

The Language Teacher

ISSN 0289-7938

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Special Issue: ESP Teaching and Learning in Japan

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September, 2006 • Volume 30, Number 9

The Japan Association for Language Teaching

全国語学教育学会



JALT2006 Conference News

Teaching as community property: A taste of Shulman

JALT2006 Conference Chair, Tim Murphey, looks at the ideas behind this year's conference theme

Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, is as close to a present-day Dewey as we can get. His 2004 book *Teaching as Community Property* is one of the most exciting books I have read in the field. It deals with trying to open up our community of practice to more peer observation so that other teachers can learn from one another more easily. Shulman says that the routine works of other professions are *visible*—for example, doctors watch each other and go on rounds in teams, or lawyers and the public can sit in on most court cases any time they like. However, most teachers do not know what is happening in each other's classes and have few chances to observe and learn from colleagues.



Learning is least useful when it is private and hidden; it is most powerful when it becomes public and communal. Learning flourishes when we take what we think we know and offer it as community property among fellow learners so that it can be tested, examined, challenged, and improved before we internalize it. (p.36)

At conventions, like JALT2006, and in the subsequent conference proceedings, we do make our work somewhat visible to others. How can we make teaching even more open and visible? How can we make it *community property*? How can we invite the public in?

Shulman talks about how some countries attempt to cover too many things in their curriculums and end up failing to teach anything, deflating students' natural motivation to learn:

We learned that the coverage strategy just doesn't work. Our kids don't match up well with their international counterparts. The very best explanation for the differences in performance lies in our very different ways of teaching. We define rigor as teaching our students more, however superficially. Other countries bring a much smaller set of ideas to students, then elaborate and deepen them pedagogically. They don't cover as much material, but the students understand more robustly what they have studied. (p.41)

Lee Shulman will not be at JALT2006, unfortunately, but his ideas will be. The videocast of his Louisville speech, *Pedagogies of Uncertainty: Teaching for Understanding, Judgment and Commitment*, is available at <www.louisville.edu/ur/onpi/grawemeyer/education/currentWinner.htm>

Reference: Shulman, L. (2004) *Teaching as Community Property*. San Francisco: Jossey Bass.



Community, Identity, Motivation

JALT2006

in Kitakyushu, Japan

November 2~5, 2006

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In this month's issue . . .

Special Issue: ESP Teaching and Learning in Japan

LED BY MEXT's drive to improve education at the post-secondary level, universities and colleges throughout Japan are moving towards more specialist curricula aimed at bridging the gap between academic study and post-academic, real-life skills. New IT (information technology), economics, and international business departments, among others, are determined to produce graduates with English proficiency in a specialist field. What this means is administrators, curriculum developers, and teachers may increasingly find themselves faced with creating a new program or changing an existing program to meet new program goals and objectives. Having been involved with one such program over the past few years, we are keenly aware of many of the challenges that this entails. The inspiration for this ESP Special Issue was our desire to begin what we see as a necessary dialogue among teachers and curriculum developers in different institutions.



In her interview with Judy Noguchi, **Catherine Kinoshita** sheds light on the current state of ESP teaching and learning in Japan, and provides an outline of some theoretical foundations for teaching. The next two articles explore course development. First, **Cynthia Quinn** introduces three principles that informed her English for Business Purposes course design. Second, **Daniel Droukis** explains how he created a course for students in the airline industry. Finally, **Heidi Evans** and **Todd Squires** highlight four key guidelines they believe new and existing ESP programs should consider for program design.

This month, My Share features activities written for specific disciplines within ESP yet readily adaptable to other contexts, from **Clive Langham**, **Andrew Meyerhoff**, and **Ian Willey**. **Justin Harris** and **Robert Gee** review current ESP-oriented textbooks in media and business English contexts.

*Heidi Evans and Todd Squires
Special Issue Co-Editors*



TLT Co-Editors:
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国の大学教育において、学術と実践的技術のギャップを埋めるために専門家養成のカリキュラムへと移行しつつある中、専門領域における高い英語力を有する学生を養成することを目標にする大学が増えてきている。それに伴い、新しいプログラムの開発、実施において様々な問題も生じてくるであろう。このESP特集号は、異なる状況下に置かれている教師とカリキュラム開発者との対話が必要であるとの認識によって編集されている。

まず、Catherine Kinoshita 氏によるJudy Noguchi氏とのインタビュー記事では、日本におけるESPの現状とその教授理論について論じる。次に、Cynthia Quinn氏は ビジネス英語コースの開発に役立った3つの原則を紹介し、Daniel Droukakis氏は航空業界にいる生徒を対象にした英語コースをどのように開発したかを説明する。最後に、Heidi Evans とTodd Squiresの両氏は、ESPプログラム開発における留意点として4つの重要な指針について考察する。

また今月のマイシエアではClive Langham, Andrew Meyerhoff, Ian Willey の諸氏によるESPの活動を取り上げているが、ESP以外の授業でも用いることができる授業活動である。さらに、Justin Harris 氏と Robert Gee氏によるESP用テキストの書評がある。



JALT2006

"Community, Identity, Motivation"

**The Japan Association for Language Teaching
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— November 2-5, 2006 —

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Interview with Judy Noguchi: ESP in Japan

Catherine Y. Kinoshita
Ritsumeikan University

Keywords

ESP, Noguchi, course design, discourse communities, genres, PAIL, OCHA

Catherine Y. Kinoshita interviews Judy Noguchi, a professor of English in the School of Pharmaceutical Sciences at Mukogawa Women's University. Noguchi earned her undergraduate degree from the University of Hawaii, MEd (TESL) from Temple University Japan, and PhD in Applied Linguistics from the University of Birmingham. Her current teaching and research interests include analyzing the discourse of oral presentations, investigating the relationship between ESP and JSP (Japanese for Specific Purposes), and developing ESP materials and teaching methods for traditional classrooms, CALL-supported environments, and e-learning contexts.

Catherine Y. Kinoshita氏が Judy Noguchi 武庫川女子大学教授にインタビューを行います。Noguchi 教授の研究分野は、口頭発表の談話分析や ESP と JSP の関連性のほかに、従来の授業、CALL、e-ラーニングのための ESP 教材や教授法の開発に取り組んでいます。

Catherine Kinoshita: Could you tell us about yourself and your background as an ESP practitioner?

Judy Noguchi: I came into TEFL through the back door. My bachelor's degree was in chemistry, and while I was growing up in Hawaii, I hated English composition class. The one job I did not want was that of an English teacher. However, when asked whether I would teach English for chemistry students, I could not refuse because I knew how language can be a serious barrier for students in science and engineering.

CK: In what way can language be an obstacle for students?

JN: Science is, in the final analysis, a matter of persuading an audience to use what information you have to offer in order to change society, hopefully for the better. Gross (1990, p. 203) states, "Facts are by nature linguistic—no language, no facts."

CK: How did you make the transition from someone who did not want to become an English teacher to an ESP practitioner?

JN: To find out about how to teach I enrolled in the MEd program at Temple University Japan. Studying for the MEd made me realize that I needed to find out more about the language of science. This led me to enroll in a PhD program with the University of Birmingham. I was fortunate to come into contact with Tony Dudley-Evans, then editor of the *English for Specific Purposes* journal, and Susan Hunston, a grammarian and corpus linguist. Another influential person was John Swales of the University of Michigan who synthesized concepts from many areas to put forth a genre analysis approach that has had a great influence on ESP/LSP (Languages for Specific Purposes) work.

CK: Having studied with the experts in the field, could you describe the status of ESP here in Japan?

JN: ESP has been misunderstood in many ways for a number of reasons. One is related to the history of ESP and the other with its many definitions. The ESP that we refer to today can trace its beginnings to the period after World War II when British colonialism came to an end and there was a rejection of the traditional English syllabus that used a literary approach to language. It was also around this time that science and technology began to develop in

leaps and bounds and English began to be increasingly used for international communication.

The other reason that ESP is often misunderstood has been captured by Tom Orr (2002, p. 1), who noted that ESP is thought of in three ways: as "specific subsets of the English language," as "a branch of language education," and as "a movement that has popularized the ESP profession and its work with ESP discourse."

Whatever historical or conceptual view one takes, what we need to keep in mind is that there has already been so much work done in ESP, so we should find out what is available before trying to reinvent the wheel. But sometimes we have to look in different places because the work has been done under many labels.

CK: How can we avoid reinventing the ESP wheel?

JN: Two things come to mind: clarifying what ESP is and can be and disseminating the wealth of knowledge already available in the field. As I mentioned earlier, ESP is viewed in many ways. To clarify ESP and its possibilities, I would recommend browsing through the journals *English for Specific Purposes*, *English for Academic Purposes*, *Applied Linguistics*, and *System* using the key words *discourse community*, *genre*, and *genre analysis*. As for books, Swales' *Genre Analysis: English in Academic and Research Settings* (1990) describes how he synthesized the ideas for this genre approach and in *Research Genres* (2004) he discusses the role of English in current research contexts as well as theoretical and methodological issues.

CK: Do you think ESP practitioners should have special language training?

JN: This is a question that needs to be answered from two perspectives. For those who have had TESL or TEFL training, a good place to start would be the materials I just mentioned. In addition, it would be advantageous to develop an awareness of the principles and concepts driving the discourse community in the field. For example, if you are going to teach a group of bioscience majors, it would be helpful to know about the scientific method that guides their manner of study and research. For those in the discourse community who lack training in language usage and teaching, proper English language teacher training is a must. Scientists, engineers, and business people, for example, have been using the language professionally and therefore know a lot about it. But even good language users should do a bit of studying in order to become a good ESP teacher.

CK: How would you describe an effective ESP teacher?

JN: The ideal teacher would be someone with training in TEFL/ESP and an awareness of the current discourse community situation. If this were not possible, an alternative would be to have a team of someone trained in TEFL who is interested in the discourse community and of someone from the discourse community who is sensitive to language use.

CK: What are some key concepts ESP practitioners should consider when designing their courses?

JN: The key concepts in ESP are discourse communities, genres and tasks. An ESP practitioner should be aware of the fact that there are discourse communities that own genres, e.g., research journal paper, review article, cover letter to the editor, conference presentation, or lecture. Any text type with a name that is familiar to people in the field can be thought of as a genre. Genre texts are communicative events that are composed of action, substance, and form components. The action component means that a genre text is trying to make an impact upon society in some way. This is why ESP is not about trying to teach science majors with essay texts that have been written to expose them to terminology and science topics.

The form features of a genre text include the rhetorical, grammatical, lexical and technical (spelling, punctuation, etc.) features and, in the case of an oral text, the phonological features. For students to learn and practice the use of these features, good tasks are essential. I have adapted task-based learning techniques into my OCHA and PAIL approaches.

CK: Could you tell us more about OCHA and PAIL and how you are using these approaches?

JN: I am trying to use OCHA and PAIL to promote a discovery learning approach to make students aware of form in the context of the genres that they will likely encounter in their studies and future careers. OCHA is an acronym for observe, classify, hypothesize and apply. I encourage my students to *observe* the features of their genre texts, *classify* what they observe, *hypothesize* about how they can use them in their own written and oral texts and then actually *apply* them in their own work. So the question arises of what do they observe?

To make students aware of the multifaceted aspects of genre texts, I ask them to look for the PAIL of a text before jumping in and trying to decipher it. This means thinking about the *purpose* of the text, the *audience* it is aimed at, the *information* that it is trying to convey and the *language* features used to achieve the purpose. Although

the basic information that a text is trying to convey may be the same, if the PAIL is different, the text itself can be quite different.

CK: Could you give us an example?

JN: I came across an eye-catching newspaper article with a title that suggested rats could speak Japanese. An Internet search yielded several texts that introduced these marvelous rats. It turned out that a group of scientists in Spain, in trying to examine the origins of human speech, had conducted an experimental study to see if rats could distinguish prosodic cues. Japanese and Dutch happened to be chosen because of their phonological differences. Interestingly, despite the fact that all of the texts were based on the original research paper, the information and language features varied greatly from sensational (*Scientists train Japanese-speaking rats*) to newsworthy (*Rats join the language class*) to scholarly (*Rats can tell two languages apart from speech cues, sharing an ability with humans and monkeys*) to technical (*Effects of backward speech and speaker variability in language discrimination by rats*). When shown these examples, students were surprised at how different the texts were, and also by the fact that they were all dealing with the same basic information.

CK: In closing, could you share with us your thoughts on the future of ESP in Japan?

JN: The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has set the stage for innovation and change in the Japanese educational system by introducing Center of Excellence and Good Practice programs. These programs have inspired active research to find more effective ways to teach English. I think the rich background of ESP practice and research would be a good place to start looking for viable and effective solutions.

Before closing, I would like to emphasize that ESP is more than simply teaching the forms of specialist language to meet the expectations of the discourse community. By having a theoretical framework for guidance, I hope that ESP users can learn about genre features needed to actively participate in the social construction of knowledge within their global discourse communities. As Bhatia (1993, p. 13) has noted in summarizing Swales' definition of genre, the very constraints of the genre "are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s)." I hope that by becoming an accepted member of a discourse community, the ESP user whose first language is not English

can introduce alternative *linguisticulture* elements (Fujimoto, 1996) to promote rhetorical diversity. In other words, the ultimate goal is not merely a slavish copying of style but being able to gain a foothold from which to introduce new ways for viewing the world.

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- Catherine Y. Kinoshita** is a full-time lecturer in the College of Information Science and Engineering, Ritsumeikan University. She has an MA in TEFL/ TESL and her current areas of interest include learner autonomy, critical thinking, and materials design.

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Getting down to business: Motivating the pre-experience learner

Cynthia Quinn

Konan University

Keywords

business English, motivation, pedagogy, content-based, learning principles

In English for General Business Purposes (EGBP) courses, where students are faced with new vocabulary and concepts that they may not yet even be familiar with in their first language, teachers must find ways to make business content both comprehensible and appealing. This paper highlights three guiding principles to address this challenge and illustrates an informed approach to managing content issues in ESP. Specifically, by establishing cognitive association between familiar and unfamiliar concepts, by approaching learning as a purposeful and meaningful activity, and by raising student confidence, pre-experience learners can relate to new business content in meaningful ways which can ultimately increase their motivation. For teachers, reflecting on basic language learning principles can be a valuable exercise in dealing with common classroom challenges.

母語においてもよく知らない語彙や概念を学生たちが理解しなくてはならないビジネス英語の講座では、教師は分かりやすくかつ魅力的な授業内容にする努力と工夫をしなければならぬ。本論ではビジネス経験のない学生の学習意欲を引き出すために、知っている概念とそうでない概念との認知的連想をつくりあげること、学習を目的をもった有意義な活動にすること、学生の自信を高めること、という3つの指針を紹介する。

IN BUSINESS English courses designed for pre-experience learners, or for those who have no professional work experience, teachers must find ways for students to connect with business content by successfully appealing to students' interests and maintaining motivation. Students may have little knowledge of business matters, but they feel compelled to gain a general understanding in order to explore more practical avenues of study in their academic programs or to enhance their marketability upon graduation. In these situations, the teacher is challenged to make business content meaningful, relevant and engaging for learners who oftentimes do not yet have clearly defined career aspirations.

For pre-experience students like the ones described above, Dudley-Evans and St. John (1998) suggest that general rather than specific ESP work may be more motivating. In comparison to students who are working and require specific language skills for their professional settings, pre-experience learners need a good deal of business input as they have very little background knowledge. Therefore, course materials should provide plenty of subject information and a good introduction to both the theory and practice of business (Ellis & Johnson, 1994). Yet deciding exactly what business information teachers should introduce to learners is difficult, particularly when students cannot articulate their professional goals. If the material is too broad or too remote from their lives, they will find the content dull and uninspiring due to a lack of personal relevance.

In my experience, finding a connection between the students' worlds and new business concepts has been a recurring challenge and one that I have come to address by introducing more personalized and authentic opportunities into the course

design. Here, I introduce three language learning principles that especially guided my efforts to target student motivation and then describe how I applied these principles to my own classroom in order to foster a greater enthusiasm for business content. In non-ESP classrooms as well, taking the time to reflect on these basic principles can be a valuable exercise for teachers in re-thinking their approaches to instruction and materials design.

Guiding principles to increase student engagement with business content

Principle 1: Students learn by associating the familiar with the unfamiliar

When introducing a new topic or concept, anchoring new information in students' existing knowledge and experience so that it becomes associated with something they already know promotes understanding (Brown, 2001; Murphy & Byrd, 2001). If learners cannot make use of their personal experiences or somehow connect the new concept with current understanding, then comprehension is impeded and motivation declines. Therefore, in ESP courses where students are often being introduced to completely new concepts, it is imperative to somehow relate the student's world to the specialized content.

One approach I have used in my English for General Business Purposes (EGBP) class is from the perspective of students as consumers. Collecting student reactions to initial prompts that reveal their purchasing habits, brand consciousness and loyalty, shopping preferences, sensitivity to promotional campaigns—essentially their consumer behavior—can elicit useful information for the teacher to shape class assignments, while also serving as preparation for future assignments. Once students have explored their personal consumer habits, they can begin investigating these same tendencies on a larger scale by taking on a researcher role.

As one example, I had students complete a number of field research assignments in order to clarify key concepts in terms of their own consumer experiences. Working in teams, students visited local stores and investigated in-store promotional strategies (i.e., shelf placement, store displays), researched the competition within certain product categories, and conducted individual product analyses (i.e., features and benefits). The focus of their research stemmed from class discussion on their personal purchasing habits, at which

time we generated vocabulary that described consumer habits and preferences. Through their field research, students expanded their vocabulary and were able to arrive at a fuller understanding of these new concepts because they were able to apply the terms to familiar settings and link them with their everyday experiences.

Aside from a consumer perspective, any club, circle or team that students have belonged to can serve as a useful context for studying organizational behavior or management. For example, we completed a unit on organization charts and how they reflect communication and decision-making processes within a company. On its own, organizational structure is a rather boring subject, but if related to clubs or other groups that they participate in, students can have insight into the dynamics of their own groups and a theoretical explanation for why ineffective decisions sometimes occur. In these ways, students investigate their everyday habits from a business perspective and are able to link the familiar with the unfamiliar and make associations that promote comprehensibility, while at the same time avoiding the risk of demotivation due to content alienation.

Principle 2: Learning is a purposeful and meaningful activity

In order to maintain motivation throughout a course, students must view the content as purposeful and meaningful to their personal goals and interests (Brown, 2001; Nunan, 1999). Probably one of the most demotivating circumstances is when students have to learn something just because it is on the syllabus or in the course textbook even though it has no apparent relevance to their lives (Dörnyei, 2001). While this may be a familiar experience to many teachers, making conscious efforts to uncover student needs and to create opportunities for learners to personalize class assignments can make a profound difference in student motivation.

Although many may enroll in an EGBP course to complete a graduation requirement, all students have their own learning agendas, and the learners' perception of a course's relevance to their needs will depend greatly on whether they are able to fulfill those personal needs or not (Tudor, 1996). Davies (2006) suggests that teachers tend to rely more on intuition than on informed assessment of learner needs when preparing courses, which can lead to a mismatch between learner and teacher expectations. To avoid this, conducting regular needs analyses that elicit both

content and learning process data offers insight into students' subjective needs and guides the teacher to select appropriate, appealing material. Needs analyses can easily be incorporated into regular course activities in the form of surveys, group discussions, writing tasks—almost any in-class activity or homework assignment.

Many students in my Business English course were unsure of which field they wanted to pursue, yet they felt that studying business would help them discover a suitable career and professional life after graduation. Rather than considering this lack of direction as a drawback to selecting relevant course content, it can be approached as an opportunity for students to explore their own strengths and weaknesses in terms of appropriate career choices and to consider a variety of occupations. For instance, in my class students interviewed working professionals in order to explore career options. As part of this informational interview assignment, students asked questions about the interviewees' qualifications, job responsibilities and career path, while they also asked about job attitudes and workplace motivational factors that connected to previous class work on management theory. As a follow-up, students wrote either a role model biography based on one of their interviewing experiences or a summary report of the information they gathered.

Another career focused class activity was to have students complete an online career profile, which matches personality type to a selection of recommended careers. After completing the survey, students shared their results and comments in class discussions and then wrote a reaction paper stating whether they agreed or disagreed with the web site's career recommendations.

Students also expressed an interest in being able to understand business news reports. Although authentic business news requires a fair amount of background knowledge, business trends, which tend to be product- or service-oriented, are more accessible. Students can search out reports on new product ideas (in Japanese or English) and then report their findings in English to the class. Later, if a trend proves to be successful, students feel as if they have had some informed insight on its development. Other students have been interested in accounting: having students keep weekly budgets introduces basic accounting terminology and supports personal money management as well. For those curious about the stock market, students can learn about stock quality and investment options as they maintain a semester-long stock portfolio.

Principle 3: Student confidence affects learning

When faced with learning new information in a foreign language, it is not uncommon that students experience feelings of uncertainty and lack confidence. Brown succinctly expresses the influence confidence has on learning when he writes, "At the heart of all learning is a person's belief in his or her ability to accomplish the task" (2001, p. 62). Particularly at the outset of a course, students can easily be daunted by specialist vocabulary and concepts that are unfamiliar to them even in their first language. For many, it may be their first time studying a subject in English, and it may be difficult for them to adapt to the demands of studying specialized content as opposed to general English.

Short-term goal-setting (Dörnyei, 2001) is a useful way to make large amounts of new material manageable to students. The process of arriving at goal statements will help them isolate their study purposes and focuses their attention on a particular aspect of their own learning. Students may, however, have a hard time coming up with study goals that are specific enough to be useful. One approach is to use question posing at the beginning of a new unit. After the teacher introduces the topic, students meet in groups and brainstorm a list of questions that they want to know about the subject. For the stock market unit, for example, their lists may include questions like *What kinds of stocks are there? How do I know a good stock from a bad one? How do I avoid losing all my money?* These can then be reformulated into study goals (e.g., "How do I avoid losing all my money?" becomes "I want to learn about the risk for different types of stocks"). In this way, students choose a direction for their studies and can approach new information with a designated focus and clear purpose. Then through self-assessment at the completion of the unit, students reflect on their progress and can see in concrete terms what they have learned and in what other directions they could expand their knowledge. Overall, this process emphasizes success at the end of each unit in the form of knowledge gained, an important factor in fostering self-confidence with new material.

Other basics such as teaching learning strategies—especially those that "facilitate the intake of new material" (Dörnyei, 2001, p. 97), ensuring proper task sequencing (Brown, 2001), making assessment criteria transparent via assignment and course rubrics, and providing frequent models of task outcomes all help students feel more secure

in their ability to deal with new material. In class, student collaboration helps learners process and confirm their understanding of new material; assigning a specific role to each student in a group is a way to balance abilities and break the agenda down into small tasks and manageable challenges. All of these techniques enable students to reduce the anxiety of dealing with a content-based language course in addition to the challenges of foreign language learning.

Conclusion

Although there are certainly many other factors that affect pedagogical decisions and student motivation, the above discussion is limited to only three principles in terms of content learning. Seeking ways to draw from student experiences when introducing new business concepts enables learners to form important cognitive connections. Similarly, by responding to information gathered from ongoing needs analysis, teachers increase the likelihood that students will have a positive and productive experience. Finally, there are a variety of techniques that teachers can employ in order to lower students' anxiety and raise self-confidence, which ultimately create a positive learning environment and facilitate learning. While these are all issues that should be considered in any course and with any group of students, in the context of EGBP, they can contribute greatly towards bridging the gap between the business world and learners' lives.

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Cynthia Quinn is a lecturer at Konan University in Kobe and holds an MA in Linguistics and BA degrees in German and Business. She has taught Business English to pre-experience learners at university ESP programs and to mid-career professionals attending intensive English programs in the U.S. Her research interests include second language writing, especially assessment practices and pedagogy, and teacher development.

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ESP for Japanese in the airline industry

Daniel Droukis

Kyushu Kyoritsu University

Keywords

ESP, employment, materials, customer-employee relationship, job-specific topics, mixed proficiency, experience, energy levels

As many young Japanese have an interest in being employed in the airline industry, schools and universities now offer courses specializing in this area of ESP. I have been involved in teaching such courses for over 15 years. Many students that I now teach at universities are interested in this type of employment yet little has been written on this area of language education. It may be useful for those unfamiliar with this type of course to understand what is involved in the teaching of students interested in this area of ESP.

航空産業に就職したいと考える若い日本人は多い。大学では航空産業を専門とするESPコースを提供しているところもある。しかし、この分野の語学教育について書かれているものはほとんどない。この分野に興味がある学生にどんな内容を教えているかを理解することは、このタイプのコースに精通していない人々の役に立つであろう。

BEFORE I began my university teaching career I taught at a technical school that prepared students for careers in the airline industry. This type of school typically provides students with supplementary, career-oriented English language skills when their university or college lacks ESP courses. Unfortunately, when the needs of a group of learners do not fall into one of the major areas of ESP, it becomes the responsibility of the teacher to develop their own materials. In this article, I describe how I developed a course for students who intended to work in the airline industry, how I implemented the course, some of the problems that arose, and how I addressed those problems.

Background

Since most of the students were college or junior college students already enrolled in English courses, it was obvious that studying general conversational English would be redundant. In order to meet the specific needs of my students, I decided to use a textbook that was written with this group of learners in mind. As I soon found out, the majority of travel-related English textbooks focus on the customer rather than the service provider. Initially, I chose one of the few ESP textbooks targeted to future employees in the travel industry, including *Stewardess English* (1989) and *JAL Stewardess English Conversation: An Introduction For Flight Attendants* (n.d.). However, after using these texts for several months, I found that the quality of the English and the overall content left much to be desired.

I designed my course grounded on accepted standards in language course design (Nunan, 1988; Richards, 2001) and ESP (Dudley-Evans & St. John, 1998). Although I found that it was not feasible to conduct a formal needs analysis, as Hutchinson

and Waters (1987, p. 53) suggest, if both learners and teachers are aware of what needs to be learned, then this will be a significant determinant of the content of a course. Therefore, working together with the director of the school, who was a former airline employee, we brainstormed an exhaustive list of the various language skills that would be required of our students to succeed in their careers. After determining the students' needs, I clarified the course goals and objectives, selected topics and functions, designed learning activities, and then, as I implemented the course, monitored learners' progress, identified problems, and proposed solutions for modifications in future courses.

Goals and objectives

The overall goal of the course was to give learners tools to be professional employees in the airline industry. To achieve this goal I identified several objectives keyed to the students' real-life needs. Some examples were:

- The learner will be able to ask and answer questions from the customer at the check-in counter or on the plane.
- The learner will be able to give instructions to passengers on the plane or at the boarding gate.
- The learner will be able to direct the passengers in the event of an emergency or to point out unacceptable behavior.
- The learner will be able to offer assistance or advice on the plane or in the airport.

Materials development

Since the students had different employment goals (ground staff, cabin attendant) the classroom materials had to be broad enough to cover every possible aspect of the customer-employee relationship in the industry. The textbooks I originally selected, while unsuitable for this course, did provide me with the situations and topics that the director and I wanted to cover. However, I soon realized the topics in these books were too vague. For this reason, I subdivided them into more specific situations. For example, I divided in-flight service into serving meals, offering medical assistance, and so on. Other topics included answering travel questions, checking-in, welcoming passengers aboard, and giving directions at the airport.

For each of these topic areas, I isolated the essential functions. These included, for example,

making requests, making clarifications, and offering alternatives. Since each of these functions would appear again in different topics, I graded them so that students learned the most basic and grammatically simple functions first, and then, when the function appeared again, added variations. In this way, the learners were able to review what they had already learned in previous units, and by recycling the material while slightly changing the content, the activities remained fresh and interesting. This also allowed me the freedom to adjust the level of the material to the abilities of the learners.

Developing classroom activities

Within this framework of topics and functions, I designed a number of activities and tasks used throughout the course.

Model dialogues

The materials for the model dialogues came from a mixture of authentic and adapted materials. Some dialogues were based on authentic materials that I collected from overseas travel. The remainder I wrote with the assistant director of the school. I created handouts that introduced a specific situation with necessary phrases and vocabulary. After practicing these several times, the students then generated similar dialogues for situations that I provided. One scenario involved assisting a passenger in booking a flight to Tokyo. First, the student chose an appropriate flight from the departures. Then, I announced that a particular flight was delayed or cancelled, thus requiring the student to offer alternatives. These activities allowed students to build up a repertoire of functions that they could, through repeated practice, produce with automaticity, spontaneity, and accuracy.

Role plays

Short role-play performances gave students the opportunity to elaborate on the functions they had learned and practiced through the dialogues. Role plays were done for specific situations such as a passenger at the check-in counter having forgotten his ticket. The students created and performed a dialogue in pairs, and were encouraged to ask each other questions about their dialogues. They were not shy about performing in front of others, and were eager to provide constructive feedback on their peers' performances.

Interviews

Interview practice was also essential for these students since they would likely have an interview with international companies in the future. These interviews included not only job-specific topics such as reasons for applying, but also encompassed more personal topics such as travel experience and hobbies. Building confidence in talking about their personal lives was therefore very important because it would enable them to concentrate on answering correctly in English. Repeated practice may be tiresome for students, but it will make learners more confident applicants.

Problems and Solutions

There were three basic problems in trying to administer this course.

Attendance

I could never be certain how many students would attend on any given day or who they might be, since many were already enrolled in other colleges and were attending my course on weekends separate from their regular studies. Students who missed previous lessons often asked vocabulary-related questions that interrupted the class. However, in a positive light, the students were generally quite motivated, and despite their inconsistent attendance, they made a good effort to keep up by asking questions when they did not understand. In this way, the attendance problem offered many chances to review previously learned vocabulary and structures.

Mixed proficiency and experience levels

There also existed a gap in language experiences and thus language level. Pairing students who were of similar experience or language level seemed to work best by giving lower-level students a chance to ask the teacher for assistance while the more experienced students worked on their own.

Classroom energy level

A general lack of energy was another problem. Having taught classes for companies with lessons starting at 7:00 a.m. I was familiar with tired students and how much they could be pushed or what pace would work best for a particular group. I believe that the students appreciated my

efforts to remain energetic and positive while allowing them to work at a speed that was comfortable.

Conclusion

Working in the airline industry is a popular career choice for many young people in Japan, yet there are few opportunities to acquire language skills needed to work in this field. The goals of courses in this field need not be much different from the goals of typical university communication courses. If students have some chances to develop work-specific language skills in such communication courses, they will be more employable in a variety of industries. Therefore, courses that provide practical application of service skills, along with English language interview training, will be more valuable to those students who have a clear future employment goal.

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Daniel Droukis is an Associate Professor at Kyushu Kyoritsu University in Kitakyushu City, Fukuoka Prefecture. He has been teaching EFL in Japan for over 25 years. His interests are in materials development for general English education and ESP courses.



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Good practices for ESP programs in Japanese post-secondary institutions

Keywords

MEXT, Good Practice program, ESP, curriculum design, program management, reform

Recent reforms in Japanese higher education include the implementation of MEXT's *Good Practice* program and an increasing trend for English language programs to be managed within faculties, resulting in content-specific curricula. This paper proposes four basic recommendations for implementing ESP programs to aid administrators, curriculum developers, materials designers, and teachers.

近年、大学教育改善で文部科学省は「大学教育の充実」(つまりGood Practice)を実施している。各大学では大学全体の言語センターを中心とする英語教育よりも、各学部内で、その学生の特別な英語のニーズに沿ってカリキュラムと教材を展開する英語教育プログラムが多くなっている。本論文では、日本の大学でESPプログラムを確立しようとする学校経営者、カリキュラム開発者、教材作成者・教師のために役立つ四つの基本提言を述べる。

**Heidi Evans
and Todd Squires**
Ritsumeikan University

TWO YEARS ago the Ministry of Education implemented the *Good Practice* (MEXT, 2004) program to encourage reform at the university level by singling out programs that have strived to make classroom learning transferable beyond academia to real life. At the same time, Japanese universities have increasingly been turning away from general English courses run from a centralized language center to English language programs housed within departments which focus on specific language skills tailored to students' future uses of English (Okamoto, Kamimura, Noguchi, & Miyama, 2006).

We foresee that English for Specific Purposes (ESP) will become the norm not the exception in Japanese universities, replacing general English curricula. All of the contributions to this special issue of *TLT* provide instances of what we would call *Good Practices in ESP*. For those starting a new ESP program or seeking to improve existing programs we suggest the following features based upon our own experience, language learning research theories, and current curriculum design principles.

Good practice features

Feature 1: Combine ongoing needs analysis with program evaluation

What distinguishes needs analysis for ESP from general English is that an ESP approach focuses on developing a curriculum based on the learner's needs rather than an analysis of the language (Dudley-Evans & St. John, 1998, p. 122; Richards, 2001,

p. 32). General English program goals center on overall mastery of the language while ESP programs prepare learners to carry out specific tasks. In short, without a needs analysis an ESP program is meaningless as ESP courses are by definition designed for specific learners and their needs.

Needs analysis data collection methods may include questionnaires, interviews, observations, discussions, assessments, and analysis of authentic texts to identify what language is needed, as well as how, when, why, and with whom it will be used. Program evaluation uses similar instruments to uncover what is happening—what is working and not working—in a program to effectuate change. Dudley-Evans and St. John (1998, p. 139) rightly point out that both types of inquiry will be influenced by who asks what questions, how the results are interpreted, and what actions are taken.

Elicit information from multiple perspectives

Basturkmen (2006, p. 20) cautions that needs analysis often serves the interests of the institution at the expense of the learners, who may not be able to articulate their needs due to lack of experience and metalanguage. As such, both needs analysis and program evaluation should draw on all stakeholders, including program administrators, full- and part-time instructors, content instructors, former program graduates, and employees and employers in the field.

Use program-specific evaluation instruments

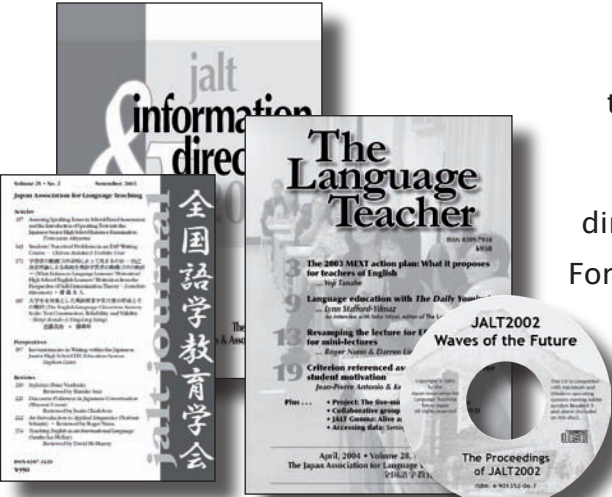
While many institutions offer general, institution wide end-of-course questionnaires, a one-size-fits-all approach will not yield the information needed to facilitate program change. Rather, program-specific questionnaires should be administered to identify program-specific strengths and weaknesses. Such carefully designed and piloted questionnaires can be a time-efficient means of collecting data program-wide (Lynch, 1996, p. 134).

Ensure needs analysis and program evaluation are ongoing

Pre- and post-course needs analyses determine the linguistic features a learner needs for the target situation, but as work contexts evolve and change, repeated needs analyses ensure an up-to-date curriculum (Hutchinson & Waters, 1987, p. 74). Many institutions rely on summative evaluation (i.e., students' proficiency and achievement scores) to examine the effectiveness of a program, but Richards (2001, p. 288) points out that formative evaluation, which may occur mid-course, at the end of a course, and after the course has finished, addresses problems and contributes to the development and improvement of a program. Such ongoing evaluation is labor intensive but essential.

Feature 2: Build general language skills before beginning ESP

As departments move towards ESP content-based curricula, students without a working knowledge



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of English will struggle with new vocabulary and concepts, and teachers must cope with teaching content that may be beyond their students' level. While content certainly can motivate learners and activate cognitive processes key to second language acquisition (Brinton, Snow, & Wesche, 1989, p. 11), English programs should begin with some review and practice of previously learned English skills to build confidence and better prepare learners for ESP content.

Begin with general English courses

English for general purposes encompasses basic structures, words, and patterns of text organization seen as *core*, and knowledge of this core is a prerequisite to ESP study (Basturkmen, 2006, p. 35; Dudley-Evans & St. John, 1998, p. 3). Simply put, without a foundation in general English, students in ESP classes might be able to describe the function of the computer's microprocessor, but they will struggle to introduce themselves or talk about their weekend plans.

Emphasize 'carrier' content over 'real' content initially

Since pre-experience learners (students without work experience in their expected field) will have little knowledge of the subject, it will be difficult to draw on their knowledge and experience. Therefore, students first need to study *real* versus *carrier* content. Carrier content is the domain specific content, while real content is the genre-specific language (Dudley-Evans & St. John, 1998, p. 11). For example, when comparing the life cycle of two different flowers, the flowers constitute the carrier content and the language of comparison comprises the real content. Students will need the basics (grammar, vocabulary) before they can tackle abstract ideas and concepts.

Design task-based, integrated skills classes

Students with at least one semester of general English may be ready for integrated skills ESP courses incorporating task-based learning. Ellis (2003, p. 3) claims that task-based learning facilitates acquisition, and as Dudley-Evans and St. John (1998, p. 120) note, teaching integrated skills facilitates support learning more than teaching skills in isolation. ESP course writers should be-

gin with pedagogical tasks (designed to promote second language learning processes), before introducing real world tasks (chosen for their relevance to target community situations). Courses can combine productive skills (i.e., speaking and writing) and receptive skills (i.e., listening and reading), or integrate reading with writing, and listening with speaking, depending on the course goals.

Feature 3: Integrate vocabulary learning

In many ESP courses, vocabulary learning is often overlooked in favor of activities that will help learners master specific communicative functions (Littlewood, 1981) and use genres that are specific to the target discourse community (Swales, 1990, p. 81). The reasons for this de-emphasis on vocabulary are that the ESP teacher is often not a specialist in the specific field and, furthermore, it is often tacitly assumed that students will learn concepts in their content courses and acquire the L2 equivalents through the course of ESP classroom activities.

As stated previously, students in many ESP programs often do not have background knowledge in their subject areas, especially when their English courses are concentrated in the first two years of their university careers, before they have studied their field in depth. Thus, the respon-

sibility often falls upon the ESP teacher to work with students on building their technical and specialist vocabularies.

Train students in vocabulary learning techniques

Although the ESP teacher may not be an expert in the students' specific field, he or she is a language specialist who is best suited for instructing learners in how to learn vocabulary. Knowledge of vocabulary includes more than just the meaning of the word or L1 equivalent. It encompasses word forms, associations, grammatical features, collocations, and constraints on use (Nation, 2001, pp. 26-28; Richards, 1976). Students should be trained how to record and organize vocabulary (Nation, 2000; Schmitt & Schmitt, 1995), how to use dictionaries and corpora effectively (Sholfield, 1997), and how to utilize vocabulary learning strategies (Gu & Johnson, 1996).

We foresee that English for Specific Purposes (ESP) will become the norm not the exception in Japanese universities, replacing general English curricula.

Monitor learning

In order to stress the importance of vocabulary learning, teachers should regularly monitor students' learning of vocabulary. Monitoring can include checks of vocabulary journals, word cards, and confirmation of learning strategies. Regular quizzes and tests will also give teachers a good idea as to whether students are learning vocabulary or whether the teacher needs to intervene. In addition, when creating vocabulary assessment instruments, teachers should use multiple formats that cover all aspects of vocabulary knowledge (Read, 2000, pp. 153-157).

Use effective vocabulary learning tasks

More importantly, teachers can use vocabulary-focused learning tasks in class. Effective tasks should encourage learners to notice features of the target vocabulary, be intellectually engaging, help learners to form and strengthen connections to their background knowledge, and require learners to use the vocabulary repeatedly (Laufer & Hulstijn, 2001; Nation, 2001, pp. 63-72). Challenging vocabulary tasks that involve problem solving and require negotiating meaning will encourage learners to more deeply process vocabulary.

Feature 4: Use assessment that reflects real life

The work and performance of individuals are being evaluated daily in the real world by managers, co-workers, colleagues, and by the individuals themselves. For an ESP program, the guiding principle for all assessment should be to construct instruments that replicate non-testing language uses (Douglas, 2000, pp. 89-90; Dudley-Evans & St. John, 1998, p. 210). We suggest that the principle of authenticity (Bachman, 1990) can take many forms and aid students in functioning beyond the university.

Assessment should be ongoing

Both formative and summative assessments should be used to encourage learners to reflect upon their learning, help teachers diagnose learning difficulties during instruction, and assist course developers in assessing achievement at the end of a course and program (Black & William, 1998). In addition, ways in which learners can consider the results and make concrete plans for change based upon them should be built into these assessment instruments (Sadler, 1989). By

doing so, ESP assessment can play an active role in imparting students with the metacognitive skills that are necessary to look critically upon their own performance in their future careers.

Standards of assessment should be explicit

Overall, assessment should be transparent and reflect program and course goals and objectives. Moreover, each testing instrument should accurately represent the course content and learning tasks (Linn & Gronlund, 2000, p. 139). Complex oral and written assignments, such as presentations and research reports, should be broken down into smaller steps, and rubrics should be provided at the beginning of every project. Students will then learn a skill that will be useful beyond the ESP classroom: how to ensure that they reach professional objectives by evaluating their progress regularly.

Include various forms of assessment that reflect real life uses

Because of the real life focus of the ESP curriculum, the learning outcomes are complex and require assessment of both the process and the product that results from the performance of a task. ESP courses should include a wide range of authentic assessment instruments (e.g., performance-based assessments and portfolios) as well as peer- and self-evaluation at all stages (Hart, 1994, p. 9; Herman, Aschbacher, & Winters, 1992, pp. 5-6) in order to replicate real life types of assessment. Authentic assessment that is directly tied to the goals and objectives of the program will assure all stakeholders that graduates of a program are able to perform successfully in work situations that require English.

Concluding thoughts

Whether or not the Good Practices program will succeed remains to be seen, but in the meantime, administrators and instructors will likely feel the effects of a move to ESP teaching and learning.

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- Heidi Evans** teaches English for computing in the College of Information Science and Engineering at Ritsumeikan University in Kusatsu. She is interested in writing instruction, curriculum development, and alternative forms of assessment.
- Todd Squires** teaches English for computing in the College of Information Science and Engineering at Ritsumeikan University in Kusatsu. He is interested in vocabulary learning, authentic assessment, and curriculum development in ESP.

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THIS MONTH'S column features three activities written for specific disciplines within ESP, yet are readily adaptable to other contexts. Clive Langham introduces a lesson on presentations designed to help students learn about the language of the target discourse community and then use that knowledge to improve their own presentation skills. Andrew Meyerhoff provides a step-by-step procedure for simulations using situation-appropriate language. Ian Willey shows how students can learn medical English through gestures.

Developing oral presentation skills through analysis of guest lectures

Clive Langham

Nihon University School of Dentistry

<langham@dent.nihon-u.ac.jp>

Quick Guide

Key words: Oral presentations, presentation skills, guest lectures, organization, spoken academic discourse, metadiscourse

Learner English level: High-intermediate to advanced

Learner maturity level: University to adult

Preparation time: Several hours to set up, record, and analyze the guest lectures, plus time to prepare handouts

Class time: Several classes or parts of classes in a presentation skills program

Language focus: Listening to and analyzing presentations; giving micro-presentations using target phrases, sentences, and techniques from recorded presentations

Materials: Recordings of oral presentations on cassette recorder or IC recorder, multiple student copies of recordings on cassettes or CDs

Introduction

The need to comprehend and deliver oral presentations in English is increasing, particularly for science students at undergraduate and graduate level, as well as for scientists at research institutes, universities, and private companies. This is because international conferences play an increasingly important role in communication among members of a particular discourse community. This is particularly true for the medical profession (Webber, 2005). At the same time, interest in spoken academic discourse is increasing (Fortanet, 2004). There are now more programs that focus on teaching presentation skills, and textbooks aimed at teaching such skills have improved. It is likely, however, that teachers will not be entirely satisfied with commercial texts and feel the need to supplement classes with materials that match more specifically the fields and needs of their students. The activity described here is designed to raise students' awareness of how experienced presenters organize presentations and the language used in signaling such organization. From their own observations, students learn useful language and presentation techniques. They also get practice in listening to parts of the recorded presentations, as well as in discussing and evaluating them. In giving micro-presentations, they get the chance to use the target language. The activity described here requires access to scientific oral presentations given by experienced presenters, either native or nonnative speakers. For teachers at universities and colleges, a good source of such presentations is guest lectures. At Nihon University School of Dentistry several guest lectures took place in 2005. The departments involved and also the presenters readily gave permission for the presentations to be recorded. In this way, presentations by speakers from the US, UK,

Holland, and Sweden were recorded and used for this activity.

Preparation

Step 1: Record the presentation using either a cassette recorder or an IC recorder.

Step 2: Make copies of the recorded presentation for students on cassette tape. For IC recorders, store the presentation on computer and make multiple CD copies.

Step 3: Write out a script for those parts of the presentation you want to concentrate on.

Procedure

Step 1: Assign groups of students to transcribe and analyze parts of the presentations, such as introductions, introducing graphics, links between sections, conclusions, handling questions, and so on. Classes with advanced skills can search for examples of rhetorical questions, repetition, rephrasing, referring back and forward, summarizing, and so on. The above can be done in class or as homework. For students at a lower level, the teacher should provide a transcription of the presentation for them to work from and focus on short segments of the presentations.

Step 2: Students report back with their transcriptions and comments on the language and techniques used by the presenter. Typically, these are examples showing organization and the language used to signal such organization. For example,

Starting a presentation: *Today I'm going to talk about (topic).* **Introducing a new section:** *Now, I'd like to move on to results and discussion.* **Emphasizing:** *So, the main point here is that temperature decreases.* This way of guiding listeners through a text by reference to organization, structure, and content is known as a type of metadiscourse. Other areas of interest that frequently come up are choices of verbs, tenses, vocabulary, and so on.

Step 3: For the next class, make clean copies of the transcriptions for students. Draw their attention to recurring patterns and distribute handouts with lists of useful language and functions. The appendix shows an example of a transcription of an introduction with target language highlighted. Teachers should, however, be aware that the use of signaling devices to indicate organization in spoken academic discourse varies. In the recordings obtained, nonnative speakers used them most. In some presentations, they were hardly used at all. For further discussion of this point, see Crawford Camiciottoli (2004).

Step 4: Have students practice the target language in micro-presentations of 3 to 5 minutes. Students can choose their own topics or be assigned ones, such as: three key words in your field, an experiment, an apparatus, a process, how to collect samples / data, or a new technique compared with an old one. Other topics of a more general nature are possible. With 20 students in a class, five micro-presentations can be done simultaneously in different parts of the room. With extra whiteboards or paper pinned to the wall, presenters can write down key words, data, or figures, as aids to their presentations. Students not presenting act as the audience and ask questions.

Step 5: Circulate and monitor the micro-presentations and Q & A.

Step 6: Students change roles until everyone in the group has completed a micro-presentation and answered questions.

Step 7: Close the micro-presentation session and ask students to return to their seats. Offer feedback and advice.

Step 8: Repeat the same process in following classes to give students as much practice as possible. Remind students of the need to incorporate target language derived from the recorded presentations.

Step 9: Have students give mini-presentations and then full-scale presentations later in the program.

Conclusion

The recorded presentations, transcriptions, and handouts represent a model of language and techniques for students to use in their own presentations. The frequent use of micro-presentations allows students the time and space to practice the target language. For teachers interested in spoken academic discourse, and more specifically metadiscourse, this approach also means they can conduct research in a relatively under-researched field and, at the same time, help students to improve their presentation skills.

Variations

Another application of the above method is for poster presentations, a genre becoming increasingly important for scientists. Recording interactions at a real poster presentation means it is possible to make generalizations about the kind of language and techniques used. These are use-

ful in teaching poster presentation skills. Another approach is to record presentations on video. This has the advantage of concentrating on visual aspects of the presentation, such as introduction of graphics, body language, or gestures.

Appendix

This is a transcribed introduction from a guest lecture in the department of Pharmacology. Students focused on words and phrases that helped in the organization of the presentation and which they wanted to use in their own presentations. Verbs are in italics, rhetorical questions in bold, and sequencers in parentheses.

Today, *I'd like to talk about* a new concept which might be very helpful in the future for treating Parkinson's disease. *I'm going to divide* my talk into five main parts. (In the first part), *I'd like to say something about* Parkinson's disease itself. **What is the disease? How is it caused?** And, **how do we treat it today?** (In the second part), *I'm going to explain* the concept of atypical anti-Parkinson compounds. And then *I'll go on to* (the third part) *to discuss* the effects of a prototype. (In part four), *I'll consider* the best model of Parkinson's disease. (In the last part), *I want to focus on* possible sites of action in the brain. Okay, let me *start with* Parkinson's disease.

Acknowledgment

I wish to thank A. R. Cools of Radboud University, Nijmegen, the Netherlands, for his permission to record and reproduce part of his lecture given at Nihon University School of Dentistry.

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Simulated blood pressure activity for Occupational Therapy (OT) and Physical Therapy (PT) students

Andrew Meyerhoff

Ryukyu Rehabilitation Academy
<sa_meyerhoff@yahoo.co.jp>

Quick Guide

Key words: Blood pressure (systolic, diastolic), artery, pulse (rate), sleeve, cuff, thermometer, stethoscope, wrap around, roll up, blood pressure reading instrument (sphygmomanometer)

Learner English level: Beginner to intermediate

Learner maturity level: 1st year OT/PT students

Activity time: 270 minutes (three 90-minute lessons)

Preparation time: 90 minutes preparing rubrics and resources

Materials: Thermometer, cuff, stethoscope, sphygmomanometer, stopwatch, (there should be enough of these instruments to have sets shared amongst pairs), video recorder

The following is a simulation activity for students of Occupational Therapy (OT) and Physical Therapy (PT). It takes three class periods to complete.

Preparation

Prepare suggestion prompts for pulse and blood pressure findings (see Appendix A), patient vital signs sheets (see Appendix B), competency rubric sheets (see Appendix C), and blood pressure assessment sheets (see Appendix D).

Procedure

First day

Step 1: Spend initial time teaching relevant vocabulary and familiarizing students with medical instruments to be used in the simulation.

Step 2: Explain the flow of a meeting with a medical professional (beginning, middle, and end). Write out on the board as a flow chart.

Step 3: Go through initial greetings with a variety of appropriate responses. Explain medical checking questions one would encounter in an actual medical situation:

- How are you feeling today?
- What did you have for breakfast?
- Have you been feeling dizzy or nauseous?
- Do you suffer from _____?
- How many times did you have a bowel movement/urinate yesterday?

The dialogue here is adapted from Watanabe, Uchida, and Yamamoto (2005). However, instructors could easily make up a similar conversation.

Step 4: Demonstrate blood pressure taking procedures: rolling up the patient's sleeve, wrapping the cuff around the patient's arm, leaving a 1-2 cm gap above the elbow to insert the stethoscope, determining systolic and diastolic blood pressure. At the same time, use the English expressions in Appendix A: *Your blood pressure is ... over ...; You have high/average/low pressure; I suggest you ...* Explain various suggestions based on results and the patient's true profile.

Second day

Step 1: Write a basic guided conversation on the board with gaps that students will fill in with appropriate, authentic responses.

Step 2: Students practice greetings, taking blood pressure, and giving advice.

Step 3: Put students into pairs. It is preferable to group high ability students together with low ability students.

Step 4: Line up desks into two columns. The student on the left plays the role of an OT/PT practitioner, and the student on the right plays the role of a patient. Set up a strict time limit to go from greetings, taking blood pressure, and giving advice. Patients then rotate one desk to the left until they complete one cycle. The number of students in one cycle may vary according to time, levels, and number of students in the class.

Step 5: Patients and OT/PT practitioners switch roles.

Step 6: Distribute *Patient Vital Signs Sheet* (see Appendix B). Explain how to fill out the sheet. Students then get back into pairs and practice the simulation while filling out the form with authentic information about their partner.

Step 7: Tell students the next class will be videotaped. They must complete the entire task, one that is based on authentic procedures and real information.

Third Day

Step 1: Give students about 15 minutes to prepare.

Step 2: Distribute general simulation and competency rubric sheets (see Appendices C and D) and explain the marking procedures. The rubric should include language skills, gestures and actions, interpersonal skills, ability to conduct correct blood pressure reading procedures regardless of language, and filling out the patient information sheets correctly.

Step 3: Videotape the students and have observing students evaluate pairs participating in the simulation, using the rubric sheets.

Conclusion

This is a task-based exercise, so students can repeat it until they reach an appropriate level. This simulation is useful for learning procedural English and vocabulary in the context of an authentic situation that students will likely encounter after graduation. As the activity is context based, using real instruments, vocabulary takes on meaning. I would highly recommend this type of activity over the mere memorization of ESP word lists. Such non-context vocabulary building may have a secondary purpose, but it should never replace authentic learning, especially in regards to ESP, which will eventually be used in the field.

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Appendices

The following can be downloaded from jalt-publications.org/tlt/myshare/resources/0609a.pdf

- Appendix A: Suggestion prompts for pulse and blood pressure findings
- Appendix B: Patient vital signs sheet
- Appendix C: General simulation marking rubric
- Appendix D: Performance checklist

Medical English through gestures

Ian Willey

Kagawa University

[<willey@med.kagawa-u.ac.jp>](mailto:willey@med.kagawa-u.ac.jp)

Quick Guide

Key Words: Medical English, vocabulary, gestures, roleplay

Learner English level: Intermediate and above

Learner Maturity: University

Activity Time: 45-60 minutes

Preparation Time: About 30 minutes

Materials: Prepared vocabulary handouts one and two

Introduction

One topic overlooked in most communicative textbooks is medical English, or English used to describe one's health condition (e.g., *My nose is running*). Considering it is more likely for our students to be struck down with an upset stomach while traveling than it is to have a chat with a native speaker about movies, this oversight seems unfortunate. I believe that a lesson focusing on medical English would be useful in any oral communication class for university or even upper-level high school students. The trick is in getting students to engage the medical vocabulary in a lively manner. Activities in medical English textbooks tend to be as dry and clinical as the hospital settings they describe. The following task is an attempt to get students to stand up and use medical English actively. It was inspired by a gesture task in *Speaking of Speech* (Harrington and LeBeau, 1996).

Prepare vocabulary handouts

Step 1: Compile a list of medical English expressions and their Japanese equivalents. This will become handout two (see Appendix). I have borrowed heavily from *Kore o eigo de iemasu ka?*

Step 2: Using handout two, delete the English equivalents so that only the Japanese appears. This becomes handout one.

Step 3: Make copies: one copy of handout one for each pair, and one copy of handout two for each student.

Procedure

Warm-up: about 5 minutes

Briefly introduce the topic by asking students if they have ever had a health problem, such as an upset stomach, while traveling. Did they have to see a doctor? What did they say?

Vocabulary introduction: 20-25 minutes

Step 4: Introduce the medical vocabulary. Divide students into pairs and pass out one copy of handout two to each pair.

Step 5: Tell students to cooperatively fill in as many spaces as they can with the corresponding English expressions. No dictionaries are allowed; students should skip any they don't know. No more than 10 minutes should be spent on this step.

Step 6: Pass out handout one to all students and have them check their answers.

Step 7: Go over the vocabulary with everyone and practice pronunciation.

Gesture activity: 20-30 minutes

Step 8: All students should take a pencil and handout two, then stand and face their partners.

Step 9: One student should take the role of patient, and the other should act as the doctor.

Step 10: The patient should randomly (and secretly) choose one of the expressions on the handout (e.g., *I have a sore throat*) and then, using only nonverbal communication, try to convey that expression to the doctor. No words are allowed (apart from an occasional wince or grunt.)

Step 11: Once the doctor guesses the patient's condition, he or she should voice this guess (*Do you have a sore throat?*) If the doctor is correct, then the patient should say so (*Yes, I have a sore throat.*) Both students should then cross off that expression from the list.

Step 12: Next, students switch roles. Repeat this process until all expressions have been crossed off.

Step 13: When each pair finishes, they may sit down.

Step 14: Have some brave students perform their roleplays before the class. Be prepared to perform with them, if necessary.

Extension

In my advanced classes I ask students to do a second roleplay in pairs. This time the patient can speak, and presents his or her list of symptoms to a doctor. For variety's sake, the doctor role should be played out as either good or evil. A good doctor listens carefully to the patient and tries to offer some helpful health advice. An evil doctor does not listen and proceeds to give bad advice. Students then switch roles, and when all are finished some pairs can perform before the class.

Final thoughts

For lower-level classes, some help with statement-to-question conversion may be required before diving into the gesture task. Also, if time is a concern, or the instructor is uncomfortable with the translation element, then steps 2 through 6 can be skipped; the instructor can simply go over the vocabulary with the class. I find that including the Japanese is useful primarily because it saves time in introducing many expressions.

One warning: the instructor should judge the class maturity level before including expressions about diarrhea and constipation. I have found, however, that Japanese students are generally less squeamish than those of us from Western backgrounds when it comes to mentioning such taboo topics as bowel movements or menstruation. In fact, including these terms may give the students a chance to see their teacher blush and stumble over words, a reward in itself.

Appendix: Medical expressions

1. I feel sluggish. (体がだるい; *karada ga darui*.)
2. I have a pain in my chest. (胸が苦しい; *mune ga kurushii*.)
3. I feel sick to my stomach. (胃がむかむかしている; *i ga mukamuka shiteiru*.)
4. I have a splitting headache. (頭が割れそうに痛い; *atama ga waresou ni itai*.)
5. I feel feverish. (ちょっと熱っぽい; *chotto net-*

suppoi.)

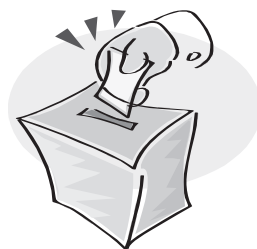
6. I feel nauseous. / I think I'm going to throw up. (吐き気がしている; *hakike ga shiteiru*.)
7. I perspire a lot at night. (寝汗がひどい; *nease ga hidoi*.)
8. I'm constipated. (便秘している; *benpi shit-eiru*.)
9. I've been having diarrhea. (下痢をしている; *geri wo shiteiru*.)
10. I feel dizzy. (目まいがする; *memai ga suru*.)
11. I have a runny nose. (鼻水が出る; *hanamizu ga deru*.)
12. I have a sore throat. (のどがひりひりしている; *nodo ga hirihiri shiteiru*.)
13. I'm short of breath. (息切れがする; *ikigire ga suru*.)
14. My nose is all stuffed up. (鼻が詰まっている; *hana ga tsumatteiru*.)
15. I have a rash all over my body. (体中に発疹ができています; *karadajuu ni hosshin ga dekiteiru*.)
16. I can't stop coughing. (咳がとまらない; *seki ga tomaranai*.)
17. My eyes feel itchy. (目がかゆい; *me ga kayui*.)
18. My ears are ringing. (耳鳴りがしている; *mimi-nari ga shiteiru*.)
19. My _____ hurts. (...が痛い; ... *ga itai*.)
20. Somebody call an ambulance! (誰か救急車を呼んでくれ!; *dare ka kyuukyuusha wo yonde kure!*.)

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THIS MONTH'S Book Reviews column features Justin Harris's evaluation of *An Introduction to Media English*, a textbook designed to introduce students to current events, and *English for Business Life* for elementary and pre-intermediate level students, reviewed by Robert Gee.

An Introduction to Media English

[Haruo Kizuka. Tokyo: Hokuseido, 2005. pp. viii + 62. ¥1,500. ISBN: 4-590-01166-2.]

Reviewed by Justin Harris, Kansai Gaigo Senmongakko

An Introduction to Media English is one of a continuing series of upper-intermediate—advanced textbooks by Haruo Kizuka, published biennially, that introduce students to current news articles in English. The textbook addresses a student need that is not the focus of many other textbooks: the comprehension of current affairs writing. Units are reflective of the sections found in a newspaper, with topics such as domestic politics, international affairs, crime, sports, education, and even two human-interest stories.

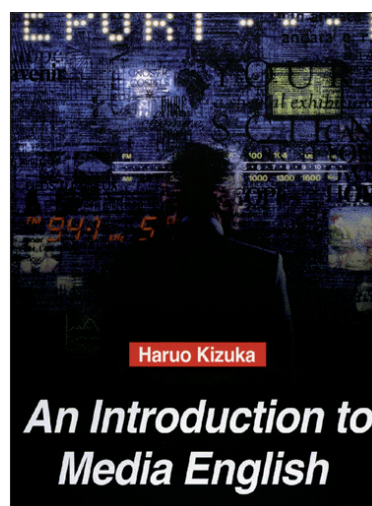
Each unit begins with a reading exercise in the form of a news article, followed by a vocabulary box (with Japanese translations) and a true-or-false reading comprehension exercise. The second half of each unit consists of two listening exercises, a cloze activity, and comprehension questions, based on separate but related news

snippets. A transcript of each of these is provided in the accompanying teacher's manual, and the audio version is available on a separately sold CD, which would be required unless the teacher wishes to read from the transcript. The teacher's manual also contains Japanese translations of all the articles in the student's textbook.

The book essentially focuses only on the receptive skills, reading and listening, and although it would be possible to provide students with productive skill-building tasks, such as discussion of the issue at hand, or a written exercise paraphrasing in simpler terms the content of the articles, there is no provision for this in the text itself. The addition of a section in the teacher's manual outlining how to expand on the material in a communicative learning environment would

be beneficial to help the teacher provide a well-rounded and memorable lesson for students.

I used the text as supplementary material for a single, high-level student who is focusing on attaining a high score on the TOEIC test. While the student has a solid understanding



of grammatical constructions and an extensive vocabulary, he finds the long reading comprehension questions in TOEIC to be the most difficult. He found the textbook to be enjoyable due to the topical nature of the readings. A number of the articles relate directly to Japanese affairs and it appears that there has been a lot of thought put into choosing authentic stories that interest Japanese students.

However, there are at least two drawbacks. The first concerns the listening exercises. They basically require the student to listen and then copy down what has been heard verbatim, even for the comprehension questions, and as such they do not really focus on overall meaning, but rather on regurgitation. Having said that, the student did cite the cloze activities as being particularly challenging and useful. The second is that of current relevance. While one of the advantages of the book is its authenticity, it was published in Janu-

ary 2005, which means that most of the articles are drawn from around the end of 2004. As such, they are perhaps getting a little old and therefore it was difficult to recall some events. For more current news stories, with a more interactive approach, see the *Japan Times Weekly Shukan* website, which also includes an interactive vocabulary feature, in which students can click on unknown vocabulary or phrases for definitions as well as natural speed and slow speed MP3 readings of the articles.

The teacher's manual includes translations of the articles and an answer key, but does not provide any guidance on how to structure a lesson or any ideas for extension activities. I assigned the reading in each unit for the weekly homework activity and completed the listening activity in class, which took anywhere from 30–60 minutes, depending on the complexity of the article, and followed this up with a topic discussion.

In summary, *An Introduction to Media English* can provide students with an interesting approach to improving their receptive skills, but at the same time, some of the *news* may be out of date and, therefore, it may be difficult for a student to relate to a given topic. Current content would arguably engage students more, although a number of the articles tend toward general current affairs and so do not lose relevancy that quickly. The one other drawback is that students used to a more communicative approach may not find the listening exercises helpful. It would work well, however, as an accompanying text within a media English reading and listening course and could be employed as a valuable tool for developing students' reading speed and comprehension.

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English for Business Life (Elementary and Pre-Intermediate)

[Ian Badger & Pete Menzies. London: Marshall Cavendish Education, 2005. pp.160. ¥3,465. (Incl.: Trainer's Manuals, pp.128. ¥4,410. Audio CD. ¥4,410.) Elementary ISBN: 0-462-00755-3; Pre-Intermediate ISBN: 0-462-00759-6.]

**Reviewed by Robert Gee,
Sugiyama Jogakuen University**

English for Business Life is a new four-level course employing a mostly traditional approach to studying English for work purposes. Reviewed here are the first two levels, which were found to be comprehensive and well packaged, although not without their shortcomings.

Units begin with a list of prompts and related expressions for a specific theme. Next, a brief listening task reinforces targeted grammar and vocabulary, after which follow workbook-style



questions and related speaking practice. The Guided Conversation section that provides further fluency practice is the book's most interesting task as students work their way through a semi-structured conversation mostly appearing in the form of a flow-chart. Although

these conversations begin simply, they gradually become longer and more demanding in later chapters. Some conversation charts also contain path-diverging options, which give students reason to listen more attentively to their partner than they would have in a fully structured conversation practice. Units conclude with longer listening and less-structured speaking tasks, followed by Language Notes that summarize relevant syntax

and lexis. The 36 units, each 3–4 pages in length, are attractively presented with ample use of color photographs and illustrations, and provide sufficient material for a standard 1-year university course.

The speakers on the CDs listening tracks are predominantly British, along with a less regularly featured North American speaker. Occasionally more unusual accents such as German, Scandinavian, and South African are thrown into the mix. Spelling adheres to British conventions. Similarly, vocabulary is British, although the Teacher's Manual makes frequent reference to UK and US English differences. Despite the British-leaning input, unit settings are geographically diverse, involving references to many regions from the Middle East to the Caribbean.

As is common in textbooks, the syllabus is pointedly grammar-based with explicit instruction and practice taking place under the umbrella of each unit's given theme. For example, Unit 10 in the elementary course book deals with prepositions of time within an overall theme of setting up a meeting. The unit also provides practice for related language points such as dates and associated expressions such as "Can you make Monday?" (p. 43). Other units similarly revolve around practical business needs such as travel, hotel check-in, apologizing, trade inquiries, etc. Along the way students are exposed to an assortment of names (typical personal names as well as actual names of multinational corporations), nationalities and languages, job titles, etc., which may be beneficial for those with current or future international business dealings. Additionally, the appendices include a wealth of potentially useful support material including an extensive Glossary of Business-Related Terms, although glosses are given in English only.

The series' grammar-based approach may not in itself be problematic; however, task instructions for the troublesome concept of *articles* were confusing. The rubric for the exercises dealing with articles on page 16 for both levels misleadingly states that students should refer to the Language Notes and then write "a, an or the" in the gaps when there are questions such as "We have ten lorries," in which the answer of *no article* is actually being sought. While the Language Notes clearly allow for this possibility, the rubric does not. Consequently, a class of advanced freshmen (non-English majors) recorded very mixed results for this task. More straightforward questions concerning articles (and also for Unit 10's often problematic prepositions) were answered

correctly by the majority of learners; however, the three *no article* answers were answered correctly by only 4–7 of the 30 learners. This low success rate clearly demonstrates the severity of the problem with the rubric.

Two widely accepted features of business English that are notably absent from these textbooks are the role of discourse, that is, developing beyond grammatical competence towards communicative competence so as to emphasize knowing the appropriate time and place for usage (Hymes, 1977; Clyne, 1994), and culture (Emmerson, 2003). Perhaps for the European-based authors, the nature and importance of differences between various cultures and discourse customs are assumed to be understood by students. For less familiar, mono-cultural classes such as those we teach in Japan, however, it is important to highlight different cultural practices in order that students can develop smoother future business relationships and avoid embarrassing or even ruinous *faux pas*. To be fair to the authors, the Teacher's Manual does mention a few cultural practices such as that one should shake hands when meeting people in business situations according to the local custom. Such tips, however, occur only rarely and do not offer specific examples of local customs. It is ultimately left up to the individual teacher whether or not to introduce such issues. I believe that my students would certainly benefit if explanations of what is and what is not appropriate speech and behavior were systematically integrated into the textbook itself.

This series should appeal to those teachers seeking a British English-based textbook that gives learners a solid grounding in grammar and vocabulary in a workplace context, and who are prepared to supplement lessons with materials to make students aware of the significance of culture and discourse in business dealings.

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...with Scott Gardner

<pub-review@jalt-publications.org>

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Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

The Calendar Series. Murphy, P. J. Mankato, MN: Capstone, 2005. [Incl. four hardbound elementary readers about days of the week, months, holidays, etc.].

* *Effective Sentences: Writing for Success*. Fluitt-Dupuy, J. Ann Arbor, MI: University of Michigan Press, 2006.

! *Japanese in MangaLand 3*. Bernabe, M. Tokyo: Japan Publications Trading, 2006.

* *Kids Talk Series*. Nettleton, P. H., & Muehlenhardt, A. B. Minneapolis: Picture Window Books, 2005. [Incl. six hardbound readers (native speaker ages 7-12) about interpersonal skills: friendliness, tolerance, honesty, etc.].

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* *Why is English Like That? Historical Answers to Hard ELT Questions*. Schmitt, N., & Marsden, R. Ann Arbor, MI: University of Michigan Press, 2006.

Books for Teachers

(reviewed in *JALT Journal*)

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

! *Japanese Female Professors in the United States: A Comparative Study in Conflict Resolution and Intercultural Communication*. Hamada, M. Lewiston, NY: Edwin Mellen, 2005.

* *Motivation and Experience in Foreign Language Learning*. Nakata, Y. Bern: Peter Lang, 2006.

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* *Teaching English as a Foreign or Second Language: A Self-Development and Methodology Guide* (2nd ed.). Gebhard, J. G. Ann Arbor, MI: University of Michigan Press, 2006.



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TLT WIRED ONLINE

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you'd like discussed in this column, please email us or visit our website at:

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

or go to the forum at:

<forum.jalt-publication.org>

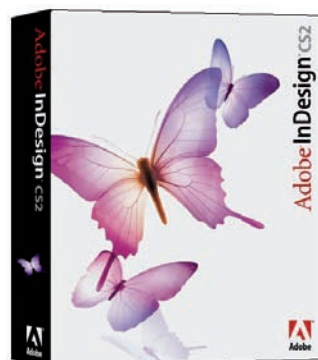


Worksheet templates: Making life a little easier Malcolm Swanson

DEVELOPING A good classroom worksheet takes time—not just for producing the material the students will use, but also for making it look stimulating and appealing. Creating visually interesting templates that are recyclable can save a large chunk of this time. A well-constructed template will also make your worksheets look more professional and identifiable, encouraging students to value them more. However, many teachers believe they possess neither the skills nor the creativity to design professional looking material. This article offers encouragement and advice for the weak of heart.

Introducing InDesign®

In this article, we discuss the use of Adobe's InDesign® layout software. The principles outlined can be used with other layout or word-processing packages, but InDesign's productivity features make it worth considering. If you have the budget (academic discounts are available), a few days to study it intensively, and a copy of Adobe's excellent *Classroom in a Book* series, it opens the door to a whole range of new skills—from simple worksheet design through to full textbook layout!



Getting organized

I occasionally get InDesign files sent to me by people who want textbooks or journals printed. Opening these files is like opening a window to their soul! You get a unique look at the way they organize themselves and structure their lives. In many cases, they have gone to a lot of trouble to create separate elements when a template would have saved them hours. Here are a few trouble saving tips that will take longer to set up initially, but will increase your productivity dramatically.

Learn the keyboard shortcuts

I put this first because it's the most important thing you need to teach yourself—right from the start! InDesign comes with abundant keyboard shortcuts that you can modify and add to (look under the Edit menu). You can also assign shortcuts to the styles you create, and this I find to be the biggest timesaver of all. Remember, a quick keystroke with one hand is much faster and less distracting than a mouse movement+click or a trip to the menu bar.

Organize your files

One of the most important things when doing layout is to organize your files. Create one folder for each project. Within that folder create subfolders for particular files. In my case, I create subfolders for InDesign, Files, Images, and Proofing. For big projects I'll create even deeper directories. Assemble all the materials you need prior to

beginning, place them in the appropriate folders, and if necessary re-label files so they are easily identifiable. Get in the habit of saving regularly (though InDesign does do a good job of recovering files), and don't forget to backup regularly!

Create master pages

The first thing you need to decide is which elements will appear on every worksheet you create. These might include a logo, a copyright notice, a title, a page number, or a border. In the Pages palette (look under the Window menu if it is not visible) create a new Master, prefix it *A* and name it. On that master page, lay out all these common elements. After that, you can begin to create new master pages for the different types of worksheets you wish to create, containing all the textboxes, graphics, and other elements you need. I also set up the guides (the nonprinting blue lines which help you align elements) at this stage by dragging from the top or left rulers (go to the View menu: *Show Rulers* if they're not visible). Most importantly, when you create these subsequent masters, make sure you select *Based on Master A* from the submenu. In the future, if you decide to change the overall look of your worksheets, you only need to change these master pages and it will reflect in every page you have created based on that master.

Hint: If you wish to change one master element within one page, you can *detach* it from the master for just that page by selecting it while pressing Command+Shift (Mac) or Ctrl+Shift (Windows).

Create styles

InDesign allows you to create three kinds of styles: paragraph styles, character styles, and object styles. Paragraph styles allow you to set attributes for complete paragraphs, while character styles are for characters within a paragraph, and these styles override paragraph styles. Object styles are for things such as textboxes, shapes, or imported graphics. I typically set up paragraph styles for text, indented text, three levels of headers and titles, three types of lists (plain, bulleted, numbered), references, and block quotes, along with character styles for bold, italic, and Japanese text. Give careful thought to which fonts you wish to use, and their sizes and weights. Select the Preview option within the Style dialogue box so you can sample your changes before committing. Remember, you can change them later, and those changes will flow through every page you have made. Also, be sure to assign keyboard

shortcuts that you can remember (although the Styles palettes do display the keystrokes if needed)!

I recommend you spend some time acquainting yourself with the *Drop Caps* and *Nested Styles* and the *Bullets and Numbering* options. These are explained fully in the Help files, and are a powerful way to uniquely customize your layouts.

"DeWord" imported files

In all likelihood, you'll be importing Word documents into your worksheets. Unfortunately, Word loves to carry with it a lot of unnecessary junk such as obsolete styles and unused fonts. These can interfere with your layout by adding elements you don't need. You can, of course, choose to strip all formatting when you import, but then you'll need to redo any italics or bold text. I have a simple two-step cleansing process: First, I look at the Styles palettes and trash any styles Word introduced, replacing them with my own styles. Next, I choose *Find Font* from the Type menu and replace any fonts I don't want with my preferred fonts (which is one reason why I never use Times as it is the easiest to weed out!)

Finally . . .

Once you have your templates set up, name the file clearly and save it to an accessible place. Now, whenever you need to create a worksheet, all you need to do is to open the template, immediately Save As to your worksheets folder, and begin creating the content.

By being organized and putting in some preparatory time at the beginning, your productivity in creating worksheets will increase dramatically. Not only that, they will look more attractive and professional, and be the envy of everyone on the staff! And once the InDesign bug has bitten you, you will probably want to boost your skills further. In that case I recommend *InDesign Killer Tips* (see recommended reading).

Malcolm Swanson
Seinan Jo Gakuin University

Recommended reading

- Adobe *InDesign CS2 Classroom in a Book*. (2005). Adobe Press.
- Kelby, S., & White, T. (2005). *InDesign CS/CS2 Killer Tips*. New Riders.

...with Joseph Sheehan

<jalt-focus@jalt-publications.org>



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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ September 15: Pre-registration deadline for JALT2006 (presenters)
- ▶ September 30: Ballots close for NPO JALT National Officer elections
- ▶ October 6: Pre-registration deadline for JALT2006 (general attendees)
- ▶ November 2-5: JALT2006 in Kitakyushu. This will include the NPO JALT Executive Board Meeting and Ordinary General Meeting.

JALT Watch

JALT National news and announcements in brief.

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

JALT Notices**Chiba chapter**

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

Peer Support Group

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

JALT Publications: Staff recruitment

The Language Teacher and *JALT Journal* are looking for people to fill the following positions: Associate Editor, English language proofreader, and Japanese language proofreader. Job descriptions and details on applying for these positions are posted on our website <www.jalt-publications.org/positions/>.

Travel Services Contract tender

Applications for tender for the Travel Services Contract for JALT's annual international conference are now being accepted. The contract will cover up to a 3-year period beginning November 6, 2006. Details can be requested by contacting Steven Nishida, Competitive Bidding Committee Chair, at <vp@jalt.org>. Deadline for applications is October 15, 2006. Criteria for selection include a) a professional level of skill and experience, b) the ability to serve conference attendees throughout the year and in multiple sites, c) willingness to work at the lowest possible cost to the organization, and d) familiarity with JALT and its annual international conference.

...with Theron Muller

<memprofile@jalt-publications.org>



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

THIS MONTH Phil Brown, a relative newcomer to JALT, shares his experience of presenting an academic paper for the first time at a mini-colloquium in Nagano. Welcome to the column, Phil, and thanks for sharing your experience.

MEMBER'S PROFILE

Phil Brown



After graduating in 2001 in Law and Japanese, I obtained an RSA/Cambridge CELTA then came to Japan to teach English for a year or two. One year became two, two became three, and now I'm in my 5th year at a private language school.

In seeking further professional development, I joined ETJ in 2003, took the One Day Certificate in Teaching English to Japanese Learners, and last year started my MA in TEFL/TESL with the University of Birmingham. A little late, I joined JALT this year and have been pleased with the opportunities it offers; one of which was the chance to present my research in February this year.

What made me present?

While standing up in front of people and presenting was not my idea of fun, I also knew that the more I present, the better I will become. And 3 years of training, workshops, and mini-presentations have shown me the benefits and rewards outweigh the obstacles. So when I saw the chance to present in a friendly forum and obtain constructive feedback, I decided to take the plunge.

The challenges

Never having given an academic presentation before meant there were countless challenges. The biggest three were:

1. Presenting a 4500-word research paper in 30 minutes;
2. Using suitable presentation technology; and
3. Overcoming my discomfort giving presentations.

From paper to presentation

In preparing the presentation, I grounded it in the notion of *learning by doing* to create a familiar workshop atmosphere. This made me more relaxed and the audience more likely to be engaged, take something away from the presentation, and enjoy themselves.

Imagining what the audience wanted and needed to know helped focus the presentation. One of the biggest difficulties was introducing specialist language. I faced this challenge by employing tasks which I hoped teachers could reuse in their own classes. Following a word-association task, participants thought about why they answered as they did, then discussed their answers. Later audience examples were used to illustrate six main types of relationships between words (coordination, collocation, synonymy, hyponymy, encyclopaedic/word knowledge, and phonological/orthographical links).

A lot of help from my friends

Fellow student and friend, Colin Skeates, was remarkable throughout. He gave me excellent feedback on my abstract and outline, read my original paper and presentation notes, and showed me how to use PowerPoint. He also observed a couple of dry runs of the presentation and with some other friends attended my presentation, lending moral support. His support made a tremendous difference, and he did all that in return for a bowl of ramen!

Be prepared

Being organised and prepared was important for me to feel comfortable. I gained confidence through redrafting, recording and watching myself improve, and rewriting key points onto index cards. Building familiarity with my topic and presentation was vital to fending off nervousness.

Murphy's Law says that if anything can go wrong it will and there were technical difficulties with setting up the computer and projector but, following wise recommendations, copies of all the slides were included in the handouts so I didn't panic. In the end, however, the problems were taken care of within 5 minutes of my start.

Personal growth and professional development

The process taught me a lot about the different stages one needs to go through from writing and submitting a proposal, having it reviewed, rewriting and getting it accepted, to creating and delivering the final presentation, obtaining feedback, and reflecting on the process.

I would highly recommend presenting your research because turning a written assignment into a presentation makes research come alive, makes you look at it from different perspectives, and

offers the invaluable opportunity to share your ideas with your peers. Furthermore, the old adage that there is no better way to learn something than to try and teach it definitely held true.

Useful starting point

If you're thinking of giving a presentation for the first time, or of brushing up on your skills, Barker and Heighman (2006) offer some valuable tips.

If you're interested in knowing more about my research, it's available online at

cels.bham.ac.uk/resources/essays/Brown%20%20Mod%203.pdf

References

Barker, D. and Heighman, J. (2006). The seven deadly sins of conference presentations. *The Language Teacher*, 30(1), 17-20.

...with Joyce Cunningham & Mariko Miyao

[<grassroots@jalt-publications.org>](mailto: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.

Storytelling events at JALT2006: Tea & Tales

What could be more refreshing for the body, after a day of intellectual stimulation, than a cup of tea and a cookie or two? And what could be more refreshing for the spirit than a good story?

In view of the positive response to the *Story Space and Stories, Jazz, Wine and Cheese* events of JALT2005, we are pleased to announce *Tea and Tales* at JALT2006. This will be a mid-afternoon tea break on Friday, with hot drinks and cookies, complemented by performances by the finest storytellers, jesters, minstrels, and troubadours JALT has to offer. Performers are earnestly sought, warmly invited, and humbly entreated to come and enjoy a moment (5 minutes, to be precise) in the spotlight! Make your friends and colleagues laugh, bring tears to their eyes, and inspire them to ponder the mysteries of the universe. Heartwarming stories, jokes or comedy routines, favorite folk tales told in traditional style or with a new twist, stories from your own life, tales of classroom moments that you'll never forget (even though you might have tried your hardest!), poetry readings, puppet plays, musical interludes, or anything else that may lie outside the compass of this humble storyteller's earthbound imagination. All are welcome!



FIRST, AT JALT2006 the entrance to Aladdin's cave, filled with stories of long ago and far away, is waiting to be discovered by all those who pass by either to tell their tales or simply come to listen and enjoy. Second, on the verge of losing their chapter status 3 years ago, Kagoshima made a decision to try something new ... and it seems to be working! The co-editors warmly invite you to submit 750-word reports of general interest in English, Japanese, or both.



Pre-conference workshop: Storytelling technique for language teachers

Language teachers, working with all age groups and proficiency levels, have increasingly been taking an interest in using storytelling in their classes, but many hesitate because of doubts about their own ability as storytellers. However, storytelling does not require Academy Award-level theatrics, only effective use of the storyteller's natural talents. As with any of the performing arts, storytelling is a blend of talent and training. Anyone who can talk already has the talent, and this workshop will provide some basic training to help make the spoken story into a polished performance. Demonstrations and hands-on activities will focus on these areas:

- *Awakening the storyteller within:* Exercises to free the body and voice
- *The unspoken story:* Using tone of voice and facial expression to convey meaning and create distinctive characters
- *Your body is your stage:* Using gestures and physical posture to create a sense of place
- *Remembering without memorizing:* Techniques for remembering stories
- *Supporting the story:* Using visuals, props, gestures, etc. to make oral stories understandable to learners of all levels, even complete beginners
- *Students as storytellers:* Techniques for eliciting students' stories

If you have any ideas for a performance, however tentative or half-formed, please share them with Charles Kowalski <kowalski@tbd.t-com.ne.jp> by the end of September 2006.

*Reported by Charles Kowalski,
Tokai University*



When it comes to English Education, Kagoshima is not *inaka*!

In less than 3 weeks (June 25), the Kagoshima chapter will be hosting our 4th Teaching Children Conference. Of course, by the time you read this, it will all be over! However, later in the year, the JALT2006 International Conference (including JALT Junior) will be in Kokura, Kitakyushu.

Our chapter in Kagoshima City lies under the grumpy eye of volcanic Mt. Sakurajima. We are relatively small, with only about 40 members, but all are very motivated and are supported by our enthusiastic board—the secret to our successful annual conferences.

Here are some pointers on how to run a conference: choose your dates, book the site, decide the theme, contact the publishers about advertising and speakers, put together a preliminary budget, and then send out a call for papers. After that, it's printing and promoting!

When choosing your dates, make sure you avoid *undokai*, *sankanbi*, the middle day of a 3-day weekend, and the English exams, contests, and camps, all of which take up teachers' time.

Having a site with good access to public transport or an abundance of parking is a plus. Book at least one room more than you think is needed, as it is often hard to obtain extra rooms at the last minute. It is, however, reasonably easy to cancel a room after finalizing the schedule.

To choose a theme, Kagoshima chapter members are polled about what kinds of teacher training they would like to receive. Each year, we look through the collected surveys for a common theme. This year's theme was *Appealing, Ageless, and Simple Activities*.

With the site booked and the theme decided, it is time to contact the publishers about advertising, displays, and presenters. Publishers will want details of similar past events in your area,

numbers and demographic details on the attendees, size and location of booths in relation to the presentation rooms, etc. They will want to know sizes and prices of the ads, the format to send in, and distribution numbers and areas. Providing this information in your initial contact with the publishers

saves a great deal of time later on.

If you plan to have publishers setting up sales and display booths, check if the building supervisors allow sales on the premises. Also, if the publisher is sponsoring a speaker at the conference, please be specific about who you'd like to come and why. It is also advisable to give authors and speakers a lot of notice, as they often teach and have busy schedules.

The preliminary budget should include all reasonable expenses, the lowest number of attendees, and projections of advertising and booth revenue. This will give you a very good idea of your maximum blowout costs. You should then apply for grants from sources within the prefecture to offset expenses and, as things slowly come together, you can start changing projection figures as necessary.

For the 2nd year in a row, we have added Children's English Classes to the programme, making it easier for teachers with children to attend. At ¥500 per session, they expose the children to a wide variety of activities in English during the day.

The JALT2006 International Conference Call for Papers brought in about 600 applications. Our

conference filled five rooms on a 9–5 schedule. Each presentation lasted 90 minutes. What should you have in your Call for Papers?

1. The theme, place, and time of your conference
2. The presentation format
3. The details you require (in our case a short abstract, bio details, and a .jpg photograph)
4. The date the details should arrive by
5. And finally, details on the kind of equipment needed

Lastly, don't forget to apply for *Koen Megi* (Letters of support) from your local Boards of Education. Their backing can work miracles in attracting Japanese teachers who otherwise might not come. This year, we received *Koen Meigi* from eight BOEs and six local media groups.

If you missed our conference on June 25th, don't despair. You can still catch these and many other speakers at JALT2006—including JALT Junior—in Kitakyushu in November! Contact us <kagoshima@jalt.org>.

Reported by Cynthia Keith,
Kagoshima Chapter President
JALT2006 Conference Programme Chair.

COLUMN • SIG NEWS

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...with James Hobbs

<sig-news@jalt-publications.org>



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

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—4x year* [🗣️] monographs, forums [✉️]

Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website <www.bsigsig.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.bsigsig.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, national conference, regional workshops, publications [✉️] [💬]

The CALL SIG announces the JALTCALL Conference 2007, name—*CALL: Integration or Disinte-*

gration?—reflecting the fragmentation of CALL into other areas. This event will be an excellent gathering at Waseda University, with exciting and innovative presentations. The featured speaker is **Mike Levy** from Griffith University.

Also, buy the new book *Glocalization? Bringing People Together*, packed with articles from the CALL SIG 2005 Conference. For more information about this and all CALL SIG publications, visit <jaltcall.org>.

College and University Educators

[🔗 tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching] [📖 *On CUE*—3x year] [🎤 Annual SIG conference, national conference, regional workshops, publications]

In CUE's Feature Speaker Workshop at JALT2006 **Sara Cotterall** will discuss *Talking to Learners: Are We on the Same Page?*; Sun 5 Nov, 13:30-15:30, ¥4,000. See the Pre-Conference Supplement or July *TLT* for more details.

First edition of *On CUE* wanted! Do you have a first edition of our journal *On CUE* that we could buy, borrow, or steal? Seriously, we need a first issue to get an ISSN. Please contact editor Mike Hood <mikehood85@hotmail.com>.

Gender Awareness in Language Education

The GALE SIG researches gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published in spring, summer, and fall) on theoretical and practical topics related to our aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, visit <www.tokyoprogressive.org.uk/gale>. Send submissions to Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, use the form in the back of *TLT* or contact Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

Global Issues in Language Education

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

Are you interested in promoting global awareness and international understanding through

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

Japanese as a Second Language

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

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] [✉]

At JALT2006 the LD SIG will launch a new anthology, *More of Autonomy You Ask (MAYA)*, help sponsor featured speaker **Shoko Yoneyama**, and have an LD forum workshop on learner and teacher autonomy by TC Columbia (Tokyo campus) teachers. Check out the new LD website <ld-sig.jalt.org/> for more about LD or contact co-coordinators Stacey Vye <stacey.vye@gmail.com> or Marlen Harrison <scenteur7@yahoo.com>.

Materials Writers

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

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/materialwriter-sig/>. 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, support job searches and research]

Pragmatics

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

The Pragmatics SIG welcomes articles relating to how we use language both in and out of the classroom. Articles will be considered for the SIG newsletter, *Pragmatic Matters*, published three times per year. Everyone who teaches language should know more about the field of Pragmatics. The best way to learn more about it is to join our SIG. For newsletter inquiries, contact Anne Howard <ahoward@kokusai.miyazaki-mic.ac.jp>. For details about the SIG, contact Donna Fujimoto <fujimoto@wilmina.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>.

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, sponsor speaker at the JALT national conference] [✉️] [💬]

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 to share ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. Please join us for one of our upcoming events. For more information, visit <www.tcsigjalt.org>.

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

Teaching Older Learners

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly impacted the number of people eager to study English as part of lifelong learning. This SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tol-sig/>). For more information or to join the mailing list, contact Amanda Harlow <amand@aqu.livedoor.com> or Naoko Miki <hinancy705@yahoo.co.jp>.

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対して われわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。TOLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い 共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<www.eigosenmon.com/tolsig/>上でもフォーラムやメルリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていら

っしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますので どうぞお気軽にご入会ください。お問い合わせは Amanda Harlow <amand@aqu.livedoor.com>。または広報担当 三木 直子 <hinancy705@yahoo.co.jp> まで ご連絡ください。

Testing & Evaluation

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

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COLUMN • CHAPTER EVENTS

...with Aleda Krause

<chap-events@jalt-publications.org>



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



CHAPTER EVENTS ONLINE

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

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

from the workshop and practical samples should provide resources that participants can use. *Sun 24 Sep 14:00-16:30; SATY Bunka Hall 4F Room 2, (1 min walk from Inage Station east exit on JR Sobu Line); one-day members ¥500.*

Fukuoka—Building Student Confidence Through Intercultural Performances by Joseph Shaules.

To gain confidence using English, students need to face “performance pressure” while expressing a point of view. This builds students’ intercultural identity—the ability to be oneself in English. Some key ideas will be discussed: 1) the difference between communication and conversation, and 2) the difference between nervousness and insecurity. There will also be interactive activities that focus on teaching skills. The emphasis will be on fun, interaction, and applying the ideas. *Sat 16 Sep 19:00-21:00; Fukuoka Jo Gakuin Tenjin Satellite Campus 9F, Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000.*

Gunma—Use of Literacy Autobiographies in Narrative: A Reflection on Biliteracy Development by Yutaka Fujieda, Kyoai Gakuen College.

Fujieda will introduce the use of literacy autobiographies in writing classrooms. Literacy autobiographies as a narrative inquiry play a significant role as an accessible research methodology in L2 writing. The stories constructed by students can foster better understanding about personal realities such as development success, struggles, and difficulties. Fujieda will demonstrate the research issues, then ask participants to write their own biliteracy experiences and share them. *Sun 17 Sep 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi (tel: 027-266-7575); one-day members ¥1000.*

ALMOST TIME for back to school. Do you need some fresh ideas? Check out a nearby chapter. If your local chapter isn't listed, go to the online calendar for late-breaking news.

Chiba—Authoring Your Own Autonomy by Learning From Change by Stacey Vye, JALT LD-SIG Co-Coordinator, Meikai University. The development of teacher and learner autonomy in language learning is often the consequence of critical moments of change. Participants will be invited to explore self-reflection techniques by recalling and retelling memories of autonomy-inviting experiences that would be suitable for young learners up to adults. The explorations

Himeji—Multiple Pathways to Multiple Intelligences in the EFL Classroom by **Maggie Lieb**. Lieb will provide an overview of Howard Gardner's Theory of Multiple Intelligences (MI) and how it can be applied to the EFL classroom. Since little research exists on implementing MI theory in the EFL classroom, the goal is to de-mystify it and to demonstrate that many classroom techniques currently used cater to a variety of intelligence types. *Sun 10 Sep 14:00-16:00; Hanakita Shimin Hiroba (Directly across from Nozato Station on the Bantan Line. Plenty of free parking. Bantan Line train leaves Himeji Station at 13:46); one-day members ¥1000.*

Hiroshima—Two Topics: Student Resistance by **Keiko Sakui** (Kobe's Shoin Women's University) followed by **Putting Reading and Listening Online** by **Gordon Luster** (Independent Entrepreneur). First, Sakui will lead a workshop in which participants discuss their experiences of student resistance to second language learning. Research-proven recommendations will be given. Next, Luster will explain his web project, which is being designed to give students access to English at understandable levels wherever they may be, through a computer website, a cell phone site, or podcasts. *Sun 24 Sep 15:00-17:00; International Conference Center, Peace Park, 3F Seminar Room; one-day members ¥500.*

Hokkaido—23rd Hokkaido Language Conference. Conference Theme: Enrich Your Teaching, Enrich Your Students! Naoko McLellan, the new coordinator of the Teaching Children SIG, heads an exciting line-up of speakers at the annual conference which brings together over 100 educators and materials producers for presentations, workshops, and networking. See our chapter website <jalthokkaido.net> for more information. The Saturday conference date is a national holiday. *Sat 23 Sep 9:30-17:00; Hokkai Gakuen University, Toyohira (2 min from Gakuen Mae subway station, Toho Line); one-day members ¥1000.*

Kitakyushu—Immersion and Immediate Conversation Techniques by **Lynda Batty**. Batty will discuss the immersion and immediate conversation techniques being used at Seinan Junior and Senior High Schools to encourage students to become more confident speakers. Of course cultural issues have to be considered, but hopefully some excellent results will be shown. Some of the resources used will be displayed, some

video clips will be shown, and examples of the careful but creative planning will be given. *Fri 1 Sep 18:30-20:30; Kitakyushu International Conference Center, Room 31 (a 5-minute walk from Kokura station); one-day members ¥1000.*

Kobe—Strategies to Help Students Communicate Now by **Roger Palmer**. Teachers continually face learners who have years of formal instruction in English yet still struggle to get their message across. This presentation focuses on the need for students to make use of the English they know in the here and now. It will show how Roger Palmer's new coursebook *Communicate Now* makes explicit use of communication strategies that rapidly improve students' ability to use language. *Sat 30 Sep 16:00-18:00; Kobe YMCA, 2-7-15 Kanocho, Chuo-ku, Kobe; tel: 078-241-7204; free for all.*

Kyoto—Call for Nominations. Nominations for the 2006-07 chapter executive positions are now being accepted. People interested in standing for a position should visit <www.kyotojalt.org> for more details. Elections will be held during the October meeting.

Nagasaki—Podcasts and Other Electronic Media in the Classroom by **Bill Pellowe**, Kinki University, Iizuka. Full details of this meeting were still in process at press time. For updated details, please see our homepage <www.kyushuelt.com/jalt/nagasaki.html> or sign up for our monthly email newsletter at <www.kyushuelt.com/jalt/nagaimail.php3>. All welcome to our sixth meeting of the year! *Sat 23 Sep 13:30-15:30; Dejima Koryu Kaikan 4F, Room 3-4 (next to Prefectural Art Museum and Seaside Park); one day members, ¥1000.*

Nagoya—Moving Up With Music by **Patrick Johnson** and **Brian Cullen**. Singer/songwriter Brian Cullen and *Potato Pals* author Patrick Jackson will talk about ways to write and use songs and stories with kindergarten and elementary school students. We will be doing lots of moving, singing, writing new songs, and improvising new versions of old ones during this workshop-style presentation. It will be suitable for anybody teaching kids but will also look at some ways that the presenters have been using songs with older students in JHS, HS, University, and beyond. *Sun 17 Sep 13:30-16:00; Nagoya International Center 3F; free for all.*

Omiya—Teaching Pre-Teens: Problems and Possibilities by **Aleda Krause**, Seigakuin University, author *SuperKids* and *SuperTots*. How do you feel about teaching pre-teens? Even the most confident teachers can feel challenged. They are no longer small children and not yet young adults, but seem to swing back and forth between the two. Do you experience difficulties generating energy, managing classes with mixed levels, or bringing out shy students? Aleda will share some secrets for success with upper elementary, junior high, and senior high students in this activity-based presentation. *Sun 10 Sep 14:00-17:00; Sakuragi Kominkan 5F, map <jalt.org/chapters/omiya/map.htm#sakuragi>; one-day members ¥1000.*

Sendai—Effective Presentations by **Kay Hammond**. More details to follow. *Sun 24 Sep 14:00-17:00; Sendai Mediatheque; one-day members ¥1000.*

Toyohashi—Interactive Writing for Senior High School and College Creative Writing Classes by **Takashi Miura**. Two obstacles stand in the way of teaching writing communicatively: lack of audience and lack of community. A clear image of the intended audience is important in a writing class; however, the real audience in a writing class is the teacher. Because of these obstacles, writing classes can be boring. How can we turn the isolated relationship into a writing community and how can we let students write to a real audience in a meaning-

ful context? *Sun 10 Sep 13:30-16:00; Aichi University, Bldg 5, Room 543; one-day members ¥1000.*

Yamagata—Cultural Stereotypes of Japanese and Americans: Could They Be True? by **Jerry Miller**, Yamagata University. *Americans are so... Japanese people always...* Have you ever uttered these phrases? In a world full of a vast array of cultures and customs, we sometimes resort to stereotyping to help make sense of different ways of thinking. Although negative stereotypes may be harmful, what about positive stereotypes? *Japanese people are polite. Americans are friendly.* Miller will explore some of the more common stereotypes. *Sat 2 Sep 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome, 2-15, tel. 0236-45-6163; one-day members ¥800.*

Yokohama—Toybox, Music box: Teaching Young and Special Needs Learners With Classical Music, Toys, and Mexican Music by **Francisco Sanchez**. Francisco has been teaching young and special needs learners in Yokohama elementary schools for 5 years. He will share techniques he has developed for learning language happily and effectively using toys, classical music, and Mexican music. Teachers of Spanish are also welcome. *Sun 10 Sep 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi [See <yojalt.bravehost.com> for details and a map]; one-day members ¥1000.*

...with Heather Sparrow

<chap-reports@jalt-publications.org>



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

Chiba: June—Teaching Pragmatics Through Consciousness-Raising Tasks by **Megumi Kawate-Mierzejewska**. Kawate-Mierzejewska discussed the theoretical considerations and pedagogical

applications of pragmatics to demonstrate how it can benefit language educators and learners. She established what pragmatics is and showed how cross-cultural differences can hinder the transfer of messages, causing pragmatic failure. Also emphasized was the need to teach elements of pragmatics in the classroom in order to help learners avoid future misunderstandings. All the theory was backed up by real-world anecdotal evidence. Techniques and tips for how to teach pragmatics were presented in the form of consciousness-raising tasks. The tasks required an inductive approach in that the learner had to work out certain rules of interaction on their own, based on the information given. Kawate-Mierzejewska provided a greater appreciation of the importance of addressing cross-cultural issues in the language classroom, how an understanding

of pragmatics can serve as a valuable platform on which educators can help to raise learners' awareness of an aspect of language which often receives little exposure in many curriculums, and how it can provide them with a more holistic and accurate model of communication.

Reported by Blagoja Dimoski

East Shikoku: June—1) *Teaching Young Learners: Issues in Elementary English Education* by Stan Pederson. Pederson guided a large group of primary school English teachers through his seven steps, emphasizing song, stories, and physical movement, all of which encourage self-expression. All of Pederson's demonstration activities provided insight into what young learners enjoy and how they learn. The workshop concluded with Pederson noting the importance of the feedback loop in setting achievable goals and assessment standards, noting that assessment for young learners is an area much in need of research in the Japan context. **2) *Starting Junior High School: The Current Situation and What Teachers Expect from Elementary School Education* by Hidenori Ogyu.** Ogyu discussed his perspective of the junior high school teacher. **3) *Issues in Elementary School English Education from the Perspective of the JTE* by Soukichi Yoshioka.** The event concluded with a discussion session centering on the need for a better link between elementary and junior high school English education.

Reported by Yoko Nakano

Gifu: June—*My Share Experience: Inspiration & Creative Lesson Planning* by Paul D. Tanner. Tanner demonstrated an array of student-generated materials that help motivate and promote learning for EFL learners. Visual stimuli utilized as topic activators are the foundation for his lessons. Authentic materials, like the presenter's own collection of paper currencies from around the world, enable students to not only hold money, but to speculate and imagine about distant cultures. This foray into metacognitive learning opens up a realm of teaching possibilities (four skills or cultural activities) for an EFL class. Tanner showed examples of how his students designed a new paper currency for Japan. Another lesson put students in pairs to conduct an imagery information gap activity using various nations' flags. One student gave drawing instructions to a partner, utilizing some practical language instructions and adding a fun element to learning. One potential methodological weakness about this approach is that it may lack practical language

for some EFL students and the tasks could have limited functionality. Regardless, these activities are successful because they incorporate various learning styles. The challenge, as Tanner alluded to, is to link these enjoyable activities to more overall curriculum objectives.

Reported by Steve Quasha

Gunma: June—*Assessing English Proficiency by Computer: CALL Software and Prosody Analysis* by Hiroyuki Obari and Machi Okumura. Obari introduced the full digital CALL system with e-learning function installed that he uses in his English class. He incorporates the latest technology, such as the *Cyber Campus System*, which is a web blackboard system where students can check announcements, syllabi, and assignments. They can even download materials, such as *CaLaboEX* (which is a full CALL system), the computer-based assessment test (CASEC), and many other IT tools. He integrates elements such as English presentation and worldviews, with a special focus on ontology and epistemology, to make the lesson more multidisciplinary and to meet the actual needs of the students. According to Obari's results, most of the students enjoyed this lesson and thought that this system helped them improve their English and PC skills.

Okumura demonstrated the latest CALL system that analyses the learners' prosody. This system analyzes the speakers' speech and displays their pronunciation as a waveform. Language learners can visually compare their own prosody to that of a native speaker and modify their pronunciation.

Reported by Natsue Nakayama

Hamamatsu: June—*Gender Differences in Hearing* by Gregg McNabb. According to McNabb's research, studies have shown that there is incontrovertible proof that men and women are biologically different in their ears and brain hemispheres. Recent advances in technology confirm absolutely that, from the outset, females are much better equipped to learn and use language than males. Thus McNabb concluded that ideally it may be best to organize language classes according to gender, and teachers need to fine-tune the ways in which we teach in order not to unduly disadvantage one group or the other. Curriculum should favor boys learning language earlier so that they have a better chance of keeping up with girls and maximize their language learning opportunities.

Reported by David Elmes

Hiroshima: May—*A Crash Course in Public Speaking* by Dennis Woolbright. Woolbright outlined the enormity of the task facing debating coaches, explaining that public speaking is a “complete English education” and no student is “impossible”.

A manuscript has to be written and then practiced exhaustively until it is memorized and should be delivered as naturally as possible but in a way that the speaker “demands that people listen.” If the native speaker is to be brought in as a coach, it should be with enough foresight and time—at least three months—to make any impression.

“Something warm or good” is another one of the keys to a good speech in connecting with an audience. Using personable skills, such as eye contact, will let the speaker interact with the whole audience. Establishing eye contact establishes trust. Coaches and students need to trust and believe each other and enjoy what they are doing.

Woolbright stressed that an audience will be engaged if the content is good, the voice is powerful, and the body language alive. The focused speaker must not only capture but also sustain their listeners’ attention. Making a speech, argues Woolbright, is a joy and should not be just about “going through the motions.”

Reported by Ewen Ferguson

Hokkaido: June—*Elementary English for the Elementary School* by Greer Pedoe and Nicholas DiNunzio. There’s no need to rush students at the elementary level. Learning small bits of English every day is better than a big chunk of input once a week. English should always be learned as part of targeted play and learned in context. Students at this age need to see and touch what they are talking about. High frequency words can be taught by teachers across the curriculum. Students can learn how to count from one to ten in math class and also the names of colors in art class. All teachers should contribute if English is to be successfully taught in their school.

Learning the alphabet, a very simple self-introduction, and the idea that English is fun would prepare students for success and mean less stress in junior high school, according to a middle school teacher. DiNunzio focused on English pronunciation for the 1st month of English instruction with his junior high school class, resulting in students with much more natural pronunciation than in the past.

Presentation handouts, including an overview of age-appropriate language targets and games and activities for grades 1 through 6, can be downloaded at the JALT Hokkaido website.

Ibaraki: June—Ibaraki Mini-Conference: 1) *The Politics of English Teaching in Japan* by Robert Aspinall. Aspinall explored national, regional, and local politics as determinants in English education policy. **2) *Stretching for Relaxation* by Masae Karasawa.** Karasawa proved that many members spend too much time sitting behind desks, but that it is not too late to feel good. He exercised participants with special emphasis on the lower back and tension-stress relief. **3) *Exercise Away Your Hangover* by Masae Karasawa.** Karasawa exercised participants with emphasis on deep breathing and muscle toning. **4) *Report on the English Shower Program* by Kazu Morita.** Morita summarized the results of his school’s program for encouraging in-school use of English. **5) *Presentation Zen* by Dan Waldhoff.** Waldhoff summarized professional techniques for making engaging and informative presentations. **6) *Some Thoughts on Excellent Pronunciation* by Takeshi Kikuchi.** Kikuchi summarized his research on student desire for better pronunciation and achievement. **7) *Teachers’ Unions in Japan* by Robert Aspinall.** Aspinall gave an overview of the history of teachers’ unions following the end of the Pacific War.

Reported by Dan Waldhoff

Kitakyushu: June—*Using Podcasts: Even Without an iPod!* and *Using Your iPod in the Classroom* by Bill Pellowe. Pellowe played a few podcasts and showed how to subscribe and take advantage of the continually expanding plethora of free and useful teaching material available with a few clicks. Aptly described as “audio blogs,” podcasts are as varied as the imagination of anyone who wants to convert their audio files, which Pellowe demonstrated. He recommended several books for further instruction.

Some very clever and entertaining clips from homemade movies provided a lot of ideas for classroom exploitation, with suggestions from Pellowe as to how best to use them. He also mentioned various ways to download material, for a nominal fee or free, and pointed out how iPods trump textbooks as learning aids, being lightweight and containing much more and varied information. Using iPhoto and Powerpoint applications to exploit selections from <clipart.com>

and <video.google.com> is just one small part of how any teacher can put together a very professional-looking classroom presentation.

Reported by Dave Pite

Nagasaki: June—1) *Japanese English Interference in English Classes* by Emilie Masson. Masson presented preliminary results of an original research project revealing how Japanese-influenced English is passed on from teacher to student and how teachers and students use it and why this phenomenon occurs and offered recommendations to help teachers avoid it. **2) *Three Games* by Thomas Sorenson.** Sorenson taught three fast and fun games that can be used in any kind of class.

Reported by Melodie Cook

Nagoya: June—*Dealing With the First Language and the First Culture Interference for Japanese Learning of English* by David Barker. Barker has identified categories for the questions his students will ask, the mistakes they will make, the linguistic structures they will have difficulty with, and the words and phrases they are likely to want or need to learn: 1) distinguishing between alternatives: *a/the, make/let*; 2) differences in the range and usage of L1 words and their L2 translations: *My pay is cheap, my room is narrow*; 3) differences in the tense and aspect systems of the L1 and L2: *I am living in Nagoya for 2 years, I have been to Kyoto when I was in junior high school*; 4) direct translation of L1 expression or structure into L2: *My family is four people, there is my favourite place*; 5) the incorporation of L2 words into L1 with changed meaning: *You have a nice hip, speed down*; 6) mistaken, misunderstood, or over-generalized teaching: *Going to=will, watch TV with reading the newspaper*; and 7) differences in lifestyle and culture: *How do you say itadakimasu / ittekimasu*? Participants discussed ways of dealing with those more effectively in the classroom. Barker's *Eigo to Naka Naori Dekiru Hon* is a bestseller and a good reference book for Japanese learners of English.

Reported by Kayoko Kato

Omiya: June—*Student Projects in the EFL Classroom: Why and How* by Chuck Sandy. Sandy explained that projects are multi-skill activities on particular themes that have distinct starting and ending points. Projects can take many forms—posters, booklets, presentations, podcasts, and so forth. He showed several samples of projects, including a DJ project that was particularly popular

with his students, and talked about nine benefits of classroom projects.

He outlined the process of setting up a project and stressed the importance of the teacher making the product beforehand. By actually making the product, the teacher can identify potential problems for the students and plan the necessary resources and the required scaffolding to successfully complete the project. He compared the language banking and the language toolbox models, discussed the importance of self and peer evaluation, and showed examples of forums used in classes.

Participants were given the opportunity to design original classroom projects. These projects' plans covered a number of aspects: the final product, language and skills needed, possible support materials, presentation plan, and evaluation.

Reported by Adam Murray

Shinshu: July—*A Comprehensive Approach for Learning English with Computer Assistance* by Peter Wanner. Wanner explained a system he has developed that uses computers as an integral component in developing the four basic language skills, thus empowering students to analyze their own language skills.

He gives students a theme to research and write about. Students must use their computer's grammar check before submitting the work. They can also check the difficulty level of the language they use with a function of the word processor. Using an Excel program, Wanner grades the students in each of six areas. Students can rewrite to get a higher score.

Students speak in their small group. Group discussions are recorded by video camera and students must transcribe their words, as well as those of the speaker before and after them. Students aim to speak at least 150 words, not all in one turn. This facilitates true give-and-take discussion. Using *Child Language Data Exchange System* (CHILDES), students can then evaluate their own language for such things as spelling, grammar, and more complex functions such as vocabulary frequency and improvement. See Wanner's website for more detailed information about his program <www.intcul.tohoku.ac.jp/wanner/e-home.html>.

Reported by Fred Carruth

Yokohama: July—*Teaching English to Older Learners* by Tadashi Ishida. Ishida had members brainstorming while watching a teaching video.

For older learners, real-life situational phrases, eliciting prior knowledge, total physical response (TPR), non-threatening posture and grouping, and more use of Japanese seemed helpful. Ishida shared moving student stories explaining why older students learn English: not only to travel, access the Internet, regain opportunities lost in the war era, or to help foreigners, but also to bridge the generation gap, make new friends, exercise the brain, and feel motivated.

An exciting *live* demonstration of ordering in a restaurant revealed how Ishida's students build

fluency by researching real content for classes, from possible drinks and food options right down to salad dressings. Coloring and craft exercises to make menus and props also stimulate the brain. Finally it was the audience's turn to sweat, as one volunteer member answered questions from the demonstration seniors about teacher experiences and feelings in Japan. Clearly for teachers and older learners alike, sharing and caring is an important way to get involved and stay young at heart.

Reported by Renata Suzuki

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COLUMN • JOB INFORMATION CENTER

...with Derek DiMatteo

<job-info@jalt-publications.org>



To list a position in *The Language Teacher*, please submit online at <jalt-publications.org/tlt/jobs/> or email Derek DiMatteo, Job Information Center Editor, <job-info@jalt-publications.org>. Online submission is preferred. Please place your ad in the body of the email. The notice should be received before the 15th of the month, 2 months before publication, and should contain the

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

Job Information Center Online

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

GREETINGS JALT community. Starting this month, the Job Information Center will list only brief summaries of open positions in *The Language Teacher*. Full details of each position are available on the JALT website. Please visit <www.jalt-publications.org/tlt/jobs/> to view the full listings.

Location: Aichi-ken

School: Nanzan University

Position: Full-time English language lecturer or associate professor

Start Date: 1 Apr 2007

Deadline: 1 Sep 2006

Location: Anywhere

Company: ReallyEnglish.com

Position: Online graders

Start Date: Sep 2006 or Feb 2007

Deadline: Ongoing.

Location: Bangkok, Thailand

School: Thai-Japanese Association School

Position: EFL teachers

Start Date: Immediately

Deadline: Ongoing until filled.

Location: Chiba-ken

School: Nihon University

Position: Part-time instructor

Start Date: 1 Apr 2007

Deadline: 31 Oct 2006

Location: Ehime-ken

School: Matsuyama University, Faculty of Business Administration

Position: Full-time English language instructor

Start Date: 1 Apr 2007

Deadline: 15 Sep 2006

Location: Ehime-ken
School: Matsuyama University, Faculty of Economics
Position: Full-time English language instructor
Start Date: 1 Apr 2007
Deadline: 15 Sep 2006

Location: Ehime-ken
School: Matsuyama University, Faculty of Humanities
Position: Full-time English language instructor
Start Date: 1 Apr 2007
Deadline: 15 Sep 2006

Location: Hiroshima-ken
School: Hiroshima Jogakuin University
Position: Full-time contract teachers (2)
Start Date: 1 Apr 2007
Deadline: 20 Sep 2006

Location: Kanagawa-ken
School: Keio SFC Jr. and Sr. High School
Position: Full-time English teacher
Start Date: 1 Apr 2007
Deadline: 28 Sep 2006

Location: Tokyo-to
School: Tokyo Denki University

Position: Full-time, limited-term *shokutaku* lecturer
Start Date: 1 Apr 2007
Deadline: 20 Sep 2006

Location: Tokyo-to
School: Aoyama Gakuin University
Position: Part-time teachers
Start Date: Apr 2007
Deadline: 30 Sep 2006

Location: Tokyo-to
School: Waseda University
Position: Part-time English teacher
Start Date: Apr 2007
Deadline: Ongoing

Location: Tokyo-to
School: Tokyo Woman's Christian University
Position: Full-time instructors (2)
Start Date: 1 Apr 2007
Deadline: 25 Sep 2006

Location: Tokyo-to
School: Rikkyo University
Position: Full-time contract (2)
Start Date: 1 Apr 2007
Deadline: 20 Sep 2006

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New listings are welcome. Please send information to the column editor by the 15th of the month, at least 3 months ahead (4 months for overseas conferences). Thus, 15 Sep is the deadline for a December conference in Japan or a January conference overseas.

Upcoming Conferences

8–10 Sep 2006—JACET 45th Convention in Osaka: *Pedagogical Considerations for University English Instruction in a New Era of Open Admissions*, at Kansai Gaidai University, Nakamiya Campus. **Contact:** <www.jacet.org/2006/convention/>

14–16 Sep 2006—19th English Australia Education Conference: *Re-Evaluating Methodologies: How We Teach, Who We Teach*, in Perth. The aim is to provide practical, effective support and reinvention to all ELT professionals. **Contact:** <www.eaconference.com.au/>

20–22 Sep 2006—Diversity and Community in Applied Linguistics: *Interface, Interpretation, Interdisciplinarity*, at Macquarie University, Sydney. The aim is to facilitate discussion among applied linguists, language researchers, and language educators working in a variety of diverse and overlapping fields. **Contact:** <www.ling.mq.edu.au/centres/alle/conference.htm>

23 Sep 2006—23rd JALT Hokkaido Language Conference: *Enrich Your Teaching, Enrich Your Students*, at Hokkai Gakuen University, Sapporo. **Contact:** <conference@jalthokkaido.net> <www.jalthokkaido.net>

28 Sep–1 Oct 2006—Pragmatics, Semantics, and Cultural Awareness in ELT, in Acapulco, Mexico. **Contact:** <anupi.org.mx>

29 Sep–2 Oct 2006—CLESOL 2006: *Origins and Connections: Linking Theory, Research and Practice*, in Napier, New Zealand. **Contact:** <clesol.org.nz>

7–8 Oct 2006—Teacher Education SIG and JALT Okayama Conference: *Professional Development in Language Teaching*, at Okayama University. The conference will focus on the various career stages that teachers may go through including: initial

teacher training, being a novice teacher, and the transition to an experienced professional. It will provide opportunities for practical workshops to examine how teachers can approach some of these life stages, and more formal presentations for teachers to share their research or work in progress. Issues of particular interest include: improving our teaching, raising standards in the profession, getting qualifications, working with colleagues, leadership, time-management, dealing with stress, and maintaining motivation. **Contact:** <www.esl-eft.info/conference/index.html>

19–21 Oct 2006—TESL Canada 2006: *Landmarks and Landscapes*, in Winnipeg. **Contact:** <www.tesl.ca/>

21–25 Oct 2006—The 4th Annual International Conference of IATEFL China: *New Orientations in TEFL in China*, in Beijing. There will be a program of over 150 talks and workshops. The aim is to promote the development of ELT in China and Asia. The three previous conferences were each attended by approximately 2,500 ELT professionals from more than 30 countries around the world. **Contact:** <www.tefl-china.net>

2–5 Nov 2006—JALT2006 International Conference: *Community, Identity, Motivation*, in Kitakyushu, Japan. **Contact:** <conferences.jalt.org/2006/>

16–19 Nov 2006—The Third Pacific Association for CALL Conference (PacCALL 2006): *Globalization and Localization of CALL*, at Nanjing University, China. In addition to the plenary sessions there will be a special strand on *Moodle for Language Learning*, together with pre- and post-conference workshops. **Contact:** <www.paccall.org/>

27–29 Nov 2006—CULI's 2006 International Conference, in Bangkok. Topics include: professional development, curriculum/materials development, technology in education, ESP, assessment and testing, EFL/ESL research and review, approaches in EFL/ESL teaching, self-access learning centers, quality assurance in EFL/ESL, and learner autonomy. **Contact:** <www.culi.chula.ac.th/dia/DIA-WEB/Rationale.htm>

7–8 Dec 2006—Tertiary Writing Network Colloquium: *Old Text/Nu Txt: Writing for a Change*, in Napier, New Zealand. Topics include: the impact of new technologies on writing practice, writing and the Internet, distance learning, innovative teaching practices, new research findings, journals and blogs in the classroom, constructions

and destructions in writing, and plagiarism and authorship. **Contact:** <twm.massey.ac.nz/>

7–9 Dec 2006—The Second CLS International Conference: CLaSIC 2006: Processes and Process-Oriented in Foreign Language Teaching and Learning, at National University of Singapore. The aim is to bring together academics, researchers, and professionals from Asia and beyond for an exchange of insights, experiences, and views on current and future developments in foreign language teaching and learning. **Contact:** <www.fas.nus.edu.sg/cls/clasic2006/>

2–3 June 2007—JALT CALL SIG Annual Conference 2007: CALL: Integration or disintegration? at Waseda University, Tokyo. The conference will focus on: the current fragmentation of CALL and its reintegration into more traditional disciplines; and the widening scope of CALL, for example, into wireless learning and electronic dictionaries. The featured speaker will be Mike Levy from Griffith University, Australia. **Contact:** <jaltcall.org>.

Calls for Papers/Posters

Deadline: 30 Sep 2006 (for 26–28 Mar 2007)—17th International Conference on Pragmatics and Language Learning, in Honolulu, Hawai'i. The conference will address a broad range of topics in pragmatics, discourse, interaction, and sociolinguistics. **Contact:** <nflrc.hawaii.edu/prodev/pll/>

Deadline: 1 Oct 2006 (for 6 Nov 2006)—Teachers' Symposium on Professional & Organizational Development: Dynamic Teacher Communities, at Dokkyo University, Soka, Saitama, from 13:00 to 20:00. Poster presentation proposals welcomed. Plenary speakers will be Donald Freeman and Bonny Norton. Program coordinators in parallel sessions will look at professional development, collaboratively crossing borders, and curriculum revision. What structures and ecologies can help (full-time and part-time) teachers work together more beneficially and enhance collaborative dialog and professional development across traditional borders? All teachers welcome. **Contact:** <www.dokkyo.net/~teachersympo> <mits@dokkyo.ac.jp>

Deadline: 27 Oct 2006 (for 12–13 May 2007)—The 6th Annual JALT Pan-SIG Conference 2007: Second Language Acquisition: Theory and Pedagogy, at Tohoku Bunka Gakuen University,

Sendai. The conference will be co-hosted by the Other Language Educators, Materials Writers, Pragmatics, Teacher Education, and Testing and Evaluation SIGs and the Sendai JALT Chapter. It will explore the relationship between second language acquisition and the mechanics of the second language classroom. Proposals are invited for papers (45 minutes), workshops (120 minutes), and poster sessions. **Contact:** <pansig2007@yahoo.co.uk>

Deadline: 31 Oct 2006 (for 9–10 Feb 2007)—2nd International and 38th ELTAI Annual Conference: English for Today and Tomorrow, in Chennai, India. **Contact:** <eltai_india@yahoo.co.in>

Deadline: 31 Oct 2006 (for 20–22 Sep 2007)—Second International Conference on Task-Based Language Teaching: TBLT: Putting Principles to Work, at University of Hawaii. Presentations are welcomed on a full range of themes relating to TBLT. **Contact:** <www.tbtl2007.org>

Deadline: 20 Nov 2006 (for 11–14 Apr 2007)—Social and Cognitive Aspects of Second Language Learning and Teaching, University of Auckland, New Zealand. Papers are welcomed in these fields: social perspectives on cognitive theories; critiques of sociocultural theories of mind; social and cognitive issues for task-based language teaching; social and cognitive issues for learning theories based around interaction; the relative significance of acquisition and participation as key metaphors for a learning theory; implicit knowledge, explicit knowledge, and social context; social identity and cognition in language learning/teaching; social influences on attention in language learning; and social and cognitive dimensions of interlanguage pragmatics. **Contact:** <www.arts.auckland.ac.nz/sociocog>

Deadline: 1 Dec 2006 (for 14–16 Mar 2007)—10th Biennial University of Seville Conference on Applied Linguistics: Issues in Teaching, Learning, and Using Vocabulary in an L2, at University of Seville, Spain. Proposals for papers and workshops are invited in English or Spanish. **Contact:** <elia@siff.us.es>

Deadline: 28 Feb 2007 (for 24–29 Aug 2008)—15th World Congress of Applied Linguistics: Multilingualism: Challenges and Opportunities, in Essen, Germany. Proposals are invited for presentations related to policy, research, and theory in any area of applied linguistics. **Contact:** <www.aila2008.org>

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JALT Central Office

- Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
t: 03-3837-1630; f: 03-3837-1631
jco@jalt.org

The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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

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JALT Central Office

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

JALT事務局: 〒110-0016 東京都台東区台東1-37-9
アーバンエッジビル5F

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

Old Grammarians...

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

English for ESP (English speaking people)

WHEN YOU think about it, English for Specific Purposes could cover any English usage in any situation where you've got to say something you don't normally say. A few years ago my wife wrote a paper defending a typical travel English text as an ESP book, because the specific purpose for the English taught in the textbook was clear: English to Get You Through Your American Vacation Alive. That said, ESP typically refers to far more specialized usages of English, in fields such as bioengineering or bovine proctology, wherein learners need training not in normal everyday English, but rather in a very specialized sort of English such as that spoken by cows with hemorrhoids or the Six Million Dollar Man.

There are two points of view from which to consider ESP: 1) as a supplement to standard EFL, in which learners can demonstrate an added dimension to their English ability, quickly shaming native speakers who have been wasting their time asking silly three-word questions about the weather or their favorite hobby; or 2) as a sequestered pidgin that can't function as a living language outside of the research lab or the meeting rooms of an obscure technical conference. This latter view was taken by some of my doctor friends in Japan who complained that they could go to Pittsburgh and speak for 2 hours or more about genetic retrovirus implantation treatments for prostate cancer, but couldn't understand the concierge's directions to the hotel bar. Perhaps in such emergencies they could have benefited from a little ESP of the paranormal kind rather than the linguistic kind.

I've occasionally had ESP thrust at me from unexpected corners. In one of my writing classes, a student turned in a paper about weight loss with the amusing title "What a Fatso!" But the paper itself was blubbery with terms like *hyperlipemia* and *cardiac infarction*. As learned vocabulary these words probably didn't last much longer than the 45 seconds it took my student to look them up in her dictionary and

type them in her computer. On the other hand, *fatso* quickly became one of her favorite English words, and she was said to have put it to good use with friends and family members (her dogs, particularly) for several weeks.

This must lead us to wonder which class of language better constitutes ESP—narrowly descriptive and spiritless terms like *cardiac infarction* (specific) or colloquial but clear-intentioned terms like *fatso* (purposeful)? I guess it boils down to the question I was hinting at three paragraphs ago: "What is your specific English purpose?"

Over the last 40 years, that question, democratized and deconstructed with rascally post-modern vim, has resulted in an alphabet soup of special purposes for English: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English Across the Curriculum (EAC), English for Science and Technology (EST), English for International Business (EIB), English for Insulting Waiters (EIW), English for Spackling Plaster (ESP), Englisch für Spätzle Projektierung (ESP), English as an Interlocution of Entertaining Imitative Oinks (EIEIO), etc.

With so many specially-purposed Englishes flying around, you'd think it would be possible to determine a person's profession, persuasion, or preoccupation just by listening to them talk for 2 minutes. Such ability could in fact prove invaluable to the language instructor wondering what kind of English to take into their next company class contract. Who knows, there may even exist a Golden Question that could reveal a person's deep-rooted ESP needs simply by their answer to it, similar to the following exchange:

- A) Are you a psychologist?
- B) Why do you ask?
- A) You *are* a psychologist!

We're a long way from finding that Great All-purpose ESP-unleashing Question, but here's an offering to start us off in our search:

"What first comes to mind when I say the phrase *Bob smelts for a living*?"