when they answer, for the last student in the row standing, the latitudinal column then all rise; 4) Jeopardy; 5) Simon Says; and 6) vocabulary brainstorming, to mention but a few. Robinson explained the modeling sequence teacher-learner, and group-group before handing an activity over to learners for open and closed pairwork. His tip for all games and activities: Keep it short, and avoid repeating consecutively.

Robinson introduced his monthly student newsletter, which was a model example of enthusiasm in action: a personal From Jon feature, Word Fun cool phrases, *Nazo Nazo* quizzes, US calendar events This Month, (including Earth Day!), an America Facts culture feature, and EET Card News, announcing winners of his "speak to me out of class and earn a prize" lottery. Participants further enjoyed exchanging ideas for successful activities in small groups, and learning about how to make *My First Passport* (Buckingham & Hawke, 2005, OUP) come alive with activities that enhance student talk time.

Reported by Renata Suzuki

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

Forming SIGs

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

…with Derek DiMatteo

<job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email Derek DiMatteo, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

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

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

Osaka-fu—Kansai University seeks to appoint one person in the field of English Linguistics to a permanent position starting April 1, 2007. **Qualifications:** Applicants must possess a PhD or an equivalent record of research and native or near-native fluency in both Japanese and English. Preference will be given to native speakers of English. **Duties:** The successful candidate will teach both classes in English linguistics or a related field and practical courses in English as a second language. **Salary & Benefits:** Based on the university salary scale in the Kansai area. **Application materials:** Curriculum Vitae (standardized form); a list of publications and other research activities (standardized form); writing samples: three articles, essays, or books (copies acceptable); and an essay of approximately 1200 Japanese characters describing the approach you would take to teaching the 3rd-year seminar Research in English Linguistics (*Eigogaku kenkyu*). **Deadline:** July 31, 2006. **Contact:** Faculty of Letters Office, Kansai University, 3-3-35 Yamate-cho, Suita-shi, Osaka-fu 564-8680; <bungakubu@jm.kansai-u.ac.jp>.

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

courses; supervise student teachers and contribute to the ongoing development of practice-teaching guides and evaluation procedures; participate in the administration of the English Basic Language Program as well as assist in the development of the department's B.ED in TESL and MA in linguistics; maintain an active research agenda in field of expertise, engage in scholarly publication, and provide service to the department, university, and profession. **Salary & Benefits:** Salary will be commensurate with assistant professor rank and experience. **Application materials:** Applicants should send a letter of interest, statement of research interests and teaching philosophy, current curriculum vitae, sample publication(s) or conference presentations, and three recent letters of reference. All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. **Deadline:** Ongoing. **Contact:** General information: Leif French <leif_french@uqac.ca>; Application address: Stéphane Aubin, Doyen de la Gestion académique, 555 boulevard de l'Université, Chicoutimi, Québec, Canada G7H 2B1; p: 418-545-5011 : 5628; f: 418-545-5012.

Shinjuku-ku—Kogakuin University, a private university, is seeking an English teacher for a full-time faculty position (Lecturer) in the Department of General Education to start April 1, 2007. **Qualifications:** Applicants should have a Master's degree or higher in the humanities, at least one year of teaching experience at the college or university level, at least three publications, and a demonstrable working knowledge of Japanese. **Application materials:** A curriculum vitae containing: a photo, copies of university degrees, and contact information for references; a cover letter providing the following information: country of residence (visa status for those residing in Japan), nationality, age, research interests, and any other information that may be pertinent; a complete list of publications; academic affiliations and positions held in those associations; relevant certificates; three publications (submitted materials will not be returned to the applicants); a one to three page essay (A4 sized), in English or Japanese, discussing your philosophy of English language education; two to three letters of recommendation. On the front of the envelope in red ink please write: APPLICATION FOR FULL-TIME ENGLISH POSITION. Final candidates will be contacted for interviews. Interviews will be conducted in both English and Japanese. **Deadline:** May 8, 2006. **Contact:** Yoshihiro Niwano, Chair of Foreign Languages, Department of General

Education, Kogakuin University, 1-24-2 Nishi-Shinjuku, Shinjuku-ku, Tokyo 163-8677.

Tokyo—The English Department at Aoyama Gakuin University seeks adjunct faculty to teach conversation and writing courses at their Sagami-hara campus. The 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 or TESOL, English literature, applied linguistics, or communications; minimum 3 years experience teaching English at a university; alternatively, a PhD and one year university English teaching experience. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. We are interested in teachers who enjoy working with other teachers as well as with their students. Publications, experience in presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to other universities in the Tokyo area. **Application materials:** Write to us for an emailed application form. Short-listed candidates will be contacted for interviews. **Deadline:** Ongoing. Contact: ADJUNCT FACULTY, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

…with Hayo Reinders

<conferences@jalt-publications.org>

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

Upcoming Conferences

May 13–14, 2006—The Fifth Annual JALT Pan-SIG Conference 2006: Authentic Communication: Process and Purpose, Tokai University, Shimizu Campus, Miho-Shimizu, Shizuoka, Japan. The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas regarding what makes real communication effective and how we can teach this to our students. It aims to address issues of teacher education, testing, second language acquisition, practical issues, and pragmatics. This conference is sponsored by the JALT Bilingualism, Pragmatics, Testing and Evaluation, and Teacher Education SIGs as well as JALT Shizuoka chapter.
Contact: <www.jalt.org/pansig/2006>

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

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

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

June 17–20, 2006—Joint AAAL and ACLA/CAAL Conference, Hotel Hyatt Montréal, Canada. Nationally and internationally, the annual AAAL conference has a reputation as one of the most comprehensive and exciting language conferences. At each conference new ideas are generated, disciplinary boundaries are crossed, and research is shared about the role of language in all aspects of cognition and social action, including language learning and teaching. The AAAL conference is known for its in-depth symposia and focused workshops on key issues in applied linguistics; sessions on a wide range of research studies, in progress or completed; its stimulating and often provocative plenaries; and access to the latest publications via the book exhibit. Last but not least, the AAAL conference is the place for networking, for established and new professionals, and for graduate students.
Contact: <carolc@iastate.edu>; <aaal.org>

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

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

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

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

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

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

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

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

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

December 7–8, 2006—Tertiary Writing Network Colloquium: Old Text/Nu Txt, at the Napier War Memorial Conference Centre, New Zealand. We are planning a stimulating program with exciting homegrown speakers and a conference dinner at one of the area's acclaimed wineries. We have invited those working and teaching in the fields of academic writing, writing across the disciplines, ESOL, creative writing, and writing support to submit proposals related to the theme: Old Text/Nu Txt: Writing for a Change. Sample topics include: the impact of new technologies on writing practice, writing and the Internet, distance learning, innovative teaching practices, new research findings, journals and blogs in the classroom, constructions and destructions in writing, and plagiarism and authorship. Contact: <F.E.Gray@massey.ac.nz>, <twn.massey.ac.nz>

Calls for Papers and Posters

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

Deadline: June 16, 2006 (for October 7–8, 2006)—Teacher Ed SIG and Okayama JALT Conference on Professional Development in EFL Teaching, Okayama University, Okayama. The conference will focus on the various career stages that teachers may go through including initial teacher training, being a novice teacher, and the transition to an experienced professional. The conference will provide opportunities for practical workshops to examine how teachers can approach some of these life stages, and more formal presentations for teachers to share their research or work in progress. Issues that are of particular interest could include: improving our teaching, raising standards in the profession, getting qualifications, working with colleagues, leadership, time-management, dealing with stress, and maintaining motivation. Various types of presentations, such as papers (30 or 50 minutes), workshops, themed sessions, or panel discussions (90 minutes), as well as poster sessions are welcome. Proposals should include number of minutes, title and abstract (max. 150 words), as well as author's name, institutional affiliation, mailing address, email address, and specification of any special equipment needed. Notification of acceptance of proposals will be made by July 31, 2006. Contact: <ncowie@cc.okayama-u.ac.jp>; <jalt.org/teach>

Deadline: November 20, 2006 (for April 11–14, 2007)—Socio-Cognitive Aspects of Second Language Learning and Teaching, The University of Auckland, New Zealand. We envisage the conference will be of interest to researchers in applied linguistics and to teachers who are concerned with the social and the cognitive dimensions of second language teaching and learning. We welcome papers dealing with (but not limited to) the following areas of enquiry: social perspectives on cognitive theories (e.g., information processing), critiques of sociocultural theories of mind, social and cognitive issues for task-based language teaching, social and cognitive issues for learning theories based around interaction, the relative significance of acquisition and participation as key metaphors for a learning theory, implicit knowledge, explicit knowledge and social context, social identity and cognition in language learning and teaching, social influences on attention in language learning, and social and cognitive dimensions of interlanguage pragmatics. Guest speakers include Patricia Duff, Rod Ellis, James Lantolf, Alison Mackay, Richard Schmidt, Merrill Swain, Elaine Tarone. Contact: <www.arts.auckland.ac.nz/sociocog>

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The Japan Association for Language Teaching (JALT)

- a professional organization formed in 1976
  -1976年に設立された学術学会

- working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています

- over 3,000 members in Japan and overseas
  -国内外で約3,000名の会員がいます

Annual international conference 年次国際大会

- 1,500 to 2,000 participants
  -毎年1,500名から2,000名が参加します

- hundreds of workshops and presentations
  -多数のワークショップや発表があります

- publishers' exhibition
  -出版社による教材展があります

- Job Information Centre
  -就職情報センターが設けられます

JALT publications include:

- *The Language Teacher*—our monthly publication - を毎月発行します

- *JALT Journal*—biannual research journal - を年2回発行します

- Annual Conference Proceedings - 年次国際大会の研究発表記録集を発行します

- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

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

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

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

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

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

Membership Categories 会員と会費

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

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

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

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito- ku, Tokyo 110-0016 JAPAN

JALT事務局：〒110-0016東京都台東区台東1-37-9アーバンエッジビル５Ｆ
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The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. If accepted, the editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Materials in English should be sent in Rich Text Format by either email (preferred) or post. Postal submissions must include a clearly labeled floppy disk or CD-ROM and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. Please submit materials to the contact editor indicated for each column. Deadlines are indicated below.

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 sub-headings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

学会報告:語学教師に関心のあるトピックの大会に出席された場合は、4,000語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

JALTフォーカス:JALT内の進展を会員の皆様にお伝えするものです。どのJALT会員にもふさわしい内容で、JALTに、より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月後後になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

支部報告: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。支部報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受理いたしませんので、ご注意下さい。

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

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

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

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

identity

community

motivation

JALT 2006
KITAKYUSHU
JAPAN

Community, Identity, Motivation

Our set of communities, identities, and motivations are dynamically changing throughout our lives. Forming large and small communities can motivate tremendous learning and provide role models to help us construct our identities. As teachers and researchers at JALT2006, we want to explore: Who are we asking our students to be in our classes? What groups are we inviting them to participate in? How can we discover these and other highly motivating factors?

JALT2006
The Japan Association for Language Teaching
**32nd Annual International Conference on Language Teaching and Learning
& Educational Materials Exposition**

— November 2-5, 2006 —
Kitakyushu International Conference Centre, Kitakyushu, Japan

Plenary Speakers
- Donald Freeman - *(McGraw-Hill)*
- Yasuko Kanno - *(JALT Bilingualism SIG)*
- Bonny Norton
- Bruce Rogers - *(Thomson Learning)*

Highlights:
- Educational Materials Exposition
- Non-native English Speaking Teachers (NEST) Workshops
- Food Fair
- Skill-up Workshops
- Job Information Center
- Special Interest Groups
- Poster Sessions
- Social Events

Featured Speakers
- Steven Brown - *Cambridge University Press*
- Sara Cotterall - *CUE SIG*
- Nicholas Groom - *David English House*
- Marc Helgesen - *Longman ELT Pearson*
- Don Maybin - *Macmillan LanguageHouse*
- Jack C. Richards - *Oxford University Press*
- Brian Tomlinson - *TE SIG, MW SIG, Cambridge University Press*
- Grant Trew - *Oxford University Press*
- Rob Waring - *Thomson Learning*
- Shoko Yoneyama - *JSH SIG*

http://conferences.jalt.org/2006/