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Special Issue: Language Transfer

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Special Issue: Language Transfer

THIS MANTRA holds true: *What we know is how we learn*. With any learning task, we optimize our effort by transferring previous knowledge, which serves us in many cases and leads us astray in others. *Language transfer* deals with how one language or previous knowledge influences the learning of another. It encompasses *borrowing, interference, avoidance*, and more. Perhaps the only influence on learning that rivals transfer is motivation.

Unfortunately, the fundamental role of transfer is often neglected. For instance, the 2005 *TLT* Special Issue on vocabulary was an excellent landmark in JALT publications that nevertheless overlooked an 800-pound *gorilla*—*gairaigo*: western loanwords in Japanese. *Cognates*, words in two languages similar in form but not necessarily meaning, are an important resource for learners, yet the Japanese EFL community generally disdains English-based loanwords. A message from a Japanese teacher of English (JTE) expresses how many regard them:

...To tell the truth, I was sort of prejudiced about loanwords. I never thought that the knowledge about loanwords helped Japanese students.

TLT's first-ever special issue on language transfer will illustrate how previous knowledge affects various aspects of language learning. From Finland, leading authority **Håkan Ringbom** offers a paper on transfer studies. In Japan, **Aika Miura** examines contrastive rhetoric and EFL writing. Conversely, **Meredith Stephens** shows how L1 English pragmatics, lexis, and collocation may affect L2 Japanese. **Frank Daulton** presents research on English-based loanwords and the learning of English, and **Emi Uchida** examines how the Japanese are able to recognize English-based cognates.

Also this month, **Max Praver** and **Mark Rebusck** contribute vocabulary-related activities to the *My Share* column. Finally, **Robert Taferner** reviews a book on language transfer.

Frank E. Daulton

TLT Guest Editor

Emi Uchida

TLT Assistant Guest Editor



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CHALLENGING



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Foreword

「私たちが知っていることは、いかに学ぶかということだ」これは、確かに的を射た表現です。どのようなタスクでも、私たちは、以前に得た知識を転移させて効率的に学習します。しかし、以前の知識は、役に立つこともあります。道を誤らせることもあるのです。「言語転移」は、以前の知識である1つの言語が、別の言語の学習にどのように影響するかをみたものです。その中には、借用、干渉、回避などが含まれます。おそらく、学習に影響を与えるものの中で、この言語転移に匹敵し得るものは「動機づけ」くらいでしょう。

不幸なことに、転移の基本的な役割は軽視されがちです。語彙を扱った2005年TLT特集号は、数あるJALT出版物の中でも画期的なものでした。それにもかかわらず、ここでも、「外来語」(日本語の中の西洋からの借用語)は取り上げられていません。—これは、800ポンド級のゴリラ(これも外来語)にも匹敵するような大物なのですが。「同祖語彙」(2つの言語間で形の上では似ていても、必ずしも意味は一致しない)は、学習者にとって重要な情報源ですが、日本のEFLに関わる人々は、英語を基にする借用語を軽視する傾向にあります。ある日本人英語教師は、外来語を多くの人が次のように捕らえていると述べます。

…本音を言えば、私は、借用語に関して偏見を持っていた。借用語に関する知識が、日本人学習者に役立つとは思えなかった。

言語転移に関する今回初のTLT特集号は、もともと持っている知識がいかに言語学習のさまざまな側面に影響を与えるかを扱ったものです。フィンランドからはHåkan Ringbomが言語転移研究の基調原稿を用意しています。日本からはAika Miuraが、対照修辞学とEFLライティングについて取り上げます。また逆の立場で、Meredith Stephensは、英語を第1言語とする者の語用論・語彙・連語の知識が、第2言語として学ぶ日本語にどのように影響するかを探ります。Frank Daultonは、英語を語源とする日本語の外来語と英語学習に関する研究を呈示します。Emi Uchidaは、日本人がどのように英語語源の外来語を理解するかを検証します。My Shareでは、Max PraverとMark Rebuckが、語彙に関する演習を用意しています。そして、Robert Tafernerは、言語転移に関する本の書評をお届けします。

Frank E. Daulton

TLT Guest Editor

Emi Uchida

TLT Assistant Guest Editor

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The importance of cross-linguistic similarities

Keywords

language transfer, cross-linguistic similarity, loanwords, Japanese EFL

Håkan Ringbom, an internationally recognized expert on language transfer, offers his perspective on the importance of cross-linguistic similarity in foreign language learning, including the Japanese EFL context. After referencing important transfer studies generally and in his native Finland, Ringbom concludes that English-based loanwords in Japanese likely constitute a great resource and he advises teachers to exploit this resource.

本論では、外国語習得において言語間の類似性がいかに重要かを、日本のEFL環境を視野に入れ論議する。まず言語転移研究について概論を述べ、フィンランドにおける研究成果を示す。さらに、日本語における英単語からの借用語は膨大な知識の蓄積であることを提示し、英語教員にその資産を活用するように呼びかける。

Håkan Ringbom Åbo Akademi University, Turku/Åbo, Finland

ONE QUESTION frequently debated by researchers and language teachers in the past was whether the L1 (one's native language) is an aid or an obstacle to the learning of another language. Today there is widespread agreement that the L1 clearly helps, not obstructs, the process of learning. To what extent it actually helps depends on many factors, above all the relationship between the L1 and L2 (a foreign or second language). If the learner can perceive many cross-linguistic similarities, the process is facilitated: there is a lot of *positive transfer*. Learners who have an L1 closely related to the target language (TL) can thus start out from a high platform at the beginning of the learning process, since they can make use of easily perceived formal similarities.

However, languages unrelated to the TL also influence learning. Even if learners cannot perceive cross-linguistic similarities to the L1, they tend to *assume* such similarities. In many cases, assumptions of similarity cause errors, especially in production.

Error analysis was a research approach particularly common in the 1970s. One of its paradoxes is that errors rightly came to be regarded as having less importance than what prevailing teaching practice accorded to them. In Finland, as elsewhere, earlier exaggerated emphasis on the harmfulness of errors has given way to a different approach where errors are seen as a natural part of the learning process. Teaching, in fact, should not be too highly focused on eradicating errors.

What is important to note is that transfer does not occur only across related languages; it is part of a universal phenomenon where learners try to facilitate the learning process by making use of any prior linguistic knowledge they have. This is particularly important at early stages of learning, when linguistic knowledge other than the L1 is very limited. Transfer can be described as a process making use of perceived and/or assumed cross-linguistic similarities, and its effects may be either positive or negative. Negative transfer either inhibits the learner from

learning how to use new words appropriately or, more conspicuously, leads to inappropriate use of L1-based items and structures. Positive, or facilitative, transfer, on the other hand, is the application of at least partially correct perceptions or assumptions of cross-linguistic similarity. The positive effects, which are hard to notice for an outsider, clearly dominate, and a good strategy for teachers would be to encourage learners to make use of any cross-linguistic similarities as much as possible.

Transfer studies in Finland

The points mentioned earlier originate partly from Western research in general (e.g., Jarvis, 2000, Odlin, 1989, 2003), and partly from a project conducted in Finland over several decades (Ringbom, 1987, 2007). Finland is a country particularly well suited to investigations of transfer in the learning of English and other languages, since it has two official languages, Finnish and Swedish. Swedish, spoken by about 6 percent of the population, is a Germanic language related to English, while Finnish (93 percent) is a non-Indo-European language related only to Estonian and Hungarian in Europe. Culturally and educationally, however, Finnish-speaking and Swedish-speaking Finns are as close as can be found in two language groups anywhere in the world, and this means that differences in learning can be referred back to the different linguistic background of the learners.

Finnish is a language with relatively few loanwords from other languages. Even recognizable forms of loanwords found in most Western languages such as *telephone*, *telegraph*, and *restaurant* are missing. Instead Finnish uses forms more acceptable to phonological rules in Finnish: *puhelin* (from *puhua*, to speak), *lennätin* (from *lentää*, to fly) and *ravintola* (from *ravinto*, nourishment). The modern loanwords actually found tend to be low-frequency words in specialized fields such as administration and culture. Finnish can be described as a morphologically complex, agglutinative language, where a succession of bound morphemes can be linked to word stems. The word as a linguistic unit contains more semantic information than English or Swedish and the linguistic categories of articles and prepositions are almost entirely missing.

English and Swedish, on the other hand, are very close structurally, and many English words have forms that are almost identical to their Swedish equivalents. They are thus easily recognizable when they are first met. Compared to

Finnish speakers, Swedish speakers have a much easier task in learning English, since they can perceive a great many formal similarities between English and their L1. Thus, it is not surprising that a great many tests and examinations have shown that students from Swedish-language schools do consistently better than students from Finnish-language schools at many different levels.

Recent changes in Finnish society and in the Finnish educational system, not least as far as the teaching of English is concerned, have however, shown that the disadvantages of the Finns' starting point can be reduced. The motivation for learning English has increased in Finland: English is seen as the main international language whose mastery is a must for anyone aspiring to jobs other than menial ones. The national examination system has changed: the previous system where translation from and into foreign languages was all-important has given way to a comprehensive battery of exam questions covering listening, reading and writing as well as a grammar and vocabulary test. Practical difficulties have so far prevented the testing of oral productive skills in the school-leaving examination, but teachers are well aware of the importance of speaking, and work is under way to incorporate speaking in the English exam.

English-based cognates and the Japanese

The most important task for adults learning another language is acquiring a sufficiently large vocabulary. Learning to comprehend precedes learning to produce, and any device facilitating receptive learning at the initial stage should be given serious consideration.

If there are loanwords from the TL in the L1, focusing on them can be a good way of developing an adequate receptive vocabulary from the very beginning, at least if the loanwords are words of relatively high frequency.

I realise that Japanese has many loanwords from English, and that a large proportion of these are high-frequency words, which, however, have been considerably modified. As the similarities between the borrowed words and the original words have been obscured by the differences in scripts and phonological systems, this has led to views in Japan that loanwords are a hindrance rather than a help: that they confuse learners and lead to unnecessary errors. I cannot see that such a view is fruitful for language teaching. On the contrary, it seems to me, learners should be guided to make use of the built-in lexicon,

gairaigo, which provides a powerful tool for more effective learning. Needless to say, much preliminary work would then need to be done by researchers and teachers to provide a systematic guide to exactly how the loanwords differ from the original words.

In the early stages of learning it might well be better to focus entirely on comprehension, leaving production until later, when learners have acquired a vocabulary large enough to be able to produce more than the empty phrases characteristic of production at early stages. In the 1970s, delayed oral production was an approach advocated by several researchers (Asher, 1977; Davies, 1978; Postovsky, 1974), and it might be worth trying this out in Japan, especially in view of the speech anxiety believed to be a characteristic of Japanese language learners. (Finnish learners, too, at least those who were brought up in the earlier language teaching tradition, are also naturally reticent in oral communication.) How to deliver learners from the unfounded fear of making errors may be easier for the teacher when learners have already acquired a reasonable receptive vocabulary.

Even without delayed production, it would clearly be an advantage if beginning learners were helped to perceive similarities, especially lexical similarities, between the TL and the L1. That many of these similarities may be only partial similarities, which will have to be modified by subsequent learning, is a matter of secondary importance. Initially, the task of learning a new language seems so vast to learners that they try to facilitate it in any possible way. An important function for teachers is to give constructive advice to learners' attempts at facilitation.

If making use of cross-linguistic similarities to the L1 helps, it might be asked whether facilitation also occurs if the learner makes use of a non-native similar language. In other words, if Japanese learners already know one Western language such as English, would it facilitate learning if learners were guided to make use of this when learning French? This is, in fact, doubtful, since learners with only a superficial knowledge of the languages concerned easily confuse similar-sounding words. Probably only learners who have already acquired good fluency in their L2 can really profit from making use of it during L3 learning, even if the L2 and L3 are quite similar.

There are certainly great challenges facing English teaching in Japan. Increasing learners' motivation so that they would like to learn English even after taking their compulsory exams

is one important task. And, in order to make real improvements it may be necessary to question many aspects of the existing educational system.

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Contrastive rhetoric and *ki-shoo-ten-ketsu*

Keywords

L1 transfer to L2 writing, contrastive rhetoric, *ki-shoo-ten-ketsu*, writing process, rhetorical awareness

This study investigates the effects of L1 rhetoric on the L2 writing of Japanese learners of English. Their L2 products are examined in terms of: 1) two different writing processes—one group writing first in Japanese and then translating into English, and the other group composing directly in English; and 2) the students' awareness of Japanese traditional rhetorical style, *ki-shoo-ten-ketsu*. The study revealed that only one student, whose composition is also shown in this paper, followed this rhetorical style.

日本人英語学習者が英作文を作成する上で、日本語の修辞パターンがどのような影響を及ぼしているかを検証する。被験者を、日本語で書いてから英訳するグループと英語のみのグループに分け、異なるライティング・プロセスを課した。さらに、被験者が母語特有な修辞パターンの一つである起承転結に対してどのような認識を抱いているかを調査した。本研究では、唯一起承転結の展開で書いた一人の被験者の英作文を紹介する。

Aika Miura

Tokyo University of Foreign Studies

MOST NATIVE English speaking teachers in Japan may have difficulty grasping what students are trying to say in their writing. The reason they struggle to get the main idea from the text may not necessarily be due to grammatical mistakes or lack of vocabulary. It may be due to how the students organise and present their ideas and information.

The foremost research comparing differences in rhetorical and organisational styles between Japanese and English is Kaplan's classic notion of *contrastive rhetoric* in the 1960s regarding L2 writing, and Hinds' study in the 1980s of the unique Japanese rhetorical style *ki-shoo-ten-ketsu*. This paper presents an account of language transfer in the area of contrastive rhetoric, investigating the awareness and attitudes of Japanese students towards the style of *ki-shoo-ten-ketsu* in L1, and whether or how they transfer L1 rhetoric to L2 English writing.

What is contrastive rhetoric?

Kaplan (1966) examined the nature of differences in the written production of ESL students from various L1 backgrounds. He found that while English writing shows a linear structure, oriental languages have a circular development expressed as "approach by indirection, turning and turning in a widening gyre" (p. 10). Kaplan was influenced by the dominant model of contrastive analysis in the 50s and 60s, which regarded L1 transfer as the biggest obstacle in L2 acquisition, as interference, based on the errors made by L2 learners in their spoken language in areas such as morpheme acquisition (Connor, 1996). However, the study of transfer from L1 to L2 has evolved into the study of interlanguage, treating transfer as far more complex. The current definition of contrastive rhetoric (e.g., Connor, 1996, p. 5) is that of an area of SLA research that regards how L2 learners' prose style is affected by the rhetorical strategies of the L1.

Hinds' study of *ki-shoo-ten-ketsu*

Hinds (1983) is the most notable researcher to focus on differences in patterns of coherence and discourse between Japanese and English in the L1 writing produced by professional writers. Hinds' account had a great impact on contrastive rhetoric as he claimed that there are language-specific or preferred organisational patterns which can be found in native speakers' L1 production, contrary to Kaplan's notion.

The traditional rhetorical style of the Japanese, called *ki-shoo-ten-ketsu*, originated in the classical Chinese organisation of poetry. Hinds (1980) adopted this definition of *ki-shoo-ten-ketsu*:

- A. *ki* 起 First, begin one's argument.
- B. *shoo* 承 Next, develop the argument.
- C. *ten* 転 At the point where this development is finished, turn the idea to a sub-theme where there is a connection, but not a directly connected association (to the major theme).
- D. *ketsu* 結 Last, bring all of this together and reach a conclusion.

Based on text analyses, Hinds suggested that the abrupt change *ten* is unexpected and confusing for English readers, who regard it as a superfluous digression. The concluding part is *ketsu*. Hinds (1986) investigated the topic-marking particle *wa*, which functions as a signal of transition from *ten* to *ketsu*, and introduced the notion of reader versus writer responsibility, referring

to different expectations in the degree of involvement a reader will have across languages. This is important, because while English writing puts the onus on the writer to be clear, *ki-shoo-ten-ketsu* gives the responsibility to the reader.

Method

A total of 34 3rd-year senior high school students were asked to write about *The difference between TV and newspapers as mass-media* (Miura, 1999). The subjects were divided into two groups: those who wrote a Japanese composition first and then translated it into English, and those who wrote English directly. The assigned lengths were 150 words in English and 400 characters in Japanese. Questionnaires and interviews were also conducted for further investigation on the writing process, the students' writing experiences, and their awareness of *ki-shoo-ten-ketsu*.

Awareness and attitudes towards *ki-shoo-ten-ketsu*

According to the questionnaires, all the subjects were familiar with *ki-shoo-ten-ketsu*, typically learning it in Japanese (*Kokugo*) classes, and especially in their studies of ancient Chinese poetry (*kanbun*).

Table 1 shows that the majority of students got to know the style in elementary or junior high school. Most of them were taught it was a style of prose

Table 1. Where did you learn *ki-shoo-ten-ketsu*?

Location	Detail	#	Total
School	Elementary school	11	26
	Junior high school	10	
	Elementary or junior high school	2	
	School (did not specify which school)	3	
Outside school	Self-study from a children's book	1	4
	Self-study from a study guide	1	
	Cram school (at elementary-school age)	1	
	A correspondence course for how to write a short essay	1	
Don't remember			3
Not sure	Either elementary school, junior high school, or cram school		1
Total			34

and poetry in Japanese and Chinese classics, and some were taught to organise a composition following this style. However, students do not necessarily follow this style when writing in Japanese.

Table 2 demonstrates that more than half of the subjects do not follow this style in actual writing despite their awareness of it.

Transfer of *ki-shoo-ten-ketsu* to L2 writing

The majority of the subjects' negative attitude to *ki-shoo-ten-ketsu* is revealed in their written production. After examining both L1 and L2 essays, it was found that only one subject followed this unique rhetorical style. This subject belonged to the group writing both in Japanese and English and incongruously answered that he did *not* intend to follow this style in L1. By contrast, the subjects who answered affirmatively about following *ki-shoo-ten-ketsu* did not produce any features of the style.

Rhetorical transfer may be sensitive to the topic. In this study, the *ki-shoo-ten-ketsu* style did not have great control or influence on subjects' L2 writing. Perhaps the topic and genre of the composition may not have encouraged them to write in this style even in their L1, compared to Hinds' (1980, 1983) study, which focused on a type of expository prose written by professional writers.

A case study of an L2 composition exhibiting language transfer from L1

Following is an analysis of the L2 (English) text of the student who wrote in the style of *ki-shoo-ten-ketsu*. The text is presented verbatim.

Ki

1. *Because I have read newspaper since I was a primary school student, I prefer newspaper to TV, and I think I owe my knowledge I have to newspaper.*
2. *In contrast, I don't have the habit of receiving informations through TV.*
3. *So I can't easily tell you which is better to receive informations.*

Shoo

4. *However, thinking objectively, I may be able to state that we receive informations through newspaper which includes the writer's opinions, and that we are informed of the truth and the fact through TV as picture.*

Ten

5. *It is said that there was a Japanese prime minister who was famous for disliking newspaper.*

Ketsu

6. *Though I state this, I think that TV is not always fair.*
7. *The reason is that even if TV informs the viewer of the truth as picture, edited truths exist there, and there is a risk to be taken a part of truths for entire parts.*
8. *After all, TV and newspaper can't be completely fair because both of them are edited by human.*

Ki indirectly indicates a topic; the difference between TV and newspapers, based on his personal

Table 2. Do you follow *ki-shoo-ten-ketsu* when writing in Japanese?

Answer	Detail	#	Total
Yes	Have an intention, but find it difficult to succeed	4	8
	(Not specified)	4	
No			19
Depends on situation	Only for writing compositions to be submitted or presented	4	7
	Not for letters to my friends	3	
	Only when I am told I deliberately do not follow in some cases		
Total			34

experience and opinion. *Shoo* develops the topic initiated by the *ki* part, although not clarifying his position towards the main theme. *Ten* shows an abrupt transition as additional information indirectly connected to the major theme. The final statement in *ketsu* shows an expanded idea.

Conclusion

Despite the small scale of the study, the data indicates that a classic and traditional notion of culturally specific rhetorical style does not necessarily control writing behaviours of Japanese people in L1 or L2. The rhetorical pattern *ki-shoo-ten-ketsu* may not be a style that Japanese speakers have to

rigidly follow, and adherence to it may depend upon the topic. I hope that this paper may assist native English speaking teachers in becoming familiar with a type of conventional rhetorical style in Japanese that they may have encountered with their Japanese students.

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Transfer from English to Japanese by Australian JFL learners

Meredith Stephens
Tokushima University

Keywords

Japanese as a Foreign Language (JFL), Australian JFL learners, interference, positive transfer

An analysis of examiners' reports of Australian learners of Japanese as a Foreign Language (JFL) provides insight into what transfer errors and facilitation is likely to occur in these learners' developing interlanguages.

この論文では日本語を学習するオーストラリア人を対象とした評議会による報告内容を分析し、中間言語において転移がどのような誤用や学習促進をもたらすかを考察する。

KIRKPATRICK (1997) regards Japanese as one of the most difficult languages for English speakers to acquire; he supports his argument with data from the American Foreign Services Institute specifying the relative amount of time typically required for English speakers to acquire a given language. Precisely, what are the challenges faced by English-speaking learners of Japanese, and what role does transfer play? An analysis of examiners' reports of Australian learners of Japanese as a Foreign Language (JFL) provides insight into these issues.

Literature review

Transfer from English to Japanese can lead to various errors, a phenomenon often referred to as *interference* (or *negative transfer*), including pragmatic, lexical, and collocation errors. Arguably the most serious are pragmatic as these are likely to lead to unintentional offence. Seigal (1996) argues that for long-term foreign residents of Japan, "... the inability to speak pragmatically appropriate Japanese would increase alienation in terms of social contact and economic opportunities" (p. 376). A mastery of the politeness system known as *keigo* is essential for those who wish to conduct business or research in Japan (Tomita, 1999, p. 124; Minegishi-Cook, 2001, p. 95-96). Ishida (2001, p. 2) highlights foreigners' difficulty in differentiating between polite and plain forms.

Toyoda and Ishihara (2003, p. 217-218) describe common errors made by Australian JFL learners, for instance, their use of *konnichiwa* as an equivalent of *hello* being repeated over several meetings in the day. Furthermore, JFL learners convert *Would you like ...?* to *... tai desu ka*, which in some cases could be considered impolite.

However, many students manage to successfully refine their skills. Ishida (2001, p. 10), reports that American JFL students demonstrated increasing self-correction in choosing the right level of formality to suit the context. Ishida argues that explicit instruction is useful in helping learners acquire pragmatic competence. However, the perceived difficulty of the target language is

one of the factors that may dissuade learners from gradually realigning their usage to native norms.

One of the conditions for the acquisition of native-like competence is massive second language exposure (McDonald, 1987, p. 397). The Australian JFL learners in the following study have not benefited from massive exposure to Japanese, but have been limited to typical classroom exposure. Accordingly, transfer characterizes their early L2 acquisition, and as learners gain proficiency, most errors are replaced with target language norms.

Australian JFL learners and transfer from English

The Senior Secondary Assessment Board of South Australia (SSABSA) is the examining body that oversees university entrance examinations in the state of South Australia. An analysis of examiners' reports of Australian JFL learners (SSABSA, 1993-2005) reveals typical cases of pragmatic, lexical, and collocational transfer from English to Japanese.

Pragmatic interference

Due to the hierarchical nature of Japanese social relationships, pragmatic usage in Japanese is typically acquired painstakingly by English speakers.

- Both English and Japanese have ways of shifting register to address interlocutors of different status; one of the ways in which Japanese differs from English is register-specific verbs. For instance, in the case of the verb *to go*, *iku* indicates familiarity whereas *ikimasu* indicates social distance. The inadvertent mixing of polite and plain forms is a typical challenge for Australian learners (e.g., SSABSA, 1995b, 2004, 2005).
- In a dialogue composed by students in which a child addressed her mother, over two-thirds of students inappropriately chose *haha* (SSABSA, 1993). (Japanese children address their mother as *okaasan*, and limit *haha* to when talking about one's mother to others.)
- Another error was the use of *-san* after the student's own name (SSABSA, 1995a). The English equivalent of the use of a title to refer to oneself is rare, but in certain contexts permissible. Fortunately, the reprobation an English speaker would attract on making this error in Japanese would ensure that it did not persist.

Lexical interference

In addition to pragmatic transfer errors, many difficulties involve *lexical gridding* (i.e., the range

of word meanings). Difficulties for Australian students include the following:

- *Arimasu* and *imasu* can loosely be translated as *there is/are*, but an additional distinction is necessary in Japanese—*arimasu* refers to inanimate objects and *imasu* to animate objects (SSABSA, 1999).
- Another difficulty is the use of *miru* (*to see*) instead of *au* (*to meet*) (SSABSA, 2002, 2005). In English the verb *to see* carries the additional meaning *to meet* (e.g., *I'll see you tomorrow*). Some students appear to have over-generalized the English verb to the more semantically restricted Japanese verb.
- Confusion of *iku* (*to go*) and *kuru* (*to come*) was commonly evidenced (e.g., SSABSA, 1999, 2002). These verbs do not map neatly onto their English counterparts, and must be used with strict reference to the position of the speaker; *iku* refers to movement from the position of the speaker and *kuru* refers to movement towards the speaker.
- There are two nouns in Japanese that correspond to *thing*: *mono* and *koto*. As the former refers to concrete things and the latter to abstract things, the lack of distinction in English could lead a student to overuse *mono* (see SSABSA, 2002).
- The English adjective *busy* can refer to either a person or a place. However Japanese *isogashii* refers to a busy person and *nigiyaka* to a busy place. There is some evidence of confusion of these adjectives (SSABSA, 2005).
- An invitation in English may be issued using the verb *must*, such as *You must come*. Although the use of the equivalent of *must* in Japanese is not used for invitations, some students used *nakereba narimasen* (SSABSA, 2002).
- Literal translation suggests lexical transfer of presumed English equivalents; examples include *opera no ie* for *Opera House*, *chikatetsu* for *Subway restaurant*, and *haabaa-hashii* for *Harbour Bridge* (see SSABSA, 2005).

Collocational interference

Japanese collocations are often different from English collocations, and many generalizations from English are to no effect.

- Errors of collocation included *basu toremashita* for *basu ni norimashita* (SSABSA, 1995b); the former is a direct translation of an English collocation (*took a bus*).
- Another example is *paatii o motsu* for *paatii o suru* (SSABSA, 1999). The former is a direct transla-

tion of the English *have a party*. The Japanese verb *motsu*, (*to have* or *to hold*) is more semantically restricted than its English counterpart, and does not include such English idioms.

- A common mistake was the use of *nikki e* at the beginning of a diary entry (SSABSA, 2005). This was presumably a direct translation of the commonly used *Dear Diary*.

Positive transfer

While interference errors are fairly obvious, instances of positive transfer can be subtle. Below are some possible examples:

- “Most candidates recorded a high level of achievement against the criterion **cultural appropriateness**. Most entered and left the room with the appropriate expression (しつれいします) and conducted themselves in a formal manner, using both verbal and body language that was respectful of the situation” (SSABSA, 1995a, p. 2).
- Conjunctions such as *kara* and *node* function similarly to English *therefore* and *so* in the way that they link clauses to express cause and effect. Predictably, students used these effectively (SSABSA, 2003).
- Verb endings that map closely with their English counterparts were used successfully. Examples include *V+tai desu* (*want to V*), *V+temo ii desu* (*may V*), *hoshii desu* (*want*) and *V+sumori desu* (*intend to V*) (SSABSA, 2004), *V+to omou* (*I think*), and *V+koto ga dekiru* (*can V*) (SSABSA, 2002).

Concluding remarks

Transfer characterizes learners who are testing hypotheses on the pathway to acquiring target language norms. Interference is not inevitable and students clearly benefit from instruction on pragmatic and lexical norms; for instance, the learning of Japanese collocations rather than individual words could help students avoid the transfer of English collocations. Awareness of transfer can help English speakers accurately convey their intentions when speaking Japanese, and facilitate smooth interaction with L1 and L2 Japanese speakers.

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Advert: Nellies

Japanese learners' built-in lexicon of English and its effect on L2 production

Keywords

loanwords, gairaigo, borrowed words, vocabulary acquisition, high-frequency vocabulary, academic vocabulary

The everyday lexicon of Japanese contains many loanwords, including those based on high-frequency words and academic English. Previous research has shown that English words borrowed into Japanese (borrowed words) are easier for the Japanese to learn. This study confirms that the Japanese prefer borrowed words in their written English production, indicating that loanwords in Japanese facilitate the use of their corresponding borrowed words in English.

日本語の日常語彙には多くの借用語が含まれているが、その中には使用頻度の高い学術的な英単語に由来するものもある。先行研究では、日本語に借用されている英単語は日本人にとって習得しやすいことが指摘されている。本論では、英文を書く際に日本人学習者は借用された英単語を好んで使用することを確認し、日本語における借用語はもととなる英単語の使用を助長することを示す。

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ENGLISH WORDS are frequently *borrowed* to become *gairaigo* (Western loanwords in Japanese), including many of the most useful words. Thus, *gairaigo* may constitute a useful built-in lexicon for Japanese learners of English. The number of correspondences between very common loanwords in Japanese and high-frequency (i.e., the most-frequently used) words in the British National Corpus (BNC) (see Nation, 2004) are summarized in Table 1. A search for correspondences between the BNC 3000 and common loanwords in Japanese (Daulton, in press) found the following results.

Table 1. Common loanword correspondences to the BNC (Daulton, in press)

Word frequency	Word types corresponding to loanword	Word families corresponding to loanwords	% word families corresponding to loanwords
First 1000	803 words	548 families	54.8%
Second 1000	634 words	492 families	49.2%
Third 1000	371 words	316 families	31.6%
Overall	1808 words	1356 families	45.2%

For instance, a single loanword (e.g., *akusesu*) corresponding to an English word family headword (e.g., *access*) may also help learners with the borrowed word's inflected forms (e.g., *accessed*) and common derivations (e.g., *accessible*).

For transfer to occur, learners must recognize cognates. The Japanese can convert L2 input into L1 phonology through their *katakana* filter (e.g., hearing or reading *filter* and perceiving it as *firutaa*). However, shortening (e.g., *platform* versus *hoomu*) might block learners' recognition of formal relatedness. Fortunately, shortening is rare except in compounds (e.g., *omu-raisu*) and hybrid compounds (e.g., *man-tan*) dubious cognates excluded from Table 1. And although the most frequent English words (e.g., *call* and *work*) often have more meanings than loanwords, a loanword cognate can act as a cognitive *peg* on which to hang additional usages (see Ringbom, 1987, p. 137).

There are also many correspondences between academic English (e.g., *concept* and *method*) and gairaigo (e.g., *konseputo* and *messodo*) (Daulton, 2006). Knowledge of academic words helps students prepare for tertiary education in English-speaking countries. Of the 570 word families in Coxhead's (1998) *An Academic Word List (AWL)*, 27% correspond to common loanwords. These cognate pairs are likely to closely share meanings, as is the case with technical and scientific terms (see Nishiyama, 1995).

The high-frequency and academic words corresponding to common loanwords appear in Daulton (in press) and online (without Japanese equivalents) at <www.angelfire.com/wa/yakineko/gairai.html>.

Loanwords have been observed to aid a Japanese child's learning of ESL vocabulary (Yoshida, 1978, p. 99). With adults, loanwords assist in: English word aural recognition and pronunciation (Hashimoto, 1992, pp. 81-82); spelling (Hashimoto, 1993, p. 56); listening comprehension (Brown & Williams, 1985, p. 141); retention of spoken and written English (Kimura, 1989, pp. 44, 47); and recognition and recall at especially

higher levels of vocabulary (Daulton, 1998, p. 21). However, whether the Japanese prefer borrowed words in the English they produce remains unclear, although this phenomenon has been observed in other language settings, for example, Hasselgren's (1994) *lexical teddy bears*. If learners disproportionately produce borrowed words, this would indicate a *borrowed word effect*—loanwords facilitating the use of corresponding borrowed words.

Method

At the end of their first semester, 33 1st-year Economics majors in a required English class at a Japanese university (ages 18 and 19) were given 30 minutes to write about their plans for summer vacation. Dictionaries were prohibited, and pilot testing indicated that the topic would not skew the data. As the study did not examine orthographic accuracy, reasonable misspellings (e.g., *lisence*) were accepted.

The subjects produced 2360 *tokens* (occurrences of words, even repeated) and 505 *types* (distinct words). Individual compositions ranged from 28 tokens to 150 tokens, with an average of 71.5. The VocabProfile (VP) computer program divided the text into frequency categories including the Academic Word List (Coxhead, 1998). The statistics for tokens and types by word level (as determined by the WebVP) are presented in Table 2.

Not surprisingly, most production was within the first 1000 words of English, and excluding function words (e.g., *about*, *the*) still left more than 840 tokens (238 types). *Off List* words consisted of mostly Japanese words written in the Roman alphabet, some items of lower frequency but of particular relevance to the writing topic (e.g., *beach*, *vacation* and *festival*), and proper nouns.

Table 2. Lexical summary of student compositions

Word level	Number of tokens (types)	Percent of total corpus by tokens
1 to 500	1784 (149)	75.6%
501 to 1000	254 (89)	10.7%
Second 1000	87 (43)	3.7%
AWL	24 (10)	1.0%
Off-list	211 (214)	8.9%
Total	2360 (505)	100%

Results

The abundance of *borrowed words* (in bold) can be seen in a sample composition. A borrowed word is usually a word directly borrowed into Japanese (e.g., *talk* becomes *tooku*), but could be a close member of its word family (e.g., *talking*). In this study, only very common, freestanding loan-words are involved.

This summer I want to go to sea. Last year I have studying for university exam so I didn't go anywhere. If possibly I want to go to overseas but I don't know. I talk with friend and talking about Awaji island. We want go to Awaji island because that land is no railway and no busy car and there is clean sea. I want to tan and swimming a little. Summer's sunshine is very hot but I want to lay on the beach absorb a sunshine's light. Next I want to go to flower fire festival. I want to see a big flower fire when I see it. I thought summer and I want to working a job. I want to make a many money and I want to lay a lot of so no class. Want to late wake up and lay all night and sleep very much.

Most of the content words are borrowed words. Indeed, when subjects needed to refer to *fireworks*, many resorted to literally translating Japanese *hanabi* into *flower fire*—both *flower* (*furawaa*) and *fire* (*faiyaa*) are borrowed words.

To really understand the ratio of borrowed to non-borrowed words one must know their natural proportion. From Table 1 we know that roughly half the first 2000 word families of English correspond to Japanese; borrowed word production in the present study far exceeded this level, indicating a borrowed word effect. The results (excluding function words) are summarized by level in Table 3.

The borrowed word effect is calculated by dividing the number of borrowed words by the number of non-borrowed words. For instance, at the 501-to-1000 level, subjects were over five times more likely to use a borrowed word than a non-borrowed word. Without a borrowed-word

effect, subjects would have produced comparable numbers of borrowed and non-borrowed words; to the contrary, at all levels subjects preferred borrowed words.

The data supports the observation that English words related to *gairaigo* are the easiest for the Japanese to produce. It is reasonable to infer that loanword cognates are encouraging overall production, and thus facilitating overall acquisition. Future research will likely show that the ratios of borrowed to non-borrowed words will vary with learners' ages, academic interests, the tasks at hand, and so on. To truly optimize their built-in lexicons, the Japanese need to focus particularly on English pronunciation and common derivational affixes.

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Table 3. Student use of borrowed and non-borrowed words

Word level	Number of borrowed tokens (types)	Number of non-borrowed tokens (types)	Borrowed word effect
1 to 500	436 (112)	165 (37)	264% (303%)
501 to 1000	202 (73)	37 (16)	546% (456%)
1001 to 2000	60 (30)	27 (13)	222% (231%)

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Oral and written identification of L2 loanword cognates by initial Japanese learners of English

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Keywords

loanword, cognate, identification, reading, writing

Japanese learners of English can identify spoken loanwords better than written ones when they first encounter them in L2 reading and listening. However, learners' initial superior performance on spoken loanwords significantly reduces over time, which implies their increased familiarity with the L2 orthographic system and a tendency to focus on reading and writing rather than listening and speaking in the English classroom.

英語を学ぶ日本人にとって、外来語としての日本語とその基となる英単語の類似性を認識できる可能性は、視覚よりも音声における場合のほうが高い。しかし英語の学習が進むにつれて、視覚における認識は格段に容易になる一方で、音声における認識度は落ちてくる。これは、学習者がアルファベットの綴りの規則に慣れ親しんだことを表わしているが、同時に、日本の英語の授業において聞き話す能力よりも読み書きに重点を置いていることを示している。

FOR JAPANESE learners of English, is *gairaigo* a useful source of potential vocabulary even though it involves a different script? The present study investigates the extent to which such learners can identify cognates when they first encounter them in L2 reading and listening, and how this ability develops.

When English words are borrowed into Japanese, their sounds are transformed to fit the phonemes and consonant-vowel syllable-based phonology of Japanese. Although some English words remain phonetically very similar in Japanese (e.g., *cardigan* versus *kaadigan*), English sounds that cannot be closely matched in Japanese are modified into existing Japanese sounds, which are usually phonetically rather different (e.g., *cabbage* versus *kyabetsu*) (see Uchida, 2002). When we consider orthographic similarities between English and Japanese, the visual overlap between the Roman alphabet and syllabic *katakana* is null. We may, however, anticipate that learners also store alphabet-based orthographic forms of Japanese in the L1 lexicon and use them to spot L1-L2 similarities in loanword identification. That is, by associating loanwords with both *katakana* and *romaji*, the Roman alphabet used to represent Japanese, Japanese learners of English may be able to enhance loanword identification.

This classroom-based experiment originally reported in Uchida (2001) addresses the following research questions in the Japanese EFL context: 1) Is there a difference between spoken and written cognates in their difficulty of being identified by L2 learners whose L1 is based on different scripts from L2? and 2) Do L2 learners improve their audio and visual loanword identification skills over time?

Method

A total of 506 Japanese native speaking junior high school students took part in this study: 157 first graders (12 years old), 185 second graders (13 years old), and 164 third graders (14 years old).

Loanword identification ability was measured by accuracy of supplying the L1 word (e.g., アクセサリー *akusesarii*) when presented with unfamiliar L2 loanwords (e.g., *accessory*) written and spoken in isolation. The test consisted of 48 English words, 32 English loanwords in Japanese, and 16 non-loanwords (see Appendix). Lexical items were divided into two equivalent sets, A and B, each containing 16 loanwords and 8 non-loanwords, which were tested either aurally or visually. Considerations of counterbalancing the order of the aural and visual subtests necessitated four test versions.

Results

According to ANOVA results, Japanese learners of English showed significant difference in their ability to identify spoken and written loanwords; specifically spoken loanwords were easier to identify than written loanwords ($p < .001$). However, learners improved loanword identification skills in reading significantly more than in listening over time. These results can be seen in Table 1.

The mean score for visual loanword identification improved 26.1% between Grades 1 and 3, whereas that for audio identification improved remarkably less, 8.6%. Subjects' greater variation in ability to spot loanwords between subjects

in reading than listening was indicated by the standard deviations (SDs), which were consistently greater for reading than listening. Moreover, the result of the post hoc Tukey test conducted for paired comparison demonstrated that learners experienced more improvement in loanword identification skills, especially in reading, in their first year of learning English compared to their second year.

We can see, in Table 2, that the mean differences between Grade 1 and 2 (20.5% for reading, 4.5% for listening) was significantly greater than that between Grade 2 and 3 (5.6% for reading, 4.1% for listening), although this tendency was more noticeable in reading than in listening.

Discussion

The first noteworthy point is that learners at the elementary level were able to aurally identify L1-L2 correspondences for around half the unknown L2 words tested. The result provides further support for the advantage of loanwords as potential vocabulary for beginners. However, as the test directly instructed them to seek the loanwords, the figures may be lower in real reading and listening. Yet there is also a possibility that the figures would improve if learners were trained by raising awareness of the loanword inferencing strategy.

Japanese learners' relative ease in spotting cognates in listening compared to reading appears most fascinating when contrasted with the opposite results previously found with English-French cognates (Bourque & Baum, 1996; Browne,

Table 1. Mean scores of 1st, 2nd, and 3rd grade JHS students

Mode of Presentation	Mean Scores (%)			Standard Deviation		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Reading	28.6	49.1	54.7	.186	.190	.181
Listening	51.3	55.8	59.9	.145	.122	.103

Table 2. Post hoc Tukey test for grade and mode of presentation

Dependent Variable	Grade - Grade	Mean Differences	<i>p</i>
Reading	Grade 1 – Grade 2	20.5%	<.001
	Grade 2 – Grade 3	5.6%	.014
Listening	Grade 1 – Grade 2	4.5%	.003
	Grade 2 – Grade 3	4.1%	.007

1982; Hammer, 1975). In Browne's (1982) cognate identification study with beginners of French, the mean score for listening was 56% and for reading 83%. This impressive contrast in reading scores must reflect the disadvantage of the differing scripts of English and Japanese cognates and the relative lack of impact of *romaji*. Yet, in terms of identifying spoken cognates, there is no difference between French-English and English-Japanese as both cases demand the ability to identify L2 words pronounced differently from their L1 counterparts.

Further complexity for Japanese learners of English lies in visual loanword identification when they need to identify particularly unclear spelling correspondences between the Roman alphabet and syllabic *katakana*, for example, *doughnut* and ドーナツ (*doonattsu*). This orthographic difference creates double problems. As most spelling in Japanese directly reflects the modified Japanese version of the sounds of loanwords, learners need to identify words that are both transliterated and divergently pronounced as well.

The greater variance in reading than listening shows that learners differ more in their mastery of orthographic cues than phonological differences. This study indicates a wide range of subjects' visual loanword inferencing skills that is probably due to varied prior exposure to written English. It is also inevitable that some subjects would have paid more attention to English words seen in everyday life than others. Japanese learners' familiarity with fundamental English phonology and orthography later evens out by receiving the same English classes in school.

Learners' initial superior performance on spoken loanwords over written loanwords significantly reduces over time, which suggests that their visual identification skills increase rapidly as they become familiar with the L2 orthographic system and begin automatic phonological decoding of unfamiliar L2 words. At this point, learners' visual identification becomes similar in ease to audio identification. Another possible explanation is that many English classrooms in Japan are still biased to the grammar-translation method, and therefore have a tendency to focus on reading and writing rather than listening and speaking. It is reasonable that Japanese learners therefore become increasingly sensitive to orthographic correspondences rather than phonological differences between English and Japanese, as was shown in the results of this experiment.

Participants mostly improved their loanword

identification skills in their first year of learning English rather than their second year, particularly in reading. In the first year, learners absorb many basic aspects of the English language—the alphabetic writing system and basic everyday vocabulary. Since loanword identification skills are founded on such knowledge, learners improve these skills tremendously during the initial period. After this period, they continue to learn vocabulary and grammar, which do not contribute to their loanword identification skills as much.

This study also adds support for the advantage of using the L1 in L2 classrooms, which has been virtually banned or minimised in recent teaching methods, for example, the direct method, audio-lingualism, and the communicative approach, for over a hundred years. Quite recently, Cook (2001) has questioned the theoretical justifications for this negative view of the L1 and positively re-evaluated the role of the L1 in terms of its contribution towards teaching and learning, and its naturalness in classrooms and real world situations where both languages must be handled simultaneously. One useful deliberate and systematic use of L1 can be the active exploitation of loanwords as a resource for communication and learning strategies (Daulton, in press). Vocabulary processing and learning will become easier where there is a strengthening of the link between L1 and L2 loanwords in learners' mental lexicons, with due awareness of the differences between them.

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Emi Uchida currently works at Waseda University. Her interests include vocabulary acquisition, world Englishes, and CALL.

Appendix. Tested items

Topic	Loanwords	Set A		Set B	
Fashion	Loanwords	accessory	sneaker	bracelet	stocking
		gown	cardigan	muffler	sleeve
	Non-loanwords	embroidery	braces	trousers	sole
Sports	Loanwords	canoe	wrestling	crawl	glider
		parachute	bowling	archery	snorkel
	Non-loanwords	riding	rod	paddle	javelin
Food	Loanwords	stew	doughnut	curry	celery
		ketchup	margarine	cabbage	sherbet
	Non-loanwords	aubergine	mackerel	spinach	prawn
Science	Loanwords	influenza	chlorophyll	alcohol	cholesterol
		ammonia	magnet	ozone	asphalt
	Non-loanwords	oxygen	nuclear	molecule	astronomy

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...with Jerry Talandis

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MY SHARE ONLINE

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IN THIS month's column we have two vocabulary acquisition activities to go with the theme of this special issue. Max Prayer introduces a fun word game designed to give students practice at defining new words. Mark Rebeck then provides an activity that helps students raise their awareness of English loanwords in Japanese.

English vocabulary taboo: A word game that draws out creative thinking

Max Prayer

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Quick Guide

Key words: Vocabulary, definitions, pairwork, language dependency

Learner English level: Intermediate and above

Learner maturity: High school and above

Preparation time: 15 minutes

Activity time: 30-45 minutes

Materials: Prepared cue cards with five vocabulary items on each card

The following activity was partly adapted from the family game Taboo, a word-guessing party game commercially available from Hasbro. The object of Taboo is for a player to have his or her partner or team guess the word on their card without using the word itself or five additional (taboo) words listed on the card. The activity explained below is adapted for language learning in the classroom. It gives students the chance to practice defining words while having fun.

Procedure

Step 1: Compile a large stack of cue cards (at least one card per student) with exactly seven vocabulary words on each (see Appendix: Preparing cue cards).

Step 2: Write a few simple words on the board and ask your students to describe these words without gestures or sound effects. Write elicited responses on the board.

Step 3: Divide the students into pairs.

Step 4: Have each pair sit back-to-back to avoid using gestures and increase language dependency.

Step 5: Distribute one cue card to each student.

Step 6: Within a set time limit of 90 seconds, one student from each pair must define each item on their card without ever saying the target word. The pair receives one point for each correctly identified word. For example:

Student A: You wear this on your feet.

Student B: Sneakers?

A: No, under your sneakers.

B: A sock?

A: Plural!

B: Socks.

A: Yes!

A: You watch this on TV.

B: A TV show?

A: No, you rent this.

B: A video?

A: No, it's flat and round.

B: A DVD!

A: Yes!

Step 7: When time is up, the partners switch roles and go again using a different cue card with new words.

Step 8: To continue the game, have students leave their cue cards on their chairs and change seats. Each person should now have a new partner and a new card.

Step 9: When all the students have been partners with everyone in the class or the allotted time is up, it is always fun to end the game with a confident and enthusiastic student sitting back-to-back and trying one round with you. My students get a kick out watching me struggle and try to guess at the words!

Variations

1. This game can be easily adapted into a knockout tournament where a pair of students stick together and battle other teams until they lose. Feel free to get creative. For example, create a tournament structure similar to the FIFA World Cup and have students give themselves names of famous soccer players such as Ronaldo or Zidane. Teams with the most points move on to the next round until there are only two teams left. Of course, new cue cards should be introduced for every match. (Be aware that a bit more preparatory work is involved in this version, as a tournament bracket must be made.)
2. It is also possible to play in groups larger than two students. Each member takes a turn giving the definitions to the other members of his team. The team members work together to try to guess the target words. When one teammate has finished all the words on his or her cue card, the next team member begins.
3. For lower level students you fear do not understand all of the words on their cards, discretely check to make sure they know what each term means. A simple translation into their first language is usually sufficient. The definitions could even be written out before the game is played.
4. Finally, for very advanced learners, you can increase the difficulty exponentially by giving them taboo words they are not allowed to use.

Conclusion

This activity is fun, simple, and fast paced. It is a great way to get your students thinking creatively and gives them the chance to review old vocabulary and gain confidence in their ability to explain themselves. It works particularly well when doing vocabulary review for a mid-term or final

exam, when there are a large number of words from which to make cue cards.

Appendix: Preparing cue cards

The vocabulary words (all of which should be known by the students) can consist of verbs, adjectives, nouns, prepositions, or adverbs. Also, the difficulty level of the words can be adjusted to match the class level. Even easy vocabulary will challenge learners to describe them in yet other words.

Card 1	Card 2	Card 3
socks	scary	soft
DVD	email	CD
near	over	music
slow	jeans	under
laugh	quickly	canoe
short	computer	fly
vegetable	cry	exam

Raising awareness of English loanwords in Japanese

Mark Rebeck

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Quick Guide

Key words: Loanword, lexical gap

Learner English level: Intermediate and above

Learner maturity level: University

Preparation time: Varies

Activity time: 90-minutes

Materials: Copies of handouts (see appendices)

On 29 Sep 2006, Abe Shinzo made his Diet debut as prime minister with his general policy speech. As someone who has researched *gairaigo*, or loanwords, I was interested to learn from the media that this 30-minute speech putting forth

the new leader's convictions for the Japanese nation was noticeably loanword dense. There were, in fact, 67 different loans in the text, with repetition of certain ones such as *charenji* (challenge) and *tero* (terrorism) repeated four and nine times respectively, bringing the grand total to 98. A list of the loanwords compiled from Abe's speech becomes a resource in this lesson, the aim of which is to use English as a medium for raising student's overall awareness of loanwords and the functions they perform.

Takashi (1990), in research on Japanese advertising texts, suggests that most loanwords perform one of two functions: either they fill a lexical gap or they take the place of a native word to achieve some kind of "special effect" (p. 330). It is this binary classification of loanwords that provides the starting point for the lesson's main activity, the sorting of a selection of loanwords into different subgroups.

Supplementary notes (see Appendix B) should enable this lesson to be taught by anyone. They include suggested annotated answers and *roomaji* transcriptions of most of the loanwords.

Preparation

Make copies of Handouts 1 and 2 (see Appendix A).

Procedure

Step 1: Under the word *loanword*, write these three questions on the board:

- How many loanwords do you think there are in the Japanese language?
- From which language do the vast majority of loanwords originate?
- Can you think of examples of loanwords from other languages?

For question one, encourage wild guesses. Ask students for their answers.

Step 2: On the board, write the word *computer* and call up a student to write the same word in katakana. Ask the class if there is a native Japanese word for *konpyuuta*. The answer *no* should be forthcoming.

Step 3: Put students into groups of three or four and distribute Handout 1. Tell the class to read the description of the binary classification of loanwords. Ask to which loanword group (either lexical gap or substitution) *konpyuuta* belongs.

Step 4: Tell the class that each of the loanword

groups has been divided into subgroups, some of which are shown in Tables 1 and 2 on Handout 1.

Step 5: Explain that students have to sort each word in Box 1 into the appropriate lexical-gap subgroup in Table 1 (they need only write the letters A-M). Emphasize that the decision on where to put each word should involve discussion amongst members. Also, point out that some words may fit into more than one subgroup within Table 1. Tell students that after completing Table 1, they should do the same with Box 2 and Table 2. As an example, ask the class into which subgroup *konpyuuta* should go.

Step 6: After a while, ask students which loanwords they assigned to each subgroup. There may be disagreement and discussion between the groups in the class. Feed in ideas from the supplementary notes (See Appendix B) when needed.

Step 7: Distribute Handout 2. Tell the class that one person spoke all the loanwords on the list on a single occasion. Ask students to skim through the words and guess what kind of person (e.g., sportsperson or pop-singer) said them. If necessary, elicit the word *politician*. Then explain that the loanwords are from Abe Shinzo's general policy speech (*shoshin hyoumei enzetsu*).

Step 8: Students should next search Handout 2 for words that belong to subgroups in Tables 1 and 2 on Handout 2. Write the following instructions on the board:

1. Find one word that can go into each of the following subgroups:
 - a. Table 1 / subgroup 3
 - b. Table 1 / subgroup 4
 - c. Table 2 / subgroup 4
2. Which one word does your group think is most appropriate for Table 2 / subgroup 5?

Set a time limit, but explain that groups must try to complete the tasks as quickly as possible.

Step 9: When a group has decided on all their answers, members should signal to the teacher. The examples in the Context column, containing a short extract from the speech, should help the students in their search.

Step 10: The class listens to the answers of the group that finished first, and class discussion can follow.

Variations

1. Students attempt to classify all the words on Handout 2 and later discuss the loanwords they had difficulty in classifying.

2. Students suggest ways of improving the classification system, for example by adding new subgroups for loanwords that are used because they are "cool" or loanwords that provide names of people or places.
3. Students compile their own lists of loanwords from chosen genres for analysis and comparison. Rebeck (2002) provides examples of loanword analysis of health and beauty advertising.
4. Students read the full transcript of the Prime Minister's speech on the Internet and later discuss whether Abe's use of loanwords was appropriate or excessive. The transcript can be found at <www.kantei.go.jp/jp/abespeech/2006/09/29syosin.html>.

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Appendices

Appendices 1 and 2 can be found online in PDF format at <www.jalt-publications.org/tlt/my-share/resources/0709a.pdf>

...with Robert Taferner

<reviews@jalt-publications.org>



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THIS SPECIAL ISSUE features Robert Taferner's evaluation of *Cross-Linguistic Similarity in Foreign Language Learning*.

Cross-Linguistic Similarity in Foreign Language Learning

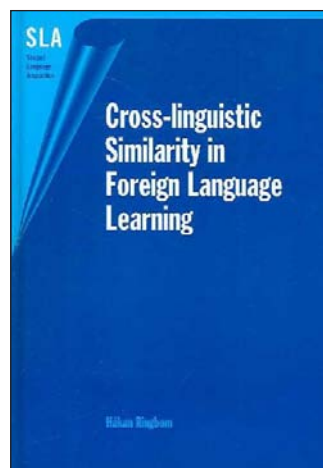
[Håkan Ringbom. Clevedon: Multilingual Matters, 2007. pp. viii + 140. ¥5,146. ISBN: 1-85359-934-4.]

Reviewed by Robert Taferner, Tama University/Lancaster University

Ringbom's latest work *Cross-Linguistic Similarity in Foreign Language Learning* provides a thorough summary of cross-linguistic research that is readily applicable to the language teacher as well as the researcher. The text covers a wide spectrum of topics, including the different types of cross-linguistic similarities, learner expectations,

comprehension and production, language transfer research, and implications for the language classroom and further research.

The Introduction directs us to the fact that prior knowledge in the L1 (first language), or other known languages, and similarities to the TL (target language) will be useful for learning. Although SLA



(second language acquisition) literature has acknowledged this, it has predominately examined language transfer from the perspective of Error Analysis. Noticing the need to expand the re-

search in this area, Ringbom calls for observation of ways in which cross-linguistic similarities may positively influence TL comprehension, learning, and production (pp. 1-3).

Chapter 2 highlights the different form or pattern relations that a known language and the TL may have: whether they have any similarities, contrasts, or zero correspondences. It is suggested that learners seek out these relationships chronologically from similarity to zero correlation as a means to expedite the learning task. Where a *near* zero relationship is found in unrelated languages, classroom pedagogy may be enhanced by explicitly providing the learner structural similarities. Interestingly, the learner's perceptions of similarity or other language and the TL may vary with an *objective* similarity. It is clear that more research is needed, as the perception of proximity between languages can have practical psycholinguistic applications in the classroom. Chapters 3 and 4 lead us in this direction as they look at comprehension and production.

In Chapter 3, Ringbom introduces research in comprehending an unfamiliar language, in particular the comprehension of neighbouring Scandinavian languages, which has led to such research as the EuroCom Project (see <www.eurocomcenter.com>) to facilitate intercomprehension between languages in Europe. One wonders if a similar project in Asia would further stimulate cross-linguistic comprehension studies between the major Asian languages and dialects. According to Ringbom, language comprehension relies on three types of information: linguistic and other communicative input, prior linguistic and world knowledge, and linguistic and situational knowledge. L1 and L2 (second language) comprehension can be distinguished by the strategies utilized to make sense of new information. In the L1 top-down and bottom-up processing is efficient, therefore pragmatic and world knowledge is necessary, while in the L2 linguistic processing needs much more attention, depending on language proficiency. The L2 learner then relies more on context and extra-linguistic background, and top-down processing when compensating for difficulties in word recognition (p. 15). In Chapter 4, the link between comprehension and production is made. What is evident is that some comprehension is necessary prior to production and that research into L2 learning problems are actually more closely related to production mechanisms (p. 21). For example, "[i]n reading comprehension, declarative knowledge of vocabulary can take a learner a long way. It may develop rapidly

and suddenly, whereas the development of procedural knowledge requires a great deal of time and practice" (p. 22).

In Chapter 5, transfer studies are further discussed, restating the point that the field has mostly covered procedural error analysis, whereas the processes prior to production have only marginally been studied. In addition, positive and negative language transfer between Finnish and Swedish is introduced. Chapter 6 then compares tests of Finnish and Swedish speakers studying English in Finland. An overview of the levels of transfer, including items, procedural, and overall transfer, are described in Chapter 7.

The next four chapters provide pedagogical insights: Chapter 8—Item Transfer in Production; Chapter 9—Skill Theory, Automaticity, and Foreign Language Learning; Chapter 10—Development of Foreign Language Learning; and Chapter 11—Consequences for Teaching. Throughout Chapter 8, the concern is on the transfer from L1 to L2 phonologic, pragmatic, grammatical, and lexical production. Some interesting examples Ringbom puts forward include the assertion that cross-linguistic similarity or cross-linguistic difference may cause more difficulties for the learner, and that perception (not comprehension) is of importance. Therefore classical conditioning may outweigh discovery techniques. Also for researchers, instructors, and students in the Japanese context, foreign loanwords provide a variety of challenges in terms of how to effectively develop strategies to instruct the built-in lexicon (Daulton, in press). Chapters 9 and 10 lead to some practical suggestions proposed in Chapter 11, Consequences for Teaching. The section elaborates on cognitive and metacognitive strategies that are determined and scaffolded according to the learning objective, be it for comprehension or for production. This is coupled with the stage of learning, requiring easier tasks at the lower levels, moving to higher levels requiring strategies that stimulate the expansion or deepening of previously acquired knowledge. Finally, Ringbom emphasizes that more research is necessary to learn more about learning to inform instructors and to improve the efficacy of teaching (pp. 104-107).

Chapter 12 provides additional guidance as to what research is still needed. In particular, Ringbom discusses the research on the processes involved in the activation of procedural knowledge from receptive competence. And finally, Chapter 13 makes a number of summary remarks including "[g]ood language learners especially make ef-

efficient use of whatever cross-linguistic similarities they perceive" (p.117). Also, where these similarities are not evident, learners have the tendency to assume similarities, which in many cases leads to errors, primarily in production.

Overall, the text has its strength in providing the reader a wide range of research. However, I feel that it covers a vast range of topics in a limited space and thus leaves me wanting a more thorough discussion and analysis. Nonetheless, Ringbom has given easy access to vast bank of knowledge by including a plethora of references. Although *Cross-Linguistic Similarity in Foreign*

Language Learning focuses most of its analysis on the learning of European languages by Europeans, there are many valuable insights into the learning of English or other foreign languages by our Japanese students. This text will assuredly contribute to your knowledge of language acquisition and stimulate your classroom practice and research horizons for years to come.

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...with Scott Gardner

<pub-review@jalt-publications.org>

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Books for Students (reviewed in *TLT*)

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English Conversation Phrases to Express Yourself Clearly]. Kobayashi, T., & Clankie, S. M. Tokyo: Sanshusha, 2007.

* 誕生から永遠の別れまで英語で言ってみるMy Life [Talking about My Life in English from Birth to the Final Farewell]. Kobayashi, T., & Clankie, S. M. Tokyo: Goken, 2007. [Incl. CD].

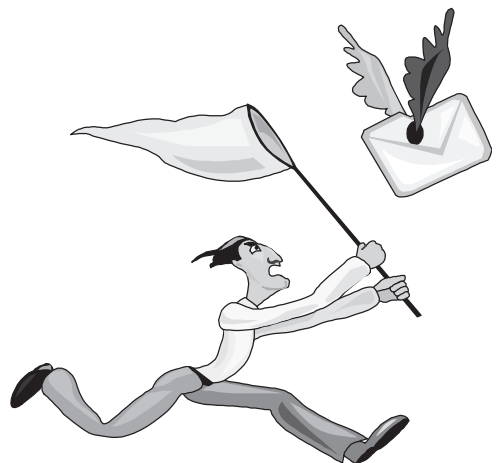
! *Executive Writing, American Style: A Business Writing Manual for Foreign-Born Professionals*. Diamond, L. E., Fahey, M., & Diamond, H. Berkeley, CA: Apocryphile, 2007.

* *Let the Debate Begin! Effective Argumentation and Debate Techniques*. Konishi, T., Kanke, T., Collins, P. Hadano, Japan: Tokai University Press,

2007. [Incl. teacher's manual, textbook mainly in Japanese].

* *Moving on with English: Discussion, Role Plays, Projects*. Bray, E. Tokyo: Nan'un-do, 2007. [Incl. CD, teacher's manual].

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THE LANGUAGE TEACHER

WIRED

...with Paul Daniels
& Malcolm Swanson

<tlt-wired@jalt-publications.org>



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

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Installing and using Flash Player

To view Flash content, a free browser plugin called Adobe Flash Player is required. Version 9.0 of the player can be downloaded from <www.adobe.com> and installed with Internet Explorer, Firefox, or Safari. The installation files are just over 2 megabytes in size and are available for Windows, Macintosh, or Linux. After installing, the player will launch automatically from within the web browser when visiting sites with embedded Flash content. Flash can also be viewed on most mobile devices such as mobile phones and PDAs. Adobe Flash Player 7 is the most recent official version available for the Linux/ARM-based devices such as the Nokia 770/N800 Internet tablets and Windows Pocket PCs.

Flash File types

Typically, Flash application files use an .SWF file extension whereas Flash Video files, such as the video files on YouTube, use an .FLV file extension. Flash video (FLV) uses a video compression standard called H.263, together with the popular MP3 audio format. FLV files are typically accessed by Flash SWF applications. Flash SWF files are created using a scripting language called ActionScript and are in binary format. While you cannot easily open a SWF file to view its code, you can play the file by dragging it onto your web browser after installing the Adobe Flash player plugin. FLV files can't be played directly from your browser, but you can open FLV files using either VLC Media player <www.videolan.org> or Riva player <www.rivavx.com>. To download a FLV file, first save the FLV file to your hard drive using a video download plugin such as Firefox's VideoDownloader <addons.mozilla.org/en-US/firefox/addon/2390>, and then open the FLV file using the VLC or Riva media player.

Learning in a Flash

Paul Daniels

Kochi University of Technology

OVER THE last 10 years, Adobe Flash has evolved from a simple animation tool to an established application development platform. What started as a product named *FutureSplash* in 1996 is now one of the most popular technologies for creating rich multimedia applications, compact mobile applications, or interactive web-based applications. Flash's recent popularity is attributed to sites such as YouTube, Google Video, Yahoo Video, and MySpace, all of which use Flash technology to stream media. Other creative startups, such as SlideShare.com and Zoho.com, have also helped to extend Flash's user base.



What can you do with Flash?

While Flash is still used to animate websites, it is more commonly used to stream low-bandwidth high-quality video over the web. In addition to streaming video, Flash is a powerful tool for delivering language learning content. It can be used to effectively combine text, images, audio, and video resources, while allowing users to interact with these media resources through quizzes or surveys. Flash can be used to make drag and drop type activities or quizzes, such as the one in Figure 1.1. Because of Flash's external media

support, adding text, images, audio, or video to the quizzes is possible without editing the actual Flash SWF file. Another popular use of Flash is for presentations. Animated presentations can be created in PowerPoint and converted to Flash using SlideShare.com or created directly online using Zoho Show <zoho.com>. Google has also announced that they will be offering an online presentation application which will most likely make use of Flash technology. Another powerful feature of Flash is the ability to record sound directly from a website. Using Flash player together with Flash Media Server, I was able to create a voice recording function for Moodle's blog as shown in Figure 1.2.

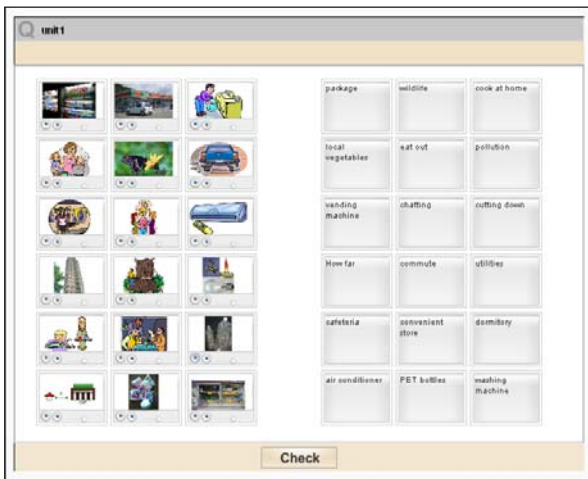


Figure 1.1. Sample drag and drop activity using HotFlash

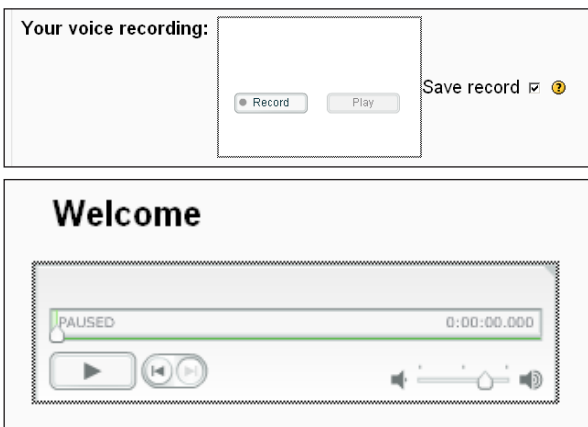


Figure 1.2. Flash-based recorder and player

Creating Flash applications or content

If you are interested in developing Flash content, there are several ways to go about it. Perhaps the most robust application used to develop content is Flash CS3 Professional. Adobe has now integrated CS3 with Photoshop and Illustrator, allowing users to create powerful vector graphics for the web. With CS3, a programming language called ActionScript is typically used to make graphics come alive. But a major problem with CS3 is the difficulty to learn to use the software. Knowledge of ActionScript is necessary to take full advantage of CS3's potential. To ease beginners into the world of Flash, Adobe recently introduced Adobe Captivate. This application was developed to allow non-programmers to better utilize the interactive and multimedia capabilities of Flash applications. Using Adobe Captivate, programming skills are not needed to create online learning activities such as interactive quizzes and media-rich tutorials. This product is essentially a screen capture or media import application, but it also allows users to add interactive choice type activities to the media. The presentations or activities can then be integrated with course management systems such as Blackboard or Moodle. There are other simpler and cheaper methods to create online learning content in Flash. A similar product to Captivate is Camtasia Studio <www.techsmith.com>. Although it is less expensive than Captivate, it still has many of the same functions, such as adding quizzes and exporting presentations. Another option is to use Microsoft PowerPoint to create multimedia animations and convert the PowerPoint file to Flash using an application such as FlashSpring or an online service called slideshare.com. Finally, the simplest, but least flexible, method to create Flash content is to use pre-made Flash templates. Online Flash activities that integrate text, images, audio, or video can be composed using HotFlash (fig. 1.1). Although HotFlash is still in its pre-release stage, I have been using it successfully to create drag and drop vocabulary quizzes with images, sound and video. HotFlash is used together with Moodle's Hotpot module in order to save student quiz results and can be downloaded from <eng.core.kochi-tech.ac.jp/digital>.

Combining Flash with web-based applications

While Flash can be used as a stand-alone application development platform, it is often used together with other web-based tools such as AJAX, PHP, or ASP. Flash and PHP integrate well

if developing Moodle modules or Moodle add-ons since Moodle is written in PHP. For example, the HotFlash quiz in Figure 1.1 works seamlessly with Moodle's Hot Potatoes module written in PHP. The Flash quiz is first loaded into the web browser as a SWF file. When the user clicks on the *check* button, the answers are sent to the hotspot PHP script and are saved to Moodle's database.

Serving Flash content

There are basically three ways to serve Flash content: embedded video, progressive download, and streaming video. For embedded video, flash files can be served by uploading a single SWF file that contains the video to a course management system or web server. When the user accesses the SWF file via the browser the entire file is downloaded to the client and then begins playing. This often causes delays for larger files. A quicker method is to use progressive download. With this method, the smaller SWF files are kept separate from the larger FLV video files. Both the SWF and the FLV files are uploaded to the server. When the user accesses the Flash content, the smaller SWF file is downloaded first and the media begins to play while the FLV video file continues to be downloaded in the background. Longer FLV videos or recorded audio are typically streamed using Adobe's Flash Media Server. When streaming Flash video, the FLV files are also kept separate from the other SWF Flash content, but the streaming ability of Flash Media Server allows for

higher delivery speeds and allows several users to access the same video content simultaneously. Since this proprietary server is quite expensive, other less expensive open source options, such as Red5 <osflash.org/red5>, are being developed.

The future of Flash

If Apple's iTunes and their iPhone continue to gain headway in delivering and viewing video content over the Internet, Flash could possibly suffer some setbacks. You may have read that Apple's iPhone does not support Flash video, and Apple has already ditched all Flash content from their website. YouTube is moving to support

Apple's H.264 video standard and may also be dropping Flash all together in the future. Apple has long been planning the marriage between their iPhone and YouTube.

In addition to Apple's persuasiveness, the open source community has not enthusiastically welcomed Flash since it is a proprietary standard. The more widely accepted web-based video standard is Apple's H.264 video standard.

Unlike Flash's H.263 format, H.264 is open source. H.264 is also likely to be the future video standard for HDTV, mobile devices, and video recording equipment. Adobe Flash, however, is quite a diverse development tool. Flash can be used to build interactive online applications that may include not only video, but also quizzes, surveys, or other interactivity. Flash is certainly accustomed to the rapid changes in technology and won't be fading away any too soon.

Never
had an article
published before?
Lacking confidence, or just
unsure of what to do?

TLT's Peer Support Group can help.

<www-jalt-publications.org/psg/>

Learn to write with the help of our
experienced collaborative
writing team.

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

「すばらしい授業!、これを他の人にも試してもらいたい!」



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

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

For more information, please contact the editor.

詳しくは、ご連絡ください。

<my-share@jalt-publications.org>

Advert: EFL Press

...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.

- ▶ 23 Sep 2007: 24th Hokkaido JALT Language Conference, Hokkaido JALT at Hokkai Gakuen University, Sapporo <www.jalthokkaido.net/>
- ▶ 28 Sep 2007: Pre-registration deadline for presenters at JALT2007 in Tokyo <conferences.jalt.org/2007>
- ▶ 6-7 Oct 2007: JALT GALE SIG Conference: "Gender and Beyond" at Temple University Japan, Osaka (6 Oct) and Kansai University, Osaka (7 Oct) <www.gale-sig.org>
- ▶ 14 Oct 2007: The 2nd Joint JALT Tokyo Conference: "Innovation in Language Teaching" at Toyo Gakuen University (Hongo Campus), Tokyo.
- ▶ 22 Oct 2007: Pre-registration deadline for JALT2007 in Tokyo <conferences.jalt.org/2007>
- ▶ 22-25 Nov 2007: JALT2007 "Challenging Assumptions: Looking In, Looking Out" at the National Olympics Memorial Youth Center, Tokyo.

JALT Watch

JALT National news and announcements in brief.

- ▶ If you need to contact JALT Central Office, note that their email address is <jco@jalt.org>.

JALT Notices**Database project**

G'day mates! Members of the database committee have been hard at work formalizing the conference database structure. In the JALT Central Office (JCO), the staff are now in month 3 of operations, and we hope that everyone has been receiving their *TLTs* on time. As with any new project, we have had our fair share of bugs; however, the development is actually on track and the conference database should be ready in the next month for use in processing this year's conference. Ahh doki doki! Thank you all for your patience and support as we work towards finalizing this project.

Cynthia Keith <vp@jalt.org>

*on behalf of the hard working database team
(Hugh Nicoll, Paul Collett, Aleda Krause, Shin Ninagawa, and the hard-working staff of the JCO)*

Web administration Committee

The June EBM saw the formal creation of the Web Administration Committee. Hugh Nicoll, Nathan Furuya, Michelle Steele, and Matt Apple will join Paul Collett and Cynthia Keith in a joint effort to improve the overall image of the JALT website. We will also look at making resources available for chapter and SIG websites to help in the branding of all sites. We would also like to encourage SIGs and chapters with websites to consider moving them onto the JALT server when they come up for renewal. Annual server costs are a reasonable ¥5,000 a year.

The committee also approved the setup of a new administration committee, which will focus predominantly on the running of the JCO, upgrading of systems, staff recruitment, and overall efficiency. Appointed officers to this committee are Jim Swan, Aleda Krause, Masahiko Goshi, Steve Brown, and Cynthia Keith. Comments or requests pertaining to these committees should be directed to <vp@jalt.org>.

Cynthia Keith
National Vice President

JALT Calendar

An oft-overlooked feature of the JALT Calendar is its *keitai* phone capabilities. You can look up JALT events by month, by prefecture, or by group (chapter or SIG) through your phone. Visit <jalt.org/calendar> on your mobile phone, or use

the QR code printed in each month's *TLT* on the chapter events page.

JALT2007 Job Information Center

Job adverts are now being accepted for the Job Information Center at the next JALT conference. The Center provides employers an opportunity to advertise for staff at no cost. Interview facilities are also available. If you would like to place a notice, contact Kent Hill <kenthill@mac.com>.

Best of JALT

Best of JALT is a 10-year-old program to honor the speakers who make JALT's local and regional meetings such valuable experiences. Every chapter and SIG in JALT has the opportunity to name the person who gave the best presentation in the 2006 calendar year. Nominations should be submitted to Margaret Orleans <tomnpeg@interlink.or.jp> by 15 Sep. Certificates will be presented at the JALT2007 conference Ordinary General Meeting.

Margaret Orleans
Best of JALT Coordinator

Publications positions available

The Language Teacher

... is seeking qualified candidates for the position of Associate Editor from 2008.

The Language Teacher and JALT Journal

... are looking for people to fill the positions of English language proofreaders and Japanese language proofreaders.

JALT2007 Conference Proceedings

... is seeking qualified candidates for the position of Co-Editor for the 2007 volume.

More information

Job descriptions and details on applying for these positions are posted on our website <www.jalt-publications.org/positions/>.

...with Damian Rivers

<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.

WITHOUT SOUNDING too indulgent I would like to take this opportunity to introduce myself to the *TLT* readership in this, my first issue as Member's Profile and Showcase column editor. I would like to say a big thank you to Theron who made my transition to column editor as smooth as possible. I hope I can follow in his footsteps by continuing to keep this column interesting and practical.

During my 7 years in Japan I have developed an active interest in a number of areas connected

to language teaching and research. One such interest is in CALL and applying web technologies to the learning process. I have found that one of the most frustrating aspects of many teaching programs is that teacher-student interaction is usually limited to one or two sessions per week. I believe that this is somewhat of an obstacle to creating a continuous learning environment. As a result I aimed to create a simple website to give the students a sense of independent learning, self-exploration, fun, and cultural exposure. The result <homepage.mac.com/damiworld> allows students access to a mixture of useful and stimulating language-related links, quizzes, video clips, and topics.

In addition to CALL I also have a strong research interest in second language writing behaviors and attitudes toward its tuition. I am intrigued to find answers to the following questions: How can L2 writing be taught without over emphasizing the need for sentence level correctness within low to mid level EFL students? How do educational policies and cultural attitudes shape the tuition of L2 writing and curriculum design within Japan? And, how can

students break down the barrier of socio-cultural restriction when communicating across cultures through L2 written compositions? For my PhD research I specifically wanted to combine my interests in second language writing with my practical experiences teaching within corporate settings. My current research is entitled, "English as an International Business Language (EIBL): Written business communications between multinational corporations and the importance of social acceptability, shared knowledge, and intra-language awareness." This will draw on both of my master's degrees in Social Psychology and Applied Linguistics.

Ever since I first taught TOEIC preparation classes at Honda Motors I have been fascinated by the world of Japanese corporate culture and its obsession with the TOEIC test. After 2 successful years teaching at Honda I sought a new challenge by moving to a different school. There, I was able to concentrate all of my teaching resources on ESP and business English instruction. I worked at Toshiba Electronics, Fuji Electronics, and Cosmo Oil teaching a mixture of TOEIC preparation, ESP, and new employee English courses. I especially enjoyed learning about the different industries and technical terminologies that were required by the students to succeed within their respective positions. Such experiences also made me wonder why all of these businesses are dependent on the TOEIC test as the sole measure of *communicative ability*, especially when there are such huge differences in the type of English required for successful business interactions within each industry. At

these companies I spent much of my time proof-reading, editing, and rewriting product manuals, checking over and advising on presentations, and writing and assisting with international emails and other written communications. Early last year I relocated to Panasonic Communications as a business English instructor. As I was employed directly I had numerous classes and many stimulating and varied responsibilities both with regard to language training and cultural assimilation for those employees posted overseas.

I am currently working at Loughborough University in the UK as an EAP instructor. Here, I am teaching students academic skills required for postgraduate study. I am responsible for 21 hours of taught classes each week in addition to seminars and private tutorials. I also teach test skills and revision techniques related to the IELTS test. This work is extremely rewarding and I wish to continue working within such an environment when I return to Japan in October.

I hope that you take an interest in these columns. I'm very happy to hear from anyone interested in making a submission to either Member's Profile or Showcase. An attractive aspect of the columns is that your submissions are usually published within a 3-month period, significantly shorter than many other *TLL* columns.

Thank you for reading, I will try my best to live up to expectations and look forward to working with you.

Damian Rivers

Incoming Member's Profile & Showcase Editor

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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



THIS MONTH, Kim Bradford-Watts reminisces about the JALT2006 "Casting Pearls Before Wine" party held to celebrate the 30th anniversary of *The Language Teacher*.

The Casting Pearls Before Wine Gala Party at JALT2006

Kim Bradford-Watts

As you are doubtless aware, 2006 marked the 30th anniversary of *The Language Teacher*. To cel-

celebrate this event in JALT history, it was decided by the JALT Executive Board that there should be a party one evening at the JALT2006 conference.

Great joy followed this announcement. Enthusiasm was only slightly dampened when we realized that we needed to come up with a name and theme.

Many evenings of ceaseless typing followed. **Donna Tatsuki** gets the prize for "Pearls." I don't remember if the wine came before the pearls at the outset of the Pubs discussions, but perhaps an OG (Old Grammarian) mentioned it before the now-jaded **Ted "Snake-oil (don't ask)" O'Neill**, decided we should "Cast Pearls Before Wine." Although somewhat contentious with non-pubs people, it was a pubs party, so that, dear reader, was simply that. Pearls, Wine, Gala/Gayla: A winning combo in any elegant drinker's professional journal...

Skip forward a couple of months to the grim realization that the pubs people were providing entertainment. More furious typing while we tried to figure out who could do what with whom in a public space. Donna Tatsuki, who suddenly felt that she had unwisely shared her talents with us on previous occasions, was unable to escape the promise of a set of Operatic iTunes. **Scott Gardner**, the OG, was also locked into a commitment for his first public appearance as a stand-up comic. Needless to say, the rest of the pubs team



remained silent about their individual skills, and unfortunately, the only thing I am noted for is wearing the letters off my keyboard, which is not known to excite the average partygoer. We desperately needed to come up with something else. Following anxious discussion, it was settled that the *TLT* editors should produce a quiz. After all, we quiz our students all the time, and they like it!

Donna began rehearsing, Scott set to writing and practicing his delivery, and a few days before the conference, the final list of top-secret mind-

bogglingly difficult quiz questions was decided. We were ready.

Sunny Kitakyushu. We all arrived Thursday night and met up. Were we ready? Really? Throwing caution to the wind, we decided to focus our efforts on setting up the publications table, selling T-shirts and tickets to the party, and having meetings with people taking on new responsibilities. Friday flew by in a haze of 1,000-yen notes and pink receipt slips. By the evening, only a handful of tickets were left, and we had sold quite a few T-shirts. Exhausted, we adjourned to an Okinawan restaurant for sustenance. We knew our limitations and got to bed by midnight.

Saturday dawned. It was party day. But first, the official JALT2006 early-bird fun run around Kitakyushu stole a key player, and then meetings kept everyone busy all day from 8:30 a.m. We ended up with only 20 minutes to shower and change before getting back to the site for the party.

Met by **Malcolm Swanson**, MC for the evening, sporting a darling tuxedo coat, dashing shorts, and the ever-appropriate New Zealand formal gumboots, we started greeting our guests, requesting that they write their names on tickets with the lure of possible door prizes, generously donated by Oxford University Press, Cambridge University Press, Longman, Macmillan, and JALT.

The drinks (*Layout White* and *Editor's Red*) began flowing, and the MC got the evening off to a rousing start with a few words of thanks to those who contribute to the production of *The Language Teacher* and those who have supported the journal these many years. **Steve Brown**, who somehow escaped our "Breakfast in Bed with the Prez" prize idea, welcomed one and all to the party and introduced Donna T.

Words cannot begin to describe the beauty of the songs carefully selected and sung by Donna. Members of the JALT Board of Directors, Pubs people, and several guests choked back a tear or two while giving her their undivided attention. Applause, hugs, smiles. The moment over, we found the tables in the center of the room spread with an assortment of foods. The ravenous crowd spooned dainties enthusiastically onto plates and sipped wine while the OG began his debut live performance. A band of OG fans slapped their thighs and roared with laughter throughout the performance. The OG had made us proud with his display of wit and style.

It was quiz time. Guided by **Jacqui Norris-Holt** and **Ted O'Neill**, we handed out the quiz questions and pencils to groups of people who,

between mouthfuls, suggested and argued answers. Did I spy people checking answers on the Net via their cell phones? Although they looked a bit sheepish as we circulated to see how they were progressing, that tactic didn't seem to have helped very much.

As the evening was drawing to a close, we distributed the answer sheets. We asked groups to come and claim a handful of pearls as prizes. These were distributed at the discretion of each group, and some partygoers were literally resplendent in pearls, while others took a more traditionally elegant approach of a single strand to adorn their threads.

Outgoing Publications Board Chair, **Amanda O'Brien**, took the stage to announce the winners of the door prizes. There was great applause when Amanda announced the winner of the "Next TLT Editor" prize, which went to **Brad Visgatis**, who had, unfortunately, already left the party. Brad, please contact us to organize collection of your prize!

The publications staff was invited to the stage, where they were soon joined by past staff and, finally, authors. The remaining partygoers were reminded that we produce *The Language Teacher* on a voluntary basis and that they too can volunteer to contribute something to the journal. Then, with only moments left, Donna Tatsuki sang a final song. I could have stood there listening all night, but there were bags to collect, goodbyes to be said, and an after-party, again at the Okinawan restaurant. The evening ended at the top of a treacherous set of steps holding on to a valued member of the publications team who was grinning fiendishly and uttering what sounded like, "Don't worry, I can fly!"

Postscript: I received an email from a partygoer living in Qatar a few days later, lamenting that he'd lost his pearls on the plane on the way home. I am afraid that our little gala redefined his sense of identity (in keeping with the conference theme) and he now spends his time trawling eBay for replacements for his lost finery.

COLUMN • SIG NEWS

37

...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.

in Japanese contexts. See our website at <www.bsig.org> for more information.

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

Computer Assisted Language Learning

[📡 technology, computer-assisted, wireless, online learning, self-access] [📖 JALT CALL Journal Newsletter—3x year] [📅 Annual SIG conference, regional events and workshops] [✉️] [💬]

The CALL SIG is proud to announce the theme for the 2008 conference: *New Frontiers in CALL—Negotiating Diversity*. The conference dates will be Sat 31 May~Sun 1 Jun (with possible pre-conference workshops on Fri 30 May). The 2008 conference will be held at the Nagoya University of Commerce and Business Administration. Please check <www.jaltcall.org> for further information.

College and University Educators

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

Information about what is going on in CUE can be found at <allagash.miyazaki-mu.ac.jp/CUE/>.

SIGs at a glance

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

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

Bilingualism

[📡 bilingualism, biculturality, 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

Check for regular updates on the 15th of each month.

Gender Awareness in Language Education

The GALE SIG, in collaboration with other SIGs, the Osaka Chapter, and the Pragmatic Society of Japan, will hold a 2-day conference 6-7 Oct. The plenary lecture is Gender and leadership: Some socio-pragmatic considerations, by Janet Holmes, Victoria University of Wellington, on 6 Oct 18:00-20:00 at TUJ-Osaka campus. On 7 Oct there will be paper presentations 10:00-17:00 at Kansai University and a panel presentation with Janet Holmes as the discussant. Details at <www.gale-sig.org/>.

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 <kcates@fed.tottori-u.ac.jp>.

Japanese as a Second Language

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

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 in-

tensely 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] [🗣️]

If you are interested in meeting with SIG members in your area, why not look at the community section of our website at <ld-sig.org/community/> for local contacts. Groups have met in Tokyo, Kobe, and Nagoya. This year's forum at the national JALT conference will take the theme of collaboration. The forum facilitators are Etsuko Shimo and Jodie Stephens. Meantime, don't miss the ILA conference in Chiba, 5-8 Oct! <www.independentlearning.org/>.

Lifelong Language Learning

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

The increasing number of people of retirement age, plus the internationalization of Japanese society, has greatly increased the number of people eager to study English as part of their lifelong learning. The LLL SIG provides resources and information for teachers who teach English to older learners. We run a website, online forum, listserv, and SIG publication (see <www.eigosenmon.com/tolsig/>). For more information or to join the mailing list, contact Amanda Harlow <amand@aqualivedoor.com> or Eric Skier <skier@ps.toyaku.ac.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。LLLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<www.eigosenmon.com/tolsig/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わって

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

Materials Writers

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

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

Other Language Educators

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

The 3 days of JALT2007 will see 13 OLE-related events, with 30 speakers making over 30 presentations—some individually; some in the French, German, and Spanish workshops; and some in the multilingualism and OLE SIG forum. Presentations will also deal with languages such as Chinese, Esperanto, Hungarian, Italian, and Thai. Long abstracts, summaries, and PanSIG 2008 information are in OLE NL 43, with individual abstracts and more information due in OLE NL 44.

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 is joining with other SIGs to sponsor the JALT GALE SIG 2-day conference with the theme *Gender and Beyond*. This will be a unique event. On Sat 6 Oct the action will be at Temple University Japan, Osaka, and then on Sun

7 Oct the conference will move to Kansai University, Osaka. The opening lecture, *Gender and leadership: Some socio-pragmatic considerations*, will be given by Janet Holmes, University of Wellington, New Zealand.

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, sponsorship of 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 who want to share teaching ideas or questions at <groups.yahoo.com/group/tcsig/>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsig.jalt.org>.

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

...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.

PRESENTATIONS, ALL-DAY presentations, conferences, and mini-conferences abound this month. If your local chapter isn't listed, or for further details, go to the online calendar. There may be newly added events and updates.

Gifu—Exploring ways to use communicative language tasks with grammar-based (exam-oriented) high school English lessons by **Masaomi Kitamura**, Uguisudani High School. Participants will experience the textbook and testing requirements faced by Japanese teachers of English (JTEs) as they try to fulfill Monkasho suggestions to introduce more communicative English. Native speakers can discover how JTEs view communicative English within the broader context of English education. JTEs can compare teaching ideas and collaborate to develop task-based EFL lesson plans and bridge the gap between testing and communicative English. *Sat 29 Sep 19:00-20:45; Heartful Square (southeast of Gifu JR Station); one-day members ¥1000.*

Gunma—Students as editors: Using online concordancers by **Stephen Jennings**. This workshop will show how students are able to edit their written work after some language awareness activities and online concordance familiarity. Workshop participants will take part in the following steps: 1) awareness of collocations (using an animated cartoon story); 2) online corpus familiarization (using the online *Collins Concordance Sampler*);

3) discussion of samples of students' written work and feedback to be given; 4) editing written work by using online concordance; 5) general discussion. *Sun 30 Sep 14:00-16:30; Maebashi Kyoai Gakuen College, 1154-4 Koyahara-machi, Maebashi (t: 027-266-7575); one-day members ¥1000.*

Himeji—Teachers Helping Teachers forum by **Patrick Dougherty, William Balsamo**, and other THT members. Teachers Helping Teachers (THT) has received considerable help from the local Himeji JALT chapter and this will be a chance for those who have participated in THT events over this past year in Laos, Vietnam, and Bangladesh to share their experiences with chapter members. We will also be detailing plans for future THT conferences and events. *Sun 9 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—1) Actually teaching listening: The importance of script and of supra-segmental phonology and **2) Teaching the strategies of speaking** by **Alastair Graham-Marr**. 1) This talk will examine how to go beyond practice in listening and actually teach listening skills, both top-down predictive skills and bottom-up decoding skills. 2) We all use strategies to confirm or clarify what we're saying and what we're hearing and to compensate for language we don't have. *Communication Spotlight* is a new text that teaches students how to use these strategies. *Sun 2 Sep 15:00-17:00; Peace Park Conference Room 3F; free for all.*

Hokkaido—2007 JALT Hokkaido Language Conference featuring **Don Maybin**. The 24th Annual Language Conference will feature Don Maybin, a renowned teacher, trainer, author, and presenter, with the theme of *The Active Classroom*. There will be four or five streams of simultaneous presentations for all levels and a large number of publisher displays. For full details and to pre-register, check our website <jalthokkaido.net/>. *Sun 23 Sep 9:30-16:30; Hokkai Gakuen University, Library Bldg. F1; one-day members ¥2000 onsite or ¥1000 pre-registered.*

Ibaraki—All-day meeting with **Joe Tomei**, Kumamoto Gakuen Daigaku. 1) *Teaching phonetics for multiple purposes—One approach* (10:00-12:00) and 2) *How did we get here? Understanding the current*

situation of Japanese higher education by examining its history (14:00-16:00). Following the presentations: the Chapter Business Meeting. All day: a Continuous Book Fair. Info: <www.kasei.ac.jp/jalt/>. Sun 23 Sep 9:30-17:00; Tsukuba Gakuin University, Tsukuba (formerly Tokyo Kasei Gakuin Tsukuba Women's University); one-day members ¥500.

Kitakyushu—*Something for everyone: Regional mini-conference on language education for children, jr/sr. high school, college/university, and adults* by various speakers. Kitakyushu JALT and the JALT Teaching Children SIG invite you to attend our September mini-conference. The main speaker will be **Tetsuhito Shizuka** of Kansai University who will speak at 13:00. From 14:00 to 17:00, there will be three concurrent 40-minute sessions which will be streamed according to university/adult, junior/senior high, and children. More information <jalt.org/chapters/kq/> or contact Dennis Woolbright <woolbright@seinan-jo.ac.jp>. Sun 23 Sep 13:00-17:00; Kitakyushu International Conference Center (5-minute walk from Kokura Station); one-day members ¥1000.

Kobe—1) *Hands-on teacher development: The CELTA in Japan* by **Craig Jennings** and **Jan Visscher**; 2) *Peace education in the language classroom* by **Kip Cates**. 1) The Cambridge CELTA is arguably the most widely recognised teacher training course worldwide and is distinguished by hands-on experience. The presenters will try to give a sense of what it is like. 2) How can language teaching in schools around the world help promote peace and international understanding? Cates will describe a peace education approach aimed at achieving a peaceful world. Sat 29 Sep 16:00-19:00; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, Kobe (t: 078-241-7204); one-day members 1000 yen.

Kyoto—*My Share activities and pizza* by members and guests. Have you got a favorite activity to start off a new term? Come and share, be it a game or warm-up activity! Or just stop by, listen, and enjoy a slice of pizza. If you plan to attend, send an email (so we can preorder the pizza) by 21 Sep on the JALT webpage, selecting *groups*, and then *Kyoto* under *chapters*. You will see a link to contact the chapter on the lower right part of the page. Sat 22 Sep 18:30-20:30; Kyoto Kyoiku Bunka Center (Marutamachi, Sakyo-ku); one-day members ¥1000.

Nagasaki—Greetings from Nagasaki JALT! We do not have a meeting planned for this month, but we are looking forward to our next session on Sat 14 Oct; more information available on our website. As well, we are interested in hearing from you if you would like to help as a partner in our local chapter executive in 2008. Yes, nominations, recommendations, and inspirations are now open for next year! Join and help the chapter keep on growing. More information and a list of contacts available at <kyushuelt.com/jalt/nagasaki.html> or join our monthly email newsletter list at <kyushuelt.com/jalt/nagamail.php3>.

Nagoya—*Issues in the teaching of academic writing* by **David Kluge**. Kluge will describe some of the issues he has encountered in the teaching of research paper writing, like the teaching of academic writing conventions and the problems of translation and plagiarism. Then he will conduct a discussion on specific problems the participants have encountered. Sun 30 Sep 13:30-16:00; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1000.

Okayama—*Teaching listening skills and speaking strategies* by **Alastair Graham-Marr**. Graham-Marr, author of *Communication Spotlight*, will explain why and what strategies should be taught. Part 1 will examine how teachers can go beyond giving practice in listening and actually teach listening skills, such as top-down predictive skills and bottom-up decoding skills. Part 2 will look at teaching speaking strategies: confirming or clarifying what we're saying and what we're hearing, showing interest, and maintaining and developing conversations. Sat 1 Sep 15:00-17:00; Sankaku A Bldg. 2F (near Omotecho in Okayama); one-day members ¥500.

Omiya—*Grading rubrics: An interactive assessment tool* by **Paul Rowan**. A grading rubric is a scoring guide designed to identify overall strengths and weaknesses in a student's task. Rowan will discuss what makes rubrics an effective tool for student assessment and peer feedback. Then he will discuss the usefulness of including students in the design phase of the rubrics. Lastly, he will show how the rubric is also useful as a process guide. Participants will also learn how to make their own rubrics. Mon 10 Sep 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit,); one-day members ¥1000.

Toyohashi—Graphic organizers for content learning by Heidi Evans. Graphic organizers are instructional tools that help learners synthesize and organize new information in personalized, meaningful ways. In this workshop, participants will experience how concept maps, word webs, flowcharts, matrices, and Venn diagrams can be used to support vocabulary and content learning, as well as develop reading, writing, listening, speaking, and critical thinking skills. *Sun 30 Sep 11:00-13:00; Aichi University, Bldg. 5, Room 543; one-day members ¥500.*

West Tokyo—Exploring EFL presentation skills by Keiji Nomura, Tim Knight, Peter Ross, Simon Stevens, Naho Hashimoto, and Andy Boon. JALT West Tokyo Chapter announce the fifth in our series of micro-conferences, each featuring several presenters exploring a particular topic for

a whole day. September's theme is all about exploring presentation skills. *Sun 30 Sep 10:00-17:45; Tokyo Keizai University, Daiichi Kenkyuu Center, Room 1310; one-day members ¥1000.*

Yamagata—Teaching Japanese life events from a Taiwanese perspective by Freddy Yu (You Ming-Hwang). The speaker is a teacher of Japanese and Japanese culture for international students at Yamagata University. His primary interest is in teaching Japanese life events, based on his research "The change in rites of passage on the Japanese isolated islands—The case of a depopulating and aging society." He will share his perspective on how English has become the means to global understanding. *Sat 11 Sep 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishi-machi 2-chome 2-15 (t: 0236-45-6163); one-day members ¥800.*

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COLUMN • CHAPTER REPORTS

...with Heather Sparrow

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

Akita: June—Who is STEP? What is EIKEN? EIKEN goes global by Michael Todd Fouts. Fouts' presentation was divided into two parts. Part 1: *Who is STEP? What is EIKEN?* was a crash course in the history, purpose, and content of the *EIKEN Test in Practical English Proficiency*. This included a hands-on demonstration for English teaching professionals who were challenged to find nine errors in a sample EIKEN question. During Part 2: *EIKEN goes global*, Fouts explained how, until 4 years ago, EIKEN was virtually unheard of outside Japan. Yet now the test is recognized for admissions at hundreds of institutions in North America and Australia. He explained the growth of EIKEN from a domestic test to a global qualification and explained the potential impact on education in Japan. The presentation ended with a lively question and answer session.

Reported by Stephen Shucart

East Shikoku: May—Task-based teaching: Sorting out the misunderstandings by Rod Ellis. Ellis considered the design of task-based courses and the methodology for implementing tasks in the classroom. Ellis presented his rationale for Task-based language teaching (TBLT), arguing that the development of the implicit knowledge of a second language required for effective communication is best achieved by engaging learners in performing tasks. Ellis also examined theoretical objections that have been leveled against TBLT and argued that these are based on a fundamental misunderstanding of its principles and methodology. The assumptions underlying the criticisms were examined and responses provided by identifying 10 misunderstandings of TBLT.

East Shikoku JALT extends a warm thank you to Ellis for visiting Kochi, and for granting permission to upload his *PowerPoint* presentation and the digital video of his talk which are available at <eng.core.kochi-tech.ac.jp/east-shikoku/>.

Reported by Darren Lingley

Gifu: May—The ins and outs of getting published by Steve Cornwell. Teaching, administration, publication of research—these are three main duties of the university professor. Of the three, publishing is often the most challenging task for new lecturers and for the tenured it is frequently a neglected chore. Professors in Japan are

now more than ever being encouraged by their universities to publish research findings in peer-reviewed journals; promotions often hinge on regular publication of quality research.

Cornwell is well aware of this push to publish and delivered a timely, engaging lecture on various aspects of publishing in Japan, focusing on the concerns of people working in education. He offered his ideas on appropriate journals for submissions, strategies for writers to get their work published at those journals, and ways to handle the review and feedback process. Cornwell also spoke at length about his own experiences as a writer and as an editor, offering anecdotes, opinion, and guidance.

Reported by Jon Rozhon

Gunma: May—*More community and motivation through coloring* by **Miori Shimada**. Shimada described how she used coloring of monochrome illustrations to increase motivation in poorly motivated students. Drawing on research in psychotherapy, she has created a syllabus which uses coloring as a supplemental activity. At the end of class students are given the opportunity to color monochrome illustrations that accompany a unit in the textbook. In groups, students then give an explanation as to why they chose certain colors for their illustrations.

Participants tried the activity and found it to be quite interesting. The effect is much like asking someone to look at an inkblot and tell what they see. Each person has a different interpretation of the illustration and this is reflected by the choice of colors. Discussing the reasons for the choices was a great conversational motivator and led to a lively discussion. Shimada found similar results with her students.

Reported by Harry Meyer

Hamamatsu—June: *Bringing the world into your classroom through video* by **Kip Cates**. Cates showed how easily local and world issues, such as recycling and the plight of refugees, can be used to foster not only awareness, but also English language applicability and a sense of purpose in the classroom. Cates prepared several video clips and various non-threatening supporting handouts to demonstrate how these types of video can be used to great effect in the typical classroom. Through both the humorous and emotional content of these videos, attendees were inspired to see how such resources can bring English alive in the language learning classroom.

Reported by David Elmes

Hokkaido: June—*Speech contest titles to avoid* by **Joe Booth**. Booth gave advice about choosing contests for students to enter (e.g., make sure the student meets the eligibility requirements) and what to keep in mind when helping a student write a competitive speech (e.g., the topic should be connected to the student's life and the speech should have a clear message). Participants looked at excerpts from students' speeches and saw how, with guidance from the teacher, they went from rough draft to a polished final product. Asking the student leading questions about the speech can help the student go deeper and make the speech stronger. A video of a student practicing her speech was shown and participants made notations on a script about how it could be improved. Several attendees with experience as coaches or judges also had useful insights to share (e.g., students who shout or use annoying hand gestures while delivering their speech lose points). Entering a speech contest is a huge time commitment for a student as well as for the teacher coaching that student. Whether the student wins or loses, working closely with an English teacher is a valuable educational experience.

Reported by Wilma Luth

Kitakyushu: June—*Focus on content: Materials and techniques for teaching beginning academic writing* by **Cindy Daugherty**. Daugherty feels that adequate instruction on paragraph development is not available from most ESL textbooks. She outlined some of the ways writing is taught—via translation, free writing (using stream of consciousness and diaries), and academic writing (rhetorical form), and pointed out the important balance between content and form, stressing the importance of not allowing the latter to dominate. She explained some of her methods for elucidating interesting and original content from students and shared examples of their compositions, pointing out the extent to which target elements of cohesive writing had been achieved in each as well as methods of helping students to recognize weaknesses in their paragraph structure and getting them back on track. Movies and graded readers are used extensively in her classes to stimulate the creative process. Summarization, discourse analysis, ways and means of supporting a topic sentence with explanation and examples, as well as problems to avoid were presented and discussed.

Reported by David Pite

Nagasaki: June—*Experiences with action research: 1) Seeking effective ways to teach Japanese writing* by **Fumiko Ishinuki**. After giving a definition of action research, Ishinuki explained the purposes, procedures, and outcomes of her research on teaching Japanese students *dokushokansoubun* (writing book reviews) in Australia and addressed the strengths and weaknesses of her study. 2) *English grammar lessons* by **Howard Doyle**. Howard discussed a self-designed grammar course using a holistic approach and how the course was modified after its initial pilot run. The common thread running through both presentations was the desire to improve the quality of current practice. These were followed by a short workshop looking at different models of action research.

Reported by Melodie Cook

Nagoya: June--*University EFL writing as a process toward self-discovery and self-identity: Socio-cultural and process writing approaches* by **Yueh-Miao Chen**. Chen introduced a brief history of Taiwan: Under Chiang Kai-shek's reign, the Taiwanese aboriginal culture and history were completely suppressed. In 1996, Lee Teng-hui, born in Taiwan, was elected generalissimo. For various ethnic groups, it is important to nurture their independent thinking as real citizens and to increase their socio-cultural awareness for their unified identity.

Chen's research aims to: 1) enhance university students' writing ability by applying a socio-cultural approach to writing instruction to nurture students' self-recognition, self-discovery, and self-identity; and 2) investigate the effectiveness of this kind of writing instruction. The students have been inspired by the view of writing as a self-discovery process and greatly broadened their vision. Furthermore, analysis of interview data at the end of the 2nd semester demonstrated the benefits of free journal writing to help students generate ideas and as well as raise their awareness of socio-cultural and international issues to globalize their thinking.

Reported by Kayoko Kato

Okayama: January—*There's a book inside all of us* by **Paul Moritoshi**. Moritoshi presented the process of proposing, authoring, and ultimately, publishing language learning textbooks. Participants were encouraged to collaborate in groups to work through various stages in the process together. These stages were: 1) *have a rationale*—a

needs analysis of the market using existing texts, extra components, or innovations (workbooks, DVDs, CDs, web content, etc.); 2) *use a pedagogic approach*—unit methodology, content, choice of sample units for proposal to the publisher, and collaborating with colleagues to test the materials in class. Amongst the wealth of information about how to go about publishing a text, two very useful pointers emerged. The first was Moritoshi's view of publication as a process, which he broke down into achievable steps. The second, and perhaps most useful, point was that collaboration in authorship can supply inspiration, motivation, and otherwise alleviate many of the problems experienced along the way.

Reported by Simon Thornley

Omiya: May—*Extensive Reading: Indispensable...but how do you do it?* by **Daniel Stewart** and **Richard Ascough**. Stewart and Ascough, pioneers of a well-established Extensive Reading (ER) program, described ER as students reading graded readers quickly to get massive amounts of comprehensible input in English. Stewart cited evidence from his MA thesis research to emphasize that occasional dictionary use may be beneficial in ER.

Stewart and Ascough outlined the *Kaisei Academy Program*. Students had been reading 20-40 books a year: the more they read, the better they performed. This year however, junior 2 students had one lesson each week allocated for in-class reading in April, dramatically increasing the number of books read. **Integral to the ER program** is comprehension checking which is done through the use of the text in group dramas and other activities.

After explaining procedures for setting up a program, they pointed out that it is difficult to measure the benefits as students often learn English from other sources simultaneously. The speakers hope to see research that takes into account outside influences.

Reported by Masa Tsuneyasu
and edited by Cecilia Fujishima

Sendai: April—*The Model of monolingual "half-Japanese" girls in Japan* by **Laurel Kamada**. Kamada focused on "the concept of linguistic and cultural capital in relation to English language learning in Japan." The presentation was divided into two halves. The first half was drawn from Kamada's recently completed doctoral thesis. The presentation began with an introduction to

the concept of linguistic capital and related it to how half-Japanese girls in Japan (with varying proficiencies in English) "construct and celebrate their English linguistic capital." In the second half Kamada talked about creating linguistic capital through the development of intrinsic motivation.

Reported by Ben Shearon

Shinshu: June—Discussion and debate made easy by **Charles LeBeau**. Drawing on examples from his textbooks *Discussion Process and Principles* and *Discover Debate*, LeBeau introduced basic strategies which would enable learners to effectively participate in discussion and debate. Participants practiced awareness activities for his seven discussion steps: sharing experiences, sharing ideas, exploring positions, searching for the best position, identifying criteria, listing the options, and choosing the best solution. Each step is to be mastered before proceeding to the next and is accompanied by a guiding principle such as *respect every voice* and *know all your criteria*. Many of the steps were illustrated by simple metaphors to provide a clearer picture to students.

Images and metaphors were used to introduce the principles of debate. A diagram of a house

with its foundation (*evidence*), pillars (*reasons or main points*), and roof (*resolution*) illustrates the basics of a debate and **provides a way for students** to organize their speeches. Participants discovered the importance of giving reasons which target the audience and came away with principles which could be applied to not only discussion and debate, but also to composition writing and peace education.

Reported by Mary Aruga

Yokohama: May—Brazilian or Japanese: Choosing the best education by **Toshiko Sugino**. According to a 2004 Immigration Control Office survey, Nikkei-Brazilians account for nearly 300,000 of the two million registered foreign nationals in Japan. Why do some Nikkei-Brazilian parents choose Portuguese-mediated Brazilian schools over Japanese public schools for their children's education? Are there issues of identity shift and identity crisis involved? Sugino **investigates factors** that affect these children's language learning from historical, socio-political, and socio-economic perspectives.

Reported by Renata Suzuki

Exercising the mind and ignoring the body will only lead to a soul out of balance – quote from some ancient famous dude



Looking for more than just your everyday language conference? Well, JALT2007 has just what you are looking for! A swimming pool on the premises! Spend the day sharing and learning, and then take a dip in the pool at the National Olympics Memorial Youth Center. And at the bargain price (for Tokyo) of only ¥300! Of course, don't forget the yoga, tai chi, fun run, and other activities all for your health and spiritual well being.

...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/>

Institutions and titles in Japanese

Derek Di Matteo

WHILE SEARCHING for jobs in Japan, job opening announcements sometimes include Japanese expressions or terms. For those new to Japan, they can sometimes be quite confusing. In this month's column I'll introduce some terms used for educational institutions and academic titles.

There are basically three designations for educational institutions in Japan: national, public, and private. This is most easily illustrated using universities as an example.

National universities are called 国立大学 (*kokuritsu daigaku*), of which there are 89, including Hiroshima University, Ibaraki University, and Nagoya University. Also included are the former imperial universities (帝國大學, or *teikoku daigaku*) such as the prestigious Tokyo and Kyoto universities (affectionately referred to as *toudai* and *kyoudai*).

The list of public universities (公立大学, or *kouritsu daigaku*) consists of prefectural and met-

ropolitan universities such as Akita International University, Tokyo Metropolitan University, Osaka City University, and the University of Kitakyushu.

The third type is the private university (私立大学, or *watakushiritsu daigaku*, sometimes shortened to *shiritsu daigaku*), the list of which includes famous schools such as Keio University and Waseda University.

Primary and Secondary schools use similar designations (e.g., 公立高校 or *kouritsukoukou*, meaning public high school).

As for academic titles, many exist to describe teaching staff. Here are a few of the more common ones:

- 外国人教師 *gaikokujin kyoushi* (foreign teacher or instructor)
- 外国人教員 *gaikokujin kyoin* (foreign staff or faculty)
- 教授 *kyouju* (professor)
- 準教授 *junkyouju* (associate professor)
- 助教授 *kyokyouju* (assistant professor)
- 講師 *koushi* (lecturer)
- 助手 *jyoshyu* (assistant or tutor)
- 外国語教師 *gaikokugo kyoushi* (language teacher)
- 語学教師 *gogaku kyoushi* (language teacher)
- 語学者 *gogakushya* (a linguist)
- 専任講師 *sennin koushi* (fulltime lecturer; instructor)

Aside from *senninkoushi*, these titles don't necessarily confirm whether the position is fulltime, part-time, temporary, contract, or permanent. It is always best to inquire specifically about that aspect of the position. Start by asking whether the position is 常勤 (*jyoukin*, meaning fulltime employment) or 非常勤 (*hijyoukin*, meaning part-time). Sometimes the position will specify part-time, as in 非常勤講師 *hijyoukinkoushi*, meaning part-time lecturer).

Resources

Aldwinkle, David C. 10+ Questions for your next university employer. Retrieved 4 Dec 2006 from <www.debito.org/TLTtenplusq.html>.

Fox, Michael H., et al. A new system of university tenure: Remedy or problem? Retrieved 4 Dec 2006 from <www.debito.org/TLTtenure899.html>.

WWJDIC Japanese Dictionary Server, accessed from <www.aa.tufs.ac.jp/~jwb/wwwjdic.html>.

Job Openings

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

Location: Ehime-ken, Matsuyama-shi
School: Matsuyama University
Position: Lecturer (fulltime English instructor)
Start Date: Apr 2008
Deadline: 28 Sep 2007

Location: Fukuoka-ken, Kurume-shi
School: Kurume University
Position: Part-time instructor of English
Start Date: Apr 2008
Deadline: 28 Sep 2007

Location: Hawaii, USA
School: University of Hawaii-Manoa
Position: Assistant/ Associate professors (two, tenure-track)
Start Date: 1 Aug 2008
Deadline: 15 Sep 2007

Location: Kanagawa-ken, Sagamihara
School: Aoyama Gakuin University School of International Politics, Economics, and Business
Position: Part-time English teachers

Start Date: 1 Apr 2008
Deadline: 30 Sep 2007

Location: Kanagawa-ken, Sagamihara
School: Aoyama Gakuin University, English Department
Position: Part-time English teachers
Start Date: 1 Apr 2008
Deadline: 1 Mar 2008

Location: Niigata-ken
School: Niigata University of International and Information Studies
Position: English instructor (fulltime)
Start Date: 1 Apr 2008
Deadline: 30 Nov 2007

Location: Niigata-ken
School: The International University of Japan
Position: Fulltime assistant professor (TEFL/ TESL)
Start Date: 1 Apr 2008
Deadline: 30 Sep 2007

Location: Saitama-ken
Company: Shumei Gakuen
Position: Teacher of English (fulltime)
Start Date: 1 Sep 2007
Deadline: Ongoing, until filled

COLUMN • CONFERENCE CALENDAR

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...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please email information to the column editor by the 15th of the month, at least 3 months before a conference in Japan, or 4 months before an overseas conference. Thus, 15 Sep is the deadline for a Dec conference in Japan or a Jan conference overseas. Feedback or suggestions on the usefulness of this column are also most welcome.

Upcoming Conferences

6-8 Sep 2007—2007 JACET 46th Convention: English Education at the Tertiary Level – in Search of a Consistent Curriculum from Elementary School through University, in Hiroshima.
Contact: <www.jacet.org/>

15-17 Sep 2007—Sixth Symposium on Second Language Writing: Second Language Writing in the Pacific Rim, at Nagoya Gakuin U. To provide an international forum for discussion of various issues of interest to L2 writing teachers and researchers. **Contact:** <logos.unh.edu/sslw/2007/>

23 Sep 2007—Fourth JALT Hokkaido Language Conference, at Hokkai Gakuen U., Sapporo. **Contact:** <www.jalthokkaido.net>; Conference Program Chair, Michael Mielke: <conference@jalthokkaido.net>

24 Sep 2007—Annual Association of Canadian Teachers in Japan Mini-Conference: *Changes in Content: Our Evolving Mosaic*, at the Canadian Embassy, Tokyo; to be followed by a social event. **Contact:** <www.actj.org> <robmc@tokoha-u.ac.jp>

4-6 Oct 2007—AMEP National Conference 2007: *Work, Language and the Future*, near Mooloolaba, Qld, Australia. **Contact:** <www.nceltr.mq.edu.au/conference2007/about.html>

5-8 Oct 2007—Third International Conference of the Independent Learning Association: *Exploring Theory, Enhancing Practice: Autonomy across the Disciplines*, at Kanda U. of International Studies, Chiba. **Keynote Speakers:** Henri Holec (U. of Nancy II), James Lantolf (Pennsylvania State U.), Yoshiyuki Nakata (Hyogo U. of Teacher Education), Kathleen Graves (School for International Training), and Klaus Schwienerhorst (U. of Hannover). **Contact:** <www.independentlearning.org>

6-7 Oct 2007—JALT GALE SIG Mini-Conference: *Gender and Beyond*, at Temple U., Osaka (6 Oct) and at Kansai U. (7 Oct). Janet Holmes (Linguistics Chair, Victoria U. of Wellington, NZ) will give the opening lecture, *Gender and leadership: Some socio-pragmatic considerations*, and take part in a panel discussion. **Contact:** <www.gale-sig.org>

11-14 Oct 2007—30th Annual Second Language Research Forum: *Second Language Acquisition and Research: Focus on Form and Function*, at U. of Illinois. **Contact:** <slrf-2007@uiuc.edu>

13-14 Oct 2007—First Annual Japan Writers Conference, at Ochanomizu U., Tokyo. **Contact:** <www.viversimples.ezhoster.com/writerconference.html>

25-27 Oct 2007—14th Annual Sociocultural Theory and Second Language Learning Research Working Group Meeting, at U. of Arizona, Tucson. **Contact:** <www.coedu.usf.edu/sct/2007/index.htm>

27-28 Oct 2007—Sixth Annual Conference on Peace as a Global Language: *Cultivating Leadership*, at Kyoto U. of Foreign Studies. **Contact:** <www.kufs.ac.jp/MUN/> <www.pgljapan.org>

27-28 Oct 2007—15th Korea TESOL International Conference: *Energizing ELT: Challenging Ourselves, Motivating Our Students*, at Sookmyung Women's U., Seoul. **Contact:** <www.kotesol.org/?q=2007intcon>

1-3 Nov 2007—Language Planning: The Need or the Desire to Standardize? at Agder U. College, Kristiansand, Norway. **Contact:** <www.hia.no/hum/nordisk/norm/engelsk-ind.htm>

2-4 Nov 2007—BUCLD 32: Boston University Conference on Language Development, in Boston. **Contact:** <www.bu.edu/linguistics/APPLIED/BUCLD/>

2-7 Nov 2007—GLoCALL 2007: *Globalization and Localization in CALL*, at Hanoi U. (2-4 Nov) and Ho Chi Minh City (5-7 Nov). **Contact:** <glo-call.org>

5-9 Nov 2007—15th International Conference on Computers in Education: *Supporting Learning Flow through Integrative Technologies*, in Hiroshima. **Contact:** <www.icce2007.info/>

21-24 Nov 2007—Second International Conference on Language, Education and Diversity, at U. of Waikato, NZ. Keynote speakers from Canada, Israel, South Africa and USA. **Contact:** <www.led.ac.nz>

22-25 Nov 2007—JALT2007 International Conference: *Challenging Assumptions: Looking In, Looking Out*, at National Olympics Memorial Youth Center, Tokyo. **Contact:** <conferences.jalt.org/2007>



JALT2007

22–25 Nov 2007

National Olympics
Memorial Youth
Center, Tokyo

<conferences.jalt.org/2007>

29 Nov-1 Dec 2007—Discourses and Cultural Practices, at U. of Technology, Sydney. **Contact:** <www.education.uts.edu.au/research2/conferences/conferences.html>

6-8 Dec 2007—New Zealand Discourse Conference: *The Challenge of Discourse Analysis*, at AUT University, Auckland. **Contact:** <www.aut.ac.nz/research/research_institutes/icdc/news_and_events/upcoming_events.htm>

12-14 Dec 2007—12th English in South-East Asia Conference: *Trends and Directions*, at King Mongkut's U. of Technology, Bangkok. **Contact:** <arts.kmutt.ac.th/sola/esea>

14-16 Dec 2007—GALA 14th International Conference: *Advances in Research on Language Acquisition and Teaching*, in Thessaloniki. **Contact:** <www.enl.auth.gr/gala/>

7-11 Jan 2008—Responding to Change: Flexibility in the Delivery of Language Programmes, in Hong Kong and Chiang Mai, Thailand. An international conference sponsored by Hong Kong U. of Science and Technology, and Payap U., Chiang Mai. **Contact:** <lc.ust.hk/~centre/conf2008/>

29 Mar-1 Apr 2008—AAAL 2008 Annual Conference, in Washington DC. **Contact:** <www.aaal.org/aaal2008/index.htm>

2-5 Apr 2008—42nd Annual TESOL Convention & Exhibit: *Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity*, in New York. **Contact:** <www.tesol.org/2008convention>

21-26 Jul 2008—18th International Congress of Linguists, at Korea U., Seoul. **Contact:** <cil18.org> <bspolsky@gmail.com>

24-29 Aug 2008—15th World Congress of Applied Linguistics: *Multilingualism: Challenges and Opportunities*, in Essen, Germany. **Contact:** <www.aila2008.org>

Calls for Papers or Posters

Deadline: 17 Sep 2007 (for 7-11 Apr 2008)—42nd Annual International IATEFL Conference and Exhibition, in Exeter, UK. **Contact:** <www.iatefl.org/content/conferences/2008/index.php>

Deadline: 30 Sep 2007 (for 7-9 Feb 2008)—VALS-ASLA Conference 2008: *Changing Societies: Methodological Challenges for Applied Linguistics*, in Lugano, Switzerland. **Contact:** <www.vals-asla.ch>

Deadline: 26 Oct 2007 (for 23-24 Feb 2008)—4th CamTESOL Conference on English Language Teaching: *Building Bridges to the World*, in Phnom Penh. <www.camtesol.org>

Deadline: 31 Oct 2007 (for 17-19 Mar 2008)—International Conference on Foreign Language Teaching and Learning 2008: *Innovating Minds, Communicating Ideas: Reinventing Language Teaching and Learning*, at Hilton Petaling Jaya Hotel, Malaysia. **Contact:** <imcicon.mmu.edu.my/index.php>

Deadline: 31 Oct 2007 (for 18-20 Jun 2008)—Language Issues in English-Medium Universities: A Global Concern, at the U. of Hong Kong. **Contact:** <www.hku.hk/clear/conference08>

Deadline: 30 Nov 2007 (for 26-29 Jun 2008)—Ninth International Conference of the Association for Language Awareness: *Engaging with Language*, at U. of Hong Kong. **Contact:** <www.hku.hk/clear/ala>

Deadline: 30 Nov 2007 (for 3-5 Jul 2008)—Fifth Biennial Conference of the International Gender and Language Association, at Victoria U. of Wellington, NZ. Proposals are invited on any topic related to language, gender, and sexuality. **Contact:** <www.vuw.ac.nz/igala5/>

Deadline: 30 Nov 2007 (for 10-11 Jul 2008)—CADAAD 2008: Second International Conference of Critical Approaches to Discourse Analysis across Disciplines, at U. of Hertfordshire. **Contact:** <cadaad.org/cadaad08>

Deadline: 15 Feb 2008 (for 10-11 May 2008)—Seventh Annual JALT Pan-SIG Conference 2008: *Diversity and Convergence: Educating with Integrity*, at Doshisha U., Shinmachi Campus. Hosted by the Pragmatics SIG, Testing and Evaluation SIG, Teacher Education SIG, Materials Writers SIG, Other Language Educators SIG, Gender Awareness in Language Education SIG, Lifelong Learning SIG, and Kyoto Chapter. **Contact:** <www.jalt.org/pansig/2008/pansig08/>

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

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

Feature Articles

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

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

Send as an email attachment to the co-editors.

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

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

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

Send as an email attachment to the co-editors.

読者フォーラム: 日本での言語教育、及び言語学習に関する思慮的なエッセイを募集しています。日本での語学教師に関連していて、3,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

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

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

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

Deadline: 15th of the month, 1st / 2 months prior to publication. Send as an email attachment to the JALT Focus editor.

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

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

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

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

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

Deadline: 15th of month, 2 months prior to publication.

Send as an email attachment to the JIC editor.

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

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

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

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The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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

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

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

Membership Categories 会員と会費

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

- Regular 一般会員: ¥10,000
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Old Grammarians...

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

Nib flipping and other senseless violence

HAVE YOU ever thrown a sewing machine off a 10-meter cliff? I can't elaborate here on the fateful hooks in the macramé of life that culminated in my standing on a cliff in the Okayama mountains and hammer-throwing a 30-year-old sewing machine into the abyss. Nor can I adequately describe the religious fervor of demolition-cum-creation that visited me in the chilly winter air, watching an assiduously assembled apparatus for fusing fabrics as it soared through the sky, as if to stitch the clouds together, only to plummet ingloriously toward annihilation at the base of the gully.

The crash gave me an almost lascivious rush. The echoes of fragmenting plastic fuselage and colliding metal cogs bounced off the canyon walls, and I was at a loss for words. All I could say to my companion standing on the precipice with me was "*Tanoshii!*" He was a *moenai gomi* attendant whom I had met just 3 minutes before. Either he was already fully enlightened or he was long since bored of the whole process with which he was assisting me, but his response to my destructive zeal was one of essentially lobotomized disinterest. I on the other hand could think of nothing else but locating another household appliance to throw off the cliff.

Where does this urge to destroy things come from? A few weeks ago, for the umptieth time (if there's an *umpteenth*, there must certainly be an *umptieth*), I watched Bruce Lee in his most famous film, *Enter the Dragon* (1973), leaping up in the air and landing on the neck of his supine, off-screen enemy, tightening his face in frozen rage while staring fixedly into the distance beyond the camera. When I was in high school that particular scene so enthralled me and my friends that, through excessive rewinding and re-watching, we damaged a rental videotape beyond repair at that exact spot in the movie, making it impossible for future renters to see the rest of the film.

While I can't deny that over the years I have been guilty of small acts of cruelty (the "grass-hopper academy" for insects that my friend and I administered one summer comes to mind), I

have never been inclined to jump on someone's neck and perform a Bruce Lee Terminal Foot Twist. So why did I enjoy watching it done, I who was such a milksop in my school years? (Someday I'll commit to print—and who knows, maybe even to Hong Kong celluloid—the Tale of the Cherry Nib Flippers, involving one gangly high school kid who meant no harm to anyone, four thugs in Future Farmers of America jackets who had graduated the year before but were hanging around school anyway, and several small, hard, and red bite-sized candies.) I'm old and mature now, and the scenes of pain and violence I used to relish on TV and in films don't seem to attract me anymore—although putting a clothespin on the cat's tail now and again still has its charms.

This discussion may have relevance to teachers, especially of young kids. Debate rages on over whether TV and videogame violence influences children adversely (see Gardner, 2005—nobody else will). In the mid 90s I used to play a game called *Doom*, and I'm certain that 20 minutes of those oozing green walls racing by on the screen had an affect on me: They made me physically ill. Forget the guns and the body counts: All I remember is the labyrinthine, intestinal scenery, which impeded my digestion more than any amount of time in those Disneyland teacups.

Few of us have the luxury of venting our rage by destroying old sewing machines. I keep asking my wife if our bread maker needs replacing, but she's suspicious of my motive for asking. Instead we must choose other forms of stress management, like going through all the restrooms of a department store and "triangling" the toilet paper ends. Or singing Nine Inch Nails at karaoke. Or sitting in a massage chair with slices of *naruto* on our eyes, which by the way is how our cat prefers to relax most evenings. That's usually when I get him with the clothespin.

Gardner, S. (2005). Japanese animation: They gatcha where they wantcha. *The Language Teacher*, 29(11), p. 54.

Raising awareness of English loanwords in Japanese

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Appendix A: Supplementary Notes

These notes contain suggested answers as well as background information that teachers may find useful for generating group and class discussion.

Step 1

1. How many loanwords do you think there are in the Japanese language?

Strictly speaking, words of Chinese origin or *kango* could be considered to be “naturalized” *gairaigo*, but students will almost certainly understand this question to mean foreign words that are written in katakana. It is difficult to give a precise figure because new loanwords continue to enter the language, but the 2000 edition of the *Sanseido konsaisu katakanago jiten* (Sanseido’s Concise Dictionary of Foreign Words; henceforth Sanseido) contains 45,000 katakana loanwords. However, judging from the number of *gairaigo* that I fail to find in this dictionary, I would say this is a very conservative estimate of the total.

2. From which language the vast majority of loanwords originate?

According to Shinnouchi (2000), English loans are by far the most numerous, constituting approximately 90% of the total (p. 8).

3. Can you think of examples of loanwords from other languages?

A few examples are shown in the table below.

Language of origin	Katakana	Romaa-ji transcription	meaning	Etymology
French	ズボン	zubon	trousers(UK) pants(US)	From <i>jupon</i>
German	テーマ	teema	theme (topic)	From <i>Thema</i>
Portuguese*	ブランコ	buranko	swing (in a playground)	From <i>balanco</i>
Dutch	ランドセル	randoseru	A small backpack for school children	From <i>ransel</i>

*There is also another view that *buranko* derives from the Japanese *burabura*: to dangle or swing.

While on the subject of non-English loans, it may be worth reminding students not to assume that all *gairaigo* will automatically become comprehensible to native speakers of English if pronounced with an English accent.

Step 6:

Computer / *konpyuuta* has the same meaning in both English and Japanese and should, therefore, be put in subgroup 1 of Table 1.

Step 8:

Here is a list of the 67 loanwords in the prime minister's speech with romaa-ji transcription and English translation. (The words are ordered according to their first occurrence in the text).

	Loanword (katakana)	Rooma-ji	English
1	チャレンジ	charenji	challenge
2	トンネル	ton'neru	tunnel
3	デフレ	defure	deflation
4	ルール	ruuru	rule
5	ミサイル	misairu	missile
6	テロ	tero	terrorism
7	トップリーダー	toppuriidaa	top leader
8	チャンス	chansu	chance
9	エネルギー	enerugii	energy
10	リーダーシップ	riidaashippu	leadership
11	グローバル	guroobaru	global
12	スタッフ	sutaffu	staff
13	オープン	oopun	open
14	イノベーション	inobeeshon	innovation
15	テレワーク	terewaaku	telework (teleworking)
16	インターネット	intaanetto	Internet
17	フル	furu	full
18	アジア	ajia	Asia
19	ゲートウェイ	geetowei	gateway
20	ドーハ・ラウンド	dooha-raundo	Doha round (trade-liberalization talks)
21	アニメ	anime	anime (animation)
22	コンテンツ	kontentsu	contents
23	システム	shisutemu	system
24	パート	paato	part-timer
25	ベテラン	beteran	veteran
26	ハードル	haadoru	hurdle
27	フリーター	furiitaa	furiitaa (part-timer)

28	ピーク	piiku	peak
29	ニート	niito	NEET (Not in Employment Education or Training)
30	ブランド	burando	brand
31	プロジェクト	purojekuto	project
32	プログラム	puroguramu	program
33	スタート	staato	start
34	サービス	saabise	service
35	パートナーシップ	paatonaashippu	partnership
36	ゼロベース	zerobeesu	zero base
37	プライマリー・バランス	puraimarii-baransu	primary balance
38	サービス	saabise	service
38	テスト	tesuto	test
40	グランドデザイン	gurandodezain	grand design
41	ビジョン	bijon	vision
42	リスク	risuku	risk
43	セーフティネット	seefutyinetto	safety net
44	フロンティア	furontyia	frontier
45	レセプト	reseputo	(health insurance) receipts
46	ベビーブーム	bebiibuumu	baby boom
47	フレンドリー	furendorii	friendly
48	エレベーター	erebeetaa	elevator
49	ガス	gasu	gas
50	バイオエタノール	baioetanooru	bioethanol
51	バイオマス	baiomasu	biomass
52	モラル	moraru	moral
53	ホワイトハウス	howaitohausu	the White House
54	ロシア	roshia	Russia
55	オーストラリア	oosutoraria	Australia
56	インド	indo	India
57	レベル	reberu	level
58	イラク	iraku	Iraq

59	メールマガジン	meerumagajin	mail-magazine
60	タウンミーティング	taunmiityingu	town meeting
61	インターネットテレビ	intanettoterebi	Internet television
62	ライブ・トーク	raibu-tooku	live-talk
63	アピール	apiiru	appeal
64	メイド・イン・ジャパン	meido-in-japan	made-in-Japan
65	イメージ	imeeji	image
66	カントリー・アイデンティティ	kantorii-aidentyityi	country identity
67	アインシュタイン	ainshutain	(Albert) Einstein

Suggested answers

The answers below are not definitive, but suggestions for the teacher to refer to if needed. Students will most likely categorize some of the words differently and offer equally plausible explanations for their subgroup choices.

Box A

バージン・ロード	B) ワイドショー	C) インターネット
D) カンニング	E) ホーム	F) セクハラ
G) セカンド・オピニオン	H) コンパ	I) プライバシー
J) フェミニスト	K) ペーパー・ドライバー	L) プリン
M) ムーディ		

Table 1. Lexical gap

Subgroups	Example
1) This word has basically the same meaning in Japanese as it does in English.	C
2) This word has basically the same meaning in Japanese as it does in English, but it has been shortened in some way.	E F
3) A lexical gap has been filled by a word from English, but the way the word is used in Japanese is different from in English.	H D L M
4) A lexical gap has been filled by a word that may look English, but was actually created in Japan.	A B K
5) The use of this word reflects changes in society and in people's attitudes.	G I J

Note: Although some of the loanwords can be placed in more than one subgroup, for the sake of clarity, only one of these subgroups is indicated. Mention of other subgroups to which a word may be assigned is given in the commentary that follows.

Commentary

A. *Baajin roodo* バージン・ロード ("virgin road")

This *wa-sei eigo* has similar connotations to the English *white wedding*. It refers to the red carpet laid out along the aisle of the church, along which the bride and her father walk to mark the beginning of a church wedding ceremony.

B. *Waidoshou* ワイドショー ("wide show")

This coined word describes a kind of TV entertainment show that could be regarded as the screen version of a tabloid newspaper. If you live in Japan and have avoided one until now, you could ask your students what is distinctive about wide shows.

C. *Intaanetto* インターネット (*Internet*)

A direct transliteration of the English.

D. *Kanningu* カンニング (*from cunning*)

Unlike its English counterpart, the loanword *kanningu* refers only to the action of cheating in an examination. As Stanlaw (2004) points out, it is quite common for the English loanword to assume a "restricted meaning in comparison with the American English equivalent" (p. 15). A native Japanese word *fuseikoui* (不正行為), which can be translated as dishonest behaviour, does not specifically refer to exam-related dishonesty, so *kanningu* filled the lexical gap. According to Sanseido (2000), the word has been in use since the Meiji Period.

E. *Hoomu* ホーム (*train station platform*)

The front of the word platform has been clipped leaving only the *form* (*homu*) part.

F. *Sekuhara* セクハラ (*sexual harassment*)

This is the reduced form of *sekushuaru harasumento*. It is common in Japanese for only the first two beats or more of each noun in a compound to be pronounced. *Sekuhara* may also be placed in subgroup 5 since the assimilation of this word into Japanese reflects changing social attitudes. Rebeck (2002) points out that *sekuhara* provides a good example of the "recognition bestowal" function of loanwords: the ability of loanwords to bestow recognition on a social problem or need that may have previously existed without a name (p. 55).

G. *Sekondo opinion* セCOND・オピニオン (*second opinion*)

Up until a few decades ago, the almost god-like status of doctors meant patients rarely questioned their doctor's diagnosis or advice. A decline in deference within society and the increasing exposure of medical malpractice by the media in recent years has led to this act of patient power becoming increasingly common. This word may also go in subgroup 1.

H. *Konpa* コンパ (*from companion*)

Although it is a reduced form of the word companion, *konpa* refers to an event, not to a person or people. It is used mostly by students to describe a gathering of friends for some kind of meal, with the bill usually being split equally between the participants.

I. *Puraibashii* プライバシー (*privacy*)

Rebeck (2002) suggests that "in pre-modern Japan, when people lived in small intimate communities, there may not have been an overriding need for a word to describe an individual's right to freedom from other's interference. However, in modern, urban Japan where even the next-door neighbour may be a stranger, a lexical gap developed which was filled by the English word 'privacy'" (p. 54). Ask-

ing students to paraphrase in Japanese the collocation puraihashii no shingai (プライバシーの侵害; a violation of privacy), without using puraihashii, will reveal the gap in the L1 that has been filled by this loanword. This word may also go in subgroup 1.

J. Feminisuto フェミニスト (*feminist*)

According to the online *nihongo zokugo jisho* (Dictionary of Japanese Slang), the word feminisuto was already being used in the Taisho period (1912-1926) to refer to a man who was kind and courteous to women. This uniquely Japanese meaning of the word can still be heard, but it is becoming increasingly rare. Few if any students will assign feminisuto to subgroup 3. The meaning is now essentially the same as in English, i.e., a person who supports the belief that women should have the same rights and opportunities as men, thus also making it a subgroup 1 word.

K. Peepaadoraibaa ペーパー・ドライバー (*paper driver*)

A peepaadoraibaa is a person who has a driver's license, but drives only infrequently or not at all.

L. Purin プリン (*from "pudding"*)

The word purin has taken on a very specific meaning: It refers to a sweet made mainly from custard, often like a cr me caramel. In English, the word *pudding* is used for a more extensive range of dishes and is also a synonym for deserts in general. When pudding is pronounced quickly, the *dd* between the vowels can assume a *li/ri* sound. If pudding was first heard and transcribed in this way, it would explain the way in which the assimilated word has been so shortened. Some students may consider the meaning of the purin to be similar enough to the English pudding to assign it to subgroup 2. However, I would argue that the degree of semantic narrowing that has occurred earns purin a place in the false friend category of subgroup 3.

M. Moodi ムーティ (*from moody*)

In Japanese this loan describes a nice, romantic atmosphere and not a bad tempered or capricious person.

Box B

A) ガーデニング	B) ユーザー	C) イエロー
D) リストラ	E) フライトアテンダント	F) イニシアチブ
G) ハローワーク	H) メンタリティー	I) ローン
J) ワイフ	K) シルバー・シート	L) アクセシビリティ
M) ソフトランディング		

Table 2: Substitution

Subgroup	Example
1) Using a loanword gives the speaker or what is being spoken a more western or international image	E J
2) A loanword is used to distinguish between two similar things	A B D
3) A loanword is used because it has more impact	C
4) English is being used because the Japanese term may sound too direct or harsh. In other words, the loanword is playing a euphemistic role.	I G K

5) A loanword is used to make what is being spoken about sound more important or official. Also, a difficult loanword can make the speaker sound more intelligent and knowledgeable.

H F L M

Commentary

A. Gaadeningu ガーデニング (*gardening*)

While gaadeningu usually refers to the cultivation of Western, particularly English-style gardens, the native Japanese word *engei* is associated with traditional Japanese gardens.

B. Yuuzaa ユーザー (*user*)

The Japanese word *riyoushya* (利用者) is often used interchangeably with yuuzaa to refer to the people using a particular service, but the loanword is more common on the Internet in collocations such as yuuzaa ID (user identification) and yuuzaa *touroku* (ユーザー登録; user registration).

C. Ieroo イエロー (*yellow*)

A study carried out by Nakamura (1995) showed that the connotations triggered by loanwords of colour were not the same as those elicited by native adjectives. For example, ieroo had a stronger association with brightness than *kiro* (黄色), the native Japanese colour term (p. 107).

D. Risutora リストラ (*restructuring*)

As in English, risutora (a reduced form of the verb *restructure*) is used to describe the reorganization of a company in a new, often more efficient way, with an emphasis on downsizing. Additionally, in a uniquely Japanese usage, it can refer to being made redundant or downsized out of a job. Compared to the native Japanese word *kaiko* (解雇), risutora tends to emphasize that the blame for being made unemployed lies not with the worker but the company. According to Japanese informants, risutora can make a job loss sound more remote compared to *kaiko*, indicating that the loan may also have a euphemistic function (subgroup 4).

E. Furaitoatendanto フライトアテンダント (*flight attendant*)

Rebuck (2002) suggests that "the popularity of the so-called *katakana shokugyo*, professions which are written in katakana script and are desirable due to their Western flavour, is another indication of the appeal of English loanwords" (p. 57). The more official-sounding Japanese equivalent, *Kyakushitsu jomuin* (客室乗務員), is a translation of *cabin crew*.

F. Haroowaaku ハローワーク (*Hello+work*)

I would speculate that this piece of *wa-sei eigo*, created to as a title for job centre, sounds less daunting for job seekers than the alternative Japanese name *shokugyouanteijo* (職業安定所).

G. Mentaritii メンタリティー (*mentality*)

According to Japanese informants, this word may sound pretentious in certain contexts.

H. Roon ローン (*loan*)

It could be argued that roon is less harsh than the Japanese word *shakkin* (借金). Companies that provide loans often advertise their services using names such as kaado roon (カードローン; *card loan*) or kyasshingu (キャッシング; *cashing*), avoiding the native Japanese *shakkin*. This possibly makes it psychologically easier for the financially strapped to take out a loan.

I. Waifu ワイフ (*wife*)

Stanlaw (2004) comments that waifu “may convey a lighter symbolic load” than the Japanese term *kanai* (p. 18).

J. Shirubaa shiito シルバー・シート (*silver seat*)

Silver is now firmly established as a metaphor for old people. First introduced in 1973, shirubaa shiito refers to those seats designated as priority seating for the elderly and disabled on public transport. According to Sanseido (2000), the seats took their name from the distinctive colour of the coverings and not, as many people think, the silver locks of the old people who sat in them.

K. Akuseshibilitii アクセシビリティ (accessibility)

In their 2006 report, *Gairaigo iikae teian* (外来語言い換え提案; Suggestions for alternatives to loanwords), the *kokuritsu kokugo kenkyujo* (国立国語研究所; National Institute for the Japanese Language) awarded akuseshibilitii a single star, signifying that the institute estimated only one in four of Japan’s population actually understood the word’s meaning. It was pointed out that in most cases it could be replaced by *riyoushiyasa* (利用しやすさ; ease of use).

L. Sofuto randingu ソフトランディング (*soft landing*)

This is another word that the National Institute for the Japanese Language estimates is understood by only one in four of the population in Japan. If an economy has a soft landing it avoids inflation, high interest rates, and recession as its growth rate slows. It could be argued that this metaphor from the field of economics is filling a lexical gap, but the National Institute is of the opinion that using a native alternative (*nanchakuriku* 軟着陸 is suggested) would facilitate a more widespread understanding of this concept.

Step 9:

Part 1

a) Students will probably find it difficult to judge which of the words on the list are not used in English but are rather indigenous creations. Two examples of *wa-sei eigo* are (#59) meelmagajin (mail magazine) and (#62) laibu tooku kantei. A meelmagajin is simply a magazine that the reader receives by email. The combination of laibu tooku (live talk) and kantei (官邸), the Japanese for official residence, forms a loan-native compound describing a prime ministerial Internet link to the citizens of Japan. On the laibu tooku kantei homepage the Prime Minister Abe Shinzo can be viewed talking on issues of national concern as well about aspects of his personal life.

b) This task requires students to search the list for what they consider in effect to be a false friend. Choosing such a word from the list of 67 may prove difficult, but it is the discussions about language students engage in that is more important than their actual answer.

It is often easier for students to grapple with a false friend when the difference in meaning between the two languages is explicit. On the other hand, subtler differences can cause more intractable confusion. I would consider (#1) charenji an example of the subtler kind of false friend. Realizing that Japanese learners often use it in a way that native speakers would consider unnatural, this loanword will probably be selected by at least one group. Look at the following sentences, written by Japanese students, containing charenji:

i) 見た目はものすごくまずそうな料理だが「おいしいから」と熱心に勧められるのでチャレンジしてみた。

mitame wa mono sugoku mazusouna ryouri daga "oishikara" to nesshin ni susumerarerunode charenji shitemita

Although the food looked completely unappetizing, I challenged it because it was highly recommended.

- ii) 大きなパフェにチャレンジする。
Ookina pafei ni charenji suru
 I'm going to challenge a big parfait.
- iii) 来年は、市民マラソンにチャレンジしようと思う。
rainen wa, shimin marason ni charenji shoutoomou
 I'm thinking about challenging the city marathon next year.

The object of charenji in Japanese can be a thing (e.g., a parfait or marathon), which can lead to learners producing sentences similar to the literal translations above, instead of using the more appropriate verbs *try* or *attempt*.

Another loanword that your students should choose is (#25) beteran. In Japanese, this loanword's use is restricted to referring to a person who has long experience of a particular job or activity; the meaning of someone who has served their country in a war is not recognized. In this respect it can be classed as an explicit false friend. It is possible that a Japanese learner may mistakenly take the sentence, *John is a war veteran* to mean *John has been in the army for a long time*. However, once students are taught this "extra" definition, such errors should be eliminated. It is, as was mentioned previously, the more subtle differences in usage that can often cause the problems. The following sentences, written by students, show how beteran is commonly used in Japanese:

- i) 彼はベテランの教師だ。
Kare wa beteran no kyoushida.
 He is a veteran teacher.
- ii) あの人は何年も車を作っているのでベテランだ。
Ano hito wa nannen mo kuruma wo tsukutteiru node beteran da.
 He has been making cars for 30 years, so he is a veteran.

Japanese learners speaking English may use *veteran* in a way similar to the literal translations above. Although the examples may not constitute a mistake in usage, it is more common for native speakers to use words such as *experienced*, *expert*, and *skilled* or an expression such as *an old hand at ...* when referring to a certain job or area of activity. Classing beteran as a false friend in such examples may be too harsh, but it could be considered a disruptive one, especially for students seeking to attain more natural English.

In the Example in Context column for (#25) beteran, the prime minister is talking about getting beteran (veteran) workers back into the job market. A few Japanese informants have commented that the word is sometimes a polite reference to a person's advanced age. You could ask your students if they also perceive this connotation.

Viewed in isolation from the complete text, the phrase (#66) kantorii aidentiti provides another possible example for this subgroup: it could be regarded as a euphemism for *aikokushin* (愛国心; patriotism).

Part 2

It is possible to argue that all the loanwords produce an overall effect of changing the tone of the speech and the listener's (or reader's) perception of the PM. Looking at individual loanwords, gurandudizain (grand design) and bijon (vision) were chosen for this subgroup by students in my class because the words were considered "difficult." Other students chose kantorii aidentiti (country identity) with one commenting that it seemed "contradictory" that such a slogan was not in the native language. Specialized terms, for example, (#36) zerobeesu (zero base) and (#37) puraimarii baransu (primary balance), both from the field of economics, could also be chosen for this subgroup.

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Appendix B: Handouts 1 and 2

Handout 1: Loanwords in Japanese

Loanwords can be divided into two main groups:

1. Filling a lexical gap. A word that was needed did not exist in Japanese, so a foreign word has been "imported" into the language.
2. Substitution. Although the same or a similar word exists in Japanese, English is used, often to achieve some kind of effect.

Group activity

Choose words from Box A that best fit each subgroup in Table 2 and write the letter in the Example column. Some words may be an example of more than one subgroup.

When you have finished, do the same for Box B and Table 2.

Box A

A) バージン・ロード	B) ワイドショー	C) インターネット
D) カンニング	E) ホーム	F) セクハラ
G) セカンド・オピニオン	H) コンパ	I) プライバシー
J) フェミニスト	K) ペーパー・ドライバー	L) プリン
M) ムーディ		

Table 1. Lexical gap

Subgroups	Example
1) This word has basically the same meaning in Japanese as it does in English.	
2) This word has basically the same meaning in Japanese as it does in English, but it has been shortened in some way.	
3) A lexical gap has been filled by a word from English, but the way the word is used in Japanese is different from in English	

4) A lexical gap has been filled by a word that may look English but was actually created in Japan.

5) The use of this word reflects changes in society and in people's attitudes.

Box B

A) ガーデニング

B) ユーザー

C) イエロー

D) リストラ

E) フライトアテンダント

F) イニシアチブ

G) ハローワーク

H) メンタリティー

I) ローン

J) ワイフ

K) シルバー・シート

L) アクセシビリティ

M) ソフトランディング

Table 2: Substitution

Subgroup	Example
1) Using a loanword gives the speaker or what is being spoken a more Western or international image	
2) A loanword is used to distinguish between two similar things	
3) A loanword is used because it has more impact	
4) English is being used because the Japanese one may sound too direct or harsh. In other words, the loanword is playing a euphemistic role.	
5) A loanword is used to make what is being spoken about sound more important or official. Also, a difficult loanword can make the speaker sound more intelligent and knowledgeable.	

Handout 2: List of loanwords

List of 67 loanwords

	Loanword	Examples in context
1	チャレンジ	誰もがチャレンジできる社会を目指し
2	トンネル	長い停滞のトンネルを抜け出す
3	デフレ	デフレからの脱却が視野に入る
4	ルール	ルール意識を欠いた企業活動
5	ミサイル	北朝鮮のミサイル発射
6	テロ	テロとの闘い
7	トップリーダー	一国のトップリーダーの果たすべき使命である
8	チャンス	活力とチャンスと優しさに満ちあふれ(る)日本
9	エネルギー	成長するエネルギーを持ち続ける国であります
10	リーダーシップ	リーダーシップのある国であります

11	グローバル	世界のグローバル化が進む中で
12	スタッフ	官邸で総理を支えるスタッフ
13	オープン	オープンな経済社会
14	イノベーション	イノベーションの創造に向ける
15	テレワーク	自宅での仕事を可能にするテレワーク人口
16	インターネット	高速インターネット基盤を戦略的にフル活用する
17	フル	
18	アジア	日本がアジアと世界の架け橋となる「アジア・ゲートウェイ構想」
19	ゲートウェイ	
20	ドーハ・ラウンド	WTOドーハ・ラウンド交渉
21	アニメ	アニメ
22	コンテンツ	アニメや音楽などのコンテンツ
23	システム	新卒一括採用システム
24	パート	パート労働者
25	ベテラン	ベテラン人材の再雇用
26	ハードル	再び仕事を始めるためのハードルを引き下げる
27	フリーター	
28	ピーク	フリーターをピーク時の8割に減らす
29	ニート	ニートの積極的な雇用を促進します
30	ブランド	地場産品の発掘・ブランド化
31	プロジェクト	地方独自のプロジェクトを自ら考える
32	プログラム	基礎学力強化プログラムを来年度からスタートさせます
33	スタート	
34	サービス	新サービスの開発
35	パートナーシップ	官と民との新たなパートナーシップを確立します
36	ゼロベース	歳出削減を徹底ゼロベースの見直しを行います
37	プライマリー・バランス	地方の基礎的な財政収支「プライマリー・バランス」を確実に黒字化します
38	サービス	公共サービス改革法に基づく市場化テスト
38	テスト	
40	グランドデザイン	行政全体の新たなグランドデザインを描いてまいります
41	ビジョン	「道州制ビジョン」の策定

42	リスク	「人生のリスクに対するセーフティネット」
43	セーフティネット」	
44	フロンティア	「新健康フロンティア戦略」
45	レセプト	レセプトの電子化により医療費適正化に取り組む
46	ベビーブーム	第2次ベビーブーム世代
47	フレンドリー	「子育てフレンドリーな社会」を構築します
48	エレベーター	エレベーターの事故
49	ガス	ガス瞬間湯沸かし器
50	バイオエタノール	自動車燃料にバイオエタノールを利用するなど、バイオマスの利用を加速します
51	バイオマス	
52	モラル	子どものモラルや学ぶ意欲
53	ホワイトハウス	
54	ロシア	
55	オーストラリア	
56	インド	
57	レベル	首脳レベルで
58	イラク	イラクの復興
59	メールマガジン	メールマガジンやタウンミーティングの充実
60	タウンミーティング	
61	インターネットテレビ	インターネットテレビを通じて、自らの考えを直接語りかける「ライブ・トーク官邸」をはじめます
62	ライブ・トーク	
63	アピール	日本の魅力を世界にアピールする
64	メイド・イン・ジャパン	「メイド・イン・ジャパン」のイメージ刷新
65	イメージ	
66	カントリー・アイデンティティ	未来に向けた新しい日本の「カントリー・アイデンティティ」
67	アインシュタイン	かつて、アインシュタインは、訪日した際