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In this month's issue . . .

Special issue: Lifelong Language Learning

Welcome! The Lifelong Language Learning SIG appreciates the opportunity to work with the TLT staff in bringing you this special issue focusing on issues related to learning throughout one's life.

The number of nontraditional language learners, adult learners of all ages who are studying as part of their post-compulsory education, is increasing in Japan. This reflects the understanding that language learning can enhance work-related and personal opportunities, and promote a healthy lifestyle.

We hope that the various articles in this issue will be of interest and use to those readers who already teach nontraditional learners in their university, business or community classes as well as to those who may have the opportunity to do so in the future.

The three articles included in this issue cover a range of topics related to lifelong learning. **Anthony C. Ogden** offers an overview of lifelong learning in Japan, providing information about participation rates, government policy, and challenges to be met. **Brian Rugen** shows that classroom discourse analysis can help teachers understand how nontraditional learners are positioned in the classroom, and how

Continued over

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

this positioning affects learning opportunities. **Harry Harris** explains how determining a syllabus through curriculum negotiation helps him to meet the various needs of his adult learners.

The four My Share articles offer some practical ideas for those teaching nontraditional learners. **Kim Bradford-Watts** introduces a board game that helps adult learners who plan to go abroad practice travel-related dialogues. **Doreen Gaylord** explains how to play a game to practice the Conditional Imperative using themes of interest to adults. **Zane Ritchie** describes the basic principles of guided reading using pictures books and how to adapt them to small classes of older learners. **Julia K. Harper** shows how an information exchange activity can help learners in multi-generational classes to understand each other's experiences and perspectives.

In our regular Feature, **Joseph Falout** outlines processes by which teachers can regain and maintain their motivation. In Readers' Forum, **Douglas Rapley** looks at the attitudes of Japanese Junior High School students in regard to learning English speaking skills, and **David James Wood** interviews professional test writer **Robert Woodhead** about the TOEIC and TOEFL tests. In Book Reviews, *Interchange Companion to the TOEIC® Test 1, 2* is reviewed by **James McCrostie**, while **J. Allen Gray** reviews *Writing for Life: Paragraph to Essay*. In Wired, J. Paul Marlowe introduces WriteCycle, on online collaborative writing system.

We sincerely hope that these and all our other regular content supports your teaching practice in practical and inspirational ways.

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.

Submitting online

To submit articles online, please visit:

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To contact the editors, please use the contact form on our website, or through the email addresses listed in this issue of *TLT*.

<jalt-publications.org/contacts>

ようこそ！生涯語学学習研究部会（LLL SIG）はTLTスタッフとともに、生涯学習に関するこの特集号をお届けできることを嬉しく思います。

日本では、従来とは異なる語学学習者、つまり義務教育終了後の教育の一部として、語学を学習している成人学習者の数が増加しています。これは、語学学習により、仕事のチャンスや個人的な機会が増え、より健康的なライフスタイルを獲得することができるという理解を反映しています。

本号の論文が大学やビジネスの現場、また地域社会で社会人学習者を教えている皆さんや、将来教えるかもしれない皆さんに有益で、興味深いものであってほしいと思います。

三本の論文は生涯学習に関連した幅の広いトピックを網羅しています。Anthony C. Ogdenは生涯学習参加率や政府の政策、取り組むべき課題などを述べ、日本の生涯学習を概観しています。Brian Rugenは、クラスのディスコース分析を通して、社会人学習者が教室でどのような位置に置かれ、その位置が学習にどのような影響を与えているかを示しています。Harry Harrisは、社会人学習者の様々なニーズに応える為カリキュラムに関する交渉を通していかにシラバスを作成するかを説明しています。

My Shareでは、社会人学習者を教えている教師の為の実際的なアイディアを四つ提示しています。Kim Bradford-Wattsは、海外旅行を計画している社会人学習者に旅行関連の会話を練習させる為のボードゲームを紹介します。Doreen Gaylordは、成人に興味深いテーマを使ったconditional imperativeを練習するゲームのやり方を説明します。Zane Ritchieは、絵本を使ったリーディングの基本的な原則を示し、年齢の高い学習者の小さなクラスへの導入の方法を説明します。Julia K. Harperは、お互いの経験や総体的な見地を理解するために年齢の違うクラスでの情報交換アクティビティがいかに役立つかを説明します。

通常のFeatureでは、Joseph Faloutが、教師が動機づけを取り戻し、それを維持するプロセスを概説します。Readers' Forumでは、Douglas Rapleyが、英語のスピーキングスキルを学ぶ日本の中学生の学習態度を考察します。David James Woodは、プロのテスト作成者であるRobert WoodheadにTOEICとTOEFLについてインタビューをしています。Book Reviewsでは、James McCrostieが、*Interchange Companion to the TOEIC® Test 1, 2* を、J. Allen Grayが、*Writing for Life: Paragraph to Essay*を論評します。Wiredでは、J. Paul Marloweが、オンライン協働ライティングシステムのWriteCycleを紹介します。

特集記事やおなじみのコラムが皆さんの指導に実際に役立ち、刺激を与えるものとなることを切に願います。

Julia K. Harper, LLL SIG Publications Chair
Jerry Talandis Jr., TLT *Coeditor*

Important message to all JALT members

Recent changes to the Japanese NPO laws now allow JALT to collect proxies for meetings and powers of attorney through electronic forms.

This improvement will allow for faster communication, greater participation, and savings for JALT. In order to change JALT's constitution to take advantage of this benefit, we need completed and signed proxy forms from ALL members.

Enclosed with the September issue of *The Language Teacher* was a proxy form and envelope. No postage is necessary. Please take the time to circle "A" to amend the articles of JALT's constitution, sign the form, and post it to the JALT Central Office as soon as possible.

Thank you for your support,

Tadashi Ishida

JALT Auditor

全国語学教育学会は貴方の投票が必要です

最近のNPO法の変更により、全国語学教育学会も総会において、電磁的方法をもって議決権を行使できる可能性があります。

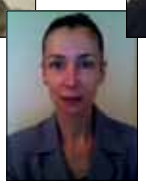
この改善点は全国語学教育学会総会のためのより速い意思の伝達、より多数の人の参加および費用の節約を可能にするでしょう。この恩恵を活かすためには全国語学教育学会の定款を変更しなくてはなりません。それには、必要な個所をすべて記入し、署名（捺印）した全会員の皆様からの文書による議決権行使書が必要になります。

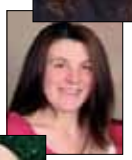
９月号のThe Language Teacherには、議決権行使書と返信用の封筒が同封されています。切手は必要ありません。全国語学教育学会の定款の関連条項を変更するために、議決権行使書の中にあるA（賛成）を○で囲み、署名（捺印）して、できるだけ早く全国語学教育学会事務局へご送付いただきたく、よろしくお願いします。

ご協力を感謝します。

石田正

全国語学教育学会監事





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Are you ready?

(We are... see you there!)

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A brief overview of lifelong learning in Japan

Keywords
lifelong learning, lifelong education, social education, *shougai gakushuu, shakai kyouiku*

Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) takes the position that lifelong learning, or *shougai gakushuu*, encompasses not only structured learning through schooling and social education but also learning that takes place through sports, cultural activities, hobbies, recreation, and volunteer activities. This article presents an overview of lifelong learning in Japan, beginning with a brief historical outline of its development, from the Act for Adult Education of 1949 to the current national policy. Survey data on the extent of participation in lifelong learning opportunities is presented and followed by a discussion of the government's current rationale and strategies for the promotion and advancement of lifelong learning in Japan. Societal factors challenging MEXT's prioritization of lifelong learning are also discussed.

文部科学省は生涯学習に対して以下の見解を示している。　すなわち、生涯学習とは、学校教育や社会教育を通じた体系立った学習のみならず、スポーツ、文化的活動、趣味、レクリエーション、そしてボランティア活動を通じた学習も含まれる、という見解である。本論は、日本における生涯学習の概要を提示する。具体的には、まず、1949年の社会教育法から今日の国策に至るまでの日本における生涯学習の発展の歴史的概況を示す。そして、どの程度生涯学習に参加しているかの調査データを示し、日本における生涯学習促進に関する政策を論じる。さらには、生涯学習に高い重要性を与えている文部科学省が直面する社会的課題に関しても論議する。

Anthony C. Ogden
University of Kentucky

Bio data

Anthony C. Ogden is the director of education abroad at the University of Kentucky. He completed his Ph.D. at Pennsylvania State University in Educational Theory and Policy with a dual title in Comparative and International Education. Anthony's recent publications include *The view from the veranda: Understanding today's colonial student* (Ogden, 2008) and *Ethnographic inquiry: Reframing the learning core of education abroad* (Ogden, 2006). Both articles were published in *Frontiers: The Interdisciplinary Journal of Education Abroad*. He has a forthcoming publication in the *Journal of Studies in International Education* entitled, *Initial development and validation of the global citizenship scale*. Anthony lived in Japan for over eleven years, during which time he served as the Director for the Tokyo Center of the Institute for the International Education of Students (IES) and as a lecturer at Kanda University of International Studies <a.ogden@uky.edu>.

Educators and the general public use many different terms to refer to activities in the realm of adult education. In Japan, *social education* and *lifelong learning* are the terms most frequently used to describe adult educational activities. From the late 1940s to the mid 1980s, social education (*shakai kyouiku*) referred to organized educational activities for adults and young people other than those provided in the curriculum of elementary and secondary schools or at institutions of higher education (Gordon, 1998; Rausch, 2003). Even though this kind of education does not necessarily lead to specific vocational or professional qualifications, participants are motivated by intellectual curiosity, improvement in quality of life, or fun and

pleasure. Lifelong learning (*shougai gakushuu*) encompasses learning that takes place at all stages of life, whether formal learning at school or in daily life (Maruyama, 2009; Okamoto, 1996). Consequently, this includes all types of social education activities (Gordon, 1998; Rausch, 2003). Lifelong learning has been the term most commonly used in Japan since the mid 1980s to describe adult education activities.

According to Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT), lifelong learning comprises two main aspects, "the concept to comprehensively review various systems including education in order to create a lifelong learning society and the concept of learning at all stages of life" (MEXT, 2009, p. 1). MEXT takes the position that lifelong learning encompasses not only structured learning through school and social education but also learning that takes place through sports, cultural activities, hobbies, recreation, and volunteer activities. Its official statement on lifelong learning currently reads, "In order to create an enriching and dynamic society in the 21st century, it is vital to form a lifelong learning society in which people can freely choose learning opportunities at any time during their lives and in which proper recognition is accorded to those learning achievements" (MEXT, 2009, p. 2).

This paper offers an introduction to lifelong learning in Japan, beginning with a brief historical overview of its development and the current national policy on lifelong learning. This will be followed with basic survey data on the extent of participation in lifelong learning opportunities. After a discussion of the rationale for lifelong learning, several national strategies for the promotion of lifelong learning will be discussed. The paper concludes with a brief discussion of contemporary barriers to lifelong learning.

Historical Overview

The history of contemporary adult education in Japan stretches back to 1949, when the Act for Adult Education was enacted (Fuwa, 2001). Emphasizing that learning occurs throughout one's lifespan, the law aimed to contribute to the building of a democratic Japanese society and to extend the Fundamental Law of Education, which was enacted in 1947 following World War II as a statement of the purposes and principles of Japanese education (Gordon, 1998). The act defined the roles of the national, prefectural, and municipal education bodies, encouraged the establishment of adult education centers (*kouminkan*) in communities throughout Japan, and provided local governments with financial subsidies to do so (Fuwa, 2001; Maruyama, 2009). There are now nearly 18,000 *kouminkan* located throughout the country (MEXT, 2009).

The idea of *lifelong education* was not introduced in Japan until the 1970s. It was identified as a concept relevant for Japanese society following the publication of UNESCO's Faure Report in 1972 (Faure, et al., 1972). Japan is said to have been one of the few countries to make a serious attempt to implement the recommendations of that groundbreaking report (Wilson, 2001). It was to be another ten years before the term *lifelong*

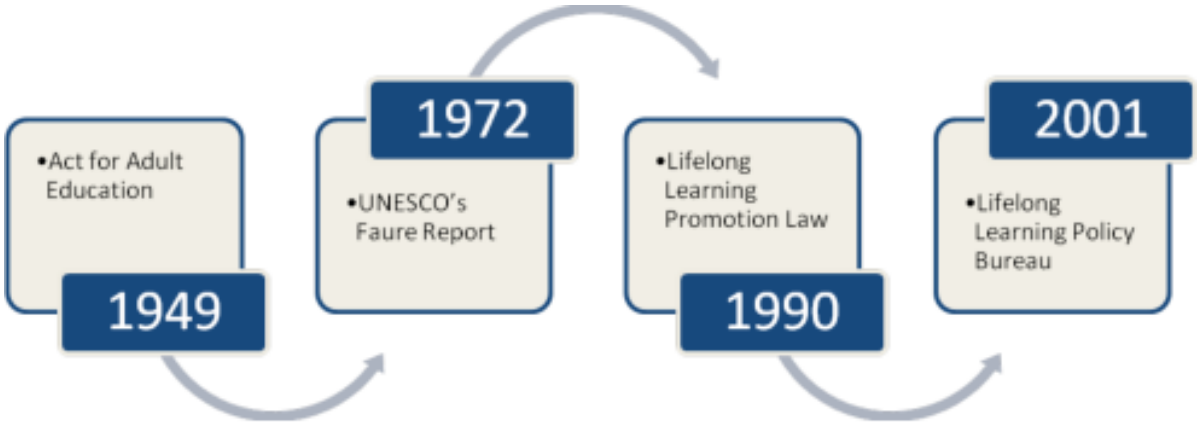

Figure 1. Historical timeline of lifelong learning in Japan

learning would be used officially in Japan. In 1982, the National Central Advisory Committee for Education (NCACE) addressed the original concepts of lifelong education and lifelong learning, clarifying the inter-relationship between the two. NCACE released a second report in 1990 that suggested to the government that it establish promotional systems and administrative divisions for the development of lifelong learning throughout Japan.

Shortly thereafter in 1990, the Law Concerning the Development of Implementation Systems and Other Measures for the Promotion of Lifelong Learning (or Lifelong Learning Promotion Law) was established. This law provided for the establishment of Lifelong Learning Councils at national and prefectural levels, support for local promotion of lifelong learning, provisions for development of lifelong learning in designated communities, and surveys for assessing the learning needs of prefectural residents (Gordon, 1998). It also established the National Advisory Committee for Lifelong Learning (NACLL), which has since been folded into the Central Council for Education. The Central Council carries out research and deliberations on important matters related to the promotion of education. A Lifelong Learning Subdivision was subsequently established within the Central Council to focus on lifelong learning issues.

Just over a decade later in 2001, MEXT was established through a ministerial restructuring. MEXT then established the Lifelong Learning Policy Bureau, which remains today as the central organization responsible for the coordination of MEXT's educational policies to promote lifelong learning. The Bureau plans and drafts policy, conducts research and analysis on the state of domestic and overseas education, and strives to promote polices on information technology. It promotes social education and develops various lifelong learning opportunities related to gender equality. The Bureau is also responsible for the maintenance and enhancement of the University of the Air and the advancement of specialized training college education (MEXT, 2009).

After sixty years, the Fundamental Law on Education was amended in 2006. This law, which articulates the fundamental purpose and principles of Japanese education, now provides that, "Society shall be made to allow all citizens to continue to learn throughout their lives, on all occasions and in all places, and apply the outcomes of lifelong learning appropriately to refine themselves and leading a fulfilling life" (MEXT, 2006, Article 3).

Current lifelong learning and social education policy

Since the 1990s, the notion of lifelong learning has become increasingly well understood in Japan. In a national opinion survey conducted in 2000, 74% of the respondents were already familiar with the term (Yamaguchi, 2001). Lifelong learning opportunities are now readily available throughout the country and enjoy the support of both local and national governments. Central to these efforts is MEXT and its policies concerning lifelong learning in Japan. In fact, 8.5% of MEXT's 2007 fiscal year budget was allocated to lifelong learning, or the equivalent of 452.5 billion yen (MEXT, 2007). National policies focus on the following three strategic areas.

Toward the realization of a lifelong learning society

Japan is moving steadily toward its goal of realizing a lifelong learning society in which all people can participate in learning opportunities any time during their lives and receive recognition for their achievements. To achieve this will require that a comprehensive and diverse range of learning opportunities be developed and promoted. MEXT states that this will help in the development of human resources which in turn will significantly contribute to the overall development of both the society and the economy.

Promotion of social education and support for family education

Recognizing that social education plays a key role in the realization of a lifelong learning society, MEXT is determined to promote programs to ensure that all strata of society, including young people, the elderly, and women, are able to participate in social education opportunities. This involves volunteer activities to deepen the sense of community among local residents, opportunities for parents to create networks to

support child-rearing in local communities, and other activities such as audio-visual education and human rights education.

Improving the learning environment and enhancing learning opportunities

MEXT is taking measures to improve the systems for promoting lifelong learning. This includes improving the learning infrastructure on a national scale and providing support to local governments and the private sector for the improvement of facilities such as public halls and libraries as well as social correspondence education and culture centers.

Contemporary trends on lifelong learning participation

In 1999, the Public Relations Office of the Cabinet Office conducted a survey (MEXT, 2000) to measure the extent of lifelong learning in Japan, focusing particularly on the type of activities offered, patterns of participation, reasons for participating, and overall participation rates within the public sector (Yamaguchi, 2001). This section shares some of those results.

Types of participation in lifelong learning

Enjoying hobbies and interests, such as music, fine arts, flower arrangement, dance, and calligraphy were among the leading lifelong learning activities (see Table 1).

Table 1. Types of participation in lifelong learning

Type of participation	%age
Hobby & interest (flower arrangement, calligraphy, etc.)	22.0%
Health & sport	21.7%
Knowledge and skills necessary for work	9.4%
Domestic skills (cooking, sewing, dressmaking, etc.)	8.0%
Knowledge & skills for volunteer activities (sign language, etc.)	6.4%
Culture (literature, history, etc.)	6.2%
Social issues (current social issues, international issues, the environment, etc.)	5.0%
Foreign language	4.4%
Child-rearing & education	3.0%
Other	0.6%
None in particular	54.7%
Don't know	0.5%

Reasons for participating in lifelong learning

When asked about the reasons for participating in lifelong learning activities, the majority of respondents said they did so because they enjoy learning and it enriches their lives (see Table 2).

Table 2. Reasons for participating in lifelong learning

Reasons for participating	%age
Enrich my own life	52.4%
Help maintain or improve my health	43.1%
Use in my daily life or local activities	25.1%
Use in my job or to find a job	24.5%
Acquire further knowledge and skills	17.9%
Use in volunteer work	11.9%
Acquire qualifications	11.5%
Use to instruct other people with learning or cultural activities	9.8%
Do not use	7.6%
Other	0.1%
Don't know	0.7%

Every three years, the Lifelong Learning Policy Bureau conducts a national survey on social education administration in Japan published

as the Social Education Survey (*Shakai Kyoiku Chosa*). Conducted since 1955, the survey seeks to recognize trends and clarify conditions of facilities and activities regarding social education in Japan. The 2004 survey was composed of several component surveys, including administration of social education, citizen's public halls, libraries, museums, educational facilities for children and youths, and women's educational centers (MEXT, 2005).

Trends in number of users of social education facilities

Physical education and social sports facilities were the most popular venue among all social education facilities with just over 466 million users, accounting for multiple uses (MEXT, 2005). The next most frequented facility was citizens public halls with over 230 million users (see Table 3).

Table 3. Trends in number of users of social education facilities (1,000 persons)

Type of facility	2001	2004	% change
Public sports facilities	440,590	466,617	5.9%
Citizen's public halls (*Kouminkan*)	222,677	233,115	4.7%
Library	143,100	170,611	1.9%
Private sports facilities	156,716	157,647	0.59%
Museum-related facilities	155,526	154,828	-0.45%
Museum	113,977	117,854	3.4%
Youth education facilities	20,766	20,864	0.47%
Women's education centers	3,315	2,850	-14.0%

Compared with 2001 data, the number of classes and seminars held by agencies or facilities of social education increased overall by approximately 11% in 2004 (MEXT, 2005). There were decreases however in the number of classes or seminars offered by boards of education and prefectural offices, roughly 1.6% and 9.8%, respectively (see Table 4). The number of overall persons participating in classes and seminars has generally increased by approximately 4%. Typical lifelong learning participants live in rural areas, are unemployed middle-aged females, or adults over the age of 65 (Laken, 2007). The majority are typically middle class and interested in hobby-based activities (Fuwa, 2001; Rausch, 2003).

Table 4. Social education classes/seminars held by agency/facility and number of participants

Agency	Total number of classes/ seminars held	Number of participants
Board of Education	164,632	7,972,707
Prefectural offices	207,793	8,087,092
Citizen's public halls (*Kouminkan*)	428,473	12,456,887
Museums	17,663	1,421,025
Museum-related facilities	20,771	1,119,949
Youth education facilities	16,718	615,889
Women's education centers	7,555	234,325
Culture centers	56,632	1,728,964

Rationale for lifelong learning and contemporary initiatives

Not unlike other nations in the world, the Japanese are being challenged to constantly acquire new knowledge and skills in order to keep pace with the issues affecting their society and economy, including advances in science and technology, the increasing use of sophisticated information technology, globalization, and

changes in the industrial structure. Recognizing these global challenges, MEXT offers a comprehensive rationale for the need to create a lifelong learning society in Japan, which can be summarized in four points.

Lifelong learning is needed to respond to social and economic change

In its report, *What Japan Can Teach the United States: Lifelong Learning in an Era of Change*, the American Council on Education (ACE) identified two major societal shifts in Japan which have been at the forefront of MEXT's approach toward the promotion of lifelong learning: disconnected young adults and workers in transition (Lakin, 2007). The report states, "…because of the high level of academic pressure, the excessive focus on academic credentials, and patterns of bullying in school settings, an increasing number of young people have refused to attend school or drop out" (Lakin, 2007, para. 4). MEXT is working to re-engage these young adults by partnering with universities and regional businesses to provide lifelong learning opportunities. For example, MEXT introduced the High School Equivalency Exam in 2005, which may be used for university entrance or as a credential for employment (Lake, 2007). With challenges brought on by rapid globalization, a prolonged economic downturn, and the disappearance of lifetime jobs, there will likely be an increased demand for continuing education. MEXT is working to enable workers in transition to receive training and pursue postsecondary opportunities (Gordon, 1998; Maruyama, 2009; Rausch, 2003). These factors, combined with the popularity of English language education and Japanese youth's interest in all things computer-related, could conceivably stimulate demand for new virtual or e-learning methods for EFL education (Dracopoulus, 2003).

Lifelong learning is needed to remedy the harmful effects of Japanese society's preoccupation with academic credentials

Japan's intense focus on academic credentials has sometimes overshadowed the importance of participation in lifelong learning (Lakin, 2007). MEXT recognizes that there is a need to create a social environment in which appropriate value is placed on learning achievement at all stages of life, regardless of whether the learning is accompanied by formal academic credentials.

Lifelong learning is needed to respond to the increased demand for learning activities for a maturing society

Wilson (2001) describes lifelong learning in Japan as a lifeline for a maturing society. The maturation of Japanese society as evidenced by the aging of the population is reflected in an increasing demand for learning activities. In fact, Japan is aging more rapidly than any other industrialized country and by 2015, one in four Japanese will be over age 65 (United Nations, 2007). MEXT recognizes this growing need for lifelong learning opportunities for older adults and is funding courses on mental and physical health, traditional arts, and community activism, to list but a few (Gordon, 1998; Kawachi, 2008; Young & Rosenberg, 2006).

Lifelong learning is needed to revive and improve the educational strengths of the home and the local community

Due in part to declining fertility rates (Ogawa, 2005) and increased urban migration, MEXT states that Japanese people have begun to adopt a privatized lifestyle. MEXT is concerned that cultural practices are being lost. As such, social education programming is seen as a means through which to preserve Japanese culture. Maehira (1994) stated over a decade ago that lifelong learning could potentially help re-integrate Japan's minority populations, such as the *buraku* population and Japanese-Koreans, through providing literacy classes and giving official recognition to the already on-going night schools that offer literacy classes (Wilson, 2001; Young & Rosenberg, 2006).

In response to this rationale for fostering a lifelong learning society in Japan, MEXT is working at both national and local levels to expand comprehensive lifelong learning opportunities. The three most visible national strategies include the University of the Air, Educational Information Satellite Communications Network (EL-NET) Open College and *Manabi Pia*, or Lifelong Learning Festivals. The University of the Air was

founded in 1983 and began accepting students in 1985. The institution has the potential to make an especially important contribution to lifelong learning in Japan as it is accessible to all, without the customary entrance examination. Students can enroll in non-degree or degree courses which are provided through public television and radio (Kawanobe, 1994, 1999; Rausch, 2003; Yamaguchi, 2001). As of 2007, its enrollment stood at 89,422. Launched in 1999, EL-NET is a comprehensive network that broadcasts all manner of information on education, culture, and sports nationwide. EL-NET provides training for teachers and others working in education, educational programs for children, and university extension courses as an open college (Yamaguchi, 2001). To raise awareness of lifelong learning, MEXT hosts national lifelong learning festivals in collaboration with local governments and others. The 21st annual festival known as *Manabi Pia* was held in October 2009 in Saitama prefecture. These festivals offer nationwide presentations of various learning activities.

Additionally, Japan's first on-line university providing virtual courses opened in 2007. Cyber University was approved as part of the nation's deregulation efforts aimed at revitalizing economic and business activities. Cyber University is a four-year, degree granting institution that allows students to receive classes anytime and anyplace via personal computers and even more recently, via one's own cellular phone. The institution provides busy professionals unparalleled flexibility as students can take lessons whenever and wherever they wish. Not surprisingly, most of its approximately 2,000 students are in their late 20s and early 30s and many hold full-time jobs. This reinforces the awareness of and need for expanding lifelong learning opportunities in Japan.

Barriers to lifelong learning in Japan

In spite of MEXT's prioritization of lifelong learning, there are several factors which have challenged its success. Although the Lifelong Learning Promotion Law of 1990 raised the profile of lifelong learning in Japan, Makino (1997) asserted it shifted responsibilities for adult education from the local boards of education to prefectural offices. This shift has brought higher levels of centralized bureaucratic direction and control of lifelong learning which has led to problems and inefficiencies (Gordon, 1998; Rausch, 2003). For example, Yamaguchi (2001) pointed to the *demai kouza* strategy employed by many prefectural governments, a scheme through which classes are dispatched by the prefectural government at the request of local citizens. In actuality, these classes are seldom requested and as such, the strategy is viewed as an example of the failure of the shift toward centralized organization of lifelong learning activities.

There are three other major factors which are challenging MEXT's efforts. Firstly, there has been limited adult access to higher education in Japan. Japanese universities in general provide few opportunities for adults to participate in higher education, whether for degree programs or for taking individual classes apart from a degree program (Doyon, 2001; Gordon, 1998; Rausch, 2003). Universities generally do not transfer credits earned at other institutions. In fact, it is rare for students outside the ages of 18 to 22 to attend university classes in Japan. The 2004 reform of higher education in Japan promised to address these issues and there has been focus in recent years on reconsidering the university entrance examination system (Doyon, 2001; Kawachi, 2008).

Secondly, there is undue importance given to formal education in Japan. According to Gordon (1998), Japanese society emphasizes a person's academic career, stressing formal primary and secondary schooling and the prestige of the university a person attends. Thus, the society continues to distinguish between two distinct stages in life, the learning stage prior to early adulthood and the work stage after university or high school graduation. This distinction remains a barrier to lifelong learning. Related to this, Fuwa (2001) states that Japanese society values a degree of professionalism or credentialism that most lifelong learning programs are unable to provide.

Finally, Kelly (1998) notes that there is a strong tradition in Japanese education favoring content mastery. The traditional teacher-centered classroom can be de-motivating for adult learners who ultimately have a choice about taking

up learning activities or not. This is perhaps especially relevant to EFL or other instruction targeting adult learners.

Conclusion

The issues raised in this brief overview of lifelong learning in Japan illustrate the rather remarkable extent to which Japan has embraced the idea of lifelong learning. Stretching back to the late 1940s, Japan has made impressive strides toward its goal of becoming a lifelong learning society. The idea of lifelong learning is now well understood and increasingly embraced within Japanese society. Its importance is shared and explicitly supported by government at all levels. Considering the future of lifelong learning in Japan, it is clear that there are both old and new challenges which need to be addressed, particularly with regard to changing demographics, economic development, and maintaining a sense of community in a society that is increasingly becoming more individualistic (Wilson, 2001). However, there is little doubt that Japan will continue its impressive progress toward becoming a lifelong learning society in which all its people can participate in learning opportunities any time during their lives.

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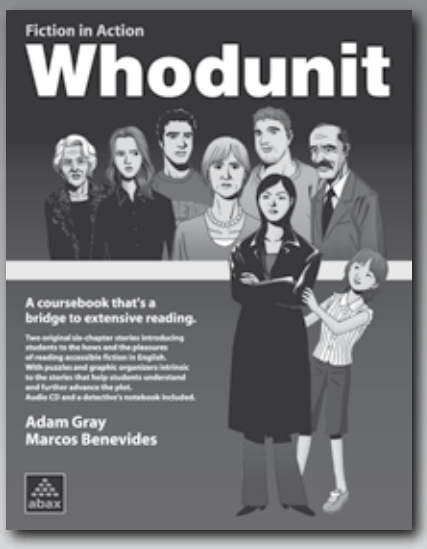

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When nontraditional meets traditional: Understanding nontraditional students through classroom discourse analysis

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Keywords
nontraditional students, classroom discourse analysis, Japan, teacher research

Nontraditional students often have different learning styles and individual needs compared to their younger classmates. They are generally highly motivated and have a more fully developed set of life skills as well. In Japan, as the number of nontraditional students increases, one concern that needs to be addressed involves the learning conditions language teachers create for increasingly mixed classes of traditional and nontraditional students. This paper demonstrates how classroom discourse analysis, as a form of teacher research, can address this concern. By studying the patterns of interaction with and between students, a teacher can gain a better understanding of how nontraditional students are positioned in classroom contexts and how this positioning may afford or deny opportunities for learning. First, I discuss classroom discourse analysis and offer a few practical suggestions on how teachers can get started researching the patterns of interaction in their own classrooms. Then, I present an example of my own teacher research on classroom interaction from an oral communication class. The example illustrates how a classroom interaction between a nontraditional student and teacher fails to affirm the L2 identity a nontraditional student fashions in the conversation.

社会人学生は、一般的に動機づけが高く、成熟した生活スキルも持っているが、しばしば現役の学生とは異なった学習スタイルやニーズを持っている。日本では、社会人学生数が増加するにつれて、現役の学生と社会人学生の混合クラスの増加により語学教師が提供する学習環境の問題に取り組むことが必要になっている。本論では、教室のディスコース分析により教師リサーチとしていかにこの問題に取り組んだかを論述する。学生と教師、または学生同士のインタラクションパターンを研究することによって、教師は教室コンテクストで社会人学生がどういう位置づけなのか、また、この位置づけにより学習の機会を与えられているのか、または奪われているのかの理解を深めることができる。まず、教室のディスコース分析を議論し、教師がいかに各自の教室でインタラクションのパターンの研究を始めることができるかに対する実際的な示唆を与える。次に、著者のオーラルコミュニケーションクラスでの教室インタラクションの教師リサーチの例を提示する。この例では、社会人学生と教師との教室インタラクションがいかに会話の中で社会人学生にとって彼らのL2　アイデンティティを認めていないかを表している。

Bio Data
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Two years ago, walking through the cafeteria at my small, liberal arts university in Japan, I spotted a group of older, nontraditional students in the corner eating lunch together. Some of them I knew from my own classes. Others, I had only seen walking on campus. It was difficult to see them among the commotion of hundreds of laughing, younger,

traditional students shuffling about the cafeteria. After I noticed them that first time, I began to notice them every time I walked through the cafeteria at lunch—sitting quietly together, in the corner, isolated from the other students. This led me to wonder about the educational experiences of nontraditional students, especially their learning experiences in the English language classroom, where the majority of students are younger, traditional ones.

In this paper, I use the term *nontraditional student* (also referred to as *lifelong learner* or *adult student*) to mean students over the age of 25, usually with a work experience background. In colleges and universities in Japan, the number of these nontraditional students is increasing. This has led to an increased number of nontraditional students enrolling in our language classes—together with traditional students (students aged 18-24 and usually coming directly from high school). Therefore, for those of us teaching at the tertiary level in Japan, a concern that needs to be addressed involves the learning conditions language teachers create for classes in which both traditional and nontraditional students are enrolled. Are the conditions we create in the classroom and the pedagogical approaches we take appropriate for both groups of students?

It is has been widely documented that pedagogical approaches to teaching nontraditional students should differ from approaches used with traditional students (Hilles & Sutton, 2001; Kelly, 2004). In fact, the concept of andragogy refers to a theory of learning strategies for adults based on some of the characteristics that distinguish nontraditional students from younger, traditional students. Kelly (2004) summarizes several of these characteristics of nontraditional learners, two of which include self-directed learning and the role of experience. Self-directed learning involves students taking the initiative and responsibility in selecting and managing their own learning activities. Mirroring their self-directedness in life, nontraditional students usually prefer this kind of learning in the classroom. Furthermore, nontraditional students bring with them images, experiences, and expectations of English language learning to the classroom. Their images and perceptions need to be made more explicit and given voice in the language classroom. Therefore, how do we ensure that our institutional/classroom environments and our pedagogical approaches accommodate nontraditional students in environments where traditional and nontraditional students co-exist?

I address this question by suggesting teachers analyze the discourse of their classrooms in order to understand how patterns of interactions and talk may accommodate the participation and learning opportunities for some, while restricting opportunities for others. Analyzing classroom discourse is a way to develop what is called *interactional awareness*. Rex and Schiller (2009) note: "A teacher who is interactionally aware understands that teachers and students act upon and influence each other when they talk together. Such understanding enables teachers to reflect upon how they create classroom conditions that encourage equitable learning" (p. ix). In other words, the dynamics of a classroom may privilege and empower some while silencing others, so it is imperative that our pedagogical choices do not constrain the learning opportunities for different groups such as nontraditional students.

To develop interactional awareness, teachers must investigate the interactions and discourse of their own classroom ecologies because as multiple discourses come together, they create and deny positions for language learners. In order for second language students to have successful learning experiences, they must acquire the language as well as the behaviors, attitudes, resources, and ways of engaging needed to recognizably display the identity of a successful English language student. Rex and Schiller (2009) explain, "If we want students to assume particular identities, then we must be aware of how we position them and what we say, which over time creates identities that students adopt" (p. 21). This is especially relevant for nontraditional students because while they already have a great deal invested in their identities as speakers of their first language, they are also in the process of acquiring new identities as second language speakers. Studying nontraditional students in the UK, for example, Lea and West (1995) report that, "Embarking upon higher education is to be seen as part of managing change and seeking a new identity in which revising a self-narrative—the story one tells of oneself and one's personal history—is central to the process" (p. 177).

In this paper, I first discuss nontraditional students in Japan. Then I discuss classroom discourse analysis and offer a few practical suggestions on how teachers can get started on researching their own classroom discourse. Finally, I discuss an example of my own research on classroom discourse from an oral communication class. The example illustrates how a classroom conversation immediately following an instructional period fails to affirm the L2 identities a nontraditional student fashioned in the conversation.

Nontraditional students in Japan

The number of nontraditional students, or *shakaijin gakusei,* is increasing in institutes of higher education in Japan. In July 2008, the Japanese journal *Gendai no Koutoukyouiku* (Contemporary Higher Education) devoted a special issue to the topic of nontraditional students. In the field of English language teacher education, Rugen (2008) reports on the increase of nontraditional students in teacher preparation programs in Japan. And at the graduate level, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) reports a steady increase in the number of nontraditional students across Japan. In 2008, for the first time ever, over 20% of the total enrollment in graduate schools were nontraditional students (MEXT, 2008).

Yamamoto (2001) describes how reforms in higher education are challenging traditional principles such as higher education being only for the young. For example, the concept of lifelong learning is helping to establish institutes of higher education in Japan as a legitimate place for nontraditional students. Such reforms have at least two implications. First, they help universities make up for shrinking enrollments. And second, they stimulate efforts to improve teaching and research in higher education. In other words, nontraditional students may be less concerned with a degree per se and more concerned with the practical knowledge and skills gained from their learning, which may ultimately lead to higher expectations and demands for quality teaching (Yamamoto, 2001).

Despite this, dominant frameworks for identity research have not considered the complex identities, shaped by life experiences, of the nontraditional college student (Kasworm, 2005). This paper addresses this limitation by suggesting that classroom discourse analysis, conducted by practicing language teachers, can provide a useful framework for understanding the social interactions that mold the complex identities of nontraditional students.

Analyzing classroom discourse and teacher research

Traditionally, teachers and administrators have focused on what students are physically doing and producing in a classroom. Measurements of learning have been based on grades, tests, student work, and judgments about behavior. Social constructionist perspectives of learning, on the other hand, assume that knowledge and meaning are constructed in social interactions through linguistic practices and discourses rather than solely in the meaning-making activity of the mind. This perspective has informed a line of inquiry which focuses on the analysis of classroom discourse, the language that teachers and students use to communicate with each other in the classroom. The purpose of classroom discourse research is to help inform the pedagogical choices teachers make by understanding the patterns of interactions in a classroom. When teachers develop an interactional awareness through the analysis of classroom discourse, they are in a better position to make the appropriate pedagogical choices to improve their own classroom interactions and ultimately student learning.

The social nature of language learning suggests the importance of engaging the identities of language learners in the classroom. Furthermore, the idea of learner investment has been identified as an important social condition in a language-learning context (Peirce, 1995). This is especially true for nontraditional students. For them, all new experiences are "symbolized and organized into some relationship to the self, or ignored because there is no perceived relationship" (Kidd, 1973, p. 127). Thus, when language learning is meaningful to nontraditional students' sense of who they are, voluntary participation and investment in language learning becomes possible. In other words, what students learn is closely related to how they learn. Therefore, it

has been suggested that, "educational research might focus not so much on assessing individual 'uptake' of particular knowledge or skills but rather on the social structures in particular communities and on the variety of positionings available for learners to occupy in those communities" (Norton & Toohey, 2002, p. 119).

Classroom discourse analysis does just that—it looks at the structures of talk in classroom communities and seeks to understand the positions that are being constructed for learners. Rex and Schiller (2009) note: "By becoming aware of the complex negotiations students work through to adopt academic identities, we can consider how to act as teachers within those negotiations" (p. 106). How to act means making the necessary adjustments in the language we use and in the pedagogical choices we make. Ultimately, these choices should help to better engage nontraditional learners. Finally, because of the importance of self-reflection in this process, it seems natural that teachers, rather than outside researchers, be the ones conducting the research. In the past, classroom research was conducted mostly by outsiders; today, however, teachers play a central role in such research, acting as partners in research projects or as the sole producers of language classroom research (Crookes, 1998).

The following sections include some simple, practical suggestions to get started with classroom discourse analysis. The three recommendations include: 1) recording an actual class lesson; 2) recording a student-teacher conference; and, 3) recording the interactions immediately before and/or after a class. In each case, an audio or video recorder can be used for the recording, before the transcription and analysis. The suggestions are from Rex and Schiller (2009) and adapted to reflect our interest in nontraditional students. Following these suggestions should help teachers immediately improve their classroom interactions.

Class lesson recording

The assumptions we hold about students are sometimes not consciously recognized. Furthermore, these assumptions may influence how we interact with traditional and nontraditional students. Rex and Schiller (2009) note: "When you can see how your assumptions about your students play out in your class through talk, then it is easier to see how certain roles and relationships become established" (p. 15). It is also easier to then reshape those roles we unconsciously ascribe to students. First, write down some of the assumptions you have of traditional and nontraditional students. Write down some assumptions you believe traditional students and nontraditional students have about you. Then record 1-2 class lessons. After the recording, listen and pay attention to clues that might signal your assumptions about your students. What is the exact language you used?

Student-teacher conference recording

Individual conferences with students are common—especially in composition courses. They are a way to individualize the process of learning to write, while providing valuable personalized instruction. If we want students to assume particular L2 identities (e.g., the confident writer, the inquisitive writer) over time, then we must be careful how we position them in conferences too. Tape record and transcribe a student conference with a nontraditional student. What evidence can you find that indicates the identity the student wants to put forward? What evidence can you find that indicates the identity you ascribe to the student? Do they match? Does the identity you ascribe to the student through talk match the student's self in that moment? How can you tell? If it doesn't match, what language choices are available that allow for more congruent positionings to emerge?

Before and/or after class recording

Classroom talk does not begin and end with the bell. In my case, I often interact with students before and after class. This time is especially valuable for getting to know students. For this recording, start the recorder early and let it run late. Record the interactions you have with students as they enter the classroom and any interactions you have immediately after a class. Note the interactions and language used between you and nontraditional students, as well as between you and traditional students.

Example: Classroom Discourse Analysis

Over the last two years, I have been systematically analyzing my own classroom discourse in situations with mixed classes of traditional and nontraditional students. The following is an example of this research based on an excerpt of talk immediately following an oral communication class I taught (suggestion 3 above).

The excerpt is a conversation between three students and me. Kenta (pseudonym) is a nontraditional student. Tomoki and Sachiko (pseudonyms) are traditional students. The conversation starts with Kenta describing to me his experience of quitting his job as a manager of a chain restaurant in Tokyo and traveling to Los Angeles to study English before entering the university. Tomoki and Sachiko were lingering in the classroom and naturally joined the conversation. There are three points I would like to discuss from the excerpt, which is included in its entirety in Appendix B. Appendix A includes the transcription conventions used.

First, it is interesting to note Kenta's associations with English language learning and teaching. Early in the excerpt, he tells a story about teaching English to an exchange student working part-time at his restaurant. Consider the following exchange (Participants: K—Kenta, B—Brian, T—Tomoki, S—Sachiko):

(4) K: […] And one of the, one of the staff, p-
(5) part-time staff, one of the part-time staff was, uh, exchange student,
(6) exchange student in- from China=
(7) B: =Oh yea?
(8) K: Yes. And one day I (1.0) I taught English to, to her.
(9) All: Mmm
(10) K: Exactly, I translated some documents for her. Documents for her and send,
(11) send to her. (0.5) And I, and <u>I really</u> enjoyed that work.

Note the association of translation (line 10) to English language learning and teaching. A few lines later (lines 16-23), he tells another brief narrative about helping "unknown users of English" with their English grammar on an online discussion board. Again, there is a telling association, this time that of the teaching of grammar with English language learning and teaching. Finally, in lines 26-60, Kenta tells another story about a neutral, if not negative, experience of studying abroad at an adult English school (lines 26-60). He explains how he was the only Japanese student in an advanced class of immigrant students who spoke English very well, and, as a result, he lost confidence in his English.

For Kenta, the positive experiences associated with traditional methods of language education (grammar-translation methods) help define his L2 identity in the interaction. It seems this L2 identity is based more on the positive experiences gleaned from teaching grammar and/or helping with translation than with studying abroad.

Second, for the other conversation participants (Tomoki, Sachiko, and Brian), there does seem to be a strong correlation between studying abroad and one's level of English proficiency. In lines 62-73, the three co-construct this correlation when Brian asks Tomoki if he has ever studied abroad. Tomoki explains that he has not, but that his friend has, and, as a result, she "can speak very well" (line 67). This suggests a correlation between the friend's high level of proficiency and her opportunity to study abroad.

Despite Kenta's own somewhat negative study abroad experience, the trajectory of the conversation at this point suggests a correlation between studying abroad and the successful English language learner. Thus, there may be a danger of neglecting to affirm the positive life experiences and identities that Kenta brings to the classroom and, as such, a danger of positioning Kenta as an unsuccessful language learner.

This brings me to the third point I would like to discuss. Toward the end of the conversation, it does seem as if Kenta becomes more complicit with this emerging trajectory regarding the benefits of studying abroad. Consider the following lines, which begin with Brian asking about Kenta's wife:

(79) B: Can she speak English?
(80) K: Ah, yes, yes.
(81) B: Really?
(82) K: Mm, yea. maybe better than me. [(hh)
(83) T/S: [Ahh. (hh).

(84) B: No, no: your English is great.

(85) S: *Ne:* {Yea}.

(86) K: >Yea, she stayed < in< Canada.

(87) B: Oh, okay.

(88) K: Yea, she has stayed in Canada before. But maybe never been to United States.

Here, it is Kenta who offers the correlation between one's proficiency and studying abroad. He could have ended his contributions after line 82. However, his contributions in lines 86 and 88 follow the emerging trajectory of the conversation. Therefore, if Kenta is indeed complicit with this emerging trajectory, is there a danger he might feel less successful as a learner due to his previously fashioned identity (a learner with an unsuccessful study abroad experience)?

What can be learned from this excerpt? I learned that our classroom talk did not affirm the life experiences and identities Kenta put forward in the interaction, which is problematic. As Kelly (2004) notes, "adults need to connect learning to their lifetime of experience and be acknowledged for it" (p. 23). Furthermore, it has been shown that L2 identities are closely linked to investment in language learning (Peirce, 1995). Therefore, if I hope to nurture Kenta's investment in language learning, I must choose alternative language and ways of interacting, which more closely recognize Kenta's identities as productive to the language learning process. For example, I might return to the events of grammar teaching and translation that Kenta described and show further interest with follow-up questions. Or I might describe how an experience of learning Japanese through a particular translation method helped me progress with my own language learning. In either case my language choices would allow Kenta to positively identify with one type of language learning experience (grammar-translation) rather than negatively identifying with another (study abroad), thus supporting his investment in the learning process.

Conclusion

Analysis of classroom discourse offers the possibility of understanding nontraditional students in new ways and of understanding mixed (traditional and nontraditional students) English language classes as complex ecological systems where such awareness can foster emergent identities in the situated process of learning a language. As language teachers, we must remember that *what* our students learn is closely linked to *how* they learn. This paper also argues that classroom discourse analysis be conducted by teachers and for teachers. Ultimately, it is hoped this kind of research empowers individual teachers in their own unique contexts to make appropriate language and pedagogical choices when working with nontraditional students.

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Appendix A. Transcription Conventions

(0.0) Pause or silence, estimated to the nearest tenth of a second

= Latching of successive talk

[ ] Overlapping speech, with the utterances vertically aligned and marked with brackets

: Elongation of prior syllable

↑ Rising intonation

↓ Falling intonation

____ Emphasis (underline)

>< Accelerated talk

< > Drawn out talk

(hh) Laughter

(( )) Talk unclear or inaudible

Italics Utterance in Japanese

{ } Comments by transcriber including English translations

Appendix B. Excerpt 1

Participants: K—Kenta, B—Brian, T—Tomoki, S—Sachiko

(1) K: Maybe in the 5th year of my, my career as the store manager at XYZ {Restaurant pseudonym},

(2) I was in, I was working as a manager in the shop in Kayabacho,

(3) B: Mmm.

(4) K: Near, near Tokyo stock market. (1.0) And one of the, one of the staff, p-

(5) part-time staff, one of the part-time staff was, uh, exchange student,

(6) exchange student in- from China=

(7) B: =Oh yea?

(8) K: Yes. And one day I (1.0) I taught English to, to her.

(9) All: Mmm

(10) K: Exactly, I translated some documents for her. Documents for her and send,

(11) send to her. (0.5) And I, and I really enjoyed that work.

(12) T: Eh? Same company worker?

(13) K: *Un*. {Yes}. Same staff. And, yea, I noticed I like, I like studying and I like English,

(14) and also I liked [helping her.

(15) B: [Gre::at.

(16) K: And around that time, I bought, uh, my personal computer. And I wrote in, I

(17) wrote in some, (1.0) I, I surfed some sites: and stopped at the community

(18) sites where many, many users are (0.5) teaching each other in, in many

(19) categories. And in the category, there, there was are English grammar

(20) category, and I begin to teach (0.5)=

(21) B: =Oh, [cool

(22) K: [unkno- grammar to unknown users of English. And, that, that was also a

(23) fun experience.

(24) B: Wow, that's wonderful

(25) K: From then on I:: I thought of , thought of returning to school seriously. And

(26) then after, uh, after half a year, I decided to quit my job and go to L.A.

(27) T/S: *Eh*:: {Wow}

(28) B: You went to L.A. first?

(29) K: Uh, (2.0). Uh:: yea, last mon- last year: the end of October to December

(30) 14th, I went to Los Angeles a:nd, >yea, but< I didn't have (1.0) plan. Yea,

(31) just I had friend in Los Angeles. And, yea, I asked him to: (1.0) something,

(32) uh: I have no confidence to speaking English (hh), so I want to, I wanna go to

(33) Los Angeles and studying, studying English with, with no money (hh).

(34) B/K: (hh).

(35) Y: Yea, and my friend, uh, he, he didn't know much about the school but

(36) he had some information about adult school and he said uh:: maybe,
(37) maybe you can.
(38) B: Ah:. Like a private language school?
(39) K: Yea, maybe.
(40) All: Mm:
(41) K: And I:: I believed that and I will go. So, I quit my job and just fly to Los Angeles
(42) with almost nothing, (hh) almost no, no plan.
(43) T: Wow, you are strong (hh).
(44) K: And after that I:: I:: when I reached in Los Angeles, I: researched, I
(45) searched in the Internet and I, yea, I'm very fortunate, fortunately I found
(46) the school ↑ . It's adult school and I went, I went, I attended the class every
(47) day, uh:: from nine to three and sometimes nine to five.
(48) T: *Ii ne*. {That's great}.
(49) K: Before I went there, I have very (0.5) kind of negative=
(50) B: Mmm, mm.
(51) K: to:: for Japanese to speaking English ↑ , but, I have some, courage (hh) to go there.
(52) B: Mmm
(53) K: But, uh, and there are a lot of, a lot of immigrants in L.A.- L.A., and that school is for the,
(54) for that kind of people, I think. And they, I was in the top class (hh). And there were no
(55) other Japanese students and, uh, there were a lot of (0.5) the nationality is very diverse, and
(56) everyone can speak very well. Uh, I thought Japanese is not so good at speaking English.
(57) B: Mm: yea, I don't know (1.0). Did you enjoy your time there?
(58) K: Mm, maybe. But, I lost my confidence=
(59) B: =Ah::
(60) K: little bit.
(61) T/S: Mm::
(62) B: Tomoki, you've studied abroad?
(63) T: No, but my friend (1.2)
(64) B: Your friend studied abroad?
(65) T: *Un*. Yes. She studied in United- ↑
(66) B/K: Mm::
(67) T: She is good English speaker.
(68) S: *Urayamashii* {I'm jealous}.
(69) B: Shonan campus?
(70) T: Yea, but different class.
(71) All: Mmm
(72) T: Maybe she's in top class now. [A1
(73) B: [A1
(74) {1.5}
(75) B: {To Kenta} Did your wife visit you in Los Angeles?
(76) K: No:
(77) B: Has she ever been to LA?
(78) K: Maybe no.
(79) B: Can she speak English?
(80) K: Ah, yes, yes.
(81) B: Really?
(82) K: Mm, yea. maybe better than me. [(hh)
(83) T/S: [Ahh. (hh).
(84) B: No, no: your English is great.
(85) S: *Ne:* {Yea}.
(86) K: >Yea, she stayed in< Canada.
(87) B: Oh, okay.
(88) K: Yea, she has stayed in Canada before. But maybe never been to United States.
(89) B: Ah: and her job now she doesn't [use English?
(90) K: [doesn't, yea
(91) B: Ah:
(92) K: She, she is computer (hh), she=
(93) B: Oh, yea?
(94) K: Yea::
(95) B: Like a computer engineer [or something?
(96) K: [Engineer, yea, yea.
(97) B: Mm::

Curriculum negotiation at NHK: Meeting the needs and demands of adult learners

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Keywords
curriculum negotiation, learner-centered methodology, student autonomy, second language education

Curriculum negotiation, the act of teacher-student collaboration to determine a syllabus, is a procedure that various researchers have explored and explained. This writer has engaged in this process in NHK Culture Center English classes because of the great variety in the language needs and personal demands of his students and other institution-related conditions. It is argued that this alternative pedagogical practice can successfully allow mature students to create their own curriculum responsibly, making the learning process more meaningful and interesting to them. It is also suggested that the methodology herein described may be adaptable to other second language learner contexts.

シラバスを決める為の教師と学習者の協働活動である、カリキュラム交渉は、様々な研究者が研究している教授方法の1つである。NHK文化センターの英語クラスでは、受講生のニーズや要望が多様であり、またこの学校独自の状況も考えて、この方法が取り入れられた。この型にはまらない教授方法により、大人の学習者にとって学習過程がより意味深く、興味深いものとなり、彼らが責任をもって自らのカリキュラムを上手く構築することができるようになると論じる。さらに、この方法は他の第二言語学習者の場合にも採り入れられると提案する。

Bio Data

Harry W. Harris, Jr., has an M.A. in Spanish linguistics and one in Applied Linguistics. He has taught English and Spanish at academic institutions in Japan, the U.S., and Bolivia. At present, he is involved in curriculum development in the new English Program at Hakuoh University, for which he has collaborated on writing skill objectives and organized the Writing component. He also participates in teacher-training workshops in Japan, writes language-education materials, and appreciates his wife's company and her amazing tolerance of the overtime he spends at the computer < harrishw@fc.hakuoh.ac.jp>.

The prestigious NHK Culture Center, which began offering a variety of courses (including language) to the general public in 1979, advertises that 750,000 people attend its classes annually and that "[t]he large number of its continuing 'members' [students] is proof of the high satisfaction and trust for the classes they offer" (NHK Culture, 2009, para.1, translated by author). True, but it cannot be because of the image I project in my NHK classes. My stern face seldom offers the beckoning service-industry smile important in meet-the-public Japan. I visibly fidget if my students show up late and inquiringly stare at them if they do not do their homework, but they grin in the first instance and share their work across tables in the second. Yet, I do offer a collateral presence, and purpose,

at our frequent parties and after-class coffee time. As well, my students do wholeheartedly affirm that they want to improve their English language skills, and many of them have continued attending my classes over the years, despite their weekday work responsibilities and weekend family and community obligations.

However, I wonder: Could a part of our mix be that they like their class because we collaboratively construct our curriculum through negotiation every three months? Does this methodology merit serious consideration for second language (SL) contexts? To explore the latter question, this paper 1) describes the curriculum-negotiation (CN) methodology this writer has used in his NHK classes, 2) makes observations that might help other educators implement similar methodology in other contexts, and 3) explains general issues that might be encountered with this approach.

Curriculum negotiation

Explained as a way in which students can share classroom authority (Kordalewski, 1999), student-teacher CN is not new. Conceptually, Dewey (1977) foreshadows this with discussion of the importance of purpose-forming learner participation and of the exigency of personal-interest education (Dewey**,** 1966), and Freire (2008) refocuses these ideas with his censure of the lack of learner consultation in the program decision-making process. The literature also reflects various CN methodologies and evaluations. Shor (1996) provides an exhaustive description of his pedagogy with U.S. working class college students, while other researchers explain their success in SL contexts (e.g., Armanet & Obesejecty, 1981), some reportedly with less-motivated learners (e.g., Littlejohn, 1983) and others with well-motivated ones (e.g., Norris & Spencer, 2000), and offer critical balance in support of student autonomy and learner-centered education (e.g., Clarke, 1991).

With their explanation of personal and interactive negotiation as unobservable psychological and overt social confirmations of meaning, respectively, Breen and Littlejohn (2000) explain that procedural negotiation is an agreement on a future process within the context of a social setting (for our purposes, the classroom) by which students can collaborate with teachers in mapping out course activities, content, purposes, and evaluation. In theory, the idea is that dialog will encourage learners to understand their responsibility in their own learning process, motivating them to engage positively in its activities so that they can accomplish the objectives they have helped determine. Importantly, this learner-centered idea is democratic, handing over some of the rights and responsibilities of their education to learners who gain accountability for their own education decisions.

For my purposes, however, CN became necessary because of conditions at NHK which are surely encountered by other SL educators who instruct individuals or groups in similar "free" situations. For one, my students are not tested for entrance, placement, or advancement purposes, meaning that I must teach students whose English proficiency ranges perhaps from high elementary to high intermediate, in turn meaning their input can help me understand better their language needs, to which I can respond more appropriately in, for example, my own choices or adaptations of materials. As well, there is much incentive to accept all students because of the community-service nature of the program and because of the specter of class cancellations that small student numbers raise, which means I must try to accommodate all of their English education demands. Finally, NHK students can miss classes without grade or institutional consequences, which means I must isolate my lessons so their content does not greatly carry over to other sessions, which could confuse students who have missed previous classes or leave those who will miss successive ones with a feeling of incompletion.

In my case, because of these conditions, each lesson is a capsule, independent from previous or successive lessons, which my students at the beginning of each term help decide, and evaluation consists of ongoing post-activity feedback, rather than diagnostic tests. With no textbook, all materials are teacher or student generated to allow us to explore the skills, activities, and topics that my student professionals of different linguistic strengths and personal interests demand. As we shall see, much syllabus planning is left to these students of such disparate needs and backgrounds.

My NHK students

Many of my NHK students have been in my class for a very long time. Ranging in age from their mid-40s to almost 80, they are motivated professionals involved in various endeavors. One attends international meetings and is at NHK to build listening and presentation skills. Another likes short stories but needs business English at work. Still another exhibits her art and wants to maintain her English to communicate with friends met during her study abroad year. A fourth teaches Japanese to international children in Japan and expresses a need for improved English grammar knowledge. An inquisitive fifth likes to learn about different topics through English. Clearly, these and other students in my class are mature learners with many demands and needs we must attempt to meet in our weekly 70-minute sessions.

Methodology and activities

At the beginning of each NHK term, when my students have settled themselves and we have exchanged greetings, I ask whether they would like to craft their own three-month schedule again. I remind them that the syllabus should reflect their needs and interests and that, afterwards, they will take a vote, "finalizing" the schedule (with changes possible). When new members are present, I emphasize that this is their opportunity, with my aid, to choose activities they think will help them with English skills they want to improve. With their consent, and presumed understanding of our purpose, I group them (better than a teacher vs. whole-class framework) and they generate activities they would like to cover, which I later elicit. Generally patterned upon past class activities, my students make their suggestions, which I write on the board randomly.

Importantly, though I have indeed been fortunate to work with such cooperative NHK students, teachers with students less ready to collaborate, for cultural or other reasons, should adapt this methodology. (Some students within other contexts, for example, might prefer a top-down teacher-initiated curriculum, a desire which must be considered.) Though students certainly should understand they can engage themselves in relevant activities they like and may need, this paper does not invoke an abdication of the role of the teacher, who should judiciously tailor the process not only to student wishes and participative ability but also to such circumstances as course or institutional objectives. In classes where students seem, for example, to have trouble providing activities, the teacher could write language skills on the board (e.g., speaking), with several related activities (e.g., game, dialog, show-and-tell, or discussion) and encourage students to provide others. Alternatively, a whole repertoire of skill-related activities could be offered, from which the students could make selections. In a course with specific program goals, suggested activities, of course, should be relevant, though many of these are often interpretative, leaving latitude for adaptation. With "Family," for instance, learners could bring in photographs or devise (or fill in) family trees, describe family (even from prepared paragraphs), or test for vocabulary acquisition.

Next, I write a grid on the board and ask students to fill in the slots next to class sessions with the activities that we have already noted (see below). The students, with my occasional guidance, spread these out to "hit" a variety of skill areas during the term. Again, teachers with less experienced students should supervise the choices to ensure preparation time and variation. As well, those with "shyer" classes can modify this procedure by having their students fill in a similar grid on a handout, which the teacher takes home for final schedule assembly based on majority preferences (and teacher discretion). (There can be more than one activity per slot, especially in classes such as Speaking, in which you may wish to increase tempo and variety.) A final schedule, on which we vote, usually looks like Table 1.

Table 1. Sample class schedule for an NHK class

1st class	Teacher's Choice	7th class	Lecture
2nd class	New Article	8th class	Short Story
3rd class	Debate	9th class	News Article

4th class	Grammar	10th class	Cassette Listening
5th class	Discussion	11th class	Presentations
6th class	Business English	12th class	Presentations

Most of the activities in Table 1 are self-explanatory and need not detain us in detail. However, a brief explanation might be in order for these choices. The first class of the new term, Teacher's Choice, requires that I prepare an activity. Because students will not have prepared, this is always speaking or listening related. With News Article, students separately bring in English newspaper (or magazine) articles read at home in preparation for in-class group summaries and discussions. For Debate and Discussion, students decide on a topic during a previous class session. For Grammar and Business English, I provide students with handouts well before the class so they can prepare. With Lecture, I speak on a prepared topic. Students take notes and summarize the material afterwards. With Short Story, students read a story I have given them and answer prepared questions. For Cassette Listening, they listen to selections in class, ask and answer questions, then summarize and discuss, depending on time. Finally, for Presentations, students prepare a topic and present it individually in front of the class. These have been lectures, workshops (e.g., *origami*), and quiz-type activities.

Needless to say, some activities in the chart above may be inappropriate for some student populations and in such cases should be modified or replaced with ones more suitable to student needs and wishes. However, with presentations, it is not difficult to imagine a class of diverse students using hobby samples for class presentations. One of my lower-level students once played her violin, much to the delight of the class, who responded in English to her performance; another student brought in a map to describe a trip ["First, I went here. It was a beautiful city. Then, I went there. The mountain was beautiful."]; another brought in a key-ring, explaining the circumstances under which this family heirloom had been passed down to her from her great-grandmother. Remain practical but flexible with your syllabus.

Issues

Perhaps the biggest concern with successful CN implementation is low student motivation and incredulity at the task, hindering negotiation. That said, in this venture you can coach and coax, but not coerce. Student ideas can still be incorporated into a curriculum more indirectly by eliciting their ideas on paper, having them fill in (rather than discuss) a blank grid such as the one above (which can be used as the departure for a teacher-adjusted class syllabus) or respond to a questionnaire, as Bloor and Bloor (1988) report doing with SL self-access and writing students. (Many students routinely do course-final questionnaires, so why not course-initial ones?) Also, as Clarke (1991) explains, learners can still be involved in this process even if they are restructuring, rather than generating, a syllabus. They can modify components such as tasks, topics, and tests on a teacher-generated syllabus, allowing them some control and giving them a sense of syllabus ownership, which, as Irujo (2000) reminds, is important.

Also, empowering students to determine their syllabus may come with the drawback of their selecting inappropriate materials (e.g., for reading) for themselves or group members when they have been given this responsibility, and absences may be problematic if students designated to prepare group materials miss class. However, teachers who have students select (or prepare) materials should provide guidance. For example, students can be taken to the library where they can learn that graded readers become progressively more challenging (Oxford, Cambridge, Longman, and Macmillan all offer these valuable additions to extensive reading). As well, teachers who have students bring materials for class use should prepare other activities beforehand in case of "no-shows." Anticipate these surprises. Finally, it is important to remember that choosing or creating material is itself part of the collateral learning process, and students can learn about their educational needs and abilities from mistakes.

Finally, in CN, individuals might dominate the process or later contest syllabus choices. As in

any other comparable academic context, however, student self-expression should be encouraged. If this is difficult, their suggestions could be written. As well, learners should be reminded that CN is a democratic activity. Once, well into an NHK term, a student questioned Short Story on this activity day. This student was first reminded that the schedule was a community construct. Then, another student who had always opted for this activity told him very politely but promptly that it was his favorite. The issue was dropped with manifest agreement that the schedule was student-generated for students, and in the first class of the next term they confirmed their desire to negotiate the new schedule and I affirmed their vital place in that process.

Concluding remarks

CN is the pedagogical practice of allowing students to make choices about how and what they will learn. Though this teacher has had to adopt this collaborative exercise for his NHK classes because of institution-specific considerations, the observations made here should be of value to many SL educators in situations in which they are obliged to ensure a meaningful and interesting curriculum for students of disparate interests and language abilities. Certainly, curriculum construction sharing will provide our students the opportunity to make learning choices for which they should be responsible. As such, it is an alternative practice to which to give serious consideration.

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Strategies for teacher motivation

Keywords
motivation, self-regulation, belonging, self-efficacy

Many teachers of a foreign language (FL) may face struggles particular to their situations working abroad and become demotivated in their careers. Without easy access to support services, they may be susceptible to emotional exhaustion, depersonalization, and a sense of low personal accomplishment. This paper outlines processes by which teachers can regain and maintain their motivation by practical steps founded on three principles—managing emotions, joining communities, and boosting efficacy. FL teachers can generate agentive thinking and pathway thinking for their own remotivation, promoting proactive step-taking toward preferred futures for their students, colleagues, and themselves.

外国語教師は外国での勤務という特殊事情に起因する様々な状況から物事への意欲の減退や喪失に直面することがある。支援を容易に受けられない環境下では感情の枯渇、社会からの孤立、達成感の低下に陥りやすくなる。本稿では外国語教師が実践できる意欲の回復と維持方法に関して、感情の制御、コミュニティへの参加、自己認識能力の向上という3原則に基づいて段階ごとに説明する。そして、主体的考え方と方向性を見出す考え方を発達させることで、教師が接する学習者、同僚、そして自分自身が望む将来のあり方へ積極的に前進していく方法を提言する。

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Teacher demotivation

A survey from The National Union of Workers (2004) was conducted on 330 foreign teachers of a foreign language (FL) in Japan. Eighty-seven (26%) were full-time with tenure, many with doctoral degrees; 93 (28%) were limited-term and 150 (45%) part-time, most with MA or BA degrees. Eighty-nine percent of the part-time teachers reported being without salary bonuses, 95% were without research funds, and 51% were without any pension plan. The main sources of dissatisfaction among them all were perceptions of unfavorable discrepancies between them and their Japanese counterparts. These included obligation of annual employment contracts and exclusion from faculty meetings. Furthermore, nearly a quarter of these respondents felt they had been harassed at work for being a foreigner.

Many FL teachers work in insecure and uncertain contexts, as many of us teach overseas, away from our home countries and familiar systems of physical, social, and emotional support; gain employment through part-time and limited-term contracts; hold short-lived work relationships due to a high rate of turnover; and accept high stakes testing goals and rigid curricular policies — down to choice of textbook and page number on which day. These conditions exclude most FL teachers from the decision-making processes that govern their work in the classroom and their professional advancements. Also, academia is known to have chronically toxic cultures that perpetuate acts of incivility from faculty and administrators (Twale & De Luca, 2008). Often deprived of autonomy (control), opportunity to exercise competence, and a forum to express themselves (relatedness), FL teachers can feel devalued, isolated, and helpless, causing job dissatisfaction and demotivation. Similarly

demoralized, their colleagues resign from school and even leave the country, further isolating those they leave behind.

Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of psychosomatic symptoms (e.g., Jin, Yeung, Tang, & Low, 2008; Kieschke & Schaarschmidt, 2008). High levels of job dissatisfaction, stress, and burnout can negatively influence motivation, cognition, and job performance (Dai & Sternberg, 2004). For teachers, those who report low levels of motivation tend to perceive their students' motivation levels as low (Gorham & Millete, 1997). Dörnyei (2005) elucidates how substantially teacher motivation influences student motivation and learning achievement. To keep a healthy and productive learning environment for their students, work environment for their colleagues, and career for themselves, it is imperative that teachers maintain motivation.

Teachers living abroad may encounter difficulties particular to their situations, but much relevancy with coping toward success can be found in studies on stress in the workplace and human achievement in general. Founded on principles in fields of psychology, and incorporating what I have learned from my and other teachers' experiences, this paper covers processes and practical steps by which teachers can regain and maintain their motivation.

Strategies for teacher motivation—Three principles

Motivation waxes and wanes as it is dynamic, situational, and psychologically experienced (Dörnyei, 2005). However, chronic drops over the long-term might be indicative of teacher burnout, of which three factors have been identified and investigated regarding their relationships to school context variables—emotional exhaustion, depersonalization, and low personal accomplishment (Grayson & Alvarez, 2007; Skaalvik & Skaalvik, 2009).

Experience in any dimension of teacher burnout can be linked to a disparity in any of the three basic psychological needs for well-being—autonomy, competence, and relatedness (Deci & Ryan, 2002). Teachers with at-risk conditions can remotivate with three principles—managing emotions counters emotional exhaustion; joining communities counters depersonalization; and boosting efficacy counters low personal accomplishment. Each principle covers the three basic psychological needs for well-being.

The ability to cultivate and maintain conditions which fulfill these needs is a process called self-regulation (agency), which is used to achieve personal goals in the long-term, and to cope under stressful conditions in the short-term. Skinner and Edge (2002) identified the two key factors that allow people to cope adaptively as they struggle to persist in times of difficulty — a sense of control (autonomy) and social support (relatedness). These two key factors bring enjoyment and hope, which are linked to greater effort, deeper cognitive engagement, and more self-regulated behaviors within the workplace, promoting proactive step-taking toward preferred futures (Dai & Stenberg, 2004).

Managing emotions

Emotional exhaustion is the primary predictor of teacher burnout and it relates directly to negative interactions with students, colleagues, and supervisors (Grayson & Alvarez, 2007). Managing emotions is a coping skill that can lead to improved cognition. It is situated contextually and culturally, and is exercised by a self-regulatory agent. When the agent perceives incongruence either internally or externally between actual and desired outcomes, coping skills are exercised to repair mood (Eich, Kihlstrom, Bower, Forgas, & Niedenthal, 2000).

Your successful emotional management can improve moods and thinking not only for you, but for those you interact with. And at stake might be more than just feelings. It can be a bonding with others and a building of your reputation that lands or loses a job. It can be that one extra reason that gives someone the trust to take a chance and extend you an offer when you least expect it.

Here are the top ten most commonly used emotion regulation strategies in the workplace, according to one study (Diefendorff, Richard, & Yang, 2008), ranked by frequency of use: (1) Seek out individuals who make you feel good, (2) keep yourself busy working on other things, (3) do something enjoyable to improve your mood, (4) try

to solve the problem, (5) find humor in the situation, (6) think about how the other person feels, (7) consider how things could be worse, (8) pretend you are in a good mood, (9) turn your attention to something that doesn't bother you, (10) remind yourself that you cannot control everything.

Ask teachers how they successfully cope. Their stories and encouragement can help you create positive emotions and motivate you to keep learning new ways — telling yourself you can do it; singing songs; smiling; reminding yourself that you are not the only one struggling; getting cardiovascular exercise; appreciating others; making to-do lists and crossing things off at completion; pasting inspirations all over your walls; taking breaks to recharge.

Probably the most critical emotion for enabling well-being in times of distress is hope. Hope generates agentive and pathways thinking, the cognitive processes of believing in the ability to maintain self-control toward achieving your goals, and imagining alternative routes toward them when the way is blocked (Snyder, Cheavens, & Sympson, 1997). Without hope, individuals neither see nor seek ways around obstacles. And with it they become capable of overcoming obstacles and engaging toward their preferred futures (Carver & Scheirier, 2007).

Joining communities

Depersonalization was found to be the second major contributor to teacher burnout (Grayson & Alvarez, 2007). The sense of social support is crucial for teachers under stressful conditions (Kieschke & Schaarschmidt, 2008; Wilhelm, Dewhurst-Savellis, & Parker, 2000). With joining a community, teachers can find the relatedness that they need to persist and even to maintain well-being. Relevant here is the belonging hypothesis, which is that "human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relations" (Baumeister & Leary, 1995, p. 497). We get motivated through socialization.

Our community involvement and interpersonal relationships form the processes of social identities and actions we take in the community. These social identities interrelate with our individual identities; social concepts, attitudes, and behaviors are co-constructed through self concepts, attitudes, and behaviors (Hogg, 2003). Therefore when choosing a community to join to help reach your goals, first delineate them in relation to your preferred future self identity, and the principles used to determine the importance of your goals. Afterward, you can more effectively evaluate these in relation to the organizational beliefs, image, and practices of the community you seek to join.

Communities can enrich our lives through the interpersonal processes of forming and attaining both personal and mutual goals (Snyder, 1994). Through observing and interacting with others, you learn ways of doing things that you wouldn't have figured alone. You can increase the ability to cultivate pathways for attaining individual goals alongside interrelated goals when enacted through the synergy of a cooperative community. Figure 1 by Snyder (1994) depicts how *me* and *we* goals can resonate and that teachers can assist each other in reaching them. You can do this by volunteering for an academic society or other organization where you can use your competence.

Figure 1. When me and we goals are aligned and resonate (Snyder, 1994, p. 297)

Teachers can collaborate to mentor each other, and model the behaviors and values that lead to professional success (Hooker, Nakamura, & Csikszentmihalyi, 2003; Park, Oliver, Johnson, Graham, & Oppong, 2007). Examples are meeting to talk about classroom problems and solutions, forming reading circles that focus on pedagogy and research, and collaborating on projects. A mutual goal can simply mean enjoying a pleasant day, with daily greetings, respectful language, and polite demeanor contributing

immensely toward a cooperative environment. If you are experiencing the opposite, set a good example and keep working toward it.

Sometimes others do not cooperate. Regardless of the culture and context, bullying and mobbing permeate academia (Twale & De Luca, 2008) and every workplace — numerous studies have consistently shown that such behavior deteriorates the quality of work performance, and the physical and mental health of employees, with costs paid in damage to the organization's reputation, medical fees, legal fees, and human lives (e.g., Namie & Namie, 2009; Porath & Pearson, 2009). Often victims or "targets" do not know what is happening to them until it is too late. Here are specific ways to deal with bullying (garnered from Kohut, 2008; Lubit, 2004): (1) Don't blame yourself, blame the bullies — you just happen to be the target at the time; (2) avoid them — despite appearances, bullies do not have the capacity to empathize or cooperate; (3) avoid provoking them — bullies excel at setting people up, distorting facts, spreading rumors, and manipulating others; (4) document each act and how it made you feel — not only does this help you vent, you can analyze the situation more objectively when you are calmer; (5) don't let them see, hear, or smell your weakness or pain — they feed on it, and their attack escalates; (6) seek friends and allies for support, and for knowing that the school does employ kindhearted people; and (7) cherish your little victories daily.

How well teachers under stress cope seems to have a reciprocating effect on the people around them. As stress increases, teachers become less tolerant and more aggressive. Such behaviors isolate them even more. In one longitudinal study (Wilhelm, et al., 2000), teachers who remained in the profession had two things early in their careers — hope and a professional role model. If you find these lacking in your immediate environment, self-assertively seek a community with supportive role models to share academic interests and goals.

Boosting Efficacy

The third contributing factor to teacher burnout is low personal accomplishment, meaning low self-efficacy, the belief in your abilities to do the job well, and it relates to persistence of an activity within a specific context (Bandura, 1997). Professional efficacy and classroom efficacy are the two underlying psychological forces that drive teachers toward self-directed professional development that can lead to job satisfaction (Mushayikwa & Lubben, 2009).

After committing to a long-term goal, divide it into attainable subgoals. With each achievement, you build self-efficacy, impelling persistence, improving your outlook and demeanor, and increasing chances of getting the recognition needed to help take control of your career development. The key is maintaining hope through agentive and pathway thinking with strategies such as those listed in Table 1.

Table 1. Agentive and Pathway Thinking Checklist (excerpted from Snyder, 1994, pp. 239-240, 254)

- Tell yourself that you have chosen the goal, so it is your job to go after it.
- Begin your pursuit of a distant goal by concentration on the first subgoal.
- Practice making different routes to your goals and select the best one.
- Mentally rehearse scripts for what you would do should you encounter a blockage.
- Conclude that you did not use a workable strategy when you do not reach a goal, rather than harshly blaming yourself.
- Think of problems as challenges that arouse you.
- Recall your previous successful goal pursuits, particularly when you are in a jam.
- Enjoy the process of getting to your goals and do not focus only on the final attainment.
- If you need a new skill to reach your goal, learn it.
- Cultivate two-way friendships where you can give and get advice.

Sequential subgoals might lead from creating materials for class, to an article in a journal, to a

textbook series. Your in-class methods development could step from an academic presentation, to curriculum implementation at a school, to a consultation career with institutions internationally. Start where you are. Ask students what went well with class. Ask teachers and administrators about the needs of the institution. Get postgraduate education now. Keeping up with the evolving needs of students, institutions, and society boosts self-efficacy — you know you can do it. Moreover, when you see progress in yourself, others can too. They may champion your endeavors and even assist because they have learned you are a valuable member of the community.

Continuing

Keeping chances open for career fulfillment can be tough but it is a rewarding learning process. It may be a reality that FL teachers face taxing conditions, although nothing so exclusive to them. Study how successful others persisted. What made them earnest? How did they get around brick walls in their paths?

Teachers can practice self-regulatory strategies to maintain the motivation to persist and take themselves to the next stage in their careers. Pathways can form when you vividly imagine them and act — wishful thinking won't work. Managing emotions, joining communities, and boosting efficacy form synergistic actions among interrelated people, goals, and practices, promoting proactive step-taking toward preferred futures among your students, colleagues, and you.

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Learning to speak English: Japanese junior high school student views

Keywords
JHS, student attitudes, oral skills, negative test impact

In 2003, the Ministry of Education, Culture, Sports, Science and Technology unveiled a new junior high school (JHS) English as a Foreign Language (EFL) policy that focused on oral communication. While evidence of policy non-compliance in schools exists, until now there has been no research on the attitudes of students in regard to learning English speaking skills. This paper reports on research carried out in two schools in a mid-sized Japanese city that investigated the opinions of students via questionnaires. The study reveals that although EFL education is considered very important, English is very unpopular compared to other subjects. While being able to communicate orally in English is a JHS EFL education outcome desired by students, passing the senior high school entrance examination is their main concern.

2003年、文部科学省はオーラルコミュニケーションに重点をおいた、中学校における外国語としての英語(EFL)の新方針を発表した。いくつかの学校は方針に従わない傾向もあるが、英語のスピーキングスキル学習に関して、生徒に対する研究はまだ為されていない。本論では、日本の中都市にある2つの学校で実施された、生徒の意見を調査するアンケートを研究題材とした。本研究によりEFL教育は非常に重要とみなされているにも関わらず、英語は他の科目に比べて非常に人気が低いことが明らかとなった。生徒はその教育の成果として口頭により英語でコミュニケーションをはかれるようになることを望んでいるにもかかわらず、高等学校入学試験に合格することが一番の関心事となっている。

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In 2003, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) released an *Action Plan* to improve the English speaking skills of junior high school (JHS) students. However, pressures working within JHS English as a foreign language (EFL) education negate the efforts of MEXT. These pressures include the poor English speaking skills of many Japanese Teachers of English (JTEs), large classes of mixed-leveled students and negative *test impact*[1] . These issues, along with the unpopularity of English amongst students (Honna & Takeshita, 2005) have made JHS EFL a controversial and much debated section of the Japanese education system.

The research conducted in this study can be used by native-English teachers to better understand the current condition of EFL and EFL learners in Japanese JHSs. This has been difficult up to now because many of these teachers are unable to comprehend relevant Japanese research due to insufficient reading skills. In addition, there have been no recent studies in English dedicated to finding out exactly how students view EFL in JHS.

Research Questions

The following research questions were explored in this study:

1. What do students want from Japanese public JHS EFL education?
2. Do students believe that possessing English speaking skills will be beneficial for their future?
3. Do students like English as a JHS subject?

1 *Test impact* is the impact tests have on aspects of education. It negatively affects EFL education at the JHS level because teachers, due to exam pressure, feel obliged to teach students exam relevant information only. In Japan, this usually means speaking skills are ignored.

Previous Studies

English is *the* foreign language in Japan (LoCastro, 1996); however, success in EFL has not been high. In fact, Japan has been considered the *poster child* of first-world nations that have unsuccessful EFL programs (Reesor, 2003, p. 57). The MEXT 2003 *Action Plan* was an attempt to rectify this. It stated: "On graduation from a junior high school, students can conduct basic communication with regard to areas such as greetings, responses, or topics relating to daily life (para 1)." Regarding JHS, "the focus is on cultivating communication abilities in listening and speaking (para 9)." To achieve these goals, students would have to interact with English rather than be passive receivers of grammatical information, a goal that would require JTEs to employ an interactive student-centred style of teaching. However, the main method of instruction in Japanese JHS EFL classrooms remains the teacher-centred, Asian version of grammar-translation: *yakudoku* (Gorsuch, 2000; LoCastro, 1996; Rubrecht, 2004). *Yakudoku* is mainly conducted in Japanese, which gives students insufficient exposure to English to develop any communicative competence (LoCastro, 1996).

Reasons given for y*akudoku* use are (Brown, H., 2000; Gorsuch, 2001; LoCastro, 1996; Rubrecht, 2004):

- Low JTE English proficiency
- Implementation requires few teaching skills
- Fear of making mistakes in English and losing face during lessons
- The simplicity of making and marking tests based on translation

Test impact may also promote the use of *yakudoku* either positively or negatively. If assessment matches course goals, objectives, and teaching practice, then the impact is positive. If assessment does not match these factors, it is negative (Brown & Hudson, 1998). Tests are extremely important in JHS, none more so than the senior high school (SHS) entrance examination. This test dictates which schools students can attend and has huge implications for their future. Unfortunately, it negatively affects JHS student English speaking competency because the exam has no oral component (Akiyama, 2003). It reduces English to a collection of discrete items (Honna et al., 2005), which lowers student motivation to speak in lessons because it is not a relevant test skill.

Methodology

Research setting and participants

This research was undertaken in two public JHSs in a mid-sized Japanese city. The participants were the students of the schools and ranged in age from 12 to 15 years old. Japanese JHS students normally receive three 50-minute EFL lessons per week. However, the research location is a *special educational district of English*, one of only 34 such districts in Japan. While the location has no greater need for English than anywhere else, the language was held in high regard by members of the city council. To become a special district of English, city officials must apply to the central Board of Education in Tokyo. The most important outcome of acquiring this status is the placement of a native speaking English teacher in every JHS to provide an additional 50-minute EFL lesson each week, over and above the scheduled 150 minutes.

Questionnaire development, administration, and analysis

Two focus group sessions involving three JTEs per group were arranged to assist questionnaire item production. A question enquiring about foreign culture and world affairs knowledge was requested by JTEs and added to the item list to show gratitude for their assistance. The item list was sent to a journalist and an EFL professor for analysis. Ambiguous items were highlighted and were either reworded or deleted, leaving the questionnaire with six items. Likert scales were then developed. The traditional *strongly agree… strongly disagree* scale was avoided because the term *strongly* suggests an emotional component, a degree of conviction or caring about the answer over and above the cognitive task that is the central question (Fowler, 1995). *Completely agree…completely disagree* was used instead, and negative choices were placed on the left end of the scale to reduce bias (Brace, 2004; Bradburn, Sudman, & Wansink, 2004).

To promote comprehension, the questionnaire was translated into Japanese. Translation accuracy was ensured by employing a back-translation method in the following stages:

1. Questionnaire translated from English into Japanese
2. Questionnaire translated back into English using a different translator
3. The English questionnaire from Stage One and the re-translated English questionnaire from Stage Two were compared
4. Non-matching items analyzed and fixed by a third translator

The Japanese questionnaire was given to JTEs to critique and piloted by a JHS English Club to ensure its appropriacy. Following its acceptance by the principals of the two schools, it was printed and distributed to the JHSs (see appendices). At one JHS, all students completed the questionnaire during class. In the other school, administration was done at JTE discretion. 337 completed student questionnaires were received. Results were statistically analyzed to identify meaningful results.

Findings and discussion

Students selected their three most important school subjects. These selections were calculated to provide the *subject importance ranking* shown in Figure 1. To determine subject popularity, students ranked their favourite subjects from one to nine, one being their favourite. Only the top-three ranked subjects were considered, as these were the ones students would be most adamant about. To calculate the subject popularity selection, numbers were inverted (i.e., a selection of one had a true value of nine points). The finding that English was a very unpopular subject in JHS supported the 2005 MEXT survey mentioned previously (Honna, et al., 2005). Reasons for the unpopularity of English could be:

- A lack of variety, creativity, or physical movement (probable motivational factors

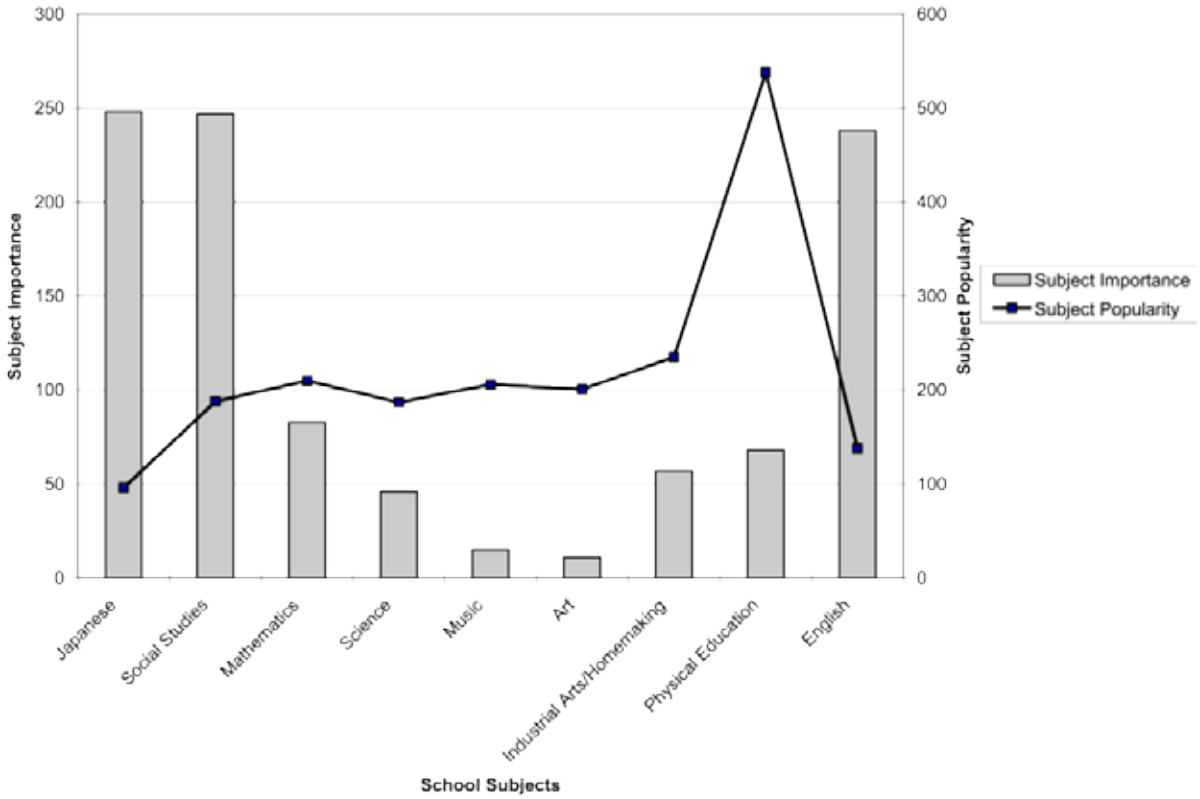

Figure 1. JHS subject popularity and importance ranking

for this specific age group) found in other subjects, such as art or physical education
- Negative attitudes towards English borne through the belief that English is only a necessary evil in scholastic advancement
- *Yakudoku* use

English, ranked within the top three most important subjects and not far below the top subject (Japanese), was a significant finding. It is likely that this importance ranking was boosted by the fact that English is a prominent part of the SHS entrance examination. This point complements the findings shown in figure 2 below. In gathering this data, students were asked to choose as many options as they wished in the item regarding the abilities wanted from JHS EFL education. They were also asked to write any additional desired skills. Each selection was calculated to provide the *level of student desire*.

The importance of passing the SHS entrance examination was certainly evident. At this point in a student's schooling, it is not surprising that students value assessed skills above non-assessed ones in this extremely important exam since students who cannot enter a good SHS will probably not attend university. In Japan, this usually means a future of low paying, menial employment. Three of the four next favoured skills involved speaking, yet the gap between them and passing the SHS entrance exam was significant.

Students demonstrated little interest in world affairs and foreign cultures-- perhaps they were too busy with the present to be concerned about something so seemingly distant. The desire to use all taught English vocabulary must be considered an untenable expectation given the small amount of time dedicated to EFL and the demands of other subjects. However, this demonstrated an active attitude toward language learning where the language is used rather than stored. Students also wanted to learn how to greet, give self-introductions, and talk about daily life. These points related directly to the MEXT JHS EFL goal mandate. However, talking about daily life is multi-leveled, so it is uncertain which level of speech students were advocating.

The majority of students (37.4%) chose *don't know* as their response in regards to JHS EFL

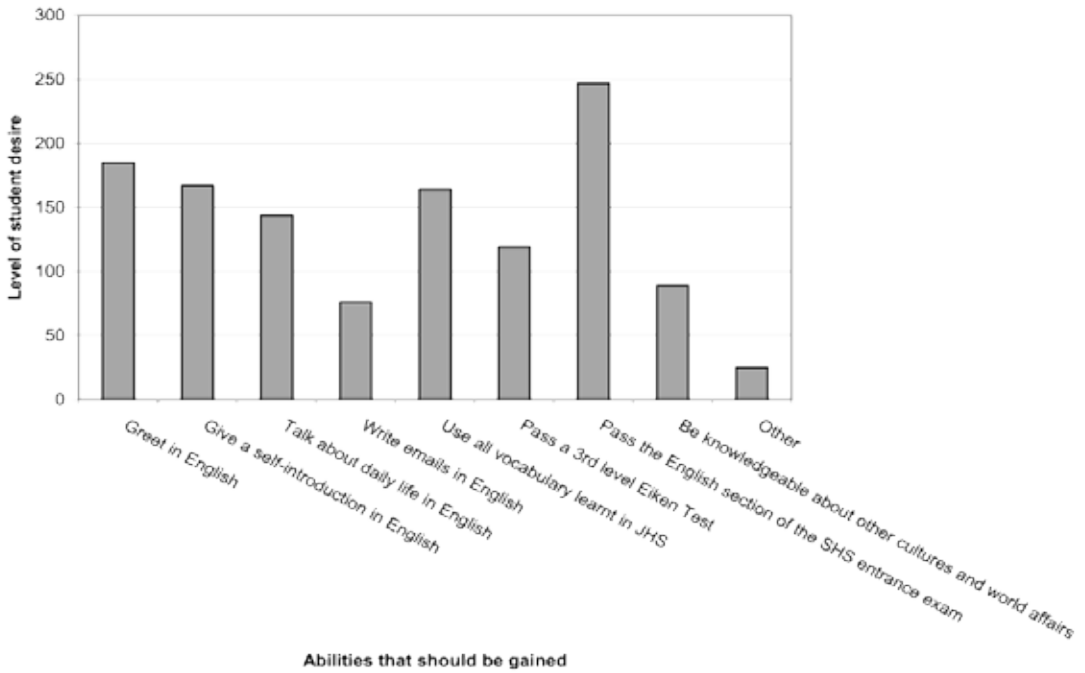

Figure 2. Abilities students want to gain from JHS EFL education

focus, 34.3% felt EFL should have an academic focus, and 28.3% answered that it should *not* have an academic focus. It is likely that more academically focused students selected the need for a more studious approach to EFL as they were probably more motivated in entering a good SHS and thus appreciated anything assisting that end. Because students did not indicate which JHS grade they were in when completing the questionnaire, one could speculate that this division could have also been between the 3rd grade students, who would have been more aware of the EFL requirements of the SHS entrance examinations, and the students of the lower grades. Regardless of which theory is most accurate, the disparity between student views regarding EFL lesson focus shows one of the difficulties that JTEs must face in keeping their students satisfied and focused during lessons.

Just over 50% of the students believed they would need English speaking skills in the future, while approximately 20% did not (Table 1).

Table 1. Students need English speaking skills for the future

Response Options	Response Rates
Completely disagree	17
Generally disagree	41
Don't know	84
Generally agree	120
Completely agree	25

What is unfortunately not clear in Table 1 was how students defined *future*. It is possible that in the eyes of some students, it meant nothing beyond the entrance examinations rather than life after study, which would have boosted affirmative selections. However, half of the additional written comments involved either the ability to communicate with foreigners or being able to live in an English speaking country, indicating that many students defined *future* as sometime after their SHS entrance exams.

Conclusion

Students regarded JHS EFL education as being very important, deviating from suggestions made by scholars such as Guest (2006), who stated that Japanese people consider English unimportant because Japan has a "geographic, linguistic and psychological distance from the English-speaking world" and the belief that speaking English might somehow dilute a person's *Japaneseness* (p. 14). However, Guest's theory is worth considering because it is possible that the JHS EFL importance ratings presented here were influenced by the SHS entrance examinations. English is a major part of these exams, and passing them was paramount to the students.

There appears to be little debate on the unpopularity of English, which is probably the result of the *yakudoku* teaching methodology more than anything else, though it may also be unpopular with some students because it does not seem to be a practical subject for their lives beyond formal education. Nevertheless, most students believed that English speaking skills would be important in the future, though *the future* can be a relative thing. Some students may have viewed it as the looming SHS entrance examinations. The divide between whether EFL should be taught academically or for communicative purposes in JHS was plainly evident, a possible indicator of test impact. Entry into SHS is an extremely important period in Japanese life, so it is natural that JHS students strongly focused on academic advancement will gravitate towards English skills which are assessed, thus rendering speaking skills a victim of negative test impact.

Avenues for further research

This research has revealed details on JHS student views regarding EFL tuition in a mid-sized Japanese city. As a future extension, the data here could be compared with that from a larger, more international city, such as Kobe, Osaka, or Tokyo. This research should incorporate a greater number of participants, which would raise the study's significance. In this study, the relatively small number of subjects could be seen as a limitation. Research in the future could also endeavour to establish why English is seen as important to JHS students and focus on how

the SHS entrance examinations affect this view. Reasons behind EFL's unpopularity should be investigated, as this probably adversely affects learning motivation.

To gather the more subjective data suggested above, a more thorough, lengthy questionnaire that allows for elaboration should be used. While some participants in this study wrote additional information on their questionnaires, a designated comments section for each question may have provided a lot more significant, rich information to supplement the statistical data. An item asking students to detail the need for English speaking skills in the future could have provided English learning motivation insight and more test impact evidence. Another obvious drawback was the fact that Likert scales do not indicate conviction, meaning that two responses may be identical yet their sentiment may vary in strength.

No change in policy or shift in teaching method will result from this research alone. A more appropriate goal would be an attitudinal shift in the target audience, the native English speakers employed as EFL teachers in Japanese JHSs. Hopefully, after reading this article, members of this group will more clearly understand and appreciate JHS student attitudes towards EFL. It is hoped this research may also foster greater empathy in native speaking EFL teachers towards JTEs, which may then support the development of shared beliefs and goals.

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Appendix A

Administered Student Questionnaire

生徒用

- あなたの率直な御意見をお聞かせ下さい。
- すべての質問にお答え下さい。
- 下記の答えから一番当てはまるものに○印を１つだけつけて下さい。

全くそう思わない	そうは思わない	分からない	そう思う	強くそう思う

1. 次の中学校の教科を好きな順に１から９まで番号をつけてください。

___国語　　___美術
___数学　　___技術・家庭
___社会　　___体育
___理科　　___英語
___音楽

2. 将来、英語で話せるようになる必要がある。

全くそう思わない	そうは思わない	そう思う	強くそう思う

3. 中学校の教科の中で、自分の学習で特に重要だと思うもの３つに○をつけてください。

___国語　　___美術
___社会　　___体育
___数学　　___技術・家庭
___理科　　___英語
___音楽

4. 英語は将来話せるようになるために勉強するというより、教科の１つとして学べばよい。

全くそう思わない	そうは思わない	分からない	そう思う	強くそう思う

5. 中学校3年間の授業を受けて、できるようになりたいことは何ですか。あてはまるものにをつけてください。いくつでもかまいません。

- 英語で挨拶
- 英語で自己紹介
- 英語で自分の日常生活についての会話
- 英語でメールを送る
- 学んだ言葉を使って文章を書く
- 英検３級に合格する
- 高校の入学試験に合格する
- 外国の文化や世界の出来事に関心を持つ
- その他(説明してください)
- _____

Appendix B

Student Questionnaire in English (not administered)

- Please answer using your honest opinions.
- Please try to answer all questions.
- When answering the Likert Scales please circle in the box that is true for you. Circle only one box per question.

For example

Completely disagree	Generally disagree	Generally agree	Completely agree

1. Please rank the junior high school subjects in the order in which you like them (from 1~9, 1 being the subject that you like the most)

____ Japanese ____ Art
____ Social Studies ____ Mathematics
____ Industrial Arts/Homemaking
____ Physical Education ____ Science
____ English ____ Music

2. I will need to be able to speak English in the future

Completely disagree	Generally disagree	Generally agree	Completely agree

3. Please choose the 3 subjects that you think are most important

____ Japanese ____ Art
____ Social Studies ____ Mathematics
____ Industrial Arts/Homemaking
____ Physical Education ____ Science
____ English ____ Music

4. I should learn English as an academic subject rather than for future communication

Completely disagree	Generally disagree	Don't know	Generally agree	Completely agree

5. After completing 3 years of English lessons in Junior High School, what do you want to be able to do? Please check as many boxes as you want. *For example:*

- greet in English
- give a self-introduction in English
- have a conversation about his/her life in English
- write emails in English
- use all vocabulary learnt in composition
- pass a 3rd level Eiken Test
- pass the English section of the High School entrance examination
- have a good knowledge in foreign cultures & world affairs
- other (please explain)
- _____

University Accreditation: How it Impacts You
by Bern Mulvey

East Shikoku Chapter
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- 15:30 - 17:30
- Kagawa University, Faculty of Education Campus Room 411

Okayama Chapter
- Sunday, November 14
- 15:00 - 17:00
- Tenjinyama Bunka Plaza

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TOEIC materials and preparation questions: Interview with an ETS representative

Keywords

TOEIC®, ELP, ETS, TOEIC® preparation, TOEIC® materials

サバティカルリーブの2009年にTOEICの様々な側面を研究していたが、タイのAsian Universityでthe Center for Professional Assessmentの試験作成者の一人であるRobert Woodheadに連絡をする機会を得た。彼は、TOEICとTOEFL両方の試験作成団体であるEducational Testing Services (ETS)についても精通していて、テストの準備や題材に関するインタビューについて快諾してくれた。インタビューは、最新の受験者ハンドブックに書かれているガイドラインに関して行なわれた。インタビューの目的は、専門家に直接インタビューをすることで、試験のための準備の要点をどの程度確認でき、そしてその示唆をどの程度明らかにすることができるのかを知るためであった。

David John Wood

Chikushijogakuen University

Having been granted a sabbatical leave from teaching to research various aspects of TOEIC while at Asian University, Thailand, in 2009, I had the opportunity to contact Robert Woodhead, a test writer at the Center for Professional Assessment (Thailand). He was very knowledgeable about Educational Testing Services (ETS), the producers of both the TOEIC and TOEFL tests. He kindly agreed to be interviewed on the subject of test preparation and materials. The interview questions were based on the guidelines given in recent examinee handbooks, the aim being to see to what extent a live interview with an expert would confirm the preparation points and perhaps shed more light on their implications.

David John Wood (DJW): Is TOEIC something you can or should try to teach or prepare for?

Robert Woodhead (RW): TOEIC is a test, so preparation of the test item types cannot hurt and should in fact help. The purpose of the test is to obtain the best representation of a test taker's listening and reading ability as possible, so the more familiar a test taker is with the item types the more reliable their results are likely to be.

DJW: What new learning strategies does the new TOEIC imply?

RW: The new TOEIC does not really require any new learning strategies. The test item type changes were made to update

the test in relation to current language usage in work-related environments.

DJW: How important is studying past papers?

RW: Studying past forms of the test may help the test taker become more familiar with the test item types, but will not help in actually improving a test score or a test taker's overall proficiency.

DJW: What preparation tips can candidates get from using the TOEIC homepage?

RW: Using the *take the TOEIC Tour* link of the <ets.org/toeic> webpage may provide new test takers with a better understanding of the test format, but nothing on that page is designed to improve overall language proficiency.

DJW: Graded readers are flooding the commercial market – is this the right way to go or are there other as good or better kinds of reading?

RW: Assuming you mean in relation to improving general reading proficiency to be measured by the TOEIC, the kind of reading activities would need to be leveled (I prefer this term to *graded* as we are always talking about proficiency levels) for purposes of either developing confidence in a student's ability (using materials at the student's current ability level) or helping the student move to the next highest level.

DJW: Many of the readers are actual British literature, often classics. Content-wise, wouldn't they be less relevant than writings relating more to the current use of language in a work-related environment?

RW: As the TOEIC is designed as a test of English used in the international workplace, I don't really think classic British literature would have all that much value. More effective materials might be written using contemporary language. Materials we have seen that have value (and remember I am an American so I tend to lean toward things I know) include magazines like Reader's Digest that contain relatively short, easy to read 1-3 page articles written at an intermediate – high intermediate language level. Some possible online sources like the Voice of America Special English materials would also be very helpful, as they can be printed out and the audio downloaded for listening exercises.

DJW: Are any Business English materials a good source for preparation?

RW: This is a very subjective issue and depends more on how the materials are used in a teaching experience. No material I have seen is by-and-of-itself better than any other.

DJW: If any materials are potentially useful depending on their use, does it matter if they are of limited scope (such as classic British literature)? Or is a wider variety better?

RW: As I said before, the more limited the scope the less useful they would be in terms of test preparation.

DJW: Should materials include information about business culture?

RW: If the purpose is preparation for the TOEIC, then probably yes. This, like everything else, depends on the level of the student. At the very lowest levels language needs to be of a very general nature at first. As the student's proficiency improves, more targeted topical information could be included in the lessons.

DJW: I have heard several sources say TOEIC is less relevant to low proficiency students because the further below 400 points they score, the smaller their prospects of significant gain become. Would the TOEIC Bridge be a better option for them as their motivation might be weakened otherwise?

RW: There are a couple of answers to this: First, the test a person takes should generally depend on the intended use and acceptance of the resulting score. TOEIC is usually the better option for organizations wanting to measure many positions across many levels. Second, TOEIC is not really less relevant to low proficiency test takers. Expected gains from both the TOEIC and Bridge actually compare closely to each other. The issue is one of training time. Neither TOEIC nor Bridge are designed for re-testing with less than 90 – 120 hours of instruction time in between each attempt.

DJW: How about TOEFL study materials – are

any of them relevant to TOEIC?

RW: Here is another of those *it-couldn't-hurt* answers. The fact is the two tests are both proficiency tests and as such have many similarities. However, the target for each is completely different, a fact affecting test item development. TOEFL is more academic in nature and TOEIC more general/work environment related.

DJW: Is actual work experience advantageous to taking the test?

RW: From a strictly test taking point of view, no. If the position a person is in requires a lot of use of English as part of the daily workload, then that experience may have a more positive effect on test results.

DJW: Some teachers believe in focusing on the exact vocabulary – any comments?

RW: For what purpose? A vocabulary focus would be less effective than a broader preparation method. TOEIC measures holistically and does not rely heavily on specific vocabulary knowledge.

DJW: Chujo and Oghigian (2009) suggest that one approach to exam preparation is to prep students by identifying what TOEIC vocabulary is. What do you think of this idea?

RW: Usually when people talk about *focusing on exact vocabulary* they are actually talking about some form of ESP (English for Specific Purposes). Our view is that these kinds of courses are more vocabulary courses and less proficiency courses. The higher up the proficiency scale a person travels the broader the range of vocabulary they will have (both in terms of numbers of words and topical coverage). The reality of TOEIC is that it measures what a person can do with the language they have (in terms of listening and reading skills) across a wide range of proficiency levels. Low level proficiency test takers with a limited vocabulary base will score low, and the higher in proficiency a person uses and controls language, the higher their score. Simply learning the words that might be in a TOEIC, however, will generally NOT improve a score if all the other aspects of language are not also developed.

DJW: What kind of videos and recordings do you recommend?

RW: Again, for what purpose? In general we find that the *Voice of America Special English* programs <www1.voanews.com/learningenglish/home> are a good source of materials for helping build effective lessons, especially at the low and intermediate levels. Moving up the proficiency scale, you could include regular VOA recordings, or use the *National Public Radio* <npr.org> readings and recordings. For TOEIC preparation purposes, video is less directly effective as the test itself does not use video as a stimulus. This does not mean that video cannot be an effective tool in a classroom, but the purpose needs to be specified.

DJW: I have been referring to the TOEIC handbook (2008) as a guide for some of my questions. The handbook singles out video as a useful means of preparation—do you think differently?

RW: I never disagree with the handbook, which in this case is encouraging learners to immerse themselves in a variety of different sources of natural language. Obviously, TV and video would be part of that process. Reading is also an especially overlooked source as it helps introduce real language use to a learner. However, movies are almost always loaded with idioms and slang, something that isn't covered in the TOEIC. Learners must be careful not to focus too much on these aspects because novice-to-intermediate levels are mostly fact based, containing *who*, *what*, *where*, and *when* kinds of language.

DJW: Do you think American English materials are best? I ask as the implications of *International Communication* suggests other possibilities, too.

RW: As an American, my bias is toward the things I know and am comfortable with, which tend to be American materials and sources. I am sure there are other good sources out there, I just cannot attest to them personally. More important than where material originates from or what version of English it uses is the relevance of the material to language development across a full range of proficiency.

DJW: What is the best way to prepare?

RW: Improve overall language ability. There is no easy answer to this question as the best ways to prepare for a test are as varied as the number of learning styles individuals prefer.

DJW: What are the best study materials? Do you think official materials are better, or are there any superior unofficial ones? Besides the official preparation guide, the only other that looked interesting to me was the OUP guide. Do you know of any others that I should look at?

RW: All of these questions can be answered the same way. The *OUP Tactics for TOEIC* (Trew, 2007) series are the official materials and as such are fairly effective. They are the only materials that have practice tests of any value. We have not seen any other current materials with effective practice tests. The Barron's TOEIC Test series written by Lin Lougheed (2006) is also a good teaching resource, while I am less confident that the practice tests in this series are as valuable as the general learning material.

DJW: What is the best way to self-study?

RW: First the student needs to be motivated to learn English and NOT simply to pass the test. After that I refer back to my answer on the issue of learning styles.

DJW: What would be the best way to teach TOEIC?

RW: TOEIC is a test, not a language, so *teaching TOEIC* is not really an option. The best thing to do is to teach English focusing on proficiency rather than rules or vocabulary.

DJW: Is it possible to make TOEIC part or all of a curriculum?

RW: In most places, English is already part of the curriculum. The change in the curriculum that might be advantageous would be to stress ability over knowledge.

DJW: Do you know of any successful English courses?

RW: Success can be measured in many ways, but here I am assuming you mean courses that help test takers to improve their TOEIC scores. Improvement on a TOEIC score most often depends on where the individual is at the start of a program AND what the separation is between the Listening and Reading score. In general, the lower the starting point, the quicker the initial success in score improvement. However, this does not necessarily mean improvement to functional language ability. We tend to see individual test takers already at intermediate levels (TOEIC scores between 500–700), accomplishing improvement of their listening scores more quickly than on the reading section. That improvement is not, however, always permanent. It is our policy to NOT recommend any particular course or program, or even a general course of study until we know the starting point of an individual's language ability as measured by the TOEIC. Even then we never recommend a particular school or course as we have found that success in these programs is almost always more dependent on the individual instructor than it is on any curriculum or program type.

DJW: So, what do you think are the most important qualities of a good instructor?

RW: I'd really rather defer to teacher trainers on this as they are much more familiar with the success and failure rates of instructors. In general, however, I think a good instructor needs to be flexible, have a good sense of humor, be patient, and be as completely prepared for everything that can (and usually will) go wrong in a classroom as possible. We tend to be very strong proponents of lesson planning, lesson planning, and MORE lesson planning. We find the better prepared the instructor is to deviate (in a structured way), the quicker they can get back on track and the more useful the deviation is likely to be.

DJW: In terms of test-taking techniques, there is a pretty standard set: work quickly, don't spend too much time on any single question, return to Reading section questions later if necessary, and answer all the questions. Which are the most important and are there any others you could recommend?

RW: In terms of the Listening Section, the best advice is to NOT fall behind the audio. Test takers often focus so hard on one question that they miss the next one altogether. The TOEIC only

allows 8-12 seconds between listening section questions, so test takers who cannot answer a question should let it go as soon as they hear the prompt for the next question. For the 75-minute reading section, the best advice is to start from the beginning and be aware of the time. Test takers often try to gain advantage by starting with the last part first. They then end up spending too much time on that part and end up missing much of the earlier reading sections.

DJW: What was the purpose behind the new TOEIC? Has it been achieved, or can it be?

RW: The TOEIC revision was meant to bring the test into alignment with changes in the way language is used in the workplace today versus when the test was first developed. Also, it was done to bring the test into alignment with more recent advances in test item types. Those purposes have indeed been achieved.

DJW: How has the new TOEIC been received – is it now perceived as more difficult?

RW: The revised TOEIC is well accepted wherever it has been introduced. Beginning in 2010 it will have been introduced in all countries offering TOEIC testing. ETS went to a great deal of time and effort to ensure that the revisions did not negatively impact the test. Regarding the difficulty level of the test, it has remained equivalent to the original TOEIC. Perception of difficulty by individual test takers will vary, and while some may feel the test is more difficult, they would receive an equivalent score on either the original or revised versions.

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TLT RESOURCES

MY SHARE

Hello and welcome to the special lifelong learning (LLL) edition of My Share. In this issue, we bring out the "inner kid" in adult learners. Kim Bradford-Watts reviews functional travel language with a fun whiteboard game and Doreen Gaylord offers a board game to practice conditionals. Zane Ritchie uses children's books in an activity with older false-beginners, while Julia Harper gets learners in a multi-generational classroom reminiscing about the holidays. Four fun activities that are sure to motivate your adult learners.

Reviewing functional language for traveling

Kim Bradford-Watts

Kyoto Women's University, Kyoto University

<Kim@kyoto-wu.ac.jp>

Quick guide

Key words: travel abroad preparation, review of travel English

Learner English level: False beginner and above

Learner maturity level: Adult

Preparation time: 30 minutes

Activity time: One hour

Materials: Themed board spaces (see "Preparation"), a number of different magnets (I use cheap ones with numbers written on them), and a 1-yen coin

Introduction

Some false beginner learners in a mixed-level company class I taught some years ago were nervous about using English on an upcoming trip to Hawaii. They had a translator for the business meetings, but were on their own on the plane and getting to the hotel, and during free-time activities including eating out and shopping. After reviewing functional conversations for several weeks, we played a game to practice these conversations the evening prior to their departure. The aims of this game were (a) for students to anticipate in which order situations may occur, and (b) to practice the language that they had been studying.

This was a class of 18 learners, of whom an average of eight would attend on any given week. Since the students were going to Hawaii, I used a tropical theme for the game, but this could be changed depending on the destination. This is a board game, but the "board" is constructed on the whiteboard prior to play (see "Procedure" for details).

Preparation

Step 1: Decide on the theme. In the example in Figure 1 they are basically ovals, but in the Hawaii class, I used pineapple-shaped board pieces.

…with Dax Thomas

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

We welcome submissions for the My Share column. Submissions should be up to 700 words describing a successful technique or lesson plan you have used which can be replicated by readers, and should conform to the My Share format (see any edition of *The Language Teacher*).

Please send submissions to <my-share@jalt-publications.org>.

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Step 2: Cut the board pieces out of cardboard in the required shape. My pineapples were approximately 10 cm tall and 7 cm wide.

Step 3: Write all the steps that students need to take in order to successfully complete a trip, one per board space (e.g., *On the plane: Beef or fish?*, *At immigration*, *At customs*, *Taxi to the hotel*, *Checking in*, etc.). Make sure the pieces can be organized in a logical chronological order for situations that may occur during their trip, linking places with things like *Asking directions to the shopping center*. See Figure 1 for examples.

Step 4: Attach magnetic strips at the top of the reverse side of the board spaces.

Procedure

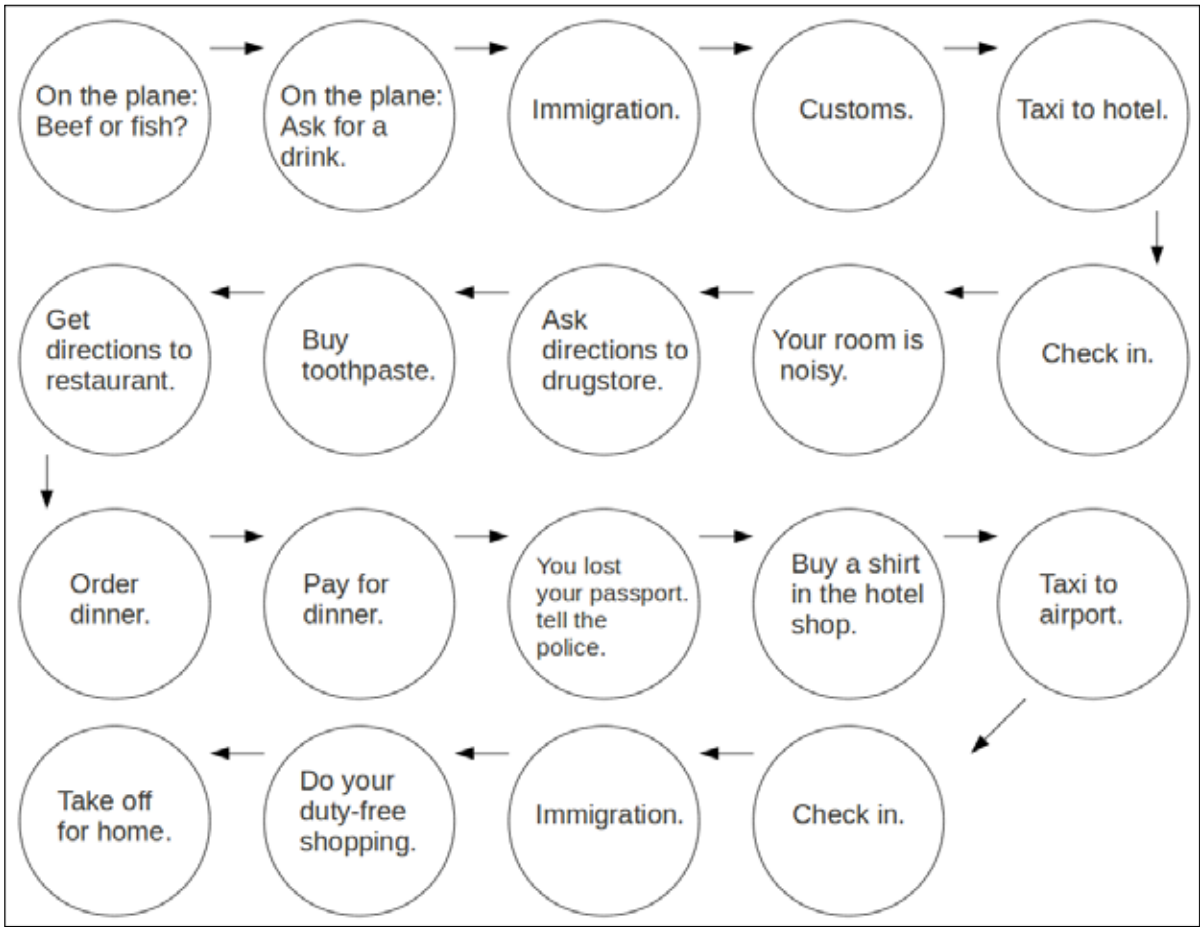
Step 1: Shuffle the board space pieces and lay them out randomly over the top of the table.

Step 2: Ask students to put the series in order by choosing board pieces and placing them in a continuous line on the board. Link with arrows drawn between the spaces (see Figure 1). If the order is not logical, ask students questions to establish what step may be next. Some situations are open to negotiation, or there may be alternative possibilities. The negotiation of order is an important step in terms of encouraging anticipation of what may happen during their trip, and for English practice in general. Discuss the timeline to confirm its accuracy.

Step 3: Review the steps that they will go through when traveling on the journey.

Step 4: Each pair of students picks one magnet to act as their marker as they go around the board. These are placed on the whiteboard before the first game space.

Figure 1. Example game assembled on white board



Step 5: Determine which pair will take the first turn.

Step 6: The first pair tosses the one-yen coin. If it lands on the "1" side, move the pair marker one space. If it lands on the "tree" side, move the pair marker three spaces.

Step 7: Pairs perform the dialogue determined by the situation described on the space upon which they land. Other pairs and the teacher listen carefully. If the performing pair leaves out anything important, they must go back two spaces.

Step 8: Play until the pairs take off for home, having completed many of the conversations throughout the game. This took approximately 90 minutes.

Conclusion

This game brings together travel-related dialogues practiced in class, and it informs students of what to expect at each stage of their trip. It also provides a chance to practice complaining and reporting something lost or stolen. I hope that your students find this game fun and useful.

Conditional imperative board game: *It's Your Life*.

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Quick guide

Key words: conditional imperative, board game, speaking/listening

Learner English level: High beginner and above

Learner maturity: Adult

Preparation time: 30 minutes per small group

Activity time: One 50-minute class

Materials: Game board, game markers, set of 63 cards (for each group)

Introduction

The Conditional Imperative (CI) is one of the most frequently used and simplest conditional sentence types, though is often overlooked by EFL/ESL textbooks. It is used in everyday spoken English to instruct people on what to do under various circumstances, e.g., *If you don't know what to do, ask me.* Since adults are often in authoritative positions, they regularly have a need to give instructions/commands.

The *It's Your Life* game provides repetitive speaking and listening practice of the CI form. Verbs in the main clauses are limited to *move* and *go*, so it is simple to play. The cards have been written specifically for adult players, addressing topics such as (grand)children, gardening, volunteer work, etc. It also provides a chance for players to get to know each other and sparks lively conversation.

Preparation

Step 1: Download the game board and cards (Appendices 1 and 2).

Step 2: Enlarge the board to fit A3-size paper and print on cardboard or laminate (one for each group of three to five players).

Step 3: Print one set of cards for each group on cardboard. Cut and store sets in small plastic bags.

Step 4: Organize game markers for each player.

Procedure

Step 1: Demonstrate how to play by posting a game board on the whiteboard and putting different colored magnets representing players' markers on the *Start* square. Explain the object of the game is to be the first player to reach *Finish* and that instead of using dice, you move by following instructions on the cards.

Step 2: Pre-teach *move ahead/forward*, *back/backward(s)*, *space(s)*, and *once/twice*. Other new vocabulary can be pre-taught to the whole class, or addressed in groups by the teacher or through peer teaching as it comes up during play.

Step 3: Review the different card types:

- cards that simply instruct players to move ahead or back one space, two spaces, etc. (e.g., "If you drive a hybrid car, move ahead five spaces.")

- cards that instruct players to move forward or backward an equal number of spaces according to the number of things they have or times they do something (e.g., "If you drink one can of soda a day, move back one space; two cans, two spaces, etc.")
- cards that have a question and "if so" statement (e.g., "Do you smoke? If so, go back to *Start*.")

Step 4: Show that there are two spaces on the game board with additional instructions to follow, if they land on them.

Step 5: Explain that players take turns reading the cards aloud but, unlike many games where only the player reading the card moves, ***all*** players move according to the instructions on every card.

Step 6: Distribute boards, cards, and markers to each group. Players decide who will read aloud first. The teacher should circulate during play, helping with new vocabulary and pronunciation. Encourage follow-up questions.

Step 7: When finished playing, review the grammar on the cards, eliciting:

- the verb form in the main clause (imperative form);
- two possible clause orderings (initial and final position);
- the pro-form "if so …" (follows a question and acts as a pronoun);
- the optional insertion of *then* (when the conditional clause is in the initial position); and
- the introductory "if" cannot be replaced by "when/whenever" (a true conditional here).

Conclusion

It's Your Life has been played successfully in local *Hoso Daigaku* (The Open University of Japan) adult classes and in semi-private lessons. High school students have also enjoyed playing with cards tailored to their interests. It is simple enough to be played as an introduction to the CI or it can be used as a culminating activity. And, because all players respond to every card read aloud, players stay engaged throughout the game. *It's Your Life* provides fun-filled practice of one of the most common and simplest of the conditional sentence types produced by adults in everyday spoken English.

Appendixes

The appendixes for this article are available online at <jalt-publications.org/tlt/myshare/resources/2010_6a.pdf>.

Teaching the elderly through children's picture books

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Quick guide

Keywords: older learners, guided-reading, folk-stories, independent reading

Learner-level: False beginner to lower intermediate

Number of students: Small groups; can be adapted for larger groups

Learner maturity: Older learners; can be adapted to other ages

Preparation time: About an hour, depending on the complexity of the book

Activity time: At least two 60-minute classes

Materials: A large children's picture book (large print) and a vocabulary sheet

Introduction

Teaching groups of older false-beginner learners of English can be challenging, but with perseverance and imagination it can be quite rewarding. Over the years, I have discovered that it is

possible to motivate older learners using children's picture books for guided-reading exercises. Originally developed for younger learners, guided-reading involves a simple format: an introduction, supported reading, and a follow up activity, with learners "guided" through the story (Smith & Elley, 1997). The following is loosely based upon the principles of guided reading, with particular reference to the Grimm Brothers' folk-story, *The Three Little Pigs*.

Preparation

Step 1: Choose a story appropriate for your learners. Many of the Brothers Grimm fairy tales are ideal, but other choices might be Hans Christian Andersen, Aesop's fables, etc. For false-beginners, choose a story with a lot of repetition and simple vocabulary. Ideally, the print should be large enough for learners to see the words as you read to the class.

Step 2: Decide in advance which words and vocabulary you need to focus on and prepare a vocabulary list.

Procedure

Step 1: In class, refer to the vocabulary list and explain meanings or give examples as appropriate. Introduce the core concepts of the story to stimulate background knowledge. For *The Three Little Pigs,* you might talk about straw, sticks, and bricks, or you might wish to practice superlative forms.

Step 2: Read the book. The point is to engage in meaningful conversations with your learners *while* you are reading. You might ask them to predict outcomes, to discuss the personalities certain characters might have, or what certain pictures represent. Read the book several times until you are sure they feel comfortable with it. This might take as long as 60 minutes. Take your time!

Step 3: Have the learners read the book as a group. (If you have a lot of learners, you will need to form several groups, which will require several copies of the book). It is important that there be little or no teacher input at this stage, so that learners are encouraged to pool their knowledge to complete the text on their own.

Step 4: Cover the words of the story and have the learners retell it, keeping as close to the original as possible while using just the pictures as a guide. Just how they go about re-creating the story should be left up to them, but encourage all members to participate. If they are unable to remember parts of the story, provide hints as appropriate. For more advanced students, have them try without looking at the pictures.

Step 5: Have learners create their own ending. For example, in the *Three Little Pigs*, the wolf might be eaten by the pig, he might escape, he might apologize, etc.

Extra Toppings

If you have a few minutes left at the end of the lesson, you might want to have students make a summary of just the main points of the story, in a few short sentences. You could also ask the class to act out the content with the aid of a narrator. Recordings are also possible.

Conclusion

Although guided-reading was originally designed to be used with younger learners, it can also be successfully adapted for the elderly. Older learners enjoy a good yarn and since they are often interested in folktales in their own language, they usually express interest in English ones too. The point of the exercise is to make learning English "fun" and to give learners the satisfaction of retelling the story in English at the end of the lesson. Finally, although the teacher provides support, the eventual goal is to encourage independent reading.

Reference

Smith J., & Elley, W. (1997). *How Children Learn to Read.* Auckland: Addison Wesley Longman Ltd.

Happy holidays! An information exchange activity for multi-generational classes

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Quick guide

Keywords: lifelong learning, learner-generated materials, comparing and contrasting expressions

Learner English level: High beginner and above

Learner maturity: Adults of any age

Preparation time: Initially 30 minutes (materials may be re-used)

Activity time: One 90-minute class

Materials: Vocabulary list, information sheet

Introduction

Language instructors who work at the many lifelong learning facilities around Japan often teach multi-generational classes, where learners can range in age from 20 to over 80. Since different age groups tend to have different learning styles, goals, interests, and experiences, it can be a challenge to find teaching materials to suit everyone. However, the assorted interests and experiences that adult learners bring with them to the classroom are in themselves a ready source of classroom material (Knowles, Holton, & Swanson, 2005). The following information exchange activity pairs learners of different ages to talk about how they celebrated the various Japanese holidays and special days when they were young. It allows them to practice explaining aspects of Japanese culture, to review grammatical structures, and to gain an understanding of the experiences and perspectives of other generations.

Preparation

Step 1: Choose an approaching holiday or special day, i.e. Children's Day, and prepare a list of related vocabulary for the board. Learners will need advice as to how to explain some holiday-related words, as direct translations are not always possible.

Step 2: Prepare a handout for each learner where they can record information such as "Food I ate" or "Things I did" (see Appendix). Fill out one handout with your own information to use as an example.

Step 3: Ask students to come to class prepared to talk about their childhood memories of the holiday (they could bring photos or mementos).

Step 4: Review the past tense and related expressions, adverbs of frequency, and comparing and contrasting expressions before the day of the activity.

Procedure

Step 1: Have students fill out the handout in class. Provide help and add extra vocabulary to the list on the board as necessary. Careful preparation ensures better performance in the speaking portion of the activity.

Step 2: Form pairs (pairing learners of different ages) and have them exchange holiday memories.

Step 3: Join pairs to form groups of four and ask each member to introduce the differences and similarities they found between their own memories and those of their partner.

Step 4: Once students can express themselves with confidence, the teacher and class members form a circle. Students should not sit beside their former partners.

Step 5: The learner to one side of the teacher begins by introducing some holiday memories. The teacher then introduces some memories (possibly recent memories if new to Japan) and compares them to those of the learner. The learner to the other side of the teacher then introduces some memories and compares them either to those of the teacher, to those of the first

learner to speak, or to both. Continue around the circle with learners introducing and comparing their memories to those of one or more former speakers. The emphasis is on fun, helping each other, and spontaneous discussion rather than on competition.

Variation

Memories of school life or past trends can be used in place of holidays and special days. Perspectives on present day life and trends rather than memories can also be exchanged.

Conclusion

Holidays and special days are of interest to people of all ages. This activity allows learners to exchange real information on how these days may be celebrated differently across generations, regions, or households. It also creates a game-like but relaxed atmosphere that does not discourage older learners, who sometimes lack mobility or feel confused by high pressure activities. As well, the activity can be reused each time a holiday appears on the calendar, which promotes the recycling of vocabulary and forms, and helps learners to measure their progress. Happy holidays everyone!

Reference

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Appendix

The appendix for this article is available online at <jalt-publications.org/tlt/myshare/resources/2010_6b.pdf>.

TLT RESOURCES BOOK REVIEWS

This month's column features James McCrostie's review of *Interchange Companion to the TOEIC® Test* and J. Allen Gray's evaluation of *Writing for Life: Paragraph to Essay*.

Interchange Companion to the TOEIC® Test 1, 2

[Chris Kerr. Cambridge: Cambridge University Press, 2009. pp. xi + 65. ¥1,470. ISBN: 978-0-521-74133-0; 978-0-521-74135-4.]

Reviewed by James McCrostie, Daito Bunka University

Cambridge University Press recently added *Interchange Companion to the TOEIC* to its *Interchange* product line. The textbook's goal seems to be simply acquainting students with the format of the TOEIC. It consists of mini-TOEIC practice

...with Robert Taferner

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tests that are 20% the length of the TOEIC Listening and Reading test. There is not much practice either; level one and two each contain eight 24-minute practice tests which can be given in the classroom or for independent study. Each practice test corresponds to two units from the third edition of *Interchange*. A few additional online materials, consisting of mp3 files of the student CD, vocabulary word lists, and lists of typical TOEIC question patterns, are available at <cambridge.org/elt/ic3/tcom>.

If teachers are only interested in acquainting their students with the TOEIC's format and question types by having them take practice tests, then this textbook will suffice. However, having students take practice tests is an inefficient way to help them get a better TOEIC score and focusing on practice tests has been criticized by researchers (Falout, 2004). Saegusa (1985) reported that learners require about 100-200 hours of instruction, depending on their starting level, before they will achieve any meaningful improvement. The approximately three hours worth of material that make up the eight practice tests contained in the textbook obviously falls short of meeting that goal. Teachers and students must therefore be aware that completing this book will almost certainly not improve learner test scores in any statistically meaningful way. Furthermore, Trew (2006, pp. 7-8) points out, progress on the TOEIC requires a focus on linguistic skills especially: "familiarity with the different native speaking accents", "natural English speech", "conversational English", and "vocabulary and grammatical understanding."

Interchange Companion to the TOEIC Test develops almost none of these linguistic skills. It is unlikely the 75 minutes worth of practice listening questions contained on the accompanying student CD will really help students become familiar with the different accents spoken on the TOEIC. Nor is there any attempt to specifically teach students the ways that sounds change in naturally spoken English. Since the textbook uses the same topics as *Interchange*, it may help students in terms of conversational English. Finally, while some of the vocabulary and grammar tested in the textbook may overlap with the TOEIC, the author was limited by being forced to recycle the vocabulary and grammar covered in the practice tests from *Interchange*.

In addition to language competence, many researchers emphasize the need to teach test-taking skills (Falout, 2004; Trew, 2006). A unit that teaches tips and strategies is listed on the back cover of *Interchange Companion to the TOEIC Test* as one of its *key features*. This short introduction to test-taking strategies leaves much to be desired. When I first told my freshman university students to turn to the strategy unit, I saw a look of dread appear in their eyes. No wonder; the unit consists of two pages of dense, single-spaced text that will intimidate most low-level and intermediate learners. Also problematic is the fact that both levels one and two list the same 35 tips. There is no attempt to teach more advanced students the more complex test-taking strategies. The strategies themselves tend to be either obvious: "Before the conversation or talk begins, scan the questions so that you know what to listen for."; or easy in theory but difficult in practice: "Don't panic if there are words you do not understand. You can usually guess from the context" (p. xi). Apart from this list of tips and hints, the textbook contains nothing in the way of actually training learners to guess from context or other strategies like using time effectively or distinguishing distracters from correct answers.

If you are already using *Interchange* in your classroom and, for whatever reason, must also introduce your students to the basic format of the TOEIC then *Interchange Companion to the TOEIC Test* will probably suffice. Unfortunately, I feel that this textbook will do little to help learners improve their TOEIC scores as it fails to provide any systematic development of learner linguistic or test-taking skills. Teachers who are serious about helping students improve their TOEIC scores would do better to select a textbook designed to develop these essential skills.

References

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Saegusa, Y. (1985). Prediction of English proficiency progress. *Musashino English and American Literature, 18*, 165-185.

Trew, G. (2006). *A teacher's guide to TOEIC Listening and Reading Test: Preparing your students for success*. Tokyo: Oxford University Press. Retrieved from <oupjapan.co.jp/teachers/media/tebiki_06en_toeicguide.pdf>

Writing for Life: Paragraph to Essay

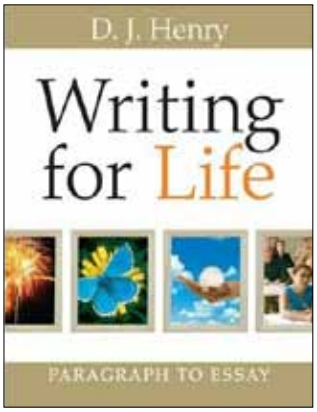
[D. J. Henry. Longman, 2008. pp. 752. ¥8,000. ISBN: 978-020-57-2786-5.]

Reviewed by J. Allen Gray, Kansai Gaidai University

Writing for Life: Paragraph to Essay is a textbook that provides more than enough resources to serve as a rock-solid base for the writing classroom. It is a text so comprehensively thorough that it can leave an instructor with little preparation needed other than to flip through the pages on the way to class. As all teachers know, the right textbooks will provide the foundation from which we build our courses. They play a central role in our classrooms and are powerful stimuli for generating learning (Rubdy, 2003). This is one of those rare texts that provide just as much foundation and structure for the teacher leading a class as it does instruction and stimuli for students attending that class.

Writing for Life: Paragraph to Essay effectively introduces students to a consistent approach that addresses the complex grammatical and organizational knowledge needed for everyday, academic, and work-related writing. The author has included a variety of well-written articles, examples, practice activities, and real-life writing situations. The textbook is divided into eight parts: *Getting Ready to Write*, *Using Patterns of Organization to Develop Paragraphs*, *Writing an Essay*, *The Basic Sentence*, *Writing Clear Sentences*, *Recognizing and Avoiding Errors*, *Punctuation and Mechanics*, and *Reading Selections*. Moving through the textbook, learners are first taught the value of strong writing skills and how to think their way through the process.

Each chapter is organized essentially in the same manner with pre-learning, during-learning and post-learning activities. Pre-learning asks students to recall their prior knowledge. The Pre-learning activity, *What's the point?*, activates critical thinking skills. It addresses the basic question that learners have, *Why do I need to know this?*



During-learning activities center on teaching skills. The activity, *Developing Your Point*, focuses on understanding and developing a point. Here learners receive direct instruction, explanations, and practice. The corresponding writing activities teach students how to develop an idea using a specific pattern of organization, step-by-step from prewriting to editing.

In the Post-learning activities, *Review of the Writing Process* and *Writing Assignment*, students are tested on their ability to recall and apply what they have learned. Tasks involve completing graphic organizers as they respond to reading and writing assignments.

Following all of these learning exercises is the final part of the textbook, *The Reading Selections*. These readings (articles, essays, paragraphs, and short stories) correspond to each of the chapters in the text and can even be used as stand-alone reading activities. Each selection emphasizes the thinking process between reading and writing. If students have little to no prior knowledge of the ideas or skills used in a chapter, one of these corresponding readings can be used as a pre-reading activity to scaffold learning.

When I used this textbook in my reading and writing classes, a majority of my students said they liked the step-by-step progression of activities in each chapter. It allowed them to understand the differences between each type of paragraph or essay. They also expressed positive comments on the ease of understanding the

high-interest visuals such as color annotations, graphic organizers, conceptual maps, and photographs. Overall, my students felt confident in being able to express themselves in their writing after using the textbook.

This text is an excellent resource for learners with TOEFL scores above 400. Below that, learners may require a little more time and assistance to read through the materials or discuss the cultural inferences introduced in some of *The Reading Selections*. This is not necessarily a weakness of this textbook as it could facilitate more student-teacher interaction, which is sometimes lacking in a writing course.

Writing for Life: Paragraph to Essay approaches writing instruction and learning in engaging detail by using clear directions and amazing graphics and images. Henry's pedagogical approach encourages reflection on what has been learned. Each chapter begins by focusing on prior knowledge and experiential learning before moving into the reading and writing tasks and skills to be learned. Then each chapter is concluded with assignments requiring students to write their reactions on what they learned. Learners and instructors who value a consistent approach towards writing should find this text to be an exhaustive resource with seemingly never-ending opportunities to expand learning that is both comfortable and enjoyable.

References

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Recently Received

...with Greg Rouault

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Books for Students (reviewed in *TLT*)

Contact: Greg Rouault

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! *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].

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].

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! *Seeds of Confidence: Self-esteem Activities for the EFL Classroom*. de Adrés, V., & Arnold, J.

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* *Thinking in English*. Hunter, L. Tokyo: Cengage Learning, 2009. [Coursebook for logical communication and beginning written technical English].

! *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
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Teaching original writing with Turnitin's WriteCycle

J. Paul Marlowe
Kwansei Gakuin University

Technology is a double-edged sword for the writing teacher. While the Internet offers a wealth of information for students to access and incorporate into their research and writing, it also tempts students, including second language learners, to pass off the words of other authors as their own. A few students are looking for shortcuts, but many students simply do not know how to properly paraphrase, quote, or use citations. Turnitin.com, a product of iParadigms LLC, may be a useful tool to address these problems.

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…with Ted O'Neill

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

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

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individual license with a limit of 500 papers, the cost is $580 for a year. A campus license which allows unlimited instructors, classes, and papers starts at $1,835 including $1.55 for each student with a minimum of 500 students required.

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Figure 1. Student submission page displaying the similarity report

What are the benefits?

Although it has the potential to deter students from copying from each other or the Internet, Turnitin can be utilized as a learning tool and not just a "gotcha" device. Instead of simply policing students, Turnitin can be used to help enhance students' original writing and language use by highlighting areas that need to be revised, rewritten, or properly cited. One of the main benefits of using the software is the ability to submit multiple drafts of the same paper and compare how each draft has changed. This is extremely useful in courses with an emphasis on process writing. Additionally, originality reports can provide an excellent opportunity to teach about intellectual property and plagiarism. These are often difficult concepts for students and particularly language learners who write within a limited range of vocabulary and word usage.

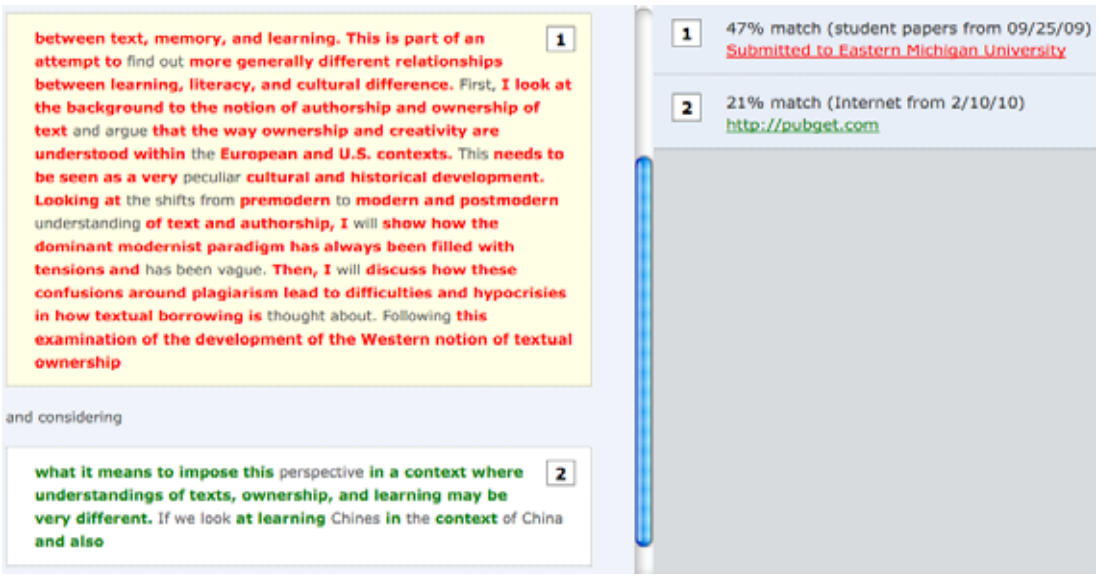


Figure 2. Side by side comparison of originality report

How effective is it?

Because language learners often have such limited expressions, Turnitin will often report a high percentage of matches. These high percentages are often due to the use of redundant expressions, particularly when several students are writing on the same topic. Although this may seem alarming to some students, Turnitin provides side-by-side color-coded references for its matches, allowing teachers and students to determine which need to be rewritten and which can be ignored. Depending on the class, level, and topic, instructors should decide an appropriate percentile range for students to aim for. A high matching percentage does not necessarily indicate plagiarism. Essentially, Turnitin does the matchmaking work, but it stops short of determining what constitutes plagiarism; this is still a decision left to the keen eye and judgment of the instructor and not the software. Additionally, instructors can print or allow student access to the online originality reports, providing for the opportunity for self-correction.

What else can it do?

The developers continue to add features, functions, and uses. It currently works on Mac and Windows platforms including Internet Explorer, Firefox, and Safari browsers. It can also be integrated into several major learning management systems such as Moodle and Blackboard. In addition, the Turnitin interface has a multilingual function that currently features 11 major languages.

More importantly, Turnitin2, an updated version being released this year, will include an additional software suite that has an online peer review and grading system as part of the WriteCycle. The peer reviewing software, called PeerMark, not only rids students and teachers of the process of shuffling papers, but also enables students to peer review anonymously, thus reducing any biases and encouraging authentic corrective feedback. Likewise, GradeMark eliminates the teacher burden of collecting and carrying piles of paper and burning through tons of red ink. Rather, GradeMark allows teachers to provide corrective feedback and scoring electronically from any computer connected to the Internet (please refer to Figure 3). GradeMark also allows teachers to create customized rubrics and grade books to track student grades.

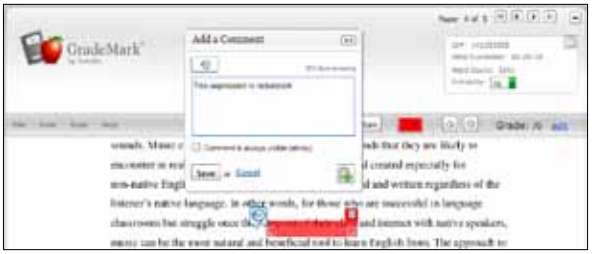


Figure 3. Making comments using the GradeMark feature

Who is Turnitin for?

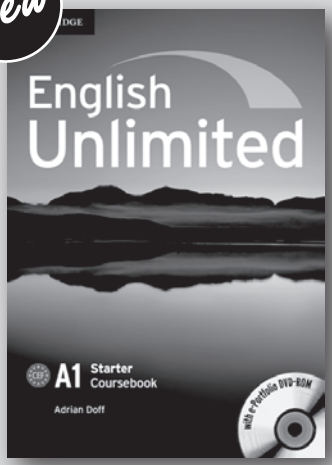
Although Turnitin is widely used in first language pedagogy, its use in the second language classroom is perhaps more limited depending on the situation. For many experienced EFL teachers working with beginner writers, sophisticated plagiarism detection software is probably unnecessary to detect copied passages. Moreover, writing classes which focus on personalized or creative writing texts will most likely produce authentic student texts regardless. Turnitin is probably best suited for English for Academic or Special Purposes, Content Based Instructional programs with a heavy focus on process, or research and academic writing. Using Turnitin does require a small learning curve for both the teachers and students. However, iParadigms LLC provides multiple levels of support including manuals, video tutorials, online training sessions, and local representatives. In the end, Turnitin simply provides one more tool in the fight against plagiarism and offers instructional support to teachers and students on their way to achieving original writing.

J. Paul Marlowe is an instructor of English as a foreign language at Kwansei Gakuin University in Japan. He has been teaching English to students of all ages and nationalities since moving to Japan in 2004. His primary research interests include assessment and the use of communicative technology in enhancing language acquisition.

JALT 2010 Featured Products &

New

False-Beginner to Advanced British English



English Unlimited

Centred on purposeful, real-life objectives, *English Unlimited* prepares learners to use English for global communication.

- A six-level course
- Self-study DVD-ROM with interactive practice
- e-Portfolio to create a real 'can-do' record of the learners' progress
- Video material including interviews with a variety of international speakers

JALT 2010 Featured Speaker
Leslie Anne Hendra
Author, Cambridge University Press

Saturday, November 20
11:20 - 12:20 Room: 902
Keeping it real

Sunday, November 21
9:15 - 10:45 Room: 1007
Speaking strategies - Dealing with the unpredictable
13:00 - 14:00 Room: 901
Raising intercultural awareness in the classroom

READ THIS!

False-Beginner to Intermediate American English

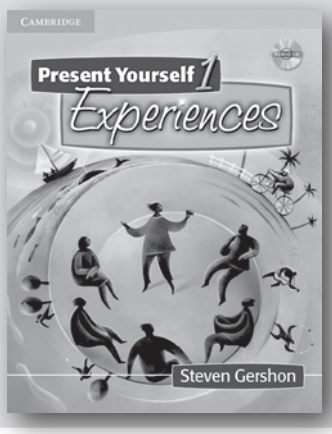
New

- A three-level reading series designed for adult and young adult learners
- Readings tie in with academic subject areas
- Pedagogic tasks aid reading comprehension skills and critical thinking skills
- Develops both content-specific and general academic vocabulary knowledge
- Student's Companion web site with fun WebQuest
- MP3 files online for students to listen to as well as read each story

Saturday, November 20
13:20 - 14:20 Room: 1202
Reading skill development through engaging, real-life stories
David Moser - Cambridge University Press

Present Yourself

Pre-Intermediate to Intermediate American English



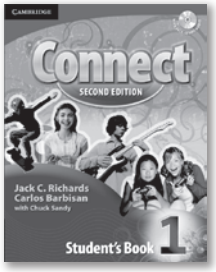
- A two-level presentation skills course for adult and young adult learners
- *Present Yourself 1 Experiences* focuses on giving presentations about everyday experiences
- *Present Yourself 2 Viewpoints* focuses on giving presentations that express an opinion or point of view

Online Speech Contest
Present Yourself to the WORLD
www.youtube.com/group/pycontest

Saturday, November 20
14:35 - 15:35 Room: 901
Developing presentation skills: A process approach
Steven Gershon - J.F. Oberlin University

For details, come and visit us at the Cambridge stand!

Presenters from Cambridge University Press

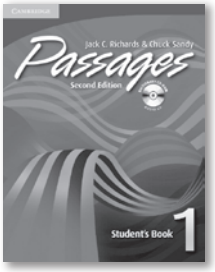


Connect
SECOND EDITION

Beginner to Intermediate

American English

Connect Second Edition is a four-level course especially written and designed for young adolescents. Motivation is fostered through high-interest topics, lively activities, and many opportunities for learners to communicate about their own lives and experiences.



Passages

Intermediate to Advanced

American English

Passages Second Edition is a thoroughly revised edition of *Passages*, the successful two-level, multi-skills series for adult and young adult learners, that nurtures the development of critical thinking.

Saturday, November 20

16:30 - 17:30 Room: 902

Critical thinking 2.0: Thinking, doing & changing
Chuck Sandy - Chubu University

マーフィーの ケンブリッジ英文法（中級編）新訂版

Adapted from Grammar in Use Intermediate

Intermediate

American English

New

- Good balance of English with Japanese explanations
- Study guide to help learners tailor their study schedule
- Easy to use unified page-design: one grammar point on the left-hand page, with the practice exercises on the right-hand page
- Very useful for learners preparing for examinations, such as TOEIC, TOEFL, and IELTS

Now in full color!

Sunday, November 21

15:50 - 16:50 Room: 902

Great solutions for teaching grammar
Masahito Watanabe - Yokohama National University

Let's Talk Online

False-Beginner to Upper-Intermediate

American English

Cambridge University Press Japan is proud to join forces with e-learning provider, reallyenglish, to offer online courseware for our *Let's Talk* series.

reallyenglish
UNLOCK YOUR POTENTIAL

- A three-level course
- Can be used either as a stand-alone e-learning course or as a companion to classroom lessons
- Is easy to deploy for both small and large numbers of learners
- Is perfect for self-access, e-learning courses for credit, and courses using CALL as an important part of the curriculum

New

english360

english360

A better way to use the web for teaching English.

Sunday, November 21

17:05 - 18:05 Room: 1003

E-learning... So where do I start?
John Letcher - Cambridge University Press

1-32-5 Higashi Shinagawa, Shinagawa-ku, Tokyo 140-0002
Tel: 03-5479-7265 Fax: 03-5479-8277 Email: tokyo@cambridge.org

CAMBRIDGE UNIVERSITY PRESS

JALT FOCUS

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.
- Jan 6 – Deadline for submissions for JALT2010 Conference Proceedings. See <jalt-publications.org/proceedings/2010> for more information.

JALT Focus

Conferencing Outside the Box

A bit of opinion in your JALT News this month: Given the proximity of this month's national conference, "Creativity: Think Outside the Box", I thought it might be a good time to remind everyone of other conference innovations happening regularly within Japan. Here is a sampling of some of the best ideas I've personally come across recently.

Equinox 2010 <mashcollaboration.com>

At the time of writing, I have just returned from four incredible days at Tokyo Equinox 2010, which has been described to me by a half dozen veteran conference goers as "The best ELT event [they] have attended in years." Although it is perhaps not fair to compare conferences since they tend to be so different from each other, I can perfectly understand what these participants meant.

The brainchild of Steven Herder and the crew at MASH Collaboration, and supported by JALT, Pearson-Kirihara, and Toyo Gakuen University among other venues, this multi-date, multi-city event featured Scott Thornbury, Paul Nation, and a variety of local presenters. It was a major event, yet a small conference, with a deliberate and carefully implemented—almost TED-like—grassroots feel. Among the many innovative events was a walk up Mt. Takao with Thornbury, and a series of high-energy Pecha Kucha presentations. The downtime was perhaps as important as the presentations themselves; opportunities to slow down, to laugh, to connect, and to brainstorm are often not consciously factored in at conferences, but it was integral to Equinox.

Equinox is conceived upon the ashes of JALT2009

…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>

Actually, I should disclose that I had a small part in the genesis of this event, through a lucky coincidence that to me perfectly encapsulates what JALT is all about. After the 2009 conference in Shizuoka, Steve and I happened to be returning to Osaka together when we ran into Thornbury and Cambridge representative John Letcher on the Shinkansen. Taking a chance, we introduced ourselves and invited them to dinner. Lots of sushi and beer later, Steve had convinced Scott to return to Japan the next year—and the rest is now conference history.

It isn't necessary to host an internationally renowned author for innovation to occur, of course. Other smaller conferences that I have highlighted before in this column also fit the "outside the box" bill. For example, Nakasendo Conference <nakasendo.freehostia.com>, Joint-Tokyo Conference <jalt.org/tokyo/joint_conference>, and Osaka Tech Day are each "outside the box" in their own way. Nakasendo was an idea hatched by a JALT member, Michael Stout, who wanted to put on an event bringing together different teaching organizations in the Kanto area. Joint-Tokyo is innovative in its presentation format, linking five or six presenters sequentially, rather than in concurrent sessions. Tech Day is a great example of how JALT members can get involved at the chapter level to target a specific topic they feel needs to be addressed. The point is that each of these events—indeed, all JALT events—grow from members like you, putting an idea up and then following through on it. It's what this organization is all about.

There have been many outside-the-box moments at the international JALT conferences too. Most recently, the workshop by presentation design guru Garr Reynolds, of "Presentation Zen" fame, kicked off JALT2009 to a strong start. Although not an ELT teacher, Reynolds has had an incredible impact on presentation design for teachers in Japan, which has raised the ante for presenters at all conferences. This year, the "Design for Change Contest" <designforchangecontest.com> event, organized in Japan by Chuck Sandy and featuring TED Talk Alumna Kiran Bir Sethi, promises to be just as exciting in its own way, connecting issues of student empowerment and autonomy with the world outside the classroom. And of course, these days JALT attendees include not only distinguished authors and researchers, but also high profile bloggers, Twitterers, Facebookers, and Second Lifers. While the significance of this last point may not yet be clear to some less "wired" teachers, it clearly reflects the cutting edge of ELT in Japan.

Indeed, with the amount of conference information available on the Internet, one thing that has become abundantly clear to me in recent years is that Japan really does hold its own—indeed, often leads the world—in the quality, scope, and innovation of its ELT conferences. The annual JALT conference should surely be counted among the Top 3 annual international ELT events. I would also not be at all surprised to know that we have the greatest number and variety of well organized, smaller conferences in the world.

Paul Nation—*Evaluating your vocabulary programme*

Kyoto JALT is proud to announce a presentation by Paul Nation, *Evaluating your vocabulary programme.* This presentation looks at a set of questions that teachers can use to check if the vocabulary component of their language course is adequate or not. The questions include what vocabulary is focused on, how it is focused on, how it is sequenced, and how it is taught and learned. These questions cover the important parts of the curriculum design process. The presentation also describes how these important aspects of teaching and learning vocabulary can be included in a course.

Paul Nation is Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington, New Zealand.

Kyoto JALT: Sun 28 Nov 9:30 – 12:00; Campus Plaza Kyoto, 4F, Dai-ni Kogishitsu; JALT members: free; One-day members: pre-registered 500 yen; on-site registration ¥1,000. For more details and to pre-register, visit our website: kyotojalt.org

JALT FOCUS

SHOWCASE

In this edition of Showcase, Darren Elliott introduces his website, *the lives of teachers,* and discusses his passion for interviewing ELT teachers and researchers.

SHOWCASE

Darren Elliott

In 2005, I was working on a dissertation about teacher development, and the interviews I recorded with other teachers, the stories they told, the feelings they shared, were a joy. I had an inkling of an idea that the kind of interviews I had recorded might make interesting listening for someone out there as podcasts, but with no idea of how to put such a thing together I left the idea on the back burner.

Four years later, back in Japan, I was tinkering with various online teacher development activities. One blogging experiment had run its course, when I noticed that vocabulary superstar Paul Nation was coming to town. I managed to get in touch with him and he magnanimously agreed to do an interview. One way or another, the podcast idea was now a go… Since then I have recorded videos and audio interviews with a number of teachers, researchers, and writers in ELT, mostly as they pass through Japan for conferences or training sessions.

The project has strayed from its original concept somewhat—each of the people I have spoken to so far has had an unavoidable "thing" which needed to be discussed. How can you sit down with Scott Thornbury without referring to grammar or the "dogme" movement, for example? But as I continue, I do hope to meet more teachers from "the chalkface", to get more personal stories, and to give voice to those who otherwise don't get a platform. One of my biggest concerns is that non-native speakers are shamefully under-represented amongst the interviewees so far, something I am hoping to address. So, if you have a Skype connection, and a story to tell (who doesn't?), please get in touch!

Darren Elliott has been teaching and training teachers in Japan since 1999, and currently works at Nanzan University in Nagoya. His research interests include teacher development, reflective practice, and technology in education. He can be contacted at <darrenrelliott@gmail.com> and his website can be found at <livesofteachers.com>.

…with Jason Peppard

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

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

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

JALT FOCUS GRASSROOTS

In this edition of Grassroots, Mary Burkitt gives a little history on our JALT Asian scholars and tour speakers—ever wonder when it all started? Read on! Robert Chartrand explains how the JALT CALL SIG helps support the teaching community with conferences and other events; Tadashi Ishida reports how older learners of English make friends with people from abroad through the events of an NGO while improving their English; and Chisato Saida gives her impressions of attending the TESOL conference, a Mecca for language teachers.

Twenty-two years and 52 speakers later

by Mary L. Burkitt , JALT2010 Balsamo Asian Scholar Liaison and Four Corners Tour Coordinator

As the 36th annual JALT International Conference approaches, we are preparing to host three speakers this year, including the Balsamo Asian Scholar, on the 2010 Four Corners Tour.

After five years of coordinating the tour, my curiosity was provoked about just how long JALT has been inviting and hosting Asian Scholars and Four Corners speakers. Thanks to all the data collecting Director of Records Aleda Krause has been doing, she was able to supply me with speaker names, dates, topics, and hosting chapters going as far back as 1988 for the Asian Scholar and 1995 for the Four Corners Tour.

According to JALT records, the first Asian Scholar came from China 22 years ago in 1988, with the 1990, 1991, and 1993 speakers from Pakistan, India, Vietnam, and Russia funded by the Yoshitsugu Komiya Scholarship Fund from the Catena Corporation. An item in the December 1995 JALT News states that "Since 1992, JALT has offered scholarships for Asian educators to participate in the Annual International Conference and share their experiences of language teaching with those working in Japan." The 1995 speakers were from China and gave presentations in ten cities throughout Japan. All in all, over the course of 22 years, JALT has hosted 21 speakers from 12 Asian countries. There have been four speakers from China, three from Vietnam, three from the Philippines, two from Cambodia (including this year's speaker Om Soryong), two from Laos, and one each from Pakistan, India, Russia, Malaysia, Indonesia, South Korea, and Bangladesh.

Equally impressive are the numbers for the Four Corners Tour. Since 1995, including the 2010 speakers, 33 speakers have or will have graced our chapters across Japan: speakers of international stature that have included pillars of the language teaching world from Hokkaido to Okinawa and many points in between. Speakers such as Curtis Kelly, Susan Barduhn, Martha Clark Cummings, Dave Willis, Simon Greenall, Mario Rinvolucri, and Anne Burns have brought workshops and lectures to JALT chapters 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.

educational institutions. The 1998 tour saw ***six*** speakers exploring our four corners in over twenty locations!

These tours were initially pre-conference, but eventually were extended to post-conference depending on the availability of the speakers. Topics over the years have included "The Psychology of Difficult Students" (Kelly), "The Lexical Approach" (Barduhn), and "Rules, Patterns and Words: A Pedagogic Description of Language" (D. Willis).

But enough of history! Forward to the JALT2010 Four Corners Tour. Asian Scholar, Om Soryong, is currently the deputy head of the English Department of the Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia. Arriving in Tokyo pre-conference, he will be hosted by Tokyo Chapter on 13 November, Omiya Chapter on the 14th, Niigata Chapter on the 15th and 16th, Iwate Chapter on the 17th, and Akita Chapter on the 18th before boarding the *shinkansen* for Nagoya and the conference. His tour topic will be "Teaching and Learning English in Cambodian High Schools: Challenges and Prospects."

JALT Junior Plenary Speaker, Marianne Nikolov, professor of English Applied Linguistics at the University of Pecs, Hungary, and currently a fellow at Stanford University, will do a brief tour post-conference starting with Gifu Chapter on 23 November, Hiroshima Chapter on the 24th and 25th, Nagasaki Chapter on the 26th, and Kobe Chapter in conjunction with Kobe Gaidai on the 27th. Her tour topic will be "Maintaining Young Learners' Motivation."

JALT2010 plenary speaker, Alan Maley, is our third speaker. Currently Visiting Professor at Leeds Metropolitan University, UK, Alan is also a freelance writer and consultant. His post-conference visits will include East Shikoku Chapter 23-24 November, Okayama Chapter on the 25th, Shizuoka on the 26th, West Tokyo Chapter on the 27th, Sendai Chapter on the 28th, and Aichi University in Nagoya on the 29th. Participating chapters can choose from these topics: "Helping Students to Write Creatively" (workshop), "Global English: Impacts, Illusions and Implications," "Where Do New Ideas Come From?" and "The Art and Artistry of Language Teaching."

Finally, I would like to thank Tokyo and West Tokyo Chapters for their largesse in supporting the 2010 Balsamo Asian Scholar's visit; the Material Writers SIG for contributing to the Four Corners Tour for Alan Maley; and the Teaching Children SIG for their support of Marianne Nikolov. We hope you will join us in Nagoya, but if not, find your way to any of the chapter presentations to be given by our tour speakers. You won't be disappointed!

CALL: What's your motivation?

by Robert Chartrand, JALT CALL Coordinator; <sig-coordinator@jaltcall.org>, <jaltcall.org>

I would like to thank all participants who took part in the JALTCALL 2010 Conference in Kyoto, 28-30 May. Over 200 people attended this conference over three days, including presenters and attendees from all over Japan and several other countries. Workshops were held on Friday evening and over 100 presentations were conducted on Saturday and Sunday. Joyce Egbert from Washington State University delivered the Keynote Speech and she spoke knowledgeably about student engagement. Larry Davies gave the Plenary Speech, talking passionately about online learning and the future of university education. The students and faculty of Kyoto Sangyo University were excellent hosts and we are grateful to them for allowing our conference to take place there for the second time.

One noteworthy presentation was titled, "JALTCALL Repository: Peer-to-Peer Exchange of CALL Materials" by Don Hinkelman and Andrew Johnson. This is important to mention because the CALL SIG helped to sponsor this project, the aim of which is to enable teachers to share learning resources and activities in a JALT CALL-supported global repository for CALL materials. Please go to the JALT CALL home page for more precise information about this topic.

For the first time at our conference, the CALL SIG sponsored a videographer, Darren Elliott, to record his impressions and they can be seen here:

<livesofteachers.com/2010/06/02/jaltcall-2010-whats-your-motivation>.

Also, conference interviews with JALTCALL 2010 Keynote Speaker Joy Egbert and Plenary Speaker Larry Davies can be viewed here: <livesofteachers.com/interview-index>.

On another note, I am pleased to announce that the JALTCALL 2011 Conference will be held for the first time in Kyushu next year from 3-5 June 2011. The venue will be Kurume University, in Kurume City, Fukuoka Prefecture. Kurume City is the birthplace of the Bridgestone Corporation and the founders of this global company, the Ishibashi family, were important contributors to the foundation of Kurume University. This university has a very well-respected Faculty of Medicine (Asahi Campus), as well as the Faculties of Commerce, Economics, Law and Literature (Mii Campus). On the occasion of the 80th anniversary of the foundation of the university, a modern computer center was built on the Mii Campus, which will be used for the conference along with the Media Center, which contains CALL, LL, and AV classrooms.

Kurume can be reached from Fukuoka Airport with a 45-minute bus ride, or by train with the brand new Kyushu *shinkansen*, which will open in March 2011. It will take about 15 minutes to Kurume Station from Hakata Station, the terminal of the Sanyo *shinkansen* for travelers coming from Hiroshima, Osaka, and so on. It takes about two-and-a-half hours from Osaka by train or 90 minutes by plane from Tokyo. Fukuoka Airport also has many direct flights from many cities in Japan as well as in Asia. Whether you come from Japan or abroad, we look forward to welcoming you to Kurume for JALTCALL 2011!

I would also like to announce that The JALT CALL SIG will help sponsor one of the Keynote Speakers of the National JALT Conference in Nagoya, being held from 19-22 November 2010: Nicky Hockly of The Consultants-E has been involved in language teaching, teacher training, and using technology to teach English. The JALTCALL SIG is also organizing a Forum at the National JALT Conference on the topic of using technology for language teaching and learning with Nicky Hockly as one of the speakers. We encourage you to attend this event, as it is certain to be of great interest to the CALL community. Please check the conference program for further details. Also, don't forget to attend the Annual General Meeting of the CALL SIG at the National Conference to find out more about our SIG and help out by volunteering for a position.

Finally, I am pleased to mention one more event that will occur next winter, which will be of interest to our community. Moodle Moot Japan 2011 will take place on 22-23 February at Kochi University of Technology, in Shikoku. I urge all of you who are interested in Moodle to take advantage of this excellent opportunity to attend workshops on this popular Course Management System. Please check our website for more information on this and other activities of the JALT CALL SIG.

Older students as both teachers and learners

by Tadashi Ishida, Director of English Academic Research Institute

The organization and its events

My students and I founded People's Educational and Cultural Exchange (PEACE) in January 2010. A social educational organization, it is authorized by the Board of Education of Taito Ward in Tokyo. PEACE brings people from all over the world together for intercultural workshops, social events, and interpersonal exchanges. The aims of PEACE are to promote international understanding and intercultural communication through the medium of English and thereby develop deep bonds of friendship between Japanese citizens and people from abroad.

We organize both regular and special events offered free of charge for non-Japanese to help them gain a better appreciation of Japanese culture and customs. We also have a program of presentations by non-Japanese in order to help Japanese people gain better respect for foreign cultures and customs.

Regular events include demonstrations of Japanese culture, the performance of Japanese

musical instruments and English Rakugo, and guided tours for non-Japanese guests. Special events include a cherry blossom viewing picnic in Ueno Park, participation in the Sanja Festival and the Tanabata Festival, and enjoying fireworks in downtown Tokyo.

Japanese culture

In order to meet the increasing worldwide interest in Japan, the program for Japanese culture includes calligraphy, origami, tea ceremony, playing the shamisen, making rolled sushi, and trying on kimonos. My students want to serve as ambassadors for Japan to people around the world by introducing Japanese culture in these areas.

English Rakugo

Rakugo is sit-down comedy, usually ending with a punch line that provokes laughter. Japanese jokes are frequently based on a play on words, which is often missed in translation, but the story itself is quite understandable in English. To get this across more easily to foreign people, the names of characters and ideas in the story may be changed to make them more adaptable to western culture.

Sightseeing tours

Ueno Park is a beautiful place to take a stroll, visit temples, shrines and museums, and appreciate its imposing statues. You will certainly learn interesting history and acquire general information at the very least.

Sanja Festival

The Sanja Festival is one of the biggest festivals held in Tokyo each year. It is famous for its parade of about 100 portable shrines around Asakusa in Tokyo. Each of the shrines is carried on the shoulders of 20 to 30 people. Twenty-five international students from Waseda University have been given the opportunity to join a team carrying a portable shrine with special permission from PEACE members living in the Tokyo area.

Tanabata Festival

Participants can view the display of decorations made from bamboo branches for the Tanabata Festival and taste some of the traditional food offered at such festivals. They can also visit the nearby specialty stores selling restaurant supplies, including the models of plastic food that you often see in restaurant display windows in Japan.

The application of the events to English education

Japanese cultural programs

My students teach Japanese culture to foreign visitors and therefore can practice their English in real communicative situations with our guests.

Sightseeing tours

My students show foreign visitors around Ueno Park. After doing considerable research and preparation, and armed with notebooks, cameras, and voice recorders, they not only manage to explain the highlights of the tour to our foreign visitors, but are also able to write their own combination text and guide book in English based on this experience.

English Rakugo

The performer is Mr. Tatsuya Sudo, a lecturer at Kanda University of International Studies. He believes the Japanese can improve the ability of their spoken English and simultaneously acquire a sense of humor by following the Rakugo method.

Rakugo is a story based on conversation and is suitable for acquiring spoken English. You need to recite the story hundreds of times before you present it to an audience. This process of reading aloud is crucial to developing one's skill in spoken English.

Also, since Rakugo is a solo performance, you don't need a conversation partner. It is true that the number of foreigners is increasing in Japan, yet it is still hard to find a partner to talk to in English when you live and work in Japan. In Rakugo, you talk to imaginary characters such as your friends, your parents, and siblings, so you can practice the conversation and create your own story.

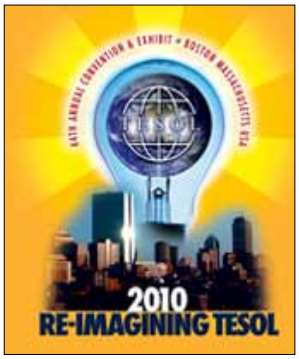
For more information about PEACE, please visit its website at <peace2010.web.fc2.com/e_in-

dex.html> or the Lifelong Language Learning SIG forum at JALT2010.

For information about English Rakugo, please visit <k5.dion.ne.jp/~canary> or one of the social events at JALT2010.

Overview of TESOL 2010

by Chisato Saida, Director of General English Education, Ibaraki University



As you know, Teachers of English to Speakers of Other Languages, Inc. (TESOL) is a global education association for English language teaching professionals. The TESOL home page states that the TESOL annual convention provides a variety of opportunities for ESL and EFL educators to acquire professional knowledge as well as to develop professional skills. An average of 8-10,000 participants attend the annual conference each year. TESOL 2010 was held from 23-27 March at the Boston Convention & Exhibition Center. Perhaps, like many other EFL educators, I was interested in TESOL but had never attended the conference. So, my colleague and I decided to participate in this well-known event this past spring. Our purpose was to get some useful tips to improve the methodology of teaching at our university and its English language program. After a 15-hour flight, we finally arrived on a rainy night at Boston Logan Airport. Boston in March was still cold and chilly. However, inside the convention hall the atmosphere was warm and stimulating.

There was an enormous variety of events: research-oriented presentations, practice-oriented presentations, poster sessions, and workshops sprinkled liberally everywhere throughout. TESOL covered almost all content areas ESL and EFL educators might have concerns about, including such topics as applied linguistics, bilingual education, computer-assisted language learning, English for specific purposes, assessment, and testing.

I chose several presentations on language testing and program evaluation in my interest area. There were many presentations on research and practices regarding the use of TOEFL, TOEIC, IELTS, new online placement tests, as well as other proficiency and achievement tests used in English language programs. I received a good overview of current testing practices and program evaluation.

TESOL 2010 certainly succeeded in involving schoolteachers. One of the advance conference programs was the K-12 dream day workshop, with the purpose of re-imagining how TESOL can meet the needs of English language learners (ELLs) in public school settings. A large number of K-12 schoolteachers—with or without ESL credentials—were in attendance at TESOL 2010.

More than 100 exhibitors greeted attendees with a huge array of ESL/EFL materials. In addition, the job market section offered job seekers and recruiters from all over the world opportunities to meet for interview purposes, and so on. It seemed to me that the TESOL Convention included almost everything an educator could desire regarding ESL and EFL. You can still see details of TESOL 2010 on its website: <tesol.org/s_tesol/convention2010/conventionsche.html>.

Throughout the convention, I felt various aspects of the political power of TESOL which helps spread English all over the world. I sensed it strongly when listening to the presentation, "TESOL: Past, Present, and Future," jointly conducted by three eminent plenary speakers, Andy Curtis, Kathi Bailey, and David Nunan. They presented on where the TESOL Association has come from and where we are currently, as well as where TESOL may be heading in the future. Through their lively, creative plenary, it was possible to understand how English language use has spread all over the world and the important role TESOL has played in the expansion of English teaching and learning. It has resulted in the advantage and prosperity of English speaking countries because they have succeeded in securing a position for English as an international common language.

There were also plenty of networking opportunities throughout the conference. Among others, The President's Reception was one such exciting opportunity to meet and talk with many participants from different countries and enjoy such Boston favorites as turkey with cherry sauce. And of course, Mark Algren, TESOL President 2009-2010 was there to welcome us all warmly.

Mark Algren, TESOL President

Another interesting session was "AAAL (American Association for Applied Linguistics) at TESOL." This session offered papers from the 2010 program of the AAAL in Atlanta, which were selected for their interest to TESOL professionals. I attended AAAL 2010, held just before TESOL, and participated in an interesting session, "TESOL at AAAL," focusing on classroom research and the meditational effects of technology in classroom research. The two-way exchange sessions were exciting. I found that the content covered by the two professional organizations did touch on some similar areas although their approaches were different. I recognize the importance of connecting research and practice in a variety of educational settings and such links between TESOL and AAAL enrich all our research and practices.

The next TESOL annual convention will be held in New Orleans, 16-19 March 2011. Another stimulating spring programme has already been posted at <tesol.org/s_tesol/convention2011/index.asp#>.

JALT FOCUS OUTREACH

In this issue of Outreach, Elliot Waldman shares the methodology he used to design an evening seminar class for university students in Vietnam. He was posted as a volunteer teacher at the International Education Center of Hong Duc University in Thanh Hoa. Students there spend six to eight hours during the day intensively preparing for the TOEFL. Though not mandatory, they also do homework each night, as strongly recommended by their teachers. The goal of the center is to send students abroad for postgraduate study. Before they go, Waldman wants to correct the distorted images the students have of the United States. Inspired by lessons he learned from the world of music and drawing on a wide range of media technology and an informed methodology, he shapes his classroom into a contact zone, a place where Vietnamese students can meet, clash, and grapple with American culture.

Teaching and learning through music in the contact zones

…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.

The use of music in classrooms has long been standard practice for language teachers. Songs such as The Beatles' "Hello, Goodbye" and Louis Armstrong's "What a Wonderful World" enjoy widespread popularity, not only for their practical vocabulary and conversational motifs but because they make language *fun*. One of my fondest memories learning French was a lesson organized around a song by the French rapper MC Solaar, in which he chronicled the lives of residents of the *banlieues,* the crime-ravaged suburbs of Paris. As my professor expounded with evident relish on the social symbolism of everyday human interactions represented in a lyric about smoking a joint, I found myself becoming involved with the French language on a far more personal and analytical plane.

With this inspiring lesson in mind, from March 2010 I led a seminar for intermediate to advanced students at Hong Duc University in Thanh Hoa, Vietnam, entitled "20th Century American Culture and History through Music." Each week we examined a specific era or theme in American history through one or two songs, chosen for the unique perspective they lent to the topic. When appropriate, other materials such as movies, documentaries, photographs, and cartoons were incorporated. Although a small amount of lecturing on my part was unavoidable, every effort was made to keep the focus on small-group discussions emphasizing critical analysis of media.

Several unique characteristics of the student body at the International Education Center made them ideal for the kind of integrated, multidisciplinary class I envisioned, while simultaneously posing a unique set of challenges. Overall, students were bright and hungry for knowledge of foreign societies, but were generally limited in their prior knowledge of American culture. Engagement with American music, for all but a couple of students, stopped at boy bands and Hollywood soundtracks.

My goals for the seminar were personal and professional. Apart from a rather vague desire to foster mutual understanding between the people of the United States and Vietnam, I wanted to correct a persistent stereotype. During the months I spent in Thanh Hoa, I had come to realize that the average resident holds a profoundly distorted understanding of the United States. Students, taxi drivers, servers, and even local English teachers professed the innocent belief that America is a land of unabashed wealth. In Vietnam, with its median age of 25, Cold War-era American stereotypes have been replaced by the fantastical portrayals of life in popular films and TV shows. At Hong Duc University, the American Studies curriculum glosses over the grittier issues such as racial tension, income inequality, and high crime rates, leaving students with a rather stilted picture of America. The content of my class, therefore, focused mainly on aspects of American culture and society which tend to be overlooked—not only in Vietnam, but in many classrooms in the United States as well.

Waldman and Vietnamese students in a culture exchange contact zone

On a more abstract and theoretical level, the rectification of misguided beliefs about America was accompanied by a more subtle upheaval of the traditional classroom hierarchy in Vietnam. The dominant method of teaching in Vietnam follows a "banking approach" to education (Freire, 1970). This is a rigid top-down pedagogy in which the student plays the role of a bank teller, passively and obediently receiving whatever knowledge the teacher chooses to deposit. One of my goals for the seminar was to challenge this antiquated educational model and restructure my Vietnamese classroom along the lines of Mary Louise Pratt's (1991) concept of *contact zones*, "Social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power"

(p. 33). The aggressive give-and-take Pratt describes here often takes place in the modern ESL classroom, but rather than resist it, I believe that educators should welcome the occasional usurping of their power. Practical ideas concerning the use of music as "codes" in ESL teaching, which I picked up by attending Brendan Ries' (2010) workshop at the 6th annual CamTESOL conference in Phnom Penh, played an invaluable role in planning this seminar.

To facilitate discussion, each student received a 30-page booklet prior to the beginning of the seminar containing the course syllabus and table of contents, a map of the United States, brief readings providing background for each topic, definitions of key vocabulary, lyrics, and discussion questions. Songs for each session were posted on our class Google Groups page a few days in advance, allowing students to listen beforehand while reading along with the lyrics. I did my best to diversify the activities, although each session followed the same loosely organized flow, which I will describe using the example of my first session "Slavery and the Blues Tradition."

The class began with a brief overview of slavery, highlighting the enormous scale of the Atlantic slave trade and its pivotal effects on America's racial and socio-cultural spectrum. We discussed the horrifying conditions for most slaves, and how the music that supported them, mainly spirituals and work songs, was passed down orally from generation to generation and eventually grew into the Blues idiom. As an example of the way that indigenous African songs were maintained by slaves transported to the New World, we listened to a field recording of traditional Yoruba music from the 1930s, followed by Muddy Waters' "Mannish Boy." The underlying theme here, recurring throughout the seminar, was the hybridization of culture. Students were asked to listen for similarities between the two seemingly disparate pieces, in particular for the clear use of call-and-response, a common Blues and Jazz technique of West African origin in which a single rhythmic and melodic device is repeated numerous times with variations upon the same theme.

For the final section of the class, we listened to Robert Johnson's "Crossroad Blues", which provided a wonderful opportunity for lyrical analysis. Students were encouraged to think about the singer's point of view, and to identify and discuss the "5 W's" (who, where, when, which, and why) of the narrative. In this particular example, students were able to uncover once dark secrets from their listening experience: Johnson sings "standing at the crossroad, rising sun going down / believe to my soul now, poor Bob is sinking down." In all likelihood, this verse is a reference to the once commonplace practice of lynching African-Americans walking alone at night. An amusing situation arose during discussion of this song, when a student asked about the final line, "Lord I didn't have no sweet woman, babe, in my distress." The student, unfamiliar with the African-American patois, was curious about the singer's incorrect usage of grammar. After a brief explanation, she smiled presciently and responded, "I see. So we don't have no grammar rules here!" Ultimately, it was a great way for students to learn that non-standard usage of language is acceptable, even normative depending on the cultural context. The potential to unpack various meanings contained in a single song is one of the great, underutilized strengths of music as an educational tool.

In conclusion, student feedback showed that the unorthodox, almost novel (by Vietnamese standards) structure of the seminar did leave a positive impression. By the end of the course, many of the students were actively initiating discussions with fellow classmates without a prompt, and their ability to analyze highly subjective media loaded with a diverse array of connotations had noticeably improved. Freed from the rigid constraints of the TOEFL curriculum, students were able to contextualize and "own" new ideas on their

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own terms. Participants in the teacher training program showed interest in the wide range of technology incorporated into the seminar.

Aside from such observations however, it is important to note that the impact of a course like this dwells largely in the realm of the intangible. The dominant trend at the moment, particularly in ESL programs of the developing world, is for a positivist model of education focusing on quantifiable results. Without neglecting the merits of such an approach, it is my sincere hope that the forces of standardization do not dissuade other teachers and administrators from pursuing the kind of interdisciplinary, content-based ESL curricula that I have tried to outline here.

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Dear readers of the Outreach column,

Thanks to the superb support of contributors, the Outreach column is able to assist our language teaching profession outside of Japan. Outreach has become a popular place for teachers from around the world to exchange opinions and ideas about foreign language learning and teaching.

Contributors submit articles in the form of interviews with teachers based overseas. Insightful dialogues have been conducted with knowledgeable, kind, and friendly EFL teachers in Iran, Laos, and the U.S. In the previous issue of Outreach, Elliot Waldman, a volunteer teacher in Vietnam, was asked to share his perspective on the challenges university students face before going abroad to study. In this issue Elliot provides more details about his teaching methodology. Other reports have highlighted the study of Japanese in Canada; children's books in Australia; CALL conferences in Argentina; CALL centers in the Philippines; and professors and haiku poets in India.

Prospective contributors include everyone who influences the teaching of languages outside of Japan: every author with a new language teaching textbook; every academic with EFL research; every ELT business professional with insight; every language student with a great learning idea; every parent who has a son or daughter teaching overseas; every celebrity with an important cause; every creative entrepreneur who can think outside Pandora's box; every NGO employee; and every volunteer teacher working anywhere around the globe. All these people are candidates to have a vibrant voice in the pages of the Outreach column. Kindly let your peers know Outreach is calling for their papers.

Calling for papers from around the world

Purpose: Outreach supports language teachers who would not otherwise readily have access to a readership in Japan

Popular Topics: Foreign Language Learning, ESL and EFL, Language Conferences, Language Associations, and Teacher Training

Article Length: 1,000 words plus photographs

Format: APA style guidelines

Submit: WORD.doc and PHOTO.jpg files to <outreach@jalt-publications.org>

Appreciatively,

David McMurray

<outreach@jalt-publications.org>

JALT Apple Store

Don't forget, JALT membership brings added bonuses, such as discounted Apple products through the JALT Apple Store.

<jalt.org/apple>

On JALT2009: The Teaching Learning Dialogue: An Active Mirror

The 2009 Conference Proceedings is now available to JALT members online!

Over 80 papers offering information and ideas to support and motivate you in your learning, teaching, and research.

<jalt-publications.org/proceedings/2009>

*Access the papers using the login information on page 1 of this *TLT*

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.

Pan-SIG 2011

Pan-SIG 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 <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<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 Computer Assisted Language Learning (CALL) Special Interest Group (SIG) actively supports and promotes the use of various technologies in language learning. In addition, we encourage everyone interested to join our new online discussions in our Google Group. JALTCALL 2011, 3-5 Jun at Kurume University in Fukuoka, features Keynote Speaker Carla Meskill of the State University of New York. For more information please visit the reorganized CALL SIG website at <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]

Call for Presentations: CUE 2011 Conference on Foreign Language Motivation in Japan, 2-3 Jul 2011, at Toyo Gakuen University, Hongo Campus, Tokyo. Empirical and theoretical proposals accepted from 1 Nov 2010 to 31 Jan 2011. Visit <jaltcue-sig.org> or <cue2011conference.org> for proposal details and online submission form.

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 for experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <jaltersig.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:

<jalt.org/calendar>

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 pedagogical tools; the bilingual Language Portfolio for Japanese University is now available online. The SIG holds periodic 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 works towards building a supportive community of educators and researchers interested in raising awareness and researching how gender plays an integral role in education and professional interaction. We also network and collaborate with other JALT groups and the community at large to promote pedagogical and professional practices, language teaching materials, and research inclusive of gender and gender-related topics. Visit our website at <gale-sig.org> for more details.

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 <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 the forum entitled "The Global 30 project and Japanese language education" at the 36th JALT Annual International Conference. The forum has been scheduled for 20 Nov 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 innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

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

The Learner Development SIG is a lively and welcoming group of teachers interested in

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

Lifelong Language Learning

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

The 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 <jalt.org/lifelong>. For more information or to join the mailing list, contact Yoko Wakui <ywakui@bu.iij4u.or.jp> or Eric M. Skier <skier@ps.toyaku.ac.jp>.

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

Materials Writers

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

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

Other Language Educators

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

Pragmatics

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

Pragmatics is the study of how people use language. As teachers we help students learn to communicate appropriately, and as researchers we study language in use. This is clearly an area of study to which many JALT members can contribute. The Pragmatics SIG offers practical exchange among teachers and welcomes articles for its newsletter, *Pragmatic Matters*. Find out

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

more about the SIG at <groups.yahoo.com/group/jaltpragsig> or contact Donna Fujimoto <fujimoto@wilmina.ac.jp>. For newsletter submissions, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>.

Professionalism, Administration, and Leadership in Education

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

Study Abroad

[study abroad, pre-departure curriculum, setting up, receiving students, returnees] [*Ryugaku*—3-4x year] [national and Pan-SIG conferences] [ ]

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

Teacher Education

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

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

Teachers Helping Teachers

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

Teaching Children

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

The Teaching Children SIG is for all teachers of children. We publish a bilingual newsletter four times a year, with columns by leading teachers in our field. There is also 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 <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<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 <jalt.org/test>.

TLT COLUMN CHAPTER EVENTS

ONLY two more months until we say *"Sayonara"* to 2010! Be sure to take some time to check out what's happening at your local chapters in November and December! 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.

GUNMA—***From EFL teacher to peace activist*** by **Anna Baltzer**. For global language teachers, "thinking outside the box" means addressing world issues and considering our social responsibility as educators. In this featured speaker workshop, US-based educator and organizer Anna Baltzer will describe her background as a Fulbright scholar in the Middle East, her transformation from EFL teacher to peace activist, and her thoughts on how teachers can promote peace with justice and empower students to become active agents of the change they seek. *Sun 14 Nov 14:00-16:30; Kyoai Gakuen College, Maebashi; One-day members ¥1,000.*

HAMAMATSU—***My share***. Our most popular event, the annual year-end share and swap is here again. Open to members and non-members with activities, materials, research, or ideas to share. First-timers welcome and encouraged! Everything and anything related to language learning and teaching is acceptable material for sharing. If you have an idea you'd like to share, please contact our chapter executive via the website and we'll add you to the program. Following the meeting will be our year-end social, location T.B.A. at the meeting. *Sun 12 Dec 13:30-16:00; Zaza City Pallette, 5F, Hamamatsu; See Hamamatsu Chapter website for location, directions <hamajalt.org>; One-day members ¥1,000.*

HIROSHIMA—***Maintaining young learners' motivation*** by **Marianne Nikolov** (U. of Pecs, Hungary). Teaching English as a foreign language to young learners is a complex undertaking involving both cognitive and affective considerations. This talk, by a Plenary Speaker at JALT2010, will explain how the key to success is to sequence motivating and cognitively challenging tasks that match learners' interests, background knowledge, and age. *Thu 25 Nov 18:30-20:00; Hiroshima City Plaza, Seminar Room A, 5F, 6-36 Fukuromachi, Naka-ku; One-day members ¥1,000.*

HIROSHIMA—***JALT bonenkai***. It's time to party! Please bring your family and friends. Time and Venue: TBA. *Details in November. See our homepage at <hiroshima-jalt.org>. JALT members: Dinner charge only; One-day members: Dinner charge only.*

HOKKAIDO—***Presentation & workshop: Using Suggestopedia / Reservopedia in the language classroom*** by **Kaz Hagiwara** of Griffith University, Australia. Suggestopedia/Reservopedia can give not only techniques to prepare a creative atmosphere in the language classroom but also an explanation as to why, and what sort of creativity is important in learning. *Nov 14 Sun*

…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 <jalt.org/events>.

13:00-17:00; Hokkai Gakuen University <hokkai-s-u.ac.jp/english/access.html>; For further information visit <jalthokkaido.org>; One-day members ¥500.

IWATE—***Voice training for teachers*** by **Claudine Marais** of Tsurugaoka JHS. This workshop is designed to introduce participants to voice techniques used to train actors, but adapted for the lifestyle and demands of teachers. Participants will learn how to improve their projection and articulation, develop a voice that students want to listen to, subconsciously affect the quality of students' speech, as well as protect their voices from long-term damage. Marais has a BA in Theatre and Performance, majoring in Acting, English Literature, and Drama. *Sun 12 Dec 13:30-16:30; Aiina, Room 602, One-day members ¥1,000.*

KITAKYUSHU—***Teaching and learning English humour: In principle and practice*** by **Richard Hodson** (U. of Nagasaki, Siebold). Successfully telling, and even understanding, a joke in a foreign language is a challenging activity that demands not only linguistic skill, but also one that provides learners with valuable opportunities for language practice, access to cultural knowledge, and also to the cognitive and affective benefits of creative language play. The presenter will outline the key pedagogical and cultural issues that need to be considered when introducing humorous materials in the EFL classroom. Note that our December meeting will be a year-end party. Check our website for details. *Sat 13 Nov 18:30-20:00; International Conference Center, Kokura, 3F; <jalt.org/chapters/kq>; One-day members ¥1,000.*

KYOTO—***Evaluating your vocabulary program*** by **Paul Nation**. This presentation looks at a set of questions that teachers can use to check whether the vocabulary component of their language course is adequate or not. The questions include what vocabulary is focused on, how it is focused on, how it is sequenced, and how it is taught and learned. These questions cover the important parts of the curriculum design process. The presentation also describes how these important aspects of teaching and learning vocabulary can be included in a course. *Sun 28 Nov 10:00-12:00; Campus Plaza Kyoto; For details visit <kyotojalt.org>.*

KYOTO—***Kansai X-mas party with Pecha Kucha.*** Get to know your fellow JALTers around Kansai while enjoying a variety of short Pecha Kucha presentations, including impressions from JALT2010. *Sat 18 Dec; Kobe; For details visit <kyotojalt.org>.*

MATSUYAMA—***Towards redesigning teaching and learning in higher education using the internet*** by **Yoshikazu Murakami** of Ehime U. The Internet and its related technologies have brought a link-and-learn-globally environment not only to teachers, but learners at large beyond the limitation of school campus. This presenter has developed a Web-based system for his teaching and students' learning. The system is designed to explore the potential of how teaching and learning in higher education should occur through using the Internet. *Sun 12 Dec 14:15-16:20; Shinonome High School Kinenkan 4F; One-day members ¥1,000.*

NAGASAKI—***Challenges in teaching English as a foreign language to young learners / ELT materials from publishers in Japan.*** Greetings from Nagasaki JALT! We are looking forward to our final two events of the year. In November, following the JALT2010 Conference, we are happy to welcome the JALT Junior Plenary Speaker, Marianne Nikolov of the University of Pecs, Hungary, as part of the Four Corners national tour. This is a rare Friday evening meeting for us, and all are welcome. In December, our 8th and last session of 2010 will be a very special publishers' sponsored session on a Saturday afternoon, featuring Makoto Sato from Pearson Kirihara and Keiko Willhite from Oxford University Press, respectively. More information on their topics and materials will be coming soon. There is also a possibility of a Year End Party, following. For updated details on both sessions, please see our chapter websites, e-mail newsletter, and our Nagasaki JALT and Friends Facebook Group website. *Fri 26 Nov 18:30-20:30; Dejima Koryu Kaikan, 4F; One-day members ¥1,000. Sat 11 Dec 14:00-16:00; Dejima Koryu Kaikan, 4F; One-day members free.*

OKAYAMA—***University accreditation: How it impacts you*** by **Bern Mulvey**. All universities in Japan must now submit to an external "accreditation" evaluation every seven years. They receive assessments in multiple categories, not to mention grades: pass, probation, and fail. This presentation examines the ramifications of—and opportunities afforded by—this requirement, from the unfortunate (e.g., the often ill-conceived expansion of on-campus "Faculty Development") to the hopeful (including possibly better education ... and more tenure opportunities for foreign faculty). *Sun 14 Nov 15:00-17:00; Tenjinyama Bunka Plaza <tenplaza.info/introduction/access.html >; One-day members ¥500.*

OKAYAMA—***Discourse analysis for language teachers*** by **Ian Nakamura**. Recording a conversation with a student, transcribing some of the talk, and then analyzing it, have long been common study practices in teacher training programs. With the global recognition of Conversation Analysis as an analytical tool to make sense of spoken data and to draw attention to how talk is co-managed, it seems like a good time to review the basic skills of discourse analysis for language teachers. What teachers can learn about the way they talk to students comes from examining how talk actually occurs. Followed by our annual year-end party. *Sat 11 Dec 15:00-17:00; Kibi International University Ekimae Campus, Room B, 4F, < kiui.jp/pc/campus/campusmap.html>; One-day members ¥500.*

SENDAI—***Helping students to write creatively*** by **Alan Maley**. The poetic function is central to language at all levels, from young learners to young adults. Poems carry within them the beat and rhythm of the language, they provoke a response (physical, visual, cognitive, associative, etc.), they prompt connections with personal experience, they open the way for learning through vicarious experience, they foster language play, they offer non-tedious repetition, and they encourage learners to take risks with the language. But literature can also be written, as well as read. In this workshop, therefore, we will explore a number of simple techniques for generating original and interesting texts. These will mainly be poems, with a few techniques for creating stories for good measure. We will conclude by looking at the very positive advantages creative writing has to offer, both to students and to teachers. For further details, please visit the JALT Sendai webpage at <jaltsendai.terapad.com>. *Nov 28 Sat 14:00-17:00; Sensai Fukkou Kinen-kan, Meeting Room 1, 4F; One-day members ¥1,000.*

SENDAI—***Best of JALT2010: Highlights from the JALT2010 National Conference (with a short brainstorming session on future programs)*** by **JALT Sendai Members**. Several of our members will bring back gems from the JALT2010 National Conference in Nagoya and will share summaries, observations and discussion on these. We'll then spend a bit of time brainstorming ideas for future programs of JALT Sendai. The meeting will be followed by our annual Bonenkai (Year-end party). For further details, please visit the JALT Sendai webpage <jaltsendai.terapad.com>. *Dec 19 Sun 14:00-17:00; Venue TBA; One-day members ¥1,000.*

YAMAGATA—***Colorado in terms of its history, culture, education, language, etc.*** by **Austin Rin**. *Sat 6 Nov 13:30-15:30; Yamagata-shi, Seibu-kominkan; One-day members ¥800.*

YAMAGATA—***Utah in terms of its history, culture, education, language, etc.*** by **Tenson Tanner**. *Fri 3 Dec 13:30-15:30; Yamagata-shi, Seibu-kominkan; One-day members ¥800.*

The 4th Annual Extensive Reading in Japan Seminar

13 Feb, 2011
Okayama University

Call for submissions ends Sep 30. For more information, see <jaltersig.org >.

Sponsored by the ER SIG, Okayama JALT, and Okayama University.

TLT COLUMN CHAPTER REPORTS

FUKUOKA: May—*Collaborative professional development through peer observation* by **Christopher Stillwell**. The presenter introduced the topic of peer observation and shared important ground rules for setting up observations and techniques for guiding post-observation conferences in such a way as to maximize the benefit for all parties involved. Also touched on was the prickly issue of giving peers feedback on their work. Participants acted out teacher conferences and showed how a third party conference observer can promote a deeper level of reflection. The benefits of this kind of observation were discussed including the possibility of gathering peers' feedback on new material being tried, getting a second pair of eyes to find out more about classroom behavior, and having a partner from whom to learn a new style of teaching. The ideas presented would be beneficial to communities of teachers who want to improve their teaching through peer observation.

Reported by Aaron Gibson

FUKUOKA: June—*Elementary school English activities: Are we there yet?* by **Ann Mayeda**. The presenter introduced the new guidelines for MEXT's course of study for elementary school English activities and looked at the reasons for some common misunderstandings concerning this policy. The focus was on how schools are implementing or changing current programs based on their interpretation of the teaching guidelines. During discussion the audience was asked to share how activities are currently conducted at their schools and discuss how they would fit under the guidelines using activities that promote a "foundation for communication." The presentation was useful for teachers wishing to better understand the roles of HRTs, ALTs, JTEs, or NTs within the new elementary English schema.

Reported by Aaron Gibson

GIFU: March—*Bilingual cognition* and ***a practical guide to bilingualism*** by **Chisae Kasai** and **Robert Gee**. Gifu enjoyed a fascinating two-part presentation about bilingualism in Japan. Kasai had investigated the cultural effect of language learning; she concludes that "in a broad way, if a Japanese person goes to England and learns English, their thinking changes." The presenter demonstrated through an interactive activity how monolingual English, monolingual Japanese, and bilingual students reacted differently when showing preferences for shapes and materials. She then outlined future research plans which included brain scans and tests to evaluate young children's language development. After a short break, Gee gave a practical guide to bilingualism drawing on his own experiences in Japan. Gee not only focused on the positive aspects but examined some of the negative effects of bilingualism. Gee stated: "Having options can mean increasing complications such as finding appropriate schooling or balancing dual citizenship. Every society has its own problems. The way to do it, I think isn't to run away, I think you have to work at creating your own culture."

Reported by Brent Simmonds

…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.

GIFU: July—*Materials production and evaluation for young learners: Six principles* by **Catherine Littlehale Oti**. How can we help young learners learn? What should we be doing with kids? What kind of materials should be presented and how do we present them? Oti described the six principles of material production and evaluation. She gave a description of each principle in her framework. Materials should have content that is relevant, support learners' development, consider different learning styles, care for the affective needs of the learners, help learners develop learning-to-learn skills, and create autonomous learners. The forum discussed these elements. The desire for a student-centred approach was central to the conclusions drawn. The problem of dealing with "the powers that be" was raised. Young learner specialists and those in non-normative teaching situations both felt they benefited from this rewarding and enjoyable presentation.

Reported by Brent Simmonds

GUNMA: July—*Adaptation of CEFR to the English curriculum in Japanese higher education* by **Noriko Nagai**. This presentation was enlightening for many of us who had limited knowledge of the Common European Framework of Reference for languages (CEFR). In general, CEFR is a way to assess communicative language proficiency in terms of five communicative activities using "can do" statements. Nagai explained that CEFR has a role to play when designing curricula and courses because the designers must be concrete about what learners need to learn, how they learn, the goals, and the expected outcomes. She described the process of designing English curricula through her experience at Ibaraki University, the first step of which was to identify the problems in the current program. Along the way, she and her team made adaptations to CEFR to suit the environment, with the result that the whole program has clear objectives, coherent structure in the curriculum and classes, and a unified evaluation system.

Reported by Lori Ann Desrosiers

GUNMA: August—*Theory and practice of L2 teaching* by **various**. The workshop featured **David Newby** from Graz U. in Austria. Newby introduced the European Portfolio for Student Teachers of Languages *(EPOSTL).* This teacher training tool helps future language teachers assess and reflect on their progress using 195 distinct can-do statements. Newby co-created EPOSTL as an extension of independent learning principles set forth by the Common European Framework of Reference for language (CEFR) and the European Language Portfolio (ELP). Newby's second presentation addressed some perceived problems with integrating grammar education into communicative classrooms. Newby criticized recent trends in communicative teaching which either treat grammar as an afterthought, or disregard explicit grammar education completely. Newby's proposed solution is to focus student attention on language functions, which he terms *notions*. By focusing on *notions*, students can concentrate on using necessary grammatical forms to express their own ideas. Five chapter members also gave presentations this year. **David Gann's** presentation, ***Critically minded podcast: theory and application***, began by clarifying what is and what is not critical thinking. Gann then played an excerpt showing how podcasts can be used to teach students critical thinking terminology. **Fergus O'Dwyer** spoke about ***Can-do statements in language education in Japan***. O'Dwyer showed that using can-do statements in self-assessment, students can identify learning targets and monitor their progress. While the CEFR and ELP contain can-do statements, O'Dwyer warned against using these statements without first adapting them to a student's individual language learning situation. **Wayne Pennington's** presentation, ***An extensive reading program using the Moodle reader module***, posited extensive reading infeasible as a class component, as insufficient class time makes it "supplemental reading" rather than extensive reading. This year Pennington has started two classes dedicated exclusively to extensive reading. Thanks to the Moodle reader module's automatic record keeping, Pennington is able to concentrate on orienting his students to the goals of the program. **Atsushi Iida** and **Asuka Iijima** gave a presentation entitled ***Use of haiku in Japanese classrooms:Theory to practice***. Iijima presented some benefits of using literature translated from the student's L1 to the target language. She found students were able to use

cultural references as comprehension aides. Iida then showed how haiku had been a useful part of his ESL classes. The short form of haiku necessitates brevity from the writer, which in turn lends itself to numerous different interpretations from the reader.

Reported by John Larson

IBARAKI: May—*Creativity and play* by **various**. ***Creative management and learning*** by **Tim Murphey**, ***Composing haiku for communicative purposes*** by **Atsushi Iida,** and ***Play production in the ESL/EFL class*** by **Samuel Nfor**. Murphey introduced several innovative ways to promote learning and aid class management including speed, song, dictation, and conversational routines. Iida demonstrated how EFL writing instructors can use haiku for developing communicative skills and to bring a greater sense of voice to students' writing. Through a detailed examination of the use of raw script, rehearsals and performance, Nfor gave us insight into the elements of the dramatic process that support language acquisition.

Reported by Martin Pauly

KITAKYUSHU: September—*My share: Internet resources* by **Malcolm Swanson**, **Jose Cruz** and **Greg Holloway**. We had another great session of experienced teachers and expert computer users who are continually finding and testing what's new and applicable to language teaching out there on the net—and who provided us with some succinct, accessible explanations. Swanson explained what sort of resources he has found appropriate to use online in real time in the classroom for the various subjects he teaches and cautioned against trying to sign in a whole class at once. Cruz uses the Internet outside of the classroom to find "real English" for reading and listening practice, because not everyone speaks like the voice actors on language CDs. Holloway accesses the web to download materials for younger students, as well to find support for his views when arguing with colleagues. It was an extremely useful and highly informative evening of introductions to leading-edge technology too numerous to list here; please see the meeting reports section of our website for fuller descriptions.

Reported by Dave Pite

KYOTO: July—*Teaching gender-related issues in the classroom* by **Folake Abass** and **Robert Ó'Móchain**. Abass addressed gender stereotypes and exploring ways to encourage students to develop the critical intelligence necessary to move beyond culturally inherited-stereotypes. Describing research findings, Abass convincingly showed that students reacted insightfully to issues that were new to them regarding gender stereotyping found in advertising in Japan. Student output in grammar, and perhaps length, seemed above their expected level, suggesting that the activities had motivated them to aim high. Abass' methodology helped avoid teacher influence on student perceptions of stereotypes. Ó'Móchain discussed representations of masculinities on Japanese television and how such observations can be reported in EFL classrooms to build gender-awareness. Ó'Móchain's results indicated that students became involved in the issues, comparing current representations of masculinities with representations common in previous decades. This conversation, challenging as it is to mature adults, appeared to touch a chord among university level learners as evidenced by their writing. Discussion ranged from expectations in the 1950s to current masculinities such as *grass-eating males* or 草食男性 (soushoku-dansei).

Reported by Will Baber

NAGASAKI: June—*Questionnaire development workshop* by **Keita Kikuchi**. Kikuchi focused on the need for questionnaire designers to identify good constructs such as latent psychological variables and to write questions that can provide measures of such constructs. Participants were asked to examine a list of constructs and questions Kikuchi had used in the course of his research on the causes of learner demotivation. A stimulating discussion ensued on overlaps between some of the constructs and on what the questions really measured. After participants had critiqued his constructs and questions, Kikuchi asked them to come up with their own constructs for a hypothetical survey on the causes of learner demotivation in communicative English classes in Japan. Such constructs were then discussed at length.

Reported by Sergio Mazzarelli

NAGASAKI: July—*Testing the new TOEIC speaking and writing test* and ***Writing fluency: What is it, and is it necessary?*** by **Terry Fellner**. In the first of two presentations, Fellner gave background information about the goals, claims, structure, and content of the TOEIC speaking and writing test, before sharing his own experience of taking the test. His results, and the feedback received, led him to suggest that the largely American business schema used in the test may lead to difficulties in accurately assessing the performance of, and the provision of useful feedback for, Japanese test-takers. In his second presentation, Fellner introduced the topical concept of writing fluency, arguing that it as yet lacks a clear definition and is therefore difficult to determine, and that measures of writing fluency need to take into account not just the amount of writing, but also lexical frequency. Post-presentation discussion focused on the role of the TOEIC test, and particularly on writing fluency, with participants questioning not only the extent of practical, real-world writing tasks that require fluency, but also the value of the concept itself.

Reported by Richard Hodson

NAGOYA: July—*Materials production and evaluation: Six principles* by **Catherine Littlehale Oki**. Oki showed how to evaluate a course book through discussion according to its physical characteristics, layout and what comes with the book, theoretical characteristics, what ideas about language learning or learning in general the book seems to reflect, productive characteristics, and how its linguistic content, activities, and physical designs are created. Oki stressed the importance of balancing the people who make decisions on education, materials, and theory. Giving six principles on materials and some desirable material components, she asked participants to discuss and rate the importance of each of the principles: Materials should (1) have content relevant to learners; (2) support learners' language development; (3) consider different learning styles; (4) care for the affective (psychological) needs of learners; (5) help learners to develop learning-to-learn skills; and (6) help create autonomous learners. Lastly, Oki gave two recommendations: get feedback from students, by including a line for them to write comments freely, and use your own materials, making sure the activity involves the skill you are aiming to practise and trying it out on one class before making a lot of copies.

Reported by Kayoko Kato

NIIGATA: July—*Teaching haiku for communicative purposes in a Japanese EFL college writing classroom* by **Atsushi Iida**. Sharing his own classroom teaching experience, Iida demonstrated how and why he uses haiku in his EFL writing classes. To begin, he discussed student perceptions of writing, and how many of them list writing as a lower priority in their English studies for various reasons. Through writing a haiku, Iida spoke about how students can find their voice to speak more freely without being as concerned about the restrictions of grammar as they are in other forms of writing. Iida then went through three stages of building a haiku as he teaches them in his own classrooms: the "collecting information" stage, the "generating ideas" or free writing stage, and finally the "producing haiku" stage. Through the process, we must keep the syllable structure of the haiku at 5-7-5, using a seasonal reference, and a cutting word (*kireji*). Lastly, Iida stressed that haiku is an excellent way for students to practice writing without having to worry about being right or wrong, as well as being reader-centered with multiple interpretations.

Reported by Kevin M. Maher

OITA: May—*Developing personalized portfolio rubrics for the EFL classroom* by **Steve Quasha**. The presenter demonstrated how he uses portfolio assessment as a core part of his communicative English courses, and as a creative alternative to the traditional paper test. Quasha related assessment to student motivation, citing Nunan's humanistic approach to language education. He argued that intrinsic motivation is vital for language students, but that this is largely dependent on the assessment style and it should be "meaningful and self-initiating." Quasha advocated a move away from the hurdle of traditional testing towards the portfolio, outlining the numerous benefits of the portfolio in terms of promoting critical thinking, encouraging reflection and accountability, providing

opportunities for peer review and stimulating greater interest and effort from students for whom language learning may not necessarily be a priority. The presenter encouraged participants to brainstorm their own ideas for grading rubrics and he introduced a number of ideas including the use of pictures and song lyrics. The workshop was well attended and the participants were rewarded with a highly stimulating and practical workshop.

Reported by Steven Pattison

OKAYAMA: June—*Practical business English for lower level learners* by **Grant Trew**. The biggest challenges faced by lower level learners concern lack of vocabulary, confidence, and motivation. While these apply to all learners, those in business generally want specialized skill sets, but actually need general ones. Trew demonstrated how the Business Venture series helps overcome these obstacles. Business classes should focus on commonalities shared by workers in a variety of positions. Phone language, introductions, and socializing/entertainment are examples of relevant topics. In addition to the language, cultural differences need to be understood by business learners. Trew recommends keeping the focus and aims of lessons simple and clear. A good deal of vocabulary support, the use of graphics, and easily understood instructions help learners to gain confidence and maintain motivation. Scaffolding activities with achievable goals, use of familiar names and places, and repeated practice of models all help language acquisition while sustaining learner interest. The speaker listed a number of factors that can work against these practices. These include specific company goals that are unrealistic, short term courses, and the inability of learners to attend all lessons due to work commitments.

Reported by Richard Lemmer

OKAYAMA: July—*Teaching a process approach to paragraph writing* by **Peter Neff**. This participatory presentation began with a brief discussion on the role of academic writing and how attendees teach it to Japanese learners. Neff then explained methods used in the three stages of process writing: invention strategies, brainstorming methods, and post-brainstorming. These concrete skills can be acquired in writing classes. Differences between academic writing in Japanese and English were elicited and discussed. The speaker stressed the importance of learners' understanding and use of a traditional paragraph structure emphasizing topic sentences with a limiting idea to guide paragraph development. Neff provides his students with a checklist to be used before submitting work. Feedback is approached in two streams: local (spelling, grammar, word choice, etc.) and global (unity, cohesion, clarity, etc.). Limiting feedback is essential as it may become counterproductive. Peer review, part of Neff's PhD. research, is also utilized at later stages of the course. This is done in either English or Japanese in order to provide for greater autonomy, a better sense of audience, and social support. Students overwhelmingly preferred reviews communicated via computer as more helpful than other methods.

Reported by Richard Lemmer

OMIYA: August—*Teaching English to young learners: Strengthening teachers to strengthen students* by **various speakers.** This four-hour event featuring three speakers drew out a lot of new faces. **Junko Machida**, from ESTEEM started with a presentation on implementing a thematic teaching approach based on global education. Through a mock lesson, the speaker demonstrated how she introduces global issues to elementary school students and helps them learn the English language at the same time. The second presenter, **Rumiko Kido**, gave a presentation on teaching phonics to children. After briefly sharing her rationale for using phonics with young learners, the audience was treated to a wide variety of phonics activities. The presentation was well received by the audience. The final presenter was **Aleda Krause** of the JALT Teaching Children SIG. Her presentation, ***From listening to speaking***, explored the need for the development of aural skills and confidence before expecting students to produce language. The audience took part in a demonstration of a 5-step process created by Krause to take students from listening to speaking. To foster an understanding of the pedagogy from a students' point of view, the demonstrations took place in German!

Reported by Brad Semans

OSAKA: July—*Teaching in English: Challenges for high school* by **various**. This event was hosted by Kansai University of International Studies (KUIS), and featured keynote speaker **Yasuyuki Mizohata** and featured speaker **Atushi Iida**. In addition, 14 other presenters shared their experience with teaching English in English. Topics included motivation, learner centered classrooms, developing autonomy, the role of the teacher, and technology in the language classroom. Of particular interest was the success KUIS has had in implementing English-only instruction, and the requirement that students use English not only on campus, but off campus as well. Moreover, a small fair trade booth featuring Thai-made cloth was popular, and drew attention to economic disparities in Southeast Asia.

Reported by Douglas Meyer

SENDAI: July—*Creative use of silence* by **Joseph Shaules**. For many teachers, silence in a classroom can be terrifying. It might mean your class is not well organized and managed. However, Shaules proved that it does not have to be true. He described how we should interpret and use silence to achieve better language classes and help the students improve their language skills. By sharing a concept called *mindscaping* or managing silence, and Caleb Gattegno's concept of *ogdens* and the role of silence in language planning, Shaules clearly explained to us that it is critical for language teachers to focus not only on what students are doing but also on what is going on inside of them while they are silent. For example, they might need silence to process the input that teachers gave them. The workshop consisted of a lecture on the topic and some practical classroom techniques using sound and silence. Participants were satisfied with the useful and practical knowledge they gained at this workshop.

Reported by Soichi Ota

SENDAI: August—*The first days of school: Being effective in the classroom* by **Sendai JALT**. This meeting was planned after the popularity of our meeting in August 2009 in which we watched a documentary about a teacher and his class in the U.S. and then discussed our teaching principles and practices. This year, we chose a video of Harry Wong's international bestseller, *The First Days of School: How to Be an Effective Teacher*, and another video of an American teacher who follows Wong's principles. We watched a few sections from the videos and after watching each section, we discussed Wong's ideas and strategies. In the latter half of the session, we also had a very active group discussion on our own ideas and strategies for the first day classes. All participants eagerly shared tricks, lesson plans, and activities for creating better lessons for the first day and the classes following.

Reported by Soichi Ota

SHINSHU: September—*Invisible writing* by **Peter Ross**, ***Older students as both teachers and learners*** by **Tadashi Ishida**, and ***The JALT Pan-SIG Conference*** by **Andy Boon** and **Eric Skier**. Ross showed that by inserting a piece of writing paper, a piece of carbon copy paper, and another piece of writing paper into a clear plastic pocket, students could write on top of the plastic pocket with a pencil and not be able to see what they were writing. This invisible writing was designed to shift the focus from students' fear of mistakes and other obstacles to more fluent writing which reflects their "inner voice and imagery" and set them on the path to process writing. Ishida talked about PEACE (People's Educational And Cultural Exchange) in Taito-ku, Tokyo, through which mature students both learn and teach by involving tourists and foreign residents in cultural activities such as wearing kimonos, playing the shamisen, and carrying o-mikoshis. Boon and Skier, who chaired the 7th and 8th JALT Pan-SIG conferences, provided background and procedural information for the 10th conference, *Discovering Paths to Fluency*, which will be held 21-22 May 2011 in Matsumoto.

Reported by Mary Aruga and Mark Brierley

SHIZUOKA: August—*Motivation and demotivation* by **Keita Kikuchi**. About a dozen people came to hear Kikuchi talk about his ongoing research on motivation and demotivation. He started the presentation by going over some existing motivation frameworks, such as *self-efficacy*, *attribution*, and *goal orientation* theories, as well as Dörnyei's list of motivational

strategies for teachers to use in the classroom. Then Kikuchi outlined some demotivating factors, such as peer pressure, test pressure, and self-esteem issues. In the second half of the talk, he showed us the questionnaire he used with hundreds of high school students, and we deconstructed the questionnaire items in groups and came up with other possible items. This was an interesting and useful workshop, creating good discussion and personal reflections about psychological factors which affect our students and their studies.

Reported by Christopher Madden

TOKYO—JULY: ***Surely you gest: Gestures, communicative competence SLA*** by **Nicholas O. Jungheim** and ***Human Rights in India*** by **T. Ravi Kumar**. Jungheim introduced a line of research concerning gesture acquisition along with a framework for evaluating language learners' non-verbal behaviors. Utilizing video examples of gestures used in real communication, he showed how they are integrated with speech and are more than simple signs. This presentation offered an opportunity for participants to think more deeply about gesture and its role in second language acquisition and language teaching. Human rights activist Ravi Kumar, founder of the Association of Relief Volunteers (ARV), spoke about the ARV mission in Dalit villages in India. Ravi's visit was coordinated by current and former JETs who are members of NPO Longitude. Ravi spoke about his efforts to improve access to state-run schools, the availability of after-school English classes, and the increasing ability of Dalits to qualify for higher-level education. A lively discussion about the villagers' and volunteers' conceptions of and perspectives on human rights rounded out the evening.

Reported by Akie Nyui and Jim McKinley

TLT COLUMN

JOB INFORMATION

…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>.

The JALT2010 International Conference: A unique opportunity for job recruiters and seekers

Douglas Meyer, Conference Job Information Center Coordinator

Greetings to all job seekers! My name is Douglas Meyer, and I am the Job Information Center Coordinator for the Nagoya conference. With so many professionals together in one place, all focused on improving language teaching and learning in Japan, the conference is sure to be a hit. From a career standpoint, with close to 2,000

language professionals convening, the JALT conference is unquestionably the number one networking and recruiting opportunity in Asia.

For schools, the JIC provides facilities to post job openings, review candidate résumés, and hold interviews at the conference. Occasionally, schools ask their full-time foreign staff to help them headhunt. Headhunting is recruiting, and if you've been asked by your school to help out, the task of "recruiter" has just been added to your job profile. Just email your job submissions to *The Language Teacher* Job Information Center using the submissions form found at this link: <http://jalt-publications.org/tlt/jobs/form.html>.

This year, the JIC will post international job positions as well as national ones. The EFL job market is global, and therefore posts will be offered for positions in Asia and the Middle East. The JIC job wall will be organized by region, allowing you to quickly find positions in a location where you want to work.

A note to jobseekers: Be sure to bring copies of your CV/ résumé. Ideally you would want to customize your résumé and cover letter for each job, but unfortunately at the conference there's not enough time. Instead, you'll get a face-to-face opportunity that can't be beat. Even if you don't get the job, the contact and experience of talking with recruiters, formally and informally, are well worth it.

Also, the national EFL teacher job survey is still gathering info on who we are as teachers, our opinions about language education, and our working conditions. If you are interested in the results, please take the five-minute online survey yourself and share it with friends. Check it out on Facebook by searching for the National EFL Teacher Job Survey or send me a quick email at <efljobsurvey@hotmail.com>. I'll send you the links and many thanks.

I look forward to seeing you at the Job Information Center room at the upcoming JALT conference.

Douglas Meyer,
Conference JIC Coordinator

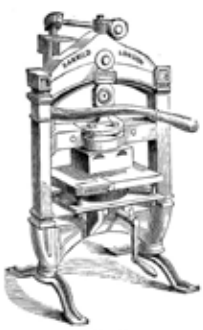
Job Openings

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 <jalt-publications.org/tlt/jobs> to view the most up-to-date list of job postings.

Location: Aichi, Toyohashi
School: Aichi University
Position: Limited-term contract teacher of English and Cultural studies
Start Date: 1 Apr 2011
Deadline: 20 Nov 2010

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

The Language Teacher needs you!



If you are interested in writing and editing, have experience in language education in an Asian context, and are a JALT member, we need your help. *TLT* is currently recruiting proofreading and editorial staff.

Learn a new skill, help others, strengthen your résumé, and make a difference! If you would like to join our team, please contact the editors:

<tlt-editor@jalt-publications.org>

TLT COLUMN CONFERENCE CALENDAR

Upcoming Conferences

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>

19-22 NOV 10—JALT2010: 36th Annual International Conference on Language Teaching and Learning, and Educational Materials Exposition: *Creativity: Think Outside the Box*, WINC Aichi, Nagoya. Plenary speakers will be Tim Murphey (Kanda U. of Int'l Studies), Nicky Hockly (The Consultants-E), and Alan Maley. **Contact**: <jalt.org/main/conferences>

25-27 NOV 10—The Clark ESP-TESOL Forum, Clark Education City, No. Philippines. Keynote speaker will be Rod Ellis, et al. **Contact**: <asian-efl-journal.com/Clark-TESOL.php#b>

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 will be Dan Douglas (Iowa State U.), Hossein Farhady (American U. of Armenia), Carol Griffiths (Yeditepe U., Turkey), Gabriele Kasper (U. of Hawaii), B. Kumaravadivelu (San Jose State U.), Roger Nunn (UAE Petroleum Inst.), Ali Shehadeh (United Arab Emirates U.), and Brian Tomlinson (Leeds Metropolitan University). **Contact**: <eltconferenceili.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>

15-16 DEC 10—3rd Malaysia International Conference on Academic Strategies in English Language Teaching: *Maximizing ELT Potential for Diversity and Intelligibility*, Kuala Lumpur, Malaysia. Speakers will be Andy Kirkpatrick, Azirah Hashim, Cameron Richards, Hawa Rohany, Denise Murray, and Chris Kennedy. **Contact**: <mycaselt.uitm.edu.my>

15-18 FEB 11—ELLTA 2011 First Academic

…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 Nov is the deadline for a Feb 2011 conference in Japan or a Mar 2011 conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

International Conference: ***Exploring Leadership & Learning Theories in Asia***, U. of Malaysia, Kuala Lumpur. **Contact**: <ellta.org>

22-23 FEB 11—The Third Moodle Teachers' and Developers' Conference, JALT CALL SIG, Kochi U. of Technology. Keynote speaker will be Martin Dougiamas, founder and lead developer of Moodle. **Contact**: <netcourse.org/courses>

26-27 FEB 11—7th CamTESOL Conference on English Language Teaching: ***English for Mobility***, Nat'l Inst. of Education, Phnom Penh, Cambodia. Plenary speaker will be Christine M. Bundesen (U. of Brisbane). **Contact**: <camtesol.org/2011conference/2011_Conference.html>

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>

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>

21-22 MAY 11—Tenth Annual JALT Pan-SIG Conference 2011: ***Discovering Paths to Fluency***, Shinshu U., Matsumoto. **Contact**: <pansig.org>

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

Calls for Papers or Posters

DEADLINE: 15 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**: <www.confer.co.nz/tblt2011/index.html>

DEADLINE: 15 NOV 10—(for 22-24 APR 11)—2nd International Language Conference (ILC) 2011, Int'l Islamic U. Malaysia, Kuala Lumpur. Featured speakers will be Brian Tomlinson, Mahmoud Kamal Al Naqa, and Nik Safiah Karim. **Contact**: <iiu.edu.my/ilc>

DEADLINE: 10 FEB 11—(for AUG 30-SEP 2 11)—JACET Convention 2011: ***The 50th Commemorative International Convention***, Seinan Gakuin U., Fukuoka. Plenary speakers will be Rod Ellis (U. of Auckland), Ernesto Macaro (U. of Oxford), Ikuo Koike (Keio U.), and Peter Skehan (Chinese U. of Hong Kong). **Contact**: <jacet.org/jacet50/modules/tinyd0>

DEADLINE: 10 FEB 11—(for 27-29 JUL 11)—The 9th Asia TEFL International Conference: ***Teaching English in a Changing Asia - Challenges and Directions***, Hotel Seoul KyoYuk MunHwa HoeKwan, Seoul. **Contact**: <asiatefl.org/2011conference/conference2.html>

TLT COLUMN

OLD GRAMMARIANS

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

Interpretation quiz for famous sayings

Test your understanding of these proverbs and sayings from around the world by choosing the most appropriate "interpretation" for it. (Correct answers will not be provided in the next issue of *TLT*.)

Look before you leap.

a) Inspect all received packages for a "Caution: Live Spitting Cobra" label before opening them.

b) While it's true that Japanese wood floors are cold in the wintertime, you'd best assess your doorway clearance before jumping straight from the tatami to the kotatsu blanket in the next room.
c) Make sure you remember the punch line to a joke before you start telling it.

Trees are trees, mountains are mountains.
Trees are not trees, mountains are not mountains.
Trees are trees, mountains are mountains. (Zen saying)

a) Your cab fare is going to be huge.
b) After a short interregnum, the Religious Right have seized political power again.
c) You fell asleep for several hours on the "It's a Small World" ride at Disneyland.

A stitch in time saves nine.

a) That old cigarette burn in the car seat is now large enough to swallow your pet Doberman.
b) "Speed quilting" sounds harmless enough, but you should still wear a helmet to be on the safe side.
c) Those holes in your bowling gloves are supposed to be for your fingers. Sewing them up could adversely affect your skittles game.

A strawberry blossom will not moisten dry bread. (Uganda)

a) You're cooking with the wrong ingredients, perhaps because the wind turned a few pages of your exotic recipe book while you were separating the egg whites.
b) Your bread may not be moist, but the ducks you've been feeding in the park don't really seem to care.
c) Try strawberry marmalade instead.

What is a friend? A single soul in two bodies. (Aristotle)

a) A true friend shares your clothing size.
b) On the other hand, a friend with two souls in one body could be trouble.
c) What is a scissors? A single thing that looks and sounds like two things.

They must often change, who would be constant in happiness or wisdom. (Confucius)

a) Sooner or later you're going to get sick of eating all those Oreos.
b) Happiness is having the TV remote in one hand, while wisdom is having the monthly cable guide in the other.
c) If you really want to be happy, you should keep two or three extra pairs of underwear handy at all times.

A watched pot never boils.

a) But an unwatched pot will be forgotten until the smoke alarm goes off 45 minutes later.
b) Watched grass never grows.
c) Don't bake with pot or grow grass; someone might be watching.

When there are no cows in the field, it is a sign of bad weather.

a) Either that or Festus the farmhand left the gate open again.
b) When there are no readers of the column, it is a sign of bad writing. (*Editor's note:* TLT *does not condone making analogies between farm animals and readers of Old Grammarians. Complaints should be referred directly to this column's bad writer.)*
c) When there is no field, it is a sign of *very* bad weather.

You can't see the whole sky through a bamboo tube. (Japan)

a) You can't very well drink a highball through one, either.
b) If you found a tube on eBay that claims to show you the whole sky, you're being bamboozled, my friend.
c) You can't understand the whole of life and the world through one clever little proverb.

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

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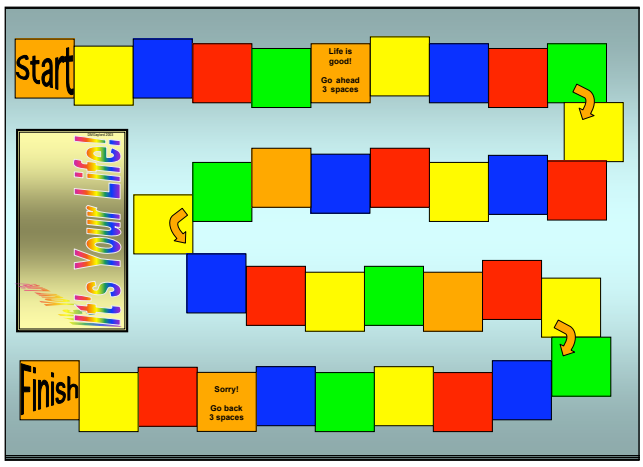
Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing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

TLT RESOURCES MY SHARE

Conditional imperative board game: *It's Your Life*

Doreen Gaylord, Kanazawa Technical College

Full size copies of these images are available on the following pages

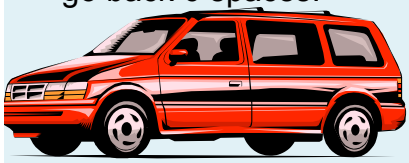


If you do the housework, move ahead 3 spaces.

If you drive a hybrid car (gas and electric), move ahead 5 spaces.

If you bring your own shopping bag(s) to the grocery store, move ahead 2 spaces.

If you drive an SUV, go back 6 spaces.



If you have ever illegally parked in a handicapped space, move back 10 spaces.

If you have gray hair, move ahead 3 spaces.

If you walked or rode your bicycle to class today, move ahead 2 spaces.

If you have ever climbed one of the 3 tallest mountains in Japan, move ahead 5 spaces.

If you drove here today, move back 3 spaces.

If you don't own a cell phone, move ahead 1 space.

If you have ever helped a tourist with directions, move ahead 3 spaces.

If you usually walk up the stairs instead of taking the elevator, move ahead 3 spaces.

If you regularly attend concerts, then move ahead 4 spaces.

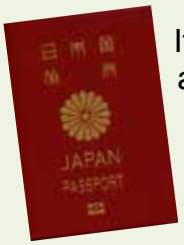
If you watch movies in English, then move ahead 4 spaces.

If you eat breakfast every day, then move ahead 2 spaces.

If you are computer literate, then move ahead 5 spaces.

If you have ever donated blood, then move ahead 3 spaces.

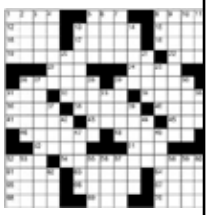
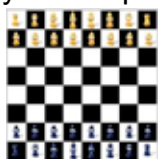
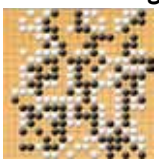
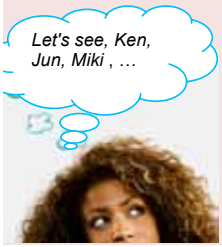
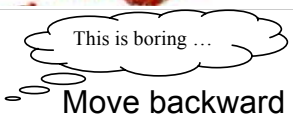
If you have ever run in a race, then move ahead 2 spaces.
(If you won, move ahead 3 more!)

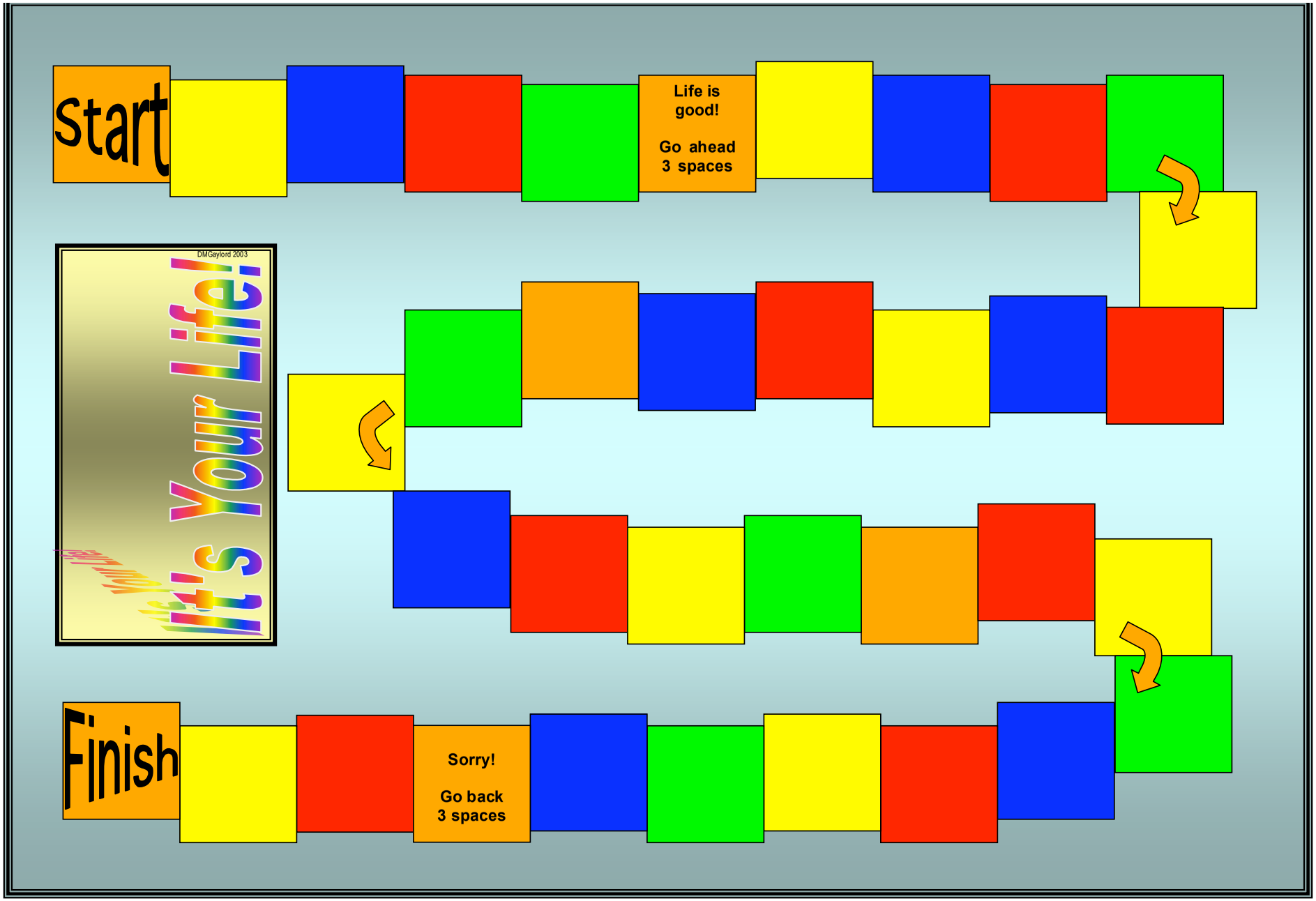


If you have a passport, then move ahead 2 spaces.

If you watch the news on TV every day, then move ahead 1 space.

If you have a library card, then move ahead 1 space.

Move ahead 2 spaces if you have ever gone to Europe with a tour group. If you went with*out* a tour group, move ahead *4* spaces.	Move ahead 5 spaces if you have ever traveled to an English-speaking country.	Move ahead 3 spaces if you do crossword puzzles every day. 
Move ahead 2 spaces if you read the newspaper every day.	**Move ahead 5 spaces if you are trained in first aid. If you also know how to do CPR, move ahead 2 more spaces.**	Move ahead 3 spaces if you know how to use the internet.
Move ahead 2 spaces if you are an organized person.	Move ahead 3 spaces if you are a vegetarian.	Move ahead 4 spaces if you can play chess or *igo*.  
Move forward 1 space if you have a teenager, 2 spaces for 2 teens, etc. (You deserve it!)	Move forward 1 space if you have a child; 2 for 2 gr etc.	Move forward 1 space if you have your teeth cleaned once a year; twice a year, 2 spaces.
Move forward 3 spaces if you work out at a gym.	Move forward 3 spaces if you have a hobby.	Move forward 5 spaces if you <u>don't</u> smoke.
 Move ahead 4 spaces if you can remember everyone's name in this class.	Move back 3 spaces if you eat junk food every day.	Move back 3 spaces if you have gotten a speeding ticket lately.
Move backwards 3 spaces if you are overweight.	 Move backward 2 spaces if you are ***not*** enjoying yourself now.	Move back 10 spaces if you talk on your cell phone while driving.


Start
Life is good!
Go ahead 3 spaces
DMGaylord 2003
It's Your Life!
Finish
Sorry!
Go back 3 spaces

TLT RESOURCES MY SHARE

Happy holidays! An information exchange activity for multi-generational classes

Julia K. Harper, Ritsumeikan University

Memories of Holidays and Special Days: *Information Sheet*

Name of holiday Japanese: English:
Background
Foods you ate
Things you did
Decorations you made or bought
Clothing you wore
Other memories
Information about your partner