

# The Language Teacher

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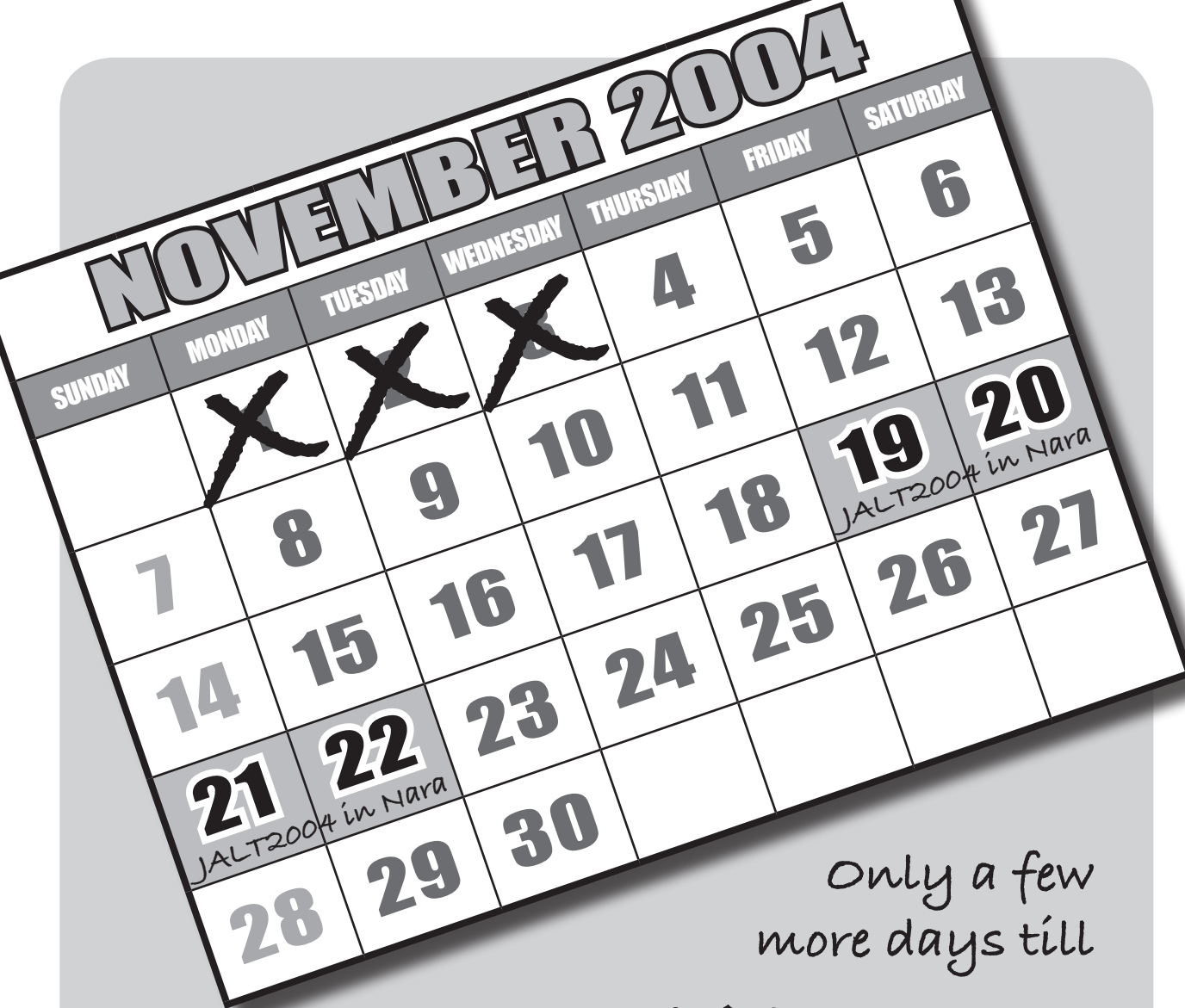
## JALT SIG Special Issue

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• Plus SIG-related interviews, conference reports, Readers' Forum, My Share activities, and book reviews

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November, 2004 • Volume 28, Number 11  
The Japan Association for Language Teaching  
全国語学教育学会

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Only a few  
more days till

**JALT2004**

at Tezukayama University's  
Gakuenmae Campus in Nara!



Don't forget all those last minute things: tickets, map to the hotel, extra namecards, clean socks, presentation handouts, and the omiyage list from the family.

Oh yeah, good idea to visit the conference website at:

[<jalt.org/jalt2004/>](http://jalt.org/jalt2004/)

and print out any other information you think you'll need.

See you there!!

# Foreword

**J**ALT's Special Interest Groups (SIGs) give language educators opportunities to connect with like-minded colleagues through mini-conferences, retreats, and forums. Other connections are made in the process of creating SIG publications—highly focused, collaborative projects. Following a brief introduction to each SIG, this Special Issue brings a diverse amalgamation of articles from SIG participants.



**Craig Smith** and **Kanae Tsutsumi** begin by taking language education out of the classroom and into the international community through student volunteerism. Exploring the impact of a bilingual upbringing on identity, **Robert Gee** considers the

complications this 'blessing' can bring. **James Dean Brown** gives descriptions of a variety of testing instruments and data gathering techniques available for collecting pragmatics data, and **Marshall Childs** calls for a revolution in language teaching that would make pragmatics, as opposed to grammar, its central organizing principal. **Andrew Obermeier** discusses how attention to positioning, gestures, and other aspects of non-verbal communication can enhance language classroom environment. **Timothy Stewart** reflects on the interplay between developing as a teacher and attending to students' approaches to learning. Calling for simplification and precise direction by materials developers, **Jim Smiley** addresses problems in design and use of coursebooks. Two articles cover team taught classes: **Gen Murai** proposes the use of checklists to bridge communication gaps, and **William Matheny** interviews **Greta Gorsuch** about her extensive study on high school Japanese Teachers of English and their attitudes towards Assistant Language Teachers. **Andrea Simon-Maeda** and **Steve Cornwell** interview **Aneta Pavlenko**, whose broad research interests include multilingualism, identity negotiation, and gender issues in language learning. **Yvonne Ishida** and **Mark Chapman** report on PanSIG 2004, a two-day event about language testing from a pragmatic perspective.

The My Share column follows with similarly diverse contributions. **Greg Goodmacher** shows how language teachers can make use of the extensive resources available at the United Nations Website. **Kathleen Kampa** gives numerous

...continued overleaf

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guidelines and activities for teaching children.

**William Matheny** describes a game-like activity for practicing the passive voice, and **Daragh Hayes** shows a way to improve students' negotiation skills, giving them practice in refusing unreasonable requests.

I would like to thank **Nigel Henry** for the idea to do this issue, part of his efforts at getting more SIG contributions in the TLT. Thanks also to **Kim Bradford-Watts** and **Jim Goddard**, who covered many of my editing bumbles.

*Andrew Obermeier*  
*Special Issue Guest Editor*

**J**ALTには様々なSpecial Interest Groups (SIGs)があり、ミニ・コンファランス、研究会、フォーラムなどを通じて同じ興味や関心を持つ人々と交流する場となっています。また、トピックを絞った共同プロジェクトである

SIGの出版物も発行されています。本特集号では、各SIGからの簡単な紹介に続いて、SIG参加者による多岐にわたる論文を掲載しております。

寄稿者はCraig Smith、Kanae Tsutsumiの両氏、Robert Gee氏、James Dean Brown氏、Marshall Childs氏、Andrew Obermeier氏、Timothy Stewart氏、Jim Smiley氏、そしてGen Murai氏です。さらに、William Matheny氏によるGreta Gorsuch氏へのインタビュー記事、Andrea Simon-Maeda、Steve Cornwellの両氏によるAneta Pavlenko氏へのインタビュー記事もあります。また、Yvonne Ishida、Mark Chapmanの両氏はPanSIG 2004の報告記事を寄せています。

My Shareにも、Greg Goodmacher、Kathleen Kampa、William Matheny、Daragh Hayesの諸氏から、バラエティに富む原稿が寄せられました。

最後に、本特集号の企画を提案して下さったNigel Henry氏と、編集上いくつもの助言を下さったKim Bradford-Watts、Jim Goddardの両氏に感謝を申し上げます。

## TLT / Job Information Centre Policy on Discrimination

The editors oppose discriminatory language, policies, and employment practices, in accordance with Japanese and international law. Exclusions or requirements concerning gender, age, race, religion, or country of origin should be avoided in announcements in the JIC Positions column, unless there are legal requirements or other compelling reasons for such discrimination, and these reasons are clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

TLTでは、日本の法律、国際法および良識に従って、言語、政策および雇用慣習の差別に反対します。JICコラムでは性別、年齢、人種、宗教、出身国（「英国」、「アメリカ」ではなく母語能力としての国）に関する、排除や要求はしません。そうした差別がなされる場合には、明確に説明されるべきです。編集者は、明瞭に求人広告を編集し、かつこの方針に応じない場合には求人広告を棄却する権利を持ちます。

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# A Glance at JALT's SIGs

JALT's Special Interest Groups are national networks for information exchange and fellowship among teachers with similar interests. Based on the various academic, research, and pedagogical interests shared by members, they further JALT's mission of improving foreign and second language education in Japan. SIGs are founded on similar occupations, subjects or levels taught, teaching approaches tailored to Japan, interest in certain fields, or interest in certain issues cutting across disciplines.

JALT members may join as many SIGs as they wish for 1,500 yen each per year by signing up at JALT events or using the postal transfer form inserted in each issue of *The Language Teacher*. To maintain SIG privileges, renew your SIG memberships when you renew JALT membership. Brief descriptions of established and forming SIGs follow alphabetically.

## ► SIG Profile

### The Bilingualism SIG

#### Who are we?

The Bilingualism Special Interest Group (SIG) is made up of around 200 JALT members and subscribers, many of whom are raising or teaching bilingual children. Our aim is to further research on bilingualism as it occurs in Japan. We also promote mutual support among our members through our bi-monthly newsletter, academic publications, and an active email list. Parents in international marriages, people

who communicate in more than one language, and teachers of multilingual students all take advantage of the practical and theoretical information available via our group.

#### What are we interested in?

The word "bilingual" means many things to many people. We intend it as an umbrella term to refer to individuals and groups who use two (or more) languages on a regular basis, and who consequently have some claim to multiple cultures. The way such people process and use language is the focus of our research.

As parents, we are also deeply concerned with fostering minority language educational opportunities for our children.

Some of our ongoing research topics include:

- \* Family policies towards bilingualism
- \* Bilingual and bicultural identity
- \* Codeswitching and language mixing
- \* Bilingual language acquisition

#### What do we offer our members?

The Bilingualism SIG is perhaps the only national organization devoted to bilingual parenting and education in Japan. Members receive a copy of our newsletter, *Bilingual Japan*, six times a year. Each issue contains articles and reports reflecting the diversity of bilingualism studies in Japan, including regular columns such as:

- \* Bilingualism in the News
- \* Research Forum
- \* Bilingual Case-study
- \* Children's Books, and
- \* Book Reviews.

A free inspection copy is available from the editor, Amanda Gillis-Furutaka <agillis@cc.kyoto-su.ac.jp>.

### The Bilingualism SIG バイリンガリズム研究会

International Schoolか  
普通の小学校か、  
迷っている。

I speak in English to my child,  
but she only replies in Japanese...

うちの子、Englishと日本語を  
混ぜて話すけど、  
いいのかな...

How do I deal with returnees  
in my English classes?

Join us for some answers  
[www.bsig.org](http://www.bsig.org)

The B-SIG puts out two scholarly print publications each year. Our journal, *The Japan Journal of Multilingualism and Multiculturalism*, is published annually in autumn and contains numerous research articles and book reviews. Also, we have compiled an annotated bibliography and published monographs concerning practical issues related to bilingual parenting in Japan. Recent themes include biliteracy, bullying in Japanese schools, and educational options for bilingual children in Japan.

### ► SIG Profile

## Global Issues in Language Education (GILE) SIG

- Are you interested in promoting global awareness and international understanding?
- Do you want to help your students learn about world issues while improving their foreign language skills?
- Would you like to know how language teachers around the world are integrating ideas from fields such as global education, peace education, and environmental education into their classroom teaching?
- Then join JALT's *Global Issues in Language Education* Special Interest Group (GILE SIG).

### Members

GILE SIG members comprise classroom teachers, school directors, publishers, and textbook writers who share a special interest in global education. Global education is a new approach to language teaching which aims at enabling students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens for the solution of global problems.

### Aims

The Global Issues SIG was established in 1991. Its official aims are to promote:

- the integration of global issues, global awareness, and social responsibility into foreign language teaching;

- networking and mutual support among language educators dealing with global issues;
- awareness among language teachers of important developments in global education and the related fields of environmental education, human rights education, peace education, and development education.

### Newsletter

All GILE members receive our quarterly *Global Issues in Language Education* newsletter. Each issue contains a wealth of information from ideas for teaching about human rights and international pen pal programs to peace education articles and global awareness teaching activities.

### Website

The Global Issues SIG has its website at <[www.jalt.org/global/sig/](http://www.jalt.org/global/sig/)>. Articles and activities from past newsletter issues are available on-line at <[www.jalt.org/global/](http://www.jalt.org/global/)>.

### Publications

The GILE SIG has produced five special issues of *The Language Teacher* on topics such as *Global*

## Global Issues in Language Education



awareness and international understanding?

- ☒ Would you like to integrate ideas from global education, peace education, and environmental education into your classes?

Join the *Global Issues in Language Education* Special Interest Group! Our GILE SIG:

- produces an exciting quarterly newsletter packed with news, articles, and book reviews
- organizes global issue presentations for local, national, and international conferences
- has links to UNESCO, *Educators for Social Responsibility*, and *Amnesty International*

Come join us in teaching for a better world!

<[www.jalt.org/global/sig/](http://www.jalt.org/global/sig/)>

<[kcates@fed.tottori-u.ac.jp](mailto:kcates@fed.tottori-u.ac.jp)>

*Education* (1993), *World Citizenship* (1999), and *Global Issues* (2003). These contain resources, book reviews, classroom activities, and articles on such topics as global education course design, Third World study tours, teaching conflict resolution skills, and global issues in children's EFL.

## Projects

The Global Issues SIG organizes a dynamic series of programs each year. These include:

- global education lectures, workshops, and panel discussions at JALT's annual conference
- seminars, workshops, and mini-conferences held around Japan on the teaching of global issues
- sponsorship of national events such as the annual *Peace as a Global Language Conference* (PGL)
- international events such as the Asian Youth Forum (AYF) <[www.asianyouthforum.org](http://www.asianyouthforum.org)>
- Japan lecture tours by global education, peace education, and environmental education experts from countries such as Canada, the US, Germany, and Russia

## Networking

GILE members benefit from the SIG's contacts in Japan and abroad. These range from *TESOLers for Social Responsibility* (USA) to IATEFL's *Global Issues SIG* (UK), from UNESCO's LINGUAPAX project to *Educators for Social Responsibility*, and from NGOs such as *Oxfam*, *Amnesty International*, and *Save The Children* to world bodies such as the United Nations and UNICEF.

## Join Us!

All interested teachers are warmly invited to join our Global Issues SIG. For more information or a sample copy of our newsletter, contact Kip Cates <[kcates@fed.tottori-u.ac.jp](mailto:kcates@fed.tottori-u.ac.jp)>

# ► SIG Profile

## Other Language Educators (OLE) SIG

### What's ole' about OLE ?

In order to allow as many individuals as possible to come in contact with, learn, or teach different languages and cultures in the most effective and

meaningful ways, and to represent such teachers and learners professionally on a nationwide scale, and enable all interested teachers, learners, researchers, material developers, and administrators to exchange ideas through meetings and publications, this SIG tries to show that teaching, learning, and research in languages and cultures beyond English and Japanese are dynamic and widespread throughout Japan. These endeavors are very beneficial to Japanese society, and to the improvement of teaching of such languages by revising methods that can be used by all teachers, regardless of background or origin. It also serves to encourage research and sharing of ideas, activities, and materials among educators of specific languages. This SIG gathers and disseminates information on all aspects of the teaching and learning of languages and cultures beyond English and Japanese. It especially helps teachers and learners by developing a network of friendship and mutual support to arouse interest in their respective fields. OLE also provides information and material to enable individuals to optimize the organizational conditions for their study, work, and research to their best advantage.

## What's olé about OLE?

In order . . .

- ▷ to show that teaching, learning, and research in languages and cultures beyond English and Japanese are dynamic and widespread activities throughout Japan, and that these endeavors are very beneficial to Japanese society, and . . .
- ▷ to improve the teaching of such languages by devising methods that can be used by all teachers, regardless of background or origin, and . . .
- ▷ to encourage research and sharing of ideas, activities and materials among educators of specific languages, this **Special Interest Group** serves **OLE (Other Language Educators)** by . . .
- ▷ gathering and disseminating information,
- ▷ exchanging ideas through meetings and publications and a network of friendship and mutual support,
- ▷ arousing interest in their field, and . . .
- ▷ providing information and material to enable learners and teachers to optimize the organizational conditions for their study, work, and research to the best of their abilities.

For more information, contact Rudolf Reinelt  
<[reinelt@ll.ehime-u.ac.jp](mailto:reinelt@ll.ehime-u.ac.jp)>



## ► SIG Profile

# The Teaching Children (TC) SIG

**"This is the year for community"**

It seems parents all around me want their kids to start learning English at a younger and younger age. Just this week, I had a mother at day care worried about preparing her daughter for starting English in elementary school. Her reason for worrying was that she felt she was so bad at English she had to really struggle in school to learn it. She has heard that it is easier for children to pick it up if they are younger. On the other hand, Monbukagakusho is leaving it up to individual elementary schools as to what they teach for kokusai rikai (international understanding under "general studies"), and the programmes vary widely from school to school. So what is actually going on? And how can we make learning English easier? What can we learn from how children learn naturally?

Well, if you want answers to these questions and more, here is the place to ask. The Teaching Children SIG (TC-SIG)

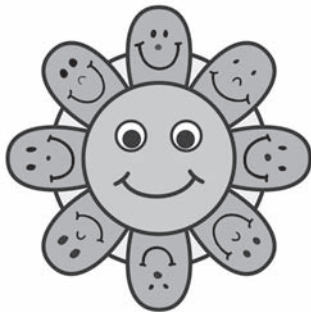
is 8 years old and has over 100 members, the majority of whom are professors at universities training children's teachers, or teachers who have their own schools and plenty of experience in the field. We publish a bilingual newsletter 4 times per year, called *Teachers Learning With Children*, featuring regular contributions from leading language professionals, including Setsuko Toyama, Kathleen Kampa, Charles Vilina, Linda Wittig, and Chris Hunt. We really have a wealth of knowledge for helping teachers in the field of teaching children. Not to mention a great community.

Our online email discussion list is available at <tcsig@yahoogroups.com>, where teachers, both new and experienced, can ask questions or share concerns about their current teaching situation, contribute ideas for activities, and put up information about events of relevance to teaching children in Japan. No matter how long we have been teaching, there are always new ideas and

new energy we can gain from discussion.

We are always open to ways of working with other SIGs or with chapters to put on events, or to develop articles for publication on children's themes. The highlight of this year will be our third JALT Junior at the JALT National Conference in Nara. JALT Junior is a conference-within-a-conference, with presentations and events specifically for teachers of children. This event is a great opportunity for teachers to share ideas for activities, find out about new texts, and re-connect with old friends to renew our energy and enthusiasm for teaching. I hope you will join us at JALT Junior. We would also be happy to send you a sample copy of our newsletter if you contact us at <mbi@joy.ocn.ne.jp>.

Just so you know . . . TC-SIG is "not just for kids". By examining how kids learn from the world around them through conversation, textbooks, picture books, and activities, we think they and the teachers who learn with them have a lot to show all of us. Hope you'll join us!



## Teaching Children SIG



For a bilingual newsletter  
(free while stocks last)  
email Alison Miyake at  
mbi@joy.ocn.ne.jp  
or fax 0834 270078

not just for kids



## ► SIG Profile

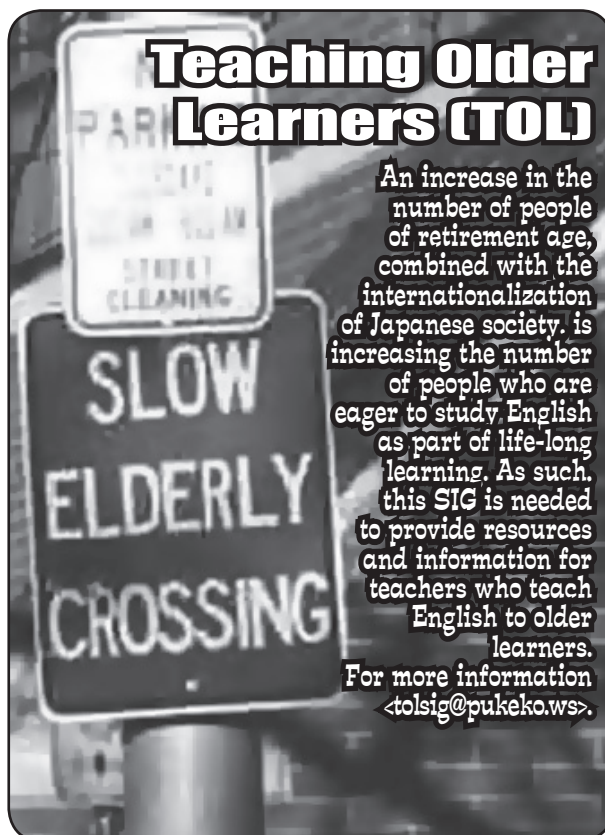
### Teaching Older Learners (TOL) Forming SIG

With fewer children in our classes and an increasing population of older people in our communities, there is a high likelihood that our classes will contain greater numbers of older learners. Teaching such students provides teachers with special challenges, and there is little in the way of resources or information on how to give these people the best education possible.

The Teaching Older Learners SIG was set up to provide just such support. Through our mailing list, we run discussions on related topics and share resources and ideas. A journal and website are in the works, and we have sponsored a number of events at this year's JALT2004 conference.

If you think we can help you with teaching older learners, or if you have your own insights and ideas, please join us!

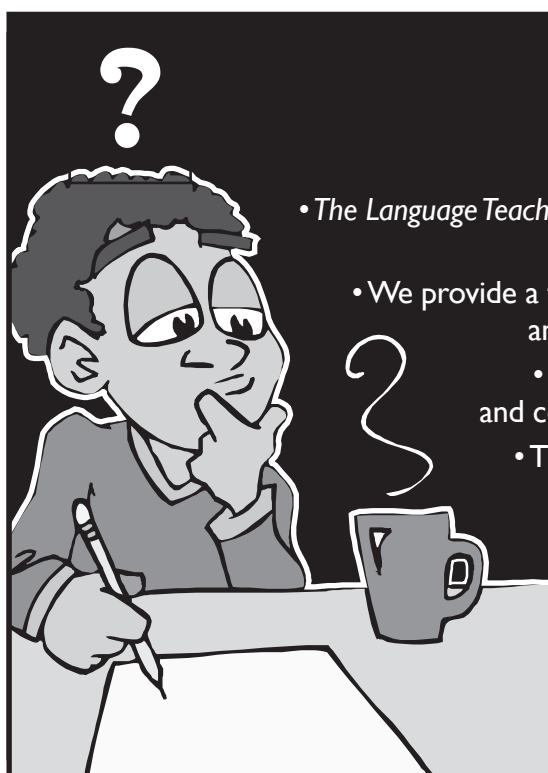
For more information, please contact the Coordinator, Tadashi Ishida <tolsig@pukeko.ws>



### Teaching Older Learners (TOL)

An increase in the number of people of retirement age, combined with the internationalization of Japanese society, is increasing the number of people who are eager to study English as part of life-long learning. As such, this SIG is needed to provide resources and information for teachers who teach English to older learners.

For more information  
<tolsig@pukeko.ws>



## Need to publish? Need support?

- The Language Teacher's **Peer Support Group (PSG)** can help you make your writing clear, concise, and captivating.
- We provide a friendly, cooperative environment for sharing ideas and feedback that will help you write a better paper.
  - So, pull out that rough draft you've been sitting on and contact us today at <ltt-psg@jalt-publications.org>!
- The PSG is also looking for good, motivated writers who want to help others improve their writing. Come work with a great team that's doing a great service!

Contact the PSG at  
<ltt-psg@jalt-publications.org>  
or, for more information, visit  
<www.jalt-publications.org/psg/>

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# EFL and international community work

Craig Smith

Kyoto University of Foreign Studies



(This article first appeared in the GILE SIG Newsletter Issue #48, November 2002)

本論では、1997年から2002年まで京都外国語大学で行われた国際地域活動のボランティア体験プロジェクトのいくつかについて説明する。2002年アジア太平洋国際スピーチコンテストにおけるKanae Tsutsumiのスピーチは、これらのプロジェクトの教育的価値に対する学生の考え方を示している。同大学の学生は、模擬国連委員会、非政府教育研究委員会、京都橋ソロプティミストクラブおよび国際人間居住環境の協力によって、同大学や地元や海外で平和研究実習を行っている。学生は、世界の全ての子どもたちにより教育と住環境を供給するため、解決すべき国際問題などを学ぶ機会を得るとともに、学生の第二言語である英語を使う機会を得るのである。

In 1995, we invited Kip Cates to make a presentation to students and teachers at Kyoto University of Foreign Studies (KUFS) on ways we can couple language learning with learning about our world's cultures, its problems, and efforts to create a better world.

We were worried that we would be embarrassed by a low turnout. Why had we booked the large lecture hall?! We were hoping for an audience of 50 but we optimistically made 80 copies of Kip's handouts. I knew I could use them in some of my classes so the extras wouldn't be wasted.

I missed the first half of Kip's talk. I was running back and forth between the classroom and the copy machine as the seats filled. And then I was giving handouts to students who had crowded in and were standing along the back and side walls. I was starting to worry about fire exits as more kids came in and sat down on the steps and on the stage. The final count was over 500!

The students' response resulted in the following:

- \* The formation of three community work groups and a new *Service Learning* course.
- \* In 2002, two of our students received a *Leadership Award* from an international non-governmental organization (NGO).

- \* Two others were finalists in an oral presentation contest on community work with students from nine Asian countries.
- \* Another group raised funds for and built a house with *Habitat for Humanity*.
- \* A third group taught Japanese songs and games at a primary school in Thailand while learning about the fragility of children's rights to education.
- \* Another student circle participated in three *Model United Nations* events.
- \* A fourth group organized three large *Home Stay Challenge* meetings to prepare students to be proactive in creating good communication and also to be assertive problem-solvers.

The other awareness/fund raising events and meetings these students held are too numerous to list. Thanks, Kip! But don't come back just yet! We can hardly keep up with the energy you found outlets for the first time.

Where did all this energy come from? The KUFS motto is *Pax Mundi Per Linguas*. Probably, an early translation was something like, "peace in the world through language learning." Today we recognize that simply speaking the same languages does not necessarily lead to peace and the translation would now reflect a more sophisticated understanding: "peace in the world through better communication." Our student activists believe that the best communication involves doing something with their language skills to bring about a peaceful world.

EFL stands for learning English as a Foreign Language. It also stands for Energy, Friendships, and Longing. When we talked to our students after Kip's 1995 talk, we discovered that they were willing to be active. In fact, they felt frustrated by not knowing what they could do to help solve community problems. They believed in the possibility of making friends with people

weblink: [www.jalt-publications.org/tlt/articles/2004/11/gile](http://www.jalt-publications.org/tlt/articles/2004/11/gile)

around the world if only they could do something together. Our students shared a pure-hearted longing for a more peaceful world. To get a sense of that EFL spirit, read the essay by Kanae Tsutsumi (below), a 4th year KUFS English major.

### **Student Essay: *Closing the Gap between Despair and Hope***

*Kanae Tsutsumi*

Imagine living in peace! There is no big gap between the rich and the poor. Children can grow up in a good situation. Every one can live happily with the people precious to their hearts. Does this world of peace just exist in our minds? Is this just a dream?

We wake up every morning to scary news about families living in terrible poverty all over the world. It is the same news day after day. No changes. What do we do? Turn off our minds? Close our hearts? Concentrate on taking care of just ourselves? Or can we take action? Do more than just talk about problems?

A group of activists at my university have built 12 homes since 1997 in Thailand and the Philippines for families who were desperately poor and living in conditions that were heart-breaking. Our group is called *Pax Mundi* which means *peace in the world*. Our group works in partnership with a famous international non-governmental organization (NGO) called *Habitat for Humanity*.

Partnership is the key word. Habitat works in partnership with poor families. The concept is that the home is not a hand out but a hand up. Problem solving this way seemed simple - raise money, build a house. Make friends while building, a family moves in, they gain stability and their life improves. The house is cheap because no labor cost and they pay back the cost of materials little by little with no interest over 10 years. They become proud home owners!

We built houses for people who were moving out of squatters' slums. Habitat selected them one family at a time on the basis of need and could they pay back the cost of the house. It seems a good step by step solution. One family out, many families remain. We go back another time and help one more family out. Other volunteer teams help and, some beautiful day, the last family would move out of poverty housing.

My dream was intact, it was coming true house by house. In February 2000, we went to Asamba in the Philippines. There, the dream shattered. Asamba opened our hearts to a different world.

Opened our hearts and broke them. A community of over 1000 people were living in a dreadful slum. The owner of the land wanted to use the land for a new business and tried to make them move. The people refused to move. He got a city permit to clear the land. The Mayor was out of the country. There was no way to ask questions about the permit.

The shacks were knocked down. The people rebuilt the same day. Then, in the middle of the night, in the pouring rain, while they were still sleeping, the slum was attacked by bulldozers and security guards with tear gas. An eight month old baby died.

The whole community, from babies to grandparents, staged a sit-in at the City Hall for over a month. The media followed every step in the sad drama. The city government finally helped. The people won the right to buy the land with a fair price. It was squatters' first victory in the Philippines.

Then Habitat helped. Japanese university students helped by building new houses, a new community together.

But, there were two great shocks for me and my friends. One was knowing the complex nature of the problems of poverty housing. Rich land owners, big government, legal problems. Moving one family at a time out of slums now seemed naive.

The second shock was to realize how little our help counted. The squatters had helped themselves. People with such little power in society developed big amazing power. I felt powerless. Where did their power come from?

The more I searched for the reason the more I struggled. I felt helpless. I could not move an inch while I was working beside people who had raced forward. I got into a kind of panic. What made them take such brave action? What gave them the drive? How could they sit-in at the City Hall? Was it their religion? Or their nationality?

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As we talked with the Asamba heroes while building walls, eating our meals, chatting after our bucket showers in the evening, I gradually understood. It was anger. Their power came from anger. Anger against a society that shut their doors to opportunities. Anger against land owners who made them lose the poor life they had. Above all, anger that the world ignored their dignity as human beings. They changed their anger to positive power and took action.

In my life, anger became negative panic and I could not move. Our Asamba friends had so much power. I felt useless, not able to do such big wonderful things. I kept a distance from joining volunteer activities when I came home. Some of my friends did the same. We just said NO. Forget the problem about poverty. Let's have fun. Could we? No, because underneath we had given up our dreams and turned to despair.

Our Asamba friends showed us the step out of despair. Use the power of anger. Focus the power on problems central to your life. Create change.

I did not learn this from books. I learned it from people I met. I did not see it on TV. I saw their power before my own eyes. I joined with my friends in their action to change the world. Their ability to use anger positively to create had flowed in to me directly and even in my despair it still existed in my heart.

That is how we changed the course of our group. Our new plan? What is important for us as students? Education.

What is the main task for students? Thinking, acting on our thinking, and thinking again, but differently. Acting differently the next time and so

on in a cycle of learning.

Our group focused on education. We had an event for primary school children in the schools around our university. We taught them about poverty housing and played games and sang songs. We sponsored a musical play about *Bullying* based on discrimination and violations of human rights. We made speeches about our community work and invited speakers to our discussion meetings. We invited a United Nations speaker on whole community development. We attended a model United Nations Conference in New York and we have started a sister group at our university, the *United Nations Society*, which will discuss and debate events with other university students.

So we now have two arms, one for action. We never stopped our *Habitat* house building work. The second arm is for thinking, our *UN Society* arm. We think this makes a good combination. We will discuss poverty issues in partnership with the rich and poor, at home and overseas.

With courage and hearts open to all our brothers and sisters, we will take steps forward. We will not stop at imagining peace. We will take action to close the gap between rich and poor, to close the gap between despair and hope.

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# Bilingual identity: Some repercussions of culture, appearance, & schooling

**Robert Gee**

**Sugiyama Jogakuin University**

*(This article is an abridged version of three articles that appeared in the Bilingual SIG Newsletter, Volumes 12 & 13.)*

言語や文化を二つ以上持つことは、アイデンティティに計り知れない影響を与える。私が10年以上前にバイリンガリズムに関する論文を読み始めて以来、しばしば日本におけるバイリンガリズムとアイデンティティについて触れている論文を見つけたが、この重要な問題について詳しく触れている論文はわずかしか見られなかった。本論は、2003年のバイリンガル部会のニュースレターに初めて発表したアイデンティティに関する継続調査を3分冊の簡易版にしたものである。社会学や心理学での主だったアイデンティティ理論を検証した後、アイデンティティへの影響を評価する。バイリンガル・バイカルチャーで育つことと学校環境(日本の小学校と日本にあるインターナショナルハイスクール)がいかに私の娘のアイデンティティ形成に影響を与えたかを考察する。

## What is identity?

Identity, whether it is on an individual, social or institutional level, is something which we are constantly building and negotiating all our lives through our interaction with others. (Thomas & Wareing, 1999, p.136)

For many people identity is relatively straightforward. You are a man or woman. You were born in the country X making you Xan/Xian/Xese, etc. Your occupation neatly labels you as a teacher, nurse, professional EFL conference speaker, or whatever. This is who and what you are. This is how people will regard you, particularly if you are perceived to be a member of the majority. For other people identity is not so simple because their sense of self is complicated by a combination of personal and external factors.

The fact that bilinguals have knowledge of two or more languages and cultures is often regarded as a major advantage, and the voices of many adult bilinguals certainly acknowledge that point. The complications this 'blessing' can cause, however, seem to be less well considered or

understood, especially by those without personal bilingual or bicultural experience to draw upon. For example, if you have access to more than one culture and if those cultures are very different in nature, you will be likely to identify with one culture more closely, typically the one you know more intimately. However, because both cultures can be expected to have appeal, it may not be easy to align yourself exclusively to one, leading to a kind of internal culture clash. Additionally, others may not validate your membership of the culture you identify more closely with. One attribute responsible for many feelings of identity ambivalence is appearance.

## Appearance and Identity: Clothes Maketh the Man.

Appearance is important. The question that needs to be asked is how much does our appearance represent our identity in the eyes of other people? As much as we all try to be strongly individual and self-confident about our own identities (this particularly applies to those of us raised in western countries where individualism is said to be valued), reality suggests that our sense of being is greatly affected by our interaction with others. When it was first published in the booming, brashly confident USA of 1959, Ervin Goffman's groundbreaking book *The Presentation of Self in Everyday Life* argued that despite appearances, most people are desperately insecure about who they are and continually 'perform' to show their best side to the world. As a sociologist, Goffman believed that we are constantly searching for other people's defects whilst desperately hiding our own. Therefore people with an identity-based stigma such as belonging to a minority religion or 'race' may try to pass themselves off as one of the (harshly judgmental) majority. Numerous experimental findings in the fields of sociology, social psychology and cross-cultural psychology lend support for Goffman's thesis.

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Although it sounds overly simplistic, this contention proposes that our judgment of others starts with their most obvious feature, that is, appearance. It would be a lot better to get to know the real person but that requires investing a serious amount of time and effort and there are simply too many people around in contemporary urban environments. It is therefore any surprise when driving and another car cuts us off that we think (or worse, scream), “Stupid OLD #\$\$%”, “#\$\$% WOMAN driver,” “Bloody BLACK/RED/YELLOW/LONG-HAIRED/FOUR-EYED #\$\$%” or something equally offensive and unnecessary. We invariably view and judge people we do not know simply *by the way they look*. As much as we would all like to think that we do not evaluate people from their appearance, it is programmed into our genes. Appearance provides instant and important information that we must have for basic social purposes. We are all conditioned to make quick judgments whether to talk, walk by, or flee based upon the appearance of those around us and these judgments are a vital part of our survival and mating instincts.

Split-second judgments inevitably lead to incidents of prejudice such as those that motivated Danny Glover, best known for his roles in the *Lethal Weapon* series and *A Color Purple*, to call a press conference to protest the racist attitudes of New York taxi drivers (Lueck, 1999). Glover was upset by often being bypassed by empty cabs. Their drivers only saw a 6 foot 4 inch well-built black man who not only looks potentially dangerous, but whose color also designates him as an undesirable fare because he may ask to be taken to a part of town where there is little likelihood of picking up another fare. Cabbies did not recognize Glover for the wealthy and celebrated identity that he actually is. Many other African-American males have apparently suffered the same experience in New York, including former mayor David Dinkins. The irony that an estimated 60-70% of New York's taxi-drivers are from South Asia has not been lost. In fact, it is even considered to be one of the major causes as these drivers, typically recent migrants from less racially diverse countries, have not yet fully assimilated their adopted nation's more tolerant values. But understanding the cause is of little compensation to those who suffer prejudice. The compounded effect of such seemingly trivial incidents is best explained by Francisco Goldman, an American of Latin/Jewish extraction who wrote of his discriminatory experiences after being mistaken for a Moroccan in Spain, where North Africans are

unwelcome despite that country's now-celebrated Moorish links in history. As Goldman (1998, p.58) noted, “Of course, not everyone in Madrid is an overt bigot. But I remember thinking that even if only one in every hundred was, that was easily enough to wreck your day nearly every day.”

### Identity and Biculturalism

And what happens if both of your cultures are ready to accept you? What if your linguistic and cultural skills are competent enough to allow you to fit into more than one culture? Must you choose only one? Or will one be chosen for you? And what if the culture you identify more closely with, or worse still both cultures, does/do not accept you as one of their own? What are you then? The obvious answer is of course, confused as to who and what you are. It is not surprising then to read in the Bilingualism newsletter, or hear stories at the Bilingualism SIG's presentations of how children, particularly teenagers, rebel against one of their languages and sometimes the parent which represents that culture, invariably the minority culture. Children's predestined passage towards independence and establishing their own identity is difficult enough without adding complexities caused by having second languages and cultures. Like the proverbial glass which can be viewed as being either half full or half empty, if you are confused, having options may not be viewed as an advantage but as the very cause of further confusion.

Most of my bad memories come from the fact that I was born as a Japanese-American (Japanese father/American mother). I have often experienced a feeling of being rootless, not really belonging anywhere. My experiences attending Japanese elementary schools . . . were terrible at times, being treated as an outsider and called a *gaijin*. Especially for a child that age, having been told repeatedly by my father that I was no different to my peers . . . eventually did lead to what I believe was sort of an identity crisis. (Merner, 1998, p.9)

From the point of view of theory, the issue of identity is central to contemporary sociology because of the recognition that the acquisition and maintenance of identity are vital and problematic, particularly in this present era in which globalization permits or perhaps forces people to possess multiple identities that are subject to social change (Bendle, 2002). Other sociologists have approached identity from its multiple intersections with race, class and gender, and also with post-

colonialism, nationalism and ethnicity (Appiah & Gates, 1995). Erikson's (1968) classic definition views identity as a process located both within the individual and his/her culture.

The newer sociological perspectives appear to be in direct contrast to classic psychology's thesis that consistency of identity is a prerequisite to psychological well-being. Perhaps influenced by sociology, some contemporary psychologists have questioned this thesis, on the basis that cultural norms such as many of those in Asia value harmony of the group and a far less rigid approach to identity. Like many other bicultural children, my daughters have both Japanese and western values. How do you resolve the problems of two cultures with conflicting values: your Western side telling you to have a consistent identity whilst your Eastern side says your identity should be malleable according to social circumstances?

### **My Children and Identity: The Ten-Year Old *Haafu, double or triple?***

Surprisingly, the issue of identity has rarely come up with my children so far. They accept that their father is an Australian, their mother is Japanese, and that they have both passports. My Chinese heritage means that my daughters possess physical appearances indistinguishable from their Japanese classmates. As such, it is generally not difficult for them to be accepted by their peers as Japanese. Thankfully, there have never been any serious bullying problems, which is not to say that they have never been called *gaijin*.

Early in 2002, when Saya was still 7, she suddenly asked over dinner, "What am I?" After explaining that she is both Japanese and Australian, she seemed to accept the explanation and did not pursue the subject. But the significance is that such a young child normally would never ask their parents this question. When she was 8, Saya again broached the subject out of the blue and asked, "I'm half Australian, half Japanese, aren't I? Am I half anything else?" I took this to mean that she was wanted to know if she was also Chinese in addition to being Australian and Japanese. I explained how although my ancestors were Chinese, we do not have Chinese nationality and that they have only two passports, not three. Given her age, identity has not been much of an issue but it obviously has been a little confusing at times.

Of the two, it is obvious that Saya is the more Japanese of our daughters. She has always been more inclined to speak Japanese unless

encouraged (read: scolded) to speak in English. This trend of younger siblings being closer to the majority culture is nothing new. Individual differences aside, it is the norm. However, Saya has always cherished going overseas, and understandably so. Any child would relish the memories of present-laden Christmases in Australia, visiting Disneyland (Anaheim), or going to an FAO Schwartz toy store for the first time. Having two cultures certainly has its advantages, too.

### **My Children and Identity: The Fourteen-Year-Old *Elementary School***

Two years ago when I asked my then twelve-year-old about her nationality, she replied, "I don't know. Australia, Japan, both." She has rarely raised the subject of identity other than quietly and privately with my wife during one of their long bathroom chats. Miki confided that she is proud to have an Australian father and also of the fact that she can speak English. Like many other bilingual children scattered throughout regular Japanese schools, she got her day in the limelight as the acknowledged class expert when occasional English lessons came around. There was, however, always some ambivalence to having two sides. She was unhappy when other mothers at the local elementary school attributed any of her better features to her being *haafu*. They meant it only as a compliment of course, but she took it to mean others identified her as being different when all she ever wanted was to be seen as being the same as her peers.

### ***High school***

Since April, 2003, Miki has been attending Nanzan International School (NIS), near Nagoya. The change in her personal development has been striking. She is now eager to attend school, something we could not have said about any of her elementary school years. When we asked her why her attitude has changed, she replied that she now loves school. Although she never lacked for good friends nor suffered any bullying problems at elementary school, in retrospect she always felt different. At NIS she is surrounded by Japanese students who only qualify for entry if they have lived abroad for an extensive period of time, or other students who are either non-Japanese or who have at least one non-Japanese parent. To put it bluntly, all NIS kids are different. Bilingual children are the norm with a lot of fluent and passive bilingual English, Spanish, Portuguese,



Chinese, Korean, French, etc. speaking children. There are many *haafu* of dozens of exotic mixtures in each of the six school years and their mixed ethnicities are occasionally the topic of excited and proud conversations during lunch breaks. It is difficult to imagine that happening at any regular high school in Japan.

Although she still has a long way to go, Miki's English reading and writing skills have improved enormously in just a year. One unexpected result is that she now initiates English conversations when we are in public. English is our home language but once outside we normally slip into Japanese to try to blend in. Since Miki entered NIS, however, she has asserted her other side by starting to speak to us in English despite being in the presence of others. I believe this change is clear evidence of the positive environment in which she is now schooled.

### Identity & the Minority Culture

As a teenager, Miki has also come to appreciate cultural differences such as greeting total strangers on the street - not done in suburban Nagoya but something she observed with interest in Sydney, a city of twice the population. It is actually a little surprising that she is so willing to acknowledge Australia as one of her nationalities, since she was not born there and has never lived there. One reason why she may feel so positive about her Australian side is that she has separate Japanese and English names, based upon my wife's and my surnames. The most probable main reason for her acceptance of Australia is due to the good relationship she enjoys with my family, and especially her grandparents. Australia is not just another enjoyable hotel-based destination but a place where she enjoys the company of the same circle of family and friends, sleeps in the same bed, rocks in the same rocking chair, and strolls to the same shopping center. These places are no longer 'foreign' but have become a part of her life, proverbial places of the heart.

As a parent I would like to maintain this relationship with their Australian side, as I really would like my children to have the luxury of choice - as to the languages, cultures, nationalities, and places where they can call home. But given their native Japanese speech, Japanese first names, and most of all, appearance, my children will probably always be recognized predominantly as Japanese (or Asian). Back in Australia or wherever we travel, the revelation that they are Australian will sometimes cause eyebrows to be raised - literally. No matter how

subtly this is done, the message "Are you really Australian?" will certainly be received. I can envisage that my daughters will always find it easy to revert to being Japanese - but always at the loss of their Australian identity. In their heads they know they are Australian, but will they ever truly feel that way in their hearts? As noted by Wamba, a bicultural African in the USA, "It can be difficult to define yourself when those around you are so eager to do it for you." (Wamba, 1998, p.152)

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# Observing pragmatics: Testing & data gathering techniques

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(The article first appeared in *JALT Pragmatics SIG Newsletter*, "Pragmatic Matters" 1(2) Spring, 2000. pp.5-6.)

本稿は語用能力の測定のためのデータ収集方法とテストの仕方を、6種のタイプの語用能力試験の定義やKasper (1999)で示された9種の収集方法などを紹介しながら説明している。その他に、リサーチ手順方法の選択のための要因やその効果的な適用について議論している。

Researchers new to the study of pragmatics soon realize that, in one way or another, they must measure or observe learners' pragmatics performance. Turning to the literature, they find that studies have varied considerably over the years in the methods used to gather pragmatics data. The primary aim of this article is to briefly describe in one place the variety of testing instruments and other data gathering techniques available for collecting pragmatics data. I will begin by defining each of the six types of pragmatics tests included in Brown (in press) and then turn to the nine pragmatics data gathering procedures covered in Kasper (1999). I will end by discussing (a) factors that you might want to consider in deciding which procedures to use in a particular research project and (b) the order in which you might most advantageously apply those factors.

## Testing Pragmatics

Researchers have used at least the following six types of tests to study pragmatics and cross-cultural pragmatics (for more details, see Brown, in press; Hudson, Detmer, & Brown, 1992, 1995; Enochs & Yoshitake-Strain, 1999; Yamashita, 1996a or 1996b; Yoshitake, 1997; Yoshitake & Enochs, 1996). In all cases, the *situation descriptions* included in each measure include factors like setting, participant roles, and degree of imposition:

1. *Written Discourse Completion Tasks* are any pragmatics measures that oblige examinees

to (a) *read* a written situation description and then (b) *write* what they would say next in the situation.

2. *Multiple-choice Discourse Completion Tasks* are any pragmatics measures that oblige examinees to (a) *read* a written situation description then (b) *select* what they think would be best to say next in the situation from a list of options.
3. *Oral Discourse Completion Tasks* are any pragmatics measures that oblige examinees to (a) *listen* to a situation description (typically from a cassette recording) and (b) *speak aloud* what they would say next in that situation (usually into another cassette recorder).
4. *Discourse Role-play Tasks* are any pragmatics measures that oblige the examinees to (a) *read* a situation description and (b) *play a role* with another person in the situation.
5. *Discourse Self-Assessment Tasks* are any pragmatics measures that oblige examinees to (a) *read* a situation description and (b) *rate* their own ability to perform pragmatically in that situation.
6. *Role-play Self-Assessments* are any pragmatics measures that oblige the examinees to both (a) *view* their own pragmatics performance(s) in previously video-recorded role-plays and (b) *rate* those performances (thus combining numbers 4 & 5 above).

Note that the definitions above are framed in testing terms in that they specify exactly what the students must do. For instance, the definition given above for *Role-play Self-Assessments* indicates through use of italics that the students must *view* and *rate*. Clearly then, the focus was on testing methods in designing and defining these six test types. As you will see in the next section, Kasper (1999) had an entirely different focus.

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## Another View of Data Gathering Procedures for Pragmatics

Kasper's (1999) overview of data gathering procedures for pragmatics research is more comprehensive than either her previous article with Dahl (Kasper & Dahl, 1991) or the Brown (in press) article. Kasper (1999) lists nine ways of gathering pragmatics data:

1. *Authentic Discourse* data on individual extended speech events are collected in a natural setting by taking field notes, audio/ videotaping, or both (p. 73).
2. *Elicited Conversation* data are collected on conversations staged by the researcher to elicit certain discourse roles. Unlike role-plays, no social roles (different from the participants' actual roles) are imposed (p. 75).
3. *Role-play* data are gathered on "simulations of communicative encounters, usually in dyads, based on role descriptions" (p. 76).
4. *Production Questionnaire* data are collected using questionnaire items that describe a situation and give a short dialogue with one turn replaced by a blank line (usually requiring a specific, contextually constrained communicative act). The participants are then required to fill in the blank with what they would say in that situation (pp. 80-81).
5. *Multiple-Choice* data are gathered in a manner similar to production questionnaires, in that items describe a situation and give a short dialogue with one turn replaced by a blank line, but rather than requiring respondents to fill in the blank space, they are given a number of alternative possibilities to select from (p. 85).
6. *Scaled-response* data are collected on how participants judge contextualized communicative acts with regard to appropriateness, politeness, etc. on the one hand, or on the other hand, how they judge the relative values of the contextual variables like participants' relative power and social distance, or the degree of imposition implied in a particular speech event. Scaled response instruments typically take the form of rating scales (especially Likert or semantic differential scales) (pp. 87-89).

7. *Interview* data are gathered on a particular type of question-and-answer speech event that may be pre-structured, but inevitably becomes interactive, often going in directions the researcher may not have expected (p. 90).
8. *Diary* data are structured entirely by the participants in terms of the content, organization, timing, etc. of the diary entries, that is, they are not controlled in any way by pre-designed tasks, response formats, or types of social interactions (p. 93).
9. *Think Aloud Protocol* data are gathered on descriptions given by participants of their thought processes while performing a particular task or set of tasks (pp. 94-95).

Note that overall Kasper focuses much more on ways data are gathered than Brown did. Thus, her concern is more with the research itself and the ultimate validity of the data obtained.

Keep in mind that Kasper (1999) provided much more detail on each of her nine categories, and she did so from multiple perspectives while linking each type of data gathering with the literature and with examples. Thus, anyone interested in any of these forms of data gathering would be well advised to consult her original article.

## Factors to Consider in Deciding How to Gather Pragmatics Data

Brown (in press) provides two tables which may help readers to decide which type of test they wish to use for a particular research project. His article reanalyzes data (graciously provided by Yamashita and Yoshitake-Strain) for EFL and

JSL students and compares the six types of tests in two overall ways. First,

in Table 7, the six test types are compared in terms of practical advantages and disadvantages of factors like ease of administration, ease of scoring, types of language that can be assessed, and types of decisions that can be made with each. Second, in

Table 8, rankings are presented for the six types of tests separately

for the EFL and JSL studies using ten criteria: overall ease of the test for students, degree of variance in scores, reliability (and standard error of measurement), validity, ease of administration, ease of scoring, degree to which each encourages oral language, degree to which each encourages

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self-reflection, and degree to which each is suitable for high stakes decisions. Again, you see that Brown takes a testing perspective in the criteria he uses for making comparisons.

In contrast, Kasper (1999) takes what might be characterized as a research-validity perspective in comparing her nine ways of gathering pragmatics data. Near the beginning of her article, Kasper (1999) provides a useful table that gives readers an advance organizer for the discussion that follows. She contrasts her nine data collection procedures in terms of a variety of *focus* and *procedure* dichotomies. The *focus* dichotomies include plus or minus interaction, comprehension, production, and metapragmatic knowledge. The *procedure* dichotomies include online/offline and interaction with the researcher (plus or minus).

How is it possible that two researchers like Brown and Kasper can come up with such different criteria for judging the various types of data gathering procedures? The answer is easy: they come from different backgrounds and have different perspectives on the issues involved.

From your viewpoint, you might gain the most by applying their two sets of criteria serially. My guess is that, as a researcher in pragmatics, you will be interested in both the testing aspects of your measures and the validity of your research. Hence, both sets of criteria will be applicable to your work.

Perhaps you would be wisest to select measures for a particular study on the basis of Kasper's *focus* and *procedure* criteria. Early on, you might also want to consider Brown's ideas on the practical advantages and disadvantages (those criteria used in Table 7) of the various measures. Then in any studies that you conduct, you might also want to consider applying Brown's more technical criteria (see those listed in Table 8) to determine the degree to which your measures have been useful and successful from a testing perspective.

## Conclusion

This article has defined six types of pragmatics tests and nine pragmatics data gathering procedures, and explored factors that you may want to consider in deciding which procedures to use. Hopefully, such information will help you think about your options and responsibilities in selecting, developing, and using pragmatics data gathering procedures and thereby help you make a positive contribution to this all-important area of applied linguistics research.

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# Bright future for pragmatics in language teaching

Marshall R. Childs

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語用論が語学教育の中でこんなにも急速に重要な動向として認識されるようになったのはほんの最近になってからのことである。結成6年目となるJALTの語用論部会の活力と創造がそれをよく象徴している。機械的・文法中心アプローチなる“敵”を前に、語用論研究者は少々臆病すぎるくらいがある。その精神は少数民族的で、自分達を既成の体制と戦う忠臣ととらえている。彼らの行動はゲリラ的で、ヒットエンドランできるような、小さな標的を探す。で、結果として、「人はどう“please”と言うか」、といったような些細な研究論文を書いてきた。

今はもっと大胆なやり方が求められている。現在、教師はコミュニケーションな語学教育を積極的な視線で捉え、文科省はそれをどう広めるか探っている。文法中心主義という足かせは根底から、そして行政側からも覆されようとしている。今こそ語用論を語学教育の中心に据えるべきだ。語用論がシラバスや授業プラン、テストや教科書の中心になるべきなのだ。語用論者が力や知識をつけ、語学教育の中での序列が上がっていけば、語学教育の効果を高めるための基本的な変革をその手で行うことができるようになる。

In language teaching and learning, pragmatics has come to mean the study of how people create and interpret meaning in real situations. In brief, pragmatics is concerned with appropriate language. The word “appropriate” carries a big load. It reminds us that there is always an interpersonal component of language use (even in reading and writing), and the interpersonal situation is a factor in every act of creating and interpreting meaning through language.

It is fair to say that pragmatics has “arrived.” It is now an established and respectable branch of applied linguistics. Interest in pragmatics has grown rapidly in the last five or six years. JALT has a new Pragmatics Special Interest Group, and now there are professional journals devoted to the field. Some of the brightest graduates of TE-SOL departments have become pragmaticists (or “pragmateers” as some call themselves). Under these circumstances, we might well pause to inquire where pragmatics came from and where it is going.

Pragmatics in language learning developed in reaction to a too-narrow definition of language competence championed by Noam Chomsky, who reflected (1965) that some sentences are grammatical but not “acceptable” and some are acceptable but not grammatical. He commented that “grammaticalness is only one of the many factors that interact to determine acceptability” (p. 11). Then he plunged into single-minded study of grammar, warning only that “it is important to realize that the questions presently being studied are primarily determined by feasibility of mathematical study, and it is important not to confuse this with the question of empirical significance” (p. 62).

Although the study of acceptability of language was too messy to merit Chomsky’s further attention, it attracted the serious interest of researchers such as the American linguistic anthropologist Dell Hymes (1972), who defined “language for use,” or “communicative competence,” and British scholars such as Henry Widdowson who, in 1972, wrote an essay entitled “The teaching of English as communication.” For two or three decades, however, work in Chomsky’s Universal Grammar (UG) tradition occupied the front burners of linguistic attention, while work on natural language usage simmered on the back burners.

The word “pragmatics” is relatively new in our field. It came over from philosophy and, in the 1980s, began to be used in writing on language ability and language learning. The word reached its current meaning in the 90s. Bachman (1990) described pragmatic competence as one of two major components of language competence (the other component, “organizational competence,” included grammar and textual competence).

Pragmatics is now seen as at least a component of second-language learning, and perhaps the central component. Rose and Kasper (2001) wrote, “In many second and foreign language teaching

Pragmatics SIG

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contexts, curricula and materials developed in recent years include strong pragmatic components or even adopt a pragmatic approach as their organizing principle" (p. 3). I take it that "pragmatic competence" is the same as "communicative competence," and is the proper objective of language teaching. I prefer "pragmatic" to "communicative" because pragmatics seems to be a professional discipline in a way that communicative language teaching is not yet.

### Growth of pragmatics in Japan

In Japan, as in many other places where English is studied as a second language, pragmatics has been a force in the revolt against old-fashioned methods of teaching. The feeling is that, although schools may teach grammar and vocabulary, they fail to teach students when to use different expressions. So a role of pragmatics has been to try to add the dimension of appropriateness to existing content.

The Japanese Ministry of Education, Science and Technology, recognizing the notoriously poor English level of Japanese graduates, has adopted various means to prompt communicative language teaching. Unfortunately, grammar/translation methods are now well entrenched and have proved quite resistant to change.

Pragmatics has had a slow buildup, partly because the nature of the emergency dawned only slowly on those who would make language teaching effective. The popularity of UG among language teachers and administrators was due to the fact that, in focusing on grammar, it seemed to support the path of least resistance. Teachers in Japan are so busy that often they have no time to think out or create meaningful lessons. The easiest way to keep your job as a language teacher is to teach grammar, day in and day out—organized grammar, rational, explicit, beautiful grammar, pyramids of grammar, presented as logical sequences.

Easy as grammar is to teach, a full bag of it does not empower a student to speak a language. As a result, we have, on the one hand, overworked teachers and their bosses taking refuge in their daily fix of grammar. On the other hand, an exasperated minority of teachers and administrators has increasingly recognized grammar for what it is: an attractive nuisance. This latter group has slowly grown in strength and self-confidence.

In this situation, interest in pragmatics has flourished. The biggest problem now is that pragmaters still have a minority mentality. They see themselves as a smallish movement of loyalists battling a large but misguided establishment. In

this role, pragmaters practice guerilla warfare. They pick their targets carefully, and then hit and run. Too often, they work on the edge of what is important. They write research papers on ways to say "please." A much bolder stance would be effective now.

In the brain's processing of language, when language is used for communicating real meaning, situation is the primary consideration. A large part of situational interpretation is emotion (how do I feel about this; how do the others feel about it?). Another part is the mood in which language sounds and other sounds are to be shared. Selection of words and collocations is a part. Intonation, loudness, tone of voice, and other subtleties of expression, form a part. Grammatical determination of the forms and sequences of words is a small part.

### Pragmaters, be ambitious!

Pragmatics, not grammar, is the heart of language proficiency. Pragmatics is now in a position to declare its independence from grammar and to assume its rightful position, not as a carping minority, but as the standard-bearer for second-language teaching. Pragmatics should not be regarded as a separate sub-discipline of language teaching; it should not be added as a patch on the existing fabric of instruction. Instead, pragmatics should be adopted, as Rose and Kasper (2001) wrote, as the organizing principle of classroom activities.

Of course, many forces work to discourage innovations such as pragmatics. The forces will be active because, at first glance, to accept pragmatics seems to mean opening the door to disorder. The changeover will not come overnight, nor will it result automatically from Ministry guidance. It will eventually come, however. As a mercy to students, we should do everything we can to hasten its arrival.

Pragmaters need to discover more effective ways of teaching pragmatics. They need to improve current methods of teaching usual utterances, whether they are "grammatical" or not. When creating situations for classroom use, we need to give the characters real dialogue. Wrong: "She knocked on the door." Right: "She shouted, 'Yoo hoo! Anybody home?'" Wrong: "She saw three bowls of porridge on the table." Right: "Wow!" she said to herself, "three bowls of porridge, and no one to eat them!" You don't have to make complete sentences. And you should get away from written words as much as possible. Have students act out little stories from memory. Concentrate on what is alive. Textbooks

are dead things. Students are live things.

Research should be more classroom-oriented. An ideal type of research is to compare the results of pragmatics-inspired teaching with those from grammar-type teaching. If this research is to benefit others, it should show them what gets the best results. Rose and Kasper (2001) cited Bouton's (1994) study as one of the few reports on the effectiveness of classroom instruction in pragmatics. There is room for much more.

We know in theory that we should be teaching pragmatic competence, but we sometimes surrender to the forces that serve that other competence—naked grammatical competence.

Now, however, we are in a position to deny the primacy of grammatical competence. Language for use, or pragmatics, is close to 100% of what we need. Second-language students need scarcely more grammar than native speakers get: a few hours of explicit instruction during the course of a year of whole-heartedly using a language.

So I say to teachers: Act not like a disadvantaged minority. Do not accept a few crumbs on the edge of the plate. Go for the whole plate. We should be teaching pragmatics instead of whatever is there now.

Of course the powers that be won't let us teach exactly what we want. But we have opportunities. We get to design lessons sometimes. We get to write materials. We get to do research and write articles. And some of us rise to positions of real power. Eventually, pragmatics must win.

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## JALT2004 Snapshot

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# Non-verbal communication in foreign language education

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本論文は、言語の授業における非言語コミュニケーションの様々な面とその大切さを論じる。特に、教室の席の適切な配置によって、教師は、学生の自己評価を高め、彼らの自信を引き出すことができ、授業中のやりとりをより活発にすることができる。ジェスチャーや表情などの非言語コミュニケーションも言語学習に寄与するので、教師はできるだけ録音教材に頼らない方がよい。学生は身体を動かすことで元気になる、授業内容と身体の動きを関連づけることでより深く授業内容を記憶する。このような点に注意すると、より良い学習環境となる。

**T**o communicate, people exchange information through three primary channels: words, gestures, and intonation. Surprisingly, psychological studies have shown that the social meaning of a conversation is carried far more by gestures and intonation than it is by the words (Birdwhistell, 1970; Mehrabian & Ferris, 1967; Mehrbian & Wiener, 1967). Despite evidence of the prevalence of non-verbal communication channels, sparse attention has been given to their role in foreign language education (Soudek & Soudek, 1985). While discussion concerning the different meanings of non-verbal signals across cultures abound in textbooks on intercultural understanding (for example, see Hinds & Iwasaki, 1995; Levine & Adelman, 1982), little has been offered to inform foreign language teaching methodology of the role that non-verbal communication plays in delivering effective instruction. This paper aims to link commonsense understanding of non-verbal communication to foreign language teaching.

## Seating Arrangements

The physical position one takes in a meeting or conversation is a non-verbal statement of status and self-esteem. Likewise, furniture arrangements made by a host, leader, teacher, or institution also communicate subtle messages. Since ancient

times, the importance of the seating arrangement for events ranging from casual meals to formal meetings has been well understood. Thoughtful hosts carefully consider where guests should sit, balancing personalities and matching interests. According to legend, King Arthur was given the Round Table as a dowry when he married Guinevere. This uniquely shaped table became the venue for their meetings and discussions. It symbolized equality, unity, and oneness by assuring each knight an equal position. Similarly, world leaders now often demand round tables at international summits and peace talks to signify equality and foster collaboration among participants (Associated Press, 2002; United Nation's Children's Fund, 2002).

Just as with the legendary knights, at dinner parties, and during international negotiations, positioning is also a crucial factor in communicative foreign language classes, which involve a wide variety of activities requiring different groupings of learners. Dornyei and Murphy (2003, p.76) contend that since in language classrooms, where the principal means of learning is the interaction between class members, teachers must use classroom space and positioning in ways that generate the maximum flow of interaction possible and affirm the learners' self-esteem and status. If an institution provides for small foreign language classes that are held in classrooms with moveable desks and chairs, the teacher can take on a more facilitating role and foster communicative activities between learners (Enright & McCloskey, 1988). When people converse, they naturally face each other, positioning that is similarly natural for people learning a foreign language together. When learners see each other's facial expressions, reactions, and gestures, conversations are richer than those they have while looking at their

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textbooks. Communicative language classes aim to create interactive situations among learners themselves, who are seen to be great sources for skill development and meaningful conversation (Murphey, 1998). When the material that is taught in the classroom has immediate and real social outcomes, the language is more likely to be remembered, and learner motivation increases.

Since seating arrangements must constantly be adjusted, classrooms with flexible, easily re-arranged furniture are essential. In fact, some of the most dynamic language learning happens in classrooms where there is no furniture and learners can move freely. By holding class outdoors, the teacher non-verbally communicates trust and respect for learners' ability to stay focused in an environment where there are numerous opportunities for lesson-enhancing variety. For a focused class, the outdoors provides tangible, relevant, and spontaneous audio-visual aids. Whether indoors or outdoors, the rearranging of groups and partners establishes tempo and gives a class new direction. Freshness, challenge, and insight can be added to an activity if learners are given the opportunity to continue a conversation task with a different partner, but teachers need to plan such shifts carefully. If a teacher bounces learners from group to group, they may feel manipulated. Also, group sizes should correspond to specifically intended interactions.

The physical environment in which a class is held subtly communicates the degree to which a teacher trusts their students to make independent decisions that will serve their learning and the purposes of the class. Since one component of secondary and tertiary education aims to develop students' respect for tradition and authority, and to transmit knowledge from teacher to student, learners in these settings spend a great deal of time seated in fixed rows, listening to lectures. For such teacher-centered lectures, rows efficiently establish order and focus attention on the teacher, who controls the flow of communication. In rowed, teacher centered-classes, however, the rigid seating arrangement forces students to jockey for the sparse positional status available. Students who sit in the front win favor with the teacher, but risk being seen as facetious by their peers seated behind them. The high status seats in such classrooms are neither too far away from the teacher nor too removed from the group. Students who sit in the back, or in peripheral positions in the classroom often come to feel neglected and lose interest (Schmuck & Schmuck, 1997). In L2 classes in particular, marginal positions

have been shown to be demoralizing (Shamim, 1996). Lecture format hinders the kind of active participant involvement that most foreign language learning requires, being a process of comprehending input and then responding with some form of action using the structures learned.

### **Non-verbal scaffolds for foreign language listening**

Foreign language learners attend to non-verbal channels of communication for hints to overall meaning in order to make sense of otherwise incomprehensible verbal messages. Cues such as gestures, facial expressions, and context are often essential for understanding. For example, the simple phrase, *the weather is fine*, could have a wide range of intended meanings, such as: "you should be outside playing," or "I don't need to wear a jacket," or "that weatherman is incompetent." Such intended meanings can only be discerned with reference to context and the speaker's non-verbal cues. Since such cues are such a vital part of human communication, tape-recorded listening sections on proficiency tests such as the TOEFL and TOEIC can only measure one side of communicative ability. Speech heard on a tape is far less comprehensible than that heard in person. True listening ability depends largely upon the effort that the listener makes to reach understanding with their interlocutors, and this effort can be made only when involved interactively in conversation.

Communication occurs with varied levels of context and accompanying non-verbal cues. For example, if an English learner hears a news story about an earthquake on the radio, she or he will have little to discern understanding from outside of the words she or he perceives. Watching a news story about the same earthquake on BBC may bring the same level of language difficulty, but descriptive scenes, photographs, maps, video clips, gestures and facial expressions will dramatically assist understanding. In a conversation with an English speaker about the same earthquake, the learner's facial expressions would give the speaker constant feedback about the listener's understanding. The speaker would adjust his or her speech to help the learner understand, slowing down or even repeating words and phrases according to the non-verbal messages that the learner communicates. Comprehended input is the essential ingredient for language learning (Gass, 1998). Such input is the product of a dynamic interactive process of *meanings* that are the products of *mediation*

between both speakers and listeners (Vygotsky, 1978). Homestays, intercultural friendships, and involvement in activities that require interaction with people from other cultures allows foreign language learners to express and perceive the rich interpersonal signals that occur alongside the spoken words. The opportunity to give non-verbal feedback gives the learner a chance to exert control in a foreign language setting by allowing them to politely demand that the speaker adjust speech until it is comprehended (Schacter, 1981; 1983).

Foreign language teachers need to avoid relying too heavily on audio materials that disengage the language from the classroom context. Audio and visual aids can be useful, but are often misused in foreign language classes. Recorded dialogues can replace human involvement with mechanical dependence, impersonalize the educational setting, and obstruct interaction between all participants. Very often, instead of playing a conversation on a tape or CD player, it is more fruitful for the teacher to speak in two or three different tones of voice, and act out a conversation. Since such performances are often far from perfect, they can bring to the class a spirit of challenge and non-perfectionism. By speaking the foreign language in class without relying on machines, the teacher communicates a non-verbal message that advocates natural human interaction. For English teachers for whom English is a Foreign or Second Language, using their own voice serves in two ways: first, the teacher is a positive role model that makes language proficiency appear attainable (Murphey, Asaoka, & Sekiguchi, 2004) and second, the teacher's English is more comprehensible due to similar background and learning experience (Murphey, 1998).

Computer Assisted Language Learning (CALL) is beginning to transform our notions of language learning, with software programs that provide automated, level-appropriate, individualized instruction. Since the interactions fostered by such settings are between learners and machines, teachers holding classes in computer labs risk wasting learning opportunities. Learners' interactions with the teacher and each other diminish as the computer demands their full attention. The roles of computers and teachers need to be clearly separated to different domains. Ideally, learners can study by computer at home, and with peers and teachers in the classroom.

In the language classroom, it is often best to limit use of audio equipment to the purpose

of subtly establishing atmosphere or piquing interest. A brief movie clip can focus attention and fuel discussion. Relaxing music helps students settle into their places at the beginning of class, exhilarating classical music stimulates engagement in deep intellectual conversations, jazz lowers inhibitions when students are involved in casual mixer-type activities, upbeat rock or country music is a good accompaniment to end-of-class routines and goodbyes. Such affective consideration can comfort learners, deepen their affective involvement, and boost their language learning in class.

### **Gestures and Movements**

Physical action plays an important role in a language classroom. Children especially enjoy moving while learning, but older learners also benefit. Physical movement reduces anxiety, and quickly establishes group cohesion. Simple games like *jan-ken-pon* can help to initiate conversations. The Total Physical Response method (Asher, 1996) links vocabulary and grammar structures to actions, and thus uses multiple channels of communication and cognition to deepen learners' comprehension and strengthen memory. Anchoring is subtle, used by teachers for classroom management. In anchoring, a teacher tries to make subconscious associations for learners that will influence their behavior (Adamson, 2003). For example, a teacher may position himself or herself according to the type of activity s/he is trying to lead by standing at the blackboard when giving grammar instruction, standing in the middle of the class for procedural instruction, or kneeling when facilitating student activities.

### **Attire**

Choice of attire is another form of non-verbal communication that subtly influences the classroom setting. Teachers must choose a suitable level of formality, one that conforms with both institutional propriety and the role they carry in the classroom. For communicative foreign language teaching, the teacher makes efforts to work together with learners, so choice of attire is slightly difficult. If the teacher wears highly formal clothes, students may be intimidated or feel restricted. On the other hand, if the teacher's dress is too casual, students may not take him or her seriously. A level of formality slightly higher than that of the students is usually appropriate. Colors can also convey subtle messages. Bright colors like red or yellow draw attention, while blue and grey and black diverts it. Attire is highly

personal, but teachers must be aware of the ways their choices are interpreted.

## Conclusion

Non-verbal communication subtly influences group dynamics and learner attitudes within the language classroom, and thus deserves the careful consideration of language teachers. The positioning of the furniture and people in the classroom determines participants' status, and their self-esteem within the learning context. Live listening practice, where the teacher speaks to the learners directly rather than use recorded conversations, is invaluable because of the non-verbal channels it opens between learners and teacher. A language teacher must be sensitive to the non-verbal messages brought by dress, position, and mode of communication. Such messages subtly influence the success or failure of the language lesson.

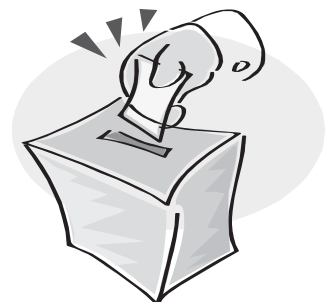
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# The interplay of learner autonomy and teacher development

Timothy Stewart

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ここ数年の自らの教授活動を振り返ってみて、大切なのは学生が進んで学ぶようになることだと私はつくづく思うようになった。そう考えると教師である自分自身の成長から、私の教える学生がどのように学ぶのか、その学び方に関心が向かい、そして関心はまた自分自身の成長に向かうのである。内省的教育を指向するのであれば、当然辿り着く道筋であるとも考えられる。そして、私の“学習者自律”に対する知識が誤った理解に基づくものから少しでも得たものへと変わるにつれ、私は、教師自律と学習者自律におけるダイナミックな相互関係を考察することにますます興味を持つに至った。本論文では教師の自律性と学生の自律性に関して考察する。今後同僚との共同研究を通して、教師自律と学習者自律がいかに相互に補完し合うか、また、制限し合うか等について理解を深めたいと考えている。

*(This article first appeared in A. Barfield & M. Nix (2003), Autonomy you ask (pp. 41-52). Tokyo: Learner Development Special Interest Group of the Japan Association for Language Teaching.)*

This paper traces the development of this researcher's knowledge of learner autonomy from a level of naive conceptualization to one of beginning understanding as a limited week-long experiment was conducted. By collaborating with a colleague through Cooperative Development (Edge, 2002), insights were gained into the synthesis between teacher and learner autonomy. This experiment was done in a first-year university English course that met twice per week for 100 minutes. The central task guiding course activity was interclass debate.

## Finding a Professional Development Focus

Cooperative Development (CD) helps colleagues talk about their teaching in order to clarify ideas for professional development. A supportive colleague, using prescribed techniques, acts as an echo to help focus the talk of a peer. The two key roles in CD are called "Speaker" and

"Understander." While the Speaker talks about his/her teaching practice, the Understander listens and tries to understand his/her colleague in support of that colleague's development.

An important CD technique, focusing, helped inform the choice of an action research focus. Focusing circle reflection was about the first-year course that was collaborated on. The appendix shows how this CD session moved from talking generally about a very good group of English 2 students to considering some of the benefits of less teacher control. On more careful reflection, it was realized that this researcher was concerned with issues of power and control in their teaching. By the end of this CD session a decision was made to consciously attempt to create opportunities for English 2 learners to exercise more autonomy over their learning.

## Preconceptions and Realizations

The experiment on learner autonomy began with a group of 12 first-year university students in the second semester. Typically in this course students engage in two interclass debates on the same issue, switching positions from negative to affirmative or vice versa for each contest. This exploration of teaching practice took place in the final week of preparation for the second round of debates. In the lesson preceding this week of practice, students were informed that the following week would be theirs to use in preparation for the final debates. Then a simple planning guide was distributed. Teams debating the same resolution were instructed to sit together and make a plan for the next week of classes. They had already been led through a series of progressive activities for debate preparation (see Stewart & Pleisch, 1998) so they were familiar with the type of skill-area practice they could do to prepare.

This experiment was begun with a feeling of real anxiety. "When a teacher initially expects and encourages autonomous learning, a phase

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of relative anarchy typified by uncertainty of purposes and responsibilities is very likely to arise" (Breen & Mann, 1997, p. 143). There was a sense of internal chaos, but observations resulting from the investigation show no chaos resulted. The structure had been set earlier in the course. However, this researcher felt unsure, not having read in the area of autonomy and having little theoretical basis for a shift in pedagogy.

### **Pre-experiment Extract**

Understander:	maybe again defining what autonomy is might help a bit.
Speaker:	I guess it's the ability to work on your own effectively. All learners have some kind of idea of what they need to be able to do so being able to do that well? I don't know if it has to be well or at least to your own satisfaction. To somebody's satisfaction. If it's autonomous, it probably should be to your own I suppose.

In this CD session prior to the classroom experiment, the understander had listened carefully to the speaker and at this juncture in the monologue, chose to direct the talk so that the speaker might investigate their own understanding of autonomy more deeply. This is the essence of CD, trying to understand the thoughts of a colleague, or your own ideas, with as little interference from opinionated commentary as possible.

### **The Classroom Experience**

It was determined at the start to take as hands-off an approach as possible. There was, however, a worry that students would be confused or just not do any work. But once they asked for assistance, it showed that the teacher was still in control. Despite fears of the class disintegrating, it was noted that: "They are all working, thinking about the debate preparation tasks. Some more actively than others but all appear focused" (observation notes).

It was later seen that a naive understanding of autonomy had inflated fears of loss of control. The fact is that even with "the increase in learner-centred activity and collaborative work in the classroom [the teacher] still has to contrive the

required enabling conditions for learning, still has to maintain and guide progress" (Widdowson, 1990, p. 189). Learning is always guided with the *kind* of direction being crucial. In the CD session between the two lessons, there was a struggle with this realization.

### **Mid-experiment Extract**

Understander:	Do you want to talk more about what you mean by autonomous learning?
Speaker:	Sure. What does it mean, autonomous learning? Because when I first started thinking about it, I thought, well that means I'm not gonna do much. But I see it differently now.
Understander:	What I hear you saying is your perception of autonomy has shifted.
Speaker:	Yes it has. It's a lot more complex than I thought. I still don't have a handle on it. I wonder what my role should be.

The video recording of the first lesson shows that at the start the teacher was actively initiating and controlling interactions. By the end of this he noted that "I was holding back at times when students went off on different paths but realize their focus is as legitimate as mine" (observation notes). The video revealed that as the class progressed the teacher listened more and waited for students to start interactions of their own volition. At times students who appeared inactive were reminded of possible things they could be doing. Through this experience, it was found that the role of the teacher was not marginalized by giving students more control. On the contrary, the teacher was spending "more time than usual being an observer" which allowed them to see better "what they might need" and engage in "timely interventions" (observation notes). The teacher was still at centre stage but in a less dominant way. They were strengthened and reinvigorated in their role.

The video of the second lesson reveals that the teacher was much more patient and readily settled into a pattern of observing and intervening

when asked or when they felt it was needed. This change in the style of intervention "often generated more talk in English and seemed to help students get over some obstacles" (observation notes). Just after the second lesson, the teacher reflected again.

## Immediate Post-experiment Extract

Speaker:	After I taught that first class, I caught some glimpses of what autonomy could be.
Understander:	Would you like to explore this thought more?
Speaker:	Umm well, by the end of the first class and especially the second day, I think um I saw it differently because there's a role for the teacher I think in structuring things. So it's not like you go in and the students do whatever they want. I still don't see my role clearly, though.
Understander:	So you see a role for the teacher in the autonomous classroom but you can't yet define it?
Speaker:	Yes and I think maybe because I don't have the background. I mean I haven't done the reading and maybe that's where I should go next.

Reflecting on what had been learned from the two classes, it was realized that the teacher's role is not diminished when promoting learner autonomy. In fact, the teacher's responsibility increases and less teacher talk gives students more time on task and expands their talking time. Again, it was found that this kind of lesson arrangement that helped me to "observe areas that need attention" for a greater number of class members (observation notes). The teacher ended the second lesson with a strong sense of empowerment because they found that while a pre-imposed structure did constrain activity, the learners had a clear idea of what they were supposed to do and why. This helped them to proceed at their own pace.

## Learners' Reactions

In order to investigate learner reactions, we had a debriefing session one week after the interclass debates. With one exception, all 12 learners answered positively to being given freedom to choose class activities. But a number of them qualified their answers. For example: "Sometimes it is good. However, sometimes it is needed to be given study by teachers because they are smarter than us." Another stated: "I think it's good but not always. For me, half and half (I mean choose some activities and be given activities by teachers) is better." The consensus was that teacher control was necessary but teachers need to hear and respond to student opinions.

When asked if they wanted more chances to choose what they do in classes the students were clear that this would be more appropriate in their second, third, and fourth years of study. They were asked specifically about how they felt during the two classes described in this article. They agreed that it was good to have the freedom to decide. Some commented that it was useful because they could learn on their own, as well as from group members and at their own pace. One student answered that learners need some kind of basic activity guide as a "framework" to make autonomous learning work. In short, they saw a need for teachers to be in control, but also wanted their views taken into account.

## Movement Toward Understanding

After plunging into this experiment, it was time to reflect more deeply on it. Expert views were cultivated to shed light on the experience. Many researchers believe that autonomy is a set of study skills to be learned (e.g., Ravindran, 2000). Others, (Breen & Mann, 1997, p. 134), see autonomy as "a way of being in the world," where learners engage with their social environment at different levels of autonomy depending upon how they define the situation. Sheerin (1997) encourages teachers to raise learners' awareness of choices in their learning and help them exercise those choices. Learners had concerns about empowering students with greater choice. One student felt that not all learners would be able to take full advantage of a more autonomous learning environment: "It is not so good because when we have freedom all students will not study."

Reading these varied definitions, it became apparent that there are degrees of autonomy and the main goal maybe is to move students toward taking a bit more responsibility than they have had previously. One student articulated the

potential relationship between having the ability to exercise choices with a sense of responsibility for one's own learning and accomplishment: "I feel it is good thing because if we choose some activities as we want, we have to accomplish those things. We should have responsibility." Being aware that any "notion of autonomy will be very different in different educational contexts" (Pennycook, 1997, p. 44), the teacher must work out the meaning of autonomy for a particular group of learners at a particular time. This led to consideration of how professional development could be enhanced in order to address learner autonomy courses being taught.

In fact, learner autonomy and teacher autonomy are two sides of the same development coin.

Learner autonomy develops within the space that the teacher is able to open up for it in their interpretation of the broader constraints on the learners' freedom of action in learning. Teacher autonomy is thus concerned with the teacher's own ability and opportunity to explore and expand the boundaries of this space. (Benson, 2000, p. 116)

If we conceive of teacher autonomy as "control over one's own professional development" (McGrath, 2000, p. 100), then to open the necessary space for learners to exercise their autonomy, the teacher needs to recognize and assert his/her own autonomy (Breen & Mann, 1997). The idea of taking control of learning and becoming more aware of teaching practice is neatly summed up in Smith's (2000) concept of "teacher-learner autonomy."

The investigation into promoting learner autonomy became a driving force for development toward a more reflective practice. This was begun in the next CD session.

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### Post-course Reflection Extract

Speaker:	I was just reading Pennycook who cautions against imposing an ethnocentric western view of education in our attempt to cultivate autonomy.
Understander:	Do you feel that is what you are doing?
Speaker:	I'm not sure. My guess is Japanese students prefer the teacher-fronted lesson. They want you to come in prepared and teach a class. I think you can still have a more autonomous approach but it takes a lot more planning or a different kind of planning.
Understander:	What you seem to be saying is that when you become aware of learner autonomy, you need to structure your teaching differently.
Speaker:	Yeah. It's tricky because my learners have said that they want their opinions heard by teachers and expect that they should exercise more choice, but really only after completing their first year of studies.

What was discovered was that by opening up space for learners to control lessons, simultaneously, the teacher gave myself space to observe more. So, paradoxically, by giving up control, there was greater room in which the teacher could direct their own development. Observing the learners, discussing their learning with them, and learning do self- observation - these were, in a nutshell, the first steps taken by the teacher in developing greater autonomy as a teacher.

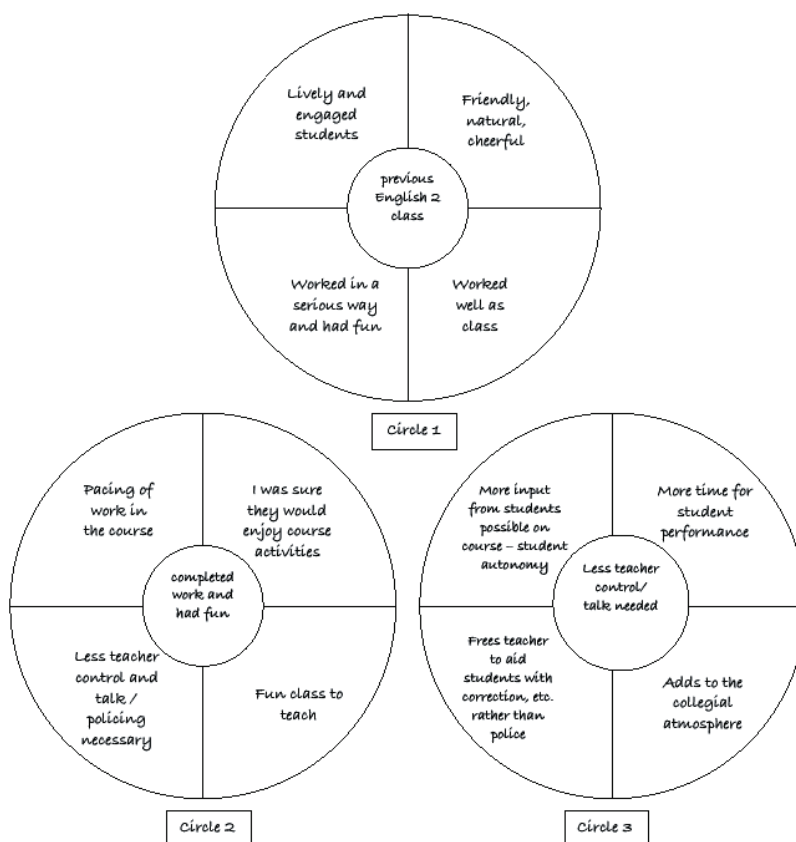
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## Appendix: Focusing Circles





# Teaching paradigms and material production

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コミュニケーション能力を重視した教授法に基づいた授業教材の作成は、教室での言語活動を二つの基本的なタイプに絞ることによって単純化することができる。その二つとは、新しい言語材料を教えるために、あるいは提示するために作成されたものと、その言語材料を練習するために作成されたものである。本論は、Ur の "fixed to free language continuum" をEllis の "concept of language feature relevance" と結合させ、コミュニケーション能力を重視した教授法の三つのパラダイム、すなわち、「教える—テストする—教える」方法、「テストする—教える—テストする」方法、そして、「提示する—練習する—発表する」方法が、わずか三つのタイプの基本的な言語活動を作り出すことによって満足させられるということを論じるものである。一連の活動の例も提示する。

*(This article first appeared in the July 2003 issue of Between the Keys, published by the Materials Writers SIG)*

In this short article, I attempt to show how material designers can satisfy the needs of three teaching systems (*present—practice—produce*, *teach—test—teach*, and *test—teach—test*), if only three activities are produced. I take the present perfect as an example and demonstrate my point with a set of three expanded activities.

## Complications

Communicative methodology presents the material designer with a number of complications not easily overcome. Firstly, *communicative learning* itself describes an environment within which learners often employ less prescribed language to accomplish tasks where goals cannot always be indicated precisely. The pedagogic aim of proceduralisation, for example, being a cognitive operation, relies on process teaching consequences rather than on product teaching results. A challenge, therefore, for materials designers is to provide ample opportunity for language practice on the same language point at the same time as freeing up demands on learners' use of that language. Although this appears

contradictory, the need for proceduralisation has been thoroughly accepted in modern communicative methodology. Secondly, produced materials must be sufficiently comprehensive to satisfy various pedagogic goals within the communicative approach. No longer can a course book be based solely on one methodology; the respective demands of grammar, skills, functions, lexis and so on, need recognition within materials. Finally, different teaching and learning styles place their own requirements on the eventual shape of the materials.

One way of overcoming these obstacles sees writers simply producing masses of activities around a general language area, in an attempt to cover all bases. Popular course books, like *Headway*, *Interchange* and *Language in Use*, rely on this method. They also present a problem; to complete the entire course book, a conservative estimate of 100 class hours would be needed for a ten-unit, thirty activity per unit course book if each activity were done in twenty minutes, time which most classes lack. Common complaints heard from students centre on either teachers using the course book too much, or that teachers' selections do not actually help them use their language enough. This article addresses this problem and the various complications facing materials designers by calling for simplification and precisely directed materials, regardless of the language focus.

## Activity Paradigms

Communicative teaching falls into two basic categories; presentation of language before learners are required to use it, and language use activities designed to expose weaknesses in learner language before language presentation. The former procedure fits with more traditional methodologies. The latter has been influenced by modern methodology informing us of the need to urge learners to "notice the gap" in their own knowledge. If teachers always present language

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first, noticing activities become less effective. Teaching situations and learner types vary, and both patterns continue to co-exist. Three resulting paradigms of communicative teaching are *teach–test–teach*, *test–teach–test*, and *present–practice–produce* (PPP).

Although the terminology employed differs, their functions overlap. “Teach” and “presentation” share the language input function and will be considered identical here. Similarly, both “practice” and “test” require learners to output language, putting learners in a situation where they are required to use the target language feature with, or without, having had that feature made explicit to them. In practice-fronted activities, any resulting discrepancy forms the basis for the need-to-know; in presentation-fronted situations, a re-teaching of the language feature. Finally, as no distinction can be usefully drawn between “produce” and “test,” except in the actual temporal placing of the activity, these two are also treated identically. In summary, there are only two activity types; one for teaching or presenting language information, and the other to provide situations for language use. The particular paradigm employed defines into which category any activity falls.

### Figure 1: The Three Models

Teach—Test—Teach  
Test—Teach—Test  
Present—Practice—Produce

The implication for materials designers, therefore, is to design three activities per language feature.

### Basic Considerations in Activity Design

The most important consideration when designing an activity is whether learners will actually need to use the target language. Batstone (1994) cautions about Ur's Grammar Practice material by offering alternative language solutions to some printed activities. Indeed, one of the most disquieting aspects of materials design of communicative tasks is the ever-present worry that the task might be performed equally effectively using other language, a worry shared by teachers, noting that tasks are often done with inaccurate but effective language. Elsewhere, Ur (1996) offers a continuum for grammar activities ranging from fixed to free, seven types in all; *awareness–controlled drills–meaningful drills–guided, meaningful practice–(structure-based) free sentence composition–(structure-based) discourse compo-*

*sition–free discourse*. A discussion about whether or not activities near the fixed end of the scale can be labeled communicative falls outside the present scope.

As activities become freer, a materials designer has to be aware of what language learners might produce instead of the target in communicating their point. If the alternative language is acceptable, target language essentialness is reduced. In testing activities, this may be a desired effect of the task. Rod Ellis (2001) describes the relationship between a language feature and its relevance in a task as being essential, useful, or natural.

### Figure 2: Language Feature Relevance

#### Language Essentialness

where the target language is essential in completing the task.

#### Language Usefulness

where the target language is one of only a few possibilities in completing a task.

#### Language Naturalness

where the target language is one of a number of possibilities in the completion of a task.

A testing or production activity may be drawn from any possibility, but a teaching or presentation activity should only be taken from the essential choice.

The main thrust of this article is simplicity, but to risk complicating matters, I would like to add a further recommendation for activity design taken from Leo Jones (2001). Communicative tasks are sometimes seen as being nebulous, lacking a clear beginning, middle, or end. Often, students finish the activity with nothing concrete in hand. Jones suggests filling in this pedagogic gap by providing clear instructions for each stage, or making each activity in three stages if no such staging exists. The models I give exemplify Jones's advice by providing both pre-discussion preparation and post-discussion writing space. Research has shown that learners who are given more preparation time produce fuller and more accurate language. In addition, information is gathered in one task, and the task outcome forms the basis for a further activity; in the following examples, an opinion-sharing task. Without such a development of the outcome, a task loses a chance to recycle vocabulary and proceduralise language.

## Example Activities

**Class Level:** Mid-intermediate

**Language Focus:** Present perfect - concept: past event with present consequence

**Class format:** Test—teach—test (Rearrange the order from 1,2,3 to 2,1,3 for a PPP class.)

### Activity one: The concept

As a testing activity, I chose a relatively “language useful” question set. Some of the questions require answers in the present perfect, and some use the form explicitly. However, there is no direct teaching of the present perfect.

#### (a) Changes

*When big events happen in our lives, other things change, too. In pairs, ask and answer questions about changes in your life. Do this activity for 15 minutes. Then review by writing down the most interesting things that you and your partner said.*

#### A Set

- 1 What has changed in your job recently, and what will you do because of that?
- 3 Talk about any new event in your family and its consequences.
- 5 How has Japan changed since your childhood, and how has life become different?

#### B Set

- 2 Has there been anyone new in your life, and, if so, how has your life changed because of that person?
- 4 Think about your hometown. What has changed since you were a child, and how do you feel about those changes?
- 6 Technology is changing rapidly. Talk about how your life has become different because of technology.

#### (b) Opinions

*Task:*

Change partners. Tell your new partner about what you and your first partner talked about. Give your opinion about that, too.

*Preparation:*

Use the following space to make notes about what kinds of language you think might be useful for you in completing this task.

#### (c) Writing

To help you remember today’s class better, you can write a short summary of what you said to both your partners in the previous activities.

### Activity Two: Teaching

Rather than present a more traditional grammar practice activity, I have attempted to show how both the meaning and form of the target language can be taught inductively. The text is deliberately input-rich, with more occurrences of the target form than would be present naturally.

#### (a) Grammar and meaning

Read the following passage and answer the questions.

The attack on the World Trade Center had an immense effect on the world. The word *terrorist* has now become a household word in every country. Everyone has heard of Osama Bin Laden and his group, Al Qaeda. Oil prices have risen, and the world’s economy has suffered. For a time, businesses all over the world were in trouble. Except for those in the arms trade. They have become richer since the demand for arms has increased. They may be the only ones who are happy right now.

*Concept Questions:*

- 1 Is the attack on the World Trade Center over?
- 2 Did everyone know about the word *terrorist* before the attack?
- 3 Did everyone know about Osama Bin Laden before the attack?
- 4 Are oil prices higher or lower?
- 5 How have arms traders’ lives changed?

*Grammar Tasks:*

- 1 Find and underline all of the references to time.
- 2 Find and highlight every ‘cause/ effect’ sentence.

- 3 Write down the grammar form of the present perfect.
- 4 Can you make up a rule that helps you remember how to use the present perfect?

### *Activity Three: Testing*

The first activity presented the present perfect relatively freely but with some deliberate reference to the target form. This activity is also “language useful” in design, but that usefulness is less immediately apparent.

#### **(a)Disaster**

##### *Situation*

There has been an earthquake. During the night, a major earthquake hit your town. You are a city councilor, and you have to assess the damage with your team members. Your task is to make a list of all the possible consequences of the earthquake and decide on what you need to do to settle the situation.

Before you begin, you can make notes here about the following topics.

- Utilities
- Transportation
- Hospitals
- Communications
- Emergency supplies

In groups, discuss these for 15 minutes.

#### **(b)Explanation**

##### *Task:*

Change groups, and find out what problems other groups discovered. Explain your group’s ideas and solutions.

##### *Preparation*

Use the space below to make notes about what kinds of language you think might be useful for you in completing this task.

#### **Writing:**

To help you remember today’s class better, you can write a short summary of what you said to both your partners in the previous activities.

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# Using checklists: A way of reducing surprises in team- taught classes

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I teach oral communication classes with Assistant English Teachers (AETs) at a private senior high school in Saitama-ken. The AETs take the initiative in conducting our classes, and Japanese Teachers of English (JTEs) assist them. There have been situations where JTEs have been surprised to see AETs using instructions unsuitable in our teaching situation. In one instance, I was once confused when an AET attempted to explain how to give directions, for example to the station, without using any maps. In another instance, I started wondering when to provide L1 support to my students when my partner gave involved verbal explanations about how to complete information gap activities to students with almost zero experience in doing this task. I also wanted to suggest modeling the procedure. In these situations, I was not the only one who was puzzled. Students with lower proficiency in English and low-self esteem often lose interest and give up actively participating in the class when they do not understand explanations and directions. What can be done to reduce surprises in team taught situations and to assist students in achieving lesson goals? This paper discusses how the use of a checklist for planning team-taught oral communication lessons at a high school has fostered better communication between the AETs and JTEs. It has also assisted teachers inexperienced in instructing oral communication classes by generating alternatives for presentation of lesson items.

## Background

AETs are not directly hired by the school, but are language school teachers assigned classes at our school as part of their regular language school teaching contract. Over the years, one

of the roles that I have come to fill involves acting as an interpreter between AETs and other Japanese teachers of English (JTEs), because of the difficulty other members of staff experience in attempting to communicate with AETs.

In oral communication classes, handouts are used in place of textbooks. An abbreviated version of the contents of a sample handout and quiz sheet appear in Appendix 1. These are prepared by AETs based on the contents and syllabus of a Ministry of Education (*Monkasho*) approved textbook. For example, there is a lesson about club activities in one *Monkasho*-approved text. The teacher's manual recommends using two hours in order to cover the target objectives. AETs design handouts to cover the objectives in a one hour lesson, and are also required to produce quizzes to check student understanding and acquisition of the objectives. The material must be covered in a one hour class because the school curriculum includes only a one credit Oral Communication class. The syllabus in the teacher's manual can thus be used only as a guide.

## Reasons for Surprises in Team Taught Classes

I believe that the main reason surprises occur in team taught classes is due to lack of communication between the AET and JTEs. There are two reasons for this lack of communication. One is that AETs are not always available to JTEs for consulting on matters concerning oral communication lessons, because they are also busy preparing and teaching lessons at their company. The other reason is the reliance of JTEs on AETs to manage oral communication classes.

I have experienced the difficulty of arranging meetings with AETs to discuss the procedure of

upcoming lessons. There is really only the time between classes, and JTEs are also responsible for teaching other classes, such as reading, held in the class period before the oral communication classes. This leaves only the break of ten minutes between classes for communicating about the upcoming lesson. Furthermore, AETs must return to their company for their evening classes immediately after teaching the oral communication classes.

For more than ten years, our school has relied on a language school to provide AETs to team teach these classes. There are no JETs available who have had extensive experience in teaching oral communication classes, and those who are available have difficulty using English as a means of communication. As these JTEs have little confidence in conducting an oral communication class, they have been passive regarding team teaching, and have almost always relied on AETs to manage every aspect of the course, designing the syllabus, planning lessons, and conducting the class. In this teaching context, we have occasionally experienced some surprise at the materials or approaches of new AETs who have little or no experience of teaching at the senior high school level in Japan and who do not yet understand the students' level of proficiency in English.

### Possible Solutions

I have designed a checklist for communicating about the teaching procedure as a way to improve our teaching situations. This checklist is designed to be able to support both AETs and JTEs in terms of the following issues:

1. Being time-efficient: The checklist will help busy teachers save time in lesson planning.
2. Fostering better communication: By referring to the checklist, the AET and JTE will be able to engage in a more focused discussion about teaching procedures by referring to a list of shared concepts.
3. Improving teaching skills: By providing a format for planning, the checklist allows even inexperienced teachers to follow a pedagogically sound pattern of lesson production, with options for experimentation built in throughout. Moreover, the checklist encourages and assists both AET and JTE to predict areas or points in a lesson in which students might experience difficulty in understanding or participating, and allows the teachers to explore alternative approaches.

### Lesson Procedure

Before referring to the checklist further, I would like to outline the kind of lesson procedure used in oral communication classes at our school.

1. There are five parts to a lesson. Instruction is mostly given in English. Japanese is only used for clarification when students do not understand. The lesson about club activities referred to above is used here to illustrate the procedure. Please look at the checklist when directed to do so.

**Warm-up:** a small talk during which teachers implicitly introduce the lesson topic to the class. In this example, the AET and JTE talk about club activities they were involved in at school. The warm-up session is usually conducted in English. If necessary, some Japanese explanation is also offered.

I have recently proposed to my colleagues that the "warm-up" section be added to the lesson procedures. Oral communication classes at my school usually begin by presenting a target structure or presenting a model dialogue at the beginning of each class session. The aim is for students to have fun by getting to know their teachers, so that they develop the motivation to attend our classes more eagerly. Please note the following in the checklist:

- Several kinds of visual aids are listed, because, until recently, these have been underutilized in the oral communication classes.
  - The "Who will take the initiative" item appears in each section of the checklist in order to encourage JTEs to take a more active role in conducting classes.
2. Presenting the target structure. In the example, the AET explains question/answer forms used for talking about club activities.
  3. Presenting the model dialogue:
    - a. Students listen to the dialogue performed by the AET & JTE.
    - b. Students practice the dialogue in chorus.
    - c. AET goes over the vocabulary box.
    - d. When necessary, the AET or JTE provide additional explanation regarding the dialogue and difficult vocabulary. Please note the following:
      - Several kinds of visual aids are listed, again to encourage teachers to explain difficult structures or vocabulary in L2.

- The second and third steps in this section of the lesson are interchangeable. Sometimes the AET can go over the model dialogue first and the target structure next.
4. Main Activity Section/Pair work. Japanese instruction is sometimes used here to avoid confusion, misinterpretation of explanation of tasks, and for reasons of time management.

The main activity/pair work section consists of the following three parts:

**Pre-activity**—Explaining how to do the task

**Focus Activity**—Students engage in pair-work activity

**Post activity**—Encouraging students to report what they learned in the interview to the class. Please note the following:

- Alternative ways of explaining pair-work activity are listed, so that teachers may avoid relying solely on verbal explanations about the task.
  - There are a number of alternatives listed describing the range of procedures which may be used to encourage students to report the results of their interviews. These alternatives add variety to this stage.
5. Quiz. Japanese is often used in the explanation of the quiz to avoid confusion and misinterpretation. This stage is often rather rushed, because we are running out of time.

### How Do We Use the Checklist?

Following the proposal to use the checklist in the planning of lessons from the beginning of classes in 2003, a consensus to use it was reached among all teachers. The following procedure for use has been implemented:

1. The checklist is handed to the AET prior to them leaving the school grounds.
2. AET refers to the checklist items in order to plan the lesson.
3. The checklist is faxed to our school at least one day before the team-taught classes.
4. JTEs review and prepare feedback to the proposed lesson plan.
5. On the day of the class, lesson plans are discussed briefly with AET before going to class.
6. Following the oral communication class, JTE reports about the class to colleagues. Possible variations are also discussed.

### Small Changes in Class: Feedback from Colleagues

Using the checklist as described has resulted in fewer surprises. Both AETs and JTEs report that they can exchange comments about teaching procedures more efficiently than before by referring to the checklist. There have also been some small changes in teacher attitudes and teaching styles. Here are some comments from AETs and JTEs:

#### AETs report:

1) Trying something new in the class boosts teacher-motivation to try other alternatives:

Some students started to show an interest in the AET's class following a warm-up session in which AET and JTE asked each other about involvement in club activities during high school, and the AET shared the fact that he belonged to the music club at his high school. During the class, some usually quiet students said to the AET "Me, too. Me, too." Even after the class, these students spoke to AET, asking which musical instruments he plays and telling him which musical instruments they play. AETs report that an increased level of student feedback, sharing of personal information creating the sense of common ground between AET and students, and increasing levels of student participation and activity in the oral communication classes makes this approach to planning both interesting and worthwhile.

2) The checklist assists AETs in preparing instructions that accompany a more non-verbal approach: AETs have begun to use more visuals in explaining new vocabulary, instead of relying on only L2 or L1 verbal approaches. For instance, when explaining the word "architecture", the AET may draw buildings or houses in explaining the word "architecture" and by saying that "Architecture means designing these things."

3) The checklist assists AETs in preparing instructions that encourage more student-involvement: For example, the AET may choose some *genki* students and encourage them to demonstrate the pair-work by explaining the procedure stage by stage, so that their classmates may understand better by observing verbal and physical behaviors.

#### JTEs report:

The checklist assists JTEs in suggesting alternatives to AETs. JTEs report that referring to the checklist when consulting with AETs allows them to better explain and discuss proposed changes in the teaching procedure in any specific

section of the lesson. For example, one JTE proposed that school-age pictures of instructors engaging in club activities be used in a warm-up session. These teachers observed that their students seemed to enjoy this warm-up session because of the use of these pictures.

## Conclusion

This paper suggests that surprises experienced by instructors in team-taught lessons tend to arise from constraints imposed upon communication caused by lack of shared planning time and from mismatches in terms of, for example, shared concepts and planning language, knowledge of the teaching context, and teaching experience. The paper also describes how the introduction of a checklist to assist the AET in the planning stage has also assisted in the efficient communication of the plan to the relevant JTE, and has empowered the JTE to be able to offer feedback in an efficient way, using discrete shared concepts built into the checklist. The introduction of the checklist for planning has resulted in better communication between the teaching partners and has led to some changes in both attitudes and teaching styles.

N.B. An earlier version of this paper appeared in The School House: Newsletter of the JALT Junior/Senior High School National Special Interest Group, Volume 11 Issue 3, 2003.

## Appendix 1: Abbreviated version of sample handout and quiz sheet.

**A. Worksheet contents:** e.g. club activities. Each handout has the following 4 sections:

1. A model dialogue, used for chorus drill and pair-work activity:
 

A: Which club do you belong to?

B: I'm in the tennis club.

A: How many times a week does your club meet?

B: It meets seven times a week.

A: When does your club meet?

B: It meets on Monday through Friday (Monday, Wednesday and Friday) at 4:00 p.m.

N.B. Underlined sections are substituted during pair work activity.

2. Vocabulary box (used for substitution during for pair-work)

*Example:*

**Club:** baseball, cheerleading, architecture, drama, brass band etc

**Times:** once, twice/two times, three times, four times etc

3. Pair work box (Students fill in the table with partners' names, club and frequency/time of club activities while practicing the model dialogue with peers.)

For example:

Names	Club	Times	When

4. Report-to-the-class dialogue (Teachers ask some students to report the results of their interviews by using the following format).

T: What's your partner's name?

S: She/He is \_\_\_\_\_.

T: Which club does she/he belong to?

S: She/He is in the \_\_\_\_\_ club.

T: How many times a week does her/his club meet?

S: It meets \_\_\_\_\_ times a week.

T: When does her/his club meet?

S: It meets on \_\_\_\_\_ through \_\_\_\_\_ (\_\_\_\_\_, and \_\_\_\_\_) at \_\_\_\_\_ p.m.

## B. Quiz: Most quizzes are dictation.

Students are asked to write down answers about the following questions by listening to a conversation between the AET and JTE.

1. Which club did the AET belong to?
2. How often did his/her club meet?
3. When did his/her club meet?



## Appendix 2: Lesson Planning Checklist

### 1. Warm-up: Circle the appropriate answer(s).

a) Initiative will be taken by (AET / JTE / both)
b) Presentation of introductory dialogue will be done: <input type="checkbox"/> Verbally <input type="checkbox"/> Using chalkboard (Writing English / Drawing pictures) <input type="checkbox"/> Using other visuals (Pictures / Realia / Flash cards / Gestures) <i>Please provide details:</i>
c) Introductory dialogue should be presented only in English. (Yes / No)
d) Japanese translation will be used in addition to English (Yes / No) <i>If yes, please specify at which point to use Japanese translation:</i>

### 2. Presenting target structure: Circle the appropriate answers.

a) Initiative will be taken by (AET / JTE / both)
b) Presentation of target structure will be done: <input type="checkbox"/> Verbally <input type="checkbox"/> Using chalkboard (Writing English / Drawing pictures) <input type="checkbox"/> Using other visuals (Pictures / Realia / Flash cards / Gestures) <i>Please provide details:</i>
c) Target structure should be presented only in English. (Yes / No)
d) Japanese translation will be used in addition to English (Yes / No) <i>If yes, please specify at which point to use Japanese translation:</i>

### 3. Presentation of model dialogue:

a) Initiative will be taken by (AET / JTE / both)
b) Explanation of dialogue and difficult words/phrases to be given only using English (Yes / No) <i>If "yes", list concepts/words/phrases students may find difficult in the dialogues:</i>  <i>Select method of explanation of difficult concepts/words/phrases in the model dialogue:</i> <input checked="" type="checkbox"/> Verbally <input checked="" type="checkbox"/> Using chalkboard (Writing English / Drawing pictures) <input checked="" type="checkbox"/> Using other visuals (Pictures / Realia / Flash cards / Gestures) <i>Provide examples:</i>
Explanation of dialogue should be offered in Japanese (Yes / No). <i>If yes, please specify at which point to use Japanese translation:</i>
Explanation of difficult words/phrases should be offered in Japanese (Yes / No) <i>If yes, please specify at which point to use Japanese translation:</i>

### 4. Main Activity

a) Initiative will be taken by (AET / JTE / both)
b) Activity will be explained (verbally / by demonstration) <i>If "by demonstration"</i> Demonstration will be done by (AET&JTE / AET and student(s) / JTE & student(s) / Students)
c) Instruction should be given in (English / Japanese)
d) Japanese instruction should be used in addition to English (Yes / No) <i>If yes, please specify at which point to use Japanese translation:</i>

5. Post-activity Feedback

a) Initiative will be taken by (AET / JTE / both)
Results of peer interviews should be elicited by: <input type="checkbox"/> AET / JTE asks some students to report using a post-pair work dialogue <input type="checkbox"/> One student assumes the role of the teacher and asks others to report by using a post-pair work dialogue <input type="checkbox"/> Some pairs of students read the model dialogue aloud, using the information they have collected from their partners.
c) Instruction should be completed in (English / Japanese)
d) Japanese instruction should be used in addition to English (Yes / No) <i>If yes, please specify at which point to use Japanese translation:</i>

6. Quiz review of the lesson

a) Initiative will be taken by (AET / JTE / both)
b) Quiz will be explained (verbally / using chalkboard)
c) Instruction should be completed in (English / Japanese)
d) Japanese instruction should be used in addition to English (Yes / No) <i>If yes, please specify at which point to use Japanese translation:</i>

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Multilingualism, second language learning, & gender: An interview with Aneta Pavlenko  
Andrea Simon-Maeda & Steve Cornwell

**A**ndrea Simon-Maeda and Steve Cornwell, the co-coordinators of the gender awareness in language education (GALE) SIG, were fortunate enough to be able to interview Aneta Pavlenko, Associate Professor, in the Department of Curriculum, Instruction and Technology in the School of Education at Temple University, Philadelphia, PA. Pavelenko’s research interests combine several areas that are of interest to JALT members including the negotiation of identities in multilingual contexts; multilingualism, second language learning, and gender; and conceptual change in bilingualism.

**Andrea and Steve:** Aneta, when we heard that there was going to be a special issue of the *TLT* we immediately thought of you. After all, you

are a well-known scholar in the field of gender and language and your publications highlight the interplay of a number of overlapping areas of interest to JALT SIGs, for example, pragmatics, bi-lingualism, and global issues. Thank you for agreeing to be interviewed.

**Andrea:** To begin with, could you comment on how or why different areas of language learning use overlap and what this means in terms of research agendas?

**Aneta:** This is an interesting question and one I get pretty often. People who are familiar with my psycholinguistic work on the bilingual mental lexicon are surprised to learn that I have published extensively on issues of gender

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and identity in second language learning and bilingualism. And people who are familiar with my sociolinguistic studies are usually unaware that I have published several papers and book chapters on issues in bilingual memory and conceptual development. For me, my various strands of research do not feel disparate at all. Rather, they boil down to one, and only one, question, that I have been asking in different ways: What does it mean to make a transition from one linguistic environment to another, what is involved? In my view, this is a very Whorfian question which involves an investigation of similarities and differences of our multiple linguistic worlds. Starting with my dissertation called "Bilingualism and cognition," I have examined this issue from an experimental psycholinguistic perspective, looking at ways in which second language influence transforms our concepts and manifests itself in verbal and nonverbal behaviors. Yet the same dissertation contained a chapter on experiences of bilingual writers which gave rise to the sociolinguistic strand of my work. This strand looks at identity changes which take place in the second language socialization process. Eventually, these strands will converge in a series of books, the first of which I am working on right now. This is a book entitled *Multilingualism and Emotions* which will be coming out next year from Cambridge University Press. The book brings together multiple strands of research on bi- and multilinguals' perceptions of emotionality of their different languages and emotional expression in these languages. Hopefully, it will be of interest to those of your readers who are in cross-cultural relationships and/or are raising children in more than one language and have undoubtedly wondered about different emotion lexicons offered by these languages and different emotional holds they have on the speakers. So yes, the book will address the question of why we tend to revert into the first language when we coo to our children or argue with our partners, and whether saying "I love you" in the second language is equivalent to saying it in the first.

**Steve:** Identity change, socialization, emotionality...I'm sure many of our JALT members will relate to these aspects of your work both in their personal lives and in their lives as language educators. And they, along with our GALE SIG members, will find your work on gender equally engrossing. I know that Andrea and I are eagerly awaiting the release of your co-edited volume

with Bonny Norton on Gender and TESOL for the Case Studies series (TESOL Publications, 2004). How do you see it contributing to our developing understandings of gender and language education?

**Aneta:** Both Bonny and I are very proud and excited to be the godmothers of this volume, which continues the on-going dialogue in the field. It has been a great honor for us to work with an outstanding group of contributors, from whom we have learned a lot. It has also been a pleasure to work with the Case Studies series because the editors of the series insist on the practical conclusions and implications of each case study, without compromising the theoretical standards. Thus, the papers offer inspired and concrete suggestions to teachers who want to embed conversations on sexuality and gay and lesbian issues into their grammar lessons, to educators who want to promote women's literacy in Third World countries, to writing teachers who want to practice feminist pedagogy, etc. Most importantly for the readers of JALT, the volume contains a special section on case studies from Japan, where four contributors, Andrea Simon-Maeda, Tamarah Cohen, and Scott Saft and Yumiko Ohara discuss their experiences with bringing language and gender issues into their classes and offer very practical suggestions on materials, exercises, and discussion questions that could be used in such classes.

**Andrea:** Thank you Aneta. Both you and Bonny have certainly provided a wonderful opportunity and inspiration for people to publish both theoretical and practical papers in the area of language and gender. Your co-edited volume on *Multilingualism, Second Language Learning, and Gender* (Pavlenko, Blackledge, Piller, & Deutsch-Dwyer, 2001) is also very relevant to those of us working in L2 teaching/learning areas. Please explain the focus and aims of this volume and how you see it contributing to the SLA field.

**Aneta:** My first volume was a much more theory-oriented one. It emerged from my discontent with the way the field of language and gender has marginalized immigrant and minority women, focusing on the experiences of white, middle-class monolingual speakers. Our goals in putting that volume together were twofold. On the one hand, my colleagues and I wanted to point out to researchers in mainstream sociolinguistics that there are many intriguing issues in language and

gender that can be researched only with bi- and multilingual speakers. On the other, we wanted to bring current advances in language and gender research into the fields of SLA and bilingualism. I feel very fortunate in that the volume appeared during the zeitgeist in our field when a lot of other people were “thinking the same thoughts” and since then we had many more studies and publications on SLA and gender, including two upcoming special issues of *TESOL Quarterly* and *Journal of Language, Identity, and Education*. Recently, I was also invited to write a book on this topic and this is a project I am about to undertake. The book will be called *Language and Gender: A Crosslinguistic Perspective* and will be published by Multilingual Matters.

**Steve:** Aneta, can you tell us what all this interest in gender points to?

**Aneta:** For me, the rising interest in gender issues among language people signifies that the issue is finally perceived as legitimate and relevant to language research and pedagogy, in great part thanks to the pioneering efforts of Robin Lakoff, Sally McConnell-Ginet, Penny Eckert, and Deborah Cameron (when Cameron first attempted to publish her book on feminism and linguistic theory, the editor saw it as ‘akin to ‘feminism and gardening’, i.e. a totally absurd and random combination).

**Andrea:** Well, that is certainly not the case any more with more and more articles now linking language and gender. Our SIG has been influential in trying to show this connection, and thus we are pleased to note that one article in *Multilingualism, Second Language Learning, and Gender* was written by a prime mover for the establishment of a gender and language SIG in JALT, Cheiron McMahon. What was Cheiron’s article about and how might it inform our EFL pedagogies here in Japan?

**Aneta:** The main reason I invited Cheiron is that I felt then—as I feel now—that many of my colleagues in Japan, and in particular Cheiron, know much more about feminist pedagogy than I ever will. They have been practicing it before I even knew what feminism or feminist pedagogy were (that would be my Soviet years) and thus are much better positioned to comment on it. Cheiron’s article describes a grass-roots feminist English class which she facilitated and offers a transcript of the interactions in the class. What

is particularly impressive is the outcome of this feminist approach which made learners’ personal experiences central. Mainstream teaching approaches often fail in teaching learners how to construct narratives or to express emotions in a second language, most often because we as teachers do not have time for such luxuries. In contrast, the transcripts of the interactions in the class in question show that the feminist approach succeeds not only in consciousness-raising but also in equipping the learners with rich and diverse means of self-expression.

**Andrea:** The GALE SIG is especially interested in fostering what you just described, that is, alternative, progressive EFL pedagogy in Japan that is more in tune with students’ needs not only as language learners, but more importantly, as human beings. In a different vein, I’d like you to offer some advice to those of us in Japan who sometimes feel like we are on the periphery of the inner core of researchers in western countries; especially in the field of gender/sexuality studies which are relatively late-comers to the academic scene here. In connection to this, I’m sure readers would love to hear about your experiences of being a foreign scholar in the U.S.

**Aneta:** I have to disagree with you here, Andrea. I am not alone in considering many of my Japanese colleagues, including yourself, as pioneers and trendsetters in this area of research. In fact, the introduction to our TESOL volume thanks several Japan-based scholars and teachers, who opened up the field, including Cheiron McMahon, Chris Casanave, and Amy Yamashiro. As to my own experiences, I agree with Claire Kramsch and Eva Hoffman in feeling that the crosslinguistic crossroads is ultimately a great place to be at, as this position gives you a uniquely skewed perspective, whether you are an American in Japan, or a Russian in the US. It makes things relative, less stable, less of a given, and that is a great advantage for any scholar or teacher. Similarly, being a woman (with an accent on top of it) trains you better in how to say things in a way that they would be heard and understood. So in fact, I feel very fortunate in being an ‘immigrant woman’ scholar—it has always been a privilege, rather than a disadvantage.

**Andrea:** This is reassuring information and let’s hope that the trend of accepting more critical research/practitioner perspectives from folks in non-western countries will continue.



**Steve:** I have been fortunate enough to meet your son, a delightful young man, and see you interact in Russian. I am sure readers would be very interested in hearing about what it's been like trying to raise your son bilingually in the U.S.

**Aneta:** Well, I am not sure I have much to boast in this area in terms of his linguistic achievement. I guess my goal has never been to bring up a balanced bilingual because it is rather unrealistic in the case of a minority language that does not have any family (I am a single mother) or community support. Rather, I tried to make sure that my son enjoys our Russian exchanges and does not feel forced or resentful. In that I have succeeded—he is now 15 and he has always been very proud of his Russian heritage and talks about it freely in public. He also asks me to talk to him in Russian in school so that his friends could hear it (so none of the 'immigrant shame' there). Most importantly, he enjoys our trips back to Kiev to see our family and manages to interact with them in Russian. At the same time, he is clearly English-dominant and his comprehension is much better than production. I know that I have given him an important base on which he can build later on in learning languages, and I am happy about this. At the same time, of course, I have pangs of guilt that I could have done more and better as a mother, but then again what parent doesn't feel this way?

**Andrea:** Yes, as a parent myself of a tentative bilingual son, I know what you mean, but let's save the book on parents' guilt trips for another time!

**Steve:** Could we end the interview by asking you to share one thing that language educators in Japan might try to do in the area of gender awareness in our classrooms on Monday morning?

**Aneta:** One thing to do on Monday morning? Have a discussion with your students as to who they think is a 'feminist' (e.g., can a man be a feminist?), what are the connotations of the term, why some people perceive it negatively, etc. Confronting and challenging stereotypes about feminism seems very important to me—I myself went for years in the US associating feminism with all other -isms imposed in my former country (e.g., Marxism, Leninism), until one day an American student of mine said to me "Aneta, you truly are a feminist—you just don't know it yet." I hope some of your students will have a similar epiphany.

**Andrea and Steve:** Thank you Aneta for taking time out of your busy schedule, and we look forward to seeing you some day here in Japan.

**Aneta:** Once again, thank you for being such gracious interviewers—it is a great honor for me to appear once again on the pages of *TLT*.

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"Pssst.. I heard there's food from Taiwan, Egypt, Russia, India, Australia, Ghana, and Korea at JALT2004's International Food Fair in Nara!!!



# Researching team-teaching: An interview with Greta Gorsuch

Interviewed by William Matheny

*(This article first appeared The School House, Volume 10, Issue 4, Autumn 2002, published by the JHS SIG.)*

The May 2002 *JALT Journal* featured an article that sparked a brief, but lively discussion on the Junior/Senior High SIG e-mail mailing list. "Assistant Foreign Language Teachers in Japanese High Schools: Focus on the Hosting of Japanese Teachers" reported on a study conducted by Greta Gorsuch of Texas Tech University. The study focused on Japanese teachers of English (JTEs) and their responses to team teaching with assistant language teachers (ALTs). Gorsuch's article elicited the following interview which took place in July 2002.

**WM:** Some people who participated in the mailing list discussion remarked on your decision to survey only high school JTEs. Would you please explain the basis of that choice?

**GG:** One basis for my decision was a vested interest in the immediate outcomes of high school education. As an educator at a Japanese university, I wanted to account for why my students were the kind of learners they were: Completely welded to form, intolerant of multiple interpretations of L2 utterances or texts, and more or less unable to express themselves in English. It seemed logical to examine the foreign language education experiences they had had immediately prior to their arrival at the university level.

A second basis for the decision had to do with creating a reliable and valid structural equation model to which empirical data could be applied. This model and a discussion appeared in Gorsuch (2000). I wanted to know what influences in an educational culture impacted on teachers potential instructional decisions. In order to work with this kind of statistical model, the population you wish to study must be clearly defined. Based on interview data and reading, I surmised that high school JTEs operated in a different

educational culture than junior high school JTEs. In other words, the two types of teachers represented at least two different populations. When working with this kind of statistical analysis, sampling two distinct populations really complicates things. Besides that, different questionnaires would have to be developed for the different populations. Questionnaire development and validation is taxing and time consuming. The questionnaire I used was only validated for JTEs in high schools and took me over a year to develop.

A third basis was economic. I funded my research through a research allowance from my university (about \$2000) and from my personal savings (\$4000). I could not have afforded to also fund that kind of survey research to a different population (junior high school JTEs) requiring a similar sample size.

**WM:** The translation and back-translation of the questionnaire that was used was very impressive and seems like an ideal to strive for in intercultural study. You also deserve to be commended for assembling a committee of TESL professionals to evaluate learning activities for the survey. The credibility you achieved is remarkable and a model for other researchers. Would you please comment on the logistics of those aspects of your study?

**GG:** To complete a translation of the English language questionnaire, I hired a native Japanese speaking translator. We had many discussions on the telephone about the nuances of meaning of the questionnaire items. She also advised me on appropriateness and was instrumental in composing a cover letter that was appealing. The Japanese version was sent to another native Japanese speaker, this time a university teacher who had had high school teaching experience. This was done to check the questionnaire for appropriateness and to ensure the items were as unambiguous as they could be. The Japanese

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version was then sent to a bilingual English and Japanese speaker who was a professional translator for Japanese to English documents. I had many conversations on the phone with him, and he created an English version of the questionnaire without seeing the original English version. I compared the two English versions, and found they were identical. I then sent the Japanese version to a printer who created an easy-to-use format. I then had the printed Japanese version checked, and sure enough, the printers had tinkered with the wording and had made some unauthorized revisions. I had them change their revisions back to what I had given them in the first place. Basically the translation and back translation involved money, time, and constant monitoring on my part.

Working with the panel of TESL professionals on questionnaire construction was essential to ensuring that I was actually measuring something, in this case, a series of statements that described activities which embodied a particular language teaching approach which could plausibly take place in a variety of Japanese high school English classroom settings. I knew from interviews, reading, and my own research that *yakudoku*, ALM, and CLT activities were being used in high schools. I wrote a large pool of items depicting a variety of the three types of activities. Within those three types, I also wrote a pool of items depicting reading, writing, and speaking/listening activities. I created a questionnaire with the entire pool of items and asked the members of the panel to categorize the activities by teaching approach and language skill. Only those items that all panel members agreed unanimously belonged to a specific category were used in a pilot questionnaire sent to 400+ high school JTEs in Tokyo. I used factor analysis to analyze the pilot study data and found that the teachers in the pilot study answered the questions as though there were three distinct types of activities: *yakudoku*, ALM, and CLT. In essence, the TESL panel did a non-statistical factor analysis which helped me get the questionnaire items to the point where I could send them out on a pilot questionnaire, gather the data, and then explore them statistically.

**WM:** One discussion participant mentioned the self-selection of JTEs who teach with ALTs not being factored into the research and opined that “the type of JTE who wishes to work with an ALT (or is assigned to that type of class) is the type of teacher more likely to respond favorably to questions about using English in class, and other

CLT methods.” Would you care to respond to this comment?

**GG:** This discussion participant raises a good question about causality. I note that I raise the question of self-selection on pp. 22-23 of my JTE article. ANOVA analyses like the ones I used will not answer the question of causality. Causality should be explained by theory. Theory is then used to interpret statistical results. This particular discussion participant has stated a theory which he or she should now try to confirm or disconfirm by looking at previous research, designing a research project, and carrying it out. But to comment further: I do not think the situation is as simple as JTE self-selection resulting from positive predispositions towards using English in class, or using CLT activities. I think many other factors come into play, and a potential number of these are discussed in Gorsuch (2000). These include teacher background and previous educational experiences, teacher self concept, teacher professional goals, parents’ expectations, students’ expectations, school need, collegial support (or lack of support...I know of one teacher who wanted to work with an ALT because she wanted to twist the nose of a senior colleague), etc. I would welcome working with someone long distance on this type of research.

**WM:** With regard to the three different approaches to language learning, you indicated that JTEs were invited to respond affectively to a series of items on the questionnaire. Would you please elaborate on the idea of an “affective” response to a survey question?

**GG:** Questionnaires are most effective for capturing people’s attitudes. Ajzen (1988) claims that attitudes are comprised of immediate, affective (emotional) responses to an idea or innovation, and then are tempered by social support for the idea and personal resources to act on the idea. Theoretically, when someone responds affectively to an idea stated in a questionnaire, they are responding with their first emotional reaction. In an attitudinal questionnaire, you try to unambiguously express an idea for each item and then ask people for their level of agreement or disagreement to it (their affective response).

**WM:** In the article, you mention the over 5,000 JET ALTs teaching in junior and senior high schools. One of the discussion participants

described JET as the tip of the iceberg, saying “I think that there is only one JET teacher in Komaki (Aichi Prefecture). There are at least 8 private company AETs (5 in the 19 elementary schools and 3 in the 9 junior highs).” With JET as the impetus, the ALT innovation seems to have taken on a life of its own. Do you have any information on the number of non-JET ALTs currently working in schools?

**GG:** Information on the number of ALTs working in private and public high schools (and junior high schools) is available in educational directories that are published by each prefecture every year. Some prefectures are very secretive about their directories and do not distribute them, and some sell them openly. When I did my study, Kanagawa Prefecture was one of the former and Nagano Prefecture was one of the latter. They have names like *Kaiin meibo* and *Yakuin/kaiin ichiran*. Getting the directories for each of the prefectures I randomly selected was quite difficult due to the variable practice of making the lists public, or not. Each school (from primary right up to the tertiary level, from public to private, from mainstream to schools for the blind, retarded, etc.) is listed and every teacher there is listed, even part time teachers. ALTs are also listed, although they are not labeled as such. What you will see are some names appearing as language teachers in katakana and some in romaji. Those are likely ALTs. However, the directories do not list ALTs as being JET or non-JET teachers.

**WM:** The training and background of ALTs varies widely, but the majority need only have undergraduate degrees and be native speakers in which case, as a mailing list participant wrote, “they are not likely to rock the worlds of many JTEs. Furthermore, training of JTEs to work with native speakers has never been seriously addressed.” Would you please comment on the professional preparation issue relative to both JTEs and ALTs?

**GG:** I do not feel particularly qualified to answer this question, except to say that Yukawa’s research (1992, 1994) deserves much closer attention. I think her work should be replicated and expanded on. She did not focus on political issues or make generalizations. Instead, she focused on one team teaching relationship and passionately described what occurred in terms of the JTEs’ use of English in the classroom. I am curious, though: What would training for JTEs to

work with ALTs consist of? It would be interesting to think through whether such a program would be beneficial, what its goals would be, how it would be designed, and how one would go about evaluating its effectiveness.

**WM:** Your characterization of the methodological “struggle” JTEs experience with an ALT in the classroom is, I would say, quite accurate. I sense that some JTEs devise coping strategies which can blunt the impact of the communicative methodology induced through the presence of ALTs. I also suspect that some JTEs quickly revert to teacher-centered, *yakudoku*-based lessons when an ALT is not present. Do you think this is being factored into expectations for change in secondary EFL?

**GG:** I think you have made some excellent hypotheses which can be tested. While the blunting behavior you mention could certainly be occurring, it is important to objectively investigate the full range of JTE behavioral responses to the presence of ALTs. On one hand I can argue that educators worldwide tend to be conservative. But on the other hand, I can argue that many teachers choose to live in a world of personal discovery and change.

**WM:** When I look at the long and varied list of “informal influences” on instructional practices, it is clear that these influences are not confined to the realm of education, that indeed, many of the influences are based in accepted social convention. Placing native speakers in schools seems a rather minimal and a perhaps impotent factor in the face of that array. If ALTs possessed some kind of qualification that was instituted and administered locally at the prefecture level perhaps do you think the legitimacy conferred by such a qualification would make ALTs a more potent engine for change of teaching style?

**GG:** You might be right (that locally administered qualifications would make ALTs a more potent change agent). One would have to know the intended and actual outcomes of the program in terms of ALT behavior and thinking, and JTEs attitudes towards the program and these outcomes. However, I disagree that ALTs are an impotent change agent. I do not see how the influence of ALTs pales in comparison with any of the aspects of formal and informal guidance I discuss in the article. It is impossible to tell how much any potential influence actually influences



teachers' attitudes until the relationships are empirically tested.

**WM:** One of the clearly stated purposes of hiring ALTs is to help JTEs improve their practical ability with English. Yet, in the five years I have worked as an ALT in the Nagoya area, there seems to be only limited awareness of that purpose among JTEs. Would you say that the team-teaching goals for JTEs have not been made explicit enough?

**GG:** I do not feel qualified to answer this question, although I would ask what evidence there is that JTEs are unaware that one of the purposes of hiring ALTs is to improve JTE English speaking abilities. Further, would this lack of awareness necessarily translate into their not using English to interact with ALTs?

**WM:** There was an original ceiling of 3,000 participants projected for the JET Program, but it has grown to double that figure. And that figure doesn't include non-JET ALTs. The idea that the number of ALTs would peak and then decrease because JTEs would no longer need them (a statement apparently made by Minoru Wada in the early years of the JET Program) seems almost laughable now. What do you see happening to JTE-ALT team-teaching over the next 5 to 10 years?

**GG:** I suppose that the numbers of ALTs will increase as long as there is money for them, and a sense they have a part to play in desirable educational outcomes. I think the future of the JET program (and similar programs) will be assured if university entrance exams evolve to the point where listening tests are routinely administered, or if these tests begin to tap into communicative competence as opposed to only the ability to decode morphology and syntax.

**WM:** One of the references cited in your paper was Henrichsen, 1989, which among other things, chronicles the sad story of the audiolingual method in 1950s and 60s Japan. The parallels between the introduction of the audiolingual method and the JET Program are striking. As a language teaching innovation, do you think it possible that JTE-ALT team-teaching could ultimately be judged a failure and abandoned?

**GG:** I hope the JET program will not be abandoned. I think my research should be seen as an encouragement to those who fear it will be.

**WM:** You concluded that ALTs are changing the way English is being taught in Japan and changing it for the good. Would you say that ALTs are becoming integral to achievement of the goals for EFL as specified by the education ministry?

**GG:** I think ALTs continue to be integral to the goals of Monbusho. I think that without ALTs, we may not have seen any of the changes made in the 1992 Course of Study. I hope someone will do me a great favor and send me an English version of the new Course of Study. I would be very grateful. Thank you for asking such interesting questions, and asking me to participate. It strikes me that the discussion participants are defining some important areas for future research. Your very questions suggest many possibilities. Again, I would be interested in working with someone long distance on investigating some of these issues with the intention of publishing.

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# **Pan-SIG 2004: Testing from a Pragmatic Perspective**

**Yvonne Ishida**

**Ritsumeikan University**

**Mark Chapman**

**Hokkaido University**

**T**he 2004 Pan-SIG Conference was rewarding in the balance of acclaimed and new speakers on show. Noted scholars in the field of language testing such as Andrew Cohen, Steven Ross, Miyoko Kobayashi, and Yoshinori Watanabe provided some gravitas and were valued contributors. Less experienced presenters with more practical themes also helped ensure the conference was a source of useful ideas for teachers seeking solutions to testing-related problems.

Comments made by various presenters indicated they all found the conference interesting and rewarding. Specifically, presenters seem to feel they received stimulating and helpful comments on their presentations which in some cases sowed the seeds for further research. On a very practical level presenters seem to have found the size of the conference ideal for moving between presentations, and they appreciated the convenience of having all the presentations on one floor. It seems as though presenters also felt it was easy to meet and chat with others in the lounge area.

Saturday's plenary was entertaining and informative. Andrew Cohen suggested that we should be trying to check for both sociopragmatic and pragmalinguistic appropriateness when assessing spoken English. Difficulties in doing so were highlighted but the presentation also contained valuable guidance in how to practically test speech acts. Using multiple assessment measures was recommended; the combination of open role play and written response allows testers to get both a realistic view of a speaker's competence whilst allowing candidates to demonstrate turn-taking, sequencing of moves and negotiation of meaning. Cohen went on to outline possible criteria for rating speech acts and how to practically employ a rating scale. In summary, it was suggested that a portfolio approach may be most effective in measuring pragmatic behavior. This is due to the variable nature of pragmatic competence

and the necessity of collecting data from more than one measure. Later, Cohen also ran a workshop on the construction of speech acts for classroom assessment. The workshop offered the opportunity for participants to design and construct tasks intended to test the speech act ability of classroom language learners.

In Sunday's plenary Jenny Thomas outlined how her thinking about cross-cultural pragmatic misunderstandings has changed since she wrote her first article on this topic in 1983. While 20 years ago she thought that teaching pragmalinguistic norms was rather like teaching syntax or lexis, she now advocates new cognitive approaches. Thomas's plenary was entertaining and informative, featuring examples, clips of television news, and a picture of Thomas's cat, Misty. Thomas focused on cognitive linguistics; specifically prototype theory, metonymy, and metaphor, and how these can differ from culture to culture. For example, a cat is a prototypical pet in Wales, but not considered a pet at all in Africa. One type of metonymy commonly used in the Western media is place for person ("The White House commented . . ."), but this type is not used at all in China. Thomas pointed out it can be fruitful for teachers to use examples like these to show students "how cognitive differences are deeply embedded in culture."

For the testing theme, the conference was fortunate to hear Miyoko Kobayashi of Kanda University of International Studies give a talk on her award-winning research. Kobayashi was named author of the most significant testing-related paper of the year at an international conference in America earlier this year. Her paper described research into how text organization and response format affect second language

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learners' performance in reading comprehension tests. The results of the study show that tests best differentiate between high and low proficiency readers if they employ texts with a tight organization. Kobayashi highlighted the worrying fact that the standardized first stage university entrance exam in Japan has traditionally not used texts with any clear structure, meaning they may fail to adequately advantage high-proficiency readers.

Steven Ross, with colleagues Yoko Kozaki and Sumie Matsuno, gave a presentation which was an early highlight of the conference. Their research theme focused on how motivation and aspiration factors impacted second language proficiency gains. The study concluded that learners' career aspiration and integrative motivation made a positive contribution to score gains.

The presentations given by Richard Hodge and William Bradley on a pragmatic approach to oral assessment, by Heidi Evans Nachi on evaluating student presentations, and by Yuji Nakamura on holistic and analytic scoring of writing, gave teachers the chance to think about and discuss their own classroom related concerns.

Sunday morning's testing colloquium, organized by Christopher Weaver, focused on Rasch measurement theory and its application to university entrance and placement testing. The colloquium gave a thorough and understandable introduction to the principles of Rasch analysis. The colloquium speakers demonstrated how Rasch analysis can be used to identify specific test features that can be improved. These features may include question types, ambiguity of questions, rater severity and task difficulty, among others. One of the main benefits of Rasch measurement theory highlighted was its use to inform student placement in language programs. Jim Sick reported how Rasch analysis can greatly enhance the placement decision universities make when creating streamed classes.

Sunday morning saw an international element of the conference, with Abd Aziz and Mohd Sallehudin reporting on a Malaysian research project. The project reported a survey conducted into learners' own assessments of their language abilities with a view to developing autonomous learning programs. At the same time Richard Bright presented his research on the evaluation of communicative learning activities. Teachers evaluated each activity according to eleven different criteria. The results presented included an evaluation of each activity according to each of the eleven criteria, a comparison of the mean

score for each activity on all eleven criteria as a measure of which activity seemed to be functioning best overall, and an evaluation of the criteria themselves. Keita Kikuchi's presentation of a needs analysis study carried out at Aoyama Gakuin University combined the use of interviews, questionnaires, and observations to investigate what areas of English students would like to study and what areas the teachers thought students should study. This presentation gave rise to a very interesting and lively discussion on what students should be required to study and who has the responsibility to make such decisions. Tim Newfields presented an outline of DeBono's six-hat problem solving method as a way of guiding students who are new to conducting their own research. The participants discussed various stages of the research process that often cause difficulty, and shared their own ways of dealing with these problems.

For the pragmatics theme, on Saturday, Gabrielle Kasper led a well-attended colloquium on conversation analysis (CA). Kasper began the colloquium with an explanation of CA, which she defined as the study of "how co-participants maintain order in social activities through their verbal and non-verbal conduct." CA is a method of study which deals with the participants' perspectives, not the researchers'. It does not attempt to ascertain the intention of the speaker's utterance, but rather what was accomplished by it. In this way it differs a great deal from other approaches to the study of pragmatics. Kasper's explanation was followed by several presenters who used a CA approach to examine various facets of conversation. Yuri Hosoda showed how, in Japanese NS/NNS discourse, the participants are able to take on the roles of teacher and learner within a conversation. Then Jack Barrow presented his research into the ways that low-level learners realize self-repair in a conversation. This was followed by a presentation by Eric Hauser, who discussed the ways in which participants in a group discussion in an English class transferred the role of opinion giver. Erica Zimmerman then showed how Korean learners of Japanese showed many identities during conversations in Japanese. Despite some technology glitches which hampered the presenters, the colloquium piqued the interest of many in the audience, as could be seen by the lively discussion which followed.

On Sunday, Takako Nishino presented her research into requesting in medical discourse. She examined five hours of transcribed discourse from medical examinations to see how positive

and negative politeness strategies were used when the doctor made requests of his patients. The doctor used both types of strategy, and used more non-polite than polite expressions. She also examined the interplay between discernment, the use of politeness forms according to society's conventions, and strategic politeness, the choice from among several politeness strategies.

The conference was drawn to a close by a panel discussion of the interface among pragmatics, assessment, and language teaching. Andrew Cohen, Miyako Kobayashi, Hugh Molloy, Sachiko Kondo, and Yoshimori Watanabe discussed a variety of questions raised by those present at the conference. For those interested in Rasch analysis, pragmatics research presents a challenge as it does not appear to present a readily accessible dichotomous data set. However, it was suggested that a dichotomy could be created by asking whether pragmatic failure had been avoided or not. The many teachers present at the conference were looking for ways to incorporate pragmatics-related research into their regular

teaching and testing practices. In response to this it was suggested that the need for pragmatic knowledge increases as a student's proficiency increases. It was thought that at lower levels students may need to focus more on the building blocks of language and that at higher levels there is more scope for a greater emphasis on pragmatic knowledge. The concerns of a high school teacher who feels she is forced to teach the grammar points set by the compulsory textbook were answered with the suggestion that grammar and pragmatics teaching can be interwoven — the pragmatic elements of a given structure can be taught alongside the form of the structure.

Overall the conference turned out to be two days packed with informative and inspiring presentations, demonstrating the effectiveness of bringing together both Japanese and native English-speaking researchers and teachers. The conference successfully integrated presentations by internationally respected scholars with those by local educators. All in all the conference was an enriching and rewarding experience.

## **We Need You!**

JALT is run solely by volunteer efforts. The more people who pitch in, the less work there is for everybody. Please consider volunteering to help out. Every hand helps!

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**Tezukayama Univ., Nara: November 19~22**

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**Contact: <volunteers@jalt.org>**



# The MEXT 2003 Action Plan: A response

**William Matheny**

**Roger Pattimore**

As officers of the JALT Junior/Senior High Special Interest Group, we were very pleased to see the MEXT 2003 Action Plan interpreted for *TLT* by the President of JACET. There is much to praise in the plan and it is gratifying to have someone of Tanabe's stature address the *TLT* readership. He is clearly enthusiastic about the direction in which policy is heading. With thanks, we would like to highlight and comment on a few specific features of the MEXT Plan.

There are several positive elements to the plan. Adding a listening section to the University Center Exam will surely help to validate listening practice activities in many classrooms. In terms of the espoused national ministry goals for EFL study, any washback from this

feature will be very welcome. It is also heartening to know that the Ministry is on record as promoting practical research. Continued development of Super English Language High Schools (SELHI) is also very worthwhile. Such schools are certainly examples of farseeing educational policy and will surely replicate the robust success of immersion or content-based learning programs in other countries. Furthermore, Japanese students can only benefit from the greater choices in education.

We would like to comment on one overall shortcoming of the plan. There is very little in it for Japanese teachers of English, Japan's greatest resource for teaching the language. For example, the plan proposes to send 300 Japanese English Teachers (JTEs) abroad, very laudable, but one question arises. Is 300 enough? The answer, we believe, is no. Japan needs many more JTEs who can conduct classroom activities confidently in the target language—JTEs who can validate communicative ability for students by possessing it themselves. The MEXT Plan also proposes to improve the teaching ability of all 60,000 public junior and senior high English teachers through an "intensive" in-service training program. We believe "intensive" is a training format that appeals to people who wish to achieve results quickly—perhaps people like politicians, for example, who have marginal familiarity with foreign language pedagogy. The program in question started last year and in our experience, two large school boards implemented the initiative by providing teachers with a one-week summer seminar. While

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such seminars may be useful, we would like to see them as part of a continuing program of JTE in-service training opportunities as well as other incentives to pursue professional development. In summary, we believe a long-term investment in JTEs will benefit Japanese students the most.

While we have misgivings about certain elements of the MEXT Action Plan, we think it is a worthy initiative overall. We fully respect the right of local educators to plan teacher training and English curricula in ways which they judge to be appropriate and hope that our comments be taken in that context. Mostly, we were very pleased to see Tanabe's article because it represents one more step towards cooperation between JALT and JACET at the official level. We

believe that a myriad of mutual benefits result when local educators interact with resident ELT professionals from other countries.

## Comments on "A Response to the MEXT Action Plan"

**Yoji Tanabe,**  
**Tokyo International University**

**M**atheny and Pattimore make valuable comments on my paper for *TIT*. The Ministry of Education should need a larger budget to fulfill the goals that were clearly pointed out.

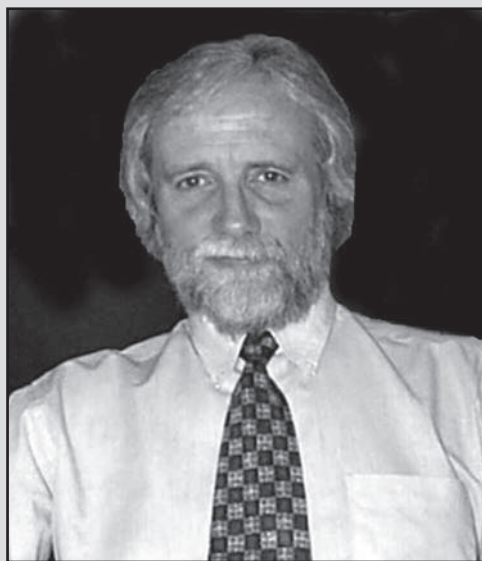
It seems to me that the Ministry of Education has been trying to make our English language education better for over 130 years, and it keeps doing it even now. Linguistic researches tell us that English and Japanese are two linguistically (sounds, grammars, and writing systems) distant languages, and the learners of the two languages need experiences of living in the countries where they are spoken and written for some time to acquire skills to use them. It would be best, therefore, if all the JTE had opportunities to have similar experiences.

As you pointed out, sending 300 teachers overseas may be far from satisfactory. Two-week intensive in-service training programs may not be effective enough either. We should realize, however, that the implementation of the programs has given all the 60,000 teachers a strong and dramatic impact and makes them realize how important their roles are for their students and what they have to do for the future of Japan. The Action Plan makes all the teachers think seriously about the kind of job they do and how it affects society.

I have been involved in the Ministry of Education in-service English training programs for secondary education for more than twenty years and I notice that the recent participants are much more active and better equipped with good communicative skills of English than those who participated the programs, say, fifteen years ago. We definitely need appropriate time and suitable places for teacher training, no matter what type of program it may be or where it may be being offered. I strongly believe the Ministry of Education knows this fact and will create even better and more effective educational institutions in the near future.

### **JALT2004 Snapshot Plenary Speaker**

## **Mike McCarthy**



Professor, School of English Studies, The University of Nottingham. His research interests are applied linguistics, discourse analysis, and spoken corpus linguistics. Most recently wrote *Issues in Applied Linguistics*.

**JALT2004**  
**November 19~22, 2004**  
**Tezukayama University, Nara**  
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In keeping with the theme of this month's TLT, the activities in the spotlight in this My Share are as varied as the spectrum of the JALT SIGs themselves. William Matheny outlines a scheme for passive voice practice using a TV quiz show format. Daragh Hayes has an activity that gives students practice dealing with the pragmatics of dealing with receiving unexpected information. Greg Goodmacher has designed an activity that lets students grapple with global issues utilizing the United Nations Cyber School Bus website. Last, Kathleen Kampa highlights her activity that brings multiple intelligences into the classroom.

Submissions should be up to 1,000 words describing a successful technique or lesson plan you have used, which can be replicated by readers, and should conform to *My Share* format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

## “What Am I?” (TV Quiz show format)

William Matheny, Saya-cho (Aichi Prefecture) Junior High Schools

<willheny@nifty.ne.jp>

### Quick Guide

**Key Words:** Passive voice, listening practice, writing

**Learner English Level:** Beginner to intermediate

**Learner Maturity Level:** 3rd year junior high and up

**Preparation Time:** Samples for listening—40 minutes; writing handout—15 minutes

**Activity Time:** 45–50 minutes

**Materials:** Pencils, handout for group writing, construction paper, marking pens

In team-taught lessons, one value that seems almost paramount with many JTEs is expressed in the phrase *mori-agaru* (盛り上がる). The dictionary usually translates it in a verbal sense meaning *liven up* or *come alive*. *Excite* might be another reasonable translation. After a practice activity goes well, an activity which generates movement both physical and emotional, when smiles and laughter are generated, that's when JTEs and students often use the phrase in commenting, “*Mori-agarimashita ne!*” (盛り上がりましたね!). An English speaker might simply say, “That was fun!”

A lesson activity I did with 3<sup>rd</sup> year junior high school students seemed to achieve the desired excitement while giving students an opportunity to employ the newly learned passive voice. The lesson is based around a familiar guessing game, “What Am I?” In the game an object is described without being explicitly named and the object is referred to as though it was the person speaking. An example:

What am I? I am red. You can eat me. I am found with the fruits and vegetables in the supermarket. Sometimes I am made into delicious jam. Many people enjoy me fresh or in shortcake. What am I?

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The usual response would be the question, “Are you a strawberry?” to which the speaker would answer, “Yes, I am!” I suspect that many native English speakers played this game in school as part of their language arts curriculum. It revolves on that staple of the EFL classroom—the information gap. You will also notice that the above example has two sentences which feature the passive voice and that the sentences are embedded in a larger piece of discourse. The activity thus gives students an opportunity to experience the passive voice in a quasi-communicative context.

### Preparation

Write several “What Am I?” sample problems (see Appendix); prepare a writing worksheet, construction paper, and markers.

### Procedure

**Step 1:** Read your examples to the class as an introduction to the activity and as a listening warm-up. Highlight the passive structures and check student comprehension.

**Step 2:** Tell students that their first task is to work in small groups and write “What Am I?” quiz problems that include at least one sentence in the passive voice. Students should write with their classmates in mind—choose objects to describe and use language that is within the range of their peers.

**Step 3:** Form groups of four to six students and give one worksheet to each group. The worksheet I prepared was nothing more than three boxes with four or five blank lines in each box. Giving students writing tasks means giving them time. However, to complete the lesson in one period, we were only able to give students



15 or 20 minutes. That meant the JTE and I had to push some groups a bit and offer help in getting sentences on paper. A familiar phenomenon with writing tasks is students who flounder for the first 5 minutes or so. Very rarely do students begin writing immediately. I try hard to avoid badgering students and give them that first 5 minutes to think and discuss the work with their group members. Then, slowly, the groups begin producing. Most students seem to genuinely appreciate help from a native speaker in getting their ideas into English.

**Step 4:** Ask groups who compose more than one problem to choose the one they like best for the game.

**Step 5:** Distribute one felt-tip marking pen and a piece of construction paper to each group. Rather than responding to the quiz questions orally as in the example above, groups write their answers. With six groups playing, each group will answer five times so have each group fold or draw lines to divide the paper into five parts.

**Step 6:** Play the game! Have one group choose a member to read a “What Am I?” question to the other groups. The question is read twice. Then, the groups listening get a limited amount of time to discuss and write their answer on the construction paper. We allowed students to answer in Japanese if they wished. A key element in achieving the desired excitement—the highly valued *mori-agaru*—is this: When groups have answers ready, one or both of the instructors say, “Ready? One, two, three!” On the count of three, all the groups simultaneously hold up their answer sheets for everyone to see. This element resembles a number of quiz programs on television that are very familiar to students. It also seems to offer protection to groups from losing face if the answer they reveal is not correct. The group who read the question is then asked for the correct answer and the score is tallied on the blackboard.

The scoring method devised by my teaching partner is another key element in the activity and an interesting innovation. Of course, groups that display a correct answer get points—we gave each two points. However, for each group that answered correctly, the group that read the question also received one point. Thus, if three groups answered correctly, the group asking the question received three points. I found the scoring method interesting because it rewards both the communicator and receiver of a spoken message for successful communication.

The moment that groups reveal their answers seems to achieve the desired excitement, and

I try to build on that at the end of the game by announcing the results with mock pomposity. Applause for losers as well as winners seems to enhance the general levity.

If you find, as I have, that JTEs and students want excitement in their lessons, “What Am I?” with the TV quiz program answer format may produce the highly valued “*mori-agarimashitane!*”

My sincerest thanks to Ms Chisato Kashima of Eiwa Junior High School for being the source of so many wonderful innovations and for having the courage to put them into practice.

### Appendix

#### Sample “What Am I?” listening warm-up questions

- I am used when you play baseball. The ball is very hard, so I am used to cover your hand. I can help you catch the ball. (glove)
- I am used by people everyday at home. When you go out in the morning, you take me off and put on your shoes. When you come back home, you put me on your feet for daily living at home. (slippers)
- I am enjoyed by many people. I am made with rice and many types of fish or vegetables. You can buy me at a convenience store. I am eaten with soy sauce and wasabi. (sushi)
- I am taken with a camera. I am shown to friends and family after a vacation or after a special event. Sometimes I am put in albums. Sometimes you can see me in the newspaper and in magazines. (photos)
- When I am opened, I can make you very, very happy. I am written using many interesting expressions. For example, “I love you,” “I want you,” “I need you,” “You make me crazy,” “I’m wild about you,” “I want to see you soon,” etc. I am found in your mailbox. (love letters)

(The following were written by 3<sup>rd</sup> year junior high school students)

- I’m used by students at music time. I have holes in me. I make beautiful sounds. What am I? (recorder)
- I am very popular in Japan. I am made with *hakusai*. I am very popular in Korea. I am spicy. What am I? (kimchi)



- I am used at games. There are 22 players on the field. I am round. I'm black and white. I am kicked by players. (soccer ball)
- I'm a food. I'm very sweet. I'm enjoyed by many people. I'm given as a gift on February 14<sup>th</sup>. What am I? (chocolate)
- I am beautiful and very cute. I can swim very well. I am in the sea. People are surprised when they see me. Half of me is fish and half of me is woman. (mermaid)

*(An earlier version of this article first appeared in The School House (Volume 11, Issue 2, July 2003) newsletter of the Junior-Senior High SIG.)*

## Surprise!

**Daragh Hayes, Takushoku University, Kaijo Junior High School**

**<d\_hayes37@yahoo.ca>**

**Quick Guide:** Dealing with unexpected information, negotiating, conflict resolution, agreeing and disagreeing

**Learner English Level:** Intermediate and above

**Learner Maturity Level:** High school and above

**Preparation Time:** 10 minutes or more

**Activity Time:** 60 minutes

**Materials:** Roleplay cards similar to the examples in Appendix

In this lesson learners use roleplay cards designed to provide practice dealing with unexpected information. The sets of roleplay cards, however, differ from one another in that one card from each set contains extra information that will in some way affect how the roleplays unfold. Ideally, this will allow the roleplays to better approximate some of the twists and turns that can occur in everyday conversation. Creating your own additional sets of original roleplay cards for use is of course strongly encouraged.

### Procedure

**Step 1:** To introduce the theme of the lesson, learners should be presented with a somewhat unreasonable request at the start of class. A sample scenario might be as follows:

After class greetings, tell the learners that you need to make an important request as you would

really like to finish class “a little early.” When asked, “How early?” respond, “I was hoping to leave in about 5 or 10 minutes if that’s all right with you. It’s my birthday tomorrow and a friend just called to tell me he bought two tickets for a concert by my favorite singer tonight. It starts in 90 minutes and I would really love to go.”

**Step 2:** If no reactions are immediately forthcoming it is really important to press for responses. At this point some of the learners’ negotiating and agreeing or disagreeing skills should hopefully have a chance to emerge.

**Step 3:** Finally, reassure the learners that the request was not genuine but merely an attempt to check their negotiating skills. Compliment them when effective language and structures were employed and suggest possible alternatives where necessary.

**Step 4:** Divide the learners into pairs and give each learner a different roleplay card (see Appendix). Allow time to look over the cards and ask any clarification questions if need be. Most importantly, stress that some cards contain *special information* and that this information is not to be used until partway through the roleplays. One possibility would be to suggest an approximate time limit of a minute or two before the special information may be introduced into the conversations.

**Step 5:** Once familiar with the situations described on the cards, select a pair to roleplay first. Without an opportunity to prepare together, the initial roleplays will be less scripted and definitely shorter than they might otherwise be, but it is perfectly fine if these first attempts are brief. Allow a few groups the chance to see how they interact when dealing with unexpected information.

**Step 6:** Elicit ideas as to what suggestions, offers, or compromises might have been made so that any conflicts or disagreements could have been resolved more successfully. If necessary supplement this with other useful expressions or structures.

**Step 7:** Allow pairs to try the same roleplays again placing a greater emphasis on the negotiation strategies they use and attaining a compromise.

**Step 8:** Ask learners to compare their initial roleplays with those just completed and in what ways, if any, the later were more successful. Once again, supplement with suggestions where necessary. Time permitting, learners can swap roleplay cards and engage in another round of free practice using different scenarios.

### **Possible Follow-up Activities**

Learners could write their own roleplay cards to be shared with the following class. This would not only allow for further reinforcement of the skills addressed, but also enable greater personalization of the activity.

### **Appendix**

#### **Example Scenarios**

##### **Situation One A**

Recently you borrowed an old book from a friend. Although the book looked quite rare, you lost it after falling asleep during the train ride home. When you woke up at your stop, you quickly ran off the train forgetting the book behind you. Though you checked the Lost and Found office and called the station several times, the book was not turned in. Tonight you are meeting your friend and will have to explain what happened.

##### **Situation One B**

Tonight you are meeting a friend downtown. Your friend is supposed to return an old book that you had recently lent him or her. The book is a favorite of yours and, because it is rare, is now quite valuable.

Special Information: The book was not really yours. It belongs to your father and he has already asked for it to be returned on several occasions.

##### **Situation Two A**

Tonight you had made plans to have dinner with your boyfriend or girlfriend to celebrate your first anniversary together. Just before you meet, however, you get an urgent phone call about a family emergency and will have to return to your hometown this evening. When your partner arrives apologize and explain that you have to cancel your plans.

##### **Situation Two B**

Tonight you are meeting your boyfriend or girlfriend to celebrate your first anniversary together. You are looking forward to it because recently you have both been very busy and have not been able to do anything fun together.

Special Information: You are a little worried because recently you have not been spending any time together. You suspect your partner may have met someone new and want to ask about this when you meet.

Acknowledgements: This lesson plan was inspired in part by ideas found in the TOEIC LPI as well as the seminar work of Tim Murphey.

*A different version of this article was first published in Between the Keys—The Newsletter of the JALT Material Writers SIG (Spring 2003, Volume XI, Number 1).*

## **Creating Language Lessons for the United Nations Cyber School Bus**

**Greg Goodmacher, Shinshu University, Japan**

**<ggoodmacher@hotmail.com>**

### **Quick Guide**

**Key Words:** Writing, reading, conversation, listening, global issues, CALL

**Learner English Level:** Junior high school to college

**Preparation Time:** About one hour

**Activity Time:** Varies (1–3 hours)

**Materials:** Students need Internet access that will enable them to stream and download video clips.

The United Nations has created one of the most valuable sites on the Web for introducing students to global issues: *The United Nations Cyber School Bus*. Although it is not designed for language lessons, language teachers can adapt it for effective lessons. The purpose of this article is to illustrate ways to utilize this website with lessons designed to concurrently teach global issues and develop language skills. In this article, I will only be able to cover a few sections of this excellent site, but I urge the reader to explore <[www.un.org/cyberschoolbus/index.asp](http://www.un.org/cyberschoolbus/index.asp)>.

### **Infonation**

The *Resources* section at the top left of the website has three parts. The first, *Infonation*, allows students to compare statistical data of the world's nations related to health, economy, environment, and technology. Students can study literacy rates, number of TVs per household, infant mortality rates, and other factors for various countries.

### Procedure for using Infonation for understanding global inequalities and writing practice

**Step 1:** Students select five countries that they are interested in researching.

**Step 2:** Students select the type of data, such as health or environmental data.

**Step 3:** Students read the charts that appear after completing steps 1 and 2.

**Step 4:** Students write sentences to express their feelings about the inequalities.

**Step 5:** Students email their comments to the teacher.

My students wrote sentences such as: *"I was shocked to see that the infant mortality rate for Afghanistan is so high compared to that of Japan."* *"I wonder why the United States and Japan have such high carbon dioxide emissions."*

This section is also useful for getting students to practice the comparative and the superlative as they compare countries and statistics.

### UN Intro

Another part of the Resources section is *UN Intro*—an introduction to the history and work of the United Nations. I believe this section is especially important, because many of my students were surprisingly ignorant regarding the UN. I used this section in two different ways with two different classes.

### Procedure for using the UN Intro for scanning practice and learning about the UN

**Step 1:** Decide on information that students must find. For example: *When did the UN come into existence?* or *What was the original number of nations?*

**Step 2:** Provide small groups of students with the list of questions to scan for answers.

**Step 3:** Students search for the information and assist each other until all have located the required information.

### Procedure for using the UN Intro to practice reading, discussion, and critical thinking

**Step 1:** The instructor downloads the first page of the *UN Intro* and makes two copies, one for Partner A and one for Partner B.

**Step 2:** The instructor changes specific information on each document, for example, dates, numbers of countries, etc. This is randomly done so that one student will have the correct information and the other student will have

incorrect information.

**Step 3:** Give one copy to each partner.

**Step 4:** One partner reads a paragraph aloud to the other who silently reads his or her copy at the same time. When the silent reading partner notices a difference in information, that partner must say, "Wait. My information is different. My paper says \_\_\_\_." Then each student writes the different information on his or her paper. Students continue with this process, taking turns reading aloud until they are finished.

**Step 5:** Students put their papers together and discuss which information they think is correct. They circle what they think is correct.

**Step 6:** Students check what they think is correct information with the original information on the website.

### Videos and Slideshows: HIV/AIDS

The site also provides listening and reading practice through short videos and slideshows with powerfully affective content. World Health Day, International Women's Day, and Literacy are some of the topics available. These are very short in length. Because students can view them on their computers, students can individually replay and back up as often as necessary. Since the videos and slideshows were not created with the intention of use in a language class, teachers must create language activities for them. The video clip on HIV/AIDS, is quite impressive and useful for a listening lesson.

### Procedure for adapting a video for a cooperative listening and discussion lesson

**Step 1:** Choose a video with content that is important for your class.

**Step 2:** Listen and write comprehension and discussion questions. For example, *How many people have HIV/AIDS? How many will die this year from the virus? The number of people dying is the same as the population of a major world city. What city is that? Was any of the information on the video new or surprising? Do you think that AIDS is a problem in Japan? Do you know how to get more information about AIDS?*

**Step 3:** Provide students with a handout that contains the questions.

**Step 4:** Show students where to click to view and listen to the videos for a length of time set by the instructor.

**Step 5:** Have students in small groups compare their answers and listen again.

**Step 6:** The teacher provides the answers to the comprehension questions.

**Step 7:** Give students time to discuss the topic using the discussion questions and their own ideas.

### Conclusion

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The UN Cyber School Bus offers so much information it could be the basis for an entire course. To enliven specific classes, we can pick and choose the best sections from this valuable resource. With a little imagination, we can use this site to teach both important global issues and to improve language skills. The site provides many useful exercises and texts connected to the slide shows and videos. Teachers can exploit these resources to create lessons for all skills. To supplement the AIDS video, students can take a quiz on AIDS or read stories of children growing up HIV positive. There's also information on preventing AIDS and valuable links.

*(This article was first published in the Global Issues in Language Education Newsletter (November, 2003). Reprinted with permission.)*

## Successful Lesson Planning

**Kathleen Kampa, Magic Time English School/Seisen International School**

**<cubby@inJapan.net>**

### Quick Guide

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**Key Words:** Syllabus, lesson plans, Multiple Intelligence strategies

**Learner Maturity Level:** Young learners (ages 4 to 8)

**Preparation Time:** Planning time varies, average 30 minutes

**Materials:** Picture cards, realia, and/or picture books related to the topic

### Introduction

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Listen to the sounds of a successful class of young learners. You hear singing, clapping, laughing, giggles, and lots of spoken English . . . so how do you plan for a class like that? Here are some steps that can make lesson planning a pleasant and effective experience.

### Procedure

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**Step 1:** In order to make sure that your students progress in a steady manner, follow a carefully prepared syllabus that lays out the basic topics, grammar structures, and skills that you hope to achieve over a specific period of time. Many children's textbooks have a syllabus outline—do a comparison study, measuring what you see with the needs of your own students.

**Step 2:** For each lesson, select a focus topic, such as winter clothing, fruits and vegetables, pets, etc. Keep that FOCUS at the forefront of your planning. Round out the lesson with appropriate activities, songs, and games. Select supplementary reading materials that enhance the focus topic in your lesson.

**Step 3:** Develop a class routine so that students feel comfortable and know what to expect. My students begin by playing a short game while others arrive. When everyone is present, we review past language through a game or a song. I use transitional songs to move my class from one activity to the next and to keep them motivated (see Appendix).

**Step 4:** In order to stay focused on the topic in a lesson, use MI (Multiple Intelligence) strategies to help students learn about the topic through a variety of ways. In this way, all students can feel successful.

Many MI activities involve more than one type of intelligence. These activities are based on research from the Multiple Intelligences structures of Dr. Thomas Armstrong, Dr. Howard Gardner, and Dr. Spencer Kagan. Brief explanations of the activities are given here. Use the list to see how thorough your lessons are. For further explanations of these activities, check out resources by these authors.

### Picture Smart Activities

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- Introduce vocabulary through realia and/or pictures/ picture cards.
- Draw vocabulary words.
- Create a picture dictionary.
- Find pictures in books or magazines.

### Word Smart Activities

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- Listen to new vocabulary words.
- Read vocabulary words.
- *Concentration:* Match picture cards to word cards.



- *Telephone*: Whisper a word around the circle.
- *One at a Time*: In a circle of students, each student says one word from the target phrase or sentence.
- *Lights! Camera! Action!*: Use key phrases in simple puppet shows or dramas.

### Logic Smart Activities

- Create a word pattern/chant with picture cards/word cards.
- *My Turn/Your Turn*: Students take turns quickly naming one word and then an alternate word around the class
- *Categories*: Create groupings for vocabulary words, such as *words that begin with Pp* or *things that are used at school*.
- You can play games like *Go Fish* with categories. Children receive four cards. The goal is to collect four cards in a specific category. You can collect four different clothing items, four different fruits, four toys, etc. They ask each other for a specific card, such as "Do you have a ball?" The child asked either gives the other the card, or tells them to pick a card from the pile.

### Music Smart Activities

- Put the vocabulary into a rhythmic chant.
- Put the phrases into a song.
- Add *body percussion* (hand claps, foot stamps, leg pats, finger snaps) to the chant or song.
- Add simple instruments.
- Divide into groups, allowing one group to perform for the other.

### Body Smart Activities

- Use fingers, arms, or whole body to create shapes for nouns and adjectives.
- Add whole body movement related to the chant/song.
- Add finger movements to a chant/song.
- Learn verbs through TPR (Total Physical Response).
- Move in one place, around a circle, following a leader, or freely around the room.
- *Charades*: Students pantomime the word or phrase.

### People Smart Activities

- Play cooperative games.
- Play card games (in a cooperative manner).
- Create simple roleplays.
- Work as a team to create something based on the topic, such as building a model, making a puppet show, creating a menu for a restaurant, etc.

### Self Smart Activities

- Make a personal choice in the lesson, such as movement shapes, body percussion, instruments, or drawings.
- Reflect on learning for the day and record in a learning log.

**Step 5:** Draw upon your growing MI experience to create activities that involve more than one intelligence. Examples include:

**Songs and Chants:** A good song or chant follows a logical pattern. Students uncover the pattern (Logic Smart), sing or chant (Music Smart), and move to the song/chant (Body Smart). Often songs require students to come up with their own ideas to personalize the movement (Self Smart). They remember the chant by "reading" pictures (Picture Smart) and remembering the words that go with the pictures (Word Smart). Sometimes students are asked to perform the song/chant with others. (People Smart). You should see the energy in a classroom working in this way! Once students have a song or chant pattern, they can easily create their own songs/chants.

## 101 REASONS TO ATTEND JALT2004 — No. 17 —

"Learn that everyone has valid ideas, even if they're completely off the wall (often the best anyway!!)."

**Cooperative Games:** Cooperative games usually have a specific structure or pattern which students need to follow to play the game (Logic Smart). We usually see them moving about the classroom (Body Smart) and using words/dialogue to complete the task (Word Smart). Picture cards provide support for the language (Picture Smart). Students must interact with each other (People Smart). Sometimes personal decisions are made (Self Smart).

**Storytelling/Drama:** Many successful stories follow a specific pattern/sequence (Logic Smart). They rely on words (Word Smart) and pictures (Picture Smart) for students to gain an initial understanding. What makes this fun is the way a story is embellished. Students can add movement (Body Smart), a repeating chant or song (Music Smart), or puppets (Body Smart). Stories usually require that students work cooperatively (People Smart). Students often have opportunities to make a personal choice regarding costumes, characters, movement, etc. (Self Smart). Many teachers like to have students draw or write about their favorite part of the story (Picture Smart/Word Smart/Self Smart).

**Step 6:** Reflect on the way you plan for your lessons:

- Do you have a syllabus that reflects your long-term planning?
- Does your daily lesson plan have a clear focus?
- Are you in touch with your students so that you can capture the magic of learning and draw upon their strengths?

## Conclusion

Successful lesson planning is easy once you know the steps:

- Create a solid curriculum with a tried and tested syllabus.
- Create a focus for each lesson, and *keep it in focus* as you plan!
- Have a solid and predictable class routine in place.
- Use Multiple Intelligence strategies to guarantee learning for all.
- Reflect and revise if necessary.
- Most importantly, have a joyful time teaching!

## Appendix

### Transitional Songs

#### **Melody: Skip to my Lou**

Let's make a circle, 1-2-3.

Let's make a circle, A-B-C.

Let's make a circle, X-Y-Z.

Let's make a circle, *you and me!*

(To simplify, change the part in italics to *big and round* each time.

#### **Melody: The Farmer in the Dell**

It's time to get your books! It's time to get your books!

1-2-3-4. It's time to get your books!

(This article was first published in TLC: Teachers Learning with Children—The Newsletter of the JALT Teaching Children SIG (2004 Winter Issue, Volume 8, Number 4). Reprinted with permission.)

**"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>**

# Focus

Welcome to November's *Focus* column. Bidding us a farewell on the heels of this month's international conference in Nara, our president, Jim Swan, sums up some of the accomplishments and changes in JALT that have taken place during his 2-year tenure. We all wish Jim the best in his future endeavors and appreciate the efforts he and all the Executive Board members have made to make JALT what it is today. In the *Perspectives* section, Andrew Zitzmann gives us a sneak preview of what to expect in this month's upcoming conference, and Cynthia Edwards reports on the PAC 5 conference held recently in Vladivostok, Russia.

*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 15<sup>th</sup> of the month, one and a half months prior to publication.

Joseph Sheehan <[jalt-focus@jalt-publications.org](mailto:jalt-focus@jalt-publications.org)>



## From JALT National

Greetings, fellow language teachers,

**F**or the past 2 years it has been my honor and privilege to serve as JALT President. My deepest thanks to everyone for this most gratifying experience of my career.

Surveying the state of the organization on my way out the door, I declare JALT to be in good shape indeed.



If an organization can be perceived as a living entity, JALT can now claim to have attained maturity. Chapters and SIGs alike have learned how to work within their limitations in day-to-day matters and how to cooperate with each other to transcend those restrictions when occasions demand. While the National-Chapter-SIG structure is not unique to JALT, I know

of no other organization that produces more results: an annual conference that has been called "the ELT event of the year"; a monthly national newsletter; a semiannual journal; chapter meetings, chapter newsletters, and at least one chapter annual journal; quarterly SIG publications (some of monograph proportions!); monthly meetings; and annual mini-conferences. Most of these productions are at least partially bilingual, and many of them are fully so. As I write this final column, I have just returned from two

back-to-back mini-conferences: the 1-day Teaching Children workshop in Osaka, cosponsored by the TC SIG and Osaka Chapter—a standing-room only affair featuring five pairs of concurrent presentations—followed the next day by the 3-day Peace as a Global Language III conference in Kyoto, co-sponsored by four JALT SIGs in conjunction with several other non-JALT organizations. I hasten to add that these are not the first examples of intergroup cooperation; they're merely the most recent.

Executive Board meetings too have become a pleasure, as chapter and SIG representatives have come to realize the enormous advantages of cooperation over confrontation. Annual budgeting has now come to be a principled, not arbitrary, process and more transparent than ever before. Chapters and SIGs have come to see that their monthly and annual reports are not meaningless exercises in paperwork to be filed unread in the central office cabinets

but rather living documents indispensable for determining their annual funding status and eligibility for JALT services.

Though seldom acknowledged, not the smallest benefit deriving from an atmosphere of cooperation is an enhanced receptivity to creative thinking: The fact that people can feel free to suggest unconventional ideas without humiliation leads to the *Aha!* effect as naturally as night leads to day. The past 2 years have been simply brilliant in this regard, with wonderfully inventive ideas pouring forth from every source.

None of this could have been achieved without the generosity and talent of JALT's many hardworking volunteers in positions at every level. There are too many to thank individually, but I would like all of JALT to know how much support it takes to keep a know-nothing president from reducing an organization to utter chaos. Two words: A LOT! My closest relationships have of course been with the other directors, who have all done their jobs with skill and dedication, and countless times kept me from shooting myself in the foot. Hanging out with these folks has been the best perk of office and is what I will miss the most.

And now the time comes to pass the baton. Of your eight directors for 2005–2006, three will be continuing in their current positions for 2 more years, another is continuing on the Board but changing hats, and a fifth one will drop the *Acting* title to assume the position in his own right. Three are coming into directorships for the first time, but with years of JALT experience behind them. This composition gives the new board an ideal balance of continuity and freshness. I have absolutely no doubt that in their hands JALT will continue on its upward trajectory for the foreseeable future.

The official installation of officers will take place at the November OGM, as part of the national conference. I earnestly urge every JALT member to attend the conference, to attend the OGM, and to heartily ratify the election of these new and continuing directors.

See you in Nara!



*Jim Swan*

## **JALT Notices**

### **Announcement of Second JALT Ordinary General Meeting of 2004**

**Date:** Sunday, November 21, 2004  
**Time:** 4:30-5:25 p.m.  
**Place:** Tezukayama University's Gakuenmae Campus, Nara City, Nara  
**Room:** Auditorium  
**Agenda:**

- Item 1. Approval of elected Directors and Auditor
- Item 2. Other important issues concerning the administration of JALT

*Submitted by Jim Swan, President*

### **2004年第2回通常総会のお知らせ**

開催日: 2004年11月21日(日)

時間: 午後4時30分ー5時25分

場所: 奈良市・帝塚山大学学園前校

部屋: 講堂

議題: 1ー選出された理事及び監事の承認  
2ー当学会運営に関するその他の重要事項  
ジェームス・スワン全国語学教育学会理事長

## **JALT Notices**

### **JALT TV/Video Committee**

In January of 2004, a new project of JALT was officially approved, and the TV/Video Committee of JALT is now working under David Magnusson's supervision. We'd like to invite persons interested in presenting on TV in an educational program, as well as persons interested in writing, performing, and/or helping with planning or liaison work throughout the project. We specifically encourage Japanese teachers to consider participation and to contact us. Also, in order to attract a younger audience as well, several teachers in their 20s-30s are urgently needed, as well as their experienced colleagues. Both Japanese and non-Japanese members are welcome. The only condition is that you are a regular member of JALT.

The rationale for presenting on TV are:

1. To provide deep, unbiased, competent views on various aspects of language education, intercultural exchange and understanding, child psychology and child development,



studies abroad, etc. to a new and wider audience.

2. To help viewers make informed decisions about educational aspects that might affect their lives, such as second language education for children, better understanding of methods and content for learners and teachers, learning or improving foreign language skills by oneself or in a classroom, etc.
3. Exposing JALT personalities and their views via TV serves as another effort to contribute to the development of education, international exchange and understanding. We hope that this will make JALT much more visible within Japan and that new members will join us.

Interested persons please contact the Chair of the TV/Video Committee of JALT, Linda Fudzikata, 2-8-2 Kuresento koopu 303, Watarida Shinmachi, Kawasaki-ku, Kawasaki-shi, Kanagawa-ken 210-0844, <e123linda@yahoo.co.jp>; t/f: 044-344-0272 (h). Please also carbon copy (cc) Nic Farrow <nice@hpo.net> and Mike Guest <michael@post1.miyazaki-med.ac.jp>.

## Peer Support Group

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

## Invitation to Okayama

Are you looking to present? Okayama JALT is on the lookout for presenters at our monthly chapter meetings. We are a very small but friendly chapter and would really like to hear your presentation. We have 90-minute slots available, can help with some transportation costs, and provide an honorarium. What we lack in funds we make up

with in hospitality! Please contact Brent Wolter for more information at <brent@cc.okayama.ac.jp>.

## Universal Chapter and SIG Web Access

JALT chapters and SIGs have webpages available that contain upcoming meeting information and officer contact details. These pages are linked to the main JALT website and are viewable at <jalt.org/groups/your-chapter-name>, where *your-chapter-name* is the name of the chapter or SIG you wish to contact (i.e., <jalt.org/westtokyo>; <jalt.org/CUE>). In some cases, chapters or SIGs may not have provided up-to-date information; this will be reflected on the webpages. Queries can be directed to the JALT (English) web editor, Paul Collett, <editor-e@jalt.org>.

## JALT Publications Staff Recruitment TLT査読委員募集

TLTへ投稿された論文を査読する方を若干名求めています。略歴と業績を添えて、日本語編集者<tltditorj@jalt-publications.org>までお送り下さい。

## The Language Teacher

...needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, a fax, email, and a computer that can process MS Word files. The position will require several hours of concentrated work every month, mailing list subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders and then rotate from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best-qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair at <pubchair@jalt.org>.



...with Joyce Cunningham & Mariko Miyao <perspectives@jalt-publications.org>

It's November and our JALT2004 National Conference is upon us this month! Read about all the exciting events and speakers planned for you. Also, read about another conference, PAC5, that took place in Vladivostok last June. The co-editors invite you to submit 750-word reports of chapter interest in English, Japanese, or both.



**J**ALT has held conferences for a long time, all brought about over the years by the generous efforts of many volunteers who have made it one of the largest ELT events in Asia. To celebrate this milestone, we welcome you all to the historically rich city of Nara, Japan's first permanent capital. The numerous World Heritage sites in the area set a wonderful backdrop for this year's theme of *Language Learning for Life*. Cultural, spiritual, and professional development await us in Nara this November 19-22.

Upon arriving at the modern Tezukayama University Gakuenmae Campus, you can expect a plethora of conference delights. Participants who register on Friday have the chance to go leisurely through the handbook with its 400-plus presentations and plan out a wonderful conference weekend. And what better way to start the conference than with a free glass of wine and some snacks in the company of the invited speakers and the board of directors at the President's Reception on this first evening of the conference.

Saturday morning? The conference is in high gear with plenty for everyone to see and do.

The Educational Materials Exposition (EME) has dozens of publishers and other related companies ready to assist you in the many aspects of your professional life. Newspapers, financial advice, graduate studies, and more can all be found in the EME. Sign up for free giveaways and don't forget the stamp rally for drink vouchers redeemable at the Saturday night party. The party follows on the heels of the Think Tank Live event, where our plenary speakers, along with other big names Marc Helgesen and Peter Viney, will discuss a

## 30 Years of Conferences!

topical issue in an impromptu debate format.

The International Food Fair also returns with a vengeance after last year's popularity. This year, it sits right next to the EME with more than half a dozen vendors offering a wide range of food and drink from all over the world. It's a great place to start the day, enjoy a meal, catch some entertainment, finish up the day—or any combination thereof.

Many happy returns to JALT Junior after a year's hiatus. The practical presentations, swap meet, well-known authors, and demonstrations make this mini-conference within the international conference a must for anyone involved in working with children.

Additionally, Sheltered English Workshops are a special program to benefit the large percentage of nonnative English speakers attending the conference. The workshops are geared towards those participants who may not feel comfortable with the interaction level of native English presentations. Presenters use more

accessible levels of English, an easier pace, and greater interaction for the benefit of all participants.

This year, we are honored to have Yoji Tanabe (Tokyo Kokusai University, JACET President), James Bowers (Meiji University), Yoshio Yamawaki (International Education Section, *Monbukagakusho*), and Carol Vaughan (Principal of Kanto International High School) as panelists in the Domestic Forum, which will be chaired by Kensaku Yoshida. The theme of the Forum will be *Where is English Education in Japan going? A new look at our goals, plans, and motivations*. This panel will surely offer a lively discussion on the topic and open our eyes to what is in store for us all in the near future.



weblink: [www.jalt.org/jalt2004](http://www.jalt.org/jalt2004)

And let us not forget our illustrious plenary speakers Steven Krashen, Michael McCarthy, and Susan Barduhn, without whom this grand annual event could not be called a successful international conference. Along with their individual plenary speeches, they will also be tying together the conference themes in a final-day roundtable. This is followed by a fine selection of workshops led by such noteworthy featured speakers as Doug Brown, Curtis Kelly, Kip Cates, and other experts in our field. These workshops give participants the chance to meet big-name presenters in a smaller group setting and allow for more in-depth discussions. Their

ongoing popularity proves that the extra cost of these workshops must be well worth spending an extra day at the conference.

So, with just a few short weeks to go before this year's international conference gets underway, check out the schedule at <jalt.org/jalt2004/>. Just remember to pace yourself. It's impossible to see it all. If you can't fit it into your schedule, there's always next year in Shizuoka. Happy Conferencing!

*Reported by Andrew Zitzmann  
<programs@jalt.org>  
Acting Director of Programs*

## Thoughts on PAC5 in Vladivostok, Russia

Vladivostok, in the Russian Far East, may be known to Hollywood trivia buffs as the birthplace of Yul Brynner, but for the nearly 600 participants in the PAC5 Conference, it was the site of a memorable and stimulating experience, hosted by FEELTA (Far Eastern English Language Teachers' Association) with the cooperation of a consortium of national foreign language teachers' organizations including JALT, Korea TESOL, ThaiTESOL, and Taiwan's ETA-ROC. It was held for the first time in conjunction with FEELTA's biannual conference at the Far Eastern National University (FENU), the regional language teachers' association's home base, from June 24–June 27. The conference theme was *Sharing Challenges, Sharing Solutions: Teaching Languages in Diverse Contexts*. Concurrent with the conference was the 4<sup>th</sup> Asian Youth Forum.

The conference was attended by a unique collection of Russian scholars of English lexicology, linguistics, and literature, as well as EFL classroom teachers from all corners of the country. Some participants traveled for more than a week on the Trans-Siberian Railroad to reach the conference site, while others were based throughout Asia, from faraway Iran to nearby

North Korea, and from other parts of the world. Some 20 countries were represented, with about 150 participants and presenters from outside of Russia, including many JALT members.

FEELTA is a young language teaching organization founded in 1995 with over 200 members in six posts throughout the vast far eastern region of Russia. International memberships are available, and Stephen Ryan at Eichi University is the contact here in Japan. In March of 1999, FEELTA became an associate of IATEFL. Subsequent partnerships formed with KOTESOL, JALT, ThaiTESOL, ETA-ROC, TESOL, Inc., and ELTAS have added to the growth of regional cooperation, which in turn has led to FEELTA's hosting of this PAC conference. Although Russians have a long, strong, and highly successful tradition of English language teaching, recently they have been facing an expanding demand for English programs and at a greater range of age levels. Coincidentally, teachers there have gained welcomed access to the international market in teaching materials and resources. Against this background, our colleagues in Vladivostok displayed their hunger for knowledge and



weblink: [www.dvgu.ru/rus/partner/education/feelta/](http://www.dvgu.ru/rus/partner/education/feelta/)

commitment to their subject with dynamism and compassion. Their enthusiasm was infectious.

Social events showcased traditional Russian dances, music, and kissing games to welcome and refresh their travel-weary guests. Student groups from FENU entertained the entire conference at the opening and closing ceremonies with their expert level performances of various genres of music and dance, ranging from jazz to gypsy dance. The students continually amazed the audience, especially when a pop troubadour shifted voice and began to sing a classical piece as a counter tenor.

Our hosts and colleagues kept the conversations going during breaks, over lunch, or while guiding us around their city. The talk was pertinent to and reinforced the theme of the conference. Few opportunities for networking were lost. Volunteer student guides were always ready to serve and delighted in the interchange with their guests. Were it not for their interpretation service and their informative and well-planned tours, it would not have been the same experience. Their hard work and gracious hospitality raised the quality of the conference, the educational visits, and tours.

Here, I would like to congratulate FEELTA President Galina Lovtsevich and all the members of the organizing committee on the success of the conference and inform you of their next annual conference to be held in Birobidzhan, Russia in June, 2005.

Finally, I would like to mention the Asian Youth Forum attended by 70 students from 10 countries in this region. I felt privileged to attend their discussion on English learning in which students from various Asian countries shared their experiences and took questions from the audience. I commend Kip Cates and the other organizers of the forum for running such a worthwhile program.

To those considering attending a regional conference beyond Japan, I would say the possible inconvenience, lack of amenities, and fatigue of travel are a small price to pay for the networking opportunities, insights, and inspiration. Standing in another EFL context helps clarify the view of your own teaching situation and brings you much closer in spirit to your colleagues around the world. I would advise you all to attend the next PAC conference or one sponsored by a Pan Asian Consortium member country and to bring your students along to the Youth Forum.

*Reported by Cynthia Edwards  
<cynthia @hmjc.ac.jp>*

*Hokkaido Musashi Women's Junior College*

日本語

### Intensive Japanese for Overseas Conference Goers

Your visit to Japan may be short, but it will be satisfying to be able to understand and communicate with Japanese people even at a very basic level. This session is for those who are interested in developing some basic competence in Japanese so that their stay can be a little more interesting and a little more enjoyable. The instructional method to be used is based on the comprehension-based approach using aspects of the natural approach, TPR, and storytelling.

**Saturday, Nov. 20, 10:00-11:25; Meeting Room (Bldg 16, 3F)  
Numbers limited to 20, so please preregister! Contact Steve Brown <sbrown@cvn.bai.ne.jp> before November 14  
(after that, register onsite IF there are spaces available).**



November's *Book Review* column features two selections that may suit your communication classroom needs. Justine Ross clearly illustrates the usage of *Time to Communicate* with her university students in large classrooms. Marie Cosgrove then reviews *English Idioms in Use*, a supplement for communication courses and for self-study.

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



## Time to Communicate

[Eric Bray. Tokyo: Nan-Un-Do Publishing, 2002. pp. 69. ¥1,800. ISBN: 4-523-17391-5.]

**Reviewed by Justine Ross, Doshisha University, Languages and Culture Department and Kyoto Sangyo University, Foreign Languages Department**

**T**ime to Communicate is appropriate for university students ranging from elementary through intermediate level. Eric Bray uses eclectic teaching approaches and methodologies, including the communicative approach, as well as developing the four skills of listening, speaking, writing, and reading. It is a flexible textbook in terms of how it should be taught, with the main focus being on communication. The book guides and gives students the tools needed to independently communicate with other students, regardless of their individual English proficiency level. I have used it at various universities in Kyoto and recommend it as a text worth using with your class.

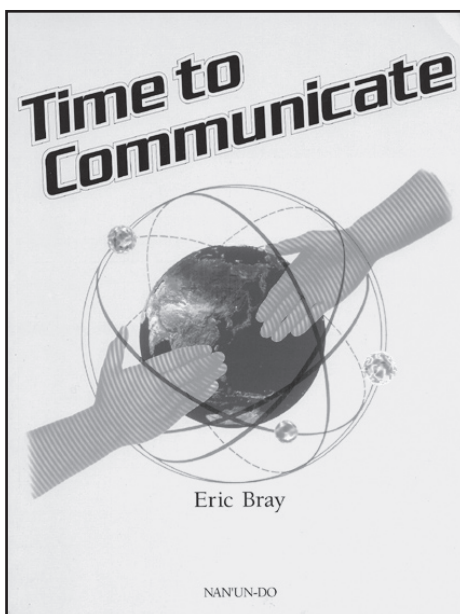
Each of the 13 units in *Time to Communicate* focuses on a different topical theme that is relevant and interesting to young adults, such as daily life, family and friends, and summer vacation plans. The textbook can be completed within one semester or spread out over two. The units in *Time to Communicate* begin with a model dialogue, followed by a set of communicative pair or group surveys that require students to extend their communication skills and talk to each other for a good part of the class. The result is positive. Whether students are motivated or not, shy or

outgoing, at beginner or advanced level, they are encouraged to speak to each other. In addition, students need to record the main points of the conversation. This activity can be used later to award a grade for class participation, if needed, although the focus is always on speaking and listening rather than writing.

The activities are straightforward. They can be followed easily without losing valuable class time. At the end of Units 5 and 10 there is a communication test. The students must be able to make a conversation based on activities completed in previous units. The students seem to enjoy this style of performance assessment since they are able to monitor their progress in acquiring better communicative skills more accurately than with a grade from a test. Also, upon completion of each unit there is a listening and writing

activity for students to self-assess their linguistic progress. The self-assessment is valuable for both students and the teacher alike. It is a written self-assessment and can be used by the teacher to isolate problem areas that students may be struggling with.

The teacher can alter without difficulty the activities in the textbook so that they are appropriate for the level or size of a given class. I have used the textbook in university classes



ranging from 13 to 54 students and have also adjusted the activities for higher level students by increasing the response time or the number of follow-up questions required in various activities. Considering that most classes are made up of students with various abilities, *Time to Communicate* is a safe choice for a class where the level is unknown and a textbook must be ordered prior to meeting the students.

*Time to Communicate* provides a good balance between practice and production. Gradually, the students become more confident in communicating with other class members in English about their own opinions. In my experience using this textbook, students enjoyed discussing topics that are relevant and thought provoking, regardless of their level of English. *Time to Communicate* contains sufficient guidance to inspire communication, yet its pedagogic approach is open enough not to hinder it.

## English Idioms in Use

[Michael McCarthy and Felicity O'Dell. Cambridge: Cambridge University Press. 2002. pp. 190. ¥2,266. ISBN: 0-521-78957-5.]

**Reviewed by Marie Cosgrove, Surugadai University, Faculty of Economics**

Michael McCarthy, famous for the CANCODE corpus based on years of discourse analysis research, has teamed with Felicity O'Dell to produce an invaluable resource book for teachers, and a self-study reference and practice text for "good language learners" (Naiman, Frohlich, Stern & Todesco, 1996; Rubin, 1975; Rubin & Thompson, 1994). This text, *English Idioms in Use*, is suitable for advanced classes and for highly motivated intermediate level students or as an additional study book for high intermediate and advanced level learners, as well as a great resource book for language teachers.

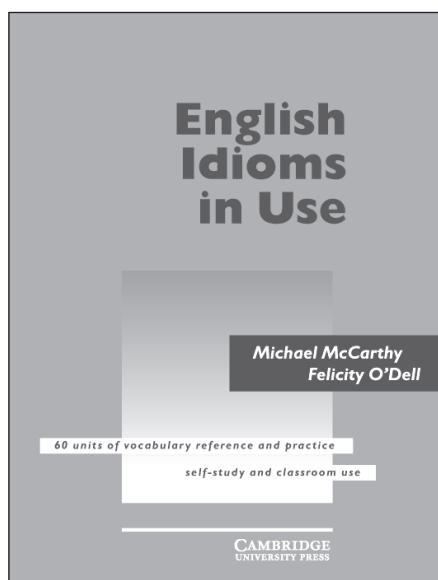
The guide for using this book (p. 4) states that idioms are in such widespread use that it is inappropriate to ignore them. The 1,000 or so idioms the authors have chosen were identified as significant, based on computer searches of the CANCODE corpus. The idioms are divided into 60 different categories, neatly arranged onto two pages each. The first page describes the idioms with very clear examples and the second page provides practice

exercises to check recall and understanding of the meaning of the idioms. The guide for using the book provides not only a *how to use the book* section but also contains additional resource material, such as the Cambridge Dictionaries Online <[dictionary.cambridge.org](http://dictionary.cambridge.org)>.

As well as the two-page guide for using the book, the reader is provided with two introductory Units I and II. Unit I explains what idioms are and on the second page provides exercises to familiarize the student by way of guessing the meaning of idioms and in classifying the idioms into grammatical type. The most important recommendation in Unit I is the necessity to try to understand the meaning of the idioms from the context, rather than as just the words of the idiom. The authors

recommend using common sense as well as the context to find the meanings of idioms.

Unit II is an excellent guide to using the idiom dictionary. It is divided into A and B, explaining what to look up and the kind of information given in the dictionary. The next page of Unit II provides



very practical exercises to guide the student in the use of the dictionary.

Many of the idioms are illustrated with amusing cartoon drawings, which make it even easier for the student to guess the meaning. The 60 categories are divided into 3 subcategories: idioms to talk about . . . idioms from a topic area such as food, animals, colour, games, and sports, etc., and idioms using keywords such as parts of the body. As the idioms are divided into categories, the units can be chosen at random depending on the interest of the student or the relation to another topic that is being studied (in the same course) in addition to the idiom text.

The students who used this book, as an addition to their regular class work, in a 90-minute class spent about one third or one quarter of the time studying a two-page unit. As the students were highly motivated and preparing to take the TOEFL test they enjoyed studying the text.

As the authors point out, idioms are in such widespread use it is inappropriate to ignore them.

This text utilizes British English, and as more than 50 countries in the world use British English it is an excellent resource for international communication. The book provides a key, a list of phonetic symbols, and a comprehensive index making it easy for students to navigate. It is an excellent addition to any university library and as a supplementary text for good language learners. As the book is based on McCarthy's collocation research, the idioms contained are those in most frequent use and thus necessary for those students who wish to improve their English communication skills.

## References

- Naiman, N., Frohlich, M., Stern, H. H., & Todesco, A. (1996). *The good language learner*. Clevedon, Philadelphia: Multilingual Matters Ltd.
- Rubin, J. (1975). What the good language learner can teach us. *TESOL Quarterly* 9, pp. 41-51.
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy*. Boston: Heinle and Heinle.

# Recently Received

...compiled by Scott Gardner <pub-review@jalt-publications.org>

The following items are available for review. Asterisks indicate first notice; exclamation marks indicate final notice. All final notice items will be removed November 30. Reviewers of classroom-related books must adequately test materials in the classroom. If materials are requested by more than one reviewer, they will go to the reviewer with the most expertise. Please state your qualifications when requesting materials. We welcome resources and materials both for students and for teachers. Publishers should contact the Publishers' Review Copies Liaison before sending materials (email address above). Check out our listing on the *TLT* website.



## Books for Students (reviewed in *TLT*)

Contact: Scott Gardner <pub-review@jalt-publications.org>

\**Cross the TOEIC Bridge*. Stafford-Yilmaz, L. New York: McGraw-Hill, 2004. [incl. CDs].

\**Japanese in MangaLand: Basic Japanese Course using Manga*. Bernabe, M. Tokyo: Kodansha, 2003.

*Study Skills for Speakers of English as a Second Language*. Lewis, M., & Reinders, H. New York: Palgrave, 2003.

\**What About You?* Biegel, K. New York: McGraw-Hill, 2003.

!*Within Your Reach: Keys to Conversation*. Cliffe, S., Svendsen, A., Terada, B., & Kakimoto, M. Tokyo: Nan Un-Do, 2004. [incl. teacher's guide].

## Books for Teachers (reviewed in *JALT Journal*)

Contact: Yuriko Kite <jj-reviews@jalt-publications.org>

\**New Perspectives on CALL for Second Language Classrooms*. Fotos, S., & Browne, C. M. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.

weblink: [www.jalt-publications.org/tlt/reviews/](http://www.jalt-publications.org/tlt/reviews/)

**Advert: Thomson**



# Special Interest Group News

...with Mary Hughes <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 20<sup>th</sup> of the month, 6 weeks prior to publication.



**Bilingualism**—Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website 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でいうバイリンガルリズム研究の応援を目的としています。ホームページの<www.bsig.org>をアクセスして下さい。

## College and University Educators—

The CUE SIG invites you to attend the CUE Roundtable at JALT 2004: *Faculty Assessment Programs in Japanese Universities: Some Trends and Concerns*. This roundtable discussion will focus on recent trends in faculty assessment at universities in Japan and many of the complex issues associated with evaluating teachers. Issues concerning test purposes, test ethics, validity, reliability, and washback will be considered and the roundtable will conclude by mentioning productive ways for teachers to improve assessment standards at their institutions. What factors need to be considered in developing teacher evaluations? What are some of the potential benefits and drawbacks involved in institutional assessment? This roundtable discussion will explore these and related issues pertaining to faculty evaluation. Five panelists will highlight different facets of the faculty assessment process and mention ways their institutions evaluate teaching staff. First, **Tim Newfields** will provide a historical background of faculty assessment and contrast four assessment paradigms. The results of a recent questionnaire about faculty assessment will also be mentioned. **Philip McCasland** will then point out how the faculty evaluation process involves different (and often conflicting) agendas. Fundamental issues regarding test purposes and construct validity will be raised. **Peter Ruthven-Stuart** will then discuss how an ongoing teacher assessment survey at his

institution is implemented and offer some practical hints for those who are seeking to develop or improve their teacher assessment programs. **Yuuji Nakamura** will then focus on ways to reduce test bias and create more statistically valid and reliable tests of teaching behaviors. Confounding factors that are apt to skew faculty assessment data will be mentioned, along with statistical procedures to “filter out” these. Finally, **Tim Micklas** will discuss the impact of faculty evaluation policies, in terms of teacher behaviors. The washback effects of institutional assessment programs will be considered and ways that teachers can make faculty assessment programs more professional and positive will be underscored.

## Gender Awareness in Language

**Education**—The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (published three times a year: spring, summer, and fall) on both theoretical and practical topics related to the SIG’s aims. Book reviews, lesson plans, think pieces, poetry—basically anything related to gender and language teaching—are welcomed. To see past newsletters, please visit our website at <www.tokyoprogressive.org.uk/gale>. You can submit a piece by sending it to one of our coordinators: Steve Cornwell <stevec@gol.com> or Andrea Simon-Maeda <andy@nagoya-ku.ac.jp>. To join GALE, please use the form in the back of this *TLT* or contact the Membership Chair, Diane Nagatomo <dianenagatomo@m2.pbc.ne.jp>.

## Global Issues in Language Education—

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! The GILE website is located at <[www.jalt.org/global/sig/](http://www.jalt.org/global/sig/)>. For further information, please contact the Coordinator, Kip Cates <[kcates@fed.tottori-u.ac.jp](mailto:kcates@fed.tottori-u.ac.jp)>.

**Junior and Senior High School**—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. In addition, we are also intensely interested in curriculum innovation. The employment of native speaker instructors on a large scale is a recent innovation and one which has yet to be thoroughly studied or evaluated. JALT members who are involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

**Other Language Educators**—The OLE SIG has recently issued its latest newsletter containing relevant information such as the dates, times, and venues on all events at JALT2004. These events are related to languages other than English or Japanese, such as the French workshop, the German workshop, the Foreign Language Teaching Embassy Panel, and the Esperanto Forum. In addition, it also contains information from a large number of publishers on materials available in various languages. To receive an issue, please contact the Coordinator, Rudolf Reinelt <[reinelt@ll.ehime-u.ac.jp](mailto:reinelt@ll.ehime-u.ac.jp)>.

**Professionalism, Administration, and Leadership in Education**—The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or our newsletter. To read current and past issues of our journal, visit <[www.jaltpale.org/](http://www.jaltpale.org/)>. Also, anyone may join our listserv at <[groups.yahoo.com/group/PALE\\_Group](mailto:groups.yahoo.com/group/PALE_Group)>. For information on events, visit <[www.jalt.org/groups/PALE](http://www.jalt.org/groups/PALE)>.

**Pronunciation**—The Pronunciation SIG is seeking new members. This SIG is regrouping, with the intent to discuss, share, and promote ideas, processes, and up-to-date research

regarding pronunciation teaching and learning. If you are interested in joining, or would like further information, please contact Susan Gould <[gould@lc.chubu.ac.jp](mailto:gould@lc.chubu.ac.jp)> or <[suzytalk@yahoo.com](mailto:suzytalk@yahoo.com)>.

**Teaching Children**—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. We will be hosting the 3<sup>rd</sup> JALT Junior Conference at JALT2004 in Nara, in November. There is a mailing list for teachers of children who want to share teaching ideas or questions at <[tcsig@yahoogroups.com](mailto:tcsig@yahoogroups.com)>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. Hope you can join us for one of our upcoming events. For more information, visit <[www.tcsigjalt.org](http://www.tcsigjalt.org)>.

児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回発行しております。11月には3回目となるJALT Juniorを奈良で開かれるJALT年次総会の中で開催します。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト<[tcsig@yahoogroups.com](mailto:tcsig@yahoogroups.com)>を運営しています。活発な部会を維持していくためにも新会員を常に募集しております。会報を英語と日本語で提供しており日本人の先生方の参加も大歓迎です。今後開催される部会の催し物へぜひご参加ください。部会に関する詳細は<[www.tcsigjalt.org](http://www.tcsigjalt.org)>をご覧ください。

**Teaching Older Learners**—An increase in the number of people of retirement age, combined with the internationalization of Japanese society, is increasing the number of people who are eager to study English as part of lifelong learning. As such, this SIG is needed to provide resources and information for teachers who teach English to older learners. For more information on this SIG, or to join the SIG mailing list, please contact the Coordinator, Tadashi Ishida <[papion\\_tadashi@nifty.ne.jp](mailto:papion_tadashi@nifty.ne.jp)>.

## SIG Contacts

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### College and University Educators—

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<mccaslandpl@rocketmail.com>  
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<allagash.miyazaki-mu.ac.jp/CUE/>

### Computer-Assisted Language

**Learning**—Timothy Gutierrez (Coordinator)  
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### Gender Awareness in Language

**Education**—Steve Cornwell;  
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### Global Issues in Language Education—

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**Teacher Education**—Anthony Robins;  
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<www.tcsigjalt.org/>

**Testing and Evaluation**—Jeff Hubbell;  
<01jhubbell@jcom.home.ne.jp>;  
<www.jalt.org/test>

## Forming SIGs

**Pronunciation**—Susan Gould;  
<gould@lc.chubu.ac.jp>

**Teaching Older Learners**—Tadashi Ishida;  
t/f: 03-3844-3104; <papion\_tadashi@nifty.ne.jp>

# Moving?

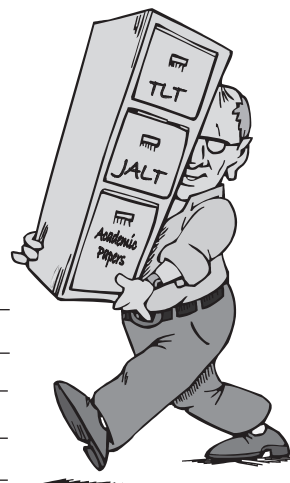
Make sure *The Language Teacher* moves with you.  
Send the following information to the JALT Central  
Office, Urban Edge Building, 5th Floor,  
1-37-9 Taito, Taito-ku, Tokyo 110-0016  
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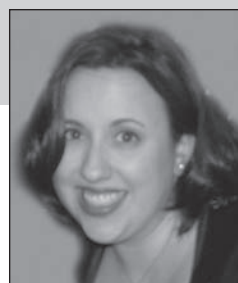
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# Chapter Reports

...with Heather Sparrow <chap-reports@jalt-publications.org>

The Chapter Reports column is a forum for sharing synopses of presentations held at JALT Chapters around Japan with the *TLT* readership. For guidelines on contributions, see the Submissions page at the back of each issue.



**Gunma: August—*Annual Kusatsu Gathering*: 1) *Blending the Traditional Classroom and E-learning* by Hideto Harashima.** The software for school-wide e-learning programs is expensive and can only be purchased by schools at an administrative level, thus making it hard for the instructors who want to put together a course specifically for their classes. However, a number of perfectly good open source (free of charge) software packages are available on the net. **2) *Compliments as Speech Acts* by Kazuhiro Shinada.** American greeting cards contain many compliments—even cards intended for family members. Japanese exchange fewer compliments than Americans. Shinada spoke about this difference of compliments as a “consequence of culture.” **3) *Application and Development: An Elementary School Curriculum* by Stacy Clause.** Clause spoke on the application and development of the curriculum at Jonan Elementary, Takasaki. The entire school worked around a series of central themes in a communicative and fun approach to using English based on the skill level of each grade. Discussion of the rationale is important if teachers are to continue the good work after the visiting developers leave. **4) *Business Letter Writing* by Nick Bufton.** Bufton wondered how many of the textbook forms were worth teaching and built a corpus of business letters. He found a much higher incidence of informal English than taught in most textbooks. Discourse is an important factor in the working relationship between members of the business community. By using standard forms that may be viewed as antiquated or even cold, our business letter writers may actually be distancing themselves from the business community. **5) *Learning from Children’s Picture Books* by Wayne Pennington.** Pennington’s students read and present as well as create their own picture books, many of which have serious content and are of professional quality. **6) *Functional Grammar and Genre-Based Teaching* by Nicole Patterson.** In a presentation based on the work of Michael Halliday, Jim Martin, and Joan Rothery, Patterson discussed the fact

that realizing linguistic characteristics and social purposes of written and spoken texts empowers students.

*Reported by David Gann*

**Gunma: September—*Vocabulary Teaching and Acquisition* by Michael McCarthy.** McCarthy, well known for his work with discourse analysis, stressed the need for a good description of the language. Corpus analysis helps to identify the heart of our language by telling us how much work words do. Knowing the 2000 most commonly used words allows one to use a great deal of English. Most speech is really socially conditioned utterances used to arbitrate *speakership* and *listenership*; however, the two phrases *You know* and *I mean* are rarely taught in beginning textbooks, even though both are among the most frequent utterances. Description of language must be based on corpora, but the psycholinguistic and strategic facets of the mind must also be understood. Of the seven days of the week, for example, *Tuesday* and *Wednesday* are by far the most seldom spoken, but common sense dictates that we include them because of our natural tendency to group certain kinds of information together. Another important use of corpus studies is the ranking by frequency of collocates. Collocations are determined by cultural and social factors such as demographics, gender, and age. The phrase *pretty good* appears 10 times more frequently than the other 12 or so common collocations of *pretty*. The fourth most frequent is *pretty cool*. While it may be used frequently in the *benchmark corpus*, it is used infrequently by persons in certain social or professional categories. Corpora can thus be critical to ESP programs because as corpus study shows, advanced vocabulary consists of words with a frequency of less than 5% of 1,000,000 items, therefore advanced learners should be concentrating on depth of knowledge: sub-senses, connotations, register, collocation, colligation, and semantic prosody.

Above all, the advanced learner understands that language acquisition is really about probabilities, not certainties, but all language use, even at the basic level, is all about creating and maintaining interpersonal relationships. For further discussion, see McCarthy's new book *Touchstone*.

*Reported by David Gann*

**Nara: August—Teacher Assisted Pair Learning (TAPL): Italiano—First 2 Hours** by **Tom Pendergast**. Though it sounds overly simple, when a language practitioner takes on the role of the learner, the results may reveal complexities in the learning process easily forgotten. Through the use of TAPL, in the medium of Italian, Pendergast assisted participants to walk a mile in their students' shoes.

TAPL is centered on bringing a consciousness of the learning process to the forefront using *metalinguage*, special language to describe the processes of the lesson, and the *Zero Lesson*, which clearly outlines the purpose of each task. These are combined with the conditions for learning that are defined as: *activity*, *affectivity*, an *absence of anxiety*, and the *acceptance of making mistakes*. A format where material is presented, assisted, and then released to the pairs is employed. An *Induction Phase* (i.e., training in the use of the TAPL system) in the first language is followed by a target-language-only active phase.

The idea that one needs to speak in order to learn to speak promotes natural fluency. Higher level grammatical functions are left until the ability to discuss them in the target language has been reached. It works the same way for any foreign language and when practiced consistently under the guidance of a qualified instructor each subsequent language is said to be easier to make progress in.

While the method does not promise overnight results, most participants left the presentation with more working knowledge of Italian than anticipated, and a renewed respect for the perspective of the student.

*Reported by Larry Walker*

**Shinshu: September—Teaching English to Children through Music, Gesture, Phonics**, by **Akemi Takagi**. Participants discussed the whys and hows of teaching English to children, used children's learning materials, and learned about the *Matsuka Method* by doing songs, chants, and other activities. Using gestures helps bring English alive for children.

Takagi explained that children should study useful expressions and learn English for communication to express their curiosity: "Through communication, they can grow to a higher stage." They should start by listening, and should listen a lot, just as children do when learning their L1. They should build the phonetic basis of English through its rhythm, pronunciation, and intonation, and will gradually begin to repeat the sounds they hear and absorb the feeling of English. Younger children (1<sup>st</sup> through 3<sup>rd</sup> grades) learn English by having fun. In competitive activities, all children should win. For older children (4<sup>th</sup> through 6<sup>th</sup> grades), English needs to be interesting. They should be given choices to encourage them to think. Older children tend to enjoy competition more. Once children have a good foundation, they begin to study phonics. "Phonics is the relationship between sounds and letters. Through teaching phonics, students learn to think, say, and understand on their own from the beginning. This helps them to become independent learners" (Handout).

Giving presentations allows children to learn to speak English in front of others. After studying the book *Dansinglish*, a book containing 96 expressions with music and gestures, groups choose a favorite expression and with suggestions from the teacher, they add more expressions to build a little play. Reinforcing the importance of nonverbal communication, the players are graded on eye contact, a big voice, and good gestures. Grades are *good*, *O.K.*, and *try again*. Alternatively, children give a simple self-introduction, such as: "Hi. My name is Hiroyuki Yamada. My favorite snack is chocolate. Thank you." In the next stage, students give similar introductions to their partners. Emphasis is placed on such factors as how learners walk to the front of the room, posture, pause, eye contact with the audience, and the ability to speak slowly and clearly.

*Reported by Fred Carruth*

# Chapter Events

...with Aleda Krause <chap-events@jalt-publications.org>

November is a busy JALT month with our 30th annual national conference. Plus, many chapters around the country are hosting conference speakers on the **JALT Four Corners Tour** for more in-depth discussions or are simply getting together to share ideas. Remember that JALT members can attend any chapter meeting at JALT member rates—usually free. Chapters shouldn't forget to let everyone know what's going on. Put it on the JALT calendar at <jalt.org/calendar/> or send your details to the editor by email or t/f: 048-787-3342.



**Akita—Activating the Lexical Approach and Making Vocabulary Memorable** by Susan Barduhn, School for International Training (**JALT Four Corners Tour**). The Lexical Approach is one of the latest methodologies in ELT. This workshop will explore its theory and execution. The age-old dilemma remains, however, of how to make vocabulary memorable for students. We will be looking at how memory is processed in the brain and considering how we and our students remember things. *Wednesday November 24, 18:30-20:30; AIU (Akita International University); one-day members ¥1000, students ¥500.*

**Fukuoka—Teachers Exploring Research: Top 10 Tips for Doing Classroom Research** by **Corony Edwards**, The University of Birmingham. The speaker will present findings from her own research project, in which she asked teachers to complete a questionnaire on the topic of teachers and research. She will summarize what teachers consider counts as research; what they get out of doing classroom research; what the disadvantages are; what knowledge, skills, and facilities someone should have to carry out research successfully; and what advice they have for other teachers embarking on research. *Saturday November 13, 18:00-20:00; Fukuoka Jo Gakuin Tenjin Satellite Campus (9F), Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000 yen.*

**Fukuoka—Beyond “Political Correctness” in Language Assessment: A View from an Outsider** by **H. Douglas Brown**, San Francisco State University (**JALT Four Corners Tour**). (See Hiroshima Chapter.) *Tuesday November 16, 18:00-19:30; Fukuoka Jo Gakuin Tenjin Satellite Campus (9F), Tenjin 2-8-38, Chuo-ku, Fukuoka-shi; one-day members ¥1000 yen.*

**Gunma—From Competition to Cooperation** by **Chris Hunt**. By directly experiencing different

kinds of competitive games, participants will discover how to evaluate learning structures and how to fit cooperative games into the classroom context. *Sunday November 28, 14:00-16:30; Maebashi Kyoai Gakuen College; one-day members ¥1000.*

**Hiroshima—Beyond “Political Correctness” in Language Assessment: A View from an Outsider** by **H. Douglas Brown**, San Francisco State University (**JALT Four Corners Tour**). For decades, English language tests have conformed to such long-standing principles as practicality, reliability, and construct validity, all sound, “politically correct” foundations. However, such testing practices often lack the authenticity, washback, and content validity of more performance-based, biased-for-best, formative, and collaborative evaluation. Brown will offer practical examples of transforming traditional tests into perhaps politically incorrect, but nevertheless authentic assessments. *Wednesday November 17, 19:30-21:00; Hiroshima City Plaza (one block north of Crystal Plaza), 5F, (t: 082-545-3911); one-day members ¥500.*

**Hokkaido—Activating the Lexical Approach and Making Vocabulary Memorable** by **Susan Barduhn** (**JALT Four Corners Tour**). (See Akita Chapter.) *Tuesday November 23, 18:00-20:30; The Gender Equality Centre at Kita 8 Nishi 3; free to all.*

**Iwate—Developing Cross-Cultural Awareness in the Monolingual Classroom** by **Susan Barduhn**, School for International Training (**JALT Four Corners Tour**). PLEASE NOTE LOCATION—AOMORI! Language learning for life as responsible citizens of the international community must include cultural awareness. Before we can understand other cultures, though, we need to understand our own. This workshop

weblink: [www.jalt.org/calendar/](http://www.jalt.org/calendar/)

will present two frameworks as vehicles for talking about culture. We will share activities that can both sensitise participants and provide tools for their classrooms. *Thursday November 25, 17:30-19:00; Aomori Akenohoshi Tanki Daigaku Namiuchi 2 Chome 6-32, Aomori; free to all.*

**Kitakyushu—Changing High School Reading Classes** by **Takashi Inomori**, Meiji Gakuen High School. Many JTEs in HS would be at a loss what to teach or how to organize their reading class if their students had the Japanese translation of the texts or the teachers' manual. Inomori knows what and how. He will demonstrate maximizing students' oral and written output using passage-based materials and getting them to practice reading in their classroom and at home. *Saturday November 13, 18:30-20:30; Kitakyushu International Conference Center, room 31; one-day members ¥1000.*

**Kitakyushu—The Psychology of Difficult Students** by **Curtis Kelly**, Osaka Gakuin University (**JALT Four Corners Tour**). Every college teacher must face students who are bored, indifferent, or even hostile. While there are no simple solutions for dealing with such students, four theories in psychology related to motivation, moral development, and psychological development provide fascinating insights. "Difficult" seems to be as much a physiological problem as a social one, but knowing that, we are better able to dismantle the walls between us with humanistic methods. The presenter will also explain how our pedagogy is based on the industrial model, and how radical humanistic techniques can dismantle the "wall of fear." *Saturday November 27, 18:30-20:30; Kitakyushu International Conference Center, room 31; one-day members ¥1000.*

**Kobe**—has no plan for a November meeting, because the 2004 National Conference will be held at Tezukayama University, Nara on November 19–22. We would like to see you there.

**Kyoto—Teacher Talk, Student Comprehension, and Training for Elementary School English Teachers** by **Emiko Yukawa**, Kyoto Notre Dame University. This presentation will focus on teacher talk strategies in elementary school

English classrooms and student comprehension of the teacher's English. What do/should teachers do while speaking English to elementary school children who know almost no English? What do students do in order to comprehend as much as they can? Implications for teacher training will be discussed. *Friday December 10, 19:00-21:00; Kyoto Kyoiku Bunka Center; see <[www.kyotojalt.org](http://www.kyotojalt.org)> for details.*

**Miyazaki—Writing Materials for Content-Based Language Classes** by **Edward Rummel**. This workshop is aimed at teachers, teacher educators, and curriculum developers interested in content, text, or genre-based material preparation and programming. A wide range of proficiency levels in a 1<sup>st</sup>-year political science class necessitated the rewriting of the syllabus. Sample materials will be demonstrated. Participants will have the opportunity to adapt authentic texts and create learner-centered activities for their own classes. *Sunday October 31, 15:00-17:30; Miyazaki Municipal University, room 310 (3F); free to all.*

**Nagasaki—The Psychology of Difficult Students** by **Curtis Kelly**, Osaka Gakuin University (**JALT Four Corners Tour**). (See Kitakyushu Chapter.) More information available on our homepage at <[www.kyushuelt.com/jalt/nagasaki.html](http://www.kyushuelt.com/jalt/nagasaki.html)>, or you can sign up there for our monthly email newsletter. *Friday November 26, 18:30-20:30; Kotsu Sangyou Building 4F, Nagasaki Bus Terminal Building, Volunteer Support Centre; one-day members ¥1000.*

**Nagoya—Theatre and Language Learning (JALT Four Corners Tour)** by **Ed Cousins**. Ed is founder of Interacting, a company featuring the already well-established activities of the theatre in education and offering a wide range of dynamic language training. Interacting is based upon our belief that exposure to language is not enough—to communicate effectively you need to participate. Please register by email or fax: Attention ELT Projects Officer; f: 03-3235-8040, email: <[teacherseminar@britishcouncil.or.jp](mailto:teacherseminar@britishcouncil.or.jp)>. *Monday November 15, 18:30-21:00; British Council Offices, 6th floor, NHK Building, Nagoya; free for all.*



**Omiya**—*An Activity in a Communicative Language Classroom: Applying Research Methods of Pragmatics* by **Sayoko Yamashita**, Tokyo Medical and Dental University. The speaker will introduce methods of eliciting speech acts which are frequently used for data collection in pragmatics and suggest some hands-on activities using one of the tools. English instructors from JHS to college level can use these tools in their classrooms. *Sunday November 14, 14:00-17:00; Sakuragi Kominkan (near Omiya Station, west exit); one-day members ¥1000.*

**Osaka**—*Support for Narrow Listening Libraries* by **Brian Caspino**, Himeji Dokkyo University, followed by *Annual Chapter Business Meeting and Officers' Election*. Learners may feel overwhelmed by uncontrolled casual conversation. *Narrow Listening (NL)*, repeatedly listening to native speakers answering a familiar and interesting question, can be a powerful resource for the language learner at any stage. Caspino will introduce the rationale and ideas behind NL, a recent study of student reaction to NL, and some ideas for designing a NL library. *Saturday November 13, 18:30-20:45; Osaka City Municipal Lifelong Learning Center, on the fifth floor of Umeda's Dai-2 Building, just southeast and across the street from the Hilton Hotel; t: 06-6345-5000; one-day members ¥1000 /full-time students ¥600.*

**Sendai**—(1) *Reading* by **Ken Schmidt**; (2) *Dyslexia: What it Means in YOUR Language Classroom* by **Tom Warren-Price**. (1) As they work through a text, fluent readers juggle an impressive range of tasks at varying levels of awareness. We'll discuss these and implications for becoming fluent readers in L2. (2) Around 5% of Japanese have undiscovered dyslexia. They can become demoralized in classroom-based courses. We'll discuss the implications of the umbrella term *dyslexia* and secrets used by dyslexics to get them through a lesson. *Sunday November 28, 14:00-17:00; Location TBA; one-day members ¥1000; students free for first attendance, then ¥500.*

**Shinshu**—*University and College ELT Panel Discussion* by **Kyoko Fujise**, **Greg Birch**, and **Yasuko Obana**. This panel discussion will focus on the current state of ELT in Japanese universities and colleges. Of particular interest are the problems and possible solutions for the tertiary sector. *Sunday November 14, 14:00-16:45; Nagano; one-day members ¥1000.*

**Shizuoka**—*Activating The Lexical Approach and Making Vocabulary Memorable* by **Susan Barduhn (JALT Four Corners Tour)**. (See Akita Chapter.) *Friday November 26, 17:30-21:00; Rousei Kaikan; Conference Room 1 (near JR Shizuoka Station); members and first time visitors free, others ¥1000.*

**Tokyo/West Tokyo**—*"Interacting" Workshop* by **Ed Cousins**, actor and teacher (**JALT Four Corners Tour**). Formed in response to the rapidly changing needs of today's language learner, Interacting is the brainchild of two Irish actors, Patrick Deas and Ed Cousins. They believe that in learning languages the quality of interaction determines the speed of acquisition. Their objectives are to break down the barriers which obstruct speech and communication through the use of acting and humour. This presentation consists of a demonstration and practice of techniques for using drama in language teaching. Spaces are limited. If you are interested in attending please contact Chris Sullivan at <jaltwesttokyo@yahoo.com>. *Wednesday November 17, 18:00-20:00; British Council Tokyo Centre <www.britishcouncil.org/japan/japan-english/japan-map-tokyo.htm>; one-day members ¥1000.*

**Yamagata**—*Task-Based Communicative Approach Language Teaching (TBLT)* by **John di Stefano**, Tohoku University of Art and Design. TBLT addresses both fluency and accuracy. TBLT is not very different from mainstream language teaching—the difference lies in the weighting and ordering of activities and in the fact that there is more student activity and less direct upfront teaching. The speaker will show how TBLT is particularly suitable for use in Japanese classrooms. *Saturday November 6, 13:30-15:30; Yamagata Seibu Kominkan, t: 023-645-1223; one-day members ¥800.*

**Yokohama**—*Off Their Log and Into English: Getting Learners to Effectively INTERACT* by **Ed Cousins (JALT Four Corners Tour)**. This short workshop will provide some fun, quick, and effective language learning techniques to all teachers based on successful strategies of Interacting. In taking part in this fun and highly interactive course, teachers will learn how to build confidence in a group, learn control techniques and class management, build creativity, and increase speed and fluency. (Comfortable clothing recommended.) *Tuesday November 16, 18:30-20:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai & Yokohama Subway Isezakichojamachi (See <www.geocities.com/jaltyokohama> for latest details including possible time adjustments); one-day members ¥1000.*

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# Job Information Center

...with John D. Smith <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or fax (089-924-5745) John D. Smith, Job Information Center. Email is preferred. Please type your ad in the body of the email. The notice should be received before the 15<sup>th</sup> of the month, 2 months before publication, and contain the following information: city and prefecture, 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 on page 4 of this *TLT*. Any job advertisement that discriminates on the basis of sex, race, age, or nationality either must be modified or will not be included in the JIC column.



## JIC Area at JALT2004 Conference

Time again for that premier chance for schools seeking serious, qualified teachers to meet and talk with prospects before hiring deadlines get too close. For schools wishing to conduct onsite interviews, or simply to advertise teaching positions and/or receive CVs through our Resume Courier Service, please contact Kent Hill at: t/f: 81-73-462-1205 or <kenthill@center.wakayama-u.ac.jp>. Thank you!

**Conference Volunteer Bonus!** – Yes, you! Note that all conference attendees who take some time volunteering in the JIC qualify for a partial reduction in conference fees. This also means you get the chance to know better what is going on job-wise in Japan. You might also become a "known entity" with visiting interviewers. Many past JIC volunteers have found better prospects thanks to the benefit of this special JIC edge. To volunteer, please contact Kent Hill via phone or email, as noted above.

**Kanagawa-ken**—Obirin University Foreign Language Education Center invites applications for part-time lecturer positions in the English Language Program (ELP) in anticipation of possible openings starting April 1, 2005.

**Qualifications:** Masters Degree in TESOL/ Applied Linguistics. Minimum 2 years teaching experience in Japanese colleges/universities. Good interpersonal skills and ability to work as part of a team. **Duties:** Teach classes within the ELP, consisting of 1<sup>st</sup> year integrated skills classes and/or elective classes for 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year students. **Salary & Benefits:** Part-time contracts are for 1 year, with salary comparable to other similar institutions. **Application Materials:** Applications in writing must include: a cover letter, an up-to-date CV with passport-sized photo attached, and a recent letter of reference.

**Deadline:** December 17, 2004. **Contact:** ELP Director, Obirin University ELP, Planet Fuchinobe Campus, 4-16-1 Fuchinobe, Sagamihara, Kanagawa 229-0006. Telephone, email, or fax inquiries/applications will not be accepted.

**Miyagi-ken**—The Sendai branch of a well-established interpreting school is seeking professional, native-speaker instructors for intensive language teaching. **Qualifications:** Applicants should have more than 2 years experience teaching adults, be highly literate, and be self-motivated. Additional qualifications preferred. **Application Materials:** Resume and 1-2 page cover letter that explains your ideas on teaching intensive English to adults. **Deadline:** Ongoing. **Contact:** Email resume and letter to <bretonjblair@yahoo.com>.

**Shiga-ken**—The English Department of the Faculty of Education at Shiga University in Otsu is seeking two part-time native English speakers for required freshman oral English classes starting April 2005. The campus is a 10-15 minute bus ride from JR Ishiyama Station. **Qualifications:** Native English speakers with an MA in a language related field and experience at the university/adult level given first priority. Other MAs with relevant experience considered.

weblink: [www.jalt-publications.org/tlt/jobs/](http://www.jalt-publications.org/tlt/jobs/)

You must present evidence of completing your MA, no In Progress or ABDs will be considered. Basic Japanese would be useful in dealing with the office staff. **Duties:** Each position is two consecutive classes on Fridays: second, third or fourth periods. While there is some flexibility in the choice of periods, the day cannot be changed. The classes are 90 minutes each, with approximately 25–35 students per class. **Salary & Benefits:** The salary depends on age; from ¥7,000 to ¥10,400 per class per week with paid transportation. **Application Materials:** Cover letter and resume including DOB and photograph, a copy of your diploma, three letters of reference at least one of which must be from someone in Japan (with email addresses for those outside Japan, and telephone numbers and email addresses for those in Japan), and evidence of a proper visa. Send materials to the contact address below; email applications will not be considered. Only successful applicants will be contacted. Application materials will not be returned unless accompanied by SASE. **Deadline:** Ongoing. **Contact:** Michael Wolf, English Department, Shiga University, 2-5-1 Hiratsu, Otsu, Shiga 520-0862; <mwolf@sue.shiga-u.ac.jp>; <www.shiga-u.ac.jp>.

**Tokyo-to—**Gakushuin University is accepting applications for possible part-time English teaching positions for 2005–2006. **Qualifications:** Resident of Japan with an MA in TESOL or related field, Japanese university teaching experience, and at least two academic publications. **Duties:** The classes are for undergraduate students in all faculties in the general English programme, which consists chiefly of two types of classes: communication classes (primarily addressing listening and speaking) and reading classes (focusing on reading comprehension and writing). **Application Materials:** Interested applicants should send a current CV with a recent photo, complete contact information (postal, telephone, email), a list of publications, and the names and full contact information for two references in Japan. **Deadline:** November 30, 2004. **Contact:** Part-Time English Teaching Position, Foreign Language Teaching and Research Centre, Gakushuin University, Mejiro 1-5-1, Toshima-ku, Tokyo 171-8588. No telephone calls.

**Tokyo-to—**The British Education College in Tokyo has recently been established as a division of the British Education Office to provide English upgrading and foundation programmes in collaboration with the Northern Consortium to enable Japanese students to succeed in undergraduate and postgraduate study in Britain. Throughout the year we run ongoing recruitment for the following positions: Qualified Part-Time EFL Teachers (¥3,000–¥4,500 per hour); Qualified Part-Time Management, Social Science or Art Teachers (¥3,000–¥5,000 per hour); Writers, Material Editors, Web-Editors. **Application Materials:** To apply, please fax/email us your CV in English with a covering letter addressing why you are appropriate for the job. **Deadline:** Ongoing. **Contact:** f: 03-3368-6605; <recruitment@beo.jp>; <www.beo.jp/recruitment.html>

**Tokyo-to—**The Waseda University School of Letters, Arts and Sciences is accepting applications for possible openings for part-time teachers for 2005–2006. **Qualifications:** Master's degree in TESOL, Applied Linguistics, Literature, or related field and at least two years of teaching experience at a Japanese university. **Duties:** Teach English for General Communication, English for Academic Purposes, or English for Professional Purposes classes. **Salary & Benefits:** According to Waseda University regulations. **Application Materials:** Cover letter, and resume in either English or Japanese with a list of related publications, if any. **Deadline:** Ongoing. **Contact:** Send application materials to Part-Time English Teaching, Waseda University School of Letters, Arts and Sciences, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644. Only successful applicants will be contacted.

### 101 REASONS TO ATTEND JALT2004 — No. 12 —

"Meet interesting  
people and steal their  
teaching ideas"

# Conference Calendar

...with Hayo Reinders <conferences@jalt-publications.org>

New listings are welcome. Please submit information to Hayo Reinders by the 15<sup>th</sup> of the month at <conferences@jalt-publications.org>, at least three months ahead (four months for overseas conferences). Thus November 15 is the deadline for a February conference in Japan or a March conference overseas, especially for a conference early in the month.



## Upcoming Conferences

### November 12–14, 2004—The 13<sup>th</sup>

*International Symposium and Book Fair on English Teaching—Trends in Asian ELT: Theory and Practice*, at the Chien Tan Overseas Youth Activity Center, Taipei, Taiwan, organized by the English Teachers' Association of the Republic of China. The main topic areas are Classroom Methods and Practices, Teacher Training, Materials, Literature, Multimedia and Technology, English for Specific Purposes, Comparative Education and Policy Making, Multicultural Education, and Communicative English Teaching. Contact Yiu-nam Leung, Dept. of Foreign Languages & Literature, National Tsing Hua University, 101, Sec. 2, Kuang Fu Road, Hsinchu, Taiwan 300; t: 886-2-2392-6047; <etaroc2002@yahoo.com.tw>. <www.eta.org.tw>

**November 19–22, 2004—The 30<sup>th</sup> Annual International JALT Conference: Language Learning for Life**, at Tezukayama University, Nara City, Nara prefecture. The theme of the 30<sup>th</sup> annual JALT International Conference is Language Learning for Life. The focus is on creating an awareness of what enhances students' interest and skills in a foreign language for a lifetime. <jalt@gol.com>. <jalt.org/jalt2004/>

**December 1–3, 2004—The Pacific Asia Computer Assisted Language Learning Conference**, at the National University of Singapore. Invited Speakers: Carol Chapelle (Iowa State University), Anna Uhl Chamot (George Washington University), Mayumi Usami (Tokyo University of Foreign Studies), Thomas Robb (Kyoto Sangyo University), Stephen Carey (University of British Columbia, Columbia), David Hipple (University of Hawai'i), Peter Liddell (University of Victoria, Canada), and others. Contact: Hayo Reinders, <hayo@hayo.nl>. <pacall.org/PacCALL2004.html>

**January 20–22, 2005—The 25<sup>th</sup> Annual Thailand TESOL International Conference: Surfing the Waves of Change in ELT**, at the

Imperial Queen's Park, Bangkok, Thailand. Contact: Maneepen Apibalsri, <mapibal@ccs.sut.ac.th>. <thaiteosol.org>

**April 18–20, 2005—40<sup>th</sup> RELC International Seminar: New Dimensions in the Teaching of Oral Communication**, at the Regional English Language Centre, Singapore. The role of the oral skills in the learning of a language has been an area of theoretical discussion over the years, with some suggesting that the oral language must come first. There has also been controversy over the need for oral skills, especially in foreign language situations where the main aim is examination preparation rather than communication with speakers and writers of the target language. Contact: RELC Secretariat, <admin@relc.org.sg>. <relc.org.sg/sem\_frame.htm>

**May 26–28, 2005—The 18<sup>th</sup> TESL Canada Conference—Building a Profession: Building a Nation**, at the Westin Hotel, Ottawa, Canada. The conference will include a research symposium, many workshops, a technology fair, keynote addresses by Karen E. Johnson and Elana Shohamy, a learners' conference, and much more! Contact: <teslca2005@yahoo.ca>. <www.tesl.ca>

**July 24–29, 2005—The 14<sup>th</sup> World Congress of Applied Linguistics**, Madison, Wisconsin, USA. Presentations at the World Congress will bring together applied linguists from diverse communities and from varied intellectual traditions to explore the future. The theme of the conference is The Future is Now—a future where language is a means to express ideas that were unthinkable, to cross boundaries that seemed to be unbridgeable, and to share our local realities with people who live continents away. Contact: Richard Young, <rfyoung@wisc.edu>. <aila2005.org>

weblink: [www.jalt-publications.org/tlt/confcal/](http://www.jalt-publications.org/tlt/confcal/)

**Nellies Advert**



...with Malcolm Swanson & Paul Daniels  
<tlit-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.

As well as our feature columns, we would also like to answer reader queries. If you have a question, problem, or idea you'd like discussed in this column, please write to us at <tlit-wired@jalt-publications.org> or visit our website at <www.jalt-publications.org/tlt/wired/>.

## Weaning from *Word*: Mac Alternatives

**L**ike many other upgrade junkies, I was looking forward to getting my hands on a copy of Microsoft's new *Office 2004* suite for Macintosh. And, like many others, I found getting an English version in Japan was almost impossible. Locally, only Japanese versions are shipped, and even though the Japan Apple Store <www.apple.com/jp/> now offers an English version, there is no upgrade pricing (I eventually bought the academic package from New Zealand).

With such poor local support for non-Japanese users, many people have begun looking for alternatives. The most obvious choice is the *OpenOffice* suite <porting.openoffice.org/mac/>. It has most of the functionality of Microsoft Office, is *open source* (so is constantly being improved), and best of all, it's free! We will be reviewing this suite in a future *TLT Wired* column, so this month's column focuses on alternative word processing programmes for the Macintosh.

The big hope in the Macintosh community has been that Apple would add to its *iLife* lineup with an iOffice-style suite to replace its solid, but aging, *AppleWorks*. That hasn't happened yet, but thankfully the Mac's enthusiastic developer community is offering a few alternatives.

**Nisus Writer Express** (ver 2.01, \$60, <www.nisus.com/Express/>)

Before OS X came along, *Nisus Writer* was one of the major MS Word alternatives. In recent years it has languished a little while being ported to Apple's new operating system. Version 1 was extremely slow and buggy, but this latest release is much faster, stabler, and more feature rich (without the bloat



of Word). It is still not perfect (no TOCs or index function, footnotes are buggy, font selection can be hit and miss, and it has display problems at times), but in many ways it even surpasses Word: It handles Japanese text natively; setting styles is far more intuitive; tables are effortless; and it has a useful multiple clipboards function. I particularly like how customizable it is (especially menu items and keyboard commands), and the toolbar that slides out from the document window is far less intrusive than floating palettes. It also feels very Mac-like, which means you don't have a big learning curve. In fact, I downloaded it, had it running in 5 minutes, and am writing this column on it now! As one reviewer put it, this is a "writer's word processor." Nisus offers a 30-day full featured demo, downloadable from their website. [Editor's rating:★★★★☆]

**Mellel** (ver. 1.8, \$39, <www.redlers.com>)



If you're into good-looking software (and like the brushed aluminium look), *Mellel* might be for you. Its clean looks, small memory requirements, and speed have given it an almost cult following. It's probably the only

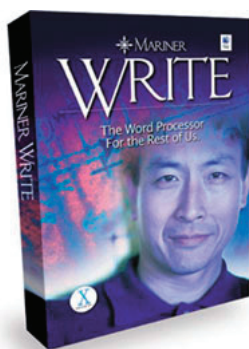
other programme that comes near to Nisus in performance and features. Being built in Cocoa, it handles multiple languages well (as was written on one website, "An emphatically polyglot word processor from Tel Aviv, with particular support for Arabic languages is a beacon of hope in a divided world") though changing to Japanese requires a font shift as well. It also has a nice *outline* feature to help you plan your writing.

There are a few things, however, that go against *Mellel* in my opinion. Firstly, it handles many

**Advert CUP 2**

standard features in a very non-standard way. That's not necessarily a bad thing—originality can lead to improvement—but it makes learning to use the software harder, and shifting back and forth from other applications requires a mental shift as well. But the clincher for me is that it uses a proprietary file format—documents created in Mellel can't be opened with other applications, meaning that if you share files, all parties will need a copy of Mellel. A crippled demo version can be downloaded from their website. [Editor's rating: ★★☆☆☆]

**Mariner Write** (ver. 3.6.3, \$70, <[www.marinersoftware.com](http://www.marinersoftware.com)>)



When I opened *Mariner Write*, my first impression was how similar it looked to AppleWorks with its black on white interface. The developers have gone to great lengths to keep the interface as simple as possible, but I feel this is to the detriment of the aesthetics of the

application. This stops it feeling as refined as Mellel and Nisus, though I suspect that under the hood, it is not that different. However, there is no doubt it is the fastest of the three reviewed so far, and it is just as feature rich. I found the lack of palettes or menu bars to be a disadvantage, as accessing a feature required knowing the keyboard shortcut or scrolling through menus. It is the only one of the three to have a WYSIWYG (What-You-See-Is-What-You-Get) font menu. This always had a time lag when first accessed, but afterwards displayed immediately. *Find and Replace*, as with Mellel, is very limited in scope, though *Save As* offered almost as many options as Nisus. A 30-day full-featured demo version can be downloaded from their website. [Editor's rating: ★★☆☆☆]

**CopyWrite** (ver. 2.1.4, \$30, <[www.bartastechnologies.com](http://www.bartastechnologies.com)>)

As *CopyWrite*'s website says, "CopyWrite is for writing. Word Processors are for layout and formatting." CopyWrite's text tools are limited at best, but that is intentional. CopyWrite is more for the serious writer who has projects that require

organisation. It has a useful notes function that lets you add comments or information to a pullout drawer in each document or project, and it allows you to save multiple versions of document drafts for later reworking. The working page displays a browser at the top to help you access documents quickly—handy for large, multipage projects. Another nice feature is that you can quit the application, and next time it is started, it will open any files that were open when it closed. On the downside, CopyWrite also uses a non-standard file format. CopyWrite may be used free of charge unless you have projects with more than five documents, or need the ability to export.



If simple text editing is all you need, you will quite likely be satisfied with the copy of *TextEdit* included with your OS X software. If you need to edit, search, transform, or manipulate text, then *BEdit* <[www.barebones.com](http://www.barebones.com)> is pretty much unbeatable. If you have specific writing or editing needs—such as script writing, note management, or document organisation—then it is highly likely that something exists. A good place to start looking is <[www.versiontracker.com/macosx/cat/wordprocessing](http://www.versiontracker.com/macosx/cat/wordprocessing)>.

Of the four applications reviewed above, *Nisus Writer Express* is my personal choice, and the more I use it, the better I like it. However, every writer has different needs, so it's worth downloading a few applications and finding what feels comfortable. A quick Google search for reviews is helpful, as is scanning through user feedback on sites like <[versiontracker.com](http://versiontracker.com)>. With Microsoft's seemingly indifferent attitude to English users in Japan, along with a gathering trend in Asian countries to examine alternative operating systems and software, now might be a good time to find an alternative solution, get comfortable using it, and support its future development.

Malcolm Swanson

## Editor's November Picks:

**Useful Mac Utility:** *A Better Finder Rename* <[www.publicspace.net/mac.html](http://www.publicspace.net/mac.html)> – Useful for intelligently renaming batches of files.

**Readable Blog:** <[dublinerinjapan.blogspot.com](http://dublinerinjapan.blogspot.com)> – An ex-JALT VP takes a crustier look at life.

# Submissions

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す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、スタッフリストページにある各コラムの編集者まで締め切り前に留意して、提出してください。提出されたものにつきましては編集者に一任していただくこととなります。

## 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
- 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 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る、6,000字以内で、英文・和文の要旨、短い略歴および日本語のタイトルを添えて下さい。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

**Readers' Views.** Responses to articles or other items in *TLT* are invited. Submissions should be sent to the editor and time allowed for a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence. Send as an email attachment to the Co-Editors.

**読者の意見:** TLTに掲載された記事へ意見をお寄せ下さい。編集者が適切だと判断した場合には、著者の考えと並べて掲載したいと思えます。実名記載になります。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-Editor.

**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、著作権にはお気をつけ下さい。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。

**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: 15<sup>th</sup> of the month, 1½ months prior to publication.

Send as an email attachment to the JALT Focus editor.

**JALTフォーカス:** JALT内の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日までに送ってください。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/tlt/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 in 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/tlt/focus/>で見ることができます。できるだけ前もって掲載いたしますが、終了次第、消去いたします。掲示板オンライン・サブミッション形式に従い、400字以内で投稿して下さい。なお、会議、セミナーはConference Calendarで扱います。

**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
- reflect actual classroom usage in the case of classroom materials
- be thoroughly checked and proofread before submission.

Send as an email attachment to the Book Reviews Editor.

**書評:** 本や教材の書評です。書評編集者<pub-review@jalt-publications.org>に問い合わせ、最近出版されたリストからお選びいただくか、もし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。

**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: 15<sup>th</sup> of month, 2 months prior to publication. Send as an email attachment to the SIG News Editor.

**SIGニュース:** SIGはニュースやイベントの報告にこのコラムを使用できます。会議、プレゼンテーション、出版物、論文募集、連絡先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 Reports.** The column is a forum for sharing presentation synopses held at JALT Chapters around Japan. Submissions must therefore reflect the nature of the column and be written clearly and concisely. 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 300 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。

**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: 15<sup>th</sup> 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。

**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: 15<sup>th</sup> 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。JC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: 15<sup>th</sup> of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences.

Send as an email attachment 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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# Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

**Publications** — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

**Meetings and Conferences** — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m<sup>2</sup>, an employment center, and social events. Local chapter meetings are held on a monthly or bi-monthly basis in each JALT chapter, and Special Interest Groups, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

**Chapters** — Akita, Chiba, Fukui, Fukuoka, Gifu, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama.

**SIGs** — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Gender Awareness in Language Education; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Pragmatics; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Other Language Educators (affiliate); Eikaiwa (forming); Pronunciation (forming); Teaching Older Learners (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

**Awards for Research Grants and Development** — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair. Awards are announced at the annual conference.

**Membership** — All membership includes subscriptions to *The Language Teacher* and *JALT Journal* and membership in a local chapter. *Regular membership* (¥10,000). *Student membership* (¥6,000) - available to students of undergraduate/graduate universities and colleges in Japan. *Joint membership* (¥17,000) - available to two individuals who can register with the same mailing address; only one copy of each JALT publication for two members. *Group membership* (¥6,500/person) — available to five or more people who can register with the same mailing address; one copy of each publication for every five members or fraction thereof. Applications may be made at any JALT meeting or by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*. Joint and Group members must apply, renew, and pay membership fees together with the other members of their group. From overseas, application may be made by sending an International Postal Order to the JALT Central Office or by transferring the fee through Citibank. For details please contact the Central Office.

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## Join or renew

### JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,000名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

**出版物：**JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌 *The Language Teacher*、年2回発行の *JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

**例会と大会：**JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキウム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テストングや他のテーマについての研究会などの特別な行事を支援しています。

**支部：**現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、岐阜、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜）

**分野別研究部会：**バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、ジェンダーと語学教育、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロプメント、教材開発、語用論、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、他言語教育（準分野別研究部会）、英会話(forming)、発音(forming)、中高年学教育(forming)。JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

**研究助成金：**研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

**会員及び会費：**会員及び年会費：年会費にはJALT出版物の購読料及び支部の会費も含まれています。個人会員（10,000円）。学生会員（6,000円）- 日本にある大学・大学院・専門学校の学生を対象。ジョイント会員（17,000円）- 同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部。団体会員（6,500円/人）- 同じ住所で登録する5名以上を対象とし、JALT出版物は5名毎に1部。入会・更新申込みは、例会で行うか、*The Language Teacher*に綴じこまれている郵便振替用紙を利用してください。ジョイント及びグループ会員は、全員まとめて入会又は更新の申込みをして下さい。海外からは国際郵便為替をJALT事務局に送るか、又はCitibankより送金してください。詳しくはJALT事務局に問合せてください。

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