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In this month's issue . . .

GREETINGS and welcome to the August issue of *The Language Teacher*. We're grateful that you've taken the time to check out what we have on offer for you in this month's issue.

In the Feature, **Gregory Wheeler** investigates possible copyright violations with regards to Japanese university entrance exams. In Readers' Forum, **Andrew Oberg** provides advice for preparing students for the interview portion of the Eiken test. In addition, **Harumi Kimura** interviews George Jacobs, an expert in cooperative learning. They discuss the various benefits and challenges this approach to language instruction brings to learners in Japan.

In the My Share column this month, **Joshua Cohen** provides an activity that makes use of formulaic expressions, while **Simon Handy** shows how using a thesaurus can give new variety to the language students use. *Hemispheres 1-4*, a four-level series of EFL textbooks for beginner to advanced students is reviewed by **Richmond Stroupe** in Book Reviews. In Wired, **Peter Parise** showcases online resources for learning about and applying corpus linguistics research.

Thanks again to everyone who contributed to putting this issue together. We hope you find the contents useful and relevant to your teaching practice.

Jerry Talandis Jr.
TLT Coeditor

TLT 8月号へようこそ。夏のご挨拶をお届けします。今月号を手にとっていただき、本当に嬉しく思います。

Feature では、Gregory Wheeler が日本の大学入試における著作権侵害の可能性について精査します。Readers' Forum では、Andrew Oberg が英検の面接試験準備をする学生へのアドバイスを提案します。また、Harumi Kimura は協同学習のエキスパートであるGeorge Jacobs にインタビューを行い、協同学習を用いた教授法が日本の学習者にもたらす様々な利点や課題について、論議しています。

My Share では Joshua Cohen が決まり文句を使ったアクティビティーを紹介し、Simon Hardy はシソーラスが語学学習者にもたらす新しい観点について述べます。Book Reviews ではRichard Stroupe が、初心者から上級者まで4レベルに分かれたEFLテキスト *Hemispheres 1-4* を概観します。Wired では、Peter Parise が応用コーパス言語学研究的のオンラインリソースを提示しています。

今月号にご協力いただいた全ての方々に感謝申し上げます。本誌が皆様の日々のティーチングに役立つ、有意義なものとなりますように。

Jerry Talandis Jr.
TLT Coeditor



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Copyright issues concerning Japan's university entrance exams

Keywords

authors' rights, copyright laws, text alteration, university entrance exams

Japanese universities commonly use previously published material when they create their entrance examinations. Moreover, because a number of universities do not cite the authors whose works they utilize, and often alter the original passages, many believe they are thus guilty of copyright infringement. In this study, the author analyzes the English reading passages from 33 university entrance exams, almost all of which used already published works. Those that did not provide references to their sources appear to be in violation of Japanese copyright laws. However, although most universities made changes to the original texts, it is difficult to determine whether this also constitutes a copyright violation.

日本の大学は既に出版された題材を入学試験によく使用している。しかも、多くの大学は使用する題材の著者名は引用していないし、しばしば題材の内容も変更するので、著作権を侵害していると思っている人も大勢いる。本論では、殆ど全てが既に出版された題材を使用した33大学の入試の英語の読解問題を分析する。出典を引用していない大学は日本の著作権法を侵害している様にも見える。しかし、殆ど全ての大学が使用題材の内容に変更を加えているが、これも著作権の侵害にあたるかどうかを決定することは難しい。

Gregory Wheeler

Sapporo Medical University

ON 11 March 2008, two separate groups of Japanese authors filed legal actions against two preparatory schools, in both cases accusing the schools of copyright infringement (*Daily Yomiuri*, 2008). These marked the first instances in which authors had taken such action against preparatory schools. However, three years earlier, a group of 11 authors brought a complaint against one of the publishers of the *akahon* (red book) series, which are collections of universities' past entrance exams. Similar to the preparatory schools, the publishers of the *akahon* were also accused of violating copyright regulations (*Yomiuri Shimbun*, 2005).

The three legal actions share a common link in that all were aimed against corporations that are in the business of preparing students for the challenges of Japanese university entrance exams. However, it may not be just the preparatory schools and *akahon* that are involved in questionable copyright practices; the universities themselves may be involved as well. Murphey (2005) writes that when Japanese universities prepare their entrance exams, they not only use copyrighted material, they do so without providing reference to the original authors and regularly make alterations to the texts they use. In short, they seemingly participate in a similar practice to that which was the cause of the legal actions against the preparatory schools and *akahon*.

Murphey's conclusions should come as a surprise to few foreign English language professors in Japan; that universities use pre-existing works without providing acknowledgment (or compensation) to the authors is recognized widely. At issue, then, is the legality of this practice. It is important to ascertain whether universities are indeed guilty of copyright infringement on their entrance exams, and if so, determine if anything can be done to rectify the situation.

Methodology

The entrance exam English reading passages of 33 universities located throughout the country were analyzed in this study. The exams were obtained by visiting the web pages of various preparatory schools which had posted them on their websites

(the ability for anybody on the internet to do just this is the basis of one of the legal actions mentioned earlier). The preparatory schools generally post exams from those universities with well-established reputations, and the majority of the institutions whose exams were studied were considered to have fairly rigorous standards for admission.

Exams were first checked for any acknowledgments that reading passages were from previously published works. If such citations were not present, an internet search was conducted through Google's search function (at the time of the search, the author did not have access to online plagiarism detectors such as Turnitin). If it was determined that material on a reading passage came from a published source, both the original and that which appeared on the exam were then compared in order to discern whether any alterations of the source material had occurred. If the original source was from a journal or magazine available online, making comparisons was a simple matter. For reading passages that used excerpts from books, the online shopping website Amazon's "search inside" function proved immeasurably useful.

Results

Using (and citing) pre-existing works, and acknowledging alterations

Results of the search determined that 31 out of the 33 universities' exams used previously published material in at least one of their English reading passages. For the remaining two exams, the search provided no conclusive results for one, and it was determined that the material on the other was original.

As indicated in Table 1, of the 31 university exams that used previously published material, more than half did not cite any of the works they had used. Three cited sources for at least one of their passages, but did not acknowledge others. One of these universities administered separate English exams from several different departments, of which, one department utilized previously published essays for both its reading passages, but provided a reference for the second passage only. The passage that was not cited appeared mostly original, but included one sentence that was copied almost verbatim from that of an already published article. The exams from the other departments always cited material when applicable. 12 exams cited the material for every passage.

Table 1. Frequency with which original sources of reading passages were cited

Frequency of citation	No. of exams
Every reading passage	12
Some, but not all, passages	3
Never cited	16

On all 31 exams that made use of copyrighted material, there was some manner of alterations to the original text in at least one of the reading passages. As seen in Table 2, on 12 of the 15 exams in which at least some references were provided, for every passage in which alterations to the original source had occurred, acknowledgments of such were provided. On two exams, citations were provided without mention that changes had been made to the original sources. On one exam alterations were acknowledged with some of its passages, but not for others.

Table 2. Acknowledgments that original sources had been altered

Frequency of acknowledging alterations	No. of exams
Every reading passage	12
Some, but not all, passages	1
No acknowledgment	2

Examples of changes to the original material

On the majority of the exams, it seemed that changes to the original texts were made to make the level of English more accessible to the exam takers. In doing so, difficult vocabulary or expressions were often omitted or simplified. A small sampling of such changes can be seen as follows (words and phrases on the left are from the original text; those on the right are what appeared on the exam reading passages):

- Virtually – Almost
- Traumatic – Serious
- Segregation – Separation
- Constructive – Positive
- Disproving – Challenging
- Largesse – Generosity

- Clunky – Poor-looking
- Deities – Gods
- Downright nuts – Insane
- Lie at the very core – Are central to
- A functional magnetic-resonance imager (fMRI) – The latest medical machine
- Empirical definition for – Way
- Inflicting collateral damage – Causing connected damage
- The narrative presented – The explanation given

With a few notable exceptions, changes to pre-existing material did not alter the meaning significantly.

Other examples of changes included terms such as “inches” or “pounds” in the original text being altered to their equivalents in “centimeters” or “kilograms.” Additionally, one exam had no changes in one of its passages other than replacing contracted words such as “that’s” and “it’s” that appeared in the original piece with “that is” and “it is” respectively.

In a few passages, sections of the original texts were changed for no discernible reason other than what appeared to be exam committee members’ discomfort with the source material. One exam, for example, included a piece which centered on the occasionally unorthodox ways in which English can be used by non-native speakers. In describing the manner in which Japanese people tend to mix Japanese and English, the original author used the term “Japlish.” Perhaps finding the first three letters of that word problematic, the creators of the exam replaced the word with “Janglish.” In another published essay, the author recalled a harrowing period of time in his life during which he was abusing alcohol and drugs. In the revised edition, all mention of drugs was omitted from the text. Perhaps not coincidentally, Japan has extremely strict laws concerning drug possession and use. In yet another work, in a lengthy sentence, several job professions had been listed. On the exam, merely one revision was made to the original sentence: “prostitute” was replaced by “airline pilot.”

Finally, there were changes that appeared to be accidental, likely occurring when the original sources were edited. In one passage, a “Doctor Martin Paulus” from the original document was referred to as “Dr. Martin.” In another, the “2,000,000 computers” mentioned in the published text became “200,000 computers” in the exam version.

Discussion

Copyright law exemption for entrance exams

Japanese copyright laws grant authors economic and moral rights. Those who believe these rights have been infringed upon may take legal action against the alleged transgressor, similar to the cases mentioned at the beginning of this paper. Based on the information outlined in the previous section, Japanese universities appear to engage in the same practice that has culminated in the lawsuits and injunctions being filed against the preparatory schools and publishers of the *akahon*. No lawsuit, however, has been issued against the universities. This is because, in the case of entrance exams, universities are provided an exemption to standard copyright laws. Paragraph One in Article 36 of the Japan Copyright Law (see Appendix) states that universities may use passages from already published texts on their exams, with the implied assumption that prior authorization is not necessary.

Article 36, however, also includes a caveat to this exemption. Paragraph Two states, “A person who makes such reproduction or public transmission for profit-making purposes shall pay a copyright owner compensation the amount of which corresponds to an ordinary rate of royalty” (Copyright Research and Information Center, Chapter 2). Exam fees can extend to over 30,000 yen per applicant. Considering that several of the bigger schools can expect to receive such fees from thousands of applicants every year, universities may appear to be profiting handsomely. Murphey (2004, 2005) notes that upper echelon universities can expect to earn millions—or even billions—of yen from the exams annually.

Universities, however, can avoid paying compensation by arguing that financial gain from the exams is not their primary intention. Rather, determining those applicants who are most suitably qualified to enter the university is the main objective. Additionally, considering the administrative costs of the exam process, such as printing fees, payment for those who create and grade the completed tests, exam monitors, and rental charges if the exam is being held in a building that is not university-owned, the exams may not be particularly lucrative for the universities.

Copyright infringement?

At entrance exam committee meetings, copies of Article 36 are often provided to committee members as evidence that universities are allowed to use already published material without the authors’ prior consent. Moreover, if such consent is not necessary, and if authors are not being provided compensa-

tion, there is little impetus for universities to cite the authors whose works they use. However, many universities are seemingly unfamiliar with Article 48, which provides information concerning citation requirements. Article 48 stipulates, "In any of the following cases, the source must be clearly indicated in the manner and to the extent deemed reasonable by the form of the reproduction or exploitation" (Copyright Research and Information Center, Chapter 2), with the Article 36 exemption clause listed among these cases. It further adds that the author's name must be mentioned provided the source is not anonymous. Those universities that are not providing citations for their reading passages are therefore not following, however unwittingly, the guideline set forth by Article 48.

The issue of alterations to the original texts, and whether these changes unreasonably prejudice the authors, is not as clear. It can be argued that by making changes to the source material, universities are infringing upon the authors' moral rights. The Japan Copyright Research and Information Center (CRIC), a government authorized public service corporation, states that "the pre-existing work used for an examination should not be modified unless the modification is unavoidable in the light of the purpose of the examination" (Copyright Case Study). What constitutes "unavoidable" modification, however, is undefined. Removing words from parts of the passage in order to conduct a cloze test would likely be considered acceptable, as would scrambling the word order of sentences and then including a problem in which exam-takers were required to return the sentence to its correct order. In neither of these instances has the author's language been permanently altered. However, other, more substantial changes may not fit under the category of unavoidable, according to CRIC, which claims that "rewriting of difficult parts or deleting some parts without notice probably constitutes infringement of the rights of integrity" (*ibid.*). If this is so, it would appear that those university exams which alter the pre-existing works are violating copyright laws.

Here, however, there is a gray area. Although CRIC proposes that changes do infringe upon the authors' rights, the use of "probably" in its statement is almost an acknowledgment that it cannot declare this definitively. Moreover, while it is true that Article 36 does not provide a clause allowing universities to alter the source material, it also does not specifically forbid them from doing so. There is enough ambiguity that a university can claim that some changes to the original sources are unavoidable in order to adjust the level of difficulty of the exam to the English levels of the applicants. This may be a tenuous argument, but since Article 36 has already provided

an exception to standard copyright laws in Japan, universities may feel empowered to do what they wish with the original source documents.

If universities do claim they are within their rights to alter the texts, the question remains as to what extent they should be allowed to do so, even if they acknowledge having made changes. Many of the published works used on the exams included quoted testimonies in which speakers were identified by their full—and real—names, while their comments were bracketed in quotation marks. In a few of the reading passages, the names and quotation marks remained, but the content of the quotations had been changed. Even with the most liberal interpretation of copyright laws, it is difficult to believe that changing direct quotations could fall under the category of "unavoidable."

Writing one's own passages?

Much of the uncertainty concerning copyright issues could be resolved if professors were to write their own passages for the exams. An additional advantage is that these passages would be created by those with the greatest familiarity with the abilities expected of incoming students, and theoretically, be written at an appropriate level of difficulty. However, there are a number of reasons why this practice has not become widespread. Published works are appealing in that they are credible; simply being published establishes them as authoritative. They are also likely to be free of grammatical and structural errors. This is especially important to those Japanese professors who do not have confidence in their own abilities to write mistake-free passages, which will be scrutinized and evaluated by the preparatory schools following the exam period.

Of as much importance is the issue of time. Creating the content and layout of an exam is a lengthy process even when all tasks proceed smoothly. For professors, most of whom are likely involved with numerous other committees, it is simply less hassle to choose already published papers and make a few alterations to them than to write passages of their own.

It would perhaps be beneficial if exam committees always included a native English speaker. Certainly, most universities employ at least one such professor, who presumably should be able to write passages without basic errors. However, even if native English speaking professors were to be involved with the creation of the exams, there is no guarantee that these professors would in fact write original passages. Some may resent being asked to create a disproportionately large section of the exam; likewise, Japanese committee members may be hesitant about assigning such a large task for

fear they are overburdening the professor. Additionally, other professors may entertain doubts—however correct—about the native speaker's ability to produce appropriate passages.

Conclusion

Japanese university entrance exams are enshrouded in secrecy. Those professors who find themselves on exam committees are counseled not to discuss the content of the exams with anybody who is not also on the committee. Additionally, they are strongly encouraged to keep all exam-related material locked in a secure area and to shred older drafts of the tests. By no means are they to transmit possible exam content to other members of their committee via email. Universities would consider it disastrous if their exam material were somehow leaked to the public ahead of the scheduled exam date. One reason Article 36 was created was due to fear that the secrecy of the exams could be jeopardized if universities were required to obtain prior authorization from authors to use their works (CRIC, Copyright Case Study). In its most basic form, Article 36 exempts universities from having to do this.

Even with the Article 36 exemption, however, it would appear that a number of universities are violating Japanese copyright laws by not citing their sources. Concerning text alterations, however, it is less clear if legal infringement is occurring.

It is worth noting that once the exam period is completed, the material from the tests becomes much more accessible. That it was possible to find the majority of the original material used on the exams through a simple Google search indicates that universities are not purposefully concealing the fact that they use already published sources, and likely do not believe they are doing anything underhanded by making changes to them. Moreover, considering the vague manner in which the issue is presented in Japanese copyright laws, they may be correct in their assessment. Assuming that universities continue the practice of using published works on their exams, to avoid potential confusion, it may be beneficial for Article 36 to be revised, with the new version specifically addressing the question of text alteration. Additionally, at the very least, universities need to be made aware of Article 48, and provide citations for all sources utilized on their exams.

Acknowledgments

The author would like to thank Harry Creagen for providing invaluable information concerning copyright laws, and especially for his information concerning university exam fees.

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Gregory Wheeler has lived in Sapporo since 1996 and currently teaches at Sapporo Medical University. In addition to matters of copyright, his research interests include plagiarism issues in Japanese universities. He is also currently researching the manner in which university entrance exams are graded. He can be reached at <wheeler@sapmed.ac.jp>.

Appendix

Japan Copyright Law, Article 36, 1st Paragraph

It shall be permissible to reproduce or make the public transmission (excluding the broadcasting or wire diffusion, and including the making transmittable in the case of the interactive transmission; the same shall apply in next paragraph) of, a work already made public for an entrance examination or other examinations of knowledge or skill, or such examination for a license, to the extent deemed necessary for such purpose; provided, however, that such transmission does not unreasonably prejudice the interests of the copyright owner in the light of the nature and the purpose of the work as well as the form of the transmission (Copyright Research and Information Center, chapter 2).

Preparing students for the Eiken interview test

英検受験者の為の面接試験対策

Keywords

Eiken test, top-down processing, bottom-up processing, narration, opinion stating 英検、トップダウン、ボトムアップ、ナレーション、意見の言明

The Eiken test (short for *eigo noryokushiken* or “test of English proficiency”) is one of the most popular English ability tests for junior and senior high school students in Japan. It is administered tri-annually and consists of five standard levels and two pre-levels (pre-second and pre-first). Each test includes sections for vocabulary and grammar, reading comprehension, and listening. Levels three and above also include an interview exam for those students who pass the initial written portion of the test. Since students tend to put most of their preparation into the written part, it is important teachers help their students prepare adequately for the interview. This article focuses on listening strategies, narrative skills, and opinion stating skills that students can learn and use in order to improve their performance.

英検（英語能力試験または‘test of English proficiency’）は日本の中高生に最も人気のある英語能力試験の一つである。一年に3回実施され、5つの標準レベルから成り立ち、2つの準レベルもある（準2級と準1級）。それぞれのテストはボキャブラリー、文法、リーディングとリスニングから成り立っている。3級以上では一次の筆記試験に合格した生徒を対象に、面接試験も実施されている。生徒は準備学習のほとんどを筆記試験対策に充てる傾向がある為、教師が面接試験対策を適切に講じることは重要である。本論ではリスニング対策、話術スキル、意見の言明スキルに焦点を絞り、生徒の能力改善を図る。

Andrew Oberg

Kochi University of Technology

THE Eiken test is one of the most popular non-mandatory ability tests for students in Japan, and as such plays an important role in the academic lives of many Japanese teenagers. However, unlike nearly every other test they take, the Eiken includes an interview portion. The interviews for the third through pre-first levels share a roughly common pattern:

1. Students are given a card with a short reading section and a series of pictures on it. They have twenty seconds to go over the passage before reading it aloud and answering a comprehension question.
2. Students are then given another twenty seconds to prepare a story (or answer questions) describing the events depicted in the series of pictures on their card. Students must begin their story with the sentence provided.
3. Once the narrative portion is complete, students are instructed to turn their cards over. The interviewer then asks two prepared opinion questions, which the students are expected to answer immediately and with as little hesitation as possible (Obunsha, 2008).

The interview score is based on a maximum possible score of thirty-three points broken up into the following categories:

- Reading (5 points)
- Q & A (25 points)
- Attitude (3 points)

Teachers can better prepare their students for the Eiken interview test by focusing on listening strategies, narrative skills, and opinion stating skills.

Teaching listening strategies

Although listening skills are naturally not the first issue that comes to students' minds when preparing for the interview portion of the Eiken test, they are a very necessary component. Students tend to have a great deal of trouble deciphering just what is being asked of them, understandably so given the anxiety they must feel under the interview conditions. Moreover, both top-down and bottom-up processing skills are involved in the interview, as discussed below.

Top-down processing uses background knowledge and context to aid comprehension. In the Eiken interview, students will use this kind of processing for the question regarding the short reading section. These questions almost always include at least a recognizable re-phrasing of the reading itself, and in some cases are even direct quotations from the readings. Therefore, a good amount of necessary background knowledge will already be present in the students' minds, and they will only need to recognize in the question some of the key words they have just read (and still have in front of them on the card). To help students with this kind of listening, point out some of these features and encourage students to make the appropriate inferences based on the main nouns and verbs they hear in the question. This can be done by going through the reading section and underlining each sentence's subject, object (where applicable), noun phrases, and main verbs. Once these elements have been singled out, students can then go through the listening process by focusing sentence by sentence on the reading section while you repeat the question until they have located the question's reference point and answer. Given the strong connection between reading and listening skills (Murphy, 1996, p. 106), helping students seek out key words to aid in comprehension is a small but positive step towards building listening ability.

For the third and fourth questions of the interview test, the shift to a bottom-up approach is necessary. This tactic involves processing and analyzing the linguistic signal itself, as well as using relevant knowledge to make sense of language under reciprocal and temporal constraints (Rost, 1990, p. 154). This ability to process information from the base linguistic signal, aided by students' relevant knowledge, will be all that students have to go on during the latter portion of the interview test. It is therefore important for students to keep in mind the topic they have just read despite the frequency of unrelated questions on this part of the test. Reminding students to focus on the six *Wh-* question words as well as key words they have already been dealing with is also a helpful thing to do. In addition, students can be taught polite requests such as *Pardon me?* or *Once more, please?* as coping strategies should they get stuck. Perhaps the most important strategy for teachers to stress is the need for tolerating ambiguity, of being okay with not understanding everything. Rather, students need to focus on the main ideas and words they can understand.

Teaching narrative skills

The picture sequencing of the narrative section (question two) is fairly straightforward. After being reminded to use the simple past and past continuous tenses when telling their stories, the main problems students face are the limited preparation time (20 seconds) and vague instructions regarding how much should be said to retell the story pictured. To help students overcome these problems, advise them to handle the task bit by bit, at a rate Hunt (1966, p. 735) defines as one t-unit per picture (one main clause plus any attached or embedded subordinate clauses). Given the very limited preparation time, students are best served by focusing mainly on describing what is happening in the pictures on their cards. This naturally includes any speech bubbles provided as well as the main actions of each picture. Students can be encouraged to be more creative when reporting the pictured speech or thoughts by using terms such as *exclaimed*, *wondered*, *pondered*, or *remarked*. Moreover, since subjects are often omitted in the Japanese language, students should be extra careful to note exactly who is doing what in each picture, using the characters' names when provided or even by making up their own names. Finally, as Skehan and Foster (1999) have noted, actual performance is dependent on the decisions students make in prioritizing fluency, accuracy, and complexity. Since it is unlikely all three of these aspects can be achieved simultaneously, complexity should almost certainly be prioritized last, with fluency being the highest priority for those students who tend towards long silences.

As with any kind of storytelling, a major part of the narrative portion of the test is connecting the pictures using transitions and sequencing terms. The test itself often provides these within the pictures. Repeating them acts as a coping strategy of sorts, providing students with valuable thinking and planning time (Foster, 1996). Preparing students with a utilitarian stock of phrases such as *after that*, *then*, *next*, and *later*, is a good idea for times when transitional elements are not provided. In the interests of both fluency and accuracy (but at the expense of complexity) students can even be encouraged to use the same transitional phrase between all of the pictures in the sequence. Although not ideal, this type of language use is both in keeping with the research on planning time and complexity and adequately handles the task within the confines of the Eiken narrative.

Students can also be encouraged to avoid lengthy pauses while telling their story. As the data extract in Figure 1 exemplifies, delivering a smooth narra-

tive is a big challenge (numbers within parentheses indicate time in seconds; see Appendix for full transcript).

5. Interviewer: Okay. Now, please look at the picture and describe the situation. You have twenty seconds to prepare. Your story should begin with the sentence on the card. (20) Okay? Please tell me the story.
6. Learner: **One day, Mr. and Mrs. Sasaki were watching a TV program about using rainwater.** (2) Mrs. Sasaki (1.5) asked her husband, **"How about buying a rainwater tank for our house?"** (2) **The next day** (2) her husband bought a (2.5) magazine about rain...(1) rainwater tank and she...(3) she...looking forward to pour...pouring water to some flowers by using that tank. **One month later** (3) they (1.5) decided to...(2.5) they bought a rainwater tank and her husband (3) also thought he's looking forward to (2) wash his car.

Figure 1. Narrative portion excerpt of a learner's Eiken test practice session

In this sample, the overall level of accuracy was high, but at the expense of frequent pauses. Linking the pictures together went smoothly given the clearly identifiable transitional phrases provided (indicated in **bold font**). However, the semi-long pauses (2 and 3 seconds respectively) after the provided language is a clear indication that the learner was mulling over what to say next during this time. In general, encouraging students to use the coping strategy cited previously of simply repeating the provided transition would be one good way to improve fluency in this situation.

Teaching opinion stating skills

Opinion stating is one area where students routinely seem to have difficulty during the Eiken interview test. Given the sudden shift from the highly structured reading comprehension and narrative questions to a free response format, it is common for students to panic. This naturally affects their fluency, as a sign of non-fluency is speech peppered with many hesitations and other manifestations of groping for words (Schmidt, 1992, p. 358).

How then can students become more fluent in expressing their opinions? The answer is to make it more automatic. Schmidt (1992, p. 360) identified automatic speech as being:

- Fast
- Effortless
- Not limited by short-term memory capacity

This automatization can best be strengthened by repetition of similar patterns. It is therefore extremely valuable to quiz students frequently on their opinions by using the typical Eiken standard question, *What do you think about that?* Simple response structures, such as *I think...because...* can be easily mastered by most students. Additionally, *Yes/No* questions could be practiced using a similar pattern, with students answering either *Yes/No because...* or even with the same *I think...because...* structure. By reinforcing these patterns in students' minds again and again well before they begin to prepare for the Eiken interview, students can approach (or ideally achieve) automaticity of the necessary language. They would thus be able to focus the lion's share of their mental energy on the processing and answering of the question itself rather than the language used to communicate that answer (Schmidt, 1992, p. 361).

The data extract in Figure 2 indicates a noticeable increase in fluency, demonstrated by the learner's shorter and less frequent pauses on the two opinion questions. Whereas the narrative response (shown above in Figure 1) has nine significant pauses of 2 seconds or more, the first opinion question has only three, and the second none.

7. I: Okay. Please turn over the card and put it down. Some people say that more people will buy bottled water in the future. What do you think about that?
8. L: Uhh...(1.5) I think it's not good because (1) uh, they (2) usually [*clears throat*] throw them away (1) and (1) because of it (1.5) the environment (1) get (3) dirty. (1.5) So (2.5) I think they should not buy (1) more bottled water.
9. I: Okay. Today many elementary schools in Japan are teaching English. Do you think all elementary schools should teach English?
10. L: No.
11. I: Why not?
12. L: Because [*clears throat*] in elementary schools teachers don't have a cer...cer...certification (1) of English so (1) they cannot teach it to, teach English to children (1.5) with proper knowledge.

Figure 2. Opinion question excerpt of a learner's Eiken test practice session

More research is needed to confirm these findings, but it appears that in this case at least, significant automatization had occurred. This data serves to reinforce the idea that developing automatic responses results from the strengthening of nodal connections, which are in turn a result of repeated exposure and practice (Schmidt, 1992). The old adage *practice makes perfect* is certainly applicable here.

Conclusion

The Eiken test remains one of the most commonly used and universally recognized English language ability tests in Japan. When studying for the Eiken it is tempting for both student and teacher alike to ignore the interview section of the test until the written portion has been passed, reasoning that if students fail to pass the first portion of the test they will not need to prepare for the second (interview) portion. However, in light of the preparations necessary to successfully pass the interview test, teachers would be well advised to begin its study concurrently with that of the other sections. Particularly, the listening section has excellent crossover potential as the techniques discussed above involving top-down and bottom-up processing skills could be used in both parts. Moreover, as Japanese learners tend to struggle with fluency it is necessary for a great deal of practice to be done beforehand to aid in the automatization of the language (Schmidt, 1992). Additionally, teaching coping strategies such as repetition (Foster, 1996) will help students bargain for time under the constraints of the interview setting. Finally, it should be noted that all of the skills taught with the explicit goal of passing the Eiken interview test are also all widely applicable outside of that narrow setting. Students who are able to understand what is being said to them and answer appropriately will have taken a great stride forward in their L2 communicative abilities.

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Appendices

The appendices for this article can be downloaded from <jalt-publications.org/tlt/resources/2009/0908a.pdf>

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Controversy over cooperative learning: An interview with Dr. George M. Jacobs

Keywords

cooperative learning, George Jacobs, CL techniques, CL in Japanese schools

Cooperative learning (CL) is a highly researched educational method supported by pedagogical and psychological theories. However, despite many examples of creative use of CL in Japanese schools, the practice has not expanded into the mainstream of English education in Japan. Why do some teachers shy away from CL techniques and consider it not worth learning to use? Dr. George Jacobs, an expert on CL who has conducted seminars and workshops on this topic and is familiar with the teaching situation in Japan, answers these questions.

文体(スタイル)に一貫性がないように思います。以下の日本語訳はどうでしょう?「協同学習は教育理論・教育心理学の確固とした理論的基盤に支えられた実践である。日本でもその技法を授業に生かす取り組みが行われている一方で、協同の原理・原則が英語教育の現場に深く根付いているとは言いがたい。なぜ、積極的に取り入れられていないのか? その価値が評価されないのか? 協同学習の専門家であり、日本の教育現場の現状に詳しい Dr. George M. Jacobsにその理由・取り組みの可能性などについて尋ねた。」

協同学習をめぐる論争: Dr. George M. Jacobs氏へのインタビュー

Harumi Kimura

Temple University Japan

George Jacobs <www.georgejacobs.net> is an educator based in Singapore. Most of his teaching and writing focuses on cooperative learning, other aspects of student-centered pedagogy, and vegetarianism.



Harumi Kimura: How is CL similar to, but not the same as, pair or group work in general?

Dr. George M. Jacobs:

CL is a subset of group work, with groups usually being 2-4 students.

What distinguishes CL is that both teachers and students are making a special effort to bring an *All for one, one for all* and *Two (or more) heads are better than one* spirit to the group activities. Last year, at an international conference on CL held in Nagoya, a Japanese professor named Dr. Masato Takahata showed a 20 year-old video of CL being used in Japan. He had another good slogan for this cooperative spirit: *Ask until you understand, teach until everyone understands*. In contrast to a cooperative spirit, too often group members just sit together, not cooperating and sometimes even competing against each other. CL offers many ways to promote cooperation.

HK: What are some of those ways?

GJM: Here are just a few. They aren't new; we can sometimes find them being applied in ESL textbooks. The central principle is positive interdependence, a *sink or swim together* feeling among group mates that they need each other in order to succeed. One example is resource positive interdependence. We see this in information gap tasks, where everyone must share what they know for the group to succeed. We don't see it when everyone in

a group has all the information and materials they need to do the entire task alone.

HK: Please explain more about why interdependence is positive in a cooperative group.

GJM: One point often misunderstood is that interdependence exists in people's minds. It is a perception. Cooperative learning provides teachers with tools for attempting to adjust student perceptions of their interdependence with others. Social psychologists have identified three types of interdependence: positive, negative, and none. If the outcomes of student interactions are viewed positively, students feel positively dependent with peers. In other words, what helps one helps others; what hurts one hurts others. In contrast, if the outcomes are negatively perceived, they feel negatively interdependent. Finally, if students see no correlation between efforts and outcomes, they feel no interdependence: what happens to one has no effect on others.

Let me use a sports example to illustrate the three types of interdependence. You and I are part of a swimming relay team. It's in my interest to help you improve your speed because if you swim faster, my chances of being on a winning team increase. Similarly, if you hurt your shoulder, that decreases my chances of winning. An example of negative interdependence would be if instead of being on the same relay team, you and I are competing against each other in a race. In this situation, I'm sad if you increase your speed, and if your shoulder injury flares up, my chances of winning increase. Finally, no interdependence would apply if you and I were neither teammates nor competitors, and you were swimming backstroke and I was swimming freestyle. Your outcome has no effect on mine.

Teachers can promote positive interdependence so that students are more likely to scaffold and support each other. For example, group mates can be encouraged to take the view that their task remains incomplete even if they have finished; the task remains incomplete until everyone has acquired the language and the skills necessary to accomplish it on their own. In addition, once a group has finished such an expanded task, the hope is they will feel positively interdependent with other groups and want to help them as well.

HK: What's another CL principle?

GJM: A frequently mentioned concern with group activities is freeloading, where one member allows the group mates to make all of the effort. The principle of individual accountability, where everyone

needs to show and tell what they know and don't know, helps address this situation. One simple way of promoting individual accountability is to call on group members at random to share their group's ideas. Too often a group is called on, and it's always the star of the group who shares. In such circumstances, we aren't encouraging the principle of *ask until you understand, teach until everyone understands*.

HK: How can we say that everybody is learning in this social learning context? In the end, everybody should be able to do tomorrow what they are not able to do today.

GJM: Again, the principle of individual accountability comes in handy. The group's main task is to strengthen each group member. Ways to measure this include self- and peer-feedback, individual exams, portfolios, compositions, and roles in presentations.

HK: What about when students don't get along with their group mates?

GJM: Yes, that happens frequently, especially when new groups are formed. Usually, we want to have heterogeneous groups that mix students on a range of variables such as L2 proficiency. Students may not feel comfortable with their new group mates. To address this, we can do team-building activities, strengthen and highlight the positive interdependence among group mates, and teach cooperative skills.

HK: What do you mean by teaching cooperative skills?

GJM: Cooperative skills are the skills we use to cooperate with others, such as praising, asking for help, disagreeing politely, and asking for elaboration. Since cooperation occurs through language, learning to work better together simultaneously helps students negotiate meaning. While ESL students may have not yet mastered the verbal and non-verbal aspects of using these skills in English, often the more difficult task lies in students convincing themselves of the benefits of making these skills a regular part of their language repertoires.

HK: How do you think we can teach cooperative skills?

GJM: A short answer is a six-step procedure developed at the University of Minnesota Cooperative Learning Center (Jacobs & Goh, 2007). Working on one cooperative skill at a time, we can:

- discuss with students why the skill is important
- help students understand the verbal and non-verbal aspects of using the skill
- allow students to practice the skill separate from their course content (e.g., in a grammar course, doing a role play involving the cooperative skill of asking for reasons)
- encourage students to use the skill as they work together to learn course content (e.g., asking each other for reasons while doing a grammar task)
- involve students in discussing how and how well they have been using the skill, perhaps with the aid of teacher and student observation
- aid students over a long period of time in using the skill regularly

HK: Some students may feel embarrassed to put questions to other students. Some are very shy. They just go by without understanding or practicing. How can we promote a comfortable environment for learning together?

GMJ: Yes, that is a very important topic. Here are a few ideas:

- prepare students for success by pre-teaching, allowing the use of resources (such as electronic dictionaries), teaching cooperative skills, forming mixed-proficiency groups, and giving doable tasks that tap multiple learning styles
- emphasize the positive interdependence among students so that students are not participating and learning just for themselves as individuals but also in aid of their classmates
- regularly include short team-building activities that get everyone talking

HK: What are examples of team-building activities?

GMJ: One type of team-building activities highlight commonalities among group members, such as finding similar likes (such as favorite foods or movies). Another type seeks to build trust by asking students to share something about themselves, such as relating surprising personal facts. A third type has students working towards a common goal, as in seeing how many words the group can make from the letters in the word *important*. There are more than 60 words that can be formed, in case you'd like to try!

HK: What is your advice for teachers just starting with CL?

GMJ: Don't underestimate the difficulty. Among the

many sources of difficulty are students' attitudes toward working together. Many students expect, even demand, a teacher-centered environment. Our own level of skill as teachers using CL is another area of difficulty. Group activities introduce a new set of interaction variables. Previously, we dealt with teacher-student interaction and the interaction between students and classroom materials. Now, in addition to those, we need to deal with student-student interaction.

HK: You've talked about difficulties, but you haven't given any advice yet.

GMJ: You're right. My main advice is to *Start easy*. Start with easy activities so students can become comfortable working with each other and realize they really can learn via peer interaction. *Start easy* also means avoiding complex techniques (such as jigsaw-style activities) at the beginning and starting instead with short and simple ones (Gobel, 2006).

HK: Please give an example of a simple CL technique.

GMJ: There are many CL techniques, and each has multiple variations that teachers and students can create, either intentionally or accidentally. One simple one is called *Circle of Writers*. One way to do Circle of Writers in pairs is for students to take turns writing answers to questions. One student suggests an answer to the first question. Their partner gives feedback and then writes down the answer. They rotate roles for the subsequent questions, and when all the questions have been tried, the teacher asks each student to talk about their partner's answers.

HK: When learners work together, don't they mislead each other?

GMJ: Yes, learners do mislead each other, and I've been known to mislead students too. We should expect student-student interaction to reflect imperfect understandings. After all, language is complicated. I once heard Michael Halliday say that language is more complicated than nuclear physics. We are all learning and making mistakes, and learning is often a non-linear process with many ups and downs. The good thing about CL is that working cooperatively leads students to produce more output. This output reflects their current level of understanding and competence and allows peers and teachers to help.

HK: Some teachers suspect the language students produce during peer interaction is too primitive and does not show signs of development. They think that is one of the shortcomings of communi-

cative language learning. What do you think of this observation?

GMJ: The comprehensible input students take in greatly affects the output they produce for their peers. CL works very well with input-rich activities, such as extensive reading (Jacobs & Gallo, 2002) and reading aloud by teachers (Jacobs & Hannah, 2004). Also, please have a look at an ESL textbook series such as *Interchange* (Richards, Hull, & Proctor, 2004) to see how well-crafted materials can provide sufficient scaffolding so that even low proficiency students can produce appropriate output.

HK: Don't learners go off topic?

GMJ: You're right, learners do talk about topics other than those assigned. I do too. It makes life more interesting. Of course, I hope that students will return to the topic before too long. Some ways to encourage students to remain on task are:

- provide a choice of topics and ways of working on them
- support positive interdependence
- don't make tasks too hard

These three points may also be useful in encouraging students to use more L2.

HK: Don't teachers lose control?

GMJ: Isn't losing control part of what student-centered learning is all about? We're hoping that students will take more responsibility for their learning as they become life-long learners. When we use CL, we guide students to become more independent. However, teachers are still there to provide scaffolding even as students also scaffold for each other. Yes, we need to develop new skills to facilitate student-student interaction. We need to avoid jumping in the second we see groups going astray. Instead, we should let them try to solve their own problems, and when we do intervene, we should often do so less directly, using praise, paraphrasing, questions and hints, and avoid corrections and commands.

HK: Is CL meant only for groups of 2-4 students?

GMJ: I'm glad you asked. The spirit of CL, especially the principle of positive interdependence, extends far beyond a classroom group. For example, if your group finishes before mine, both groups could benefit if your group helps mine. Furthermore, if you think about it, there are so many examples in

the world where one person's, one group's, one country's, one species' outcomes are linked to those of others, where we sink or swim together. CL in the classroom can help students and teachers see the positive interdependence in their lives and act on it, first in the classroom and then elsewhere.

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MY SHARE ONLINE

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

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Materials: Prepared phrase cards, laminator (optional)

Introduction

A formulaic expression is a speaking tool used in everyday language to convey a notion that cannot be condensed into a single word. For example, "I know what you mean, but it seems to me that X..." or "What's your opinion about Y...?" A lot of what we say when agreeing, disagreeing, or asking for an opinion is formulaic. The following activity, based on suggestions from David Beglar, uses cards to give students practice with functional formulaic expressions. It can be done at any point during a lesson, but works best after a reading or listening passage. Practicing multiple times enables students to use the same phrases and expressions repetitively, a practice that heightens learning and accuracy (Bygate, 2001). Formulaic expressions practice exposes learners to commonly used language and improves their chances to obtain more native-like fluency.

Preparation

Compile a large set of cards (at least five per student) with language functions derived from your course's objectives (Appendixes 1-5). Different colored paper for each phrase will help students choose quickly and enable you to keep them straight. Laminating the cards ensures their longevity and is worth the extra effort.

Procedure

Step 1: Give each student one of each function. Students work comfortably with four to six cards.

Step 2: Divide students into groups and initiate a discussion or debate. Contemporary social issues like graffiti, tattoos, or cell phone manners are excellent topics to start with, as students will probably have an opinion on these subjects already. Alternatively, a pre-task activity, such as a brainstorming session or reading (Appendix 6, Online reading sources), activates schemas and provides students with sufficient input to do the speaking task.

Step 3: Encourage students to continue their discussions using the expression cards to assist them. Have them place the cards in the middle of the table after using them. The first student to use all of their cards wins, although conversations should continue as long as time or interest allows.

Step 4: Monitor students' progress by walking around and assisting them. You may wish to make notes on the language you hear for future practice.

WELCOME to this month's My Share! This month Joshua Cohen has given a great idea for exposing students to commonly used language through formulaic expressions and Simon Handy provides a way to enhance student vocabulary in written work through the use of a thesaurus. Great ideas for the classroom!

Your turn: Formulaic functions

Joshua Cohen

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Quick guide

Key words: functions, formulaic expressions, talking cards, speaking tasks, game

Learner English level: Low intermediate to advanced

Learner maturity level: High school and above

Preparation time: 60 minutes

Activity time: 25-35 minutes weekly

Step 5: Repeat steps 1-4 weekly if possible. This helps students internalize the structures and assists them in using the functions in appropriate situations. Once students become proficient with the expressions, several variations can be added.

Variations

There are several ways this activity can be altered:

- Students who lay down all their cards may reply or respond only, but may not initiate new lines of inquiry.
- Students who lay down all their cards may take additional cards if they want to continue speaking.
- Have your students participate in choosing expressions. For example, instead of focusing on teacher-selected language functions, students can pick out two or three phrases or expressions from a past reading, video, or conversation and make up several cards of their own.
- Set up a point system. Students who use all their cards are awarded a certain number of points. This shifts the focus of the activity slightly, but may be useful in encouraging slow or reluctant students to participate more fully.

Conclusion

Although formulaic expressions are frequently presented in course books, their use in subsequent tasks and discussions is often neglected by students. The repeated use of this activity gives students focused practice with multiword formulaic expressions, while allowing for speaking autonomy. This activity can be made to fit comfortably into any number of lesson plans and works best after students become accustomed to doing it.

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Appendices

The appendices mentioned in this article are available online at <jalt-publications.org/tlt/myshare/resources/0908.pdf>

Developing vocabulary, improving written work, and enhancing computer use

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Quick guide

Key words: thesaurus, word processor, electronic dictionary, crossword

Learner English level: Pre-intermediate and up

Learner maturity: Senior high school and above

Preparation time: 45 minutes

Activity time: 90 minutes

Materials: Thesauruses and dictionaries (computer or paper-based), students' written work

Introduction

This lesson gives students practice in using thesauruses to give their language new variety. This helps them improve their vocabulary and the range of words used in written compositions. A thesaurus is arranged like a dictionary, but rather than giving the definition of a word, it provides words with similar meanings (synonyms) and often opposites as well (antonyms). Thesauruses are available in book or online form, in most word processors and, increasingly, in many electronic dictionaries.

Preparation

Step 1: Go to a library and find the thesauruses and dictionaries. See how many you can borrow and think about how they can be distributed in your class.

Step 2: Look through your students' work and find the words that are most often repeated. Typical words are *interesting*, *like*, *enjoy* and *so so*. Using these words as your clues or hints, create a cross-

word puzzle online and print it out (see below for several sites which can help you with this). Select words from the thesaurus that the students will then have to find as the answers (*fascinating, fond of, take pleasure in, and indifferent* for the above examples). The kinds of words you select will depend on the proficiency level of your students and what you want to highlight to them.

Step 3: Make sure you have examples of written work for the students to work on in the final stage. These can be the students' own writings, those of other students, or a piece that you have created to highlight the vocabulary in question.

Procedure

Step 1: Distribute the dictionaries, thesauruses, and crosswords as best suits your class. On the board, show the class an example of what you would like them to do.

Step 2: Circulate to monitor and help. Then check the answers in open class. The time taken to complete this task depends on how many words you choose to put into the crossword and how well your learners can manipulate a dictionary or thesaurus. It is a good idea to do some preparation on dictionary or thesaurus use in classes running up to this.

Step 3: The students should now be ready to look at some of their previous written work and introduce new words from the thesaurus. It is important they are aware they cannot simply replace vocabulary word for word, as the uses of words and phrases can vary. Similar meanings can be verified by crosschecking the old and new words in a dictionary. Monitor to ensure your students are using new vocabulary appropriately.

Step 4: (optional) Students can exchange their work to reflect on improvement and the kinds of words they have used.

Conclusion

Using a thesaurus is a powerful way for students to improve vocabulary and written work. Sadly, very few learners are aware of the thesaurus and its usefulness. In ancient Greek *thesauros* was a storehouse or treasury. Your students will feel they have discovered a treasure store and become passionate users, helping them think and learn more about vocabulary and improving their overall word-power.

Resources

Suitable book thesauruses for students include the Collins Gem *Dictionary and Thesaurus* and the Oxford *Mini Dictionary and Thesaurus*, both of which are small, light and reasonably priced. Having both a dictionary and a thesaurus in one edition makes it easier for students to cross-refer between definitions and synonyms, as these are printed on the same page.

An online thesaurus is available at:

- <www.cs.utexas.edu/users/jared/aiksaaurus>

Free online resources for making various puzzles and quizzes can be found at:

- <www.puzzle-maker.com>
- <www.crosswordpuzzlegames.com>
- <www.awesomeclipartforkids.com>

"Wow, that was such a great lesson, I really want others to try it!"

「すばらしい授業!、これを他の人にも試してもらいたい!」



Every teacher has run a lesson which just "worked." So, why not share it around? The **My Share** Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

...with Robert Taerner

<reviews@jalt-publications.org>



If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received column, or consider suggesting an alternative book that would be helpful to our membership.

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:
<jalt-publications.org/tlt/reviews/>

THIS month's column features Richmond Stroupe's review of *Hemispheres 1-4*, a four-level series of EFL textbooks for beginner to advanced students.

Hemispheres 1-4

[Numerous authors, prices, and ISBNs. New York: McGraw-Hill ESL/ELT, 2008.]

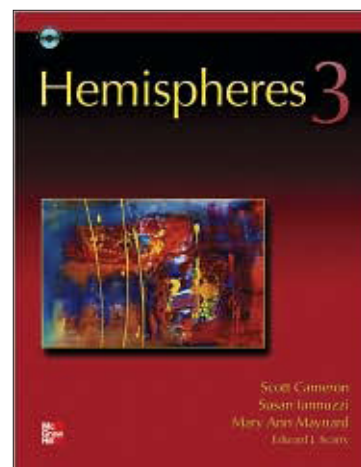
Reviewed by Richmond Stroupe, Soka University

A new series offered by McGraw-Hill, *Hemispheres* reflects current trends in EFL: topic-based, communicative instruction; the importance of critical thinking skills; and the need for activities that integrate language skills. As the publisher suggests, the complete series (comprised of four levels of students' books, teachers' manuals, audio CDs, DVDs with workbooks, and computerized test bank) provides a comprehensive four-skills curriculum for students studying general English, while at the same time systematically developing more academic skills. Teachers will recognize traditional tasks including warm-up activities, multiple-choice and sentence-completion vocabulary exercises, and grammar-focus activities. Academically oriented activities are also evident through the use of Venn diagrams, note-taking through other graphic organizers, writing which encourages self-editing, and distinguishing fact from opinion. Novice and experienced teachers alike will welcome the well-organized, interleaved teachers' manuals that provide clear answers and support for each page of the

students' text, along with scripts, language notes, and expansion opportunities. Students will find the colorful books attractive, clear, and supportive (particularly through well-placed *Skills Focus* support notes). The texts include contemporary topics of interest to young adult learners, including computers and the Internet, Richard Branson and space tourism, the popularity of tattoos, and hip-hop music, to name a few. The DVD series that can accompany the text is up-to-date and engaging.

Possibly the two most notable strengths of the text series may also be areas for improvement. The development of critical thinking skills is highlighted in the text introduction as well as the teaching materials. Indeed, the development of critical thinking skills (as an academic skill in a systematic way, similar to the development of writing or speaking skills) has received attention and support within EFL, particularly with reference to English for Academic Purposes (EAP) (Stroupe, 2006). While the text series does include activities that encourage the development of critical thinking skills, many opportunities to expand their use are missed. In many cases, an additional expansion question could be added to activities, encouraging students to extend their abilities with the support of the provided information. Such activities would be in line with Vygotsky's proposed Zone of Proximal Development (Vygotsky, 1978), in which students make the greatest cognitive strides when they are challenged appropriately.

A second strength of the series, that sets it apart from many other texts, is the incorporation of activities that integrate communicative skills. In large part as a response to the new Internet-Based TOEFL Test (iBT), teachers are beginning to reconsider how effectively the four skills are presented in our classes. Many texts today are four-skills texts, meaning that activities that address speaking, listening, reading, and writing are all included in a comprehensive curriculum. However, in many cases, these activities are based on the discrete use of each skill, such that the text offers a listening passage, followed by comprehension questions and the like. After this is complete, the text may move



on to a thematically connected reading passage, followed by other engaging activities. While very useful in developing language skills, these activities are really skill discrete: The information necessary to complete each task is accessed through only one language skill, and then the process is repeated with a different skill. What is needed, and what the *Hemispheres* series provides in the *Putting it together* (Levels 1 and 2) and *Put it to the test* (Levels 3 and 4) sections, is skill integration (MacDonald, Daugherty & Stroupe, 2008). In such activities, students must gain different sets of information through separate language skills in order to accomplish a culminating task that cannot be completed with information obtained by only one skill. Such activities are similar to the iBT Integrated Speaking and Writing Tests, and better approximate the skills necessary to excel in an academic environment. The *Hemispheres* series focuses effectively on developing integrated skills, yet their development is relegated to the final sections of each chapter. Opportunities to further incorporate integrated skills activities throughout each entire chapter are missed. As a result, the development of integrated skills becomes a focus only of the last section of each chapter rather than a focus of each text as a whole.

The *Hemispheres* series offers a general communication curriculum laced with academic skills development that is useful not only for students who wish to use their language skills in more academic settings, but also for institutions that wish to encourage the development of critical thinking skills in addition to language skills. In this regard, the *Hemispheres* series is a refreshing alternative to general communication texts.

References

- MacDonald, L., Daugherty, D. M., & Stroupe, R. R. (2008). Integrating the ESL curriculum: Towards a cognitive learning approach. In I. Koch (Ed.), *CamTESOL Conference on English Language Teaching: Selected Papers, Vol 4*, (pp. 73-86). Phnom Penh, Cambodia: IDP Education. Available from <www.camtesol.org/selected_papers.html>.
- Stroupe, R. R. (2006). Integrating critical thinking throughout ESL curricula. *TEFL Reporter*, 39(2), 42-61.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press.

Recently Received

...with Greg Rouault

<pub-review@jalt-publications.org>

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the Publishers' Review Copies Liaison address listed on the Staff page at the back of *TLT*.

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

Books for Students (reviewed in *TLT*)

Contact: Greg Rouault

<pub-review@jalt-publications.org>

- ! *Activities for Interactive Whiteboards*. Martin, D. Crawley, UK: Helbling Languages, 2008. [Resourceful Teacher series activities handbook incl. CD-ROM].
- ! *Language Leader*. Cotton, D., Falvey, D., & Kent, S. Harlow, UK: Pearson Education, 2008. [4-level coursebook styled for adults and professionals incl. CD-ROM, audio CD, workbook w/CD, teacher's book w/*Test Master* CD-ROM].
- ! *Oxford Picture Dictionary (Second Edition)*. Adelson-Goldstein, J., & Shapiro, N. New York: Oxford University Press, 2008. [Picture dictionary arranged by topic in monolingual and bilingual editions incl. workbooks at 3 levels, vocabulary handbooks, reading library, instructional support w/interleaved lesson plan book w/audio CD, photocopiable classroom activities, OH transparencies, and dictionary CDs].
- ! *Stimulating Conversation*. Goodmacher, G. Fukuoka, Japan: Intercom Press, 2008. [Intermediate to advanced level critical thinking and conversation coursebook incl. CD].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Bill Perry

<jj-reviews@jalt-publications.org>

- ! *Japanese language teaching: A communicative approach*. Benati, A. G. London: Continuum, 2009.

...with Jason Peppard

<memprofile@jalt-publications.org>



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.

In this month's *Showcase*, Mark de Boer talks about setting up a Mac lab at his school.

SHOWCASE

Mark de Boer

Last year I decided to do something for the waiting students, for the waiting moms, and for the students who wanted more out of their English classes. Using Apple's educational discount offer, I transformed my waiting area into a learning and fun center. It is true how easy Macs are to use, especially the gorgeous new 24-inch iMacs. They have full stereo sound, beautiful resolution and they are actually cheaper than their counterparts.

The students use iMovie software to make creative English movies; Pages has limitless capabilities for making posters; students have used Key-note to make presentations for each other; and for those who can't quite use a computer yet, they've got the Internet. I often teach using segments of DVDs or Internet videos, and we also use Bento, so the students can store their work in the database.

The teachers too have found the Macs easy to use for creating lessons. All of our CDs go on them for backup and for maintaining our classroom iPods and also for students who want to practice their listening skills: They can sit down at one of the Macs, plug in their earphones and do their listening.



I really believe that a Mac can be used as a tool for education rather than just a replacement for teachers. I think there is too much thinking that computers are merely machines to practice your English on, rather than using your English to create something fun and fantastic.

Mark de Boer owns a chain of schools in Iwate in the north of Japan and also teaches at Iwate University, Iwate Medical University, and Tohoku University Faculty of Medicine. His research focuses on discourse analysis in the TBL classroom. He can be contacted at <mark@hobbes-english.com>.

Moving?

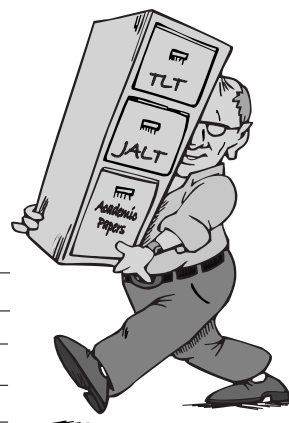
Make sure *The Language Teacher* moves with you. Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 tel: 03-3837-1630; fax: 03-3837-1631; <jco@jalt.org>

Name: _____

New Address _____

Tel _____ Fax _____

Email _____ New Employer _____



...with Joyce Cunningham and Mariko Miyao

<grassroots@jalt-publications.org>



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



In this issue, you will discover that two interesting conferences got past you: one in Hokkaido, the other in Niigata City. First, Chitose Asaoka informs us of the recent JACET conference in Sapporo, and then Howard Brown and David Coulson describe the language education conference which they successfully put on for the first time.

JACET 48th Annual Convention

by Chitose Asaoka, Chair, the Annual Convention Steering Committee

We welcome you to the 48th Annual Convention of JACET (Japan Association of College English Teachers)—a three-day conference of presentations and workshops of interest to all those teaching English in higher education institutions in Japan.

The 2009 JACET Annual Convention will take place at Hokkai-Gakuen University in Sapporo, Hokkaido, on 4, 5, and 6 Sep. The thematic focus will be “College English Curriculum Innovation in the ‘New’ Age of International Exchange.” Every year we expect approximately 800 participants from across the nation. This year, since there will be many more presentations given in English and the conference site will be in Hokkaido, with nice and cool weather, we expect even more to participate!

The invited keynote speakers are:

- Mark Warschauer (University of California, Irvine): “The Word and the World: New Tools for Teaching Writing,” 4 Sep, 10:00-11:00. (This lecture will be given using the online interactive system.)
- Toshimitsu Asakura (Chair of Hokkai-Gakuen University): “B. Piłsudski, Phonograph Wax Cylinders and Sakhalin Ainu,” 4 Sep, 13:10-14:10.
- Amol Padwad (J. M. Patal College, Bhandara, India): “Curriculum Innovations in India—Bandwagon, Applecart and Wheelbarrows!” 5 Sep, 10:10-11:10.

In addition, we have invited a special lecturer, Anthony Green from the University of Bedfordshire, UK. He will give a lecture on “The Common European Framework in the Language Curriculum: Practices and Issues” on 5 Sep, from 13:30.

Five special speakers are also invited from affiliated organizations overseas: MELTA (Malaysia), KATE (Korea), ALAK (Korea), RELC (Singapore), and ETA-ROC (Taiwan).

This year, a special event titled “Changing Curricula of English Education at the Tertiary Level” is arranged by the Hokkaido Chapter for Sunday morning, 6 Sep. More than 50 universities and higher education institutions will gather and give poster presentations explaining their curricula for English education. This event will be free and open to the general public, including high school teachers, students, and their parents. It will be a great opportunity for university teachers, high school teachers, and students to meet, learn about various programs, and exchange ideas.

The early-bird registration fee for the 2009 JACET Annual Convention is ¥3,000 for members, by postal transfer form by Friday, 14 Aug. A reduced fee of ¥2,000 is charged to student members. The onsite registration fee will be ¥4,000 for members, ¥3,000 for student members, and ¥6,000 for non-members. If you are a JALT member but not a JACET member, and wish to benefit from the members’ fee, please contact the JACET office <jacet@zb3.so-net.ne.jp> and become a member beforehand.

We hope that this conference will be a good opportunity for university teachers and educators to share information on a variety of programs and research, including both failures and successes, regarding issues and ideas for innovation in college English curricula. More detailed information can be obtained at the conference website <www.jacet.org>. Also, please check out the website of Hokkai-Gakuen University for more information on

the venue <www.hokkai-s-u.ac.jp/english/access.html>.

Conference report: The NEAR Language Education Conference in Niigata

by Howard Brown and David Coulson

Niigata Prefecture is a region only 2 hours north of Tokyo, but it also faces the eastern edge of Asia. As such, language education is on the move here, with established centers of excellence such as International University Japan (IUJ) and University of Niigata Prefecture (UNP). In cooperation with IUJ and the Niigata JALT chapter, the first annual North East Asian Region (NEAR) Language Education Conference was held on 30 May on the UNP campus in Niigata City. Over 100 educators in NEAR languages (Chinese, English, Japanese, Korean and Russian) came together under the conference theme of “Different Backgrounds, Shared Experiences.” English is still the most commonly taught language in Japan, but the languages of our NEAR neighbors are becoming more and more important. So the conference planners sought to bring together educators who have, as the conference theme suggests, different backgrounds but common experiences as language teachers. The conference organizers hope that the presence of this new conference in Niigata Prefecture will add new vitality to language education in this area, and also provide links with the different pedagogic traditions that exist in the teaching of different languages.

This year’s conference featured 40 presentations on a wide range of themes, with concerns ranging from grade school to university. Speakers came from across Japan. Highlights included a comparison of motivation in Korean and English learners, the importance of vocabulary size in effective English reading, the use of drama in the classroom to improve students’ oral skills, standards for testing in Russian classes, the effectiveness of MEXT’s program of sending teachers overseas for pedagogic training, and metaphors of black and white in Chinese. Clearly, the choice of topics was very broad and all presentations were well attended.

The two featured speakers were also a big hit. Tim Murphey from Kanda University of International Studies gave a very inspiring talk about Role Modeling. In his talk he discussed the importance of Role Models and pointed out that we emulate people who are close to us in some way more. He described how these Near Peer Role Models can be a key in students’ language development. He also looked at some ways that NPRMing can apply to institutional and even international settings. One particularly striking aspect of Murphey’s presentation was his recounting of his lesson plan in which students had to phone each other to speak in English. At first, this activity achieved only a 25% approval rate. But Murphey persisted with this approach and gradually students came to see greater value in it, perhaps because they inspired each other with their motivation and success. As fellow teachers, we were reminded of the importance of having the courage of our teaching convictions.

The second plenary, by Kensaku Yoshida of Sophia University, looked at implications of MEXT’s new guidelines for English education in primary and secondary schools in Japan. He argued very strongly for the importance of content-based instruction. He made suggestions about content by referring to the results of high school debating contests held at the national level and the international level. One very striking feature of Yoshida’s analysis concerned the comparison between the relative weights given to other subjects, such as science, in elementary school. When pupils enter junior high, they already have the necessary background in biology, for example, to be able to appreciate lessons focusing on the growth of plants. In contrast, most students have very little background in English and yet are plunged into the minutiae of English grammar. Yoshida then showed startling figures which indicated many more students don’t understand English classes than other subjects. Later, Yoshida linked this unfavorable start to the lack of high-level skills in debate contests at even the most elite high schools in Japan, where the debate topics are still very elementary. The audience very clearly understood that content instruction can have an important role in language education at an early stage, and Yoshida told us that MEXT has concrete plans to try and address these issues.

For more information about the NEAR conference, check the conference website at <www.iuj.ac.jp/language/conference/near/index.html>. JALT members are warmly invited to attend the second annual conference to be held in Niigata in May, 2010. We are planning the details now, and we will work hard to ensure another stimulating and friendly conference.

...with David McMurray

<outreach@jalt-publications.org>



Outreach is a place where teachers from around the world can exchange opinions and ideas about foreign language learning and teaching. It provides outreach to classroom teachers who would not otherwise readily have access to a readership in Japan. The column also seeks to provide a vibrant voice for colleagues who volunteer to improve language learning

in areas that do not have teacher associations. Up to 1,000 word reports from teachers anywhere in the world are welcomed. Contributors may also submit articles in the form of interviews with teachers based overseas.

Introducing a Team-Based Learning approach to classrooms in Japan

"My classroom became a much more productive and happy environment and, certainly, I felt much more successful as a professor. I have continued to develop and refine Team-Based Learning in my own classes, and I am enthusiastic about sharing some of these principles and strategies," reported MacLaine as an introduction to participants about his own workshop on Team-Based Learning held on 29 May, 2009 during the *Shades of Green* Canada Project in Kyushu Conference convened at the International University of Kagoshima.

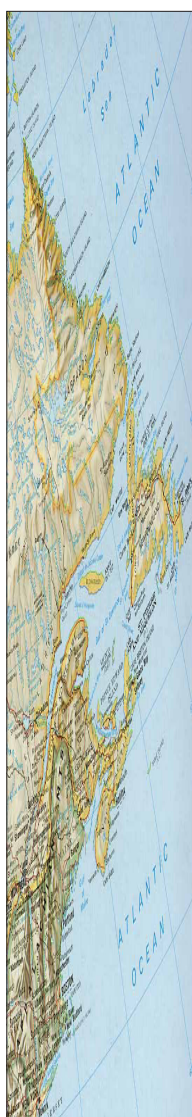
BRENT MacLaine claims he has always been interested in the art and science of teaching. He experienced a transformative moment in his career while attending a workshop on Team-Based Learning conducted by Larry Michaelsen of the University of Oklahoma. MacLaine's academic training, teaching, and scholarship is focused on English literature, particularly the fiction and poetry of the UK, the US, and Canada in the modern period. Before returning to Prince Edward Island, where he was born and grew up, he taught at the National University of Singapore, the University of Alberta, and the University of British Columbia in Canada, and at Hubei University in Wuhan, China. Currently at the University of Prince Edward Island, where he is dean of the department of English, he teaches the literature of Atlantic Canada, the literature of islands, English composition, and professional writing. He has published three collections of poetry including *Shades of Green*. Now, this literature major has developed a keen interest in research and developments concerning post-secondary education.



Team-Based Learning activity

At the outset of his workshop, MacLaine acknowledged Michaelsen's (1993) seminal work on encouraging teams of students to study more effectively, "While my skeletal organization of the Team-Based Learning process remains essentially the same as Michaelsen's, many of the adaptations and innovations grow out of my own experiences using Team-Based Learning practices in my English literature classrooms."

Although 25 attendees entered the faculty development workshop and freely sat at tables in groups of five, it wasn't long before they were asked to take a test to create balanced teams. Based on scores related to a participant's expertise in the study of English literature, interest in reading literature, major academic area of interest, and preference for working in



groups, teams of similar-scoring participants were formed. **MacLaine suggests that elected groups perform better on average than do random groups, and for maximum productivity and individual satisfaction groups should be limited to 5 members.**

The literature professor uses the team-learning approach during a 14-week course on Contemporary Fiction at the University of Prince Edward Island. During semester-long courses, MacLaine claims that permanent groups are superior to temporary groups. The workshop for teachers, teachers-in-training and graduate students at the International University of Kagoshima ran for 3 hours, the first 90 minutes devoted to explaining the principles of Team-Based Learning and the remaining time used as an experiential learning opportunity.



Workshop participants graduate

A typical class encourages a 5-member team to work on an assignment. Lectures are not given; instead the instructor coaches the teams and encourages participation by all members. Whereas student-centered CALL and e-Learning approaches assist the individual learner to work on problems at his or her own pace, the Team-Based approach inspires group interaction.

Critical reading and issues tests (CRITs) are an important component of this learning approach when it is applied to the study of foreign languages and literature. Multiple choice question tests are given 9 times during the semester to motivate students to perform close, critical, and analytical reading of literary texts; to ensure that each member of the team comes to class prepared; and to signal important material for team discussion and for classroom lectures. The course instructor must develop CRITs that serve as motivational learning activities that are challenging for the teams. Multiple-choice questions relating to interesting

paragraphs from literature are recommended. These group-learning activities must be structured, specific, and detailed. For example, MacLaine suggests the following CRIT can encourage students at the Master's level in Japan to read *The Master's Wife* by Sir Andrew MacPhail.

In the following quote, what does the allegory of the needle represent? An allegory is the use of symbolic fictional people and actions to explain truths or generalizations about human existence. Choose the best answer A, B, C, or D.

"Without the sanded floor there was now no means of restoring the rusty needle; a new one must be bought. When she found her needle rusted, she would place it on the floor, and roll it under her foot at an incredible speed. In a moment the needle was polished bright."

- Economical living actually requires more work in modern times.
- Simple needs could once have been met with simple solutions—the art of economy.
- The past rolls under us and, inevitably, it takes on the bright glow of nostalgia and memory.
- Modernization brings a surface brightness, but things of the past have the quality of the earth.

The final evaluation of the individual ought to accommodate a group's effort and performance, claims MacLaine. Evaluation could therefore include marks for completing the CRITs as a team, other team assignments, individual essays, an individual final examination, and peer evaluation. Students are encouraged to make appeals to the instructor when the team missed points due to ambiguity in any of the assignments.

MacLaine summarized the workshop by asking participants to evaluate each other and discuss how they felt during the workshop that they had essentially conducted themselves. Group work was focused, class discussion was highly engaged, mistaken assumptions can be peer corrected, there is immediate feedback, the reading-thinking-speaking sequence is reinforced, and a successful group is a means to successful learning, not an end in itself.

Reference

Michaelsen, L. (1993). Team learning: A comprehensive approach for harnessing the power of small groups in higher education. In D. Wright & J. Lunde (Eds.), *To improve the academy: Resources for faculty, instructional and organizational development*. Stillwater, Oklahoma: New Forums.

...with James Hobbs

<sig-news@jalt-publications.org>



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

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

Extensive Reading (forming)

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, both for those new to ER and experienced ER practitioners. It keeps our members up-to-date on ER research and new graded reader releases. Check out our website at <www.jaltersig.org>.

SIGs at a glance

Key: [🔍] = keywords [📖] = publications [🗣️] = other activities [✉️] = email list [💬] = online forum]

Note: For contacts & URLs, please see the Contacts page.

Bilingualism

[🔍] bilingualism, biculturalism, 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 <www.bsig.org> for more information.

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

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 JALT CALL SIG provides support, information, networking, and publishing opportunities for interested persons. If you are interested in serving as an officer and/or member of the 2010 Conference Team, please don't hesitate to contact us. We look forward to meeting and hearing from persons interested in the expanding world of CALL. See <www.jaltcall.org>.

College and University Educators

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

Framework & Language Portfolio (forming)

[🔍] curriculum-planning, assessment, language education reform, Common European Framework of Reference (CEFR), European Language Portfolio (ELP) [📖] newsletter [🗣️] seminar, 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 periodical seminars and is present at many conferences. See <forums.jalt.org/index.php/topic,456.0.html> or contact <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 <www.gale-sig.org> or contact us 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 <www.gilesig.org>. For further information, contact Kip Cates <kcates@rstu.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, printed 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. The SIG publishes an e-journal twice a year. We also meet to share ideas and research in small-scale events such as mini-conferences, poster-sessions, and local group meetings. For more information check out our homepage <ld-sig.org>.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <jalt.org/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>.

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/materialwriterssig>. 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]

OLE has issued *OLE CALLing at PanSIG 2009* containing slides of all OLE and OLE-related CALL presentations at the conference. A preface by the editor, Rudolf Reinelt, and an introduction to CALL programs for OLE are followed by contributions on: using images and music; curriculum issues of teaching and learning Chinese, Spanish, French, and German at various levels of instruction; and a paper on teacher computer literacy. For free copies contact the coordinator <reinelt@iec.ehime-u.ac.jp>.

Pragmatics

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

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

Professionalism, Administration, and Leadership in Education

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

Study Abroad (forming)

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

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

Teacher Education

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

The Teacher Education SIG is a network of foreign language instructors dedicated to becoming better

teachers and helping others teach more effectively. Our members teach at universities, schools, and language centres, both in Japan and other countries. We share a wide variety of research interests, and support and organize a number of events throughout Japan every year. We also have an online discussion group. Contact <ted@jalt.org> or visit our website <jalttesig.terapad.com>.

Teaching Children

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

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

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

Testing & Evaluation

[💡 research, information, database on testing] [📖 *Shiken*—3x year] [🌐 Pan-SIG, JALT National] [📧]

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

...with Ben Lehtinen

<chap-events@jalt-publications.org>



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



CHAPTER EVENTS ONLINE

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

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

SUMMER is in full swing with some events happening in this month of heat and vacation. If your chapter is not listed below, be sure to keep an eye on the chapter events website <jalt.org/events/2009-07> as events may appear at any time. As this will be my last month as editor of the Chapter Events column, I would like to thank everyone who has helped contribute to the column including the courageous presenters, the dedicated JALT publicity chairs, and trusted TLT editors and proofreaders. You all made this column what it is. See you around!

Gunma—The 21st JALT-Gunma Summer Workshop at Kusatsu by **Geoffrey Leech, Emeritus Professor at Lancaster University**. The workshop is a 2-day event at a hot spring up in the mountains. Leech will give two lectures on the separate topics: (1) How English grammar has been changing; (2) Politeness: Is there an East-West divide? There will also be presentations by participants. Details and registration information at "Flyer in English" from <harahara.net/JALT/kusatsu.htm>. First-come first-served basis for participation (40 places) and presentation (5 places). *Sat 22 Aug 13:00–Sun 23 Aug 14:00; Kusatsu Seminar House, Kusatsu, Gunma Prefecture; Non-members ¥9000.*

Nagoya—Linguistic phonics for EFL, and my top 10 classroom resources by **Sean Gallagher**. We will focus on distinguishing linguistic phonics from more general phonics courses. We will discuss issues such as: Should we teach phonics, when to

start and when to stop teaching phonics, and how to teach linguistic phonics in an EFL classroom. The last part will highlight some of Gallagher's essential classroom resources. <www.nic-nagoya.or.jp/en/aboutus/access.htm> *Sun 2 Aug 13:30–16:00; Nagoya International Center, 3F, Lecture Room 2; Non-members ¥1,000.*

Okinawa—Annual family and friends pot luck and BBQ beach party by **Everyone**. This is a much-anticipated annual chance to relax together, network, bond, see old friends, and make new ones. Everyone brings some food to share: meat and/or fish to barbecue, salads, snacks, desserts, fresh homegrown pineapples, mangoes, etc. The beach is clean and safe, with a lifeguard on duty. In addition to children's beach toys, for the adults there are jet skis, sail boats, banana boats, beach volleyball, horseshoes, etc. available. Call 090-1945-5224 for directions/details. *Sat 1 Aug 14:00–sunset; Oura Wan Beach.*

Sendai—Movie and discussion: The Hobart Shakespeareans documentary film. This film is about teacher Rafe Esquith and his Los Angeles fifth grade students (most from immigrant families) at one of the largest inner-city grade schools in the USA. After a demanding, wide-ranging curriculum, including travel and dramatic performance, many of Esquith's students overcome language barriers and poverty and go on to attend outstanding colleges. Join us for a stimulating consideration of many educational issues, with refreshments, and hopefully a beer garden party following. Film info: <www.pbs.org/pov/pov2005/hobart/about.html> *Sun 30 Aug 14:00–17:00; Mediatheque 7F, Mtg Room B <<http://www.smt.jp/en/info/access/>>; Non-members ¥1000.*

Shinshu—The second annual JALT Shinshu camping retreat by **Everyone**. Join us for a relaxing weekend by the river in the rural scenery of Nagano. You can camp, or rent a cabin or a bungalow. There are lots of facilities here. Be sure to make your reservations early, because the cabins especially will fill up fast. Bring the children! <jalt.org/category/chapter-or-sig/shinshu-chapter> *Fri 21 Aug–Sun 23 Aug; Mawarime-Daira Campsite, Kawakami-mura, Minami Saku-gun; Check campsite for cost.*

Shinshu—Early language acquisition by **Emily Percival** of **The British School in Tokyo**. This presentation and workshop will be sponsored by Luna International. Percival teaches primary classes in

English. She is also responsible for the design and implementation of assessment for the school, which is the only British international school in Japan. Tel. 0263-34-4481. <[www.facebook.com/home](http://www.facebook.com/home.php#/group.php?gid=99829128161).

[php#/group.php?gid=99829128161](http://www.facebook.com/home.php#/group.php?gid=99829128161)> Sat 29 Aug 13:00-16:00; Luna International, MK Bldg 2F, 1-9-16 Motomachi, Matsumoto; Free to all.

COLUMN • CHAPTER REPORTS

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...with Troy Miller

<chap-reports@jalt-publications.org>



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

Akita: May—From curiosity to competency: Intercultural activities for the ESL/EFL classroom by **Jon Dujmovich**. Language educators often speak of using techniques and activities appropriate for each stage of language learning. But when it comes to incorporating cultural learning in the language lessons, there is usually very little consideration given to the learners' developmental stage of intercultural learning. The consequences of ill-matched activities can lead to reaffirmed or deeper cultural misunderstandings and little or no growth in intercultural competency. This workshop presentation demonstrated how to incorporate culture-based activities into the ESL/EFL classroom. A "World Trivia" activity was the opening act, and then the background of intercultural communications theory and methodology was presented. This was followed by a detailed examination of a successful intercultural class for junior high school students, and participants enjoyed more hands-on activities as a fine wrap-up to an interesting and informative presentation.

Reported by Stephen Shucart

Gifu: March—Exploring self-reflection in the EFL classroom by **Brent Simmonds**. In an exploration of professional development, Simmonds opened up a discussion on the various implications of classroom activities such as role-plays, games, pair work, correction methods, Japanese spoken vocabulary exercises, and training techniques as used

in the EFL field. Participants were then engaged in Japanese spoken vocabulary exercises with the aim to show how self-reflection leads to a better understanding of the student's emotions in a classroom setting and the use of various correctional methods—such as Rebecca Adams's reformulation and the shadowing method. Participants then reflected on how the students may feel when we correct their mistakes and possible solutions that allow them to better understand their mistakes. Finally, the participants discussed various training techniques that are being used in their own fields of education.

Reported by Andrew Sekeres III

Kitakyushu: May—Topics for writing classes by **Itsumi Ohmura** and **Margaret Orleans**. The presenters obviously share interest and enjoyment in teaching EFL composition writing—as well as a lot of experience. In a relaxed, workshop-style presentation, peppered with anecdotes from various classes past and present, they showed us many examples of their better student writing, demonstrating how important appropriate and catchy topics are, and invited us to brainstorm in groups and share our own ideas.

After establishing the basics of essay-writing with "Time Order," "Spatial Order," and "Description," classes progress through genres including "Cause and Effect" and "Opinion and Reason" and a plethora of topics such as "Life As An Oil Painting" or "Hello Kitty Needs/Doesn't Need a Mouth" or notes of excuse for some famously misguided historical figure.

Audience-elicited ideas for titles listed on the whiteboard and a handout with examples of illustrations as subject matter were both good reminders that there are no limits on imagination in writing, whether in one's first or second language. As had become apparent throughout the meeting, the presenters concluded that good writing topics capitalize on students' experience and interests while introducing enough parameters to demand sophisticated development of those topics.

Reported by Dave Pite

Kyoto: May—Group building in the classroom by **Warren Decker**. This 2-hour workshop was jam-packed with movement, interaction, and lots of fun with Decker's unique and engaging activities, used specifically to create a group dynamic in the language classroom. The activities focused on creating a comfortable classroom environment by building an atmosphere of mutual trust, respect, and teamwork. Decker showed his enthusiasm for promoting and encouraging students' creativity and confidence by showing us over 10 activities and challenging participants to do them together. The wide variety of activities included games to remember names, as well as games to be played in pairs and in groups. He also provided suggestions and helpful advice on how to adapt them to our students' levels and abilities. All participants, many of whom did not know each other prior to the workshop, were surprised by how these activities created a genuine feeling of teamwork and group camaraderie in such a short amount of time.

Reported by Michi Saki

Nagasaki: May—Brain studies and learning, and active skills for communication by **Curtis Kelly**. Kelly made a shift to brain studies in recent years after having researched culture, motivation, and psychology. His presentation began with an explanation of the brain as it relates to memory and learning. This led on to the effects of health on memory and a discussion on brain health. Curtis repeatedly asked the audience as educators the question "What are you going to do about it?" Important issues affecting learning such as sleep and exercise were discussed, and participants were reminded that the brain is not like a computer. Finding a link between the students' interests and the learning content is important: Pedagogical flexibility is desirable to reflect the fact that learners have different learning styles and habits.

Reported by Monica Roberts

Nagoya: May—ELT and the Science of Happiness by **Marc Helgesen**. Helgesen incorporates into teaching activities behaviors that are typical in happy people. Citing Lyubomirsky's identification of eight such behaviors, Helgesen related how they can be used in the classroom. (1) Remember good things in your life: Have students explain good things in the past to their partners. (2) Do kind things: Brainstorm "kind things" done easily. (3) Say "thank you" to people who help you. Students explain why they want to thank those who have helped them. (4) Take time for your friends and family. Describing their families, students say at

least three to four sentences about each person. (5) Forgive people who make you feel bad. Students hold something heavy with their arm extended, considering the weight as a metaphor for not forgiving. (6) Take care of your health. Talk about the health benefits of, for example, smiling. (7) Notice good things as they happen. Students appreciate the feeling when eating a cookie, remembering good things in life. (8) Learn to work with your problems and stress. Students tell their partner about what they did to cope.

Reported by Kayoko Kato

Nara: May—Task-based learning for EFL in Japan by **Marcos Benevides**. Benevides began with a brief personal background, including his involvement with the Canadian Language Benchmark, a test similar to the Common European Framework that breaks down language use into specific tasks and assesses functional competency. Although those tests focus on language-based tasks, it was the idea of tasks and their practicality that caught his imagination. Language teaching, he said, should engage students in a framework that is interesting and relevant to their lives. Language should be almost secondary, merely a tool that helps learners achieve the task at hand. Contrarily, most textbooks place the language in the foreground, often limiting students by focusing their attention on language rather than communication. If students engage in a (simulated) real-life task, it doesn't matter how they get it done as long as they use some grammatically correct form, not necessarily that chosen in the book. Authenticity, where possible, is key. Rather than preach task-based learning as dogma, Benevides did an excellent job of outlining various approaches to EFL, showing that a blend is usually necessary, but authentic tasks are the core.

Reported by Rodney Dunham

Niigata: April—Teaching the strategies of speaking by **Alastair Graham-Marr**. Drawing on Second Language Acquisition theories, Graham-Marr focused on the ways that students acquire English, and what we as teachers can do to enhance and strengthen the acquisition. Citing Swain, he focused particularly on communicative competency and the ways in which strategies can enhance it. Within communicative strategies, there are various subcategories such as gambits, compensation strategies, involvement strategies, confirmation strategies, control strategies, and conversational management strategies. Some communicative strategies within these subcategories which can enhance competency, and possibly acquisition, in

the form of output and noticing, are clarification questions, asking for repetition, shadowing important words, circumlocution in the form of talking around a word, hesitation devices, and elaboration and management strategies. Graham-Marr feels that, with the teaching and adoption of some of the above strategies, second language troubles do not have to get in the way of communication. Focusing on developing communication also provides teachers with a platform to attend to grammatical problems as the need arises.

Reported by Susan Sullivan

Okayama: May—(1) *Discourse and national sports* by Chie Yamane-Yoshinaga. The speaker compared and analyzed comments by participants in the 2008 Olympics. The athletes competed in sports either started in their country or strongly associated with it. From examining their discourse Yamane-Yoshinaga concluded that athletes, coaches, and supervisors all indicated they were under tremendous pressure to succeed. This pressure was heightened in the case of those participating in national sports. **(2) *Enhancing EFL instruction through the use of manga* by Chad Godfrey.** Godfrey raised listeners' awareness of the ubiquity of manga in daily life in Japan. He explained how including art in a language lesson could involve otherwise reluctant learners by accommodating various learning styles within a single class. Godfrey provided a number of interesting examples from his students' work, and then led participants through some activities to demonstrate different methods of incorporating manga into the language classroom. These included using textbook pictures with caption bubbles added, creating illustrations when only the dialogs are provided, and using manga in an unknown language as a guide to writing a story with dialog. Participants were provided with numerous useful URLs for Internet sites with downloadable manga suitable for classroom use.

Reported by Richard Lemmer

Omiya: May—*Drama: A stepping stone towards English language performance* by Adriana E. Edwards Wurzinger. Wurzinger briefly analyzed the importance of using drama techniques and strategies in teaching English to Japanese university students. These workshops are constructed upon the following stages: approaching, action/activation of students' motivation, interaction, choosing and channeling activities, provoking emotion, using verbal and non-verbal language, creating a space for performance/experience, understanding/

processing content, and reaction/learning. Drama exercises and techniques can contribute in many ways to build an active and enthusiastic learning experience. Based on her personal research findings on educational drama, the presenter listed ten essential points: (1) transform the learning process, (2) combine analytical and experiential approaches, (3) create a safe environment, (4) provide emotional content, (5) see and feel progress, (6) learn intuition, (7) link language acquisition and performance, (8) push out from the comfort zone, (9) interact systematically, and (10) have fun. Her critical analysis of these points was the result of her previous experiences with different student groups. Wurzinger's refreshing and vital methodology for teaching drama is based on her multiple classroom and open workshops, her experience as a language coach for theater companies, and her observations of her students.

Reported by Masa Tsuneyasu

Sendai: May—*Task-based learning and the Vygotsky-task* by Mark de Boer. De Boer led participants in examining classroom discourse and the shortcomings of traditional IRF (Initiation-Response-Feedback) interaction. Task-based learning offers opportunities for richer, cooperative interaction and learning. He highlighted the importance of scaffolding in developing these opportunities and pointed to the Vygotsky-task as a helpful construct. The session was especially useful in raising our awareness of how we interact with students.

Reported by Ken Schmidt

Is your JALT membership lapsing soon?

Then be sure to renew early!

Renewing your membership early helps us to help you! Your JALT publications will continue to arrive on time, and you'll be able to access membership services at JALT events and online.

It's easy! Just follow the links to "Membership" at <jalt.org>, or use the form at the back of every issue of *TLT*!

...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, 2 months

before publication, and should contain the following information: location, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Be sure to refer to *TLT*'s policy on discrimination. Any job advertisement that discriminates on the basis of gender, race, age, or nationality must be modified or will not be included in the JIC column. All advertisements may be edited for length or content.

Job Information Center Online

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

Application package pointers

Mark Shrosbree

Tokai University

HAVE written this month's guide from my perspective as an English teacher at a large private university in Japan who has looked at the application packages of a great number of native and non-native speaker applicants for both full- and part-time positions. In my experience, applicants can greatly enhance their chances of being selected for an interview through careful preparation of their application package. The following list suggests things to include in an application and pitfalls to avoid.

- **Format.** A formal, academic-style CV with key information (nationality, date of birth, visa status) at the top is safest. Check the format carefully; common weaknesses include unaligned columns, too many fonts, and confusing layouts. Typos are also remarkably common, so have someone read over your application materials.

- **Language.** If the advertisement is in English, and a Japanese CV is not requested, an English-only CV should suffice. Some applicants send only a Japanese CV, but this may inconvenience non-Japanese teachers involved in the hiring process.
- **Dates.** Include the month and year of all education and employment information. Moreover, explain any gaps such as time spent travelling or job-hunting. Many non-Japanese applicants fail to list months or account for gaps; this is a mistake that always gets spotted by hiring committee members.
- **Photograph.** Affix a passport-sized, professional-looking photograph to your CV.
- **Essential information.** Present all essential information, such as age and whether previous employment is full- or part-time, clearly and directly. It is frustrating for hiring committees to spend time searching through CVs for hidden information.
- **Avoid pushiness.** This may go down badly, as it can suggest insensitivity towards Japanese cultural norms. I have often seen Japanese colleagues blanch at apparent arrogance.
- **Publications.** Many institutions require three publications. *To meet this requirement*, it can be tempting to include anything that could possibly be considered a publication or presentation, such as travel writing or in-house training workshops. However, without *appropriate academic* publications, an interview is unlikely, so wait until after you have them before applying. Another problem is applicants who have no recent publications, but suddenly have several publications "in press." It can look like the person is desperately trying to compensate for years of inactivity. The obvious advice is to maintain academic activity throughout one's career.
- **Homepage link.** If you provide a link to your personal homepage, make sure it is impressive. A half-built, mediocre website is unlikely to impress.
- **Forms of address.** Research the title of the person you are writing to. Addressing a full professor as "Ms." or "-san" may make a negative impression. In Japanese universities, "Professor" is the default form.
- **References.** Include recent and current references. Lists of 20-year-old references may look suspicious to the hiring committee. Likewise, formulaic references carry less weight and may

even suggest that the applicant is mediocre. Glowing personalised references are much more persuasive.

- *Recommendations.* Applicants sometimes mention contacts they have in the institution. This can help the hiring committee, who are likely to ask the contact's opinion on the applicant. Needless to say, only mention a contact who can give a favorable recommendation.
- *Apply early.* Applications will be filed as they arrive. Hiring committees may give less time to applications at the end of the file, or may already have selected enough candidates for an interview. Moreover, last minute applications suggest someone who has difficulty meeting deadlines.
- *Emails.* When sending emails concerning the application, ensure they are formal and polite. Overly casual emails in a text-message style are surprisingly common, although surely inappropriate.

Job Openings

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

Location: Chiba, Mihama-ku

School: Kanda University of International Studies

Position: Full-time lecturers

Start Date: April 2010

Deadline: 1 September 2009

Location: Fukuoka, Kurume

School: Kurume University

Position: Part-time instructors

Start Date: April 2010

Deadline: 25 September 2009

Location: Kanagawa, Sagami-hara

School: Aoyama Gakuin University, School of International Politics, Economics, and Communication

Position: Part-time instructors

Start Date: April 2010

Deadline: 30 September 2009

Location: Ehime, Matsuyama

School: Matsuyama University

Position: Full-time instructors

Start Date: April 2010

Deadline: 30 September 2009

Location: Tokyo, Hachioji

School: Chuo University (Tama Campus)

Position: Part-time instructors

Start Date: April 2010

Deadline: Ongoing

Location: Nagano, Komagane

School: Interac Japan

Position: Short-term intensive language programme instructors

Start Date: Four times a year

Deadline: Ongoing

COLUMN • CONFERENCE CALENDAR

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...with David Stephan

<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 August is the deadline for a November conference in Japan or a December conference overseas.

Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

2 Aug 09—Teaching Peace and Cultural Understanding in the Classroom, Yamaguchi. **Contact:** <web.cc.yamaguchi-u.ac.jp/~johnson/Peace%20Conference%202009/Peace%20Conference%20E.pdf>

8 Aug 09—First TESOL Philippines International EFL ESL Conference, Cebu, Philippines. **Contact:** <tesol.com.ph/index.php>

3-5 Sep 09—BAAL 42nd Annual Conference: Language, Learning and Context, Newcastle. **Contact:** <www.ncl.ac.uk/ecls/news/conferences/BAAL2009/>

13-16 Sep 09—Third Biennial International Conference on Task-Based Language Teaching: *Tasks: Context, Purpose and Use*, Lancaster, UK. **Contact:** <www.lancs.ac.uk/fass/events/tblt2009/index.htm>

18-19 Sep 09—Good Practice Forum: *Collaborative Language Teaching in North East Asia through ICT*, U. of Shimane. Keynote speaker will be David Nunan. Participants are invited to attend one or both days to discuss collaborative language teaching through ICT. **Contact:** <ims.u-shimane.ac.jp/~eguchi/conference09.html>

18-20 Sep 09—15th IAICS International Conference on Cross-Cultural Communication: *Intercultural Communication and Collaboration Within and Across Sociolinguistic Environments*, Kumamoto Gakuen U. **Contact:** <www.uri.edu/iaics/> <iaics2009@kumagaku.ac.jp>

26-27 Sep 09—International Conference on Applied Linguistics: *Developments, Challenges, and Promises*, Teheran, Iran. Keynote speakers include David Block, Guy Cook, Hossein Farhady, Barbara Seidlhofer, Henry Widdowson. **Contact:** <appliedlinguistics.ir>

11-13 Oct 09—Language Learning in Computer Mediated Communities (LLCMC) Conference, U. of Hawaii, Manoa. **Contact:** <nflrc.hawaii.edu/llcmc>

14-17 Oct 09—English as an International Language Conference, Izmir, Turkey. Invited speakers include Sandra L. McKay (USA), Roger Nunn (UK), Paul Robertson (Australia), John Fanselow (USA), and Bradley Horn (USA). **Contact:** <asian-efl-journal.com/Call-for-Papers-Izmir-Turkey-2009.php>

16-17 Oct 09—Fifth International Symposium on Teaching English at the Tertiary Level, Polytechnic University, Hong Kong. **Contact:** <engl.polyu.edu.hk/events/5thISTETL>

16-17 Oct 09—First International Conference on Foreign Language Learning and Teaching, Thammasat U., Bangkok. Keynote speakers will be Anne Burns (Macquarie U.), Gita Martohardjono (CUNY Graduate Center), and Shelly Wong (President of TESOL). **Contact:** <flt2009.org>

17-18 Oct 09—Third Annual Japan Writers Conference, Doshisha Women's College, Kyoto.

Presentations on all aspects of the writing craft for those living and working in Japan. **Contact:** <japan-writersconference.org>

24-25 Oct 09—ACE 2009 The Asian Conference on Education: *Local Problems, Global Solutions?*, Osaka. Featured speaker will be Stuart D. B. Picken (Royal Asiatic Society), considered one of the foremost scholars on Japan, China, and globalization in East Asia. **Contact:** <ace.iafor.org/index.html>

29 Oct-1 Nov 09—Second Language Research Forum (SLRF) 2009: *Diverse Contributions to SLA: Integrating the Parts of a Greater Whole*, Michigan State U. Plenary speakers will be Robert DeKeyser (U. of Maryland), Susan Gass (Michigan State U.), Jim Lantolf (Penn State U.), and Bonnie Schwartz (U. of Hawaii). **Contact:** <sls.msu.edu/slrf09/index.php>

5-7 Nov 09—Symposium on Second Language Writing: *The Future of Second Language Writing*, Arizona State U. Plenary speakers will be Carole Edelsky, Mark James, Ann M. Johns, Mark Warschauer, and Gail Shuck. **Contact:** <sslw.asu.edu/2009>

21-23 Nov 09—JALT2009: 35th Annual International Conference on Language Teaching and Learning: *The Teaching-Learning Dialogue: An Active Mirror*, Shizuoka. Mirrors allow us to look at a single object from many different angles. In a good teaching-learning situation, there is always another way of looking at any issue: We proceed successfully only when reflection and a variety of perspectives are involved. **Contact:** <jalt.org/conference>

26-28 Nov 09—14th English in South East Asia (ESEA) Conference: *English Changing: Implications for Policy, Teaching, and Research*, Ateneo de Manila University, Philippines. Keynote speakers include: Vaidehi Ramanathan (UC, Davis), Brian Morgan (York University, Canada), and Edilberto C. de Jesus (University of the Cordilleras, Philippines). **Contact:** <ateneo.edu/index.php?p=2487>

2-4 Dec 09—ALANZ and ALAA Joint Applied Linguistics Conference: *Participation and Acquisition: Exploring These Metaphors in Applied Linguistics*, AUT, Auckland. Keynote speakers will be Lourdes Ortega (U. of Hawaii, Manoa), Cathie Elder and Tim McNamara (U. of Melbourne), and Gary Barkhuizen (U. of Auckland). **Contact:** <confer.co.nz/alanzalaconf09>

8-11 Dec 09— Globalization and Localization in Computer-Assisted Language Learning (GLOCALL) Conference, Chiang Mai, Thailand. Plenary speakers will be Carla Meskill (SUNY Albany), Lance Knowles (DynEd International), Thomas N. Robb (Kyoto Sangyo U.), and Thanomporn Laohajatsang (Chiang Mai U., Thailand). **Contact:** <glocall.org>

Calls for Papers or Posters

Deadline: 31 Aug 09 (for 14-17 Oct 09)—English as an International Language Conference, in Izmir, Turkey. Proposals should be related to

English as an international language, or general ELT themes, such as new trends in approaches, methods and techniques; syllabus design; textbook evaluation; the role of culture in language teaching; or the use of literature in language teaching. **Contact:** <www.asian-efl-journal.com/Call-for-Papers-Izmir-Turkey-2009.php>

Deadline: 15 Jan 10 (for 16-19 Jul 10)—18th International Conference on Pragmatics and Language Learning, at Kobe U. Proposals for papers (20 min. presentation, 10 min. discussion) are welcome on topics such as L2 talk and text, developmental L2 pragmatics, pragmatics in language education, assessment, computer-mediated communication, and theory and methodology in pragmatics. **Contact:** <pragsig.org/pll/>

Deadline: 28 Feb 10 (for 23-28 Aug 11)—16th World Congress of Applied Linguistics (AILA2011): *Harmony in Diversity: Language, Culture, Society*, in Beijing. **Contact:** <aila2011.org/en/newsdetails.asp?icntno=92662>

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

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

Feature Articles

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

- be up to 3,000 words (not including appendices)
- have pages numbered, paragraphs separated by double carriage returns (not tabbed), and subheadings (boldfaced or italic) used throughout for the convenience of readers
- have the article's title, the author's name, affiliation, contact details, and word count at the top of the first page
- be accompanied by an English abstract of up to 150 words (translated into Japanese, if possible, and submitted as a separate file)
- be accompanied by a 100-word biographical background
- include a list of up to 8 keywords for indexing
- have tables, figures, appendices, etc. attached as separate files.

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

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

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

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

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

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

Departments

My Share. Submissions should be original teaching

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

- be up to 700 words
- have the article title, the author name, affiliation, email address, and word count at the top of the first page
- include a *Quick Guide* to the lesson plan or teaching technique
- follow My Share formatting
- have tables, figures, appendices, etc. attached as separate files
- include copyright warnings, if appropriate.

Send as an email attachment to the My Share editor.

マイシェア: 学習活動に関する実践的なアイデアについて、テクニックや教案を読者が再利用できるように紹介するものです。1,000字以内で最初のページにタイトル、著者名、所属、電子メールアドレスと文字数をお書き下さい。表、図、付録なども含めることができますが、著作権にはお気を付け下さい。My Share担当編集者に電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- be interesting and not contain extraneous information
- be in well-written, concise, informative prose
- be made by email only – faxed and/or postal submissions are not acceptable
- be approximately 200 words in order to explore the content in sufficient detail
- be structured as follows: Chapter name; Event date; Event title; Name of presenter(s); Synopsis; Reporter's name.

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should be up to 150 words. Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences. Send within an email message to the Conference Calendar editor.

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

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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

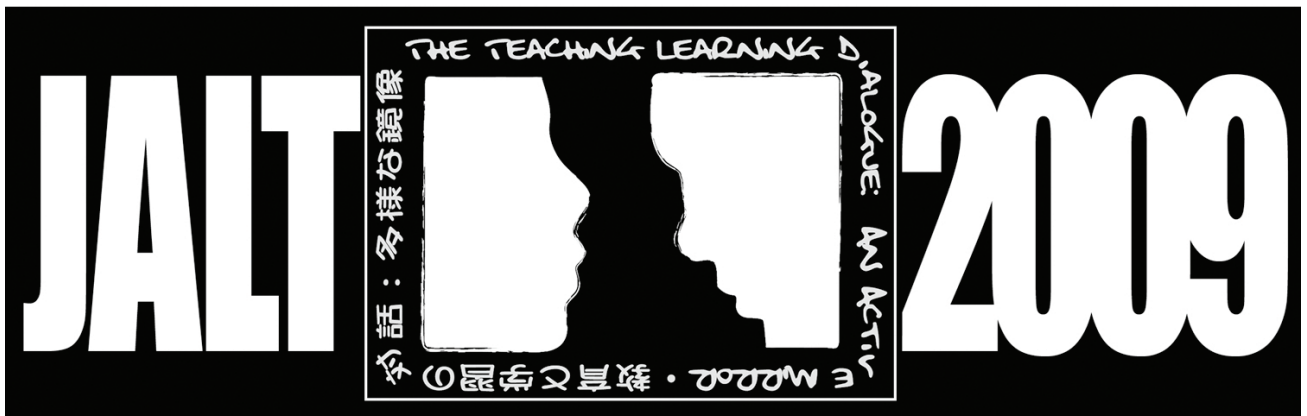
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Use attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation,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

If brevity is the soul of Twit...



...say it in 140 characters or less!



@YOU: ask questions, get the latest updates, tips, and official announcements. #JALT2009