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JALT2010 – *Creativity:
Think outside the box*
November 19-22, 2010
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JALT Publications

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In this month's issue . . .

Special issue: A Taste of JALT2009

With the 36th annual JALT National 2010 Conference quickly approaching, *TLT* is taking the time to reflect on last year's conference. The theme in 2009 was "The Teaching-Learning Dialogue: An Active Mirror." In this issue, we feature some of the best papers submitted for publication in the conference proceedings. Many thanks go out to our dedicated team of proceedings editors and readers who contributed to making this issue by offering their recommendations on what to include. We have endeavored to bring you a wide range of proceedings summaries which not only prompt us to reflect on last year's conference but also encourage us to look forward to this year's. The topic of each summary includes an element of creativity and takes us "outside the box" on a variety of issues.

Ian Willey, Kimie Tanimoto, Masae Takeuchi, Rachael Ruegg, Rick Romanko, Miyuki Nakatsugawa, Mark Brierley, David Ruzicka, Hiroki Sato,Tomonori Wakasugi, Jason Peppard, Maria Fernandez Alonso, Shuji Tsumura, Joseph Falout, Tim Murphey and **Ernesto Hernandez** have kindly prepared short summaries of their conference

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

presentations based on their proceedings papers. The full articles, along with many others, are available at <jalt-publicaitons.org/proceedings/2009>

In other regular columns, James Venema's feature article looks at incorporating classroom observations into curriculum development. Pieces by Christopher Stillwell and James McCrostie appear in the Readers' Forum and Book Reviews include *Topic Talk* (2nd Edition) and *Oxford Word Skills* (Levels 1-3). My Share is full of good ideas for lessons this issue: Tim Knight talks about using newspapers in class, Peter Mizuki looks at learner autonomy, Craig Gamble suggests tasks for stimulating creative language use, and Robin Russ gives tips on scaffolding.

I would like to thank our large team of JALT volunteers who have worked so hard to bring us the 2009 conference proceedings. I would also like to thank the authors who prepared succinct summaries of their work to share with us. We hope that you enjoy this special issue and we extend to you a warm invitation to join us at this year's conference. Please stop by the JALT Publications table to meet the editors and staff or attend our presentation on publishing your work. We look forward to seeing you in Nagoya!

Jennifer Yphantides
TLT *Associate Editor*

Submitting material to *The Language Teacher*

Guidelines

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. As well as for feature articles, readers' forum articles, interviews, and conference reports, we also need material for our many columns.

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特集号　**A Taste of JALT2009**

第36回2010年JALT年次大会がまもなく開催される運びとなり、昨年度の年次大会を振り返るこの時期が参りました。2009年のテーマは、"The Teaching-Learning Dialogue: An Active Mirror"でした。今月号では、昨年度のProceedings より選りすぐられた何本かの論文にスポットを当てます。今月号に論文をご推薦下さいました、Proceedings の献身的な編集者と査読者のみなさんに深い感謝の意を表します。Proceedings の多種多様な概要は、昨年度の年次大会を思い起こさせると同時に、今年の大会を期待させるものともなるでしょう。それぞれの概要が創造性の要素を含んでおり、私達をさまざまな点で"outside the box"「箱の外」へと導きます。

Ian Willey, Kimie Tanimoto, Masae Takeuchi, Rachael Reugg, Rick Romanko, Miyuki Nakatsugawa, Mark Brierley, David Ruzicka, Hiroki Sato,Tomonori Wakasugi, Jason Peppard, Maria Fernandez Alonso, Shuji Tsumura, Joseph Falout, Tim Murphey, Ernesto Hernandez は、Proceedings に基づき、口頭発表の簡潔な概要を用意致しました。全文に関しましては、<jalt-publicaitons.org/proceedings/2009>をご参照下さい。

その他のいつものコラムでは、Feature でJames Venema がカリキュラム開発に授業観察を組み入れ、Readers' Forum では、Christopher Stillwell と James McCrostieの論文が掲載されています。Book Reviews では、Topic Talk (2nd Edition) と Oxford Word Skills (Levels 1-3) が取り上げられています。My Share は今月号も授業に関するたくさんのアイディアでいっぱいです。Tim Knight は授業に新聞を用いる方法を紹介し、Peter Mizuki は学習者自律について概観し、Craig Gambleは創造的な言語使用を促すタスクを示し、Robin Russはscaffoldingのヒントを探求します。

2009年度Proceedingsの作成に携わった、大勢のJALTボランティアメンバーの懸命なご尽力に感謝申し上げます。また、簡潔な概要を準備していただいた著者の皆様にも感謝の意を表明したいと思います。読者の皆様に楽しんでいただき、今月号が今年度の年次大会への招待状となればと思っています。編集者や編集スタッフに会いにJALTのPublications テーブルにお立ち寄りください。また、皆様の研究成果の出版に関する私たちのプレゼンテーションにもぜひご参加ください。名古屋でお会いできることを楽しみにしています。

Jennifer Yphantides
TLT *Associate Editor*

Ten native checkers and one English abstract

Ian Willey & Kimie Tanimoto, Kagawa University

これまで，科学論文に対して英語教員が行う編集は，よくても表面的なものでおわっているといわれていた。本研究は以下の事を明らかにするために行われた。1）日本人看護研究者が作成した英語アブストラクトを編集する、ネイティブチェックカーが用いる修正ストラテジー、2）そのチェッカーが、著者との対話が必要と考える箇所、3）編集による変更が語彙的結束性にもたらす影響。対象者は5名の日本の大学で勤務する英語教員と同じく5名の教員ではないネイティブスピーカー。それぞれが1つの日本人看護研究者が作成した英語アブストラクトを編集した。事後インタビューを英語教員に実施した。その結果，チェッカーは多様な編集ストラテジーを用いており、語彙的結束性に影響する変更はアブストラクトの語彙的結束性構造を向上させていることが確認された。分野の異なる著者によって作成された原文に対して行われる英語教員による編集作業は効果的で、著者とチェッカーの対話の必要性が示唆された。

Academic journals often require authors whose first language is not English to have a native English speaker check their submissions. For researchers in EFL contexts, however, finding native speaker assistance can be a challenge. Many must settle for English teaching colleagues, unfamiliar with terminology and conventions in the authors' fields. These teachers' revisions may cause problems in word choice (Swales, 1990) and lexical cohesion (Ventola & Mauranen, 1991). These teachers, many of them long-term expatriates, may also suffer from attrition of their English skills (Porte, 1999). They may only be able to correct obvious errors, such as misused articles, leaving a paper with flaws in content and wording (Shashok, 2001). However, these obvious errors may not bother journal editors, who care more about content than native perfection (Flowerdew, 2001).

This study examined "native checks" done by English teachers at Japanese universities. Specifically, we aimed to identify 1) revision strategies employed by checkers when editing an English nursing abstract; 2) points where checkers feel that consultation with the author is required; 3) the effect that revisions have on cohesion; and 4) checkers' attitudes and approaches towards editing.

Methods

Several drafts of an English abstract written by a Japanese nursing researcher and edited by a native English speaker were first examined, and a framework for coding revisions emerged, consisting of nine revision strategies: addition; deletion; substitution; reordering; rewriting, consolidation, and division of sentences; mechanical revisions; and suggestion.

Five native speaker English instructors, employed at Japanese universities (the "Uni" group), agreed to participate. For comparison of results, five native English speakers who had never taught English at a Japanese university, and whose profession was not English language teaching (the "Non-Uni" group), were asked to participate. Participants were given the English abstract written by the Japanese nursing researcher and asked to edit it by hand, circling parts where consultation with the author seemed necessary. Follow-up interviews with Uni checkers were then conducted.

Results

Revision strategies

Substitution of words / phrases was the strategy most often employed by Uni and Non-Uni checkers, followed by addition and deletion. More complex revision strategies, such as sentence consolidation and rewriting, were used less often. This finding confirms the assertion (Shashok, 2001) that checkers make mainly lexico-grammatical revisions. Uni and Non-Uni checkers made roughly the same number of revisions overall. Interestingly, Non-Uni checkers rewrote more than Uni checkers, and Non-Uni checkers made no suggestions (revisions ending in question marks). Overall, Non-Uni checkers

were more similar in their choice of revision strategies than Uni checkers.

Consultation circles and meta-comments

A coding framework for consultation circles and meta-comments (comments and questions written on the text) emerged in data analysis, and consisted of seven categories: nursing lexical terms; academic lexical terms; general lexical terms; discourse-related features; genre-specific features; and a combination of these categories.

Non-Uni checkers made more consultation circles than Uni checkers. Nursing lexical items were circled most often by checkers in both groups. However, Non-Uni checkers made the most circles around nursing lexical items. Uni checkers made no circles around academic lexical items; three such items were circled by Non-Uni checkers.

Overall, Uni checkers wrote the most meta-comments. For both groups, nursing lexical items were the source of the most meta-comments. However, genre-specific meta-comments were written only by Uni checkers. Uni checkers also wrote more discourse-related meta-comments. Meta-comments related to mechanical concerns were made more often by Non-Uni checkers.

Cohesion

Cohesive revisions were identified as those in which a lexical item was substituted with another for cohesive purposes. There were 63 such revisions. In all but one of them the lexical referent of a word was clarified (e.g., "she" was replaced by "the patient"). Overall, Non-Uni checkers made the most cohesive changes.

Interviews

Four of the five Uni checkers indicated that correspondence with an author is required. Two interviewees displayed negative attitudes towards editing, one was ambivalent, and two were generally positive. Problems cited with native checking included a lack of professional courtesy from authors, and frustration caused by unfamiliar terms and conventions; positive aspects of editing included learning new things and professional recognition.

Conclusion

This study challenges Ventola and Mauranen's (1991) finding that native checkers' revisions can damage cohesion. Participants showed a concern for removing ambiguities. Interestingly, Non-Uni checkers made the most cohesive changes. However, familiarity with academic writing may have given Uni checkers an advantage over Non-Uni checkers. Uni checkers made fewer consultation circles, employed a greater variety of revision strategies, and unlike Non-Uni checkers wrote genre-related meta-comments.

The importance of author-checker interaction was also confirmed by this study. A greater awareness among Japanese researchers of the challenges faced by native checkers is needed, in order to better enable English teachers to improve texts they are asked to edit.

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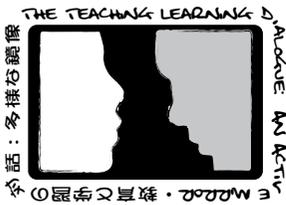
Japanese-English bilingual children's perspective

Masae Takeuchi, Victoria University

オーストラリアの日英バイリンガルたちから見た日本語習得

本稿ではオーストラリア在住の10人の日英バイリンガル児たちの日本語習得についての経験を調査した。国際結婚における二言語併用家庭で、子供に対して親が母語のみを使用する言語選択方針「一親一言語」を使っている家庭を調査した学術論文のほとんどは、親の視点からのものである。子供たちが大きくなると言語選択に様々な意見を持つようになったり、親主体の「一親一言語」方針に変化が見られるようになるようである。国際結婚家庭での少数言語保持をより総合的に理解するためには、子供たちから見た二言語、二文化習得を調査する必要がある。

親子間で日本語使用を明確にしている家庭では子供たちが日本語の大切さ、日本語の役割をはっきりと認識し、親からの日本語の保持への強い期待を把握していることがわかった。

Parents who come from different language backgrounds generally view the ability to speak more than one language beneficial and wish to transmit their native languages to their children (Takeuchi, 2009). Studies on one parent-one language families have focused on parental accounts of bilingual child-rearing. Motivated and well-informed parents in previous studies reported that they used many techniques and resources to maximise the likelihood of passing down their native languages to their children (Döpke, 1992; Lambert, 2008; Saunders, 1982, 1988; Takeuchi, 2006a, 2006b, 2009). These techniques include initial information gathering and planning, consistent language choice, frequent interaction with the speakers of the community language, trips to their homeland, audio-visual resources, and enrolling their children in supplementary community language classes. Nevertheless, parental efforts do not always seem to result in successful outcomes as originally hoped. Why do some children cooperate with their parents in terms of language choice initiatives, while others do not?

Children may see their bilingual experiences quite differently from what their parents or other adults imagine them to be (Kanno, 2003) and they may make their own decisions regarding language choice. They may be happy to continue what the family has been practising, but they may react negatively in a bilingual situation. A young child's primary motivation to speak a parent's native language seems to come from an extrinsic need, for communication and emotional bonding with the parent (Taeschner, 1983). However, as children become older, the intrinsic aspect, that is 'wanting to learn the community language', also plays an important role in the continuous use of the parent's native language. Children need to be interested in and self-motivated to maintain their parent's native language. Thus, it is important to incorporate the child's own perspectives in dealing with two languages and cultures in order to understand one parent-one language families more comprehensively.

This study examined the experiences of 10 children (aged 6 - 13) learning Japanese and English since birth in Australia. According to the 2006 Census by the Australian Bureau of Statistics, more than three million people reported that they speak a language other than English at home (ABS, 2006). Japanese speakers are one of the newest and smallest groups in Australia. So far, there is little research on the profile of children from Japanese-Australian families. The major part of data for this study came from semi-structured interviews with the children from Japanese-Australian families. I focused on the attitudes of the children towards the Japanese language and culture, and compared this with their actual use of Japanese. I also looked at motivational factors likely to sustain the use of the Japanese language for these children.

The interviews with the children showed that there were differences with regard to their attitudes and feelings towards the Japanese language. The children whose Japanese mothers made an explicit language contract in the family

and used Japanese regularly at home seemed to have developed a clear understanding of the role and value of the Japanese language in their lives. The comments from the children indicated the sensitivity of these children to their parents' desire to pass down Japanese to them and these children seem to have accepted the parents' expectations regarding the development of their Japanese. They also viewed Japanese literacy development as part of their Japanese studies and were happy to cooperate with their parents' initiatives. The children reported that they would continue to speak Japanese with their Japanese parents, siblings, Japanese-speaking friends, and relatives in Japan. They said that they were half Japanese and half Australian, so it was natural for them to speak both languages.

On the other hand, the children who no longer spoke Japanese with their Japanese mothers did not seem to identify the Japanese language with the language of their relationship with their Japanese mother. They did not speak Japanese to their siblings, either. These children gave a lack of proficiency in Japanese, vocabulary in particular, as a reason not to speak Japanese with their Japanese mothers. These children did not reject the use of Japanese, but were unable to freely express themselves in Japanese. The function of the Japanese language was shifted to study, not communication. Some children reacted negatively, and struggled to continue Japanese study. Only those who could see the benefit of Japanese as a study subject at school were happy to continue.

The comments from the Japanese-Australian children reinforce the importance of the Japanese-only policy at home in relation to children's continuous use of Japanese. It is important for the Japanese parents to maintain a continuous use of Japanese with their children and to ensure that Japanese is used among the siblings. It is critical for the Japanese parents to create and expand the need for the children to speak Japanese.

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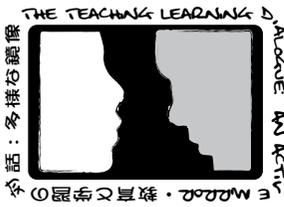
Who wants feedback and does it make any difference?

Rachael Ruegg, Kanda University of International Studies

現在、予備研究では、参加者全員が週刊ジャーナルを書き、その内容についてのフィードバックが与えられているが、エラーフィードバック（間違えに対して指摘をすること）については、参加者個人の選択により、望む場合は与えるようにしている。参加者の半数はエラーフィードバックを求め、残りの半数は求めなかった。彼らは分析のため、2つのグループに分けられた。一学期間、毎週、エラーフィードバックを求めたグループと、一度も求めなかったグループの2つである。この2つのグループは、どのような学生がエラーフィードバックを求めているのかを調べるため比較された。さらに、エラーフィードバックがライティング試験の結果にどんな影響を及ぼすのかを調べるため、年度始め及び年度末に行われるライティング試験のデータが分析された。この予備研究はエラーフィードバックが生徒の単語力を伸ばすのに有効である可能性を示した。十分な規模での研究はこの発見が正しいものであるかを証明するのに有効だと思われる。

A number of studies have been conducted to ascertain whether or not language learners want teacher error feedback on their writing. It is intuitive that some students want teacher feedback and some do not, but very little investigation has gone into which kinds of students request feedback.

This pilot study aimed to investigate three research questions: 1) When given a choice, is the preference for feedback related to ability? 2) When given a choice, is preference for feedback related to how hardworking a student is? 3) When feedback is given on single-draft writing and students are not required to pay any attention to it, does it make a difference to students' writing ability as measured by a timed essay task?

Many studies have used questionnaires to find out students' preferences for feedback on their writing (Hedgcock & Lefkowitz, 1994, 1996; Lee, 2008; Leki, 1991). To my knowledge, no study has ever ascertained student preferences by actually having them request feedback for the duration of a course. Students may feel that, ideally, they would like to receive error feedback and therefore answer in a questionnaire that they would like to receive it. Realistically, many factors may be taken into consideration before actually requesting error feedback in class. Therefore, this study may offer a more realistic appraisal of how many students want error feedback on their writing.

In this study 21 participants were given feedback on the content of their weekly journal writing but they were asked to decide whether or not they wanted error feedback in addition. Indirect error feedback was given to those who requested it in the form of all grammatical and lexical errors being underlined.

The journals from a period of 11 weeks were collected and analysed. In total there were 26 students in the class. Of the 26 students, eight requested error feedback on every journal entry, 13 never requested error feedback and the remaining five varied. The five students who varied in their request from week to week were excluded from the study and the remaining 21 students and their journal entries were analysed.

The two groups were compared in terms of the number of journal entries they submitted, the length of their journal entries and their writing ability at the beginning and the end of the academic year. In addition, the writing scores from the beginning and the end of the academic year were compared to determine whether content and error feedback led to more improvement in writing ability than content feedback alone.

Students who requested error feedback every week submitted their journals significantly more than those who never requested error feedback. Those who requested error feedback every week also wrote significantly longer journal entries than those who never requested error feedback.

In terms of writing ability, the two groups were roughly equal at the beginning of the

academic year. There was also no significant difference between the scores of the two groups at the end of the academic year. However, the vocabulary scores of students in the content and error feedback group were higher than those in the content only group, and this difference approached significance, indicating that students may have been more receptive to feedback on issues such as word choice and word use than they were to feedback on grammar. This was also found by Ferris and Roberts (2001), who analysed improvements in student writing as a result of feedback.

This was a pilot study, comprising just 21 students in one class. As such, it is difficult to draw strong conclusions. However, it seems that the students who consistently requested error feedback were more motivated than those who never requested it. It also seems apparent that error feedback did not have the effect of decreasing students' fluency. A full scale study would be beneficial to verify these findings.

One year after the data had been collected, I sent an email out to all eight students who consistently requested error feedback, asking them whether they had actually corrected the errors marked in their journals. Of the five students who replied, four said that they had always gone through and corrected the errors after the journal was returned to them. The other student stated that although she did not correct the errors on paper, she did go through them in her head.

It has been stated that if students are not required to revise writing they will not pay attention to feedback and therefore it is a waste of time providing it (Ferris, 2002). For this reason, it is often argued that error feedback is only appropriate within a process approach to writing. However, it appears that some students spend time reviewing error feedback even when they are not required to do so.

Rachael Ruegg is a Senior Lecturer at Kanda University of International Studies and coordinator of the Advanced Skills research group. Her main research interests include assessment, vocabulary, and writing. She can be contacted at <rachaelruegg@gmail.com>

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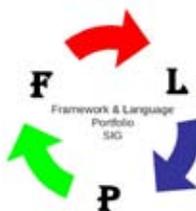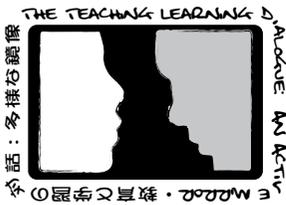
Task sequencing based on the Cognition Hypothesis

Rick Romanko, Wayo Women's University

Miyuki Nakatsugawa, Keio University

タスクを中心とした言語教授法の有効性は、現代の言語習得理論よって裏づけされているが、まだカリキュラムレベルにおける実践に至っていないのが現状である。その原因のひとつとして、タスク・ベース・シラバス作成の指針となる理論が確立されていないことが上げられる。Robinson (2001, 2003)の認知仮説とSSARC モデル(2010)がこの問題に対するひとつの解決策を提示している。Robinson はタスクの連続順を認知的複雑性に基づいて構築することを提唱している。本研究では、RobinsonのSSARCモデルに基づき8週間の指導計画を構築、実施した。指導効果は発話の複雑性と流暢性の測定値により検証された。認知的複雑性の高いタスクに取り組んだ結果、発話の複雑性は増したが流暢性には大きな変化は見られなかった。この実験結果は、認知仮説の主張を部分的に立証し、更にはSSARCモデルのタスクの連続順効果を支持するものである。

Tasks have long served to provide the context for investigating language acquisition processes for researchers, and have also guided teachers in creating optimal learning conditions in the language classroom (e.g., see Ellis, 2003; Pica, Kanagy, & Falodun 1993; Robinson, 2001, 2007a; Skehan, 1999). Task-based language teaching is largely consistent with contemporary theories of language acquisition; however, one problem for task-based instruction and research has been the absence of a theoretically sound and operationally feasible taxonomy of tasks on which to base decisions regarding task sequencing.

Robinson (2001, 2005, 2007a, 2007b, 2010) proposed a cognitively motivated solution to this issue with the Cognition Hypothesis. The Cognition Hypothesis asserts that tasks should be sequenced non-linguistically for L2 learners in an order of increasing cognitive complexity, and that these sequences will promote rethinking for speaking, interlanguage development and automatic performance.

Robinson (2010) further proposes the SSARC Model as a way to operationalize the gradual increases in pedagogic task complexity in line with the claims of the Cognition Hypothesis. SSARC stands for *stabilize, simplify, automatize, restructure, and complexify*. Each refers to the sequential stages involved in the task-sequencing model, *stabilize* and *simplify* being the first stage, *automatize* being the second stage and *restructure* and *complexify* being the third and final stage in the sequence. Two basic principles underlie the model. The first is a parsimony principle which states that task sequencing should be based solely on cognitive complexity factors. The second is a cumulative principle, which posits that tasks should increase in complexity, first on the resource-dispersing dimension and second on the resource-directing dimension. The resource-dispersing dimension places performative/procedural demands on the learner. These demands facilitate automatic access to an already established interlanguage system. On the other hand, the resource-directing dimension of task complexity puts cognitive/conceptual demands on the learner. These demands direct learners' attentional and memory resources to aspects of the L2 system (see Appendix 1 in full article). By adhering to these principles, a target construction will follow three stages of development which involve: (1) stabilization and simplification while engaging in simple tasks; (2) automatization by increasing the performative demands of a task; and (3) restructure and complexification by introducing complexity to the task.

Research Questions

The SSARC Model was initially designed for large-scale syllabus design, involving the gradual sequencing of tasks over long instructional periods. However, this study attempts to investigate the short-term effects of task sequencing

proposed by the model in line with the claims of the Cognition Hypothesis. This study addresses two research questions:

1. To what extent does the learner's spoken fluency change over the course of increasingly cognitively complex tasks?

2. To what extent does the learner's spoken complexity change over the course of increasingly cognitively complex tasks?

Methodology

The Learner

The participant in this case study was M., a 23-year-old Japanese female. She studied English for a total of 14 years and majored in English at university. Although M. had a lengthy period of formal instruction in English, she had limited opportunities to produce language in real conversational settings. In this sense, we viewed M. as being at a low intermediate level; she had a lot of knowledge about English, but had difficulties using it in communicative situations.

The Instructional Approach

An eight-week instructional course was designed for M. and implemented based on the SSARC Model. The above assumptions of the SSARC Model were applied to a series of eight connected communicative lessons in which a pedagogical task of describing a picture sequence was broken down into several sub-tasks. The tasks were sequenced according to the SSARC Model using gradual increases in pedagogic task complexity in line with the claims of the Cognition Hypothesis. The set of tasks used in this study revolved around picture descriptions/story telling using popular Japanese animated movie comic books. These tasks created the context, need, and support for the learner to communicate in English.

Results

The effects of the instruction were examined using measures of speech fluency and complexity. Complexity showed notable gains as a result of engaging in cognitively complex tasks while fluency remained largely unchanged. The results were partially consistent with the claims of the

Cognition Hypothesis, providing support for the task sequencing effects of the SSARC Model.

Conclusions

This study attempted to apply the principles of the Cognition Hypothesis and the SSARC Model to task design and investigated the short-term effects of task sequencing proposed by the model on M.'s speech production in terms of fluency and complexity. This case study demonstrates how a sequence of communicative tasks can facilitate a systematic growth in speech production and provides support for the Cognition Hypothesis, the SSARC Model and their implications for task-based syllabus design. While the establishment of a sound taxonomy of tasks is of primary importance, investigations of its application to practice following the SSARC Model would make significant contributions to task-based pedagogy.

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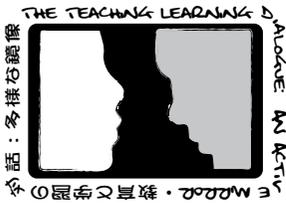
The measurement problem in Extensive Reading: Students' attitudes

Mark Brierley, David Ruzicka, Hiroki Sato and Tomonori Wakasugi—Shinshu University

この論文は、ある日本の大学で多読（ER）プログラムに参加した学生が多読プログラムの方法論的な価値をどれくらい理解していたかを評価するために行った小テスト（1回）とオンライン調査（2回）の結果を提示し、考察している。ほとんどの参加学生にとって多読は全く新しい言語習得の方法であった。日本でERを実践している多くの教師にとって、ERの主目的の一つは語学学習と英語に対する学生の態度を変化させることである。我々のデータは、学生にERの方法論を明確に説明することが、彼らの学習習慣、及び言語学習に対する態度を変化させることにつながる、という事を示している。

For most Japanese university students, Extensive Reading (ER) represents an entirely new way of acquiring a language. This paper presents and discusses data from an online quiz and two online surveys used to assess how well students in an ER program in a Japanese university had grasped the methodological value of ER. For many practitioners in Japan, one of the main objectives of ER is to change the attitudes of students towards language learning and towards English. Our data show that giving students explicit instruction in ER methodology can lead to a change in study habits and attitudes towards studying the language.

There are a number of arguments against assessment in ER. It is possible that certain kinds of assessment in ER, such as comprehension questions or the requirement to write summaries, make no difference to the eventual gains in acquisition, and may even be detrimental as they demotivate students and eat into time that could be used for reading (Mason & Krashen, 2004). Several ER practitioners have noted the conflict between the learner autonomy that ER encourages and the institutional requirement to assess students through testing (Brown, 2010). The least compromising approach to this question must surely be that of Kunihide Sakai, whose three main ER precepts include the prescription "No tests" (Sakai & Kanda, 2005, p. 8).

Nonetheless, it is also true that reading fluency can be reliably measured, and in a successful ER program using tests of fluency and reading speed to present students with a numerical demonstration of their progress can further enhance students' motivation. Even without quantifiable gains in reading skills, ER offers students the chance to become more autonomous and, on an emotional level, more immersed and involved in their study of the language than has previously been possible. But to be able to arrive at this kind of experience, Japanese students especially need to change their study habits and attitudes.

Method and results

An online quiz and a survey were conducted in English to assess students' knowledge of the

method and rationale of ER. The quiz showed that students had understood and remembered the methodological principles presented in the orientation sessions at the beginning of the course. The survey revealed that most of the students never used a dictionary when reading, demonstrating that the teacher had been successful in getting students to adopt one of the key reading strategies—no dictionaries. Despite this triumph, we found that a large proportion of the students were still translating in their heads as they read.

Another online survey was conducted to investigate students' attitudes towards our ER program (Wakasugi, Sato, Niimura, Brierley & Kunimune, 2009). We considered the responses to the question: "What do you think are the main reasons for doing ER?" The results showed that, while many students view ER as a way to improve their English, many also see it in terms of attitude or methodology. The following comment shows that there are students who understand how ER represents an entirely different pedagogy to that which they experienced in high school.

今までの受験勉強での英語とのかかわり方、特に英語＝英単語と文法といったような意識を変えるためかなと思った。物語の中の生きている英語に触れることで、単語は文脈の中で意味を持ち、文法はそれらを繋いでゆくものであるという、言語としての英語を再発見できると思う。(We can change our relationship to English, which until now has only been studied to pass examinations. Specifically we learned that English = vocabulary + grammar. When we encounter practical English in a story, we can rediscover English as a language in which words have meanings in contexts and grammar is there to connect them.)

Conclusion

As well as measuring students' reading proficiency, assessment of ER, we argue, should also focus on whether the teacher has been successful in changing the students' approach to studying language and the way they think about English. In the Japanese EFL context, language is often fragmented into testable components. ER, on the other hand, seeks to put language back together again and make it whole.

One of the fundamental problems we are grappling with may simply be that before the learner has genuinely read "extensively", which means to read hundreds of thousands, if not millions, of words, there really isn't very much to measure, at least in terms of the kinds of skills that, traditionally, proficiency tests are designed to measure. And hence attitude is all we are left with. On the other hand, though, we might also argue that attitudes matter more than anything else.

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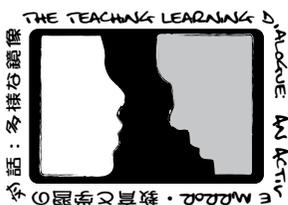
Exploring teacher talk: Just listen to yourself

Jason Peppard, Yamagata University

この論文は、言語伝達教授法(CLT)の側面から外国語として英語を学習する教室内で使われる教師言葉(TT)の量と質の両面から調査する為に実施された行動研究計画記録である。私の指導時の発言は時に多く、非会話的だと感じることがあったので、教師言葉(TT)の自己評価とヌーナン(1987)とソーンベリー(1996)によって定義された方法で指導時の発言の伝達機能の評価も試みた。この研究のために構想された観察方法である教師言葉の言語伝達解析法(CATT)を用い、教師言葉を分離しコード化する為に2つのクラスを録音した。本研究中では、教師言葉(TT)の程度は既に発表されている研究報告の平均的な回数よりは低いことが判明したが、生徒中心の言語伝達教授法(CLT)とはまだ言い難い結果であった。この研究結果を基に言語伝達的指導の向上と特に目立った問題の解決案を発表する。

Communicative language teaching (CLT) is based on the assumption that students learn language most efficiently by using it for authentic and meaningful communication (Richards & Schmidt, 2002). While most language teachers nowadays would probably claim to employ CLT methodology in their classrooms, Nunan (1987) has noted that interactions in CLT classes are often not truly communicative and stresses the need for teachers to "become the prime agents of change through an increased sensitivity to what is really happening in their classes" (p. 144). Setting out to analyze my own classroom interaction from a CLT perspective, I conducted an action research project in which I developed the Communicative Analysis of Teacher Talk (CATT) observation instrument and applied it to two recordings of my EFL classes. On discovering that my teacher talk (TT) is at times excessive and uncommunicative, I outlined several interaction strategies aimed at reducing my TT while maximizing its communicativeness.

Communicative teacher talk

Quantity

Previous research has shown that both first and second language teachers tend to dominate classroom discourse, speaking for approximately 60%, or two-thirds, of class time on average (Chaudron, 1988). This is too high for a CLT classroom. While Krashen (1981) asserted that *comprehensible input* is "the crucial and necessary ingredient" (p. 9) for second language acquisition, Swain (1985) demonstrated that input alone is insufficient for developing language production skills and argued instead for the importance of *comprehensible output*, noting that learners need to pay more attention to meaning when producing language than for comprehension. In communicative EFL classes then, excessive TT should be avoided (Nunan, 1991) and total TT should not take up the majority of the class, as this will not provide students with enough opportunity for language production (Brown, 2001). On the other hand, TT often provides EFL learners with their only source of live target language input (Nunan, 1991). It is therefore important, as a teacher, to be aware of the amount of time that you spend speaking in the classroom.

Quality

It is also important, within a CLT framework, to be aware of the communicative quality of your teacher talk. Communicative TT, as described by Nunan (1987) and Thornbury (1996), is characterized by several main features:

- Referential questions: These are genuine questions to which the teacher does not know the answer.
- Content feedback: The teacher responds to the content of student messages.
- Increased wait time for student answers: Waiting three to four seconds, instead of just one, has been shown to result in more student responses, longer answers, and more student-initiated questions (Thornbury, 1996).
- Student-initiated/controlled talk: This should include the right for students to decide for themselves whether or not they want to participate in a discussion (Nunan, 1987).

- Negotiation-of-meaning exchanges: e.g.. requests for clarification and comprehension checks.

In contrast, TT that is considered uncommunicative consists of higher ratios of:

- Display questions: These are questions to which the teacher already knows the answer and are therefore not genuine questions.
- Form feedback: The teacher only responds to the form of the student message, e.g., pointing out/correcting errors or praising correct form.
- Echoing of student responses: The teacher repeats what a student has said for the rest of the students.
- Predictable teacher-centered Initiation-Response-Feedback sequences (see Sinclair & Coulthard, 1992).

In other words, communicative TT aims to reflect authentic and meaningful communication. In real life situations, people generally do not ask display questions or give form feedback. Questions are asked to get unknown information and communication is an interactive process with all parties involved collaborating to create meaning.

Communicative Analysis of Teacher Talk

The Communicative Analysis of Teacher Talk (CATT) observation instrument was designed specifically for this reflective study with categories based on the work of Nunan (1987) and Thornbury (1996) pertaining to what makes TT communicative or uncommunicative. I recorded two of my *eikaiwa* classes, one beginner class and one intermediate class, and applied the CATT to simultaneously code and measure the length of each teacher discourse move. Although my amount of TT for both classes was below the 60% average reported by Chaudron (1988) at 50% and 52% respectively for the beginner class and the low-intermediate class, I considered this to be too high for a CLT classroom. Following this observation and further analysis of the CATT categories, I developed the following classroom interaction strategies aimed at reducing overall TT while maximizing its communicativeness:

- Follow display questions with referential questions.
- Reduce form feedback and follow with content feedback.
- Decrease lexicogrammatical explanations and increase consciousness-raising examples.
- Decrease unnecessary repetition when commenting, giving directions, and answering questions.

Conclusion

Although the CATT analysis was time consuming and labour intensive, it proved to be invaluable as a tool for teacher reflection and awareness. This newfound awareness will no doubt lead to improved classroom practice in the form of more communicative TT. It is my hope, that by documenting this action research, more teachers will take the initiative to explore their own TT. Are the interactions in your CLT classroom truly communicative? To find out, just listen to yourself.

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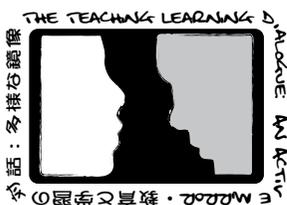
Use of mnemonics by Japanese students

María Fernández Alonso

日本の教育法、特に中等教育の教育法の特徴は、教師が教室で教える知識を繰り返し暗記することである。しかしながら、本稿は暗記の是非を問うものではなく、日本の学生が勉強し習得したことを思い出すという困難な作業を行うにあたって、どんな学習指導を受けているのかを調査することを目的とする。なお学習指導には様々な方法が考えられるが、本稿では記憶術の使い方とその訓練のみを扱う。

Memorization plays an important role in the Japanese educational system, especially during the high school years. The objective of this paper is to discover what kind of support Japanese students receive to store and retrieve all the information that is presented in the classroom and has to be memorized. Given that the support received could be very varied, we will focus exclusively on the practice of mnemonics, a term of Greek derivation meaning the art of developing memory. According to Searleman and Herrmann it refers to "the use of internal strategies or methods to make it easier to encode, store, and/or retrieve information."

Initially, twenty-five sophomore university students took part anonymously in the investigation we conducted. However, four of them were unable to participate until the end of the project as they had not attended all the sessions. The study included two tests in Japanese: The first test was designed to learn how important students perceive memorization to be and how they memorize data; The second, carried out six weeks later, was to evaluate the experience of learning in class various techniques to retain information using different mnemonics: keyword (using soundalikes), loci (using spatial relationships), peg (associating words with numbers) digit-consonant (substituting numbers for consonants) and making up stories.

The results of the first test showed that 100% of students believe that in order to pass a test good memory is essential. 64% claim to use some kind of technique or trick to retain information in an easy way. The techniques that are most widely used are – and some of the students use more than one technique – repetition (75%), reading out loud (37.5%), studying right before going to bed (12%) and others (6.25%) including, using different colors, activating the new vocabulary, mind maps, grouping words according to their semantic fields and *goroawase* (using plays on words).

In addition, 76% of the students acknowledge having learnt some of the techniques mentioned above at different stages, for example: 4% learnt them at primary school, 28% at secondary school and 44% at *juku*, the Japanese private school that prepares students to pass university entrance exams successfully. None of them learnt any technique at university.

The techniques that our students learnt during their school training are repetition (31%), reading out loud (21%), writing (15%), *goroawase* (10.5%), using gestures (10.5%) and others including antonyms and studying before going to bed.

However, if we analyze the data individually, that is, student-by-student, we will observe that of those students who have learnt some technique, 48% confess to not using them, 26% use other techniques and only 26% use the techniques they learnt. On the other hand, 50% of the students who never learnt a technique apply their own ones and the other 50% do not use any at all.

In light of all these figures, the fact that 96% of the participants express their interest in learning new techniques to retain information in an easier and friendlier way comes as no surprise.

After examining the results of the second test we can conclude that all the students unanimously regarded the whole experience very highly. 95% intend to use some of the mnemonics they learnt in class and, moreover, 76.1% say they will use more than one. Obviously, not all

the methods were rated equally, the keyword being the most valued (85.7%), followed by making up stories (52.3%), the loci (38.09), the digit-consonant (19.04%), and the peg (9.5%).

At the end of the second test students were invited to write their impressions and feelings. The most recurrent ones emphasize the usefulness of mnemonics in varied fields and highlight a playful component that makes them very attractive.

In summary, memorization of information is very important in the Japanese educational system, especially during the secondary school years. It is in this period when most students learn some kind of memory technique. Nevertheless, the majority of the learners do not seem to be satisfied with the techniques they know and are eager to learn new ones.

At first, we might think that Japanese students will be reluctant to use mnemonics because of their learning styles and the visualization that this sort of method requires. However, the data collected in this study reveal that this hypothesis may not be correct. Although these results are not conclusive they might indicate that extensive teaching of mnemonics could be an answer to the students' need to learn new techniques that help them store information in a playful, creative and efficient way.

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María Fernández Alonso has a BA in English Linguistics and Literature from Deusto University (Bilbao, Spain) and an MA in Teaching Spanish as a Foreign Language from Antonio de Nebrija University (Madrid, Spain). She has taught part-time at different universities in Japan since 2001. Her research interests include the influence of non-mother tongue languages in learning Spanish as an L3, vocabulary acquisition and mnemonics.
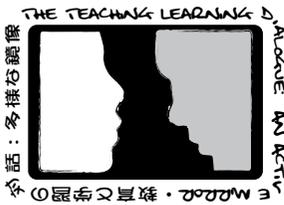
意欲喪失についての質的調査
A Qualitative Study on Demotivating Factors

津村修志、大阪商業大学

Shuji Tsumura, Osaka University of Commerce

本研究は、学習者の意欲喪失要因を探り、学習者の特徴による要因出現の違いを見ようとするものである。4年制大学生506名に、「英語学習に対して意欲を失うことがあるとすれば、それはどのようなときですか」という質問に対する答えを自由に記述してもらい、回答をテキストマイニングソフトで分析し特徴語を抽出した。同質問紙上には、英語の好き・嫌い、英語力自己評価、ペアワークの好き・嫌いなどの選択式質問項目も挿入し、それらの質問に対する回答と上で抽出した特徴語の関連を調べるため対応分析を行った。分析から得られた布置図上で、近い位置に集まったものは何らかの関連を示す。さらに、英語が「好き、どちらかというと好き」と回答したグループ《好きグループ》と「嫌い・どちらかというと嫌い」と回答した《嫌いグループ》に分けて比較を行い、《嫌いグループ》においては、「分からない」、「授業や先生について行けない」がもっとも重要なキーワードで、先行研究の結果とのずれが確認された。その他、英語力の自己評価やペアワークに対する好みについても両グループで特徴が見られた。

近年、大学生の学力低下が深刻な問題となっているが、多くの学生が学習する意欲を喪失している事実も見逃せない。筆者の勤務先では、英語を嫌う学生の数が3分の2を超え、学力の心配どころではない。英語嫌いと英語学習に対する意欲喪失の原因は必ずしも一致するものではないが、密接な関係があると考えるのが自然であろう。どちらの原因も十分な探索を重ね、学生の英語に対する意識をより肯定的なものに変える必要があるが、意欲喪失要因の研究はそれほど多くない。

意欲喪失の要因について、たとえばDornyei (2001) は、1）教員の性格、献身度、能力、教え方、2）不適切な学校設備や授業運営法（クラスサイズ、レベル、頻繁な教員の入れ替わりなどを含む）、3）自信喪失（失敗した経験と、成功体験の不足）、4）第2言語に対する否定的な態度、5）第2言語学習が必修であること、6）他の外国語学習の干渉、7）第2言語社会に対する否定的な態度、8）グループメンバーの態度、9）教科書、という9つの意欲喪失要因を見出しており、彼はその中でも、教員に関わる要因の影響がもっとも大きいとしている。同様に、Trang, T. T. R., & Baldauf, R. B. (2007) は、48の意欲喪失要因を見出し、それらを内発的要因と外発的要因に分類している。さらに彼らは前者を、英語に対する態度、失敗の経験と成功体験の欠如、自尊感情に関わるものに分け、後者を教員に関わるもの、学習環境に由来するもの、その他とし、外発的要因が意欲喪失体験の64％を占め、その中でも教員に関わる要因が全体の38％で最大であることを示した。他にも、Ushioda (1998) やMuhonen, J. (2004)

も、「教員」が意欲喪失の最大要因としているが、我が国の大学生、特に英語力も英語に対する意識も低い学生の場合は必ずしも先行研究の結果と一致しているわけではない。実際、選択式の質問項目を用いた筆者自身の調査（2010）では、「困難・能力の壁」を感じたときに意欲喪失が起こることが多いという結果が出た。

本研究は、学習者の意欲喪失要因を探り、学習者の特徴による要因出現の違いを見ようとするものである。今回は未知の要因が出現することを期待して、4年制大学生506名に、「英語学習に対して意欲を失うことがあるとすれば、それはどのようなときですか」という質問に対する答えを自由に記述してもらい、回答をテキストマイニングソフトで分析し特徴語を抽出した。テキストマイニング分析を行う利点は、大量の自由記述データでも比較的短時間で処理できる点と、ある程度客観性を保って自由記述文を分析できる点である。テキストマイニングソフトは、使用頻度と語句の共起関係から一定のアルゴリズムに従って特徴語を抽出するため、判断規準が揺れる危険性はない。ただし、特徴語は考察の手がかりに過ぎないため、最終的な解釈は研究者の主観に委ねられる。また、同質問紙上には、英語の好き・嫌い、英語力自己評価、ペアワークの好き・嫌いなどの選択式質問項目も挿入し、それらの質問に対する回答と上で抽出した特徴語の関連を調べるため対応分析を行った。この時、各特徴語は頻度と共起関係を基に座標が決められ、その座標にしたがって布置図上に配置される。関連が強い特徴語は近くに集まり、関連が弱いものは離れた位置に現れるので、この布置図を見ながら関連を探り、関連が伺えるものは記述式回答原文に戻って確認・考察していく。

さらに、英語が「好き、どちらかというと好き」と回答したグループ《好きグループ》と「嫌い・どちらかというと嫌い」と回答した《嫌いグループ》に分けて比較を行ったところ、《嫌いグループ》においては、「分からない」、「授業や先生について行けない」がもっとも重要なキーワードで、先行研究の結果とのずれが確認された。英語力の自己評価については、「英語がまったくできない」と自己評価している学生の多くが、英語を嫌っており、一方、「英語が少しはできる」と自己評価している学生の多くが英語を好んでいることが分かった。ただし、因果関係を読み取ることはできないため、たとえば「好きだからできる」のか、逆に「できるから好き」なのかは不明である。ペアワークに対する好みについても両グループで特徴が見られ、「ペアワークを頻繁に経験し、ペアワークを好む学生は、英語も好きであることが多い」ことと、逆に「ペアワークをほとんど経験していない学生は英語も嫌いである」ことが分かった。

上の関連性は布置図と自由記述回答から筆者が主観的に考察したものであり、単なる仮説に過ぎない。これらの検証は後の研究に譲ることになる。学習者の英語に対する意識を変える要因はまだまだ明らかになったとは言

い難く、要因間および様々な属性との関連に至ってはほとんど未知のままである。また、これまでの意欲喪失要因の研究は共時的なものしかなかったが、要因の流動性を捉えるためには通時的な調査も不可欠である。そうした研究によって学生の英語嫌いや意欲喪失が少しでも解消されることを願う。

18 | A TASTE OF JALT2009: EXCERPTS FROM THE PROCEEDINGS
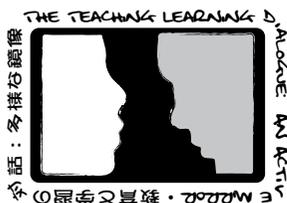
Loop it! Student Participatory Research

Joseph Falout, Nihon University
Tim Murphey, Kanda University of International Studies

本稿では教師/研究者が収集したデータを研究参加者である英語学習者との間で回覧するCritical Participatory Looping (CPL) という新しい手法を報告する。対話を通してデータを複数回回覧する方法では、回覧過程で研究者、教師、学習者が協調的対話 (languaging) を行い、お互いの理解度を何度も確認することで相互理解（間主観的理解）を得ることができる。英語学習者同士、又は教師/研究者と英語学習者が意見を交換することで、学習者の主体性が活性化でき、自身の英語学習を促進できるようになる。学習者達の声を公に発表、出版することは、学習者達が自身の直近英語学習環境を超えた教育界全体を感化する機会を創出することになる。本稿ではCPLの概念、CPLを利用した2つの研究実例、CPLの概念構築時に基盤となった既存理論の概論、CPLの使用上の利点を順次説明し、最後に全国語学教育学会国際年次大会に於ける本研究発表参加者の意見を集約、提示することで結びとする。

Critical Participatory Looping (CPL) evolved into a multilayered research process when we collected data and returned it in tables back to participants, our students, for commentary and analysis (Murphey & Falout, in press). CPL helps researchers, teachers, and students form mutual understandings by repeatedly checking each other's meaning-making. In other words, this multilayered, iterative looping process encourages the formation of co-constructed understandings through languaging in collaborative dialogues. Furthermore, CPL allows participants to be informed about their roles and the results of their participation, and to refute, ameliorate, or expand upon their research input. By sharing opinions with their peers and teacher-researchers, students activate a sense of agency and develop their second language (L2) learning.

CPL resembles member checking, which is commonly used in ethnographic studies to increase the credibility of researcher representations of an individual participant's values, beliefs, past experiences, and future aspirations. With member checking, researchers continually double-check their understandings of what participants said or meant in interviews, verifying with the participants themselves the researcher's interpretations and conclusions about them (Figure 1).

In education, it would be too labor intensive for teachers to conduct individual member checking for whole classes. Thus we invited small groups of students to analyze the data collaboratively (Figure 2). This variation of the method could also result in better learning and more engagement with the issues due to its social nature. It offers students the possibility of languaging with peers, co-constructing meaning through externalizing ideas, improving their cognitive processing and internalizing peers' knowledge through assimilating their voices, leading to attaining their own authoritative
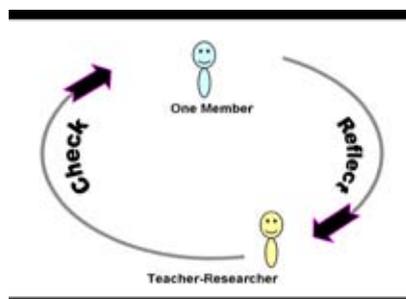
Figure 1: Member checking in ethnography

voice. Languaging in the classroom also encourages more nearpeer role modeling, the modeling of others who are similar in many ways, thus taking advantage of the strong, positive influences of peers.
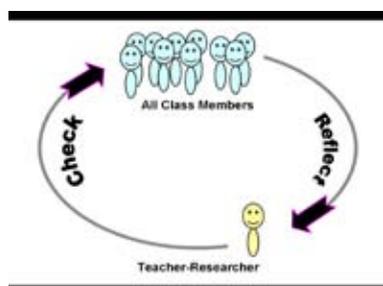
Figure 2: Member checking with whole classes
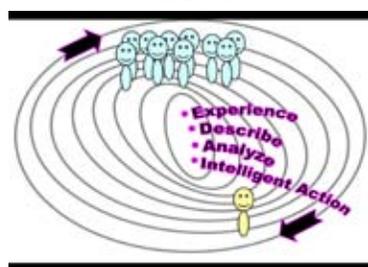
Figure 3. Critical Participatory Looping

In our studies using CPL, data were first collected, analyzed, and represented in tables by the teacher-researchers, the "first layer" data. Then in class, the data tables were distributed to small groups of students to analyze and comment on, which became our "second layer" data. For generating this second layer data, students at first were told that their individual responses on earlier surveys were included in these tables and that their opinions or experiences were represented in these data. They were next requested to analyze the data in a variety of ways, looking for patterns and making preliminary conclusions. For example, they checked whether the results were surprising or whether or not it pertained to them. And they discussed and wrote their reactions and interpretations of how these data might explain the attitudes, beliefs, and experiences of students regarding L2 education. Comments and analyses were collected from groups or individuals either directly in class or later from individuals' notebooks that they turned

in. Thus, CPL "turns a survey-based positivist instrument into a post-positivist dialectical activity" (Murphey & Falout, in press).

CPL procedures mirror Dewey's experiential learning. Dewey described an active classroom where students create and follow through on their own investigations, outside of the textbook, through four phases of reflective thinking, which are experience, describe, analyze, and take intelligent action (Dewey, 1910). For example, students in our studies experienced English education in junior high school and high school, they described it in our surveys, analyzed the data given back, and took intelligent action by proposing intelligent interpretations and giving recommendations to students, teachers, and administrators. We see no limits on how many times data loops can be made (Figure 3).

In our proceedings paper we explain more with (1) a description of CPL, (2) an overview of two studies that used CPL, (3) CPL's parallels to Dewey's experiential learning and Lewin's action research, (4) some resonating perspectives from sociocultural theory and critical applied linguistics, (5) a listing of the advantages and limits of CPL, and lastly (6) a report of attempting CPL in our JALT2009 presentation with attendees.

CPL resonates with the educational theories of experiential learning and critical pedagogy, and it can transform educational environments. CPL helps researchers, teachers, and students form mutual understandings by repeatedly checking each other's meaning-making, co-constructing our knowledge and practice of L2 education by blending roles, languaging, and sharing opinions. We believe learning and publishing students' views about L2 education can transform theory and practice in our field of study and the governance of students' own L2 education. Most importantly, inviting students to participate more fully in research about them empowers them as agents with more control over their lives.

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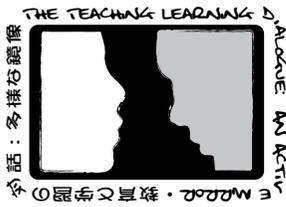
Content-based instruction for OLE: The French forum

Ernesto Hernandez, Kanazawa Institute of Technology

英語がリングワフランカであり、グローバル化された世界にて、日本の大学でフランス語やドイツ語、またはスペイン語のような他の外国語を教え続けることは、どれほど価値があるのだろうか。そのような言語の明らかな「無益さ」を挙げて、多くの学生が、そして教員までもが、それらの言語を教えることを縮小（またはむしろ免除）することを望んでいる。当然、外国語教員は常にそのような強い見解に反対しているが、その考えを無視することはあさはかであろう。もって、多言語教育（OLE）の分野では、何をどのように教えるかを再考する必要がある。この論文では、Content-Based-Instruction（CBI）　教授法が、通常、外国語教育に関連した従来の言語、文学、文化研究にとどまらず、実践的で有益な実世界の問題を学生に提供するために用いることができることを論じる。これにより、英語以外の言語が無益だという現在の見解を変えるのに大いに役立つということを著者は述べる。

The teaching of second foreign languages (i.e., languages besides English) at Japanese universities currently seems to be in a precarious state. In view of the fact that English is the established global lingua franca, researchers and observers in the field of Other-Language-Education (OLE) report that languages like French, German, or Spanish are increasingly being viewed as superfluous, a drain on resources, or indeed a waste of time. This paper argues that second FLs would not seem "useless" if they were taught differently, namely in such a way as to provide students with practical, real-world information in addition to the usual focus on grammar, literature, or culture. The author proposes that Content-Based Instruction (CBI) provides an effective way of accomplishing this goal and gives an example of CBI in French. In addition to giving a brief history and description of CBI, the author also enumerates some of the many benefits that CBI can have for learners, while also touching upon some important challenges and issues to consider in order to successfully implement CBI for OLE at the university level.

At the university level whether in a second or foreign language context, there are three basic models that CBI classes can follow, depending on the resources available to teachers and/or the particular needs of students: sheltered, adjunct, and theme-based CBI. While all of these three models share the same underlying goals and principles, each has distinct features, with sheltered CBI having academic content mastery, rather than language, as the main goal, and the adjunct model seeking an equal balance between content and language. The theme-based model, on the other hand, leans more toward language learning, as opposed to content learning, as the overriding pedagogical aim. It would be difficult to get a content expert who is also a trained language teacher to implement the sheltered CBI class, and the adjunct model would require intense collaboration between content and language teachers. So the theme-based model seems the most flexible and feasible to implement for foreign language departments at Japanese universities.

CBI provides a direct response to the principal dilemma for OLE in Japan: that of the perceived *uselessness* of studying languages beyond English. This negative perception, in the author's opinion, is in part the result of foreign language departments' usual stress on language (i.e., grammar), literature, and/or culture as the main vehicles for language learning, topics that do not necessarily translate readily into *marketable* skills with real-world applications. There is, of course, nothing wrong with studying literary texts or talking about culture; they are important, and there would certainly always be ample room to incorporate aspects of these topics even within a theme-based CBI approach such as the one proposed in this paper. French, German, or Spanish classes, however, begin to seem pointless to

Japanese university students when language, literature, and culture are the *only* topics available, especially if they compare these classes to English-language curricula, in which attractive titles like *English for Science and Technology*, *English for Business Communication*, *English for Engineers* are regularly on offer in addition to the usual conversation and writing classes.

The author used a CBI approach in French with one student. This student already had some knowledge of French, was quite motivated to learn, and was quite fluent in English, thus able to readily understand French/English cognates as well as the general grammatical workings of an Indo European from Romance language. One topic of interest for the student was "French cuisine," so this was used as the general content through which language would be practiced. The theme of French cuisine was also linked with "healthy eating." This related topic proved very fruitful for generating discussions and debates

not only about *culture* but also about practical, real-world topics like exercise, nutrition, obesity, and disease. It was clear that the student appreciated the in-depth exploration of content *and* language much more than when only language learning had been stressed.

Like any method, however, CBI has its own problems and challenges, not least a considerable time and labor commitment on the part of teachers and administrators. Nevertheless, the myriad benefits that a CBI approach would provide students (and by extension teachers and the institution as a whole) would far outweigh these problems and make the effort very rewarding.

Ernesto Hernandez is a Lecturer of English at Kanazawa Institute of Technology in Ishikawa. In addition to CBI, some of his other research interests are multilingualism and student-centered teaching.

TBL SIG

The JALT Task-Based Learning (TBL) SIG is a new Special Interest Group aimed at teachers who currently use, or are interested in using, Task-Based approaches in the classroom. The SIG will focus in particular on issues related to Task-Based Language teaching and learning TBLT in the Asian EFL context, where TBLT has yet to enter the mainstream of language pedagogy. We hope that the SIG will serve as a useful forum for the exchange of practical teaching ideas, theoretical discussion, and academic studies of TBLT issues. SIG activities will include: (i) A biannual regular publication, "On-Task"; (ii) a mailing list for members and; (iii) an annual conference. If you are interested in becoming a member and/or playing an official role in the management of the JALT TBLT SIG please contact Justin Harris, SIG co-ordinator, at tbl@jalt.org. We are also looking for written submissions, both theoretical and practical, for the first edition of our publication, "On-Task", for which the submission date is Nov. 30, 2010 (to be published February/March, 2011). Submissions should be sent to Julian Pigott, Publications Chair Officer, at julianpigott@gmail.com.

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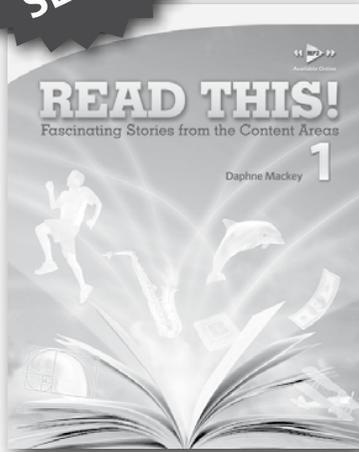
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Expanding the dialogue: Incorporating classroom observations in curriculum development

While classroom observations are a common means of teacher development they are less commonly used as a means of curriculum development. This paper will describe the adaptation of an observation program to include a curriculum evaluation component. In particular, it will focus on how observer feedback influenced the evolving curriculum of four Reading and Vocabulary courses.

授業観察は、教員の能力開発の方法としては一般的に用いられているが、カリキュラムの開発方法として用いられることはあまりない。本論では、カリキュラム評価の要素を組み入れて、現在の授業観察を改善し、利用する方法を論じる。特に、観察者のフィードバックがいかに開発中である' Reading & Vocabulary' の4コースのカリキュラムに影響を与えたかに焦点を当てる。

James Venema

Nagoya Women's University

Classroom observations have long been advocated as a means of teacher evaluation (Murdoch, 2000) and teacher development (Williams, 1989). Slayton & Llosa (2005) have also documented the use of systematic observations for evaluations of an educational program. The kind of observation program they documented, involving more than 20 observers incorporating a standardized form, is probably beyond the means, and even needs, of most language programs. Still, where there is an observation program in place, there is also the opportunity to generate discussion and feedback at the curriculum level. Observer input represents an opportunity to expand the dialogue beyond what might have been evident to the participants, including curriculum writers, teachers, and students. This article describes the expansion of an existing observation program beyond teacher development to incorporate discussions on curriculum.

Background

The language program

The English language program at Nagoya Women's University includes courses for full-time English majors in the International English Department as well as non-English majors in an Early Childhood Education Department. Unlike many tertiary language programs in Japan where "it is entirely up to each teacher to devise and deliver a curriculum" (Cowie, 2003, p. 41) there is a considerable degree of coordination.

1. The courses include common goals, materials, assessment and, to a lesser degree, classroom practices. These are outlined in an English Teachers' Handbook (2010), and discussed at pre-semester teacher orientations.

2. There is a considerable degree of communication among full-time and part-time teachers, particularly among teachers teaching the same course. In addition to informal conversations, regular meetings include pre-semester orientations as well as 'coordinating meetings' held twice a semester among all teachers in a given course (Venema, 2008).

3. There is a mechanism for yearly curricular changes involving negotiations among teachers and curriculum writers (Venema, 2008).

This paper will refer to curriculum writers and teachers. The former are typically the full-time teachers on campus during the spring break involved in updating the English Teachers' Handbook. The latter are the teachers who teach the classes. However, the distinction between the two was often blurred. Curriculum writers are also teachers and all teachers, both part-time and full-time, provide input that shapes the courses they teach (Venema, 2008). The author of this paper, as the final editor of the English Teachers' Handbook and part-time teacher coordinator, was in an advantageous position to both influence and document the process.

The evolving observation program

The onset of the teacher observation program coincided with the establishment of the original university department in 2004. A trained teacher observer is hired for a period of 2 to 3 weeks annually (originally bi-annually) to conduct teacher observations as part of a wider faculty development program. At the outset all teachers, both part-time and full-time, were asked to take part in observations twice a year over two semesters. The first observation in a given academic year was introduced as a means of teacher development, with the second observation serving an overt evaluative purpose (Barker, 2006). However, the use of observations for teacher evaluations can be problematic where that evaluative function serves to mitigate a

teacher development purpose. Williams (1989) argues that observations should be used for the developmental purpose of encouraging teachers to form their own judgements and insights as well as their own sense of self-evaluation. Within this overall goal, overt evaluations could serve to impede teacher development. With this in mind, the observation program underwent a number of modifications in 2006.

- The observations were made voluntary for all teachers. Teachers who were interested in being observed directly negotiated with the teacher trainer regarding a day and class.
- All observations involved only a visiting teacher-trainer and the feedback given in observer-teacher discussions was kept confidential.

The rationale for these adaptations is no doubt clear: unambiguously establishing the observations as a teacher development rather than teacher evaluation program.

The observations were flexible, involving no standardized procedure, but typically including the following:

1. A short pre-class consultation where the observed teacher had the opportunity to go over the lesson they were about to teach and direct the observer's attention to a specific aspect of the course.

2. The actual observation.

3. A post-observation consultation between the observer and teacher.

4. A final written, and confidential, summary by the observer to the teacher.

Course observations
Curriculum development

In a systematic approach to curriculum development, the work of curriculum developers is an ongoing process of evaluation and adaptation. Brown (1995) argues that evaluation is a central, unifying, component of curriculum that, "includes, connects, and gives meaning to all the other elements" (p. 217). These evaluations would be formative rather than summative, that is the focus would be on gathering information that could be used to improve the curriculum. In this sense a culture of evaluation is a critical

component of curriculum development, involving a continuous dialogue among stake-holders, including curriculum writers, teachers, and students. In this process, classroom activities play the defining role. As Johnson (1989) writes - "classroom implementation is the final stage in the curriculum development process and also the most important, because ultimately learning acts determine curriculum outcomes" (p. 10).

Rationale and goals

The rationale for adapting the existing observation program was multifaceted, including both administrative and educational concerns. From a purely administrative perspective it was expedient to adapt an existing, and already approved, program to meet the evolving evaluative needs of the language department. Similarly, by expanding the mandate to include course observations the demonstrable value of the observation program, which needed to be approved yearly, was strengthened. From an educational point of view, two years of defining, adapting, and coordinating the curriculum had resulted in a relatively stable curriculum that was ready for outside evaluative input.

The very act of evaluating and judging has important consequences for the curriculum and for the kinds of dialogue that take place within the language department. In this sense, expanding the observer's role to include input on curriculum differs in scale rather than method. The observer's role is to encourage deeper reflection on all aspects of the curriculum, just as developmental observations encourage the teacher to reflect on aspects of their teaching. Similarly, an outside observer can provide and/or facilitate insights that may not have been immediately evident to those involved, both curriculum writers and teachers.

Procedure

The program was adapted in 2006 to incorporate observations at the curriculum level. In addition, a number of adjustments were made to allow for observer input at the course level:

1. The observer was scheduled to observe a number of teachers teaching the same course, typically three or four. Since many classes were held once a week the observer, who was only hired for a period of two or three weeks, was not always able to observe all teachers in a given course. Teachers were notified ahead of time of the scheduled observations as well as the rationale for doing so. It was stressed that the focus of the evaluation was not any individual teacher or class, but the coordinated course and syllabus as a whole. Teachers were also given the right to refuse but none in fact did. This was unsurprising in a program where most teachers had already been voluntarily participating in an observation program.

2. Prior to arriving the observer was given available documentation on the courses. This information included the Teachers' Handbook (2006 - 2010) as well as minutes of the previous coordinating meetings (see Venema, 2008), particularly the most recent meetings held before the observer arrived. The observer also went over the courses to be observed with the full-time teachers responsible for making yearly adaptations to syllabi.

3. The observer was asked to provide written feedback for the selected courses focusing on the following questions:

    a. Are the objectives clear to all teachers and students and to what extent do they appear to be meeting real and appropriate student needs?

    b. To what extent does it appear classes in different blocks of the same course are working effectively towards those objectives?

    c. To what extent are the materials, course books, homework, and teacher activities furthering the objectives of the course?

    d. Do you see any ways in which the course could be improved?

To provide feedback at this broad level the observer needed to draw on his/her own experiences and professional opinions, all the while taking into account the input of teachers and curriculum developers. It is precisely the subjectivity of the observer input that was sought: one more voice included in the negotiations involved in curriculum development.

No changes were made to the way in which observations were conducted. An overt focus remained on teacher development, and the teachers observed still received individualized feedback. The course level feedback avoided any direct mention of individual classes, and was shared among all teachers in a given course as well as those teachers responsible for writing the curriculum.

Observer Feedback

For sake of brevity and clarity I will focus on written feedback that influenced an ever evolving curriculum. The written feedback itself is just a summary (albeit a useful one) of the discussions, both informal and formal, between individual teachers and the teacher observers, as well as between curriculum writers and the observers. While it is beyond the bounds of this paper to provide documentation of those discussions, the written feedback will provide a summing up of the conclusions drawn. In addition, it should not be assumed that all observer feedback was immediately accepted and directly incorporated in curriculum adaptations. In fact, a differing focus could stress how observer feedback did NOT result in curriculum changes. The observer feedback was one more voice among many that included not just curriculum writers and participating teachers, but also students and university administrators. One observer was quite candid regarding what he felt were the limitations of the input he was providing:

> One immediate reservation that I have about my own ability to give you a measured response to your question(s) is that during my visits I only really gain a general impression of the courses and the students as I flit from one group and one teacher to another. I would imagine that more valuable in-depth feedback would come from the teachers who really know the students and have worked their way systematically through the courses. However, I will be glad to pass on my impressions. (A. Caswell, personal communication, 2009)

Still, this paper will try to show how observer input can be influential and useful in developing curriculum by focusing on the input of two observers over a period of four years, and their effect on an evolving curriculum for the first four levels of Reading and Vocabulary courses (R&V 1 - 4). In particular, observer feedback helped to shape a gradual transition in the relative weight given to vocabulary and reading goals, and it is those changes that will be the primary focus of this paper.

The courses: R&V 1-4

As the name would suggest, the R&V courses combined two goals:

1. Vocabulary. Students learned and were tested on words from a vocabulary list, originally the General Services list and Academic word list, but from 2007, words were selected from English Vocabulary In Use: Pre-Intermediate and Intermediate (2003). Students were tested weekly on their passive knowledge and were also expected to choose words to enter in a vocabulary notebook, with example sentences.

2. Reading. The focus began with extensive reading with graded readers in R&V 1 and then began to focus on balancing extensive and intensive reading, with a gradual shift to authentic materials.

The Feedback and adaptations

In November of 2006, the observer observed two blocks of R&V 1 and provided the following feedback:

> The goals… are primarily focused on vocabulary. There is no real focus on reading skills such as predicting, skimming, scanning, guessing vocabulary from context etc. One suggestion would be to introduce a reading textbook that has reading skills work as well as a focus on the vocabulary that is in the texts with additional discussion exercises that allow students to practice the vocabulary.
>
> The vocabulary goals are clear and address the needs of the students.
>
> All teachers appeared to be working towards goal 1 of the course (vocabulary). This seems to occupy a large part of the course. The (vocabulary) textbook units are given

for homework but review tests seem to take up a large part of the class. It may be that teachers are mainly concerned about making sure the students know the vocabulary for the 3 review tests. The other goals seem to be taking a secondary role in the course. (M. Whyte, personal communication, November 2006)

The following year, the observer provided the following feedback on a later level of the same course, R&V 3.

This (vocabulary) is what I mostly observed the students working towards in the 2 R&V 3 classes that I observed. The students had time to practice and seem to be regularly tested on the vocabulary in their textbook. Students were also encouraged to and well supported with writing example sentences, which is an important (and difficult) thing for the students to be able to do. (M. Whyte, personal communication, November 2007)

The feedback focuses attention on a problematic aspect of the course, combining a focus on systematic vocabulary development as well as reading, both intensive and extensive, in a course held only once a week. In particular, the introduction of regular vocabulary tests appeared to focus students', and teachers', attention on vocabulary at the expense of reading. This was partially dealt with by reducing the number of words students were asked to include in their notebooks from ten to five in 2007 (English Teacher's Handbook, 2007). Still, it wasn't until the beginning of 2009 that the weekly vocabulary tests were removed from classes and moved on-line in the form of cloze exercises (see <http://www.nwuenglish.org/WordLists.asp>). The rationale was to allow more time for teachers to focus on reading in classes.

Still, in 2009, a different observer provided rather depressingly similar feedback:

With reference to aims, I feel they need to be more specific in terms of the reading sub-skills you want the teachers to develop, which therefore has implications for the tasks that would need to be set by the teachers to satisfy these aims. In my observation, I saw little evidence of pre-reading (or pre-listening) tasks.

Another issue to be considered is the somewhat unhappy marriage as I see it of Reading and Vocabulary in the courses. There seem to be 2 approaches I have noticed: a) Vocabulary (drawn from Vocabulary in Use) unrelated to reading texts or b) very intensive treatment of vocabulary in text e.g. R&V 4. An alternative to a) could be to develop lexical materials related to the articles in "Catch A Wave". With regard to b), is it not somewhat counter-productive to put such a strong intensive focus on new vocabulary in the text? Don't you want to encourage intelligent guesswork, and discourage over-use of the dictionary? (Caswell, personal communication, December 2009)

Reading and Vocabulary 2010

An ideal solution to the 'unhappy marriage' of reading and vocabulary would be to divide the course into two classes a week, each with a distinct focus on either vocabulary or reading. This being administratively impossible, and curriculum writers still being reluctant to discard altogether a focus on a systematic vocabulary development, a compromise has been reached. For the academic year of 2010/11 the vocabulary load has been reduced once more, and there is a renewed focus on reading in classes. In R&V 1 more class time is now devoted to introducing students to extensive reading (English Teachers' Handbook, 2010, p. 50). In R&V 2 the focus continues to shift to balancing extensive reading with intensive reading, including specific reading skills such as guessing, skimming, and scanning (p. 56). In R&V 3 the vocabulary load has been reduced and a textbook has been introduced to provide more intensive reading skills while maintaining a focus on extensive reading (p. 59). In R&V 4 the vocabulary load has also been reduced (from 20 to 10 words a week) while a more overt focus has been given to developing reading skills that would help students understand an English novel (p.61).

A concerted effort has been made to lessen the vocabulary load while simultaneously increasing the attention paid to reading, including extensive reading, intensive reading, and discrete reading skills. While the curriculum was negotiated among multiple participants, observer feedback did play a role in the changes made. The results

remain to be seen as the planned curriculum becomes realized in individual teachers' classes. There will no doubt be further discussions, possibly leading to adaptations. In addition, there will be further evaluative input from a classroom observer.

Discussion

While the primary purpose of the observations will remain to be teacher development, feedback at the curriculum level has proven to be a useful way to expand the voices involved in curriculum development. I believe the following conditions have made the observation program more effective:

1. The observer was not provided with observation checklists, rating scales, or narrowly defined questions. The rationale was that a broad focus would allow for input and insights not specifically solicited. It was precisely this opportunity for broadening the voices included in curriculum development that was sought. Additionally, leaving the evaluation task open-ended allowed the observer to remain focused on what was still seen as the primary, and complimentary, goal of the observation program: teacher development.

2. The syllabus evaluation observations occurred within a broader discussion that gave voice to all participants, including curriculum writers, teachers, and students. Within this broader dialogue observer feedback was viewed as a launching point for further discussion and possible action.

3. The goals and the results of the observation program were freely and openly shared. The focus was not on the evaluation of any specific teacher but of the implemented course as a whole. The observer was asked to provide feedback without any reference to individual teachers.

4. The observer was provided documentation of the curriculum in advance, including the Teachers' Handbook and minutes from the most recent relevant coordinating meetings. Upon the arrival of the teacher trainer, some time was spent going over the curriculum as a whole including course objectives, materials, classroom activities, and assessment.

5. The same observer was contracted over a multiple year span. This helped the observers to become more familiar with the program and courses. In addition, they were increasingly able to draw on relations developed with teachers over multiple observations.

Conclusion

Classroom observations will remain an important source of professional development. Perhaps sometimes overlooked is that they represent a simultaneous opportunity for curriculum development. For curriculum writers the critical question is, "To what extent does a course enable teachers and students to work towards appropriate goals?" An evaluative observation program allows this question to be addressed where curriculum is actually realized – inside the classroom.

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James Venema has been a part-time teacher coordinator at Nagoya Women's University since April of 2005. In addition to curriculum development, an area in which he has published six articles in the last few years, he is currently most interested in creative writing and story-telling in the EFL classroom.

JALT2010 Plenary Speakers to lead us outside

The three headliners at JALT2010 intend to lead conference-goers outside… "outside the box", that is. All three plenary speeches acknowledge new directions and approaches for design and implementation of language teaching.

Alan Maley, Visiting Professor at Leeds Metropolitan University, UK, will give a talked called "The art and artistry of language teaching". The speech will center on Maley's notion of an "alternative paradigm based on an aesthetic view of education". Learn more about Alan through his blog, which includes a video interview from the British Council. <www.teachin genglish.org.uk/blogs/alan-maley/alan-maley-video-interview>

Nicky Hockly, Director of Pedagogy for The Consultants-E, is an expert in the field of teaching with technology. This expanding niche in the field of language teaching will be on display during Nicky's talk titled "Five ways to integrate technology into language teaching". Teachers will take away practical examples of technology use in the language classroom. Nicky has lots of innovative tech ideas on her blog.

Tim Murphey of Kanda University of International Studies, will deliver a plenary speech focusing on ways teachers organize, support, and scaffold activities and materials in order to empower students. Murphey refers to this as "agencying…creatively scaffolding students' languaging abilities". Several academic articles and teacher training videos are available at Tim's website. <www.kuis.ac.jp/~murphey-t/Tim_Murphey/Welcome.html>

The right stuff: hiring trends for tenured university positions in Japan

James McCrostie
Daito Bunka University

Despite the demographic crisis facing Japanese universities it remains possible, though increasingly difficult, to obtain a permanent teaching position. This article analyses three years worth of job ads to determine the qualifications necessary to increase one's chances of securing a permanent, full-time position teaching English at a Japanese university.

終身雇用の教員職を得ることは、日本の大学が学生不足の危機に面している今ではますます難しくなっているが、まだ可能ではある。本論では3年分の求人広告を分析し、日本の大学で終身雇用の英語教員職を得るチャンスを増やすために必要な資格を分析する。

The demographic crisis

The parlous demographic typhoon threatening Japanese education should give pause to anyone looking for stable, long-term employment at post-secondary institutions. In 1992, there were 2.05 million 18 year olds but by 2009 the number dropped to about 1.2 million (Terada, 2007; Anzai, 2003). One expert estimates that within the next decade between 15-40% of Japanese universities and colleges will close or merge with other schools due to a lack of students (Hollingsworth, 2008).

Finding a permanent job remains possible

For those absolutely determined to find a permanent, full-time university position, it does remain possible, though very difficult. Given the opacity associated with hiring processes at Japanese universities and the fact that each department in every school has their own hiring preferences, it is impossible to give job hunters a checklist of qualifications that would guarantee employment as a tenured English instructor. It is possible, however, to examine some of the broader hiring trends and identify important qualifications for those native and non-native English speakers seeking permanent university teaching positions.

The information for this essay comes from an analysis of 133 job ads for tenured English teaching positions at 99 different universities for the 2008-2010 academic years posted on the Japanese Association of College English Teachers (JACET) web page <www.jacet.org>. These 133 ads constituted all the postings for full-time, permanent teaching positions at four-year universities and two-year colleges, published on the JACET

website at the time of writing (11 February 2010). By permanent, I mean that the position had no stated limit on the number of contract renewals. Although, as documented elsewhere, instructors should be wary of contracts that must be renewed at the mutual consent of both parties because universities have summarily dismissed instructors with similar contracts in the past (Aldwinckle, 1999; Hall, 1998).

Japanese universities may not list every available English teaching position on the JACET page, the definitive website for university teaching jobs is the *Japan Research Career Information Network* (JREC-IN) <jrecin.jst.go.jp/seek/SeekTop>. However, using JREC-IN for research purposes is impractical. First, JREC-IN's classification of jobs by research field makes searching for jobs time consuming. In addition, an inability to search jobs after the application deadline has passed presents further difficulties. Interviews with six university instructors based in Kanto and Kansai who have had recent experience serving on a hiring committee to hire tenure track English instructors were also used in this study. Since universities have different policies regarding the types of information that can be disclosed by hiring committee members, the six instructors were not always willing or able to answer the same questions.

The necessary qualifications
Nationality
In terms of nationality, 56 ads were explicitly open to qualified applicants of any nationality. Seventeen postings called for someone with native speaker Japanese language ability, a requirement that obviously limits the number of non-Japanese able to apply. Universities called for native English speakers in 33 ads, a requirement that reduces the number of Japanese eligible to apply. The remaining job ads contained no information about nationality requirements.

Doctorate vs. master's
A large portion of universities now prefer or require doctorates for any new tenure hires. There are still jobs available for those with only a master's degree, but 65% of the advertised positions required or strongly preferred a doctor-

ate. Even for jobs that do not explicitly require a doctorate, master's degree holders may gradually find themselves losing the educational arms race to doctorate holders unless they possess, as will be discussed later, an even more valuable weapon in their qualification arsenal.

Furthermore, the more attractive the teaching situation, the more likely the school will hire someone with a doctorate. Famous schools required applicants to have *Dr.* written in front of their name more often than no name brand schools.

Are you experienced?
Universities often fail to list the number of years of teaching experience required in their job postings, but at least some university level teaching experience is usually required. An unspecified amount of university teaching experience was called for in 17% of ads, 12% of ads wanted at least two years of experience, 23% wanted three or more years experience, while 48% of job ads failed to mention any requirement for previous teaching experience. The stated minimum years of experience may not be sufficient to be hired. The hiring committee members I spoke with revealed that the average length of teaching experience for four tenured instructors hired in 2008 and 2009 was nine years, the majority at the post-secondary level.

While it depends on the school, three hiring committee members also expressed the opinion that it can be easier for full-time contract teachers to make the jump to tenure than it is for part-timers, partly because contract positions may involve some committee work, an important part of a university instructor's duties. It also helps if teachers have experience teaching at one of the more famous universities in Japan. Although, when applying to schools with less academically gifted students, such candidates will also need a convincing answer to the inevitable question: *So why do you want to work at our humble little college after teaching at Brand Name U?*

Have you published enough or will you perish?
When applying for a tenured job, the quantity and quality of your publications will have to ex-

ceed the three typically required for limited-term contract positions. One teacher hired last year for a tenured lecturer position at a medium-sized private university had a dozen publications, half in refereed journals. This successful candidate also had 15 conference presentations, several at international conferences.

Three other recently hired Assistant Professors in Kanto and Kansai had publication records nearly as long, though not always as impressive. One had a long list of a dozen publications, but all of them appeared in internally published university bulletins, indicating that quantity has a quality all its own, at least for the Japanese university in this teacher's case.

Japanese ability is a must

Simply put, Japanese ability is virtually essential. While diplomas, years in the classroom, and publications are important, they are still not enough to guarantee entry into the groves of academe. Just six out of the 133 tenured job postings examined for this study wanted applications from teachers with only limited Japanese proficiency, for example, having daily conversation ability or being able to communicate with office staff. The ability to participate in meetings and handle all the committee work in Japanese was explicitly called for in 60 ads, and the ability to teach in Japanese was called for in 25 ads. It is also not unheard of for university administrators to unexpectedly require newly hired native English speaking instructors to teach a class in Japanese.

Universities typically decide from the application materials and interview whether a candidate's Japanese ability is sufficient. Just eight job postings listed a Japanese Language Proficiency Test level: four schools required level one and four wanted at least level two. Other universities had language requirements that disqualified the vast majority of non-Japanese applicants. 13% of job ads wanted Japanese ability equivalent to native speaker fluency, including reading and writing.

Just applying for tenured jobs will test candidates' Japanese skills. Most (71%) of the JACET job ads examined were published only in Japanese. It is also typical for candidate resumes, publication lists, article abstracts, and a teaching

philosophy essays to be submitted in Japanese. Since the interview will also probably be conducted at least partly, and sometimes entirely, in Japanese, now is the time to start brushing up on your *keigo*.

The experience of a private university in Tokyo that appointed a lecturer to a permanent position in April 2009 helps show the importance of Japanese ability. According to a teacher serving on the hiring committee, the position attracted 57 applications, but only one of the eight candidates who reached the interview stage was a native English speaker. The hiring committee member explained that the most common reasons for eliminating candidates were insufficient Japanese ability and having less than the required three years teaching experience.

Some people argue that the powers-that-be in Japanese universities do not like foreign language teachers to get too good at Japanese, preferring it when their foreigner teachers are tongue-tied and ignorant of what goes on in the faculty meetings. This may or may not have been true in the past. Glick's (2002) discussion of university job-hunting in Japan claimed that too much Japanese ability could sometimes be a disadvantage but provided no evidence. According to Hall (1998), during the 1980's the majority of Tokyo University professors preferred their foreign professors to be "pure and unacclimated aliens" who could not converse fluently in Japanese (Hall, 1998, 105). Thankfully, today that way of thinking has mostly died out, and any places where it survives you would not want to teach at for very long anyway.

English ability

For Japanese applicants, the job ads usually failed to specify a required level of English or did so in terms so vague as to be meaningless. For example, job ads would call for *proficiency in English* or a *high level of English*. However, 25 ads stressed the need to be able to teach and lecture in English, and four more wanted teachers to have 900 TOEIC scores. Several schools also wanted Japanese candidates to have extensive overseas experience; 14 ads called for Japanese applicants to have studied or researched for a period of time in an English speaking country.

Is it what or who you know?

While crucial, even fluent Japanese and English ability will probably not get you crossing the tenure track finish line. Permanent English teaching positions at Japanese universities can attract over 60 application packages. Certainly not all will be from qualified individuals. The hiring committee members I interviewed remonstrated that a third or more of the resumes landing on their desks lack the minimum qualifications stated in the job ad. Nevertheless, competition remains fierce, so there will undoubtedly always be applications from teachers with very similar language ability, experience and publications to you. That makes setting yourself apart from the crowd vital. It is no longer enough to simply pay your JALT and JACET membership fees—you also have to get involved with meetings, conferences, editing journals and similar volunteer service.

Getting involved also helps one to make connections. Knowing someone never hurts in the current atmosphere of brutal competition. Yet what, and not just who, you know usually remains the key, at least for permanent jobs. All the hiring committee members I communicated with worked for universities that publicly advertised their positions. Two hiring committees reported recent experiences rejecting candidates with an inside connection after a different candidate excelled in the interview and teaching demonstration. This shows connections might be enough to land an interview, but they generally would not get someone automatically hired to a tenured teaching post.

However, a preference for the best candidate over those with an inside connection also depends on the university and department. As a hiring committee member elaborated, some universities, or sometimes departments within universities, have a reputation for restricting hiring to people with an inside connection. This is the kind of information that gets passed on from supervisor to graduate student and at conferences. It is another reason to become active in the field and meet as many people as possible.

Time to start praying?

Another consideration when putting together an application package for a tenured job is that a number of universities in Japan are Christian institutions. The job ads from such schools typically call for applicants to show an understanding of the Christian faith. Being able to demonstrate this understanding is more important for tenured jobs than it is for part-time or contract positions at the same schools. Make your understanding of Christianity explicit in your cover letter or you will probably require divine intervention to get hired. This also illustrates the need for applicants to clearly show how they meet all the job requirements in their application packages. Never assume you can explain it at the interview because chances are you will not get invited unless your application clearly demonstrates how you fulfil *all* of the position's requirements.

The need for flexibility

Job hunters also improve their chances if they are mobile. If you have a Significant Other, start talking to them now about the need to move anywhere in Japan that an opportunity opens up. In 2008, at least two universities located in Japan's far flung colder regions experienced failed searches; no one who applied proved sufficiently qualified for the position, so the job ad had to be reposted. Willingness to move away from Kanto (and the larger cities in Kansai) reduces the struggle for tenure to merely dog eat dog. Around Tokyo, competition will always be dog eat dog, and eat cat too.

You also need to be flexible in terms of when you apply. If you are teaching on a limited-term contract, send out applications to tenured jobs every hiring season, not just the year your contract expires. Also, keep looking even in the off-season. A university in Kanto recently had trouble hiring a qualified tenured Assistant Professor outside of the usual application period, seemingly because lots of teachers had stopped job-hunting for the year. With the perfect demographic storm threatening Japanese universities, it is also best to be wary of tenured jobs opening up at small, unknown schools. It may be a great job, or you might just find yourself replacing someone who abandoned a sinking ship.

Conclusion

In the end, getting a tenured job is a bit like becoming fluent in a second language. Everyone who struggles wants to know the secret to success. There is no magic of course. It takes an incredible amount of hard work and perseverance over the long term. And unfortunately, also like language learning, not everyone who tries will succeed.

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James McCrostie came to Japan from Canada twelve years ago and sometimes thought his job hunt would never end. Daito Bunka University finally brought the search to a stop when they appointed him Assistant Professor in 2008. He also edits *The Language Teacher*'s Job Information Center column.

We're going to Englishland! Class trips abroad at home

Christopher Stillwell
Sojo University

There's a classroom in the mouse!

The most famous theme parks in Japan are those of the Tokyo Disney Resort, a popular destination for memorable high school trips but perhaps not the most obvious location for educational enlightenment. Scratch the surface, however, and a wealth of language learning opportunities become apparent:

Motivation

Because of the natural appeal of the parks, preliminary in-class activities in preparation for the trip and post-trip debriefing sessions can draw from an unparalleled level of intrinsic motivation.

Noticing

While the SLA camp may debate precisely what kind of noticing is necessary for language acquisition, few would deny it is easier to learn from things that we notice and remember. English dots the landscape of such park settings as the American West and 1911 New York, contributing to adventures and waiting to be noticed.

Media literacy

Just as a skilled viewer of film or reader of fiction is able to identify such common plot elements as character, inciting incidents, and conflict, critically thinking park visitors can read the architecture. Background information on the creation of the parks reveals the architects and designers are quite literary in their own fashion (Dunlop & Abrams, 1996). Every building

A theme park at the Tokyo Disney Resort may seem like a dubious choice for a university English class trip, but a bit of structure can make virtually any outing into an educationally worthwhile experience that promotes class bonding and provides contexts for learning new language and increasing fluency. This article will show how, drawing from the author's experience organizing two kinds of park trips, one based on student-recorded (and later transcribed) conversations and the other on English-only scavenger hunts. Students' perspectives on the trips and activities will be provided in the form of survey data and quotations from journals.

東京ディズニーリゾートのようなテーマパークを英語クラスの旅行先に選ぶことには、懐疑的な見方もあるかも知れない。しかし少し工夫をすればどんな小旅行も、クラスの絆を強化し、新しい言語を学び、流暢さを増す状況を与えるという、実際に教育的価値のある経験となり得る。本論は、学生が録音した（後で書き起こした）会話と、英語のみを使用したscavenger hunts（ごみ集め競争）という、2種類のテーマパーク旅行における著者の経験に基づいた実例を示す。旅行やアクティビティに関する学生の見解を、アンケート結果や学生の旅行日記からの引用の形で提示する。

tells a story, from the signs on the walls to the knickknacks on the shelves, to the scuff marks on the floor. For the keen eye rewards await.

Authentic material

Attractions like *The Enchanted Tiki Room*, *Magic Lamp Theater*, *Stormrider*, and *Microadventure!* offer subtitles or alternate soundtracks in English, making it possible for these attractions to offer all the language learning opportunities of any authentic material, though the experience of encountering language in such an environment is arguably more likely to create salient memories that enhance learning.

Creativity

Making language is a creative act, and the parks are nothing if not creative. They invite visitors to take on roles of jungle explorers, treasure hunters, and space adventurers, providing unique opportunities to use language that gives voice to the imagination.

Land of fantasy?

In the abstract, any sort of class trip sounds like a good idea. Bring the students outside the classroom, find a way to interact with the real world, and have fun! But the reality of the class trip is often so challenging as to make trip planners (otherwise known as *teachers*) rue the day the thought ever crossed their minds. Aside from difficulties with transportation, scheduling, and keeping students safe, the *task-in-action* is often drastically different from the *task-as-workplan*. Whatever the planner's intentions for the trip, the limitless stimuli of the outside world and the novelty of being in this environment with classmates will often distract students from the supposed educational purpose. Still, with sufficient planning, measures can be taken to ensure that any class trip can provide valuable language learning opportunities. In addition, as Dornyei and Murphey (2003) note, trips offer shared experience that can be a foundation of group bonding.

In the following sections I will detail practices I have found useful for maximizing the value of class trips to the Tokyo Disneyland parks by centering the visits on specific activities – student

presentations followed by recorded conversations in the first instance, and scavenger hunts in the second.

And now, presenting…

The power of class trips to motivate language learning can be harnessed long before anyone takes a step outside the classroom. Prior to the trip, group presentations and related writing assignments can capitalize on students' natural interests and yield opportunities for engaging language practice. For a class trip to the Disney resort, these presentations could cover a range of topics, from critical interpretations of the politics of Disney to assessments of park designers' effectiveness at creating immersive experiences. In my class, students formed groups according to attractions they were most interested in and used English language websites such as Wikipedia, official sites, and fan sites (including sites associated with other Disney parks around the world) to find information. Group members negotiated to organize this information and come up with subtopics to be distributed among the presenters, such as (a) the story of the attraction, (b) different versions of the attraction around the world, (c) controversies related to the attractions, and (d) secret information (a broad category encompassing such things as hidden Mickeys, other often-overlooked details, and rumors of hauntings by guests who have met their untimely demise while on holiday). In addition, each group made a supporting handout which would later serve as a handy reference during the actual trip. On presentation day, the members spoke for about one minute each on their particular subtopics, making reference to their handout, after which the other groups brainstormed questions for the presenters to answer according to their research.

Survey data shows that the students felt pre-trip presentations of this nature were valuable for their language development: 83% rated *giving the presentation* as a 5 on a scale of 1-5 for usefulness, with the remaining 17% giving it a 4. In addition, though student presentations can often become tedious for the listeners, the survey responses indicate that this was not an issue. 79% of the students gave listening to their classmates' presentations a 5 for usefulness, and the remaining 21% gave it a 4.

The trip itself took place after school, taking advantage of a significantly reduced price for evening tickets. The first 60 minutes were dedicated to structured activity in which students broke into pairs to record two-minute conversations in front of each of the attractions they had seen or given presentations on, conversations that were facilitated by having the students refer to the presentation handouts, collected as an unofficial class guide to the park. Having students record conversations of this nature appeared to have a positive impact on their use of English during the entire trip, for survey responses indicate that 23 out of 25 students used English at least 80% of the time during this structured activity portion of the trip, and 19 reported that they continued to speak English at least 60% of the remaining time spent simply enjoying the park together.

During the next class, the students transcribed the recordings, reflected on features of their own language use in terms of strengths and weaknesses, and got feedback from the teacher, all of which can be important steps in raising awareness and helping improve the fluency, accuracy, and complexity of their speech (Stillwell et al., 2009). Of course, because transcription requires a great deal of listening and re-listening, it is ideal for the language to be related to something of great interest. That was arguably the case in this instance, given the fact that the recording helped the students relive the experience of the class trip, with the ambient noise of the attractions themselves providing an evocative background.

Scavenger hunts

Beyond the typical park activities of riding, shopping, and eating, the parks' fantasy environments offer limitless avenues for exploration and stimulation. Perhaps the best approaches to class trips to the parks will align with students' natural interests while simultaneously providing the occasion for them to employ skills in a simulated real world not to be found in the classroom. A scavenger hunt approach can give students the freedom to enjoy the park in small groups while addressing shared challenges. If researched and written with care, questions can promote learning by prompting students to notice language and storytelling features of the park and come

up with creative solutions to challenges, skills that will be of great use in future independent study. Scavenger hunts also lend themselves to taking photos, which can facilitate engaging post-trip presentations in the classroom and also foster class bonding.

The primary drawback of scavenger hunts, of course, is that the planner has to go to some lengths to design a viable hunt in advance. Questions with specific answers, such as *What business is at 4 Pequot Street?* require the teacher to become a park expert in advance of the trip, and can be risky insofar as the features of the park can change unexpectedly when seasonal decorations change the scenery or temporary walls go up for refurbishments. In addition, students may lose motivation for the task if they feel they lack the resources to find the answers in an exercise of *Guess What the Teacher is Thinking*. Open-ended questions, on the other hand, are easier to write and can weather minor changes in the park landscape. They invite a range of points of view and thus promote negotiation between team members, and they are better suited to creative responses. In addition, they can allow the teacher to take on a stimulating new role, acting as a co-explorer rather than an expert.

In my scavenger hunt trips, I have found a number of uses for open-ended questions, including:

- *Noticing*: Take pictures of two sentences with new English words and be ready to explain your guesses about the part of speech and meaning of the words.
- *Critical thinking*: Look around McDuck's Department Store. What does the building tell us about the owner? Take two pictures and be prepared to explain your answers.
- *Class bonding*: Take a photo of your team escaping a volcano eruption.
- *Simultaneous translation*: Find two differences between the soundtrack for the *Magic Lamp Theater* and the text on your personal subtitle viewer.

Before you go

It is a good idea to use class time to make sure all instructions and ground rules for the hunt

are clear, for the park environment is designed to monopolize attention. Basic practices of classroom management can prove quite effective, such as:

- Randomly assign students to groups of 2 or 3 and have them distribute roles such as *Question Reader/Time Keeper*, *Map Reader/Photographer*, and *Answer Writer* in advance. Roles such as these can promote cooperative learning and help the students keep one another on task through positive interdependence (Johnson & Johnson 1994).

- Have students set their own targets for English language use during the trip (*How much English do you plan to speak during the game? ___%*), which they will later assess (*How much English did you speak during the game? ___%*). Make sure they understand this is something they will later be asked to reflect on (*Write a journal to reflect on your experience using English outside the classroom*).

- Establish protocols to support the *Englishness* of the environment by having teams use a fixed greeting when they run into one another during the game, e.g. *Hey, howya-doin'*? Also, requiring that students refer only to English maps can enhance students' immersion in this English experience.

- Make sure the activity will not be disruptive to employees or other guests. Rule out running and shouting, and let students know that they are not to ask cast members for help.

There's a mouse in the classroom!

The final step is to bring the bounties of the hunt back to class in a fashion that promotes reflection, compounds learning, and validates the trip as educationally worthwhile. In my class, a show and tell approach started with the students rejoining their teams to finalize answers and explanations, after which they mixed into new groups in jigsaw fashion and took turns sharing their answers and their photos. During each presentation of a group's answers, the listeners used a score sheet to rate the responses and come up with an overall score. Students finally returned to their original teams to average the scores for the other teams, after which all scores

were gathered and the winners declared. The winning team then had the chance to get a bonus presentation grade by making a group presentation of their answers to the whole class, with their photos projected on the wall. A presentation of this sort provided additional opportunities for learning, as the teacher could direct students' attention to areas of interest such as the team's use of strategies and target language forms.

Student reflections

Unsurprisingly, students' journals show they enjoyed visiting the parks. What was interesting is the extent to which they were also aware of the benefits for their language learning, as was demonstrated in these excerpts from seven different students' journals after a scavenger hunt trip:

Friends like us

- Having this special class was good to get to know each other more. I could talk with my classmates who I didn't talk with a lot in a class so I bet that this special chance made me more comfortable to study with my classmates.

- It was a first time to speak English with my friend outside a school.

Noticing

- I knew about [the park] but… I didn't notice that English was used (written) in so many places. I thought that [it] is one of the great places where people can study English.

- I think finding English words in the park and thinking about the meaning of them is the enjoyable way to practice English.

A whole new world

- [It] is like another country (even though it is located within Japan), so we can act as if it were foreign country.

- In the usual class, I often use the dictionary and stop the conversation if I meet the strange words for me. However, in [the park], I didn't have much time to use that. Therefore, I was trying to talk in English without the dictionary. When I didn't recall English words, I tried to explain that in other

way in English. It's the natural conversation. It's the good way for English practice, I thought.

Trips like these can instill a spirit of fun and utility to language learning that many learners rarely encounter otherwise. As one student put it, such activity "could be good practice, because we can use English in our real life and learn it cheerfully and merrily." Because the trips place language-learning activities in exotic environments, they create situations where learners can glimpse, if only for a moment, the thrill of using English abroad, but without ever really leaving the comforts of home.

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Christopher Stillwell is assistant director of the Sojo International Learning Center at Sojo University, Kumamoto. He is interested in the use of authentic material to enhance motivation and simulate real world language use in the language learning classroom, and the use of transcription to facilitate students' noticing of their own language production.

Presenting naked with slides: How thinking like a designer can help—Garr Reynolds

In this presentation Garr Reynolds will layout ten fundamental design principles and go in depth with many examples and before/after samples. The lessons in this talk are not about dressing up presentations or decorating slides, they are about understanding and embracing concrete design principles that will help make your presentations clear, powerful, and memorable. The material in this presentation will help you become a more compelling presenter, but the lessons can also be applied to other aspects of your career where visual communication and graphic design matter.

Garr Reynolds is author of the award-winning and international best-selling books Presentation Zen and Presentation Zen Design. A sought-after speaker and trainer, he has spoken for firms worldwide such as Amazon, Microsoft, Google, Hewlett Packard, P&G, and many more. A writer, designer, and musician, he currently holds the position of Associate Professor of Management at Kansai Gaidai University in Osaka. He is the former Manager of Worldwide User Group Relations at Apple Inc. in Silicon Valley and spent most of the '90s as a Corporate Trainer for Sumitomo Electric Industries, Inc. in Osaka.

Kyoto JALT: Sat 25 Sep 14:00-17:00; Campus Plaza Kyoto, 4F, Daisan Kogishitu; One-day members: pre-registered ¥500 (to pre-register, send us an email at <jaltkyoto@gmail.com>); registration on the day ¥1000.

TLT RESOURCES
MY SHARE

In this issue's My Share we have four great articles. First off, Tim Knight presents an activity that uses the Daily Yomiuri in "current events" classes. Next, Peter Mizuki promotes student autonomy with a simple discussion activity. In our third article, Craig Gamble uses a "concentration"-style game to promote communicative competence via competition. Finally, Robin Russ offers a series of scaffolding activities to help students deal with difficult discussion topics. Thanks to the authors for sharing some very interesting ideas. I look forward to trying them out in my classroom and hope you do too.

Using the *Daily Yomiuri* for an editorial group work class

Tim Knight

Shirayuri College
<tknight303@gmail.com>

Quick guide

Key words: news stories, discussion, ranking, editorial decision making

Learner English level: Lower intermediate and above

Learner maturity: College/university

Preparation time: 40 minutes

Activity time: 60-75 minutes

Materials: Handout (see Appendix A)

Introduction

This activity is aimed at classes such as news discussion, journalism English, and current topics. It's designed for a January meeting because it makes use of materials published just before the turn of the year, but the format could be adapted for any time. It is basically a group ranking activity, but with the added challenge for students to imagine they are producers or editors of a TV or radio program. That means they need to consider the order in which to present their chosen stories and then to justify their decisions. With lower English level classes, I find that some—sometimes a lot—of the discussion takes place in Japanese, but all the written input is in English, as is the written output and spoken report back to the class. The focus is on discussing the main news stories of the previous year; it's a useful way to conclude a course which has used the news as its content.

Preparation

Step 1: Get the *Daily Yomiuri* on the day towards the end of December when it features the top ten national and the top ten international news stories of the year, according to *Yomiuri Shimbun* readers.

Step 2: Make a handout (similar to Appendix A). This has three components—an explanation of the task, a summary of the 20 news stories, and a space for the groups to write down the ten stories they choose in the order they would present them in a news roundup of the previous year.

Procedure

Step 1: Organize your class into groups of approximately three or four students. Bear in mind you'll need space on the board for each group to show their rankings.

Step 2: Give the handout to each group. Sharing promotes more negotiation and discussion, so two handouts for each group should be enough.

Step 3: Read through the explanation on the handout. Each group has three related tasks. First, groups have to read through the story summaries. Then, imagining they are editors of a news roundup program, they have to choose the ten stories they think are the most important. Their program has to be a mix of national and international stories. I stipulate that they can have as many as six of one kind (national or international) but not more.

In the final stage, students decide and write their running orders with a "slug" (a journalistic term for the name of a news item). Stress that they should think carefully not only how to start and end their program, but also how one story should follow another. They will need to explain and defend their decisions later.

Step 4: While the students are doing the tasks, draw columns on the board.

Step 5: As you notice groups finishing the final task on the handout, ask them to choose someone to copy their program running order in their assigned column on the board (see Appendix B).

Step 6: Quietly point out to the writers where there are spelling errors or omitted words so they can correct them.

Step 7: The final part of the class is to compare and contrast the decisions of each group (see examples in Appendix C). This is a class discussion guided with a mix of your comments and questions to each group, such as: Why did they begin with story X? Why end with story Y? Why did they omit story Z which the other groups

have included? The point is not to criticize students' decisions but to ask them to explain their reasoning.

Students are familiar with TV news programs and I find they understand the task, but that they sometimes have interesting and varied reasons for making different decisions. To ensure a more satisfactory discussion and defense, it may work better if you require the groups to first prepare their reasons in writing.

Conclusion

I use this activity in my journalism English class every January and have always found it to be thoughtful and enjoyable for the students. They have discussed many of the stories over the previous months in other tasks so they are familiar with most, if not all, of them. This final roundup is an engaging and fun way of reminding students of the stories and recycling vocabulary from them.

Appendices

The appendices for this article are available online at <jalt-publications.org/tlt/myshare/resources/2010_05a.pdf>

Introducing autonomy to your students: A simple discussion activity

Peter Mizuki

Nihon University

<peter.mizuki@nihon-u.ac.jp>

Quick guide

Key words: autonomy, oral fluency, discussion, group work

Learner English level: Pre-intermediate and above

Learner maturity: High school and above

Preparation time: A few minutes

Activity time: 30 minutes

Materials: Uniform small slips of paper approx. 9 cm by 12 cm

Introduction

In this simple activity, students participate in a free-conversation activity of their own making. The activity invites students to create questions for each other, and then to engage each other in answering those questions. I found that students enjoyed doing this activity mainly because the discussion is based on topics of their choice, reflecting their own interests rather than the interests of the instructor or a textbook.

I have often used this activity with intermediate discussion classes and as an icebreaker in new classes, to allow students to become more familiar with one another. It can be used with pre-intermediate students as well.

Procedure

Step1: Divide the class into discussion groups.

Step 2: Give each student a uniform size slip of paper (large enough to write at least one discussion question).

Step 3: Each student then writes down a discussion question. Common questions, for example, are: *What did you do during the spring vacation?* or (with fourth-year university students) *How's your job hunting going?*

Step 4: The instructor collects the slips of paper and places the questions face down in a pile in the center of the room.

Step 5: After the slips of papers have been collected, model the activity by picking up a slip of paper from the pile of discussion questions, reading the question aloud to the class and calling on various students to respond. Then tell them to do this activity in small groups of three or four, asking each group to select a leader. Doing this activity in small groups helps lower student anxiety and encourages students to speak up more.

Step 6: The group leaders choose a discussion question from the pile; they then read the discussion question to the group and lead the discussion by asking each group member to express an opinion on the target question.

Step 7: After each person has expressed their opinion on the question, the leader of the group then takes another discussion topic and puts the old one on the bottom of the pile. If the group dislikes the topic or question they are free to pick another topic.

Step 8: The activity continues until all the slips of paper have been discussed or the instructor senses the students have spent enough time doing the activity. While the students are doing the activity the teacher should monitor the students' progress by walking among the groups of students, offering encouragement and advice to groups if the students are too quiet or do not seem to understand what to do.

Conclusion

One definition of autonomy is: "the *right* (sic.) of learners to determine the direction of their own learning" (Benson, 2001, p. 2). This definition of autonomy supports the simple activity explained above, which empowers the learners to discuss their own personal, real world experiences and interests as opposed to topics unrelated to the learners' experiences.

Reference

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Communicative competence: Task-oriented activities that engage students in creative language use

Craig Gamble
Kansai Gaidai University
<cgamble@kansaigaidai.ac.jp>

Quick guide

Keys words: learner-centered, free association, spatial pattern recognition, games

Learner English level: All

Learner maturity: Junior high, high school, first year university

Preparation time: 20 minutes

Activity time: 30-40 minutes

Materials: Black/white board, chalk, dry erase marker, paper, buzzers, bells (optional)

Introduction

Getting students to comprehend and then use what they have been learning is a difficult task for any teacher at any level. Getting students to enjoy what they are learning can be an even bigger task. With younger learners, teachers often promote games as a fun way of learning, but it's important to remember that educational games can be adapted for all age and ability levels across varied learning contexts. One activity that is simple to implement and highly effective in engaging students to learn on their own is a form of the old card game of Concentration.

Preparation

Depending on class size and content being covered, make an answer sheet for the game (see

Appendix A) that is appropriate for the age and level of the students. Before the activity, draw a table grid on the board with five vertical boxes and four horizontal boxes, giving 20 boxes in total (see Appendix B), and number the boxes. You can use more, but twenty boxes should be the minimum.

The following are content suggestions:
- Questions and answers
- Giving suggestions
- Vocabulary and definitions
- Problem and solution
- Animals and their noises/habitats
- Cause and effects
- Fill in the blanks
- Finish the sentence

Procedure

Step 1: Organize the students into three or four groups and tell them they will have a competition against each other. Depending on the age of the learners, some type of incentive (stickers, participation points) for the students is recommended but not entirely necessary.

Step 2: Explain that the reason for playing is to review material previously learned and to practice their listening and speaking skills. The object of the game is to match related content from two different boxes. Match the most boxes to win.

Step 3: Next, give some guidelines (see Appendix C). Groups will take turns choosing a box. The teacher will read the content from the box and each group will be given one minute to discuss and then choose a second box to match the first. If time runs out or if the group's boxes don't match, other groups may try to make the correct matches. The students must say the box number and repeat the correct content from each box. To ensure everyone gets a chance to speak, make sure students rotate the giving of answers. Note that until several boxes have been chosen and the students have heard the content from each box, the first few rounds involve guessing, but students should be trying to anticipate appropriate matches.

Step 4: Give a short demonstration of how the activity works. Have a student from one group

say a box number and then read the content from the box, for example:

S1 "Number 2, I'm 14 years old."

Have another student from the same group select a different box and read the content again:

S2 "Number 19, I live in Osaka."

Tell the class that the content doesn't match so that group doesn't earn any points and any other group may now try to answer (if they know the correct match). Tell the students that "How old are you?" is the correct match for "I'm 14 years old" to make sure everyone understands the activity.

Conclusion

This activity is highly adaptable for a wide range of learners and ability levels and can be used successfully in small or large groups. Creating a competitive atmosphere through game activities can promote communicative ability. Uberman (1998, para. 4) states, "Games encourage, entertain, teach, and promote fluency." This is evident in learners of all ages.

Reference

Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum, 36*(1). Retrieved from <eca. state.gov/forum/vols/vol36/no1/p20.htm>

Appendices

The appendices for this article are available online at <jalt-publications.org/tlt/myshare/resources/2010_05b.pdf>

"All great deeds and all great thoughts have a ridiculous beginning." — Albert Camus

**JALT2010
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the Box*
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Scaffolding difficult topics for meaningful discussion

Robin Russ

Kansai University
<moveon03@yahoo.com>

Quick guide

Key words: prisons, criminality, Internet search, critical thinking

Learner English level: Intermediate and above

Learner m**aturity:** University

Preparation time: A few minutes

Activity time: Three 90-minute lessons

Materials: News article, lesson handouts, video

Introduction

Challenging topics can be made engaging and accessible by scaffolding activities so learners have the information and vocabulary they need to exchange information, express their opinions, and reflect in a critical way. This lesson evolved from an article about the attack in Akihabara, Tokyo (*The Japan Times*, 2008), but any article about a major crime can be used.

Procedure

Step 1: Assign students to research three aspects of prison: famous prisons of the world, conditions of Japanese prisons, and the death penalty in Japan. I searched for appropriate sites for each category and listed these URLs on a printed handout (Appendix A). Students make groups of three and each student chooses one site from each category so that everyone reads something from all three categories. Students take notes summarizing their findings and report to their group in the next class.

Step 2: Group members report and take notes on the information being reported by others.

You should write a class summary of the salient points on board.

Step 3: Write on the board: "Sunday, June 8, 2008 Tokyo-Akihabara" and elicit from the class what happened on that day. Write details such as the name, age, the weapon, number of people injured, on the board. Students copy this into the class notes. Emphasize the need to report only facts, not opinions.

Step 4: Students recall the incident (the news reported and their reaction to it), and then write a newspaper headline and three sentences about it (see Appendix B). In groups of four, students brainstorm key words relating to the incident as well as any similar crimes they can recall. Elicit this information and write it on the board.

Step 5: Hand out a copy of the news article for homework. It may be helpful to divide the article into sections, and have groups assign each member one section to read. After reading it, students should prepare a three-sentence summary along with a list of vocabulary words to teach to the group in the next class.

Step 6: In the next class, in the same groups, students teach the vocabulary, and then explain the key information from their section of the article. Record the information in the class notes.

Step 7: Distribute a worksheet asking students to summarize the information from the article and to report the current situation of the perpetrator if they know it (see Appendix C). Summarize this on the board. Students then judge by percentage how strongly they feel the accused is guilty or a victim himself. (This evaluation is not discussed in class.)

Step 8: In their original groups, students brainstorm different types of crime, minor and major. Make a list on the board. Then brainstorm reasons why people commit crimes. Write the list on the board.

Step 9: Students write a definition for the word "punishment" and list different kinds of criminal punishments they know from their reading (solitary confinement, etc.). Write a definition for "rehabilitation". The final homework assignment is to web search prison rehabilitation programs and report on it the following lesson. (I suggested two websites and gave examples of

programs, but students were expected to search for this information themselves).

Step 10: Students report the results of their web search. Then a documentary about a prison reform program including interviews with inmates and prison officials is shown with a work sheet (see Appendix D). If time permits, debrief in class or do a written assignment as homework.

Conclusion

These lessons were developed as a prelude for watching the documentary *Doing Time, Doing Vipassana* by Karuna Films [subtitled]. Recently a peer jury system has been reintroduced in Japan and students made reference to this throughout. As a result, while considering aspects of crime and punishment the critical thinking evolved to include a more personal issue beyond what was originally intended.

Reference

Uechi, J. (2008, July 1). Society's role in Kato's crime: Tracing killer's lonely path from exclusion to Akihabara rampage. *The Japan Times*. Retrieved from <search.japantimes.co.jp/cgi-bin/fl20080701zg.html>

Appendices

The appendices for this article are available online at <jalt-publications.org/tlt/myshare/resources/2010_05c.pdf>

BOOK REVIEWS
TLT RESOURCES

This month's column features Robert Taferner's evaluation of *Topic Talk* and Arthur Lauritsen's review of *Oxford Word Skills*.

Topic Talk (2nd Edition)

[David Martin. Okegawa, Saitama: EFL Press, 2006. pp. 70. ¥2,400.]

Reviewed by Robert H. Taferner, Lancaster University

Topic Talk is an ESL/EFL classroom textbook ideally suited for false-beginner to intermediate level students in Asia. The textbook is divided into 30 units representing 30 topics varying from everyday conversational themes to more advanced topics, appropriate for higher-level EFL students who are interested in expressing their opinions on local and global concerns and which may lead to deeper discussion and debate.

The textbook follows a simple format of introducing topics through a listening task in which students respond by circling the appropriate answer to each of the thirteen questions presented in a questionnaire format. Students then form pairs or triads and exchange their answers to each question with the option of asking additional questions. The textbook is in colour and has cartoon illustrations intended to provide a visual aid for each topic and comic relief that has proven to be a positive influence on my students'

motivation. Additionally, the students' textbook provides a glossary of translated conversations and vocabulary to give easy access to new language and help facilitate instruction. To support each lesson, the Teacher's Guide (available for download at <www.eflpress.com>) includes bilingual lists of key vocabulary, extra vocabulary and questions, as well as pair activities. A CD of all the listening activities is also available for classroom use.

From a pedagogical perspective, *Topic Talk* primarily gives students an opportunity to practice high frequency WH-questions and to personalize their answers for fluency development. Using the student text without extension activities, a unit may offer approximately 30 minutes of practice. Given that the activities for each unit may not be sufficient for a 50-minute high school lesson, nor a 90-minute university class, *Topic Talk* may be best viewed as supplementary material for most classes. However, with extension activities, this textbook has the potential for being a viable main textbook supplying sufficient instruction and practice for students to develop their speaking and listening fluency through a number of tasks and techniques (Nation, 2009). In my large first-year university classes, I found whole-class and peer dictations
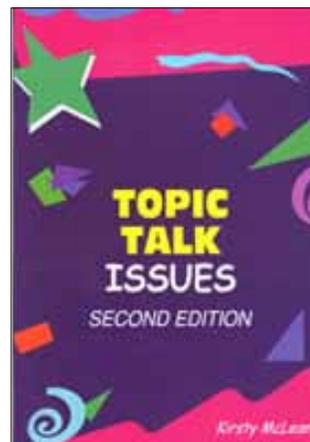
...with Robert Taferner

To contact the editor: <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>

of the *Topic Talk* questions useful for developing students' listening skills. After students have compared their dictations with the original text and made the appropriate corrections, they are given the opportunity to write their answers to the questions. To help my students prepare for the guided *Topic Talk* interviews, I used techniques within the *Audio-lingual Method* (ALM) (see Mora, 2008) to focus on form and encourage sentence level fluency. Students responded well to the ALM techniques of choral repetition, backchaining, and listening for and practicing distinct stress-timed phonological features including linking constant to vowel, assimilation, reduced consonants, word stress, and intonation. Overall, students found this pedagogical approach supportive and that it encouraged their listening and speaking fluency on a variety of familiar topics.

Most of the units cover themes that require little preparation to have sufficient knowledge of the topic and students are likely to respond to each question with confidence; however, there are opportunities to expand each topic in a manner that would facilitate discussion, and even debate. Examples of topics that may be appropriate for further discussion include: the exploration of a variety of cross-cultural differences relevant to each topic; the role of multimedia in our lives (p. 27); the pros and cons of giving money to NGOs and charities (p. 29); the possibility of marrying someone from a different country (p. 53); or the questioning of the American constitutional right to own firearms (p. 59). The vast number of topics this text presents will surely be sufficient to stimulate both students' and teachers' interests.

In summary, as a supplementary textbook, *Topic Talk* has proved to be highly successful in my large first-year university speaking classes. Within the context of a speaking class, this textbook provides ample opportunity for listening and speaking fluency development. With extension activities and careful lesson planning, *Topic Talk* can also be used to introduce topics for further conversation, discussion, and debate.

References

Mora, J. K. (2008). *Second-language teaching methods: Principles & procedures*. Retrieved from <www.moramodules.com/ALMMethods.htm>.

Nation, I. S. P. (2009). *Teaching ESL/EFL listening and speaking.* New York: Routledge.

Oxford Word Skills (Levels 1-3)

Reviewed by Arthur Lauritsen, Shoin University

The *Oxford Word Skills* series is a collection of three books that take the learner from starter level high frequency words to the more technical vocabulary found in the last book in the series. As you would expect from a standard bearer in the English press and education world, the set comes smartly packaged with an accompanying CD and even a little blinder that is used to cover up definitions when studying. *Oxford Word Skills* sets out with the auspicious goal of creating a series that will teach 2,000 words per level. Each book is broken up into 80 units, each 2-3 pages in length. Within each unit there are colorful pictures that introduce the vocabulary along with a series of exercises. The vocabulary is related thematically and the exercises which follow expand on and review the vocabulary. A good example of how this plays out within the pages of the book can be found in the second volume (Intermediate), in the section about cars. The opening graphic along with the accompanying vocabulary lists 20 different car parts including *speedometer*, *accelerator*, and *clutch*. The next section has a series of exercises that quiz the student's knowledge of the vocabulary presented and another section which introduces car-related terms such as *skid*, *overtake*, and *brake*.
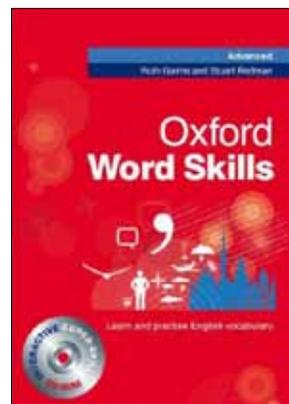
The highlights of these books were the colorful and well-presented illustrations, the comprehensive nature of the vocabulary, and the use of the CD which gives students easy access to review and study materials. Notable is the listening section in the CDs that take the flash cards up to a higher level so that listening is also part of learning the word. Games and graphics also help make the presentation clear as well as challenging.

The drawback of this series, which is an especially pertinent criticism for many native speaking ESL teachers, is that the book lacks a communicative aspect. Learning 20 new vocabulary words for different car parts could in some abstract way prove valuable to a Japanese high school student. More important when considering the ESL context is how this lesson can segueway into an hour-long English communication lesson. It does not, and therein lays the fundamental challenge to any instructor who picks up this book with the intent of using it as a spring board to teach a communicative English class. Case in point is the private high school that was used as a proving ground for this series. The book proved too dense and text based to be used in a substantive way. The text seems to acknowledge this drawback. In the section entitled *How can teachers use the material in the classroom?* the book lists seven bullet points to suggest ways the teacher can use the text in the classroom with all but the last suggestion being various wordings and rewordings of "study" and "quiz." The last step has a recommendation for speaking but it seems more of an afterthought rather than effort at creating a conversation-based lesson. Particularly frustrating is the book's adherence to a traditional method in the face of much current research. Notable among this research is an idea put forth by Nation called the four strands, which is a balance of meaning-focused input, meaning focused-output, language-focused learning, and fluency. In a round table discussion on vocabulary acquisition, Nation sums up the importance of the four strands and the importance of communicative exercises by stating that "about three-quarters of the course time could be spent on communicative, message-focused activities, and about one quarter on the deliberate learning of language" (Laufer, Meara, & Nation, 2005, p. 6).

An activity that worked particularly well with my class of students was a family tree information gap activity (Folse, 2006). Meaning-focused input was first provided through introducing the vocabulary explicitly (flashcards) as well as through a short listening activity. Meaning-focused output and language-focused learning were used in the information gap activity. The activity established acquisition through speaking (meaning-focused output) and encouraged a deliberate use of the vocabulary (language-focused learning). During the last part of the class the students talked about their family, which was a focus on the last strand (fluency). The beauty of the activity is that it was able to engage a group of 40+ high school students and allowed for a communicative approach to the teaching of vocabulary.

After 3 months of in-class use how did I feel about the Oxford series? The series could have been painted with a broader brush and culled ideas from ESL scholarship, ideas which as the publishing flagship of one of the English language's most reputable universities they are no doubt familiar with. Instead the Oxford series hunkers down into a traditional bottom-up processing that proved too heady and stubbornly non-communicative to be an effective text for my students.

References

Folse, K. S. (2006). *The art of public speaking*. Michigan: University of Michigan Press.

Laufer, B., Meara, P., & Nation, P. (2005). Ten best ideas for teaching vocabulary. *The Language Teacher, 29*(7), 3-6.

"The most potent muse of all is our own inner child."
– Stephen Nachmanovitch

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

Recently Received

...with Greg Rouault

<pub-review@jalt-publications.org>

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

RECENTLY RECEIVED ONLINE

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

<jalt-publications.org/tlt/reviews>

* = new listing; ! = final notice. Final notice items will be removed 31 Oct. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault
pub-review@jalt-publications.org

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

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

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

* *Get it Down*. Cowie, N., & Sakui, K. Tokyo: Cengage Learning, 2009. [10-chapter writing text for high beginners with real world writing skills and process tasks focused on the reader].

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

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

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

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

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

Books for Teachers (reviewed in *JALT Journal*)

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

* *Narrative Identity in English Language Teaching*. Kiernan, P. Houndsmills, UK: Palgrave Macmillan, 2010.

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

TLT RESOURCES
TLT WIRED

What's new for instructors in Moodle 2.0?

Ted O'Neill
J. F. Oberlin University ELP

Moodle is a widely used Open Source Learning Management System (LMS) built on social constructionist learning principles. Moodle competes with proprietary systems such as Blackboard and Desire2Learn and offers similar functions supporting interactive, online education. Moodle can be used as a pure distance learning platform or as part of a Blended Learning strategy. Register at Moodle.org to find an active user community, documentation, links to commercial support partners, and a list of the many registered Moodle installations in Japan supporting thousands of users.

The Moodle 1.9 release was announced in March 2008—more than two years ago. There have been several delays during this longer than usual development cycle. However, the Moodle 2.0 Release Candidate 1 (20 July 2010) was a usable major upgrade with significant improvements for teachers. Administrators wishing a detailed description of all changes should consult the release notes (Moodle Docs, 2010).

Beauty is skin deep: Better interface

Moodle has never tried to compete with glossier commercial products on esthetics. Although the platform has always been open to customization and can be made more attractive, this takes time and design skills. With Moodle 2.0 a concerted push to improve themes began even before the official release date (NewSchool, 2010). Average users without HTML, css, or php skills now have more options for Moodle installations with clean, professional designs to make their courses more appealing to students and staff.

In addition, the WYSIWYG editor for creating or editing content within Moodle is greatly improved. The old editor was not compatible with some common browsers. The new editor, based on TinyMCE, is cleaner and works well with browsers such as Safari or Chrome.

Even more openness

With Moodle 2.0 the range of options available for connection is greatly expanded. Connect easily with powerful repository systems such as Mahara or Amazon S3. Educators already using Merlot (www.merlot.org) will be happy to see integration here as well. Finally, this release introduces *Community Hubs* which function as full-course repositories, making sharing between institutions easy.

File structure and file management tools have been redesigned from the ground up. When adding a file to an activity or resource, instructors

have great new options including: selecting files from the central server or local desktop; using commercial repositories such as Flickr and Picasa for images; Google Docs for office productivity files; or syncing from Dropbox. Intellectual property information such as Creative Commons licenses can be attached at upload.
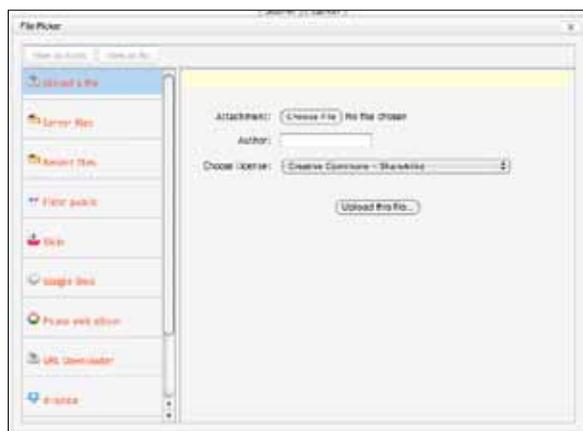
Figure 1. New file upload interface with increased options

Improved course structure and assessment management

It has always been easy to add a wide range of Moodle *Activities* or *Resources* to assemble a course. However, providing tasks and input is not the same thing as structuring a coherent course. Topics, resources, and activities could be organized graphically in Moodle, but this did not actively guide students. Users could click, jump ahead, and bypass the instructor's intended organization with ease. Attempting to manage student progress through a planned sequence of tasks was laborious or inflexible. Moodle 2.0 changed much of this for the better with two new features: Completion and Conditional Activities.

Activity Completion

It is now possible to set completion criteria for a single activity or even for an entire course. For example, the simplest criteria is simply to *View* an *Activity* or *Resource*. Although this cannot assure that a student has actually read a text or listened to an audio file, you can set accessing
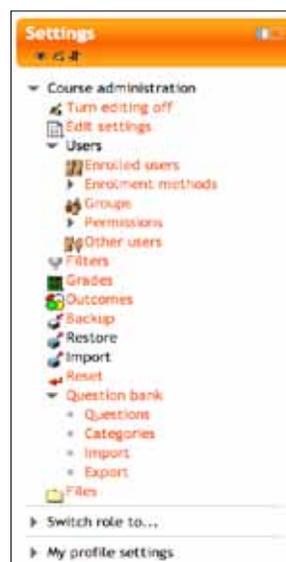
Figure 2. Moodle course administration settings

them as a requirement and generate a simple report of who has done so. Much more powerful applications include requiring: reaching a designated passing grade on a quiz; adding a certain number of posts to a discussion forum; or adding a number of entries to a Database.

Conditional Activities make Completion useful

The next step is to open Resources or Activities only after earlier ones are completed. Under Moodle 1.9, Resources or Activities could only be hidden or visible to all students in a course or group. Now, teachers can create courses that guide students.

For example, a section of a course might include all of the following: a short video of the instructor introducing the topic, a reading passage, a vocabulary and comprehension quiz, and a discussion forum. Under Moodle 1.9, students could do any or all of these in any order, perhaps jumping to the discussion before fully mastering the background material. Activities can now be connected using Activity Completion. With Moodle 2.0, a teacher could set the following sequence. Students cannot read the passage until after they have played the video. If they fail to make a passing grade on the vocabulary and comprehension quiz, they are directed back to

the reading passage until they pass. Only once they have shown some mastery of the material by passing the quiz, they can begin collaborating on a discussion. Intervention from the instructor is not required at each step in the process, reducing assessment time and freeing students to move ahead as quickly (or slowly) as they are able.

One caveat: Watch out for Backup and Restore

Once you've carefully backed up your Moodle 1.9 courses you can always recreate them by restoring them to an installation of Moodle 1.9. However, Moodle 2.0 is such a top-to-bottom redesign that courses backed up from 1.9 cannot be restored directly to an installation of Moodle 2.0. Although this is a significant weakness, there are work-arounds. Upgrading a 1.9 installation to 2.0 will upgrade all of the installed courses. Scripts to fix Moodle 1.9 archives for restoration to 2.0

are underway. Finally, restore from 1.9 backups is expected as part of the Moodle 2.1 release.

Recommendation

Whether you are an experienced Moodler or new to LMSs, Moodle 2.0 is worth trying now. The roadmap sets February 2011 as the goal for a 2.1 release. At that point, Moodle 2 will be ready for any kind of use, so set up a practice course soon to get ready. The more you look, the more good stuff you will find inside.

References

Moodle Docs. (16 July 2010). Moodle 2.0 release notes. Retrieved from <docs.moodle.org/en/Moodle_2.0_release_notes>.

NewSchool Learning. (n. d.). Moodle 2.0 theme contest submissions. Retrieved from <newschoollearning.com/theme/submissions>.

JALT FOCUS

JALT Calendar

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

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

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

JALT News

June EBM

The second JALT Executive Board Meeting was held on 26 June 2010 at the National Olympic Memorial Youth Center in Tokyo. Following is a brief summary of some important issues discussed, which may be of interest to members.

…with Marcos Benevides

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

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

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

Changes to the constitution

In order to make any changes to the JALT constitution, it is necessary that more than half of all members be physically present to vote. This has always been exceptionally difficult to achieve, as it is unlikely that 1,400 or more JALT members will ever be present together in the same hall. It has traditionally been almost as difficult to get the required written proxies in sufficient numbers, and as a result, our constitution is now sorely in need of being updated.

Fortunately, recent changes to NPO law have made it possible for organizations like JALT to send and collect proxies and powers of attorney electronically. But in order to begin making these important changes, we still need your help and support: We need to pass that first physical pen-and-paper motion that will allow further important motions to be voted on online.

So, in the lead up to the national conference in Nagoya, you may be asked by a chapter or SIG officer, a national director, or another JALT representative, to sign a proxy to approve the motion that will allow electronic voting in the future.

Please do cast your vote, or allow your representative to cast one on your behalf. This is a very urgent matter that needs to be addressed.

Chapters and SIGs

At this EBM, Study Abroad was officially recognized as a full SIG. Framework and Language Portfolio has moved up from forming and into affiliate status, and two new forming SIGs were born: Critical Thinking and Task-Based Learning.

Although SIGs seem ascendant, it is so far a net loss year for chapters, with the dissolution of both Chiba and Wakayama passing by wide margins. On the other hand, it is nice to report at least one new forming chapter, Oita.

Publications

Publications Board Chair Steve Brown reported that the new *TLT* format is going well, and that more savings have been made than were originally anticipated. Plans are also underway to reconsider the distribution of and revenue streams generated by *JALT Journal*.

Other items

The 2010-2011 budget was passed, and will be presented to the Ordinary General Meeting at the Nagoya conference.

Chapters and SIGs were once again encouraged to get their constitutions updated and submitted to the Director of Records.

Ken Urano was approved as Japanese Language Editor for *JALT Journal*.

Announcements

Position Available: *TLT* Associate Editor

The Language Teacher is seeking a qualified candidate for the position of Associate Editor, with future advancement to the position of Coeditor. Applicants must be JALT members and must have the knowledge, skills, and leadership qualities to oversee the production of a regularly published academic publication. Previous experience in publications, especially at an editorial level, is an asset. Knowledge of JALT publications is desirable. Applicants must also have regular access to a computer with email and word processing capabilities.

This post requires several hours of concentrated work every week editing articles, scheduling and overseeing production, and liaising with the Publications Board. Applicants should be prepared to make a minimum three-year commitment with an extension possible. The assumption of duties is tentatively scheduled for late 2010. Applicants should submit a curriculum vitae (including details of publication background and published works), a cover letter, and a statement of purpose indicating why they would like to become Associate Editor (and later advance to Coeditor) of *The Language Teacher*, to: Steve Brown, JALT Publications Board Chair, at <pubchair@jalt.org>. This position will remain open until filled.

Position Available: *Conference Proceedings* Editor

JALT Publications is seeking qualified candidates for the position of Editor of the *JALT2010 Conference Proceedings*. The Editor will assemble and supervise a team of Associate Editors and, with their support, will evaluate, select, and edit articles for

publication. Applicants must be JALT members and must have the appropriate academic, editing, computer, and leadership skills. The successful candidate is likely to have previous experience in publications, especially at an editing level, be familiar with JALT Publications, and have experience assisting with JALT conferences. The post requires a commitment from November 2010, beginning before the JALT2010 Conference, through July 2011. Applicants are invited to submit a curriculum vitae (including details of publications and publishing experience), a cover letter, and a statement of purpose, to: Steve Brown, JALT Publications Board Chair, at <pubchair@jalt.org>. This position will remain open until filled.

Announcement of the 2nd Ordinary General Meeting of 2010

- Date: Sunday, 21 Nov 2010
- Time: 3:50-4:50 p.m.
- Place: Room 1003, Aichi Industry & Labor Center

Agenda:

- Item 1: Approval of elected Directors and Auditor

- Item 2: Important issues concerning the administration of JALT

A more detailed agenda will be posted prior to the meeting on the JALT website, <jalt.org>.

平成２０年度第２回通常総会のお知らせ

- 日時：平成年月日()
- 時間：3:50-4:50 pm
- 場所：愛知県名古屋市、愛知県産業労働センター、1003

議案：

- 第１号議案　選出された理事と監事の承認
- 第２号議案　当学会運営に関する重要事項

　議案に関する詳細は総会開催前にJALTウェブサイト<jalt.org>に掲載します。

Caroline Lloyd　キャロライン・ロイド
JALTNationalPresident　全国語学教育学会理事長

JALT FOCUS
MEMBER'S PROFILE

I n this edition of Member's Profile, Chris Wharton reflects on his observations of English use outside the classroom being hindered by issues of personality and how this may be remedied.

MEMBER'S PROFILE

Chris Wharton

The effect of personality on authentic L2 use

After nearly seven years in Japan, teaching primarily at English conversation schools (eikaiwa), I recently began to examine the reasons behind the majority of communication failures described by, and observed in, adult eikaiwa students when traveling abroad.

The findings suggest that personality plays a significant, if not the most important, role in authentic second language (L2) communication. Many advanced level eikaiwa students return disillusioned from a trip to an English-speaking country or a chance encounter with a native speaker (NS) in Japan. They are understandably disappointed when they cannot communicate fluently in a real conversation or even engage in a meaningful exchange of information.

According to student interviews and direct observation, it was not a lack of grammatical knowledge or an insufficient vocabulary that was responsible for the letdowns; it was their personalities. Here are two examples:

Example #1: A middle-aged female student visited the United States to attend a Japanese friend's graduation ceremony. She was seated

at a table with other Japanese guests. The other tables were all comprised of NSs. Some would describe this situation as the perfect opportunity to practice authentic English conversation. However, although the female student was an advanced speaker, she lacked confidence and felt that she would be "bothering" the NSs if she tried to talk to them in her "broken English". She also indicated that she felt she had "nothing in common" with the American guests.

Example #2: A young male student visited Canada for a one-week holiday. He came back to my class complaining of the treatment he received in fast food restaurants. He said the cashiers were always pressing him for his order, to the point where he often just quickly pointed to something on the menu, so as not to upset the cashier or hold up the line. Although insignificant to some, this resulted in an unsatisfactory dining experience which affected his overall travel experience.

How do we as English teachers address these seemingly nonlinguistic communication problems? Some students are simply introverted, a little shy, or just lack confidence. Does this mean that only outgoing language students will succeed in learning a foreign language? No, but perhaps the shy ones need an injection of "personality training" into their English classroom.

Attempting to alter an individual's personality may sound like something out of *Clockwork Orange*, yet research has found that L2 speakers themselves often change their personalities when speaking their L2 (Grosjean, 1994). The two students described in the previous examples might have been helped by personality enhancement activities in the classroom. Of course, a good personality alone is not enough to communicate fluently, but the idea here is to add a personality dimension to the standard adult eikaiwa curriculum. Past research into personality and L2 acquisition has identified certain personality traits that, when present, enable individuals to better acquire an L2 (Krashen, 1982), yet not much has been written about actually trying to improve students' personalities in order to make them better communicators.

Some ideas coming from this personality perspective include challenging students with unexpected situations. For example, adding time limits for certain classroom tasks, like impromptu speeches or oral summaries of readings, can provide beneficial stress or pressure. If students feel nervous about approaching a NS or ordering fast food, we should provide practice through classroom role-plays, where the "impatient cashier" role can be alternated between teacher and students.

Are eikaiwa teachers too soft on students? Are students successful outside of the safe confines of the eikaiwa classroom? I feel we need to shake things up and keep students on their toes. We should surprise our students in the classroom and always keep them guessing. This also includes the little things: Is it the teacher who always asks "Hello. How are you?"; Is it the teacher who always initiates exchanges with questions? If so, then perhaps the students would be better served by taking on these kinds of roles. Teachers could even have students come in with a lesson plan and run the class (see Wharton, forthcoming). As students feel more comfortable with unexpected situations and added pressure, they will hopefully take more risks and enjoy themselves more when traveling abroad and talking with NSs.

The interplay of personality and SLA is intriguing, as although I truly believe that a solid vocabulary is more useful than a deep understanding of grammar, I feel above all that a good personality will best serve eikaiwa students who wish to communicate comfortably in their L2 both at home and abroad.

Chris Wharton is the owner of CES English School in Sakata, Yamagata. His research interests include learner autonomy and vocabulary acquisition. He can be contacted at <christopherwharton@live.com>.

References

Grosjean, F. (1994). Individual bilingualism. In R. E. Asher (Ed.), *The encyclopedia of language and linguistics*. Oxford: Pergamon Press.

Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: Pergamon Press.

Wharton, C. (forthcoming). Realizing autonomy in a Japanese eikaiwa classroom: Learners teaching learners. In K. Irie & A. Stewart (Eds.), *Realizing autonomy: Practice and reflection in language teaching contexts*. Palgrave Macmillan.

JALT FOCUS GRASSROOTS

I n this edition of Grassroots, our national VP, Cynthia Keith, takes a second look at some of the hard working committees of JALT and tells you how to become more involved; Theron Muller explains how he's helping emerging teacher/researchers successfully enter the world of academic publishing; Erina Ogawa shares insights gleaned from a lecture by Sharon Kinsella about the stolen identities of teenage girls; and Thomas Boutorwick and Matthew Rooks invite you to check out their helpful online listening resources database, and even make your own contributions to the ever-increasing list.

The unseen face of JALT – Part 2

by Cynthia Keith, National Vice President

In the last report I focused on the administrative committees of JALT, briefly explaining the workings of the Chapter and SIG Boards, the JALT Central Office, the Board of Directors, and the National JALT Executive Board. Please go back and hunt it down! In this issue you will read about the Audit Committee, Publications Board, Conference Committee, Business Committee, and the International and Domestic Affairs Committees.

Self-supported, we are always looking for those who have an interest in rolling up their sleeves and helping out at all levels of the organization to ensure that the balance between "long-term memory" and "fresh outlook and expansion" is kept.

The Audit Committee

The JALT Audit committee has gone through many revisions since our NPO beginnings and is currently being revitalized. Their job being to guide our organization and ensure that we are compliant with NPO law, constant review is necessary.

The SIG and Chapter Examining body, led by the Director of Treasury and Chapter and SIG Treasurer Liaisons, annually look at the accounting and spending practices of all Chapters and SIGs within the organization and provide them with feedback and instructions on how to properly write up their accounts. It is, I believe, a very long process, but one which makes us a stronger organization. If you have an interest in accounting practices, then volunteering to work with this group of people would be a good place to start.

The Publications Board (see the list inside the front cover of this issue of *TLT*)

This group is focused on the production of our two main publications—*The Language Teacher* and *JALT Journal*. Like all major publications, there are deadlines, proofing of articles and columns, translation, advertising, etc… The pressure on this team of volunteers to get the news into our hands by the print deadline is tremendous and

…with Joyce Cunningham and Mariko Miyao

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

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

incredibly they do most of their work online! However, the bottleneck is at the proofreader level. Details for how to volunteer can be found at <jalt-publications.org/positions>.

If the national publications seem a bit daunting at first, how about cutting your teeth on some of our Chapter or SIG publications? There are many opportunities where you can become more involved in the publishing side of JALT ... What interests you?

The Conference Committee

Volunteers are always needed to help pull our conference together each year. Most of the preparatory work for this year's conference has already been done but there are still many areas where you can help out! Each year whilst we participate in the conference, going to plenary presentations, enjoying workshop or poster sessions, browsing books in the EME, or attending any of the many social aspects of the conference, there is a team of volunteers working behind the scenes like little shoemaker elves making sure that the lights go on, that the equipment is there, that it works, that the speakers are where they should be, that your bags and coats are safe, that our VIPs are being taken care of, that our Associate Members in the EME are happy, and that the traffic flow is not backing up anywhere. There are people hurrying around putting up signs, directing student volunteers, packing conference bags, cleaning up our open spaces, copying and getting the handouts ready, sitting in various SIG booths to explain what we as an organization do... The Publicity team is out and about getting valuable photographs and comments from participants for use in publicity for the following year. There is more ... much more! Lots to do and so few hands to do it all. Why don't you join us?

The Business Committee

This committee is made up of the Conference Business Manager, the Business Manager, the Director of Program, the Vice President, the JCO AM Liaison, and the Committee Chair. Those with a keen sense of business are always welcome to become involved and to help increase the returns from JALT's "for profit" business opportunities.

The International Affairs Committee collaborates and nurtures our relationships with our overseas affiliates, partners, and other international organizations. You can find out more about the important liaison work they do here: <jalt.org/main/affiliates>.

The Domestic Affairs Committees, as the name suggests, looks at improving and nurturing our relationships with other Japan-based organizations. Several important domestic partnerships have been signed this year and the committee is working continuously to improve our standing as one of the largest teaching associations in Japan.

Best wishes!
Cynthia Keith, National Vice President

Meeting the needs of EFL teacher/ researchers with MASH Academic Publishing

by Theron Muller, Noah Learning Center

Academic publishing has been gaining importance in recent years, perhaps due to two reasons: a greater number of job applicants now hold MA degrees, meaning employers increasingly rely on publication credits to distinguish between applicants, and with increased pressure on universities from Japan's declining youth population, institutional accreditation has become a concern for universities. Yet the conclusion of researchers regarding issues of access to academic publishing is that the review processes of journals and their willingness to accept submissions from new members of the research community remains "occluded" (Swales, 1996, p. 45).

So interest in academic publishing is growing, as demonstrated by the 70% of respondents to a recent poll of University of Birmingham MA

students who noted academic publishing was what they wanted most after completing their MA degree. Yet the processes and means to publish academically remain a mystery to budding authors. As one person put it, he had only "a hazy idea of what getting published involved."

Unfortunately, I'm not convinced current MA programs available in Japan meet the desire to learn about publishing. My understanding is that none of them address the process of academic publishing directly in their courses, and students are left to figure it out themselves. I could go into further detail about this disconnect between the contexts of the countries which offer such degrees and the reality of working and teaching in contexts such as Japan and elsewhere in Asia, but that is a discussion for another time and another place.

Here I want to describe how, rather than waiting for conventional programs to meet teacher needs, I addressed the problem directly. Teaming up with MASH Collaboration, I've recently completed the first generation of our 10-week, online MASH Academic Publishing course, and the feedback from the six participants was very positive. As one shared, "Thanks to this course I now understand the steps needed to publish academically, the level of writing expected, and most importantly how to reach that level."

The course is designed to encourage participants to complete real-world tasks centered on academic publishing, such as creating an abstract for a proposal, applying for a grant, and preparing a paper for publication. While the course itself carries a fee, the course site contains two free videos offering an introduction to academic publishing, <mashcollaboration.com/academic-publishing/> and a link to the course Moodle, which includes all the assignments for the course, the forum discussions from our spring course, and recordings of our live classes. We are offering free guest access to the Moodle until 15 September 2010, so if the issue of academic publishing is of interest to you, then I encourage you to visit the site, watch the videos, and browse the Moodle site.

There is also a scholarship available for one participant, which covers the full cost of tuition for the online course, having a 30,000 yen value. The closing date for the scholarship is 15 September, and details of requirements for applying for the scholarship are included in the course site.

Our scholarship recipient for the spring course was Jonathan Shave, who is based in Italy.

Another way MASH Collaboration has been working to assist Asian-based teacher-researchers to publish is the pursuit of two book projects, *Innovating Teaching in Context: Asia*, a book that is currently in review with a publisher, and more recently *Fluency in EFL*, a project Paul Nation is working with us on and which we are preparing for submission to a publisher as you read this.

It seems appropriate to close with an invitation—while MASH Collaboration has been a core group of collaborators working together since 2007, we're always interested in expanding the network of great people we work and interact with. Come check us out at our MASH JALT Equinox event happening between 17 September and 26 September in several places around Japan. It will be a dynamic event featuring Scott Thornbury and Paul Nation, with other presentations by Roger Palmer, Marc Helgesen, Marcos Benevides, Chuck Sandy, Andy Boon, Steven Herder, Phil Brown, and many others. Details are available at <mashcollaboration.com>. And finally, if you have an idea for our next MASH project you would like to share, please feel free to contact us, either through our website or with an email addressed to <researchingasia@eltresearch.com>.

References

Swales, J. (1996). Occluded genres in the academy: The case of the submission letter. In E. Ventola. & A. Mauranen (Eds.), *Academic Writing: Intercultural and Textual Issues*, (pp. 45-58). Amsterdam: John Benjamins.

Men imagining a girl revolution: Lecture review

by Erina Ogawa, Toyo University; <erina@toyo.jp>

The prevalent sexualization of young girls in Japan has long been a concern of mine, so I welcomed the email notification from Tokyo JALT of a lecture by Dr. Sharon Kinsella from the University of Manchester named Men Imagining a Girl Revolution. I attended this public lecture on the afternoon of 3 June at Hitotsubashi University, where Kinsella was a short term Visiting Lecturer. Kinsella is best known for her pioneering book *Adult Manga: Culture and Power in Contemporary Japanese Society*, published in 1999.

Kinsella provided an historical setting for media and social trends in what is perhaps quite a controversial topic. Following a logical progression, Kinsella outlined trends in Japan's social history, whilst providing examples from media sources. It was not the photos of topless teenage girls that kept the audience's undivided attention for the ninety-minute lecture, but rather the amount of material covered and the comprehensive referencing with real media examples. The thoughtful questions aired during the time-constrained question session demonstrated the thought-provoking nature of the lecture. Below, I attempt to share some of the ideas presented in the lecture so that readers may have the opportunity to be similarly challenged.

Unlike in the West, where the historical image of poor and downtrodden women is related to the drudgery of housework and childcare, in Japan female liberation is historically a reaction to prostitution and male sexual control. This strong relationship between poor women and prostitution is evident given the fact that well into the twentieth century many fathers exercised their legal right to sell their daughters into prostitution. Conversely, voluntary prostitution in Japan is associated with female autonomy. The buried history of prostitution commonly appears in media images—even mainstream ones, such as in Miyazaki Hayao's award-winning Spirited Away (2001). Chihiro's bondage to the bathhouse (which could be a euphemism for a brothel) to save her parents could be viewed as a depiction of daughters in pre-war times being sold to brothels to save their families from poverty.

Kinsella also drew parallels between wartime Korean prostitutes (Comfort Women) and teenage prostitution (*enjo kosai*). She explained the reverse-image nature of the relationship between these two social issues; one image is of women forced into uncompensated prostitution and the other image is of girls being overly compensated for voluntarily provided services. She mentioned that the timings of news reports about enjo kosai repeatedly coincide with news reports about Comfort Women and suggested that members of the media prefer to report about enjo kosai rather than about Comfort Women.

Since pre-war times, according to Kinsella, Japanese journalism has consistently married the conflicting images of the two classes of young girls. The attitude of self-entitlement and the confidence of privileged middle-class schoolgirls has collided with the tough mindset, rough speech, and erotic clothing of poor girls. The theme of schoolgirls in revolt appeared in the Japanese media from the mid-1990s and the image of the bad schoolgirl was intense between 1994 and 2004 with a "veritable landfill" of media produced on the subject. At this time, camera crews went to Shibuya in droves, using low camera angles to film up the skirts of teenage girls. Almost all of the major animations of the 1980s to the 2000s have included sexual and powerful young girls as heroines. These heroines in Sailor Moon- type *manga* are girls in school uniform-style dress overpowering older males.

In reality, however, Kinsella insists that girls are still girls and are in a much weaker position in society than middle-aged men. This is evident in, and perhaps due to, their lack of voice in the media. Kinsella's extensive research into cultural works about Japanese female resistance shows that they are almost exclusively written and/ or directed by older men. In fact, she discovered that only one comic book out of several thousand on deviant schoolgirls was actually written by a schoolgirl. The absence of any manifestos, re-

ports, or pronouncements by young women has meant that the only voice being heard is male. Kinsella noted that the fact that girls lack social experience and almost any media voice (coupled with the absence of young women in positions of authority) has allowed writers and producers to project a false narrative onto their image. This monopolization of the public image of young Japanese girls by middle-aged and older men could be a major obstacle blocking women from making progress in society today.

Lend us your ears: Help with finding online listening resources

by Thomas Boutorwick <tboutorwick@yahoo.com> and Matthew Rooks <kgurooks@gmail.com>, Department of Science and Technology, Kwansei Gakuin University

Both language learners and teachers are relying more and more on the Internet as a source for educational resources, and online listening sites are no exception. The quest to locate new and useful listening tools from the vast array of available websites can be akin to looking for a needle in a haystack; finding resources that are appropriate for our students, compatible with school computers, and of acceptable quality can sometimes be more trouble than the time spent searching is worth. Enter the Online Listening Resources List: a database for language teachers and students that provides a detailed, comprehensive description of online listening websites and essential information about them.

The Online Listening Resources List is easily accessible and user-friendly. The various sites are catalogued alphabetically, with readily available descriptions that inform users of suggested uses for the listening materials, available themes and content, proficiency levels, rankings, and user comments about each entry. All of the sites are hyperlinked in the list, meaning every site is just one click away.

This wiki-style database was created with the intention of it being easy to keep up to date and flexible enough to accept a wide variety of user-suggested online listening resources that are applicable to various levels, and teaching and learning styles. Over time, the Online Listening Resources List will grow, and ESL/EFL instructors will have an important place where they can go to search through a broad list of available listening materials.

Although the database is up and running, its full potential will only be realized with your help! In order to access this list, please go to <onlinelisteningresources.pbworks.com> and click on the "Resource List" link on the home page. Signing up for pbworks takes only one minute, and it's absolutely free and completely painless. After registering, you are free to peruse and edit the list. The list is still relatively new, so any suggestions for improving the interface, classification style, and so on are welcomed and appreciated.

The authors hope that contributions from English language educators and students throughout the world will help to make the Online Listening Resources List a valuable guide for those searching for new listening materials. If each person who hears about this list spends 5 or 10 minutes at the site adding his or her own suggestions and comments, the ESL/EFL community at large would truly benefit. So what are you waiting for? Please visit the site and make a small contribution of your time and knowledge!

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

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

JALT FOCUS OUTREACH

Outreach interviews Elliot Waldman, who teaches as a volunteer at Hong Duc University in Vietnam. The Volunteers in Asia (VIA) organization dispatched him to Thanh Hoa to teach English, learn about the local culture, and provide support to local non-profit organizations. The VIA program assists Asian students in learning about American culture, public service, and healthcare. Using classroom technologies available in Vietnam, Waldman launched a seminar course on 20th century American music, culture, and history as an integrated, content-based course. He adapted the course for use in the learning context of his students who have little access to the world beyond their own agricultural community. The interview reveals the dilemma teachers and students face when making the decision to go abroad.

An interview with volunteer teacher Elliot Waldman in Vietnam

Outreach: How did you make the leap from recent college graduate in Washington, DC to university English instructor in Thanh Hoa, Vietnam?

Elliot Waldman: In January, 2009, I was heading into the final semester of my college career without any concrete post-graduation plans, and feeling a little apprehensive about my future. Around that time, my school's newsletter published a list of various programs where there were still opportunities for employment for graduating seniors. I scanned the list, and found an organization called Volunteers in Asia (VIA), which offers long-term and summer service opportunities in Vietnam, Cambodia, China, Indonesia, Myanmar, Laos, and Thailand. I've always been attracted to the culture and history of Southeast Asia, and Vietnam in particular, so I decided to apply to one of VIA's summer programs in Hue, Vietnam's ancient capital.

Outreach: How did you narrow your choice to a particular school?

Lillian Forsyth, the VIA Vietnam Program Director, observed Elliot Waldman's lessons

…with David McMurray

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

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

Elliot: A few weeks after sending in my application, VIA's Vietnam Program Director contacted me asking if I wouldn't rather apply for the long-term program (one year, with the option of staying on for a second year). I gave it a lot of thought and discussed it with friends and family, weighed the pros and cons, and in the end decided there would be no better time in my life to take a journey like this. VIA offers a wide range of opportunities teaching English and working at NGOs, but unlike many other volunteer and service-abroad organizations, the selection process is interactive. After discussions with the program director about how best to balance my own goals and expectations with those of VIA, we decided that Hong Duc University (HDU) in Thanh Hoa would be the best place for me. It was definitely one of the best decisions I've made so far.

Outreach: How did being a volunteer affect your experience?

Elliot: Most significantly, being a volunteer made my job a whole lot less stressful than the placements other teachers I worked with had. There is a lot of red tape to go through for teachers who get paid through Vietnamese universities. There is also a lot of fiscal negotiation between the university and for-profit partner organizations. My status as a volunteer allowed me to remain detached from such concerns and maintain a steady focus on my students.

Elliot with students and their families in Vietnam

Outreach: U.S. and Japanese universities are well equipped with computer labs and hi-tech classrooms. How does this compare with the technology available at HDU?

Elliot: I spent most of my teaching hours in an ongoing special program at HDU called the International Education Center. The center is set up to train gifted students in English with the ultimate objective of sending them to study overseas. This program is assisted by a scholarship fund from the Thanh Hoa Provincial Peoples' Committee, so the facilities are at a pretty high standard.

Outreach: Do the teachers and students have adequate resources?

Elliot: Every classroom is equipped with a desktop computer, projector, and sound system. These classrooms and offices are air-conditioned. This stands in stark contrast to other classrooms of the university, which really haven't changed much since the buildings were first built 20 years ago (blackboard, fan, and hard desks and benches). Internet connectivity wasn't completely reliable, but it was enough to get by.

Outreach: What role does English play in the lives of your students?

Elliot: The students in Thanh Hoa are amazing. Most of them are postgraduates and young professionals, so they are considerably more mature than most Vietnamese university students. They show an incredible drive to learn English. The meritocratic nature of the International Education Center as a scholarship program for gifted students and young professionals meant there was a very diverse socioeconomic spectrum in my classroom. My students included the sons and daughters of prominent local party officials and people from impoverished rural villages. While the less-privileged students often viewed their English studies as a way to open doors to a better standard of living, many of them were profoundly worried about the prospect of leaving their hometown to study overseas.

Outreach: Please share a story about one of your students.

Elliot: On one cold evening during the Tet (lunar new year) holidays, a student gave me a ride back to the university on his motorbike after I had been visiting his home. Over the course of the forty-minute drive through a cold and misty rain, he told me how much he really wanted to

succeed in his English studies. His dream is to travel abroad for his master's degree, however, he is also the only able-bodied son in his family (his brother is blind). He feels he should stay at home and help with the farm work around his house. He spoke of the poverty of his family and his village. They have only enough electricity for one naked light bulb in each room of the house, and share an outside toilet with three other families. He comes from a long line of poor farmers. I was struck not only by his openness and honesty, but especially by the way he maintained an upbeat composure throughout the conversation. Despite going into detail about his family's socioeconomic position, there was not a trace of indignation or resentment. To him, these were merely the facts of life: "My family is poor, so I just have to work a little harder than others to get what I want".

Outreach: What lessons from this experience can you take with you into the future?

Elliot: There are many, but perhaps most importantly VIA helped me to cultivate a unique approach to inter-cultural interaction. I try to be mindful of customs and traditions that motivate people and make them tick, while being care-

ful not to make unfair generalizations about everyone I meet. This experience has helped me learn how to draw that elusive line between an individual and the culture he or she comes from. This ability will prove particularly valuable in a future career in cross-cultural education.

The column editor acknowledges the assistance of Alice Svendson in writing this interview. Learn more about VIA at <www.viaprograms.org>.

Learning about Christmas in Vietnam

TLT COLUMN SIG NEWS

SIGs at a glance

Key: [☿ = keywords] [📖 = publications] [🗣 = other activities] [≡✐ = email list] [💬 = online forum] **Note**: For contacts & URLs, please see the Contacts page.

PanSig 2011 conference will be held at Shinshu University, Matsumoto, in Nagano Prefecture, 21-22 May 2011. For more information, please contact Mark Brierley <mark2@shinshu-u.ac.jp>.

Bilingualism

[☿ bilingualism, biculturality, international families, child-raising, identity] [📖 *Bilingual Japan*—3x year, Journal—1x year] [🗣 forums, panels] [≡✐]

Our group has two broad aims: to support families who regularly communicate in more

than one language and to further research on bilingualism in Japanese contexts. See our website <www.bsig.org> for more information.

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

Computer Assisted Language Learning

[☿ technology, computer-assisted, wireless, online learning, self-access] [📖 *JALT CALL Journal Newsletter*—3x year] [🗣 Annual SIG conference, regional events and workshops] [≡✐] [💬]

The 2011 JALT CALL SIG conference will be held on Jun 3 to Jun 5 at Kurume University in Fukuoka. If you are interested in serving as an officer and/or member of the 2011 Conference

Team, please don't hesitate to contact us. We look forward to meeting and hearing from persons interested in the expanding world of CALL. For more information, please see <www.jaltcall.org>.

College and University Educators

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

At JALT2010, CUE will hold a forum on publishing in the OnCUE Journal, followed by the CUE SIG AGM. The CUE 2011 Conference will be held on 2-3 July at Toyo Gakuen University, Hongo Campus, and will feature plenary speakers Ema Ushioda and Kim Noels. Motivation is the conference theme, and a call for presentations is forthcoming. CUE members receive the refereed publication, OnCUE Journal (ISSN:1882-0220), which is published twice a year. For more information about CUE SIG news and events, see the CUE website at <jaltcue-sig.org>, follow "jaltcue" on Twitter, or join the JALT-CUE group on Facebook and Yahoo group at <bit. ly/9NZBTC>.

Extensive Reading

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

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

Framework & Language Portfolio

[curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP)] [newsletter] [workshops, materials development] [ ]

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

Gender Awareness in Language Education

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

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

…with James Essex

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

JALT currently has 21 Special Interest Groups (SIGs) available for members to join. This column publishes announcements of SIG events, mini-conferences, publications, or calls for papers and presenters. SIGs wishing to print news or announcements should contact the editor by the 15th of the month, 6 weeks prior to publication. SIG NEWS ONLINE: You can access all of JALT's events online at:

<www.jalt.org/calendar>

Global Issues in Language Education

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

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

Japanese as a Second Language

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

The Japanese as a Second Language SIG will sponsor a forum entitled "The global 30 project and Japanese language education" at the 36th JALT Annual International Conference. The forum has been scheduled for 20 November 2010. For further information, please visit <pansig. org/2010>.

日本語教育研究学会は、11月19日から22日まで名古屋市の愛知県産業労働センターで開催される、第36回全国語学教育学会年次大会において『グローバル30と日本語教育』というテーマでフォーラムを開催します。会員の皆様と本大会でお会いできるのを楽しみにしております。詳しくは上記のサイトにアクセスするか、以下までご連絡ください。部会代表川手-ミヤジェイエフスカ恩<mierze@tuj. ac.jp>

Junior and Senior High School

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

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory, teaching materials, and methods. We are also intensely interested in curriculum innova-

tion. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

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

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

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication. See <jalt.org/life-long>. For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

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

お問い合わせは涌井陽子<ywakui@bu.iij4u.or.jp> 。また
は Eric M. Skier <skier@ps.toyaku.ac.jp>までご連絡ください。

Materials Writers

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

The MW SIG was established for the purpose
of helping members to turn fresh teaching ideas
into useful classroom materials. We try to be a
mutual assistance network, offering informa-
tion regarding copyright law, sharing practical
advice on publishing practices, including
self-publication, and suggesting ways to create
better language learning materials for general
consumption or for individual classroom use.

Other Language Educators

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

Pragmatics

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

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

Professionalism, Administration, and Leadership in Education

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

Study Abroad

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

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

Teacher Education

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

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

Teachers Helping Teachers

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

Teaching Children

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

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

　児童語学教育研究部会は、子どもに英語（外国語）を教える先生方を対象にした部会です。当部会は、年４回会報を発行しています。会報は英語と日本語で提供しており、この分野で活躍している教師が担当するコラムもあ

ります。また、指導上のアイデアや質問を交換する場として、メーリングリスト<groups.yahoo.com/group/tcsig>を運営しています。活発な部会を維持していくために常に新会員を募集しています。特に日本人の先生方の参加を歓迎します。部会で開催するイベントに是非ご参加ください。詳細については<www.tcsig.jalt.org>をご覧下さい。

Testing & Evaluation

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

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

TLT COLUMN
CHAPTER EVENTS

WELCOME BACK! I hope this autumn season finds you feeling refreshed, recharged, and ready to tackle another semester of teaching and learning new and exciting things. As they say in Japan, "Autumn is the season for learning," so get out to a chapter event to exchange your ideas and wisdom, network, AND learn something new! Remember to check the chapter events website <jalt.org/events> if your chapter is not listed below. Other events may appear on the website at any time during the month.

GIFU—*Getting back to basics in English language teaching* by **David Barker**. English language teaching seems to be a steady stream of ever-changing trends. Many highly effective teaching methodologies have fallen out of favour in recent years because they are no longer deemed to be sufficiently "communicative." This is often in spite of the fact that a wealth of research evidence exists to show that many of them are, in fact, highly beneficial for learners. David Barker will present a number of "basic principles" of language learning, and discuss how these can

…with Michi Saki

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

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

be applied to classroom methodology. *Sat 18 Sep 19:00-21:00; Gifu JR Station, Heartful Square, 2F East Wing; One-day members ¥1000.*

HAMAMTSU—*Getting published: Tips from an author's perspective* by **Diane Hawley Nagatomo**. This is a practical workshop that will help participants understand what elements are necessary to create publishable EFL textbooks for Japanese university students. The presenter will draw upon her experiences gained over the past 15 years to lead a discussion concerning issues such as developing and maintaining relationships with editors and publishers, working with co-authors, developing materials that fit students' interests and abilities, and creating materials that fit the expectations of Japanese English teachers and students. *Sun 12 Sep 13:30-16:00; Hamamatsu, ZAZA City Bldg. Palette, 5F; See website for details <www.hamajalt.org>; One-day members ¥1000.*

HAMAMATSU—*Tips for teaching presentation* by **Charles LeBeau**. The author of *Speaking of Speech* will join us to speak about his book and teaching experiences. The book divides the presentation into three messages: "The Physical Message," "TheVisual Message," and "The Story Message." In this workshop, author and jazz musician Charles LeBeau will shows us how he uses music, sports, and other fun activities to introduce and teach the *Three Messages*. It is sure to be a lively event! *Sat 23 Oct 19:00-21:00; Hamamatsu, ZAZA City Bldg. Palette 5F; For directions and details see <www.hamajalt.org>; One-day members ¥1000.*

HIROSHIMA—*New perspectives on pragmatic instruction: Moving beyond monolingual norms* by **Carol Rinnert** of Hiroshima City U. In this multicultural world, what is appropriate language in various situations? This presentation will argue that L2 learners should not be aiming to acquire monolingual L1 speakers' pragmatic norms. Rather, all participants in interaction, regardless of the language they are using (L1 or L2), need to become multicompetent language users or "intercultural speakers." *Sun 19 Sep 15:00-17:00; Peace Park, 3F Conference Room; One-day members ¥500.*

HIROSHIMA—*National conference sneak preview* by **Hiroshima area speakers**. To whet your appetite for the National JALT Conference in Nagoya, various Hiroshima area speakers will give special previews of their National presentations. The presentations will surely be high-quality and exciting, so don't miss them. *19-22 Nov 15:00-17:00; Peace Park, 3F Conference Room; One-day members ¥500.*

IWATE—*How do students pick a number? Seeking course evaluation insights* by **Christine Winskowski**, of Morioka Junior College, Iwate Prefectural U. In rating college courses at semester's end, do students choose a 3 for different reasons from choosing a 4 or 5? Data from 34 college students completing two evaluation forms suggest some evaluation items prompt similar, predictable responses which match ratings. However, other items prompted dissimilar responses, responses seemingly unmatched to ratings or predictability. Participants will examine selected data, predict ratings, and discuss student responses. *Sun 26 Sep 13:30-16:30; Aiina, Room 602; One-day members ¥1000.*

IWATE—*ELT and the science of happiness: Positive psychology in the classroom* by **Marc Helgesen** of Miyagi Gakuin Women's U. Positive, motivated students—engaged in what they are studying and with each other—learn more. How do we facilitate that positive attitude in the classroom? This activity-based session looks at ways positive psychology (TIME magazine calls it "the science of happiness") can be combined with clear language learning goals for active, invested learning. It is sharing with our students the concrete behaviors that happy people engage in. *Sun 24 Oct 13:30-16:30; Aiina, Room 80; One-day members ¥1000.*

KITAKYUSHU—*My share: Internet resources*. Speakers include **Jose Cruz**, **Malcolm Swanson**, and **Greg Holloway**. Come prepared to introduce your favorite teaching resources from the web. *Sat 11 Sep 18:30-20:00; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; One-day members ¥1000.*

KITAKYUSHU—*Easy English for the classroom* and *Scott Thornbury tour*. Many JTEs (Japanese Teachers of English) are concerned by MEXT's proposal that JTEs teach English in English. **Matthew Jenkins**, **Yuki Arima** and **Hiroshi Otani** will address this issue and offer practical advice and suggestions. Following this, special guest speaker **Scott Thornbury** will present *How to make grammar easy (by first making it difficult!)*. *Thur 23 Sept 13:15-16:30; International Conference Center, 3F, Kokura; <jalt.org/chapters/kq>; JALT and ETJ members ¥1000, One-day members ¥2000.*

KITAKYUSHU—*Portfolios, assessment, and institutions: An interim report* by **Hugh Nicoll** of Miyazaki Kouritsu Daigaku. This presentation is a case study / interim report on the rationale and interim results of Miyazaki Municipal University's PACS (Personal Assessment Checksheet System) Project. *Sat 9 Oct 18:30-20:00; International Conference Center, 3F, Kokura; <jalt. org/chapters/kq>; One-day members ¥1000.*

KYOTO—*Presenting naked with slides: How thinking like a designer can help* by **Garr Reynolds**, author of the award-winning and international best-selling books *Presentation Zen* and *Presentation Zen Design*. The presenter will introduce ten fundamental design principles and go in depth with examples and before / after samples. The lessons in this talk are not about dressing up presentations or decorating slides, but instead about understanding and embracing concrete design principles that will help make your presentations clear, powerful, and memorable. *Sat 25 Sep 14:00-17:00; Campus Plaza Kyoto, 4F, Daisan Kogishitu; One-day members: pre-registered ¥500 (to pre-register, send us an email at <jaltkyoto@gmail. com>); registration on the day ¥1000.*

KYOTO—*Practice makes perfect! Presentation practice session for JALT national* and *2010-2011 Kyoto JALT chapter officer elections*. We will open up the floor for Kyoto members who are planning to present at the national conference in Nagoya. Join us in Kyoto for a sneak peak at what Kyoto members have in store! For those who want to try out their presentation and get some valuable feedback: Send your presentation abstract, your name, and contact info to <jaltkyoto@gmail.com> by 30 Sep. Presentations and feedback time will be followed by chapter

elections. New committee members are very welcome! Please contact **Catherine Kinoshita** at <jaltkyoto@gmail.com> for more information. *Sun 24 Oct 14:00-17:00; Campus Plaza Kyoto; 5F, 2 and 3 Enshushitsu; One-day members ¥500.*

MATSUYAMA —*The singer and the song* by **David Paterson** of Matsuyama U. From the twin perspectives of vocal training and linguistic study, research into pronunciation will be presented, with particular focus on singers performing in a wide range of languages and genres. Surveys of various approaches to songs and lyrics will be discussed, and a number of musical examples examined in practical terms. *Sun 10 Oct 14:15-16:20; Shinonome High School Kinenkan, 4F; One-day members ¥1000.*

NAGOYA—*Active learners* by **Jon Catanzariti** of Sugiyama Jogakuen U. Dealing with low motivation or with disruptive students can adversely affect teachers, their approach(es)to classes, and the classes themselves. By working together with students we can encourage them to take greater responsibility for their education, to reflect on their behavior, and illustrate how this affects their learning. The presenter will introduce techniques currently being used at universities that have produced more positive classroom attitudes, demonstrating how students become motivated to create a positive classroom culture. *Sun 26 Sep 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; <www.nic-nagoya.or.jp / en / aboutus / access.htm>; One-day members ¥1000.*

OKAYAMA—*Language acquisition by cochlear implant infants deafened by meningitis* by **C. J. Creighton**. Bacterial meningitis causes sensorineural deafness in 13-30% of infant survivors. Until the development of cochlear implants, deafened children could acquire signed but not oral language. The language outcomes of 41 prelingually deafened children who received cochlear implants before three years of age were analyzed using the patient records at one implant centre in Australia. While the spoken language of these children was significantly better than it would have been without cochlear implants, there might be greater benefit with more language training. *Sat 25 Sep15:00-17:00; Kibi International University Ekimae Campus; For map <//kiui.jp/pc/campus/campusmap.html>; One-day members ¥500.*

OKAYAMA—*Proofreading: Problems and practice* by **Ian Willey** and **Kimie Tanimoto**. Native English-speaking teachers at Japanese universities are often asked to proofread manuscripts written by colleagues in scientific fields. However, research has questioned the efficacy of "native checks" by language teachers on professional texts. The presenters will first describe an ongoing study centering on proofreading done by three groups of native English speakers on nursing abstracts. Different revision strategies employed by these proofreaders will be discussed. The second hour will follow a workshop format; attendees can explore their own revision strategies and attitudes towards proofreading and error correction. *Sat 16 Oct 15:00-17:00; Location TBA on Events Calendar; One-day members ¥500.*

OKINAWA—*Important preparatory meeting for Okinawa JALT 30th anniversary all-Okinawa language educators' day mini-conference and materials exposition. Sat 18 Sep 15:00; Kasthamandap, Rte.58, Ginowan. For confirmation and details please contact <kamadutoo@yahoo.com> or <d-w-in@okinawa.email.ne.jp>.*

OKINAWA—*Okinawa JALT 30th anniversary all-day Okinawa language educators' day mini-conference and materials exposition.* Local and guest presenters will give workshops and talks in separately-themed rooms on: elementary school EFL, junior-senior high EFL, university EFL, 国語, 日本語, and other languages. Publishers will exhibit new and proven texts and materials. Child care and refreshments will be provided free of charge. Bento-style lunch can be ordered for a nominal fee during morning registration. *Sat 9 Oct 9:00-16:00; Meio University, Nago, Okinawa. For details, please contact <kamadutoo@yahoo.com> or <d-w-in@okinawa.email.ne.jp>; Non-member students ¥500; One-day members ¥1000.*

SENDAI—*The Tohoku ELT expo (co-sponsored with ETJ).* This is a one day mini-conference offering quality presentations and materials displays for language teachers in any context: college, junior and senior high school, elementary, kindergarten, and private language school. Presentations will be given by speakers from around Japan and the Sendai/Tohoku region.

Slots are still available, so please share your teaching ideas or research or at any level—children to adult. Submit a proposal to **Ryan Hagglund** <rhagglund@myeigo.com> by 15 Sep. See JALT Sendai website for details <jaltsendai.terapad.com>. S*un 3 Oct 9:30-17:30; Forest Sendai; General admission ¥1000, JALT and ETJ members ¥500.*

SENDAI—*Brain-friendly learning: What neuroplasticity means for language teaching* by **Curtis Kelly** of Kansai U. Neuroplasticity is the single greatest discovery about the brain in the last hundred years. The brain is not hard-wired, nor are processing areas fixed, a simple notion that has overturned some basic beliefs: that paralysis is permanent, that memory irreversibly deteriorates with age, and that masochism has a psychological basis. Likewise, some hallmark theories in language acquisition, such as Chomsky's theory of the LAD and Universal Grammar, have pretty much been disproven. Dr. Kelly will tell the fascinating story of how neuroplasticity was discovered, and then invite discussion on the implications for classroom pedagogy. *Sun 31 Oct 14:00-17:00; Venue TBA; see website for details <jaltsendai.terapad.com>; One-day members ¥1000.*

SHINSHU—*Annual general meeting (AGM)* and *presentation* by **Andy Boon** and **Eric Skier**. Following our chapter's AGM, the general public is welcome to join us for lunch and a talk by **Andy Boon** and **Eric Skier** on organizing events and possibly other topics. *Sun 12 Sep AGM 11:30; Lunch 12:00; Talk 13:00; Venue to be announced; For confirmation of details, please check <jalt.org/events>.*

YAMAGATA—*The state of Indiana in terms of its history, culture, education, and language* by **Saral White.** *Sat 11 Sep 13:30-15:30;Yamagata-shi, Seibu-kominkan; One-day members ¥800.*

YAMAGATA—*New Zealand in terms of its history, culture, education, and language* by **Sundeia Bonda**. *Sat 2 Oct 13:30-15:30;Yamagata-shi, Seibu-kominkan; One-day members ¥800.*

CHAPTER REPORTS

AKITA: May—*Understanding students' non-verbal behavior: What does that silence mean, anyway?* by **Peter Ross**. There can be many reasons why students in a language learning classroom remain silent when asked a question. Ross' presentation and workshop showed the participants how to decode and interpret the silence in the room. By analyzing the physical behaviors of students, teachers can determine what they are thinking and adjust accordingly. After an explanation of the topic and brainstorming session, Ross led the participants through a challenging exercise analyzing physical behaviors in order to determine what their fellow group members were thinking. According to Ross, everyone has "tell" signs that will give another person clues as to what someone is "really" thinking. After that Ross showed video of a study he conducted on this subject. After the video, participants asked questions ranging from behaviorist psychology to cultural revelations on human relationships. Participants found this presentation engaging and fun.

Reported by Wayne Malcolm

AKITA: June—*Exploring learner beliefs through metaphor* by **Joe Sykes**. This was a presentation/workshop that was divided into two parts. During the first part, Sykes presented background material on the use of metaphors as a tool to elicit a deeper response from students when asked to describe their learner beliefs. The use of metaphors can tap into the student's subconscious feelings and bring them to the surface. The second half of the presentation was a workshop in which the audience was divided into groups of three and then they generated specific metaphors based on pictures. A discussion of the results succeeded in facilitating a higher level of reflection.

Reported by Stephen Shucart

AKITA: July—*Extensive reading and ICT contents: Guiding university students to be better English readers* by **Natsumi Onaka**. Onaka started with an introduction to the problems in Japanese high school English education and then went on to detail her voluntary Reading Marathon program at Iwate University International Center. Extensive Reading methodology for the program was then elucidated. The remainder of the talk focused on the interactive MSUERT project to deliver pre- and post- reading tests over mobile devices, and how the Reading Marathon program is being integrated with it. A lively discussion took place at the end of the presentation.

Reported by Stephen Shucart

GUNMA: June—*Using literature circles in a content-based course* by **David Williams**. In this practical workshop, Williams explained adapting fiction-based literature circles to non-fiction environments. He started with an overview of what literature circles are and then discussed the journey leading up to his current practice. In Content-Based Literature Circles (CBLC) the teacher is a facilitator while students work in a group, each with a particular role: group leader; summarizer; word master or culture connector.

…with Tara McIlroy

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

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

Students receive a reading and over the next few weeks discuss the reading from the perspective of their role. The group leader poses discussion questions, the word master chooses important words, the culture connector points out cultural similarities and differences, and the summarizer wraps up the topic. After each round, students participate in a poster session. In a 15-week semester, three rounds can be accomplished. According to his survey, Williams said that students' preference for jobs ranked culture connector highest followed by group leader. Williams discussed the benefits and pitfalls of CBLC, and welcomed comments by participants who were clearly working out how they could apply CBLC to their own teaching situations.

Reported by Lori Ann Desrosiers

HAMAMATSU: April—*Types, tokens, and patterns: Beginning corpus linguistics* by **Matt Smith**. In this presentation, Smith showed how easily a computer corpus can help us see patterns in language. Some dictionaries now show the most common patterns that a given word takes on in discourse, based on corpus data such as the word "decide: V wh-; V to V" with V indicating a verb, so the word "decide" often appears before interrogatives, such as in "decide whether …" or before to-infinitives, such as "decide to call …" This information can help both teachers and students see the patterns of how words are used to express meaning. Smith gave the audience a number of examples of concordances with which we could identify patterns and their implications. He suggested three main sources: The Bank of English, British National Corpus (BNC), and Corpus of Contemporary American English (COCA) as large, reliable computer sites that can be accessed. The presentation was well prepared, well informed, and to the point.

Reported by Dan Frost

IWATE: May—*Understanding students' non-verbal behavior: What does that silence mean, anyway?* by **Peter Ross**. Ross explained that the feedback teachers give to students in ESL and EFL classrooms has been researched in various ways. Far less attention has been paid, however, to both the feedback that students in such classes give to teachers moment to moment, and how

teachers respond to such feedback in planning the next steps in their lesson "online", i.e. in real time (Gaies, 1983). Participants had the opportunity to observe videotaped samples of classroom interaction. We then brainstormed categories for classifying various types of feedback that commonly occur in the classroom. We also practised applying the analysis in the context of the observed lessons as the basis for selecting the next step in the teaching sequence.

Reported by Harumi Ogawa

IWATE: June—*The Japanese way of thinking as expressed in the two opposing TEFL ideas: Kyoyo-shugi vs Jitsuyo-shugi* by **Takashi Yoshida**. Yoshida discussed Japanese ways of thinking by explaining what underlies two TEFL ideas: teaching English as a skills subject or *Jitsuyo-shugi* teaching, as opposed to teaching English as a content subject, or *Kyooyo-shugi* teaching. He first introduced cultural and linguistic problems that seem to work more or less negatively in learning English in Japan. Next he focused on the sociopolitical and mental environments in terms of the two styles. The sociopolitical environment touches on language policies of the world and where Japanese TEFL policy stands in relation to them. The mental environment deals with various types of motivations observed in learning English in Japan. Finally, admitting that the TEFL pendulum has swung too close to *Jitsuyo-shugi* pole since the introduction of the New Course of Study authorized by the Ministry of Education, he proposed "reading skills" and justified this decision in a search for compatibility between these two opposing TEFL ideas.

Reported by Harumi Ogawa

KITAKYUSHU: June—*Improving reading speed and comprehension* by **Ken Gibson**. Seeing a student's TOEIC scores improve dramatically with non-stop reading led Gibson to further research, which convinced him of its validity as a way to ensure greater retention of material. Reading too slowly results in not getting enough information to engage the whole mind productively. Speeding up results in more understanding because more information is immediately available to build better images to effectively process input. A physical challenge, reading speed needs to

be addressed before comprehension. Skip the painstaking and disruptive process of looking up all new vocabulary—a lot can be understood through context if the input is fast enough to engage the whole mind. Fifteen to 20 contacts with a word are enough to get it from short-term to long-term memory, which is the best place for it. Introduced first at a company and then at a university, Gibson's program starts with testing reading speed and comprehension. This leads to explaining and discussing their relationship and introduction of strategies for improving both simultaneously, as well as techniques for imaging, predicting, and dealing with unknown vocabulary. As an immediate indicator of marked improvement, cloze testing is very motivational, as well as useful for course grading.

Reported by Dave Pite

KITAKYUSHU: July—*Dictionary use panel* by **Mark Gibson**, **Eiki Hattori**, **Go Yoshizawa** and **David Latz**. Instructors at primary, secondary, and tertiary levels of English language education in the Kitakyushu area shared their successes, failures, and insights on using dictionaries in their classes. Frustrated at the lack of appropriate elementary level bilingual dictionaries, Gibson made his own and his students know that every new word they learn is in it. This is very useful in the development of a unique curriculum in his private school. Hattori and his colleagues have JHS students create their own dictionaries to prepare for vocabulary tests. New words and phrases are included with phonetic signs, accent markings, and Japanese definitions. Yoshizawa showed three different kinds of electronic dictionaries used in his high school and explained some of their merits, such as the "jump" feature to explain the meaning of an unknown word used in the definition of another; and the word quiz as an ice-breaker to start a class. Electronic dictionaries are also very useful for rephrasing English sentences. Latz gives his university classes 15 weekly vocabulary quizzes which mimic the TOEIC Bridge Test in requiring more than one usage of a word, preparing them well for that test.

Reported by Dave Pite

KYOTO: March—*Troubleshooting/My share*. **(1)** *Thoughts on teaching large classes: Four tips and four activities* by **Julian Pigott**. Pigott encouraged teachers to be positive role models for students and educate rather than teach; to be organized by making use of clear explanation, established routine, and grading rubrics; to make an effort to get to know students on a personal level; and to aim for a balance between fun and serious content. Finally, the presenter introduced four successful activities he uses. **(2)** *Mobile phones for language learning* by **Paul Evans**. Evans spoke briefly about how Japanese students use cell phones for personal use. He then showed his webpage which was filled with numerous links to online resources, literature reviews, and samples of what other educators are doing with mobile phones in their classrooms. **(3)** *Effective groupwork methodology—4 role rotation groups* by **Ted Bonnah**. Bonnah outlined his groupwork-based classroom management style. Learners within a group take on one of four roles in rotation: leader, speaker, writer, and helper. Groups discuss a topic and report to the whole class. **(4)** *Wringing the text* by **Carl Nommensen**. Nommensen introduced two lively whole-class activities he uses to expand on content in textbook reading exercises.

Reported by Gretchen Clark

KYOTO: April—*Back to basics in ELT* by **David Barker**. According to Barker, the pendulum may be swinging back towards the middle of the SLA spectrum as more and more teachers are recognizing the importance of seemingly "outdated" teaching styles. In line with *A Critical Look at the Communicative Approach* (Swan, 1985), Barker argued for a return to the basics, lamenting that Communicative Language Teaching, while formidable because of its focus on fluency, is lacking in that it does not give learners any sort of language to work with. He argued for an inclusion of L1 in all L2 pursuits, explicit teaching of grammar, focused deliberate learning, and error correction by the teacher. In addition, Barker commented on several overlooked truths of successful language learning including that language learning is time consuming, requires hard work and commitment, and is mostly influenced by what the learner does outside the

classroom. The issues raised stimulated lively discussion during the Q&A session that followed.

Reported by Gretchen Clark

NAGOYA: May—*The communicative classroom: What can be taught?* by **Alastair Graham-Marr**. Graham-Marr's purpose is to correct a few misconceptions on Communicative Language Teaching (CLT). Grammar should be taught reactively and communicatively and is acquired at the syntactic and semantic interface. Writing can be taught communicatively. Input is believed to be critical but output leads to fluency and accuracy, and classes should match the students, not the curriculum. As a textbook publisher, Graham-Marr has analyzed his books. His textbooks have homework and other self-study hints. Communicative competence includes grammatical, sociolinguistic, discourse, and strategic competence. Involvement strategies are often culturally specific. Some questions on privacy are rude in some countries where conventions are different. Raising awareness of degrees of obtrusiveness is important. What make listening difficult are weak vowels, disappearing sounds, and syllables. Listening for the gist and getting the basic ideas lead to better understanding. His textbooks include vocabulary notebooks that are written according to his concept of effective teaching with spotlights on speaking, listening, practice, memory, activities, homework, and language production.

Reported by Kayoko Kato

NAGOYA: June—*Designing and implementing discipline-specific projects to motivate non-English undergraduates* by **Paul Moritoshi**. Moritoshi explained the pros and cons of using EFL projects and the need for a framework for project design and implementation. A framework ensures that the project is well-conceived and clarifies things for students. Linking English with students' major studies and future vocation can enhance their interest and motivation. Its seven steps are (1) decide the target content, (2) link it to wider context, (3) write a comprehensive project brief for students and explain it to them, (4) provide a model to students, (5) pre-teach/review the target content, (6) provide tutorial

support for the duration of the project, and (7) student presentation of their projects. Lastly, Moritoshi let us make our own projects. He suggests that the objective should be for graduates to use English in the workplace and that the project can address this need in a creative, interactive, communicative, and enjoyable way.

Reported by Kayoko Kato

NIIGATA: April—*Statistics for Language Teachers* by **David Coulson**. Sharing his extensive research experience, Coulson demonstrated some of the most fundamental statistics tests most commonly used in language teaching research. Several of the main items discussed were standard deviation, t-tests, ANOVA, and testing outliers in data sets. In regards to outliers, Coulson explained a test of outliers called the Smirnov Grubbs method which allows us to know whether divergent values are actually outliers or not. In addition to the above statistics, Coulson also discussed understanding correlations between two sets of numbers, for example, the complex relationship between reading scores on TOEIC and the degree of development of word recognition skill in learners. Ultimately, it was an informative session on how to apply statistics in our own personal research.

Reported by Kevin M. Maher

OKAYAMA: May—*Self-access language learning as classroom-based instruction* by **Garold Murray**. Murray's main purpose was to describe a university course focusing on self-access, so he started by discussing general principles of self-access language learning. He once believed the operative word in *self-access* was *access* but now believes the operative term is *self*. Learners benefit best from self-access learning if they can first reach an understanding of themselves as people and as learners. This understanding results in greater autonomy and motivation to seek out individual ways to learn. The classroom—especially one dedicated to self-access learning—then becomes an environment allowing learners to "take charge" of their learning. Murray showed several steps he takes in class, such as developing personal learning plans from questionnaires, giving mini-lessons that help students learn how to learn, and collecting daily learning logs and

portfolios. Throughout his presentation he asked participants to describe or imagine their own classroom utilization of self-access ideas, from individual research projects to entire courses. To conclude, he emphasized that teachers must face the fact that language learning is primarily dependent on learners. A self-access learning classroom should help students help themselves.

Reported by Scott Gardner

OMIYA: June—*My share activities for young learners*. For the second year in a row, Omiya JALT and Saitama ETJ held a joint session. Three presenters introduced activities suited to young learners. From Omiya JALT, **Ivan Botev** presented a communication activity from Saitama City's conversation program, **John Finucane** shared techniques for helping young learners make the most of their adjective resources, and **Calvin Ogata** shared his techniques for using music in the classroom. From ETJ Saitama, **Graham Finch** shared his use of sign language in the classroom, **Sanae Kawamoto** presented several activities to help students speak out, and finally **Shaun Leyland** discussed thoughts on how to deal with students' mistakes.

Reported by Brad Semans

OSAKA: June—*Tech day*. The Osaka chapter's Tech Day was held on the beautiful campus of Hannan University, which was not only kind enough to lend their facility but also use of their computer systems, allowing attendees to practice techniques or access sites referenced in real time. This year there were 34 presenters: **Troy Guze**, **Zane Ritchie**, **Jean-Paul DuQuette**, **Frank Cheang**, **Bill White**, **Michael Herke**, **Brian Teaman**, **Nathaniel Carney**, **Michael Wilkins**, **John C. Larson**, **Josh Wilson**, **Mark Donnellan**, **David Telega**, **Matthew Sanders**, **Jake Tobiyama**, **Joshua Cohen**, **Craig Gamble**, **Justin Harris**, **Greg Rouault**, **Myles Grogan**, **Jessica Draper**, **Daniel Parry**, **Paul Evans**, **J. Paul Marlowe**, **Andrew Sowter**, **Cameron Romney**, **Michael I. Salovaara**, **Brian Wojtowicz**, **Douglas Meyer**, **Neal Chambers**, **Richard Miller**, **Steven Silsbee**, and **Matt Azizi**. Topics included ideas and resources for applying new technologies such Apple's iPad and iPhone for uses ranging from grade books to stopwatches. Web-based resources

and support were also discussed, including help with navigating confusing web-based interfaces and applications for use with a USB in the classroom. Finally, there was a presentation about the ever-important topic of publishing.

Reported By Bryan Gerard

SENDAI: April—*My share: classroom management*. This meeting was a sequel to the successful meeting on the same topic last year. **Matt Wilson** led an active group discussion based on his own experiences. His ideas covered many aspects of classroom management, from very basic manners for teachers to follow such as remembering the students' names to how to manage challenging children in the class. **Gerald Muirhead** shared a list of do's and don'ts in classroom management. His list included some ideas for creating a better learning environment and also tips to develop a strong rapport with students. **Tomomi O'Flaherty** talked about her belief that having freedom of choice in classes is helpful. She gained this belief from her own English learning experience at university. She described her own use of this freedom of choice strategy in her lessons and how it improves her students' attitude and performance. **Charles Adamson** shared his unique strategy using different spots in a classroom as "stages" to give physical clues for the students to know what kinds of activities they are supposed to do. One example would be if the teacher explains something, he always stands on the same spot so the students eventually learn what the spot means.

Reported by Soichi Ota

SENDAI: May—*ELT publishing and you* by **Steve King** and **John Wiltshire**. Many English teachers in Japan are interested in publishing books but have no idea how to do it. King from Pearson Longman discussed the history of English textbooks and current trends in ELT publishing. His presentation predicted the increased popularity of modern technology devices like iPad and Kindle and their potential influence over the publishing business. Wiltshire shared his experience as an author of textbooks. His presentation discussed the failure he had at the beginning of his career in publishing and a detailed explanation of how authors like him write and publish their books. His publishing experience ranged from self-pub-

lishing to work with Japanese and international companies. Following the presentations, a panel discussion was held. Through the discussion the audience could acquire further knowledge of publishing and gain some useful tips for getting their own work published.

Reported by Soichi Ota

SENDAI: June—*Voice training for teachers: Exercises, applications, and tips* by **Claudine Marais**. Most teachers know very little about their most valuable teaching tool: their voice. Marais, coming from a drama background, helped enlighten us as we examined the human voice from an anatomical perspective, and then practiced body awareness techniques that helped highlight the interrelatedness of the voice with the rest of the body. This information was balanced out with practical exercises involving articulation and voice projection, something teachers could immediately take with them to their classroom situations. Participants left the workshop with a deeper understanding of the mechanisms of the human voice as well as numerous oral strategies which can be used in most teaching environments.

Reported by Matthew Wilson

SHINSHU: May—*The 21st Suwako charity walk*. At our annual community outreach event, over one hundred participants walked halfway around Lake Suwa, accompanied by Shinshu University researchers who provided hands-on explanations of the lake's ecosystem. The walk was followed by a forum which included a talk on the lake's food chain by graduate student **Tomohiro Izawa** and a bilingual quiz on the lake's environment. Music was provided by the Matsumoto Jammers. This event provided a chance for teachers to mingle with students and people from all walks of life, as well as to acquire more knowledge about the environment which may be used in the classroom.

Reported by Mary Aruga

SHIZUOKA: April—*My share*. This meeting featured presenters from the University of Shizuoka. **Jonathan deHaan** talked about how a strategic interaction program is run at his university. He gave an overview of Di Pietro's Strategic Interaction Sequence, and then showed how his students prepare for upcoming role-plays by brainstorming acceptable outcomes and possible strategies for reaching them. Students also try to anticipate what might be said and think of appropriate responses. In addition, they think of useful words and phrases to accomplish the various speech functions required. DeHaan also showed how a class website was not only used to manage the videos and transcripts, but also to make a learning resource. **Chris Madden** showed a series of activities such as *Katakana de Asobou*, which he uses at the outset of his communication classes to help reduce speaker anxiety and to improve fluency and listening skills. Madden also talked about his ongoing research into the communication equation, which explains that perfect pronunciation is not necessary, but that spoken variations within certain parameters are often understandable. **Kent Rhoads** talked about an activity called *The Fishbowl Technique* for utilizing peer feedback in speaking activities, in which 2 students listen while 2 students talk. Included in this technique is a flexible rubric for pronunciation, vocabulary, grammar points, and other categories, which can be adapted for each teaching situation.

Reported by Adam Murray

SHIZUOKA: June—*Getting back to basics in ELT* by **David Barker**. About 15 people came to hear David Barker (www.btbpress.com) give a passionate and provocative presentation about the "elephant in the room" regarding the Japanese approach to English education: too little time spent learning English. He also recommended that we don't throw the baby out with the bathwater with respect to some of the pedagogically useful elements of previously popular teaching methods. Barker's new book, *An A - Z of Common English Errors for Japanese Learners (English Edition),* was published just two days before the talk, and he spent some time illustrating how students can come to understand their grammatical and pragmatic errors through reading his latest book, or some of his other work. The discussion went about 30 minutes overtime but nobody seemed to mind, as most of us stayed to further share ideas with the speaker.

Reported by Christopher Madden

TLT COLUMN
JOB INFORMATION

The Berlitz Method of Labour Intimidation

In an unusual court fight, unionized teachers at Berlitz Japan have been defending the right to strike in Japan for the past 22 months.

The battle between Berlitz and Begunto, the union representing its teachers, began on 13 Dec 2007. While managers held a party at the Roppongi Hills Grand Hyatt, the union launched a strike by picketing outside.

In 2007 and 2008, Berlitz and its parent company Benesse Corp. were enjoying record profits. Berlitz teachers, not having received a raise in 16 years, were demanding a 4.6% pay hike and a bonus equivalent to a month's pay. The strike grew into Japan's language school industry's largest ever sustained strike with more than 100 English, Spanish, and French teachers downing chalk.

Begunto opened a second front by filing an unfair labour practices suit at the Tokyo Labour Commission on 17 Nov 2008. The union alleges Berlitz illegally interfered with the strike by sending a letter to teachers telling them the strike was illegal and to stop walking out.

On 3 Dec 2008, Berlitz sued the five teachers volunteering as Begunto executives plus the National Union of General Workers Tokyo Nambu president and Louis Carlet, former Begunto case officer for NUGW and current Executive President of Zenkoku Ippan Tokyo General Union. The suit also names NUGW Tokyo Nambu and its Begunto branch as defendants. Claiming the strike is illegal, Berlitz sued for ¥110 million in damages. While the lawsuit lacks legal precedent, rather than risk the dismissal of union members, Begunto suspended the strike until the lawsuit is settled.

Berlitz fired two of the five teachers it's suing anyway. One received word of his dismissal just before shipping out to Afghanistan as an American army reservist at the end of July 2009. The other was sacked 3 July 2010 after taking too long to recover from cancer. Begunto is fighting both dismissals at the Tokyo Labour Commission.

Berlitz also let their legal blitz sink into a quagmire. From the first hearing on 26 Jan 2009, Berlitz's lawyers repeatedly failed to submit documents or submitted them late. Their legal argument for declaring the strike illegal and their calculations to arrive at a figure of ¥110 million in damages remain unclear.

Legal experts I spoke to say the firm that Berlitz hired for the case specializes in helping corporations win labour disputes and that delaying is a standard tactic.

…with James McCrostie

<job-info@jalt-publications.org>

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

Job Information Center Online

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

Since Dec 2009, the company and union have engaged in court-mediated reconciliation talks. Such talks settle the vast majority of civil suits in Japan. Berlitz told the court they would drop their lawsuit if Begunto gave a week's notice before striking a lesson. Since teachers typically learn their schedule the night before, the judge instructed Berlitz to come up with a more reasonable offer.

Berlitz's latest offer requested strike notification by 3 p.m. the day before for contract teachers and 5 p.m. the day before for per-lesson teachers. Begunto executives took the offer back to union members for consideration after pointing out to the judge that per-lesson teachers don't receive their schedule until 6 p.m.

The outcome of the lawsuit will have a far-reaching impact. Article 28 of Japan's constitution guarantees workers the right to organize, bargain collectively, and strike. "This is surely going to be an important case," said Hideyuki Morito, a professor of law at Sophia University. Carlet also stressed its importance explaining, "This may turn out to be one of the biggest labour court cases in recent history and perhaps the biggest case ever over the right to strike."

The next round of reconciliation talks and Tokyo Labour Commission hearings are both scheduled for 6 September.

Further Reading

Carlet, L. (2008, September 30). Berlitz strike grows despite naysayers. The Japan Times. Retrieved from <search.japantimes.co.jp/cgi-bin/fl20080930zg.html>.

McCrostie, J. (2009, February 17). Berlitz launches legal blitz against striking instructors. The Japan Times. Retrieved from <search.japantimes.co.jp/cgi-bin/fl20090217zg.html>.

McCrostie, J. (2009, April 28). Berlitz blitz against union bogs down. The Japan Times. Retrieved from <search.japantimes.co.jp/cgi-bin/fl20090428zg.html>.

Spiri, J. (2008, May 6). As parent firm posts record profits, Berlitz teachers strike back. The Japan Times. Retrieved from <search.japantimes.co.jp/cgi-bin/fl20080506zg.html>.

Job Openings

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

Location: Hyogo, Sanda
School: The School of Policy Studies of Kwansei Gakuin University
Position: 4 Associate Lecturers of English
Start Date: 1 April 2011, and one position 20 September 2011
Deadline: 8 September 2010

Location: Fukuoka, Kurume
School: Kurume University
Position: Full-time teacher
Start Date: April 2011
Deadline: 10 September 2010

Location: 埼玉県草加市
School: 獨協大学
Position: 特別任用講師
Start Date: 2011年4月1日
Deadline: 2010 年9月10日

Location: Kyoto, Sakyo-ku
School: Kyoto Institute of Technology
Position: Full-time Associate Professor
Start Date: April 2011
Deadline: 16 September 2010

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

Location: Kanagawa, Sagamihara
School: Aoyama Gakuin University, Sagamihara Campus

Position: Part-time teachers for English courses
Start Date: April 2011
Deadline: 30 September 2010

Location: Ehime, Matsuyama
School: Matsuyama University
Position: Full-time (non-tenured) English language instructor

Start Date: 8 April 2011
Deadline: 8 October 2010

Location: Nagoya, Chikusa-ku
School: Nagoya University
Position: Term-limited Associate Professor
Start Date: 1 April 2011
Deadline: 9 October 2010

TLT COLUMN — CONFERENCE CALENDAR

Upcoming Conferences

9 SEP 10—3rd One-Day Workshop on Pragmatics, Fuji Women's University, Sapporo. The plenary speaker will be Anna Fetzer (U. of Wurzburg). **Contact**: <eltcalendar.com/events/details/4820>

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

20 SEP 10—ACTJ 2010: *Reaching for New Heights: Research, Study and Management Opportunities in Higher Education*, Tokyo, Canadian Embassy. Keynote speaker will be Brian D. Denman with the following invited speakers: Charles Brown (Meiji Gakuin U.), Myles Chilton (Chiba U.), James P. Lassegard (Hosei U.), Larry MacDonald (Soka U.), Mayoko Murai (Kanagawa U.), Joseph Shaules (Rikkyo U.), Richmond Stroupe (Soka U.), Akiyoshi Yonezawa (Tohoku U.), and Kensaku Yoshida (Sophia U.). **Contact**: <actj.main.jp/index.html>

21-23 SEP 10—The 6th ICTATLL International Conference: *Application of Corpus and ICT for Language Studies and Teaching*, Kyoto Campus Plaza, Kyoto. Keynote speakers to be announced. **Contact**: <language.sakura.ne.jp/s/ictatll.html>

23-24 SEP 10—3rd International Online Language Conference (IOLC 2010), held online. **Contact**: <iolc2010.ioksp.com>

24-26 SEP 10—Asia-Pacific Conference on Technology Enhanced Learning 2010 (APTEL 2010), Osaka. Keynote speakers will be Aytekin İşman, Azby Brown, and Lawrie Hunter. **Contact**: <aptel.org>

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

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

…with David Stephan

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

New listings are welcome. Please email information (including a website address) to the column editor as early as possible, preferably by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 September is the deadline for a December 2010 conference in Japan or a January 2011 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

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

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

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

6-7 NOV 10—31st Tokyo English Language (TEL) Book Fair and ELT EXPO, Tokyo, Toyo Gakuen University, Hongo Campus. **Contact**: <eltnews.com/ETJ/events/expos.shtml>

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

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

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

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

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

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

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

2-5 DEC 10—The Asian Conference on Education 2010: *Internationalization or Globalization?*, Osaka. **Contact**: <ace.iafor.org>

4 DEC 10—2010 ALAK International Conference, Korea U., Seoul. Keynote speakers will be Tim Murphey (Kanda U. of Int'l Studies) and John Fanselow (Columbia U.). **Contact**: <alak.or.kr>

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

11-12 MAR 11—2nd International Conference on Foreign Language Learning and Teaching: *Strengthening Ties between Research and Foreign Language Classroom Practices*, Language Inst., Thammasat U., Bangkok. Plenary speakers will be Rod Ellis (U, of Auckland) and Brenda Cherednichenko (Edith Cowan U., Aus). **Contact**: <fllt2011.org>

16-19 MAR 11—Teachers of English to Speakers of Other Languages (TESOL), New Orleans, USA. **Contact**: <tesol.org/s_tesol/convention2011>

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

Calls for Papers or Posters

DEADLINE: 17 SEP 10—(for 15-19 Apr 11)—**45th Annual IATEFL Conference and Exhibition**, Brighton Centre, Brighton, UK. Plenary speakers will be Thomas Farrell, Peter Grundy, Brian Patten, Sue Palmer, and Catherine Walter. **Contact**: <iatefl.org/brighton-2011/45th-annual-conference-and-exhibition-2011>

DEADLINE: 30 SEP 10—(for 26-27 Feb 11)—**7th CamTESOL Conference on English Language Teaching**: *English for Mobility*, Nat'l Inst. of Education, Phnom Penh, Cam-

bodia. Plenary speaker will be Christine M. Bundesen (U. of Brisbane). **Contact**: <camtesol.org/2011conference/2011_Conference.html>

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

TLT COLUMN
OLD GRAMMARIANS

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

If Nostradamus were an English teacher

Johnny: Teacher, Albert stole my pencil again!

Nostradamus: Albert, maker of malice,

Potty-mouthed prankster of great aplomb,

Ten years hence will strain his tibialis

Running from police after a barroom scrum.

Lisa: Teacher, why doesn't English have a future tense?

Nostradamus: Discernment of the future's parallax

To but a chosen few is blessed,

While the logic of English syntax

Is really anyone's guess.

Mr. Timmons [crafts teacher]: Billy, slow down! Running with scissors is bad!

Nostradamus: Lo, such veritable invective

From Timmons, Lord of English Wizards!

The described behavior is indeed defective;

It should be "Running with *a* scissors"!

Principal: Mr. Damus, we've been getting phone calls from parents saying that you're scaring the students. This sort of thing has got to stop!

Nostradamus: Alas! what immeasurable loss to learning

Before the summer is nigh,

If you are to begin governing

My masterful use of the Evil Eye!

Annie: Teacher, what good does it do us to learn English? The only place English matters is at school.

Nostradamus: A monstrous creature with a soothing tongue

Will fill the valleys with horror.

By many names it will be known:

Disney, McDonald's, Coca Cola.

...and finally, these random mystical projections...

Eraser droppings on desks will rise

Like the sands of Algiers,

And none will be surprised

That they must repeat their senior year.

In front of a cram school will be found an infant,

Holding 12 years of tuition.

He will grow large and strong enough to confront

The most vicious exam of admission.

When the snakes surround the altar,
And the Trojan blood is troubled by the Spanish,
On the TOEFL test one student will falter
And to a Canadian exchange program be
  banished.

A student rests on her desk with closed eyes;
A plaintive buzz is heard near at hand.

Awakened, scrambling to text her reply,
She soon returns to dreamy land.

With this burden of sight through the abyss
Only I am encumbered;
Among my visions, to you I reveal this:
Nouns as adjectives have no number.

Model United Nations at JALT2010

Another first for JALT!

At JALT2010 in Nagoya we will be hosting our first Model United Nations (MUN), which features Japanese university students discussing, debating, and aiming to resolve a United Nations agenda item.

The MUN is an academic simulation of the UN which helps students gain a greater understanding of the issues in our world. It's run entirely by the students themselves—they each represent UN member states and advocate their countries' positions, in English, on a United Nations agenda topic, using MUN rules of procedure.

And, just like the real UN, there will be a public gallery, where all conference attendees will be able to observe the debate, compromise, and cooperation, as the delegates move towards a resolution over the two days.

The MUN is an exciting addition to our conference program, not least because it brings students to the heart of the conference in an engaging and innovative way. Make sure you find time on your conference schedule to get along to the gallery.

To learn more about Model United Nations in Japan, visit <jmun.org>.

19-22 NOV 10—JALT2010: 36th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition: *Creativity: Think Outside the Box*, Nagoya, Japan. **Contact**: <jalt.org/conference>

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

- Testing and evaluation
- Materials development

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

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

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

Membership Categories 会員と会費

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

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

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

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 5 F
t: 03-3837-1630; f: 03-3837-1631; <jco@jalt.org>

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

Live Theater at JALT2010

At JALT2010, *Creativity:Think Outside the Box*, we're not just giving the conference a theme. We're issuing a challenge to everyone involved to be different, be innovative, be creative.

And we're presenting you with a feast of creativity on the Saturday night.

Japan's own theater group for young people, the National Theater of Young Artists, will be offering an updated version of Shakespeare's *Henry IV*, with song, dance and full-on sword fights.

It's a great opportunity to see the results of how effectively drama and performance can work with children and young people. And aside from that, it's an entertaining show that you won't want to miss.

The National Theater of Young Artists is a vibrant group which features young people of different nationalities, performing on stage in English. The group's mission statement talks of "challenging and inspiring young people toward the achievement of excellence in music, theater, and dance". To watch them perform, though, is inspirational in itself. Don't miss it!

- The National Theater if Young Artists performs *Henry IV*.

- Saturday, 20 Nov. 2010 (scheduled for 6:00p.m.–around 7p.m.)

- Cost: ¥1,000 in advance online, ¥1,500 on site.

- You can find more information about the group at
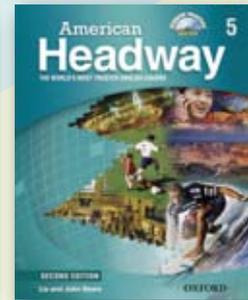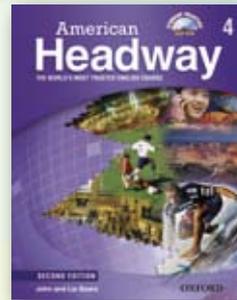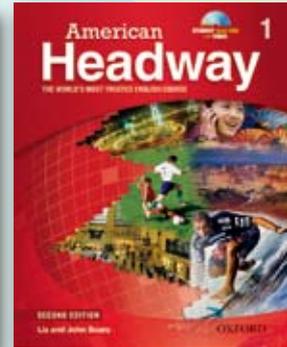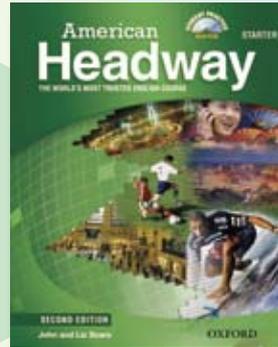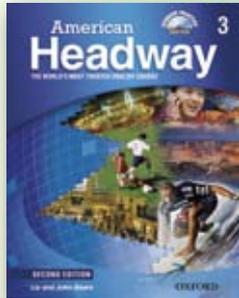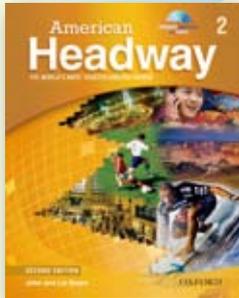
TLT RESOURCES MY SHARE

Using the *Daily Yomiuri* for an editorial group work class

Tim Knight, Shirayuri College

Appendix A

Year round up news broadcast.

On the next page are 20 news stories chosen by *Yomiuri Shimbun* readers as the top 10 national news stories and the top 10 international news stories of 2008. Imagine your group is producing a TV or radio program to round up the news of 2008.

You do not have time to do all 20 stories. So, your tasks are these:

Task 1.

Choose 10 of these 20 stories for your program. You must choose a mixture of national and international stories – no more than 6 from either of the lists and no fewer than 4. (That means you can choose 6 national, or 5 national or 4 national stories, but not as many as 7 or only 3.)

Task 2.

After you've chosen your 10 stories you need to decide the 'running order'. That means the order in which you tell your stories, starting with the first item to tell the viewers and listeners going down to the tenth. (Think about which stories should start and end your program, and how they should follow on from each other.)

Task 3.

Finally, you need to identify each story with a 'slug' – a short phrase to call the story. For example, *Beijing hosts 29th Olympic Games* could be called **Olympics**; *7 killed in Akihabara street rampage* could be **Akihabara killings**.

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Top 10 National News Stories

- **Chinese-made gyoza causes food poisonings**. In January, February and August, there were cases of people needing hospital treatment apparently after eating gyoza made in China.
- **Fukuda quits; Aso becomes prime minister**. After only a year in office, Yasuo Fukuda suddenly resigned as PM in Sept and Taro Aso easily won the contest among the LDP members to become the next head of the party and the next PM.
- **Japanese, Japan-born scientists win Nobels**. Yoichiro Nambu, Makoto Kobayashi &.Toshihide Masukawa jointly won the the Nobel Prize in Physics; Osamu Shimomura, professor emeritus at Boston Univ., won the Nobel Prize in Chemistry with 2 American scientists; he has done most of his research on jelly fish. The prizes brought the total number of Japanese Nobel laureates to 16.
- **Japan wins 9 Olympic golds**. Japan won 9 gold medals, 6 silvers and 10 bronzes at the summer Olympics in Beijing. Highlights included medals for the swimmer Kosuke Kitajima, the women's softball team, Saori Yoshida in the women's wrestling and for Masato Uchishiba in judo.
- **7 killed in Akihabara street rampage**. In June, Tomohiro Kato drove a truck into 5 people in Tokyo's Akihabara district. He then stabbed people on the street, killing.7 people & injuring 10 others. **New health insurance system for elderly**. A new medical insurance system for people aged 75 and over was launched. It was aimed at cutting health care spending, but was criticized for automatically withholding fees paid to elderly people.
- **2 killed in attacks targeting ex-bureaucrats**. Takeshi Koizumi was charged with murdering a former Health and Welfare Ministry official and his wife and the attempted murder of the wife of another former official. Apparently said it was revenge for the death of his childhood pet dog.
- **Stock market hits record post-bubble low**. On Oct.27, the Nikkei closed at 7,162.9 points, the lowest close since the collapse of the bubble economy.
- **Iwate-Miyagi Inland Earthquake kills 13**. A 7.2 magnitude earthquake hit Iwate Prefecture in June and killed 13 people and left 10 more missing.
- **G-8 summit held in Hokkaido**. The G-8 summit was held in Toyakocho, Hokkaido in July. World leaders agreed to fight global warming.

Top 10 International Stories

- **Barrack Obama elected US President.** In Nov., Democrat Barrack Obama beat Republican candidate John McCain in the presidential election. He'll be the first black US president.
- **About 69,000 die in Sichuan earthquake**. The earthquake in May, in Sichuan province, China. Also caused a further 18,000 to be listed as missing; more than 10 million people lost their homes.
- **US financial crisis spreads around the world.** Banks and companies faced collapse and most industrialized countries hit a recession.
- **Beijing hosts 29th Olympic Games**. A record 204 countries took part in the games which were started with a spectacular opening ceremony.
- **Crude oil prices reach all-time high**. In July oil reached an all-time high of $146.27 per barrel but later slumped to as low as $35.
- **Myanmar ravaged by Cyclone Nargis**. The cyclone hit Myanmar for 3 days in May and left more than 130, 800 people dead or missing.
- **Terrorist attacks in Mumbai, India**. Terrorists (possibly Pakistan-based Islamic extremists) attacked 2 up-market hotels and the train station in Mumbai, killing at least 163 people including one Japanese.
- **Large-scale riots erupt in Tibet**. In March riots broke out against Chinese rule. Protestors were

injured or killed by Chinese soldiers when the govt. moved to stop the unrest.

- **Olympic torch relay hindered by protests**. There were protests against China's crackdown on the Tibet protests in places such as Paris, London, Istanbul & Nagano, when the Olympic torch was carried round the world in the months before the games.
- **Bird flu death toll passes 100**. There are still concerns that bird flu is spreading through various countries in Asia. In January the virus killed its 101st human victim.

Appendix B

Appendix C
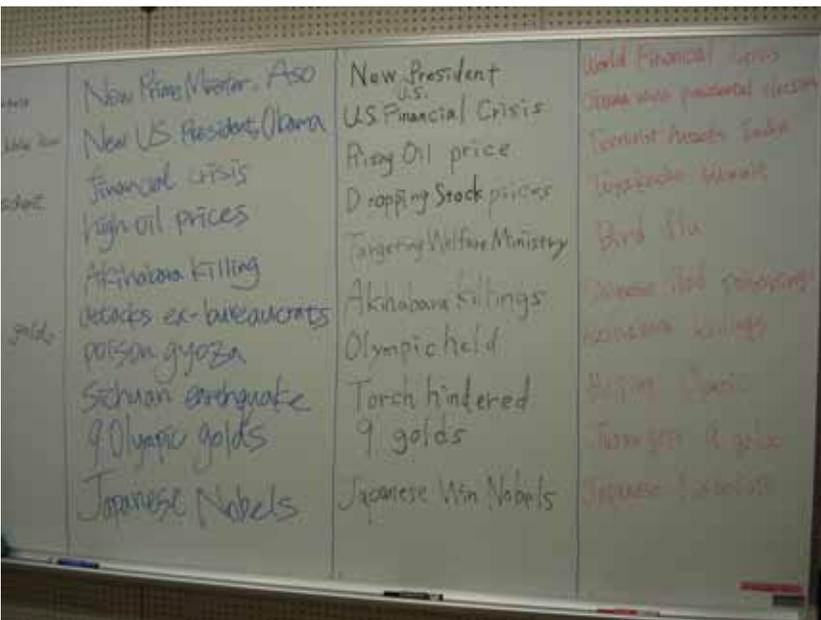
TLT RESOURCES MY SHARE

Communicative competence: Task-oriented activities that engage students in creative language use

Craig Gamble, Kansai Gaidai University

Appendix A

Game Sheet

1. How old are you?	11. You should go to the doctors
2. What sound does a pig make?	12. A pilot
3. If you quit smoking,	13. Who stepped on your toe?
4. You should not eat a lot of junk food	14. I'm 14 years old
5. I feel sick.	15. Where is the movie theater?
6. formal consent, authorization to do something	16. you might live longer
7. Oink oink	17. I'm from Canada
8. Someone who flies a plane	18. It's next to the post office
9. Where are you from?	19. if you want to lose weight
10. The woman who I was dancing with	20. Permission

*Notes

- If class sizes are large, it may be beneficial to have two separate games being played simultaneously.
- Get groups to make their own answers and get the rest of the class to participate as a way of extending the activity.

Appendix B

Table Grid

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

*Notes
- For the last two boxes, see if any groups can guess what the last match is. You may want to read one box first and let the groups buzz in and try to answer for the last points.

Appendix C

Guidelines

1. To give students an opportunity to prepare before the game, the teacher may decide to tell the students what content will be covered in the game (this can be explained in Step 2).
2. Teachers should consider a limit of how many times the content is read to ensure students concentrate fully on the activity.
3. To get students to work together and share information, students should not use any books, dictionaries, or write information down. They must focus on listening to the information being presented and help each other to match the content.

TLT RESOURCES MY SHARE

Scaffolding difficult topics for meaningful discussion

Robin Russ, Kansai University

Appendix A

Internet Research

You will be working in a group of 3 people. Research ONE website for EACH question, a different site for each group member. Take brief notes on the information you find. Use key words or key phrases. Next week you will report your information to the other group members.

1. Famous prisons of the world

- <www.cleavebooks.co.uk/grol/dumas/zprisons.htm>
- <www.doorly.com/writing/famous_prisons.htm>
- <www.dirty-rotten-scoundrels.co.uk/2008/06/30/the-10-worst- prisons-in-the-world>

2. What is the condition of Japanese jails and prisons?

- <www.smh.com.au/articles/2002/12/16/1039656342348.html>
- <en.wikipedia.org/wiki/Human_rights_in_Japan>
- <www.prisontalk.com/forums/showthread.php?t=116787>

3. Death penalty in Japan

- <www.japanfocus.org/_David_McNeill___C_M__Mason-Dead_Men_Walking__Japan_ s_Death_Penalty>
- <search.japantimes.co.jp/cgi-bin/nn20070227i1.html>

- <www.amnesty.org/en/library/info/ASA22/006/2006>

Some of the information in English can be difficult. You do not have to understand everything. Read the information and make notes of the key points you want to remember. In some cases the website can be found in Japanese so you can use the Japanese website to read about the issue.

Make notes to summarize the information. Notes must be written in English.

Next week you will report to your team members in English.

Good luck!

Appendix B

Criminal or Victim?

1. Sunday, June 8, 2008 Tokyo-Akihabara

- Do you remember the event that happened on this day?

- Where were you when you heard about it?

- What was your initial (first) reaction to the news?

- How do you feel today when you think about it?

2. Imagine you are a news journalist.

• Write a headline for this news event.

• Write 3 sentences as a journalist reporting the event.

3. Make a list of key words (vocabulary) that relate to the event.

4. What other similar crimes do you remember happening in Japan?

5. How do you think society should treat such people?

Appendix C

Punishment? Rehabilitation?

Part One

• In the article about Kato, what are the key points in the section reports?

• What facts do you know about Kato from the article?

• What is Kato's situation today? Where is he? Did he have a trial in the courts? What is his sentence?

• To what degree is Kato a criminal? (mark your opinion: 0% - 100%) To what degree is Kato a victim? (mark your opinion: 0% - 100%)

Part Two

1. Make a list of all the different types of crime you can think of.

2. Make a list of reasons that might cause someone to commit crimes.

Part Three

1. Write a definition for:

• Punishment

• Rehabilitation

2. What kind of rehabilitation programs do prisons have? If you don't know, can you suggest programs which might be used for helping prisoners rehabilitate themselves?

3. Do you think people can change?

Appendix D

Doing Time, Doing Vipassana

* **Punishment** - a penalty for an offense committed.
* **Rehabilitation** - restoration to normal life by training and therapy after imprisonment

A. Work with partner. Decide which of the vocabulary is in the category of punishment and which is rehabilitation.

solitary confinement	community service	drug treatment	isolation
counselling	strict rules	limited visitation	job training
hard labor	anger management	physical restraining devices	yoga
family visitation	literacy & higher education	religion	death penalty

B. Do you know what these words mean? Write the Japanese:

* doing time _____

* inmate/prisoner _____

* warden _____

* experiment _____

* reform _____

* meditation _____

* under trial _____

C. Write the answers as you watch the film.

1. Where is Tihar Jail (what city and country)?

2. How many prisoners are there?

3. Who is Kerin Bedi?

4. Why did she try this experiment?

5. How many prisoners did the meditation course?

6. How could meditation help the prisoners?

D. Write your impression about the documentary.