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Foreword

November is a special month in Japan with national holidays, such as Culture Day, and festivals to celebrate *shichi-go-san* and the changing colours of autumn foliage-*momiji*. For those of you who may be experiencing these events for the first time, it is a wonderful opportunity to spend time outdoors and enjoy the cooler temperatures. A visit to a local shrine around the 15th will allow you to see girls dressed in colourful kimono and boys in *haori* and *hakama* trousers celebrating *shichi-go-san* with their families. *The Language Teacher* also has a lineup of informative articles and teaching ideas to inspire you over the coming weeks.

In our feature section, **Toshiyuki Takagaki** interviews Kazuko Nakajima, a professor of Japanese as a second language and director of the Japanese Language Institute at Nagoya University of Foreign Studies. Nakajima spent more than 30 years living and working in Canada and relates her overseas experiences with English teaching and heritage language education in Japan.

In Readers' Forum, two articles are presented. The first by **Elizabeth Lokon** examines what effect the new listening component of the Center Test, to be introduced in 2006, will have on English language education and the development of students' communicative skills. **Fuki Nakai** discusses the importance of pronunciation in developing an understanding of native speech among Japanese university students studying English for communication.

The first of our My Share contributions comes from **David Berthiaume**. Berthiaume has designed a project that covers skills such as discussion, report preparation, and summary presentation. It has a variety of applications and can be utilized with different ability levels. **Daniel Droukis** provides a worksheet idea encouraging students to brainstorm, write questions, and then obtain an answer. **Kent Hill** suggests an interesting activity exploring idioms and their origins. Finally, **Omar Karlin** has designed a communicative worksheet activity for practicing verb tenses.

With the conference now over for 2005, I would like to take this opportunity to remind presenters to submit their papers to the Conference Proceedings. Make sure you don't miss out!

Jacqui Norris-Holt
TLT Co-Editor



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月は、七五三などの文化的行事が数ある月であり、また紅葉狩りなど行楽の季節でもあります。15日頃に神社に足を伸ばせば、七五三を祝う子ども達の色鮮やかな着物や羽織、はかま姿を見ることができるでしょう。さて、今月号も皆さんの授業に役立つ記事や情報が満載されています。

最初に高垣俊之氏による名古屋外国語大学の中島和子教授へのインタビュー記事があります。中島教授には、トロント大学での長年の研究、教育経験をもとに、日本の英語教育ならびに継承語教育について語っていただきました。リーダーズフォーラムでは、まず、Elizabeth Lokon氏が、センター試験で新たに導入されるリスニングが日本の英語教育や生徒のコミュニケーション技能に及ぼす影響について論考しています。次に、Fuki Nakai氏が、コミュニケーションな英語を身につけようとしている日本人学生がネイティブの英語を理解するためには、発音指導が重要であることを指摘しています。さらに、マイシェアでは、David Berthiaume、Daniel Droukis、Kent Hill、Omar Karlinの四氏がそれぞれ教室で役に立つアイディアを紹介します。

最後になりましたが、今年度のJALT全国大会で発表された方は、大会のプロシーディングに忘れずに投稿していただきますようお願いいたします。

TLT / Job Information Centre Policy on Discrimination

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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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English teaching and heritage language education in Japan from a Canadian perspective



An interview with Kazuko Nakajima

Toshiyuki Takagaki interviews Kazuko Nakajima, a professor of Japanese as a second language and director of the Japanese Language Institute at Nagoya University of Foreign Studies. She was formerly a professor at the University of Toronto and lived in Canada for more than 30 years. She has conducted extensive research on bilingual education and taught Japanese as a second language. In this interview,

she offers a number of important and insightful opinions on English teaching and heritage language education in Japan from a Canadian perspective.

聞き手：中島先生は30年以上もの長きにわたってトロント大学の東アジア研究科で日本語と日本語教育を教えてこられ、それと同時に、バイリンガルや第二言語教育の研究に精力的に取り組んでこられました。そして、2002年からは研究拠点を日本に移され、現在、名古屋外国語大学で教鞭をとられています。本日は、カナダの視点から見た日本の外国語教育や母語・継承語教育に関して、いろいろお話をうかがいたいと考えております。どうぞよろしくお願い致します。

中島：こちらこそよろしくお願いします。

聞き手：まずは、日本の英語教育についてお聞きしたいと思います。ご存知のとおり、2002年度より公立の小学校で英語を教えることが可能となりました。今では全国の多くの小学校で英語活動がおこなわれていますが、日本における小学校での英語教育の導入をどう思われますか。

高垣俊之

Toshiyuki Takagaki

尾道大学

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weblink: www.jalt-publications.org/tlt/articles/2005/11/index

中島: 国の言語資源を豊かにするためには、子どもの自然習得の力を活用するのが一番効率がいいのです。その意味で、「外国語もできる日本人」を育成するために、公立小学校の環境を整えてなるべく早くから外国語を導入すべきです。ただ子どもの場合は言語接触が頻繁でないと効果が上がりませんから、毎日何らかの形で外国語に触れるという環境づくりが必要です。

聞き手: 目下、英語を小学校で今後教科化するべきかどうかということが一つの重要な議論となっておりますが、この点に関してはどのようなご意見をお持ちでしょうか。

中島: 教科化するなら、教育行政を全面的に改革する覚悟が必要でしょう。教師養成プログラムの内容を変えて、「英語も教えられる小学校教師」を養成しなければなりませんし、英語を外国語として教える資格を持ったネイティブスピーカーを海外から招聘しなければなりません。カリキュラムや教材も、小学校から積み上げて中学校の英語教科内容を全面的に変革する必要があります。たいへんなことですが、国語科と外国語科が協力して日本人の子どもの言語能力全体を高めるという立場に立って、ぜひ教科化すべきだと私は思っています。

聞き手: 教科化ということで、思い浮かぶのはカナダの第二言語としてのフランス語教育です。教科として教える、いわゆるコア・フレンチ・プログラムでは、小学校から毎日20～40分、フランス語を児童は学習しますが、そこから日本として何か学ぶことはないでしょうか。

中島: カナダのコア・フレンチは、教科としての外国語（フランス語）教育で、世界的に脚光を浴びたイマージョンプログラムと違って、これまで日本では注目されて来なかったものですが、実は、日本の小学校英語教育にとって参考になるものです。公用語教育ですからほとんどの州で必修です。カナダ生まれ、カナダ育ちの一人息子の例で言うと、幼稚園から高校を卒業するまで、毎日フランス語の授業が1コマはあったと記憶しています。H.H.Sternという年少者の言語教育の世界的リーダーの貢献もあり、マルチディメンショナル・アプローチなど、カリキュラムデザインその他で参考になるものがいろいろあります。

聞き手: 第二言語教育でよく取り上げられるのがカナダのイマージョン教育です。目標言語を媒体として算数なり理科なりを教える教育が一定の効果を上げており、高い評価を世界で得ております。一部の日本の私立学校や公立学校は、すでにイマージョンプログラムを導入したり、導入を検討している学校もあると聞いております。このような動きをどのようにご覧になりますか。

中島: イマージョンと一口に言ってもいろいろありま

すね。日本でぜひ導入してほしいと思うのが二つあります。一つは、幼児からスタートするトータルイマージョンです。思考の柔軟性や、言語そのものに対する認識を豊かにするためにもおおいに振興すべきでしょう。これは日本人の子どものためですが、もう一つは外国籍の子どものためです。例えば午前中は日本語で、午後はポルトガル語やスペイン語や中国語で学習するというパーシャル・イマージョンです。いずれにしても、イマージョン教育には長期的な構えが必要で、すし、幼・小・中・高の連携も必要です。また学校だけでは育ちにくい言語面が必ず出てきますから、海外体験プログラムと組み合わせることも大切です。

聞き手: ちなみに、第4学年で始まる中期イマージョン、第7学年で始まる後期イマージョンではどのようなでしょうか。

中島: 中期イマージョン、後期イマージョンで忘れてはならないことは、幼児期からフランス語を学習して来たコア・フレンチの子どもが、途中からイマージョンに移るということです。ですから、フランス語の基礎がすでにできているし、フランス語をもっと学習したいという意欲のある子どもが移るのです。イマージョンプログラムは開始時期が決まっています。途中編入を認めませんので、幼児期には決断できなかった親に更なるチャンスを与えるという意味で、カナダでは大事なプログラムです。専門的立場から見ると、開始年齢の異なる同質プログラムが並存することによって、フランス語の熟達度その他がどのように異なるかという研究が可能になり、カナダにはそのような研究データが豊富です。小学校の英語導入にもいろいろな知見を与えてくれます。

聞き手: さて、今年5月に、先生は翻訳書『カナダの継承語教育』（カミンス&ダネシ著、明石書店）を刊行されました。そこで「継承語」という私たちにはあまりなじみのないことばをご説明していただいた上で、本書を出版される意義についてお伺いしたく存じます。

中島: 「継承語」とはheritage languageの訳で、社会の主要言語以外の言語を指します。カナダで言えば、公用語の英語、フランス語以外のマイノリティー言語ということになります。ちなみに、この用語の日本語訳を私が考案したのは1988年でした。

聞き手: となると、継承語の教育は、カナダ、アメリカ、オーストラリアなどの多言語、多文化国家において重要な問題であるということですね。

中島: そうですね。継承語は母語・母文化が危険にさらされるマイノリティー言語の子どものみが必要とするもので、母語は社会の少数言語だが、社会の主要言語で教科学習を余儀なくされる子どもが対象となります。継承語教育は、異言語環境で親のことば、文化を

育てる教育です。したがって、世界の各地にある在外教育機関、例えば日本人学校や補習校も継承語教育であるし、日系人の手で営まれる各種日本語学校も継承語教育です。また国内のオールカマーの朝鮮・韓国入学校、中華学校、ニューカマーの母語教室、ブラジル人、ペルー人学校もみな継承語教育の一種です。継承語教育は用語ばかりでなく、その意義も一般的に認められるところまでは至っていないため、また社会の周辺的な立場にある子どもの教育であるがゆえに、資格のある教師の不在、年齢相応の教材の不足、方法論の未発達などの問題を常に抱えており、教育的にもっとも恵まれない言語教育の一領域なのです。

聞き手：「母語教育」「母語維持教育」「母語保持教室」という用語があるのに、なぜ敢えて「継承語」「継承語教育」と使うのですか。

中島：それは一口に言うと、親の母語が子どもの母語とは言えない状況が異言語環境では生じるからです。例えば、現地生まれの子どもの場合、生まれて初めて覚えたことばは親の母語であることが多いですが、学齢期になって現地語を使って学習するようになると、どうしても親のことばが「弱いことば」で現地語が「強いことば」になっていきます。親が母語で話しかけても、子どもは現地語で答えるというような状況がよく起こるのです。つまり、幼少のころは親の母語が自分の「母語」でもあったが、「現地語」が強くなるにつれ、自分の「母語」とは言えない状況になる。かと言って親のことばが「外国語」になるわけではない。このような状況の親のことばを「継承語」と呼びます。学齢期の途中で海外に出た子どもの場合は、「母語」と言える状態を維持することが可能であっても、幼少のときに移動した子どもや現地生まれになると、「継承語」という用語がどうしても必要になります。親のことばは親子のコミュニケーションに不可欠なものであり、親との交流の質がことばの発達、人格形成、情緒安定、第二言語の獲得に多大な影響を及ぼすものですので、継承語を現地語と同時に伸ばすことが教育的に非常に意味のあることなのです。

聞き手：日本でも年々、外国人の居住者が増加しておりますが、当然、彼らの子弟の言語、文化教育が今後大きな問題となることが予想できますね。

中島：そのとおりです。21世紀に入って、いよいよ

国境を越えてヒトやモノの移動が激しくなり、生地ではないところで育つ子どもの数は増える一方です。日本でも地域社会や公教育での外国人児童生徒の受け入れが身近な問題になり、マイノリティー言語児童生徒の母語育成は避けて通れない日本の課題です。カナダは言語教育の宝庫です。フランス語イマージョン教育をはじめ、継承語教育や小学生の外国語教育など、言語形成期の子どもの自然習得の力を活かした語学教育が盛んです。なかでも継承語教育は世界的に見てユニークであり、カナダが国際社会でもっとも貢献する可能性を持った分野であります。今こそカナダの継承語教育の生みの苦しみ、存続の難しさ、その研究成果からわれわれが学ぶことが多いときはないと考えます。

聞き手：日本において、母語・継承語の教育を研究対象とする学会、研究会などはあるのでしょうか。

中島：二言語の狭間の問題を扱うために、「母語・継承語・バイリンガル教育研究会」を2002年に立ち上げました。現在夏の年次大会、紀要の発行などを行っています。将来的にはバイリンガル（多言語）教育学会に発展解消できればいいと思っています。

聞き手：最後に、今後の先生の教育、研究の活動予定についてお聞かせ願えるでしょうか。

中島：子どもが一つ以上の言語に触れた場合、二言語とも順調に伸びればいいのですが、二言語とも伸び悩むケースもあります。ダブルリミテッドとかセミリンガル現象と呼ばれますが、そういうケースをどう判定し、言語教育としてどのような教育的対処が可能かというのが今の私の研究テーマです。このような知見も含めて、カナダのイマージョン教育の豊かな経験が日本でも活かされるといいと思っています。

聞き手：本日は、日本語教育とバイリンガル教育の研究の第一人者である中島和子先生から深い洞察に満ちた貴重なご意見をいただくことができました。厚くお礼を申し上げますとともに、今後の益々のご活躍をお祈り申し上げます。

＜聞き手＞高垣俊之（TLT日本語編集長）

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Will the new Center Test make English language education more communicative in Japanese high schools?

Elizabeth Lokon

**Miyazaki
International
College**

In 2006, Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) will add a listening component to the University Entrance Central Examination (Center Test). It is believed that by adding a listening test to this national university entrance examination for high school students, high school English teachers will develop students' English communication skills. In this paper, I will elaborate on my reasons for believing that implementing a listening component in this new test will not necessarily create the desired changes in teaching and learning practices.

Background

In order to consider some of the possible impacts of the 2006 listening test on communicative language teaching (CLT) practices in Japanese high schools, let us first consider a similar policy issued in 1989. Based on the 1987 recommendations by the Council on the School Curriculum (*Kyoikukateishingikai*), the Ministry of Education (*Monbusho*) issued a newly revised *Course of Study* in March of 1989 with the following goals:

The improvement of communication ability in foreign languages is considered important in order to deepen mutual understanding with foreigners. To this end, the Courses of Study for Lower Secondary School and Upper Secondary School were revised, emphasis being placed on *the cultivation of basics for communication competency and international understanding*. (MEXT, 1989, Part II, Chapter 9, paragraph 3, emphasis mine)

In accordance with this 1989 Course of Study, high schools implemented new courses called Oral Communication A, B, and C. The contents of these courses are daily conversation skills (A), skills for listening to speeches and lectures (B), and public speaking skills (C) (Wada, 2002). At the same time, young native speakers of English were invited through the Japan Exchange and Teaching (JET) program to serve as Assistant Language Teachers (ALTs) in Japanese secondary schools.

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In 2002, the Ministry of Education, Culture, Sports, Science and Technology, or MEXT, (renamed *Monbukagakusho*) issued a new goal for English education in Japanese schools. In their plan to cultivate "Japanese with English abilities," MEXT stated that:

For children living in the 21st century, it is essential for them to acquire communication abilities in English as a common international language. In addition, English abilities are important in terms of linking our country with the rest of the world, obtaining the world's understanding and trust, enhancing our international presence and further developing our nation. ... Through instruction, *basic and practical communication abilities* will be acquired so that the entire public can conduct daily conversation and exchange information in English (MEXT, 2003, pp. 1-2, emphasis mine).

This time, the above goals are to be achieved by the implementation of a listening component in the University Entrance Central Examination, the examination for high school students interested in attending national universities. This newly designed test is only one aspect of the Ministry's five-year implementation plans (2003-2008). The other parts of the 2003-2008 implementation plan include: urging education boards to hire English teachers with the equivalent of STEP semi-first level, TOEFL 550 points, or TOEIC 730 points; continuing the JET program with the goal of having 11,500 foreign assistant language teachers in elementary and secondary school classrooms; a target of 1000 full-time foreign English language instructors in secondary schools; intensive training for 60,000 English teachers, including 100 teachers in overseas training for 6-12 months and 200 teachers for 2 months; partial scholarship for 10,000 high school students to study overseas annually as well as for a smaller number of university students; establishment of 100 super English-language high schools; establishment of sister schools and foreign exchanges; dissemination of handbooks of effective instruction examples and research results from super English-language high schools by the Information Center for Educational Resources of the National Institute for Educational Policy Research (MEXT, 2002).

Learning from the past

Upon closer reading, one can conclude that there is not much difference between the two sets of goals stated by MEXT in 1989 and in 2002. This implies that the same goals had to be restated because the desired results were not achieved in the 13 years that had lapsed. What happened as a result of the 1989 set of goals? It is worth exploring this question in order to learn from the lack of accomplishments since then.

ALC Press (1996) and Browne & Wada (1998) studied the effect of the 1989 guidelines by the Ministry of Education on the teaching of oral communication courses in high school English classes. ALC Press (1996) studied 129 senior high school English teachers and found that 59% of these teachers said that their oral communication classes were not effective. Sixteen percent of these teachers admitted that they converted their oral communication classes into exam preparation classes.

Sato (2002) did a year-long qualitative study of 19 English high school teachers. He found that despite teachers' awareness of the new goals and guidelines issued by the Ministry of Education, all of the teachers in this study continued to teach English in the traditional manner, emphasizing grammar and translation (*yakudoku* method) without attempting to develop their students' communicative skills.

Browne and Wada (1998) received surveys from 216 college preparatory (Ippan) high school English teachers in Chiba and reported that only 38% of these teachers taught Oral Communication A (daily conversation); 67% taught Oral Communication B (listening to lectures); and only 9% taught Oral Communication C (public speaking). One-third of the teachers surveyed reported that they have not attended any professional development seminars associated with the new Course of Study.

The question that follows from the above studies is whether teachers will respond differently to the Ministry's 2002 goals when compared with the 1989 goals because of the addition of the listening component in the University Entrance Central Examination. I believe that for reasons given below, the expansion of the test (by itself) is counterproductive to MEXT's goals in developing high school students' communicative skills.

Listening for communication is more complex than listening for test-taking

Canale and Swain (1980) identified four areas of competence that are needed in order to be communicatively competent:

- (1) Grammatical or linguistic competence (the ability to recognize and use the lexical, morphological, phonological, and syntactical features of a language)
- (2) Sociolinguistic competence (understanding of the social context in which language is used)
- (3) Discourse competence (understanding of the interconnectedness of text in a discourse)
- (4) Strategic competence (coping strategies used to initiate, maintain, repair, redirect, and terminate communication)

Given these dimensions of communicative competence, I doubt that adding a listening component to the Center Test is going to encourage teachers to try to develop all four areas of competencies that are needed in genuine communicative events. If the aim is to improve students' listening test scores, it is much more efficient to teach listening for test-taking purposes than it is to teach listening for communicative purposes. Although the content of these competencies are continually changing as English becomes more and more of a world language without a clear construct of *the ideal native speaker*, communicatively competent users of the language develop all four dimensions of the language while highly successful test-takers would not need to do so. In other words, although a communicatively competent person without particular disabilities is likely to score high in a valid language test, the reverse is not necessarily true. A high-scoring test-taker may or may not be a competent communicator.

Tension between the Ministry's goals and teacher and student belief systems

To teach language communicatively, teachers need to set up situations where students perceive a genuine need to exchange ideas, share information, solve problems, or do other meaningful tasks using the target language in an authentic and contextualized interaction with others. This is difficult to accomplish in a monolingual educational setting that is geared toward mastery of test-taking skills. To achieve MEXT's stated goals (English education aimed at "communication competency and international

understanding", 1989, and "basic and practical communication abilities", 2002), teachers need to redefine what it means to be an excellent teacher. Unfortunately, it is still commonly believed that good teachers are those who can maintain classroom order, work hard for school events and union affairs, and can keep pace with other teachers. Sato's (2002) yearlong study revealed that

Those who were busy working hard for homerooms, school events, extracurricular activities, and union affairs appeared to be more highly regarded as teachers. Evaluations centered on teachers' ability to manage students, keep order, and get things done, as opposed to actually teach. ... "This is the school atmosphere," to which everyone was expected to conform. (p. 52-53).

Browne and Wada's (1998) 216 college preparatory English teachers ranked the three most important influences on classroom teaching as follows: "(1) to teach the contents of the textbook; (2) to prepare students for the entrance examination; and (3) to follow Mombusho [MEXT] Guidelines" (Wada, 2002, p. 38). Clearly, the Ministry's communicative goals are not the first and foremost priority in teachers' minds.

To make the transition from exam-oriented language teaching to a more communicative approach to language teaching, it is imperative that teachers are supported and rewarded for experimentation in innovative teaching practices, which requires teachers to be great risk-takers. School cultures and belief systems that reward conformity and high-scoring students in entrance examinations are not going to encourage teachers to risk teaching in new ways. As one teacher said, "I agree that the purpose of English is developing learners' communicative skills ... But, we cannot ignore university entrance examinations. That's another problem. If entrance exams were removed, we could begin to think about alternatives" (Sato, 2002, p. 57). Instead of removing the hurdle of entrance exams, however, MEXT decided to expand it. Adding the listening component to this already highly exam-oriented teaching culture simply will increase the pressure for further cramming students with the necessary test-taking skills. The assumption that the inclusion of the listening component in the 2006 university entrance examination will encourage teachers to transform their teaching practices is, to say the least, dubious.

High school student beliefs and motivations are also tied to this preoccupation with entrance examinations. Teachers expressed “the difficulty of changing learners’ negative attitudes toward examination-oriented English, and, as a result, toward English in general” (Sato, 2002, p. 64). Students seem to construct a dichotomous understanding of the language learning experience: learning for test-taking is boring but important, while learning for communication is fun but unimportant. Neither construct is optimal in promoting student learning, and this situation creates a great challenge for high school English teachers. Expanding the scope of these entrance exams is unlikely to transform student understanding of their language learning experiences or increase motivation to learn. In fact, it may make the situation worse if students perceive that they have to do even more drills and practices to pass the new entrance exam.

Change in teaching practice requires change in values

To achieve MEXT’s goals, teachers need to make the leap from exam-oriented teaching to a communicative approach to teaching. To make this leap, teachers need to reconstruct their definition of teaching excellence. As long as teachers and students continue to measure their success in terms of university entrance examination scores, they are not going to make the necessary leap in value change. To make this change in values, teachers need to have the necessary institutional support from principals, parents, policy makers, students, and from each other to experiment and innovate. They need a collaborative and supportive school culture that rewards risk-takers and encourages critical reflections on their own thinking and teaching practices (Darling-Hammond & McLaughlin, 1995). They need the opportunity to make instructional decisions and feel that they are empowered to make those decisions.

In discussing pedagogical transformation, Savignon (2002) summed it up clearly: “Teachers do not learn by prescribed workshops or new curricula” (p. 80). They do not develop new philosophies of teaching and change their teaching practices by being told by MEXT what to do. Standardized curricula and testing are not likely to promote innovations in the classroom because teacher autonomy is undermined (Clair, 1998; Pennycook, 1989). In fact, expansion of this standardization will further limit teacher autonomy or a sense of agency in creating change.

Limiting teacher autonomy is going to limit their ability to transform their beliefs about the purposes of language education and exemplary teaching practices. Without such transformation, it is very unlikely that teachers will successfully implement MEXT’s goals.

Teacher comments

Upon completion in making the above argument in a presentation for junior and senior high school teachers, I asked the audience for written responses to the following questions:

1. Do you think that the new listening test component in the 2006 Center Test will change the way English teachers teach in high schools?
2. If yes, *why* will English teachers change the way they teach as a result of this new test? If no, why not?
3. If yes, *how or in what ways* will English teachers change the way they teach English in high schools?

Fifteen teachers, seven females and eight males, responded, writing in Japanese, English, or a mixture of the two. All respondents are high school teachers. One teacher teaches in both junior and senior high schools. Fourteen are English teachers, ranging in teaching experience from 1.5 months to 19 years, with an average of 7 years.

The listening test will not change teaching practice

Four respondents believe that fundamental changes will not take place as a result of this new listening component in the Center Test. One teacher wrote: “*I don’t think that what is fundamental will change. Most Japanese teachers of English think grammar is the most important because it is easy to teach to the students*” (1 year teaching experience). Another wrote: “*I don’t think the way of teaching will change because many believe the most important thing is the way of testing. Also, teachers are limited in their teaching. In a communicative class, students need to speak a lot. However, classrooms are not very big. So, we have to care about disturbing other classes*” (2 years teaching experience). It is interesting to note that both of these teachers are recent university graduates. The third teacher who circled *no* has 27 years of teaching experience but is not an English teacher, and the fourth did not write any additional comments.

The listening test may change teaching practice

Four teachers circled *yes*, the listening test will change the way English is taught, but noted some reservations. For example, one teacher wrote: *"Teaching method will not change, however, I will be able to enter all classes to present a native English lesson which is not the case currently. Japanese teachers will not change their current method"* (13 years teaching experience). Another wrote: *"It depends on the content. There are some other elements that have to be changed: class size, materials (textbooks need to be changed to CD/DVD plus textbooks). Actually I don't know it will change the way [people teach English] or not"* (11 years teaching experience). Another teacher questions the effect of increased exposure to listening on communicative competence: *"Actually, I spare more time for listening in my class. But I am not sure that this can improve communication competency (maybe not)"* (10 years teaching experience).

The listening test will change teaching practice

The remaining seven teachers are more confident that the listening test will actually change the way English is taught. For example, one wrote: *"The reason why HS education did not change is because the entrance exams for universities remained the same. But this time, the entrance exams themselves will change"* (12 years teaching experience). More specifically, the implementation of the test will actually generate the necessary resources for change: *"Time for listening will be guaranteed; classes and tasks for listening will be given; and techniques to teach listening will be instructed"* (12 years teaching experience). Most teachers in this group wrote a variation of the above comment with "increased time for listening and oral communication" being mentioned most frequently. One teacher made an interesting comment about the generational shift that may come along with the new test: *"Based on the fact that I changed my own teaching practice, I believe that other teachers who are in a similar age range as me (22-35) must also have started preparing for the listening test. [The new listening test] will decrease older teachers' hesitations to spend time to teach listening skills. This will make it easier for younger teachers to introduce listening components in their regular exams. There will also be an increase in demand from students [to develop their listening*

skills]" (12 years teaching experience). Another teacher echoed the notion that the listening test will increase the legitimacy of communicative language teaching: *"After the announcement that the Center Test will include a listening part, we can have a new 'aim' for doing a communicative approach to English classes"* (5 years teaching experience).

Conclusion

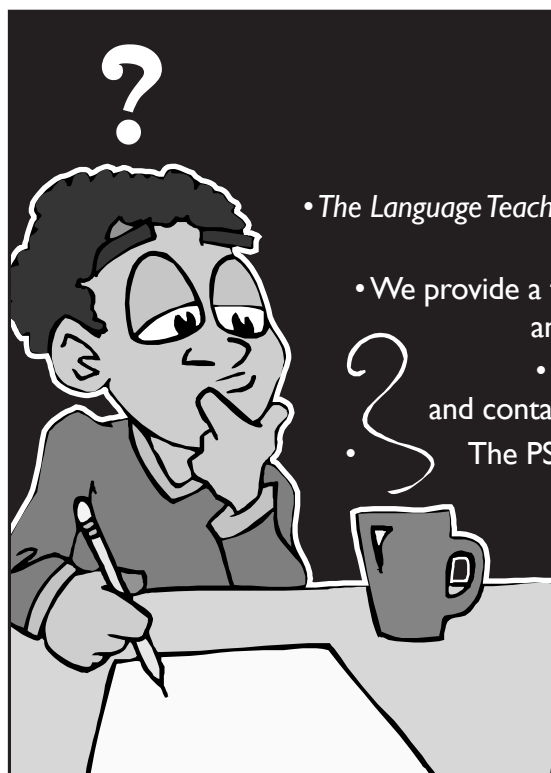
I have argued here that communicative language teaching requires the development of all four dimensions of communicative competence but this is less true in exam-oriented English teaching. To make this transformation from an exam-oriented approach of language teaching to a more communicative one, teachers need to change their definition of teaching excellence. This change requires a revision of basic values—a change at the cultural and philosophical level. To achieve this change, teachers need the support from parents, principals, policy makers, and from each other to reconstruct their world of work. They also need the autonomy and sense of empowerment that is required to implement this transformation effort. I believe that the plan to add the listening component to the 2006 University Entrance Central Examination in and of itself is very unlikely to provide teachers with the necessary elements that would result in the desired changes. In fact, it may even be counterproductive to the communicative goals set by MEXT in 2002. Without the necessary support elaborated above, I believe that it is quite likely that teachers will respond to the 2002 policy in the same way they did to the 1989 policy.

Having made the above argument, I am pleasantly surprised that only 26% of the teachers surveyed have a similar opinion, and half of these are new teachers. If the teachers in the survey are representative of the larger population of teachers, this implies that a majority of teachers believe that the new listening test may or will change their teaching practice. Believing this is already winning half the battle. Only time will reveal whether they will indeed win the war that will allow MEXT to achieve its goal to cultivate Japanese with English abilities. In this paper, I have addressed only one aspect of MEXT's reform plans, the new listening component of the university entrance examination. I would not generalize this assessment to other aspects of MEXT's plans.

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The role of pronunciation in communication

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以前行った調査では、コミュニケーションな英語を身につけようとしている日本人学生がネイティブの英語を理解するためには、音声指導が有効であるほとんどの学生は考えている。また、英語らしい音声への興味、意識の強さもうかがえる。発音指導に関しては最も賛否両論の分かれるところであるが、学習者のニーズが高く、communicabilityにも影響が及ぶため、基本的な音声の法則（音法）の学習は必要である。本論では、コミュニケーション主体を強調するとき、「音声を発する」という最も基本的な部分を、明示的な指導で学習者に認知、認識させることが有効であると主張する。しかし、この主張はWorld Englishesを軽んずるものではない。

The purpose of this paper is to make preliminary observations about the attitudes of university students learning English in Japan towards explicit instruction of phonological features of the native speech patterns of American English. In so doing, I hope to identify strategies which could help students to develop more effective listening and speaking skills by fostering an awareness of the phonological characteristics of American English at word, phrase, and sentence-level—an area largely neglected in previous studies of the Japanese EFL classroom.

The article begins with an attempt to clarify the elements involved in such a phonological awareness, and to identify what needs to be taught, and proceeds with observations based on a comparative analysis of results from a dictation test given to students, some of whom had received instruction which incorporated these elements. Other research results, practice runs, and alternative perspectives on the issues raised are also discussed.

Background to the Present Study

In recent years, English language teaching in Japan has moved towards an emphasis on productive skills. However, it is important to note that reception is the basis of production.

In order to explore how this receptive-productive process is perceived, and how it can be facilitated, the 140 intermediate level university students involved in the study, on which this paper is based, were given instruction involving extracts from the video and script of the movie, *Titanic*. Follow-up interviews were subsequently conducted in order to assess the effectiveness of the method, and the students involved were also asked to complete a questionnaire.

The study and follow up procedures were intended to identify strategies which could enable ELT practitioners to improve student comprehension of native or native-like speech, an area which students themselves identify as a particular area of difficulty.

Earlier and exhaustive research, such as that conducted by Wong (1987) had indicated that students consider an understanding of the phonological features of English an important

weblink: www.jalt-publications.org/tlt/articles/2005/11/index

means of improving their facility in the language in a number of ways. Student feedback in the questionnaire was instructive in underlining this, as when asked if explicit instruction regarding such features had proved beneficial, 100% replied in the affirmative, with 72% considering it of benefit for listening, 24% responding that it was useful "for their own pronunciation", and 4% "for knowledge of the language."

What is teaching English Pronunciation?

Earlier approaches to the teaching of pronunciation focused primarily on the accurate reception and reproduction of individual phonemes, often through minimal pair drills. While such instruction can play an important role in teaching phonemic-level contrasts which create particular problems for Japanese speakers, such as those between /l/ and /r/ and /b/ and /v/, the development of communicative language teaching has drawn attention to the shortcomings of such decontextualized activities (Morley, 1991).

Among these is the inhibiting effect a narrow focus on individual phonemes can have on the concentration of participants on actual communication, as it shifts the speaker's concentration away from what is said, to how it is said. Furthermore, in my own view, segmental and suprasegmental features beyond the level of the individual phoneme are of equal and perhaps greater importance in the context of actual communication. In other words, approaches which seek to revive a study of the phonological features of English need to embrace such features if the teaching of pronunciation is to facilitate rather than inhibit fluency.

Such approaches would require that student attention is directed to such features of native English speech as sound variation phenomena such as assimilation, ellipsis, linking, and reduction.

The importance of these phenomena to any approach purporting to be communicative is evidenced by the fact that an inability to recognize such features can lead to comprehension failure even at the level of single words or phrases. By gaining greater understanding of how these features function in communication, learners can therefore be expected to gain a greater understanding of native English phonological features and subsequently be able to incorporate these into their own speech.

In order to ensure that the communicative function of such an approach to pronunciation is

maintained, and to ensure that student motivation is maximized, language content must convey actual communication. And, although cognition does not always involve listening or speaking, opportunities must be provided for reasoning during listening. Equally, for communication to be facilitated, speaking activities also need to raise awareness of the characteristic phonological patterns of the target language—in this case English as it is spoken by native speakers in the US.

The shortcomings of existing approaches that do not incorporate each of these elements are revealed in misunderstandings that have been detected when textbook sentences are dictated at natural speed by native English speakers. Among the large number of misunderstandings such exercises reveal are cases such as one in which students wrote "I rabbit" instead of "I love it."

In this case, even though students could recognize that they had recorded a nonsense phrase that was unsupported by context, they were unable to recognize the intended phrase as a result of a lack of awareness of the phenomenon of linking, in addition to the more widely recognized /l/ /r/ miscue. In my own view, explicit instruction in previously mentioned phonological characteristics of American English would have been beneficial to facilitating recognition and understanding of the phrase.

In contrast to their older counterparts, the reproduction of native-like pronunciation among younger learners is a matter of frequent record. The following observation, garnered from my own experience in a team teaching situation with an American assistant teaching 2nd and 3rd grade students is not untypical. The question was asked during the introduction portion of the seminar, "What English word do you know?" One student duly answered "Anapo", and immediately the ALT replied "Ah, *ringo* (the Japanese word for apple)."

It is regrettable that *anapo* subsequently becomes *an appuru* when students enter middle school and start taking English classes.

Yet the development of such forms is neither inevitable nor desired by students themselves. In the Asahi Press of December 24, 1991, using a sound spectrograph, for instance, Kotani was able to visually display pronunciation. He reports that, "when the students visually see the pronunciation difference on the screen, they become extremely interested." (Dandou, 1991).

This indicates that it may be possible to use new technology to train students to be able to discriminate sound and pronunciation rather than

using traditional methods that have relied for the most part on listening.

In a personal interview, Kobayashi from the Human Engineering and Education Research Center offered the following statistics regarding phoneme variation to indicate the nature of the challenge—there are 108 phonemes in the Japanese language, while there are 1808 in English. As we can see from this, there are considerably fewer phonemes in the Japanese language compared to the variety in the English language, yet little is done to prepare students for the challenge of recognizing the phonic challenges this diversity implies. Therefore, it is necessary to look into the fundamental differences in the construction of sound.

In recognizing the importance of drawing attention to this complexity, I would like to suggest the explicit teaching of basic English sound phenomena. This does not imply the formal study of phonetics. Instead it views phonological approaches as an added dimension of general English classes, in which such study would serve to raise awareness of the phonic complexity of English.

In keeping with earlier approaches to language teaching, I would visualize such approaches as being largely inductive in nature, as students cannot otherwise be expected to cope with the complexity of the English phonological system. However, instead of using the sense of hearing and the vocal cords, the demands of the contemporary classroom require approaches that engage students more actively in the learning process.

Nature of the Study

The approach used in this study sought to engage student interest in pronunciation through the use of such activities as watching extracts from a popular movie and reading the script, while integrating vocabulary and grammar teaching, or in other words, taking a holistic approach to the various dimensions involved in making input comprehensible.

After 5 weeks of classes (one per week), dictation tests were administered to the 140 students who shared similar low-high intermediate levels of English competence, 36 of whom had experienced the instruction outlined above. Three scenes from the movie totaling approximately 20 minutes were extracted, and subjects were asked if they were able to *catch* the words, phrases, and sentences, either by listening or by following the subtitles. It was assumed

that students would not be able to understand everything said in these extracts and that whatever was understood would indicate that students had acquired a schematic or phonological recognition based upon previously acquired knowledge which they were then able to employ to process information from the extracts. The quality and quantity of whatever information students are able to recognize in such circumstances is inevitably subjective, and as a result, the qualitative analysis which follows must be considered inconclusive and the findings which emerge, somewhat tentative.

Results

The response of one subject from the group of students who underwent instruction (see appended excerpt) illustrates one possible trend that may have its origins in the kind of instruction outlined above. In this particular case the student's ability to distinguish both the complete form *want to* and the reduced forms *gimme* and *wanna* as used in the actors' speech, even though such distinctions are not reproduced in subtitle form, is particularly illuminating. The transcriptions of a small minority of students in the sample group, all of whom had received instruction as part of the experimental group, reflected a similar approach. While the numbers of students involved, 6 of the 36 members of the experimental group, are too small to draw definitive conclusions from, it is worth noting that this feature was completely absent from the transcriptions of the control group (0 out of 104), indicating possible areas of further research into the phenomenon.

Similar observations of sampled students from the experimental group relying more closely on aural cues was evidenced by transcriptions of the utterance, *You wouldn't have jumped*, which both groups generally succeeded in recording, with the control group showing higher levels of accuracy. This could be attributable to the possibility that students who had received instruction were nonetheless unable to identify the weak form of negation characteristic of such verbal constructions. In this case, /e/ is silent in *have*, and the /h/ and /v/ sound are dropped. So this phrase would be heard, at best, as *wouldnta jumped*.

Results from a follow-up questionnaire reinforce this tentative conclusion. Thus, when asked about whether studying before the test helped, 76% replied *yes*, while 24% replied *no*. Among those who considered previous study beneficial, 38% replied that knowledge of sound was effective, and 31% reported that they had been assisted by

their understanding of content. Such responses would suggest that explicit instruction in English phonological characteristics may allow students to develop a deeper understanding of native English speech patterns.

However, in other important areas of phonological recognition and reproduction, consistent weaknesses can be detected among all students sampled.

In my view, the inability to recognize and reproduce t-flapping is debilitating in terms of developing an understanding of American English

Defining of t-flapping

As has been frequently noted, t-flapping is a phenomena most closely associated with American English, and occurs most frequently during conversation at normal speed. In terms of articulation, the sound lies somewhere between phonetic /t/ and /d/, and is a voiced alveolar flap, most commonly occurring in intervocalic positions before an unstressed vowel.

Returning to the extracts used for the present study, this phenomenon could be detected at word, word-boundary, and sentence boundary level in utterances such as *party*, *Look at him jump*, and *I just borrowed it. I was going to return it*.

Students had difficulty with this sound since it is not in the Japanese language sound system. As a result, in spite of the high frequency with which t-flapping occurred, students were largely unable to recognize or comprehend its use even at word level, and were less able to identify its use at broader segmental levels, even in relatively simple lexical utterances such as *I got to go to get it*.

The failure to comprehend utterances based on such simple lexical combinations, I would contend, represents a major weakness, and one that, in my view, can only be addressed by inductive teaching of appropriate pronunciation. This need was illustrated by the fact that listening skills decreased in both groups where words, sentences, and phrases actually contained this sound. However, in seeking to achieve this end, teachers are likely to encounter forms of psychological resistance which result in a reluctance in most English classes to attempt to reproduce native-like forms of speech, whether students are able to do so or not.

Instead, Japanese pronunciation of English tends to be favored as a means of avoiding being labeled a show-off by one's peers. In other words, whatever student attitudes towards American English may be, these are likely to be

subordinated to the Japanese need to maintain harmony, making pronunciation practice harder in the classroom.

Where phonological characteristics such as t-flapping are concerned, the consequences of this reluctance are more significant at the level of listening comprehension than intelligibility of speech, and therefore t-flapping does not need to be considered indispensable at the level of production. In regards to the production of pronunciation, I basically think that only a certain degree is needed.

With regard to this, Tara (2000) notes in an interview that there is an important difference between recognition and self-ability. In other words, survey reports indicate that respondents may recognize the importance of pronunciation at the word and sentence level but lack the confidence or inclination to reproduce these effects in their own speech.

In such contexts, it becomes essential that students choose an achievable goal or target in terms of their pronunciation training. Here is an example from the current class. English words mostly end with a consonant, whereas, Japanese have a tendency of inserting a vowel onto the consonant ending, transferring the Japanese language sound system. This vowel epenthesis then interferes with English rhythm and intonation, and ultimately with intelligibility. A typical example is the word *salad*, often pronounced *sarada*. In setting a realizable goal for intelligible production of something approaching a native-like pronunciation, significant progress was achieved by advising students not to pronounce the final consonant so distinctly.

Thus, different strategies and expectations need to be devised according to the experience and ability level of students in order to ensure that goals are attainable and do not appear unduly prescriptive.

One way of achieving such goals is through the use of singing. In the course of conducting my own research, I have encountered some interesting uses of English songs by Tanaka, a high school teacher from Yamagata (in a personal interview), who has the students sing Beatles, using laser disc karaoke inside the audiovisual room.

Students are not assessed according to their singing abilities, but rather by their English pronunciation and their ability to keep the rhythm. According to Tanaka, "If the songs are sung with Japanese pronunciation, the words

would not fit into the melody. For example, they realize that the word and should be pronounced /n/. This is a good training method to use to teach students about stop sounds such as, /p/, /b/, /t/, /d/, /k/, and /g/, and also for other sound variations. The use of songs in this way can provide a useful means of drawing attention to various forms of assimilation. If, for example, a stop sound is at the end of a word, and if the next word begins with a stop, the first sound is frequently almost dropped ("great day", for example)." Although in this case students are actually not being taught explicitly, they become aware of these characteristics through songs.

The importance of such approaches for raising student confidence in their own ability to speak English is also clearly underlined by their own perceptions. This was highlighted by a survey which I conducted in 1997.

In this study, conducted among Japanese people studying English and temporarily staying in the United States, one particularly memorable case involved a student who developed a mental block and seemed to be loosing the desire to speak English as a result of encountering bewildered reactions from native speakers in conversation, and attributing this to his own poor pronunciation. Such cases indicate that there are strong positive and negative motivations for improving pronunciation.

Related opinions for and against

In popular discourse on the subject of pronunciation, the following references to the subject, extracted from the *Asahi* newspaper, indicate the range of opinions expressed on the subject. In an anecdotal incident recorded by Kuno (1996, 24 June, Asahi Press), a teacher from an elementary school in Tokyo, while observing an English class at a public elementary school, noted that young children observed could easily recognize the difference between the English pronunciation of the Japanese English teacher and the American ALT colleague. This was reproduced in their own speech, which, when modeled by the Japanese teacher would include such examples of epenthesis as, "ai, amu, a, kyatto. However, with the American teacher, "I'm a cat" was repeated in a native-like fashion.

However, the conclusion drawn by Kuno that this indicates the importance of teaching pronunciation is not one that is universally shared. Another high school English teacher (1998, 19 November, Asahi Press) asserts that, "pronunciation is not that important. Having the

students have the desire to be able to actively communicate with foreign people is my goal" (p.5).

Meanwhile the February 6, 1998 issue of the *Asahi Evening Press* draws favorable attention to *Asian style English* as another variety of English. Participants at a conference of The Japanese Association for Asian Englishes discussed ways of raising the status of Japanese English as a variety of World Englishes. This is considered as a means of countering a tendency to accept only British or American English as an appropriate model, and the stigma associated with forms of Asian English. However, the same article indicates a degree of reluctance on the part of Japanese speakers of English to accept such a role for local varieties of English and it is reported that during the same meeting, although American English was strongly admired by both Filipino and Japanese participants, when asked how they felt about their own country's hybrid English, there was a remarkable difference in their replies, with 31% of the students from the Philippines replying that they should feel a sense of pride, as opposed to only 7% of Japanese respondents (Hasegawa, 1998).

The lack of such affinity to local Englishes is also apparent in China. According to a report into teacher training in China by Akagi and Higgins (2000), pronunciation is given a high priority in teacher training, with pronunciation tests being conducted after every chapter of the book. In addition, teachers themselves are reported to have a strong desire to become good examples for the students by learning the proper English pronunciation. Among reasons for this interest is the belief that pronunciation lessons can improve communication skills and enable teachers to become more effective in the classroom. The



textbook used is a combined effort between the British publisher Longman and the Chinese government.

Yet such positive views of the benefits of native-like pronunciation still have to overcome resistance in Japan as a result, not of a particular affection for Japanese English, but rather because of negative attitudes directed towards those who can speak native-like forms of English and their castigation as *Eigo-zukai*, literally meaning an English-user. As Reischauer (1981, p.389) has noted, this term is loaded with negative connotations and implies a loss of Japanese identity in those so described. The term also implies an ability to make a display in the language that is of no substance or value beyond its effect of drawing attention to the speaker.

Conclusion

In my view, this negative tradition is one that needs to be strongly countered if the quality of English education is to be improved in Japan, and I believe it is also important to challenge the view that because a Japanese person can speak English like an American or a British person, their Japanese identity is somehow compromised.

If such a challenge is to be mounted to this received wisdom, then the constitution of a system of English education which can give rise to a notion such as *Eigo-zukai* needs to be called into question, whatever the consequences of such a fundamental reappraisal on traditional approaches to English education.

From my perspective, central to any such reappraisal would be a willingness to address the lack of general progress in English pronunciation, which has been apparent at least to this observer over the course of a number of years in the teaching profession. Any such implementation would also need to be introduced on a consistent and systematic basis.

Lastly, in this paper, I am not the one who takes objection to the notion of incorporating World Englishes into teaching English. Matters of pronunciation are so delicate and complex in that they include identification of the culture we belong to. Therefore, teachers should keep in mind that they should encourage students to perceive different speech phenomena in English language, and should not solely pursue correctness.

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JALT Journal

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Appendix

Scene 1 (Rose trying to jump into the ocean)

dear do it / stay back, don't come any closer! ... / I'll let go /
 No, you won't / what do you mean what I would / ... / You disturb me,
 go away / don't be absurd, you'll be killed / ... / I said I would / ... /
 how cold, freezing / ... / You ever been in Wisconsin? I grew up there.
 me & my father.. / I know what ice fishing is... / anyway I ah... /
 I'll tell you water that cold / You can't breathe / You can't drink /
 ... I don't have a choice / You'll come back over the rail / ...
 Can you, can you, Grime your hand, You don't women do this /

Scene 3 (Rose and Jack on the deck).

W. Since my father died, I tumbled and blew me in, and how I grew up
 Jack! / I want to thank you for what you did. You're welcome /
 I must thank you / No, that's not what I was trying to say / It was
 everything / It was whole of my life / So I'm certain has gone out /
 No one even looks out / do you love him / pardon me / simple
 guesswork / ... / That is absurd. You don't know me, ... I'm leaving
 ... And you insulted me / I thought you were leaving / I am /
 I don't need to leave, that is my area / what is this ...
 what's something? / It's rather good, and very good actually /
 Paris. You do get around / ~~honor~~ / lots of girls willing to take off
 their girls / she has beautiful hand you see. / one leg prostitute;
 And she had good sense for humor / Wasting for her long lost love.
 You have gift Jack. You see people, I see you. And, You won't
Jump /

Nakai (2001, p.65)

EFL Press Advert



This month's *My Share* holds an interesting collection of activities for the discerning teacher. First, David Berthiaume provides a true multi-tasking project that spans several lessons and is adaptable for most levels. Daniel Droukis suggests a communicative activity that compels students to use their English actively. Kent Hill's revisit of the origin of idioms will intrigue students. Finally, Omar Karlin describes an excellent communicative way to use different tenses.

We welcome submissions for this column. Submissions should be up to 1000 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-publication.org>.

The Project Cornucopia

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Quick Guide

Key Words: Prescribing, topic, first draft

Learner English Level: Beginner to advanced

Learner Maturity Level: Junior high school to university

Preparation Time: One period when students locate suitable news sources from the school library or if given for homework, any news source, i.e., newspapers, magazines, or electronic

Activity Time: 3-4 lessons

Materials: A news article

This is a project activity with three major points: discussing topics, preparing a report about them, and presenting summaries in groups on sub-topics. The best part of this project-building activity is that it can be used for a variety of English courses, gearing the activities towards the course and students' objectives. For instance, writing courses can emphasize writing sections; general conversation classes can emphasize the writing and asking questions sections; debate classes can emphasize the presentation portion. It also encourages learner autonomy, motivating students with a vested interest in the materials they are finding, making, and working with, and the final products of these.

Procedure

Step 1: Students and teacher decide on a sub-dividable main topic, such as politics or sports, (see Appendix for more examples).

Step 2: Students write a first draft of a designated number of general topic questions. For instance, if the topic is politics, students would write any questions they can think of dealing with politics. Advanced students may be able to make seven to ten general topic questions, whereas beginner level students may only be able to do

three or four. In the next steps, students will have more activity sections to write in the report, such as general topic questions, article specific questions, or true and false questions, so they should make up subtitles indicating each.

Step 3: The main topic can then be subdivided by enough subtopics so that each student has a different one (see Appendix). Students then find an article on that topic from either a prescribed news source or their library, and read that article for homework. Students should circle the main ideas and difficult words. Prescribing a news source may prevent students from making inappropriate assignment choices, like abstracts or news source summaries written by professionals.

Step 4: In the next period, students choose five difficult words from their articles and make a vocabulary exercise, writing information gap sentences for these words, with the word answer choices lined up at the top of the page. Or students could make a word match activity using the same vocabulary. This section of the written report can be continued where students left off in their first draft of general topic questions.

Step 5: In the next section of the report students write some multiple choice and true and false questions about their articles, leaving the answers out so that they can trade the entire report when they are finished and other students can read the articles and answer the questions. Perhaps a designated number geared towards their production abilities would be five multiple choice and/or five true and false questions for advanced students, and three and three for beginners.

Step 6: Students then continue the draft by writing three article-specific questions.

Step 7: Show the students how to wordprocess a final draft of the written sections, perhaps as

close to MLA style as possible, and ask them to finish this for homework. Tell the students to provide a subtitled space for their partners to write a speech about the article and project when they begin Step 8.

Step 8: The original article that students got from the news source can be put in the report so that the partner they trade with can read it to answer the report topic questions and true and false activities.

Step 9: Students then trade their wordprocessed projects with a partner and write the answers to each section in the projects, including the speech portion at the end.

Step 10: When returned to the original owners, the answers are corrected by that student and given back to the student who answered.

Step 11: Students read aloud the speech they wrote, describing their partner's article and project.

Variations

Different main topics and activities can be used in the project structure, emphasizing the needs of different types of courses and levels: PowerPoint, academic writing, four skills, public speaking, or subject specific courses. Also, this activity is successful when used for individuals, pairs, or groups, making each student responsible for different parts of the project. Another very successful variation is having students work on topics in groups and having them write a short script to perform at the end as a play, instead of individual speeches. This play could deal with how the topic is seen in the public eye or how problems with the topic are formed or solved.

Topic Quest

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Quick Guide

Key Words: Relationships, personality, routine, experiences, scared

Learner English Level: Can be adapted for many levels

Learner Maturity Level: High school, university, adult

Preparation Time: 5 minutes

Activity Time: 45 minutes to 1 hour

Reflection

The first versions of this activity were on the topic of disasters, were done in groups, and were very successful. Students were enthusiastic about finishing the first steps in order to start the variation on Steps 7 and 8 in which they wrote and performed very short plays. These dealt with their choice of either what to do before, during, or after their chosen disaster. But due to the recent rash of real life disasters, including the devastating Sumatra tsunami, the Niigata earthquake, the Amagasaki train derailment, and Hurricane Katrina, it may be imprudent to introduce such a topic, even in the context of disaster prevention.

Among the many texts that have writing and discussion activities, I have found *What a Life!* by Milada Broukal, to be very well organized and helpful.

Reference

Broukal, M. (2000). *What a life!* New York: Longman.

Appendix

Main Topics	Subtopics
Health	Influenza
	Heart attacks
	AIDS
	Broken bones
Religion	Christianity
	Islam
	Judaism
	Pana Wave
Business	Trade
	Investing
	Ownership
	Bankruptcy

Materials: Answer sheets and pens

Introduction

I have found that this is a good way to get the students into a cooperative effort that requires a lot of use of the language. Everyone is involved because you need people to brainstorm questions and write questions and answers. They also need to speak with the teacher and to understand

the teacher's response. It helps the students to understand that they can use English to talk about a variety of subjects. However, choosing the subjects should be done carefully, considering the students' age and areas of probable interest. As an option, the teacher may want the students to ask other groups questions instead of asking the teacher.

Preparation

Step 1: Prepare two question sheets (see Appendix) for each group.

Step 2: Arrange the students into groups of five to seven, although smaller groups can be made for smaller classes.

Step 3: Give out the sheets to each group.

Procedure

Step 1: Tell the students to look at the two sheets. Explain that one sheet will be used for questions and one sheet will be used for answers.

Step 2: Tell the students to think of questions to ask their teacher that are related to the topics on the papers they have. For example, under the heading of school they may want to ask: *What university did you graduate from?* Or, under the heading of routine they might ask: *What do you do after you get up in the morning?*

Step 3: Once they have a question they should write it on the sheet next to the topic. They should not make *yes-no* questions.

Step 4: When they have a question, one member of the group should go up to the teacher and ask the question.

Step 5: The student should listen to the response and return to the group.

Step 6: She or he should relay the answer to another member of the group.

Step 7: One member of the group should write the answer on the second sheet. The groups should continue with this until all the topics have questions and answers next to them.

Conclusion

Once the activity is concluded, the teacher may want to review some of the more interesting questions that may have been heard during the activity. In the Appendix below there are 25 topics. The activity can be easily done with fewer topics (10, 15, 20), especially with a smaller class where the groups doing the activity will be smaller. The teacher should determine how many questions are appropriate considering the length of the lesson and the number of students. Larger groups will be able to make more questions faster than smaller groups, therefore class size will be an important consideration when setting up the activity. Once the students get going, the activity flows very smoothly and quickly. I have done this with classes as small as 10 and as large as 40.

Appendix

Group members' names:

Below are 25 topics. For each topic, make a question to ask your teacher. It cannot be a *yes-no* question. One member of your group should ask the teacher and report to the group. Another member writes the answer.

Topics:

School	Work	Family
Friends	Relationships	Activities
Future	Travel	Life
People	Personality	Dislikes
Routine	Experiences	Think
Sadness	Happiness	Childhood
Talents	This class	Fashion
Summer	High school	Education
Scared		

Literally Letting the Cat out of the Bag

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Quick Guide

Key Words: Literal, figurative, idiom, mental image

Learner English Level: Lower-intermediate to advanced

Learner Maturity Level: High school and up

Preparation Time: Very little if you use the same idioms as in this activity

Activity Time: 1 hour to 90 minutes

Materials: Worksheets

Language is learned in context. Look at the sentence: *He let the cat out of the bag*. How many different literal contexts can you think of for it? For example, the cat can be of any size, color, or species and much the same can be said for the kind of bag. And this is only the beginning. Maybe the cat had been playing and mistakenly got itself trapped in the bag. Or it might be a porcelain cat, meant as a surprise birthday present. Perhaps the most tragic scenario may be that someone had been intending to drown the cat. Note how in each case it is already possible to detect the secretive, figurative context of the idiom emerging.

The intention of this activity is to raise awareness in students of the relationship between literal and figurative language. Quite often idioms are taught as being opaque in that the meaning of the phrase or sentence cannot be derived from the individual words. However, this activity highlights the fact that, like the relationship between meaning and form, the relationship between literal and figurative language, rather than being dichotomous, is one of being on a cline.

Procedure

Step 1: Write the *let the cat out of the bag* idiom on the board and show students how many different literal contexts can be made for it. I usually draw pictures of the various cats.

Step 2: Write the other nine idioms in Appendix A on the board. Prior to teaching students the figurative meaning of these idioms, ask pairs to choose one or two of them and to try to make as many literal contexts as they can for it. You choose whether they write sentences or draw pictures for the different contexts. If they write, they can use their dictionaries, but only to look up individual words in the phrase or clause, not the entire idiom.

Step 3: Depending on the class level, it may be helpful to give examples of the difference between literal and figurative language (e.g., literal: *the sun is a star*; figurative: *the sun is a flower*).

Step 4: Explain to students that the figurative or idiomatic meaning of *let the cat out of the bag* is to accidentally tell a secret.

Step 5: Write the mental images in Appendix B on the board or, if you prepared a worksheet with the idioms, mental images, and origins, distribute it to the class. Then ask the pairs of students to

match the previous idioms with the mental image that they think is closest to its meaning. There are two idioms for each mental image.

Step 6: Check the answers (given in Appendix D) with the students while, if necessary, providing more figurative context to the mental images (e.g., *red* is a symbol of celebration).

Step 7: Ask pairs to try to make new contexts for the same idiom they had written literal contexts for—only this time for its mental image, that is, a figurative context (e.g., for *let the cat out of the bag*, “to tell your boss you’re quitting” or “to propose marriage to someone”). Which context is more difficult for them? Quite often the literal one is.

Step 8: At this step, if possible, point out to students that the literal contexts they made are conditionally true for the idiom whereas the figurative meanings are false. Nonetheless, both have meaning according to their context and thus to a large extent meaning is *context* dependent. It turns out that *let the cat out of the bag* originated from unscrupulous vendors displaying their goods only to give the customer a bag with a cat already packed in it. Had the customer thought they’d bought a rabbit or a pig, when they opened the bag they discovered the deception.

Step 9: Write the origins of each of the idioms in Appendix C (Flavell & Flavell, 1992) on the board or point them out on the worksheet and then ask students to match the idiom with its origin.

Step 10: Check the answers. Finally, ask students to compare the literal contexts they made in Step 2 with the origins in Step 9. Did any students make literal contexts similar to the origins of the idioms? Quite often they do!

Conclusion

Along with raising awareness that the relationship between literal and figurative language is often contextual, this activity shows that idioms were once live metaphors, but are now conventionalized forms in language whose origins are no longer commonly known. It also encourages learners to understand that figurative language is conceptual and that mental images are helpful when using it.

Reference

Flavell, L. & Flavell, R. (1992). *Dictionary of idioms and their origins*. London: Kyle Cathie.

Appendix A

Idioms

- ___ 1) *a red letter day*
- ___ 2) *go berserk*
- ___ 3) *paint the town red*
- ___ 4) *over the moon*
- ___ 5) *spill the beans*
- ___ 6) *kick the bucket*
- ___ 7) *run amuck*
- ___ 8) *on cloud nine*
- ___ 9) *let the cat out of the bag*
- ___ 10) *bite the dust*

Appendix B

Mental Image

- a) to celebrate
- b) to die
- c) to be out of control
- d) to be very happy
- e) to tell a secret

Appendix C

Origins

- a. A Greek voting system whereby members dropped a bean into a jar. A white bean showed approval; black disapproval. Only officials knew how many black beans but occasionally someone would spill the beans for all to see.

- b. A 15th century custom to mark feast days (celebration days) on the calendar in red.
- c. *Up* is usually associated with good and cloud nine is probably as high as someone's spirits could go.
- d. Comes from a Malayan word *amok*, describing tribesmen who perhaps using opium worked themselves into frenzies.
- e. Alludes to cowboys having a good time shooting up a town and threatening to spill blood (kill people) if anyone stopped them.
- f. The original meaning was to fall to the earth in battle.
- g. Slaughtered pigs were suspended from a frame called a bucket. Any muscular twitch after death caused the pig to kick against it.
- h. Feeling so high with excitement (e.g., delight at victory) one imagines jumping over the moon.
- i. Norse mythology telling of a fierce warrior who, throwing down weapons and armor, went berserk and plunged into battle wearing only a bearskin coat.

Appendix D

Answer Key

- Step 6: 1) a 2) c 3) a 4) d 5) e 6) b 7) c 8) d 9) e 10) b
- Step 9: a) 5 b) 1 c) 8 d) 7 e) 3 f) 10 g) 6 h) 4 i) 2

Travelling in the Future!

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Quick Guide

Key Words: Future, *Wh* ~ questions, travel

Learner English Level: False beginner

Learner Maturity Level: University and college students

Preparation Time: About 1 hour

Materials: Two handouts (the Internet will be necessary to make one of these) and dice

At a very early stage in language instruction, students are going to encounter distinctions between past, present, and future verb tenses. In many instances, it might be more advantageous to cloak this specific grammar target in a communicative activity, instead of using highly

decontextualized tables and charts to illustrate the distinction. Appealing to students' interests, in this case *travel*, is likely to generate far more substantive and meaningful interaction with the target language than rote verb conjugation drills. An additional aim of this lesson is to give students many opportunities to practice the target language, with the hope that it will become automatic.

Preparation

Make two handouts as follows:

Step 1: Use the Internet to find (and save) six interesting pictures of places, six of famous people, and six of modes of transport.

Step 2: For the first handout, make a table that is three columns wide and six rows long. Place the pictures of the places in the cells of the first column, the pictures of famous people in the cells of the second column, and the pictures of the modes of transport in the cells of the third column. At the top of the handout add a small dialogue (see Appendix A).

Step 3: At the top of the second handout, put an A/B dialogue with three questions (*Where are you going?*, *Who are you going with?*, and *How are you travelling?*) and three sample answers (Appendix B).

Step 4: Below the A/B dialogue, insert a table with two columns and nine rows (Appendix C). In the left column, put a key word in each row (*Stay?*, *Do?*, *Why?*, *Are?*, *How long?*, *Eat?*, *How much?*, *See?*, and *Buy?*). Leave the second column blank so students can construct their own questions.

Step 5: At the bottom of the second handout, insert a small framing dialogue of a customer going to a travel agent to inquire about a travel package (Appendix D). Leave space for students to improvise their own questions.

Step 6: Please see Appendices E and F for the final version of the two handouts.

Procedure

Step 1: In pairs, students identify each of the 18 pictures using the dialogue in Appendix A. This activity should only last about 5 minutes.

Step 2: Have students ask and answer the target language questions (Appendix B) at the top of the second handout (using the pictures on the first handout for their answers). The dice can be used to prompt students with answers. This should last 5–10 minutes.

Step 3: In pairs, students construct their own future questions (for example, *Where are you going to stay?* *What are you going to do?* *Why are you going to go to Kabuki-cho?*, etc.), using the key words in the table on the second handout (Appendix C). This should last about 10 minutes.

Step 4: Once most of the students have constructed a handful of questions, have them repeat Step 2, but this time have them ask their new questions as well. This should last at least 10 minutes.

Step 5: Divide the students into groups of three (one customer and two travel agents).

Step 6: The customer asks both travel agents a series of questions about their respective travel packages, using the framing dialogue in Appendix D. The travel agents must improvise a package

that will win the customer's business. Do this for at least 5 minutes before rotating roles.

Step 7: After each customer selects a winning travel package, rotate the roles and do this activity one or two more times. In all, this activity can take up to 20 minutes (or even longer depending on the students).

Conclusion

All of these activities have been unified under a central theme of travel. Each activity builds upon the previous ones, and the opportunities for student improvisation in their responses will make this activity fun and engaging. Finally, the use of a conditional phrase in the final activity gives teachers a natural segue from future tense to conditionals (a possible topic for the next lesson). This lesson has been very effective with students because it is communicative and based on something students find interesting, travel. Also, the opportunities students have to inject funny and interesting dialogue into the activity makes it much more engaging. I have tried this activity a number of times and it has always been entertaining and enjoyable for both the teacher and students.

Appendix A

A:	Where/Who/What is this?
B:	I think it's <u>Kabuki-cho</u>

Appendix B

A:	Where are you going? Who (with)? How (by)?
B:	I am going to <u>Kabuki-cho</u> . <u>with Tamori</u> . <u>by taxi</u> .

Appendix C

Key Words	Full Question
Stay?	
Do?	
Why?	
Are?	
How long?	
Eat?	
How much?	
Buy?	
See?	

Appendix D

A:	Welcome to <u>Omar's</u> Travel. May I help you?
B:	Welcome to <u>Tyrone's</u> Travel. May I help you?
C:	Yes, I'm interested in buying a travel package. Can you give me some information about your best one?
A&B:	Sure what would you like to know?
C:	Well, if I buy your travel package... [4 minutes of questions]
A&B:	[Answers]
C:	Hmmm.... I think I'll go to <u>Toronto</u> because <u>I can see Niagara Falls</u> .

Appendix E

Find photographs of famous places, well known people, and different means of transportation. Put them in a grid such as the following:

place	person	transportation
place	person	transportation
place	person	transportation
place	person	transportation
place	person	transportation
place	person	transportation

Appendix F

- A: Where are you going on vacation?
Who are you going with?
How are you travelling?
- B: I'm going to Kabuki-cho.
I'm going with Tamori.
I'm going by taxi.

Key Words	Full Question
Stay?	
Do?	
Why?	
Are?	
How long?	
Eat?	
How much?	
Buy?	
See?	

Booking a Travel Package

- A: Welcome to Omar's Travel. May I help you?
- B: Welcome to Tyrone's Travel. May I help you?
- C: Yes, I'm interested in buying a travel package. Can you give me some information about your best one?
- A&B: Sure what would you like to know?
- C: Well, if I buy your travel package... [4 minutes of questions]
- A&B: [Answers]
- C: Hmmm.... I think I'll go to Toronto because I can see Niagara Falls.

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Focus

Welcome to November's *Focus* and congratulations to everyone on another spectacular JALT conference. Please check out the *Perspectives* section this month for information on what sounds like an exciting course designed to help you relax and realize your hidden potentials.

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



Joseph Sheehan <jalt-focus@jalt-publications.org>

JALT Notices

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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. We are also interested in receiving papers from members. Please do not hesitate to send us your paper at the address above. We look forward to hearing from and helping you.

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Staff Recruitment

Proofreaders

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



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Well, it's all over! Was it worth taking a week out of my daily and work life to attend? Yes, it certainly was. It really

was amazing to experience a wonderful group of people helping themselves find new ways of becoming more deeply who they are. Richard Bolstad, our trainer, is on a mission as a roving trainer. He travels all over the world—Bosnia, Chechnya, Hong Kong, Europe, the US, and his native New Zealand—because he believes that the skills he so elegantly teaches will change peoples' lives in wonderful and dramatic ways.

So what was I learning at the weeklong NLP course? I was learning to understand myself and get in touch with my own strengths, to set well-formed goals which fit my own needs, and then carry those goals out easily. I now have choices about how I feel, think, and act in any situation. I can better understand my own processes of functioning and feeling, and I can work in alignment with all parts of myself. I feel that I can create the life I want and was meant to live. All these things are happening to me, and to people who partook in the training that week in Tokyo.

Sounds like pie in the sky? Well, specifically, I am learning how to relax deeply. That enables me to achieve more with less effort and more enjoyment. I understand myself and my own abilities, skills, and feelings much better, and I feel more in touch with the kind of work I love to do. I am also learning how to use my energy, voice, gestures, and body language to teach to the needs and learning styles of all my students and to give them the skills to expand their choices and awareness.

You can probably guess that I've only just finished the training and am feeling inspired. I do feel sorry that more people could not avail themselves of this opportunity. Richard Bolstad has been teaching NLP for the past 16 years.

NLP is neither a religion nor a set of values, but is a set of skills based on research into the processes of peoples' thinking and functioning. It has developed in the last 20 years with the increasingly detailed research into brain functions made possible by MRI technology and CT scanning. There are many views of NLP and you will find that the thing itself differs with each trainer, so it is really important to choose a trainer whose aims and values are congruent with your own. Richard focuses on healing people and helping them achieve the life they want. This often makes communication with the people around them more effective and enjoyable.

The opportunities to study NLP in Japan are increasing. There are several Japanese language groups and, I hear, some English ones too. We offered Japanese translation for the workshop and our experience this year will really benefit those who take the workshop next year. For me, however, the feeling of being immersed in my native language of English for a week was really wonderful. Many of us here are balancing our work and our lives in two languages, and it was very satisfying to have a week's immersion and to learn really deeply in English. As a bonus, the experience also seems to have helped my Japanese.

It's too late for you to join the training this year, but I really hope you will take the opportunity to apply next year. The timing will probably be the same as this year—the final week of July in Tokyo and early August in Nagoya. For more information about the course, check out Richard's website at <www.transformations.net.nz> or email me at <helenf@home.ne.jp>. Fliers about the course will be going out later this year. I look forward to seeing you there!

*Reported by Helen Fujimoto
Japan College of Social Work
Kiyose, Tokyo*

Off the Presses: Immerse your students in *Total English*

Longman ELT would like to thank *The Language Teacher* for this opportunity to tell you about the ideas that shaped the development of a new course called *Total English*.

Teaching and learning are unpredictable experiences. Learners can be dynamic and engaged one lesson and then demotivated, tired, or even absent the next. The aim of *Total English* is twofold: firstly to set new standards in terms of interest level, teachability, and range of support materials; and secondly to address the reality of most people's unpredictable teaching experience as it is, not what we hope it will be.

Research for *Total English* suggested three classroom *realities* that need to be addressed in a coursebook: (a) learners often lack direction and purpose—they are often not sure about the relevance of what they are learning and where they are going with English; (b) learners need to be genuinely engaged in coursebook content just as they are in newspapers, TV programmes, and films that they see around them; and (c) learners often miss lessons and this creates extra work for the teacher to make sure that no one falls behind.

Finding Direction and Purpose

Learners need a clear sense of where they are going and how they are going to get there. They need to know what they are learning, why they are learning it, and how it can be applied outside the classroom. Clear goals and objectives are crucial. *Total English* contains a clear grammar syllabus and plenty of practice. Each input lesson is organised on a double-page spread and has a grammar and *Can Do* learning objective clearly stated at the start. The *Can Do* objectives give a purpose and reason for learning and mean that students know why they are studying that lesson and how they can use the new language.

The learning objectives in *Total English* are derived from the *Can Do* statements in the Common European Framework, which means teachers can feel confident that *Total English* covers the language areas their students need.

Engaging Learners' Interest

Motivation through engagement is equally important for successful language learning. *Total English* lessons give a new twist to familiar topics—topics that reflect learners' needs and

interests. This ensures that learners will always have something to say about the content of the lesson. There are frequent opportunities for learners to exchange ideas and opinions and engage with the material on a personal level. Activities have been designed to be as realistic as possible so that learners can see how the language they're learning can be applied outside the classroom.

In addition to the wide range of topics, texts, and activities, each level of the *Total English* student books has a DVD, which adds an extra dimension to the course. Containing a range of authentic material from film and TV, the DVDs expose learners to a variety of different English media and give them a feel for how the language is used in real life. Each unit has a corresponding DVD extract, and the film banks at the back of the student books offer material to use in class or at home while watching the DVD.

Helping Learners Catch up

One of the most common problems that teachers face is irregular attendance. Learners often have busy lives with work, study, or family commitments, and attending English classes on a regular basis is not always possible. *Total English* recognises this problem and has been designed to help learners catch up easily if they miss lessons. In addition to the practice exercise in each lesson, there is a reference page and a review and practice page at the end of each unit. These provide an accessible summary of the main grammar and vocabulary covered.

The *Total English* workbooks also have free-standing CD-ROMs that include interactive self-study *catch-up* material to present and practise language from any lessons learners have missed. With this extensive range of animated presentations, interactive practice exercises, and games, *Total English* ensures your students don't get left behind if they miss lessons.

The complete *Total English* package will give you and your students clear and effective solutions to the challenges faced inside and outside of the classroom. If you have any questions or are interested in taking a closer look at *Total English*, please feel free to email Longman ELT at <tl@pearsoned.co.jp> or call us at 03-5929-6090.

Advert: Longman

Book Reviews

...with Robert Taerner <reviews@jalt-publications.org>

This month's Book Reviews column features Fiona MacGregor's review of *Top-Up Listening 1*, a classroom textbook that provides the tools to improve students' listening comprehension. Also Sean McAuley provides an insightful examination of *Paragraph Writing: From Sentence to Paragraph*, a student-centered process-writing text.

To access previous book reviews please go to <www.jalt-publications.org/tlt/reviews>. Don't forget your *TLT* password.

If you are interested in writing a book review, 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.



Top-Up Listening 1

[Chris Cleary, Bill Clooney, & Terry Holden. Tokyo and San Francisco: Abax Ltd., 2003. pp. 104. ¥2,200. (Includes CD). ISBN: 1-896942-13-X.]

Reviewed by Fiona MacGregor, Josai International University

There are many listening books on the market, but few actually attempt to *teach* rather than *test* listening. Exercises usually consist of listening first for gist then intensively for specific information, the assumption apparently being that listening comprehension will simply improve with practice. The *Top-Up Listening* series is different: It sets out to teach elementary to low-intermediate students *how* to listen, by demystifying aspects of spoken English that present problems to the learner. The title implies attention to both aspects of the listening process: *top down*—using background *schematic* knowledge to infer meaning from the context; and *bottom up*—paying attention to the individual sounds (*phonemes*), as well as syllable stress and intonation. The series consists of three books, each attractively designed with a clear, uncluttered layout and coloured illustrations, and a CD containing all the listening material inside the back cover. There are downloadable *Teacher's Notes* at <www.abax.net>, as well as answer keys, although I noticed a few errors and discrepancies. This review will focus on Book 1.

The 15 units cover a wide range of topics, about one-third travel-oriented, designed to provide between 25 and 40 hours of material. The English

is American, but other accents are included. Underhill (1994, p. 59) distinguishes between two pronunciation styles: "careful colloquial speech" and "rapid colloquial speech," suggesting that the former is useful as a target for learners to aim for in their speaking, and the latter for their listening skills. The language recorded in *Top-*

Up Listening 1 is not authentic rapid colloquial speech, having been graded for the elementary learner; however, it contains some *erms* and *uhs* to simulate natural speech, and its speed certainly challenged my students.

In each unit, the same listening material (usually three short conversations, but occasionally monologues—as in a radio sports broadcast) is revisited three times. Two *Listening Clinics* present the unit's phonological point. Rather than use technical terms like *elision*, *assimilation*, and *liaison*, the *Listening Clinics* call them *lost sounds*, *changing*

sounds, *joined sounds*, and *helping sounds*. They also focus on contractions, weak forms, stress, and intonation. The first *Listening Clinic* in each unit demonstrates the language point overtly, with an example, followed by a short dialogue in which students are asked to notice and mark the feature where they hear it. The second *Listening Clinic*, near the end of the unit, consists of six discrete



weblink: www.jalt-publications.org/tlt/reviews/

sentences, rather than a dialogue. Students are asked to predict where they may hear the feature then listen to see if they guessed right. My students needed a lot of support to accomplish this task. I found they could better recognize a feature introduced in a *Listening Clinic* if I could reinforce it with additional authentic material such as songs. For example, the chorus of The Police's *Message in a Bottle* is ideal for *joined sounds* (where *an SOS* sounds like *a-nes-soh-ess*). I also exaggerated the features and encouraged practice: students enjoyed saying "a cuppa coffee 'n' a donut" or "Coujew (could you) repeat that?" I hope that attention to and practice of such features will lead to greater success in future listening tasks.

Before, between, and after the listening exercises are a number of speaking activities. *Let's Start* uses discussion questions to lead into the topic. *Practice* features the language point in a dialogue that students can practice and adapt. *Try it Out* encourages roleplay in a less supported activity, while allowing them to review and recycle the vocabulary and pronunciation features encountered. Each unit ends with *In Your Own Time*, which aims to develop student autonomy

by suggesting they listen to the recordings again on their CD, as well as complete the unit's word list at the back of the book. This contains words plus definitions, some of which are missing. Students are supposed to supply the relevant word to fit the definition or write a definition for the targeted word. This was beyond my students' ability, particularly since the words chosen were not very high frequency and, in some cases, only found in the recording, which meant they had to search in the transcript to find it.

My students' opinions of this book were mixed. Although they found it difficult, everyone agreed the *Listening Clinics* were helpful and at times even fun. By combining familiar exercises using top-down processing with activities focused on phonological features to help decode the spoken language, *Top-Up Listening 1* represents a valiant attempt to provide students with the tools to improve their listening comprehension, and is therefore a welcome resource.

Reference

Underhill, A. (1994). *Sound foundations*. Oxford: Macmillan Heinemann.

Paragraph Writing: From Sentence to Paragraph

[Dorothy E. Zemach & Carlos Islam. Oxford: Macmillan Education, 2005. pp. 100. ¥2,300. ISBN: 140508455.]

Reviewed by Sean McAuley, Overseas Family School, Singapore

Paragraph Writing: *From Sentence to Paragraph* is a composition textbook that skillfully teaches students how to develop, write, revise, and rewrite quality paragraphs while also focusing on improving students' ability to write clear, concise sentences. Designed for intermediate students, either late high school or university, it does this and more as it teaches all the essential skills of process writing—pre-writing, brainstorming, writing a rough draft, peer review, revising, and editing. Although there are numerous process-writing textbooks available today, I found this book to be truly unique because it introduces the concept of process writing while also improving students' writing ability at the sentence and paragraph level.

The book is divided into 12 chapters, and each chapter has a distinct theme that young adults from almost every country will find interesting—trends and fads, part-time jobs, white lies, strange stories, and fate or choices are just a few of the themes your students will enjoy.

The first four chapters focus on writing good sentences and the essentials of paragraph structure—topic, supporting, and concluding sentences. Examples of strong and weak paragraphs are presented, and students are expected to determine for themselves the essentials of a well-developed paragraph. The following chapters introduce the essential steps in process writing, while encouraging students to write more descriptive sentences. The final

chapters review all these steps while introducing cause and effect, comparison, descriptive, and narrative paragraphs.

Each chapter has a narrow focus and follows a similar format. Pair and group work activities are utilized to introduce the theme and goals of the chapter. A section entitled *Language Focus* guides students through the process of writing effective sentences. The *Writing Focus* concentrates on the essentials of paragraph development and organization. Finally, each chapter ends with *Put it Together* where students compose a first draft, receive peer feedback, and rewrite their paragraph.

Several aspects of the book make this far better than most composition textbooks. The book's approach is truly student-centered. Pair and group work are seamlessly integrated into each chapter from the very beginning of the book, and this group interaction pays off later on as students begin to critique each other's essays. Of course, as they learn to read their classmates' paragraphs with a critical eye, they will also learn to do the same with their own compositions.

In addition, the book is written at the student's level. For intermediate students, the book will have the feel of a graded reader, meaning they can focus on learning to write instead of spending time thumbing through a dictionary. The model paragraphs lack difficult vocabulary, which allowed my students to focus on structure and form. More importantly, classroom instruction can focus solely on writing, not explaining grammar or vocabulary.

The book's greatest strength is the way it scaffolds the concepts of process writing—providing students with the skills they need to become independent writers. The western approach to paragraph development and to rhetoric are difficult concepts, especially for students from Asia (Johns, 1990), and the authors have clearly taken this into account. Each chapter slowly introduces new aspects of process writing, while reviewing and expanding on

previous steps. The peer review forms, provided in the *Additional Materials* section at the end, successfully scaffold the peer review process that begins in Chapter 5 and continues throughout the book. The forms are specifically designed for each chapter's writing assignment and are an integral part of the textbook as they guide students through the process of reviewing and rewriting a paragraph.

Overall, my students loved the book's themes, enjoyed the student-centered activities, and left each lesson with a firm understanding of the steps in process writing. As many students in Japan are only exposed to grammar-translation exercises, the book's step-by-step approach challenged my class, but did not overwhelm them.

In addition, the book's length is ideal for a writing class that meets only once or twice a week. All teachers in Japan should take a serious look at this book the next time they begin to select a writing textbook.

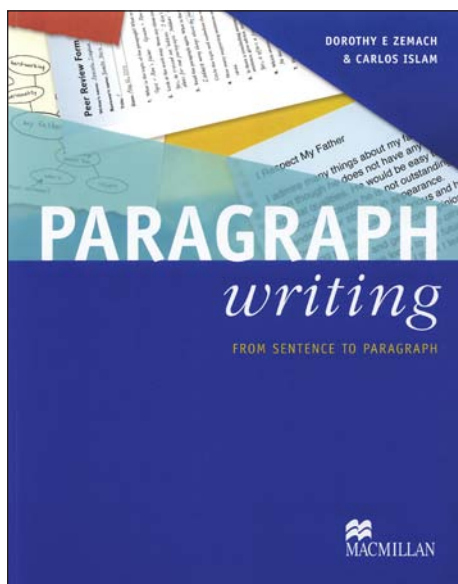
Reference

- Johns, A. M. (1990). L1 composition theories. In B. Knoll (Ed.), *Second language writing: Research insights for the classroom*. (pp. 24-36). Cambridge: Cambridge University Press.

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Where?

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Recently Received

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

* = first notice; ! = final notice. Final notice items will be removed November 30. For queries please write to the email address above. You can also find this list on the *TLT* website.

Books for Students (reviewed in *TLT*)

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

Enjoy Writing for Everyday Use. Shaffer, D. E., & Choe, P. Y. Tokyo: Hokuseido, 2005. [Incl. CD, transcript, answer key].

Fact Finders Questions and Answers: Countries (series). Bauer, B., et al. Mankato, MN: Capstone, 2005. [Incl. 28 hardcover juvenile readers, each on a different country].

!Icon: International Communication Through English (4 levels: Intro, 1, 2, 3). Freeman, D., Graves, K., & Lee, L. New York: McGraw-Hill, 2005. [Incl. teacher's manual, workbook, student CD, teacher CD].

!Insights: Critical Thinking Through Cross-cultural Essays from the Japan Times. Shaules, J., Miyazoe, T., & Anton, K. H. Tokyo: Nan'un-do, 2005. [Incl. bilingual teacher's manual, student CD, teacher CD].

**An Introduction to Media English.* Kizuka, H. Tokyo: Hokuseido, 2004. [Incl. CD, teacher's manual (mostly in Japanese)].

!Just Listening and Speaking: Upper Intermediate. Harmer, J., & Lethaby, C. London: Marshall Cavendish, 2005. [Incl. CD].

!Just Reading and Writing: Upper Intermediate. Harmer, J., & Lethaby, C. London: Marshall Cavendish, 2005.

Pebble Plus Animal Offspring (series). Hall, M., et al. Mankato, MN: Capstone, 2004. [Incl. 10 hardcover elementary readers, each on a different animal].

Systematic Listening for the TOEIC Test 1. Malarcher, C. Tokyo: Hokuseido, 2005. [Incl. CDs, answer key, transcript].

!This Is Culture. Kajiura, A., & Goodmacher, G. Tokyo: Nan'un-do, 2005. [Incl. teacher's manual].

**Traveling the World in English.* Nordvall, K. Tokyo: Hokuseido, 2005. [Incl. CDs, transcript/answer key].

Books for Teachers (reviewed in *JALT Journal*)

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

!子どもの英語学習—習得過程のプロトタイプ [English Learning for Children: A Learning Process Prototype]. Yamamoto, A. Tokyo: Kazama, 2005.

Moving?

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

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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 15th 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におけるバイリンガルリズム研究の支援を目的としています。どうぞホームページの<www.bsig.org>をご覧ください。

CALL—The CALL SIG would like to thank all of the JALT members who attended our Annual General Meeting in Shizuoka. We look forward to another year with you and our newly elected officers for 2006. The JALT conference is an important opportunity to meet fellow CALL SIG members, but you can still stay in touch with us online throughout the year, or see us again at our annual conference next year in Hokkaido. For more information on the SIG's publications, activities, or how to get involved in the CALL SIG and why it will benefit you, please visit our website at <jaltcall.org>. You can CALL anytime!

College and University Educators—
Learner Development Context, Curricula, Content: Proceedings of the Kobe Conference 2003 was recently published by CUE in cooperation with the LD SIG. All CUE members and all participants of this retreat are entitled to a free copy; others pay ¥1,500. Please contact Philip McCasland with your ordering request.

Gender Awareness in Language Education—A new gender issue book is coming out this fall! Several GALE members led by Jane Nakagawa, along with other writers interested in gender issues, have put together a book, *Gender Issues Today*. It is being published through a print-on-demand publisher, Tokyo Shuppan Service Center, and the price will be ¥1,200. It can be ordered directly through Munetoshi Kawamura: Tokyo Shuppan Service Center, 401 Saint Office Akihabara, 1-33-6 Taito,

Taito-ku, Tokyo, 110-0016;
<kawamura@c-enter.co.jp>,
t: 03-5688-5801; f: 03-5688-5803.

For readers new to *TLT*, GALE is the Gender Awareness in Language Education special interest group. Its purpose is to research gender and its implications for language learning, teaching, and training. To join GALE please use the form in the back of *TLT* or contact the membership chair, Diane Nagatomo at <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/>. For further information, please contact Kip Cates at <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.

Learner Development—The LD committee would like to welcome our new members

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who joined LD this year, including those who signed up at the JALT conference in Shizuoka last month. In addition, we would like to send a big THANK YOU to people who came to show their support. Perhaps you learned something new at the LD Forum, the LD meeting, and/or the dinner party during the conference. Collaboration through mutual support makes our events true learning experiences.

There is still time to make plans to attend the mini-conference co-sponsored by the LD and CUE SIGs and the Miyazaki Chapter, *Working Together: Make a Difference in Language Education*, on Saturday, November 19, at Miyazaki Municipal University. The conference themes include teacher and peer collaboration, understanding of self and others, using *humanity* in dialogues, and international and intercultural awareness in language education. The featured workshop during the morning session is *Creating Classroom Cultures of Intensive Collaboration* with Tim Murphey and Chitose Asaoka. For further information, please contact Etsuko Shimo at <shimo@miyazaki-mu.ac.jp> or Ellen Head at <ellenkobe@yahoo.com>.

For any additional information about LD, please check the JALT homepage <jalt.org/groups/Learner_Development>, see our quarterly e-newsletter <www3.kcn.ne.jp/~msheff/LD%20HP%20files/LDSigNews.htm>, visit our LD website at <coyote.miyazaki-mu.ac.jp/learnerdev/>, or contact the co-coordinators Marlen Harrison at <scenteur7@yahoo.com> or Stacey Vye at <stacey.vye@gmail>.

Materials Writers—Thanks to all who attended our panel discussion on Materials Writing and our Annual General Meeting in Shizuoka, as well as to those who gave moral support to our efforts simply by stopping by at the MW table for a few words or more. The MW SIG is growing: Our recently concluded successful Materials Writing Contest gave evidence of a membership that is active and creative. How about joining us? Whether you are ready to publish or just getting started, we can probably be of some help to each other. Contact us for more information.

Other Language Educators—OLE has issued OLE Newsletter 35 containing information on OLE related submissions to JALT2005, a

hardly believable story, and a discussion paper by Ruth Reichert on the use of Internet pages for homework. Copies are available from Rudolf Reinelt at <reinelt@ll.chime-u.ac.jp>.

Pragmatics—We are pleased to announce that the Pragmatics SIG sponsored: (a) the SIG Forum, *Learners' Stories and Pragmatic Development Abroad* and (b) a discussion session about *The Effects of Explicit Instruction Followed by Study Abroad on the Development of Pragmatic Competence* at JALT2005 held last month. They were both well received. We would like to express our gratitude to all the SIG members who supported the SIG Forum and the discussion session to make the events a success.

Professionalism, Administration, and Leadership in Education—The PALE SIG welcomes new members, officers, volunteers, and submissions of articles for our journal or newsletter. To read current and past issues of our journal, visit <www.debito.org/PALE>. Also, anyone may join our listserv at <groups.yahoo.com/group/PALE_Group/>. For information on events, visit <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 at <gould@lc.chubu.ac.jp> or <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. There is a mailing list for teachers of children who want to share teaching ideas or questions at <tcsig@yahoogroups.com>. We are always looking for new people to keep the SIG dynamic. With our bilingual newsletter, we particularly hope to appeal to Japanese teachers. We hope you can join us for one of our upcoming events. For more information, visit <www.tcsigjalt.org>.

児童教育部会は子どもに英語（外国語）を教える全ての教師を対象にした部会です。当部会では、この分野で著名な教師が担当するコラムを含む会報を年4回

発行しております。また、子どもに英語を指導するアイデアや疑問を交換する場としてメーリングリスト <tcsig@yahoo.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.tcsigalt.org> をご覧ください。

Teaching Older Learners—We had a great time in Shizuoka, didn't we! We would like to thank those who came to Shizuoka to join our TOL teaching contest. Teaching elderly people English is always rewarding. By sharing our experiences and ideas, we can make teaching more effective and learning more interesting. To those who unfortunately missed this wonderful event, please visit our website at <www.eigosenmon.com> and become a member of TOL. You can be a presenter next time.

SIG Contacts

Bilingualism—Tim Greer; t: 078-803-7683; <tim@kobe-u.ac.jp>; <www.bsig.org>

College and University Educators—Philip McCasland (Coordinator); t: 0463-58-1211 ext. 4587(w); 0463-69-5523(h); <mccaslandpl@rocketmail.com>; <allagash.miyazaki-mu.ac.jp/CUE/>

Computer-Assisted Language Learning—Timothy Gutierrez (Coordinator); <sig-coordinator@jaltcall.org>; Newsletter Editorial Team <sig-newsletter@jaltcall.org>; Peter Ruthven-Stuart (Program Chair); t: 0138-34-6448; <sig-program@jaltcall.org>; <jaltcall.org>

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Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global/sig/>

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Teacher Education—Anthony Robins; <robins@rio.odn.ne.jp>

Teaching Children—Alison Miyake; t/f: 0834-27-0078; <mbi@joy.ocn.ne.jp>; <www.tcsigalt.org/>

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

Affiliate SIGs

Teaching Older Learners—Emi Itoi; <futakuu@nifty.com>

Forming SIGs

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

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membership
early!

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.



Gifu: July—*Heartful Square* by Sean Gaffney.

Gaffney presented storytelling in the classroom in combination with pictures, paintings, and other media to apply storytelling to a variety of class levels and sizes while incorporating a communicative approach to language teaching. He first presented two stories that were both interesting and had a moral issue or dilemma. Gaffney feels it is best to grade the task not the text, so the same text can be used for a number of different class levels. For example, lower level students can summarize the stories using vocabulary from the text. Higher level classes can do a ranking exercise, giving explicit reasons for the choices they make, or the story characters could be ranked according to personality traits that make them either villainous or heroic.

Participants were paired and did some of the tasks that students could perform. Everyone agreed storytelling and media could be used to help language learning and create more student-centered classes.

Reported by John Gunning

Gunma: June—*Opening Students' Eyes to the*

World by **Kazuya Asakawa**. Asakawa presented some methods he states on his homepage will help students open their eyes to the world. One exercise involved labeling a map with our present homes as well as information regarding arts, industries, and natural resources. Only after linking ourselves with our local world can we hope to work with the larger global community. Learning English is one of the best ways students can engage issues on that level. The goal should be more social than pedagogical, encouraging students to be global citizens. This leads students to raise awareness of the knowledge, skills, and attitudes needed to be responsible citizens.

Another activity involved human rights issues. The names of major international conventions and treaties were written on short slips, then we were asked to rank them according to importance. This kind of activity fosters cultural sensitivity and understanding of local and global concerns.

Asakawa first did relief work in Thailand after graduating in 1980. He has most recently been working with content-centered teaching and UNESCO's Education for Sustainable Development program.

Reported by David Gann

Gunma: August—*17th Annual JALT-Gunma Summer Workshop: 1) Learning by Listening and Tricks for Teaching Grammar* by Thomas Scovel.

Scovel introduced linguistic research that shows the importance of listening in language learning and shared several classroom applications. His lecture on grammar stressed listening for grammar, giving grammar a context, prioritizing, developing strategies, and classroom examples. **2) *Teaching or Talking?*** by **Sarah L. Birchley**. Birchley presented research on the difference between teaching and talking. She showed how teachers and students often fall into roles of teacher and student, even in conversation salons. **3) *Extensive Reading*** by **Keiko Mori**. Mori discussed the role of extensive reading in fostering independent learning and introduced the extensive reading program at International Christian University. **4) *Implications of the Critical Period on Native Japanese Pitch Acquisition*** by **Megumi Kawate-Mierzejewska**. Kawate-Mierzejewska discussed research on native Japanese speakers' acquisition of pitch accent before and after the critical period. **5) *Young Learner Motivation*** by **Adam Murray**. Murray presented results from ongoing research into motivation in young learners by comparing student preferences for classroom games. He found that his students generally preferred whole-class activities in which they were pitted against the teacher. **6) *Interlanguage*** by **Chris Clancy**. Clancy discussed the role of interlanguage and its implications for Japanese learners of English. Clancy showed many examples of English loanwords in Japanese and ways in which they change as they become part of Japanese. **7)**

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The Da Vinci Studio by **Barry Keith**. In Keith's freshman seminar course, he introduced *The Da Vinci Studio*, in which students do a range of awareness-raising activities and learn several creative problem-solving techniques.

Reported by Barry Keith

Kitakyushu: September—Examining

Friends: Using Genre Analysis to Analyze TV Scripts by **Raymond Stubbe**. Stubbe introduced a few of the research and teaching tools available at *The Compleat Lexical Tutor* <www.lexutor.ca>. Participants broke some of Aesop's fables into their sections. All the titles, introductions, etcetera were organized into separate documents and analyzed in terms of their vocabulary range and profiles. Concordances were built and phrases were extracted in order to look at vocabulary that might need to be pre-taught and grammatical patterns that might be exploited. Finally, online and paper cloze exercises were constructed.

Next, Stubbe separated the dialogue for each character in an episode of *Friends*, stripping the stage directions and character names from an online script at <www.friendscape.org/scripts.shtml> because he finds it a useful way for students to examine language features beforehand, without spoiling the plot. Using the same analytical programs, participants attempted to learn something about each character and to isolate useful teaching points before watching the episode.

Reported by Margaret Orleans

Shinshu: June—Team-Teaching

Methodologies for High Schools by **Shizuo Tabata** and **Danny Madjanac**. Tabata said communication between the Japanese Teacher (JT) and the Assistant Language Teacher (ALT) is critical. The two should discuss the lesson before class, communicate during class, and then debrief after class.

He also described a *Conversation Contest* in which students are divided into teams of four. After a series of conversation initiation, response, and follow-up, students vote for the best speakers. Then the two top and two lower students are paired, and pairs rotated into new groups to begin again. This process gradually leads to quarter-finals, semi-finals, and a final round.

Majdanac recommended Caroline Graham's *Jazz Chants* as a rhythmic expression of standard American English. Students listen, practice in groups, and then the groups challenge each other. Students can also create and present their own chants. In the Battle Version students perform jazz chants in two lines.

Reported by Fred Carruth

Yokohama: September—1) Wrestling With Writing: A Case Study by Tom Anderson.

Anderson shared techniques he uses with typical non-English major university students, with the goal of freeing them to be creative and express their ideas in a no-risk environment. His fluency-based tips include a 5-minute, topic-oriented, free-writing activity, and writing personal letters to the teacher over a term, to which the teacher responds to the meaning without suggesting corrections. The first and last letters are stapled together at the end of term for students to become directly aware of their improved skills. With concrete suggestions on small group rather than individual composition, portfolio building, and U-type classroom seating arrangements, Anderson passed on veteran tips on how to create the right environment and scaffold the writing process. **2) Non-Traditional Extreme Storytelling Activities by Manfred Delano Cannegieter.** Cannegieter shared three innovative activities to make writing memorable, give students a different perspective, get away from the textbook, and get out of the classroom into the real world. Aiming for actual publication, students explore editing and variation in character, tone, and beginnings and endings within 55-word narrative formats based on authentic readings. Participants experienced the thrill of students presenting real ghost stories they have researched. Finally, he shared how he fires student imagination through student selected instrumental music as the basis for a long-term narrative-genre project.

Reported by Renata Suzuki

Chapter Events

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

Get an entire language teaching education in 21 JALT chapters this month! There are presentations on all four skills for all ages and levels; presentations highlighting international communication, multisensory experiences, and oral testing; as well as presentations focusing on teachers' skills, creativity, teaching styles, and volunteering. Attend as many as you can! JALT members may take part in meetings at any chapter at JALT member rates—usually free. Chapters, don't forget to add your event to the JALT calendar at <jalt.org/calendar/> or send the details to the editor by email or t/f: 048-787-3342.



East Shikoku—Teaching English Intonation by **John Wells**. We are fortunate to have the unique opportunity of a presentation by a distinguished international expert in pronunciation. Wells is Professor of Phonetics and former Head of the Department of Phonetics and Linguistics at University College London. Formerly Secretary of the International Phonetic Association and editor of its journal, in 2003 he was elected as its President. His interests centre on the phonetic and phonological description of languages but also extend to lexicography and language teaching. *Saturday November 5, 14:00-16:30; Kochi University, Asakura Campus, Humanities Bldg. 5F Meeting Room; one-day members ¥1000.*

Gifu—The Conversation Circle by **Kim Horne**. Try this interactive and flexible hands-on system! Awaken your senses and build a conversation with engaging multisensory (listening, moving, touching, seeing, smelling, and speaking) activities! Synergize with other class members to create even more experiences to target your own students. *Saturday November 12, 19:00-20:30; Heartful Square (southeast section of Gifu JR Station), Gifu-shi, Gifu-ken; one-day members ¥700.*

Gunma—Enhancing Fluency in Writing for Beginner-Level Learners: Utilizing Paper and Computer by **Atsushi Iino**, Seisen Jogakuin College. Iino will introduce the instructional procedure from paragraph writing to compilation of yearend books. Students were high schoolers with average or lower level proficiency in English. The report includes the initial stage of paper-based projects to computer-based projects using an online BBS through a Groupware system via the Internet. The same instruction at the college level will also be shown. *Sunday November 20, 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku), AV-2 Room 460-1, Kamisadori,*

Maebashi, t: 027-265-0111; one-day members ¥1000.

Hamamatsu Chapter—Development of Classroom Teaching Skills by **David Barker**. Barker will focus on how teachers can make sure they don't fall into bad habits by increasing their awareness of what they actually do in the classroom. We'll focus on specific elements of teaching practice such as lesson planning, use of materials, teacher behavior, and the setting up and monitoring of student activities. It is aimed at experienced and new teachers who are concerned about a lack of opportunity for development in their current environment. *Sunday November 20, 10:00-12:00; ZAZA City Bldg. Palette 5F, Meeting Room A; one-day members ¥1000.*

Hiroshima—Creative Activities for Teachers: Finding Your Bounce, Fizz, and Zoom Again by **Richard Gabbrielli**, Yasuda Women's University, and **Ron Klein**, Hiroshima Jogakuin University. Lacking energy? Stressed out? This demonstration will show you how to tune into your innate creative flow, relax, have fun, laugh, and be silly. The power of multi-sensory activities will be explained. You will have chances to share your ideas. *Sunday November 20, 15:00-17:00; International Conference Center 3F, Seminar Room 3, Hiroshima Peace Memorial Park; one-day members ¥500.*

Ibaraki—What's In, What's Out in Current English? Update and Refresh Your English! (a.m. lecture); **Pronunciation and Listening Techniques for Teachers of English** (p.m. lecture) by **James Banner**, Hilderstone College, UK. The morning seminar will explore developments in idiomatic expression in 21st century Britain, including the media, cult objects, fashion, icons, and figures from popular culture. The objectives of the afternoon seminar (at

weblink: www.jalt.org/calendar/

14:00) are: to review the elements that distinguish native speakers; to provide the opportunity to experiment with accents, voice, and current usage; and to give useful pronunciation tips for the classroom. *Sunday November 20, 10:00-17:00; Tsukuba Gakuin University (formerly Tokyo Kasei Gakuin Tsukuba Women's University); one-day members ¥500.*

Kitakyushu—Extensive Reading Activities by **Ronan Brown**. This workshop aims to place extensive reading at the center of the language teaching program by presenting a broad range of classroom activities and tasks that draw on students' reading experiences for further language development in reading, writing, and speaking skills classes. Brown will give practical advice on implementing an effective extensive reading program and integrating it into the overall language curriculum. This presentation will be useful for junior high school teachers through instructors at the university level. *Saturday November 12, 18:30-20:30; Kitakyushu International Conference Center, Room 31; one-day members ¥1000.*

Kobe—Oral Testing for Communication Classes by **Rebecca Calman** and **Carolyn Saylor-Loof**. This presentation will look at oral testing of conversation skills in the context of communication classes for Japanese university students. An overview of oral testing will be given. The presenters will argue that testing students in conversational pairs with one another is better than an interview test with an examiner. Furthermore, many benefits of giving an oral test will be discussed. A model for preparing and administering such a test will be shown. *Saturday November 26, 16:00-18:00; Kobe YMCA, 2-7-15 Kano-cho, Chuo-ku, t. 078-241-7204; one-day members ¥1000.*

Matsuyama—How Can We Complain? *Appropriate and Effective Strategies in English and Japanese* by **Carol Rinnert**, Hiroshima City University. What if your professor gave you a lower grade than what you deserved? Or your roommate has been making too much noise at night? Even though saying something can risk offense, sometimes expressing a complaint is necessary. The presenter will share results of online questionnaires that

investigated what complaint strategies are seen as most appropriate and effective in English and Japanese, and what strategies are seen as rude or ineffective. *Sunday November 13, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members ¥1000.*

Miyazaki—Working Together: Making a Difference in Language Education by **Tim Murphey, Chitose Asaoka, Mike Guest, Shingo Morito, Marlen Harrison**, et al. A one-day mini-conference, co-sponsored by the Learner Development SIG and Miyazaki Municipal University, addressing collaboration, understanding of self and others, and international and intercultural awareness. It will open with a morning session: *Creating Classroom Cultures of Intensive Collaboration* with Murphey and Asaoka. Afternoon sessions begin at 13:30. A tour of Miyazaki is planned on Sunday November 20. For further information, contact Etsuko Shimo at <shimo@miyazaki-mu.ac.jp>. *Saturday November 19, 10:00-17:30; Miyazaki Municipal University, Kouryu Center; one-day members ¥1000 (suggested donation), students ¥500.*

Nagasaki—English Language Communication Program Workshop for Teachers with **Covenant Players**. Covenant Players is an international theater and communications organization. Their workshop will focus on some of the basics of good and clear communication. This will encompass a fun learning time through experience, but also equip teachers with exercises and ideas that they will be able to take back to their classroom. Participants should come prepared to be involved and have a good time. More at our homepage at <www.kyushuelt.com/jalt/nagasaki.html> and through our newsletter signup site at <www.kyushuelt.com/jalt/nagamail.php3>. *Saturday November 19, 1330-1530; Dejima Koryu Kaikan 4F; one-day members ¥1000.*

Nagoya—A Language Learning and Teaching Style Workshop by **Jane Nakagawa**, Aichi University of Education. This workshop will focus on individual and cultural differences that affect teaching and learning styles. We will explore EFL materials and techniques that support and excite different kinds of learners,

increase learner motivation, improve classroom dynamics, and lead to learning and teaching success. *Sunday November 20, 13:30-16:00; Nagoya International Center 3F, Lecture Room 2; one-day members ¥1000.*

Okinawa—Extensive Reading at Junior High School: The Kin JHS Program by **Chris Lightfoot**, Kin JHS. Please visit our website for more details: <www.okinawateacher.com>. *Sunday November 20, time and venue TBA.*

Omiya—Listening for Low Level Learners and The Strategies of Speaking by **Alastair Graham-Marr**, author. The first presentation will focus on the importance of scripts and suprasegmental phonology. Teaching listening involves both phonology and knowledge of discourse. An awareness of the phonology of speech helps develop bottom-up decoding skills; knowledge of discourse helps top-down predictive skills. The second presentation will stress helping students with fluency, involvement, and clarification strategies. We all use strategies when we speak; learners use strategies to compensate for their lack of language. A new text, *Communication Spotlight*, helps students be aware of and learn to use these strategies. *Sunday November 20, 14:00-17:00; Sakuragi Kominkan 5F (near Omiya Station, west exit, see map at <jalt.org/chapters/omiya/map.htm#sakuragi>); free for all.*

Sendai—Intercultural Communication in the Language Classroom: Ideas and Activities by **Joseph Schaules**, Rikkyo University. The presenter will share a series of practical ideas for using culture to teach English. Many of the examples will come from the popular text *Identity*, which the presenter wrote. This session is supported by Oxford University Press. *Sunday November 27, 14:00-17:00; Sendai Mediatheque (map at <www.smt.city.sendai.jp/en/info/access>); one-day members ¥1000, students free the first time, ¥500 thereafter.*

Shinshu—Engaging Imaginations: Creative Cross-Cultural Activities as a Basis for Language Learning by **Eddy Jones**, Nagano Prefecture, Kencho International Division. Primary school English learning can be more than just games and songs! Eddy will introduce a

range of imaginative cultural exchange activities he uses in primary schools to motivate young language learners by engaging their creativity. *Sunday November 13, 14:00-17:00; Nagano venue TBA; one-day members ¥1000.*

Toyohashi—National Conference Reports by **Christopher Mefford** and Toyohashi JALT members. Members who attended the National JALT conference in Shizuoka will report about what they saw and experienced there. We will have a chance to hear the latest from the world of ESL as presented at the conference. *Sunday November 20, 13:30-16:00; Aichi University Bldg. 5, Room 53A; one-day members ¥1000.*

West Tokyo—Micro-Conference #2: Writing from Within and Without by **Curtis Kelly, Simon Stevens, Chris Gallagher, and Peter Ross**. The second in a new series of micro-conferences, each featuring several presenters exploring a particular topic for a whole day. November's theme is *writing*. Presentations include: Process and Thought: Shaping EFL Writing Instruction, Sentence Combining as a Method of Teaching Grammar and Writing, Feedback for Learning: The Student's Voice on Academic Writing Response, Negotiating Meaning: Teaching Academic Register and Invisible Writing. *Saturday November 26, 10:00-17:00; Tokyo Keizai University (near Kokubunji Station on JR Chuo line, map at <www.tku.ac.jp/~koho/english/campus/access.html>); one-day members ¥2000.*

Yamagata—The Worlds of Steven Krashen and Noam Chomsky by **Jenn Douthit**. The worlds of Steven Krashen and Noam Chomsky will be presented in terms of English language instruction and acquisition theory and application. *Saturday November 19, 13:30-15:30; Bunshokan 2nd Meeting Room, 3-4 Hatago-machi, Yamagata-shi, t: 023-635-5500; one-day members ¥800.*

Yamaguchi/Hiroshima—Strategic and Spiral Ways of Developing Students' Speaking Abilities by **Goro Tajiri** (NHK's *Wakuwaku Jugyo* and Higashi Izumo Junior High School). Goro Tajiri, who recently starred in NHK TV's *Wakuwaku Jugyo*, will explain about game-like activities that promote English conversation

skills in junior high school classes. Tajiri is a popular and funny Ministry of Education trainer, so the meeting promises to be exciting! *Sunday November 13, 10:30-12:30; Room 5201, Building #5, Yamaguchi-Tokyo Rika Daigaku, Onoda-shi, Yamaguchi-ken (for access details see <www.yama.tus.ac.jp/summary/access.html>); one-day members ¥500.*

Yokohama—VEN: Sustainable English Teacher Development in Southeast Asia by **Roger Pattimore**. VEN stands for Volunteer Educational Network. The purpose of VEN is to set up sustainable English teacher development programs in economically disadvantaged regions of Southeast Asia. Three presenters will provide an overview of the economic situation in Southeast Asia, a review of projects underway in Thailand, and an update on future projects and workshops. For information on VEN, visit <www.vensite.org>. *Sunday November 20, 14:00-16:30; Ginou Bunka Kaikan (Skills & Culture Center) near JR Kannai and Isezakichojamachi subway stations (see <yojalt.bravehost.com> for details and a map); one-day members ¥1000.*

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Job Information Center

...with Ted O'Neill <job-info@jalt-publications.org>

To list a position in *The Language Teacher*, please email <job-info@jalt-publications.org> or fax (03-3446-7195) Ted O'Neill, Job Information Center. Email is preferred. Please type your ad in the body of the email. The notice should be received before the 15th 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. 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.



Aichi-ken—Nagoya Institute of Technology is accepting applications for part-time teachers for a spring intensive course to be held March 5–10, 2006. **Qualifications:** MA in TESL or related field and experience in university or intensive teaching preferred, but candidates with a BA and experience teaching at university or in an intensive program will also be considered. Candidates in the Aichi area will be given preference. **Duties:** Teachers will be expected to teach three 90-minute classes a day for 5 days, 15 *koma* in 1 week. Materials for reading, writing, and conversation classes will be provided, and teachers can expect to teach in all skill areas. **Salary & Benefits:** Remuneration will be according to university scale. **Application Materials:** Please send a resume and cover letter describing your teaching experience to Onuki Tohru, Gokiso-cho, Showa-ku, Nagoya-shi, 466-8555. On the envelope please write clearly in red ink *Intensive Course Application*. **Deadline:**

Ongoing. **Contact:** Inquiries regarding the intensive course can be sent to Kelly Quinn, <quinn@nitech.ac.jp>; <www.nitech.ac.jp>.

Kanagawa-ken—Obirin University Foreign Language Education Center invites applications for a full-time lecturer in the English Language Program (ELP) starting April 2006. The initial contract is for 3 years, renewable subject to performance evaluation and university needs. **Qualifications:** MA in TESOL or Applied Linguistics, minimum 3 years teaching experience in Japanese colleges or universities, good interpersonal skills and ability to work as part of a team, experience in ELT curriculum and materials development, computer literacy (Macintosh, Word, and Excel), proficiency in Japanese an advantage. **Duties:** Currently required to teach approximately 10 hours per week, with a 4-day workweek commitment to Obirin University including committee,

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curriculum, and administrative duties. **Salary & Benefits:** According to university scale plus research allowance on approval. **Application Materials:** Applications should be made in writing and should include a cover letter, a CV including a list of publications, an attached passport size photo, and a recent letter of reference. Please also include an example of original teaching materials that would be suitable for use in a 90-minute class and a 200- to 400-word explanation of how the material would be used to teach Japanese university students. **Deadline:** November 18, 2005.

Contact: Applications should be addressed to ELP Director, Obirin University ELP, Planet Fuchinobe Campus, 4-16-1 Fuchinobe, Sagamihara, Kanagawa, 229-0006. Telephone, email, or fax inquiries and applications will not be accepted. Short-listed candidates will be contacted and invited for interview and should prepare copies of two publications prior to the interview.

Tokyo-to—The English Department at Aoyama Gakuin University seeks adjunct teachers for part-time conversation and writing courses at their Sagamihara Campus, about 90 minutes from Shinjuku station on the Odakyu and Yokohama lines. Classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESL, English Literature, Applied Linguistics, or Communications; minimum 3 years experience teaching English at a university; alternatively, a PhD and 1 year university English teaching experience. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. We are interested in teachers who enjoy working with other teachers and students. Publications, experience in presentations, and familiarity with email are assets. **Salary & Benefits:** Comparable to part-time work at other universities in Tokyo. **Application Materials:** Write to us for an emailed application form. **Deadline:** Ongoing. **Contact:** Adjunct Faculty, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, 150-8366. Short-listed candidates will be contacted for interviews.

Tokyo-to—Kanto International High School is hiring full-time English teachers beginning April 2006. **Qualifications:** Native level fluency in English required. High school experience, MA in TESOL (or in progress), and intermediate Japanese ability preferred. Applicants must currently reside in Japan. **Duties:** Solo teaching, course planning, student assessment, faculty meetings, and administrative duties at Super English Language High School in Nishi-Shinjuku, Tokyo. This is a full-time position, Monday through Friday, 5 days per week. **Salary & Benefits:** ¥300,000-350,000 monthly starting salary plus 1 month bonus. **Application Materials:** Apply by email with a CV and cover letter. **Deadline:** Ongoing. **Contact:** <kantocoordinator@yahoo.com>; <www.kantokokusai.ac.jp>.

Tokyo-to—Kanto International High School is hiring full-time English language content course teachers beginning April 2006. **Qualifications:** Candidates with experience teaching content courses (social studies, global issues, and science) preferred. High school experience, MA in TESOL (or in progress), and intermediate Japanese ability preferred. Native level fluency in English required. Applicants must currently reside in Japan. **Duties:** Solo teaching, course planning, student assessment, faculty meetings, and administrative duties at Super English Language High School. Position located in Nishi-Shinjuku, Tokyo. This is a full-time position, Monday through Friday, 5 days per week. **Salary & Benefits:** ¥300,000-350,000 monthly starting salary plus 1 month bonus. **Application Materials:** Apply by email with a CV and cover letter. **Deadline:** Ongoing. **Contact:** <kantocoordinator@yahoo.com>; <www.kantokokusai.ac.jp>.

Tokyo-to—Nihon University, School of Dentistry at Ochanomizu is accepting applications for possible openings for part-time teachers from April 2006. **Qualifications:** An MA in Applied Linguistics or related field; experience teaching at university level, experience with or interest in ESP, computer literacy, academic publications, and membership in relevant academic societies. **Duties:** Teach listening and speaking and some ESP to groups

of 30 2nd-year dental students. Teach four 50-minute classes on Tuesdays in the first semester only. Classes start at 10:00 and finish at 14:50. Attend teachers' meetings. Write and grade midterm and final examinations. **Salary & Benefits:** Salary is about ¥4,000 for a 50-minute class, depending on qualifications. **Application Materials:** Send a cover letter and CV in English with a list of publications. **Deadline:** Ongoing. **Contact:** Send application materials to *Part-time English Teaching*, Nihon University, School of Dentistry, Surugadai 1-8-13, Kanda, Chiyoda-ku, Tokyo, 101-8310; <clive25@hotmail.com>. No telephone inquiries will be accepted.

Tokyo-to—Showa Women's University is seeking a full-time lecturer or associate professor (tenure track) in communications for the 2006 academic year. **Qualifications:** Bilingual speaker of English and Japanese (must be able to teach in English), PhD, EdD or equivalent in applied linguistics, 3 or more years teaching experience at the university level, and publications in the field. A background in TEFL is desirable. **Duties:** Teach communications courses (Introduction to Communications, Cross-Cultural Communications, Speech Communications) and English skills courses. **Salary & Benefits:** Commensurate with rank and experience, based on current university salary scales. **Application Materials:** Send a letter of recommendation and CV on A4 paper with a photograph and list of publications. A Japanese style *rireki-sho* is a plus. **Deadline:** November 30, 2005. **Contact:** Professor Midorikawa, Showa Women's University, Department of English Language and Communications, 1-7-57 Taishido, Setagaya-ku, Tokyo, 154-8355.

Tokyo-to—Tokyo Joshi Gakuin Junior and Senior High School is seeking a new teacher to join our staff on contract up to 3 years beginning April 2006. **Qualifications:** Native speaker fluency in English, MA in TESOL or a related field, secondary school experience either overseas or in Japan preferable. Overseas teaching qualification is a strong advantage. **Duties:** Teach up to 20 hours per week. Full-time staff work Monday through Friday with paid holidays at Christmas and during spring and summer breaks. Teachers are occasionally asked

to come to school on holidays for school events and other duties. Assess students in accordance with school guidelines. Participate in all school events and supervise students during events and club activities. Play an active role in departmental functions such as curriculum development, test writing, and consultation with students either during or after school hours. **Salary & Benefits:** Salary based on experience and qualifications. The school supports 50% of public health care and national pension. **Application Materials:** Cover letter, CV, transcripts from all postsecondary institutions attended, details of any publications and presentations, at least one letter of recommendation from a recent employer or a professor in TESOL. **Deadline:** November 30, 2005. **Contact:** Anne Wheeldon, Tokyo Joshi Gakuin Junior and Senior High School, Sekimachikita 4-16-11, Nerima-ku, Tokyo, 177-0051; t: 03-3920-5151; <info@tjg.ac.jp>; <www.tjg.ac.jp>.

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Conference Calendar

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

New listings are welcome. Please submit information to Hayo Reinders by the 15th 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 4–6, 2005—*The 2005 Asia TEFL International Conference: TEFL for Asia, Unity Within Diversity*, China Resources Hotel, Beijing, China. The Asian Association of Teachers of English as a Foreign Language (Asia TEFL) serves as a forum that brings together ELT professionals in the Asian region to collect, disseminate, and discuss information on English language teaching and learning in the Asian context. One of the primary ways of accomplishing this is through our annual conference. There is no registration fee for this conference for those who pre-register. Contact: <asiatefl@hanmail.net>; <www.asiatefl.org>

December 10, 2005—*Researching, Learning, and Teaching Second Language Vocabulary*, Chuo University Korakuen, Tokyo. The JACET English Vocabulary SIG will be holding a one-day conference on researching, learning, and teaching vocabulary in a second language. The conference includes two 45-minute plenaries by Professor Paul Meara of Swansea University, UK, as well as a full programme of 30-minute sessions by Japan-based teachers and researchers. Website: <members.at.infoseek.co.jp/jacetvoc/>

December 12–14, 2005—*The 10th English in South-East Asia Conference: A Decade of Growth (10 ESEA)*, University of Brunei Darussalam. This is the latest in a series of annual conferences held among the countries of the region. Previous ESEA conferences have been held in Singapore, Brunei Darussalam, Malaysia, Australia, the Philippines, Hong Kong, and Indonesia. Contact: <esea@fass.ubd.edu.bn>; <www.ubd.edu.bn/news/conferences/ESEA_Conference/index.htm>

January 16–February 26, 2006—*The Electronic Village Online (part of the TESOL Convention)*, The CALL Interest Section of Teachers

of English to Speakers of Other Languages, Inc. (TESOL) offers language teachers worldwide the opportunity to participate in the Electronic Village Online (EVO), a professional development project and virtual extension of the TESOL 2006 Convention in Tampa Bay, Florida, USA. The intended audience for this project includes both TESOL 2006 convention-goers and those who can participate only virtually. Interest Sections, Caucuses, and other member groups of TESOL in particular are invited to sponsor sessions related to the Convention. Contact: <jaltsendai2003@yahoo.com>; <www.geocities.com/ehansonsmi/evo2005/evo2005.html>

February 16–18, 2006—*The Southern Conference on Language Teaching & The Florida Foreign Language Association: Languages for Today's World*, at the Double Tree Hotel, Orlando, Florida, USA. Contact: <lynnemcc@mindspring.com>; <www.valdosta.edu/scolt>

February 25–26, 2006—*Second CamTESOL Conference on English Language Teaching*, Phnom Penh, Cambodia. This is a conference for professionals in the field of English Language Teaching and related issues. The conference is being organised and will be conducted on a voluntary basis. It is intended to become a self-sustaining conference series based on the professional interests of participants. This conference series will be conducted in English. The 2005 conference was a great success with over 700 participants. Contact: <info@camtesol.org>; <www.camtesol.org>

March 15–18, 2006—*The 40th Annual TESOL Convention and Exhibit (TESOL 2006)*, Tampa, Florida, USA. More than 7,600 ESL/EFL professionals from 96 countries attended TESOL's 39th Annual Convention in San Antonio, Texas in March 2005. Attendees had the

weblink: www.jalt-publications.org/tlt/confcal/

opportunity to participate and learn by choosing from more than 900 sessions offered with over 1,674 presenters representing some of the best in the profession. The 2006 conference is expected to be at least equally large. There will also be a doctoral forum. Contact: <conventions@tesol.org>; <www.tesol.org/tesol2006>

April 8–12, 2006—40th IATEFL Annual Conference and Exhibition, at the Harrogate International Centre, Harrogate, North Yorkshire, UK. Every spring, IATEFL holds its International Annual Conference & Exhibition, which is attended by around 1,500 ELT professionals from 70+ countries. It involves a 4-day programme of over 300 talks and workshops and, in addition to giving delegates a chance to meet leading theorists and writers and exchange ideas with fellow professionals from all sectors of ELT, it enables them to see the latest ELT publications and services in a large resources exhibition involving around 60 ELT-related exhibitors. The plenary speakers will be Michael Swan, Jennifer Coates, Ryuko Kubota, and Bena Gul Peker. Contact: <conventions@tesol.org>; <www.tesol.org/tesol2006>

May 16–20, 2006—The Computer Assisted Language Instruction Consortium 2006 Conference, at the University of Hawai'i, USA. CALICO 2006 will again feature uses of cutting edge technologies in foreign language teaching and learning with a focus on collaboration. Workshops, presentations, and courseware showcase demonstrations will present information of vital importance to anyone interested in the field of Computer-Assisted Language Learning. Contact: <info@calico.org>; <www.calico.org>

June 17–20, 2006—Joint AAAL and ACLA/CAAL Conference, Hotel Hyatt Montréal, Canada. Nationally and internationally, the annual AAAL conference has a reputation as one of the most comprehensive and exciting language conferences. At each conference new ideas are generated, disciplinary boundaries are crossed, and research is shared about the role of language in all aspects of cognition and social action, including language learning and teaching. The AAAL conference is known for its in-depth symposia and focused workshops on key issues

in applied linguistics; sessions on a wide range of research studies, in progress or completed; its stimulating and often provocative plenaries; and access to the latest publications via the book exhibit. Last but not least, the AAAL conference is the place for networking, for established and new professionals, and for graduate students. Contact: <carolc@iastate.edu>; <www.aaal.org>

June 28–July 1, 2006—Integrating Content and Language in Higher Education (ICLHE 2006), Maastricht University, the Netherlands. The conference, organized by ExHEM and Maastricht University Language Centre, will focus on higher education that is delivered in a second/foreign language in a country where the language is not widely used in the local environment. While this often concerns higher education in English in a non-English-speaking country, it is not always the case; other languages are also used. The conference aims to address issues that affect institutions in many countries worldwide. Keynote speakers include David Crystal (University of Wales at Bangor), Jeroen van Merriënboer (Educational Technology Expertise Centre, Open Universiteit), and Scott C. Ratzan (Johnson & Johnson Inc, Brussels). Contact: <www.unimaas.nl/iclhe>

August 5–6, 2006—International Conference on Japanese Language Education (ICJLE). Japanese Education: Entering a New Age, Columbia University, New York City, USA. Keynote speakers include Merrill Swain (University of Toronto, specialist in Second Language Acquisition) and Susan Napier (University of Texas at Austin, specialist in Japanese literature, culture, and anime studies/theory). The invited plenary speaker is Yasu-Hiko Tohsaku (UC-San Diego, on Japanese language proficiency and assessment). Invited panel topics and organizers include: Articulation (Carl Falsgraf, Hiroko Kataoka), Japanese (Haruo Shirane), Classroom Instruction Ideas (Patricia Thornton, Ryuko Kubota), Japanese as a Heritage Language (Masako Douglas, Kazuo Tsuda), K-12 Curriculum Development (Sylvia Acierto, Shingo Satsutani, Kimberly Jones, Ann Sherif), and Second Language Acquisition (Keiko Koda, Dan Dewey, Osamu Kamada). Contact: <www.japaneseteaching.org/icjle>

Calls for Papers/Posters

Deadline: November 30, 2005 (for February 11–12, 2006)—*The Japan Association for the Study of Cooperation in Education (JASCE)*, Nerima Elementary School No. 3, Tokyo, Japan. Proposals for presentations related to cooperation in education (in Japanese) and for bilingual Japanese-English presentations are sought. Contact: <asce_conference2@kurume-u.ac.jp>; <jasce.jp/>

Deadline: January 15, 2006 (for June 2–4, 2006)—*The 2006 International Symposium of Computer Assisted Language Learning*, National Research Centre for Foreign Language Education, Beijing Foreign Studies University, China. The theme of the conference is digital and networked foreign language learning and teaching. Contact: <celea@fltrp.com>

Deadline: January 15, 2006 (for July 4–6, 2006)—*The 5th Pacific Second Language Research Forum (PacSLRF)*, University of Queensland, Brisbane, Australia. The Pacific Second Language Research Forum is a venue for databased and theoretical papers on areas of basic research in Second Language Acquisition (SLA). Topics include, but are not limited to, SLA in instructed and naturalistic settings, the effects of second language (L2) instruction on the rate and

route of L2 development, the role of learner differences (e.g., aptitude, age, personality, motivation) in SLA, competing models of SLA processes, SLA theory construction, the acquisition of L2 pragmatics, bilingualism, the influence of cognitive variables (e.g., memory and attention) on L2 learning and use, the assessment of L2 use and development, and methodological issues in L2 acquisition research. Contact: <m.haugh@gu.edu.au>; <www.emsah.uq.edu.au/pacslrf2006/>

Deadline: January 15, 2006 (for May 13–14, 2006)—*The Fifth Annual JALT Pan-SIG Conference (2006): Authentic Communication: Process and Purpose*, Tokai University, Shimizu Campus, Miho-Shimizu, Shizuoka, Japan. The past 10 years have been full of discussion about active communication. This conference wishes to build on ideas regarding what makes real communication effective and how can we teach this to our students. It aims to address issues of teacher education, testing, second language acquisition, and practical issues as well as pragmatics. There are still a few openings for presentation proposals. This conference is sponsored by the JALT Bilingual, Pragmatics, Testing and Evaluation, and Teacher Education SIGs as well as the JALT Shizuoka Chapter. Contact: <pansig2006@jalt.org>; <www.jalt.org/pansig/2006>

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WIRED

...with Malcolm Swanson & Paul Daniels
<tlwired@jalt-publications.org>



At a loss for words on the web: The last word on idioms

Omar Karlin

Kansai University of International Studies

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 <tlwired@jalt-publications.org> or visit our website at <www.jalt-publications.org/tlwired/>.

Idioms, in which the meaning of a phrase cannot be derived from the meaning of the elements that compose it, are used quite frequently in conversational English. Luckily, there are many resources available on the Internet to help English learners. Here is a selection of my favorites.

English Idioms: Sayings and Slang

<www.english-idioms.net/cgi-bin/main.cgi>

This is a great reference site. It has a comprehensive list of idiom definitions. When an idiom might be relevant to another idiom's definition, a hyperlink allows the user to see the definition of the related idiom. Also, idioms are indexed in three ways: alphabetically, in relation to the words that the idiom contains, and by reverse definition (e.g., a student can look up a regular word such as *trial* and find a corresponding idiom).

English-Zone.com

<www.english-zone.com/idioms/idioms.php>

Among all the idiom sites on the web, this one appears to be the best. Unfortunately, it is a pay site, which might make it difficult for some teachers to incorporate into their lessons. Idioms are organized into many categories (e.g., food, body, sport, or animal idioms), and there are also quizzes that test understanding of the material within the site. In all, this site offers around 70 idiom-related pages.

Paint by Idioms

<www.funbrain.com/funbrain/idioms/>

This site provides a number of interactive

games. Quizzes are separated into two difficulty levels, easy and hard. Students guess the meaning of an idiom from four different possibilities, and if they guess the correct answer, color is added to a cartoon character that they have chosen. Students continue until their character has been completely colored. This may be better suited to younger students.

English Daily

<www.englishdaily626.com/idioms.php>

A nice feature of this site is that it contextualizes idioms with a short dialogue. Students can see how idioms fit into not just a sentence, but a larger conversation. Additionally, this site claims to focus on American idioms, distinguishing it from sites that also include British, Australian, or other regional idioms. Unfortunately it doesn't offer quizzes and is not very interactive (other than a hyperlinked index of idioms).

UsingEnglish.com

<www.usingenglish.com/reference/idioms/>

This site has a large database of idioms, organized in an alphabetized index. However, it doesn't contain any content that sets it apart from other sites on this list, except that the idioms section of this website is only a small part of a much larger English resource (containing CALL software, teaching forums, online dictionaries, etc.).

Answers.com

<www.answers.com/library/Idioms>

This site also offers a database of idioms. A definition and a contextual example are given for

each idiom. Its chief advantage is that it has the most extensive database of the sites on this list. Unfortunately, the idioms database is combined with other databases on this reference site. For example, information on the idiom *all the best* is listed alongside information on Paul McCartney's 1987 greatest hits album *All the Best*, which may be confusing for EFL students.

The Idiom Connection

<www.idiomconnection.com>

While crudely constructed, this site offers users a chance to test their idiom knowledge. Quizzes are categorized under various themes. Users read a sentence and choose the correct idiom from four possibilities. Amazingly, this is one of few sites offering this degree of interactivity.

Vancouver English Centre

<www.vec.ca/english/11/idioms.cfm>

This site offers an explanation and an example for 101 key idioms, claiming that mastery of them will lead to a more natural and articulate conversation. *Can't believe my ears* is not among them.

Idiom Site

<www.idiomsite.com>

The main appeal of this site is that it offers explanations of how some popular idioms came

into existence. However, teachers' options are limited because there are no interactive games or quizzes. One item worth noting is that the idioms are not used in context on this site—only their origins are explained. This might make it more difficult for students to naturally incorporate these idioms into their speech.

GoEnglish.com

<www.goenglish.com/Index.asp>

This site offers a large index of words found in various idioms (e.g., *bag* is hyperlinked to *let the cat out of the bag*, with an accompanying example of the idiom being used in a sentence). This site also offers challenging quizzes. Unfortunately, unlike the multiple choice quizzes found on The Idiom Connection, these fill-in-the-blank quizzes don't give users any hints as to the correct answer. As a result, they are difficult even for native speakers, and are best for high-proficiency students.

While most of the above sites excel in different areas, taken as a whole, they offer a comprehensive resource. Vast databases of catalogued idioms, explanations of usage and historical origins, contextualized examples, and quizzes give teachers a great deal of freedom when creating idiom centered teaching activities.

Know a JALT member who is doing something interesting or exciting? How about yourself? There's a new column coming in 2006; **Member Profile!** Each month *TLT* will be featuring a different JALT member—what they're doing professionally, their research interests, classroom programmes, or interesting projects they're involved with. Looking to let people know what you're doing? Send an email to the column editor at <memprofile@jalt-publications.org>.



Old Grammarians . . .

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

Japanese Animation: They Gatcha Where They Wantcha



As an American, I naturally dislike the idea of people owning guns (unless of course I get to own one, too). So I feel quite comfortable living in Japan, where gun ownership is about as rare as *not* having a blue Lawson Station sign shining in your window at

night. Yet Japanese animated cartoons are rife with guns, and not only guns but far worse tools of destruction, like giant robots that transform themselves into any number of animals or weapons, such as birds, jets, tigers, submarines, police cars, pandas, and—oh yes—guns.

The other night—and I'm totally serious about this—I watched a cartoon in which two giant robotic pandas sat at a table and tried again and again to eat a bowl of batteries, each time using a different utensil: spoon, knife, chopsticks, etc. Each attempt ended in failure. The battery would somehow escape the one panda's grasp and shoot across the table, hitting the other panda in the head and causing him to angrily slap the entire bowl of batteries to the floor. Then the batteries would magically appear in the bowl again and the scene would start over. The amazing thing was that throughout this pointlessly repetitive exercise the same flashing message appeared in red at the bottom of the screen, warning young viewers not to try eating batteries at home. If I had the phone number for *Encyclopedia Japonica* I could tell them I've found their entry for the phrase *Popular media, decline of*.

On the other hand, maybe the media aren't really getting any dumber. After all, I still have plenty of opportunities to watch old episodes of *The Drifters* on one of our cable channels. (*The Drifters* was a popular Japanese comedy show in the 70s and 80s that featured lots of slapstick humor, cross-dressing, pop singer musical

guests with glitter in their hair, and stageloads of cheerleaders.) My wife, who is Japanese, often wonders out loud why I waste my time watching such asinine television, but I am quick to deflect her scorn by telling her that, hey, *Drifters* is a Japanese program, produced in Japan by Japanese people, intended for broadcast into Japanese living rooms. Don't blame this gaijin. Then I sullenly switch the channel to see if the *Baywatch* reruns are on yet.

As a kid in the US, I was a faithful *Gatchaman* viewer. Its English title was a far more malevolent *Battle of the Planets*. I adored that cartoon, and I sometimes wore an old motorcycle helmet with a visor to pretend I was one of the "fearless young orphans" called on to protect the world from the evil guy with the triangle head. (Perhaps he got that way because he didn't wear a helmet.) Later on I started to wonder, though, why such young kids were allowed to be in control of so much firepower—fighter jets, turbo moon rovers, Formula 1 racers, and a plane that could at any moment transmute into a giant apocalyptic flaming vulture. Ten minutes after turning back the enemy with their arsenal of unlicensed speed machines, they were inevitably caught up in some inconsequential teenage spat over someone's bad attitude at the burger shop last week.

Don't you think the secret organization funding their operation could have found someone a little more mature to run their equipment? Imagine if a 14-year-old with a beaklike helmet, wings, and a Suzuki 1250 racing bike with missiles strapped to the sides came along and saved your favorite neighborhood pub from incineration at the hands of a 300-meter-long caterpillar with death-ray eyes, and after the smoke cleared you couldn't even offer her a beer because she's underage: "You saved our lives, kid. Here, have a pretzel stick." Just buy her a talking stuffed panda (batteries included, of course). She'll think the world of you for it.

— Scott Gardner

The Language Teacher

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The Japan Association for Language Teaching (JALT)

JALT Central Office

Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
Tel: 03-3837-1630 - Fax: 03-3837-1631
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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 1,000m², 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, East Shikoku, 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, 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、四国東、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、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、学習者ディベロップメント、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。

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

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わる投稿をお待ちしています。できるだけ電子メールにリッチ・テキスト・フォーマットの添付ファイルでお送り下さい。郵送の場合には、フロッピーディスクかCD-ROMにラベルを張り、プリントアウトしたものと一緒に送ってください。書式はアメリカ心理学会(APA)スタイルに基づき、スタッ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になります。

Feature Articles

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

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

Send as an email attachment to the co-editors.

日本語論文: 実証性のある研究論文を求めます。質的か、計量的か(あるいは両方)で追究された分析やデータを求めます。原稿は、匿名のTLTの査読委員により、研究水準、関連性、結論などの独自性で評価されます。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体)を付けて下さい。最初のページの一番上に題名、著者名、所属、連絡先および語数をお書き下さい。英文、和文で400語の要旨、300語の著者略歴もご提出下さい。表、図、付録も可能です。共同編集者まで電子メールの添付ファイルでお送り下さい。

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

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

Send as an email attachment to the co-editors.

読者フォーラム: 日本での言語教育、及び言語学習に関する思慮的なエッセイを募集しています。日本での語学教師に関連していて、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尋ね下さい。3,600語から6,000語の長さです。共同編集者まで電子メールの添付ファイルでお送り下さい。

Conference Reports. If you have attended a conference on a topic of interest to language teachers in Asia, write a 1,500-word report summarizing the main events. Send as an email attachment to the co-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、4,000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、著作権にはお気を付け下さい。My Share 担当編集者に電子メールの添付ファイルでお送り下さい。

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

- be no more than 750 words
- be relevant to the JALT membership as whole
- encourage readers to participate more actively in JALT on both a micro and macro level
- Deadline: 15th of the month, 1½ months prior to publication.

Send as an email attachment to the JALT Focus editor.

JALTフォーカス: JALT内の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ヶ月半後になります。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/lt/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/lt/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: 15th 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ヶ月前の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文字程度で簡潔にお書き下さい。支部名、日時、イベント名、発表者名、要旨、報告者名を、この順序でお書き下さい。支部会報告編集者まで電子メールの添付ファイルでお送り下さい。ファックスや郵便は受理いたしませんので、ご注意ください。

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

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

支部イベント: 近づいている支部のイベントの案内情報です。トピック、発表者、日時、時間、場所、料金をこの順序で掲載いたします。締め切りは、毎月15日で、2ヶ月前までに、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: 15th of month, 2 months prior to publication.

Send as an email attachment to the JIC editor.

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

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should:

- be up to 150 words.
- Deadline: 15th of month, at least 3 months prior to the conference date for conferences in Japan and 4 months prior for overseas conferences.

Send 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。