

The Language Teacher

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***TLT* 30th Anniversary Special Issue**

*Happy birthday TLT!
We read you to see
What's hap'ning in teaching,
And now you're turning 30*

Well, it's official. This month we are celebrating the 30th anniversary of *The Language Teacher* with a special issue dedicated to JALT, the publication, the staff, past and present, and to you, our readers. It is no small achievement that JALT and *TLT* have been serving the language teaching community for 30 years. We hope that you are as proud of the achievements of JALT and *TLT* as we are.

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The Japan Association for Language Teaching
全国語学教育学会



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Special Issue: *TLT* 30th Anniversary

"Happy birthday *TLT*!

We read you to see

What's hap'ning in teaching,

And now you're turning 30."

WELL, IT'S official. This month we are celebrating the 30th anniversary of *The Language Teacher* with a special issue dedicated to JALT, the publication, the staff, past and present, and to you, our readers. It is no small achievement that JALT and *TLT* have been serving the language teaching community for 30 years. We hope that you are as proud of the achievements of JALT and *TLT* as we are.

This issue opens with messages from JALT President, **Steve Brown**, and JALT Publications Board Chair, **Amanda O'Brien**. Past editors, **Thomas Robb**, **Deborah Foreman-Takano**, and **Steve McGuire** then relate their experiences with *TLT*. Finally, Associate Editor, **Ted O'Neill**, introduces three short reflective pieces by **Kim Bradford-Watts**, **Malcolm Swanson**, and **Jacqui Norris-Holt**.

The celebrations will continue at the *Casting Pearls Before Wine* banquet, *TLT*'s Gala 30th anniversary party to be held on November 4th. There will be a limited number of tickets available from the JALT Publications table in the EME at the conference site. We hope to see you there! It is shaping up to be a memorable evening.

With this issue, I would like to say a final farewell to the *TLT* readership. My term as editor ends with the December issue, which is in press as you read. It has been an interesting and challenging 3 years, and I am extremely grateful to all the authors, readers, and *TLT* and JALT staff members who have made it such smooth sailing. I leave with one request: that all JALT members consider how they may be able to help our organization—by volunteering for *TLT*, writing an article, running for office at the chapter or SIG level, or introducing JALT to colleagues. I look forward to working with you in serving the *JALT family* in the future.

Kim Bradford-Watts
TLT Co-Editor



TLT Co-Editors:
Kim Bradford-Watts & Jacqui
Norris-Holt
Associate Editor:
Ted O'Neill

JALT Publications Online

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<www.jalt-publications.org>

November 2006 Online Access

- ▶ To access the JALT Publications online archives:

[login: nov2006 / password:]

Publications Forum

- ▶ Information, commentary, and feedback can be found on our forum page:

<forum.jalt-publications.org>

Contact

- ▶ To contact the editors, see the Staff List at the back of this issue or use the contact form on our website.

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月は、読者の皆さんに、TLT 30周年を記念した特別号をお届けいたします。

この特別号は、JALT PresidentのSteve Brownの記事に始まり、JALT Publications Board ChairのAmanda O'Brien, 歴代編集長のThom Robb, Steve McGuire, Deborah Foreman-Takanoの記事を掲載しています。また、Associate EditorのTed O' Neillが、Kim Bradford-Watts, Malcolm Swanson, Jacqui Norris-Holtの記事を紹介しています。

記念行事“Casting Pearls Before Wine” Banquet, TLT's Gala 30th anniversary party は11月4日に開催されます。チケットはお早めにご購入下さい。皆さんのご来場をお待ちしております。

私は12月号にて編集の仕事を終わりますので、この場をお借りして、TLT読者の皆さんにお別れを申し上げます。この3年間、本当に楽しくてやりがいのある仕事を任せていただいたことを感謝しております。そして、著者の皆さん、読者の皆さん、スタッフの皆さんの惜しみないご協力やご配慮にお礼申し上げます。

JALTのますますの発展のために、皆さんに「JALT ファミリー」として、今後も積極的にご協力していただくことを心よりお願いいたします。



JALT2006

“Community, Identity, Motivation”

**The Japan Association for Language Teaching
32nd Annual International Conference
on Language Teaching and Learning**

— November 2-5, 2006 —

**Kitakyushu International Conference Center,
Kokura, Kitakyushu, Japan**

*Plenaries by Donald Freeman, Yasuko Kanno,
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TLT at 30!

Steve Brown, JALT President

It is my very great pleasure to wish a very Happy Birthday to *The Language Teacher* as it celebrates 30 years of service to

the members of JALT, bringing news of the latest developments, sharing ideas, and creating JALT's public face.

That *The Language Teacher* has reached this milestone—and maintained its quality through the ebb and flow of competing theories, trends, and technologies over the last three decades—is a tribute to the dedication of many who have gone before. They are, of course, too numerous to mention here (though they include Thomas Robb, Deborah Foreman-Takano, and Steve McGuire, who have contributed to this anniversary issue), but JALT owes them all a huge debt of gratitude.

From its earliest manifestations as the newsletters of the Kansai and Kanto Associations of Language Teachers (*the two KALTs*), the publication has come a long way: from the literal cut-and-paste of a quarterly issue to the digital click-and-drop of the current *TLT*, which drops through your letter box 12 months a year.

To put those 30 years into perspective, 1976 was the year in which Mao Zedong died and Jimmy Carter was elected President of the USA; Steve Jobs and Steve Wozniak founded Apple Computer Co.; Tezuka Osamu produced *MW*, the manga series inspired by Tanaka Kakuei and the Lockheed scandal—and I was a university student in Yorkshire.

Well, we've all come a long way since then. *The Language Teacher* has matured and developed beyond recognition—but I know from my own discussions with the Publications Board staff that they retain all the energy and enthusiasm which were the hallmark of *TLT's* early editors. The profession has changed in many ways, but JALT's vision has been constant: the desire to provide the best language education for the students in our care and the drive, as professionals, to be the best we can remains undiminished. The zeal to bring together all those with a similar concern for language learning and teaching in Japan is, as it always has been, what makes us tick as an organization—and it is what continues to motivate the staff of *The Language Teacher*.

A publication like *TLT* depends very much on the hard work of those who edit, write, proof-read, layout, cajole contributions from others, and do 1001 other tasks every month. Beyond that, to ensure that it remains topical and relevant to our membership and to the profession at large, it depends on our members—you!—to contribute and make full use of the magazine as JALT's vehicle for communication and collaboration. Please continue to do that, so that we can all look forward to the next 30 years and *The Language Teacher's* *kanreki* in 2036.

Happy Birthday TLT!

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Congratulations **TLT!**

Amanda O'Brien

JALT Publications Board Chair

THE LANGUAGE Teacher is 30! Its pearl anniversary. Gracious and wise, but not too old. How has *TLT* continued its success for so long? Pondering this question led me to the following observations.

Commitment – Faces on the *TLT* staff list have changed but those same people who were involved in the earlier issues are still involved in JALT activities and events. Surely their drive and commitment gave *TLT* its strong start.

Diversity – Such a diversity of articles can be found in *TLT*, from practical to theoretical based works. This ensures that the journal has something of interest for everyone. A Google search for *TLT* picked up almost 27,000 hits.

Regularity – Despite work and personal pressures, the *TLT* staff do what it takes to bring the journal to readers each and every month. Readers find useful information particularly in the back half to use in the classroom every month.

Value – *TLT* is extremely good value when purchased as part of the JALT membership package. Twelve issues alone of *TLT* is valued at more than the membership. When added to a JALT Journal subscription, entrance to some chapter meetings and events, SIG membership discounts, and conference registration discounts, it becomes a bargain.

Financial Support – Our wide readership, as well as the quality of our publications makes *TLT* an ideal place to target professional educators.

Professionalism – *TLT* is a refereed journal that is blind reviewed by two members of our Editorial Advisory Board. The EAB members ensure that research and data are accurate and meet the standards required of our journal. All authors are required to sign author agreements to protect the reputation of our journal as well as each article within it.

Quality – *TLT* Editors demand a high level of quality when selecting papers to be included in each issue. Our PSG (Peer Support Group) are on hand to help writers achieve the level required for publication. Improvements in paper quality and printing by Koshinsha, and the change to all-data

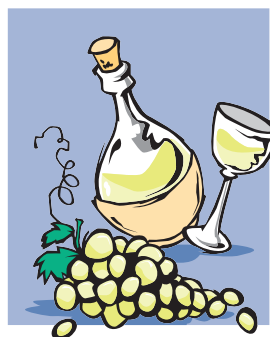
printing and a colour cover by Pukeko Graphics improve our visual presence.

JALT Community Interest – Readers who offer their paper or story for a column help to improve the journal's content. Volunteers who offer their time and energy also help raise the quality of the journal.

Affiliations – JALT affiliations with other international groups increase our readership as well as our presence in international academic circles.

It is obvious that putting together this journal is far more than just editing and collating a collection of articles. The list of factors contributing to the success of *TLT* continues, but there is one point that may not be so obvious to an outsider. And that is the importance of the *TLT* family bond. This is the group of people who *together* collate, proof, edit, make decisions, plan, perfect, do the layout, arrange, rearrange, correct, print, discuss everything, budget, prioritise, scrimp, splurge (at their own expense), yell, scream, laugh, cry, and enjoy nearly every minute of it. Take a look on the back page, they're all there.

The JALT Publications Board are delighted to invite you to **Casting Pearls Before Wine**, *TLT*'s Gala 30th anniversary party which will take place on Saturday night, 4th November. Tickets are now available for ¥4,000 which includes all you can drink and a delicious buffet dinner provided by Rhiga Royal Hotel. Exciting entertainment and priceless prizes both in abundance. It will be a night to enjoy and celebrate the journal we have created: its past, present, and future. Most definitely a night to be remembered.



Casting Pearls Before Wine

TLT's 30th Anniversary Party
Saturday, Nov. 4
at JALT2006
Tickets ¥4,000



One person's view on the early days of *The Language Teacher*

Thomas N. Robb

Kyoto Sangyo University

This short article describes the initial beginning and development of the organization of JALT.

Thomas Robb tells of the first meeting of language teachers from various regions and the subsequent development of a number of small organizations across the country. He goes on to describe the introduction of the first JALT newsletter and its latter transformation into *The Language Teacher*. He provides personal insight into the hardships of a voluntarily-run publication from the years 1976-1986.

Thomas Robb氏はJALTの始動と発展期について説明する。まず、語学教師が様々な地域から集まった第一回のミーティングやその後の全国の地域支部の発展について触れる。さらにThe Language Teacherの母体となる最初のJALTのニュースレターについても説明し、1976年から1986年までのボランティアによる出版の苦難について語る。

AT THE start of JALT there was, of course, no publication at all. In fact, JALT itself did not have a name; it was a loose collection of teachers in the Kansai area who had attended a special summer workshop at LIOJ (Language Institute of Japan) in Odawara and who wanted to maintain the momentum by meeting together periodically. They first met at the home of Sharon Bode, then director of the Kyoto YMCA English program. Tom Pendergast, another member of the initial group, realized that there was great potential here and that meeting in Sharon's home was limiting. He thus decided to formalize things by having a meeting at the Osaka National LL School, of which he was Academic Director. David Bycina, the first *JALT Newsletter* editor, and I were also on the staff at that time.

Fifteen people showed up for that first meeting in February of 1976. I still have the sign-up sheet in my files. Many of those first members are still professionally active. David Bycina shortly thereafter moved up to Tokyo to work at Pegasus, the English teaching arm of Mobile Sekiyu. He and Doug Tomlinson who worked there were instrumental in starting up the Kanto Association of Language Teachers (KALT), while Charles Adamson, Nancy Hildebrandt Nakanishi, Junko Yamanaka, and Kazunori Nozawa (with others) formed the Tokai Association of Language Teachers (TALT).

The Kansai version of KALT published the first issue of the newsletter in October 1976 with



Nancy Nakanishi as the editor. She continued in this capacity with quarterly issues once the three initial organizations merged into JALT. Nancy went on to become our first journal editor.

The newsletter went monthly starting in January 1979 for a very practical reason. In order to obtain the cheaper 3rd class postal rate, the publication had to be published at least monthly and wrapped so that the permit information was visible on the binding. The savings in postage made it financially advantageous even with the increased cost of printing. Not only did we save on postage, the chapters no longer had to print their own newsletters nor worry about distributing postcard announcements of meetings. Unfortunately, however, the strain on our volunteer editors was something that we had not considered.

Newsletter folding

As with virtually all volunteer organizations, finding people who are willing to help is a continual concern. These were difficult days for editors of small publications whose deadlines did not permit them to just sit around until the personal computer was invented. They had to use that workhorse of the 70s, correctable IBM Selectrics, typing everything into narrow columns and often retyping them when corrections had to be made. David and Sanae Matsumoto were at the end of their editorial rope when he published a final appeal with the ominous headline *Newsletter Folding?—The End is Near* in the January 1980 issue. I am not sure if David ever did get more help, but 6 months later, he ceded the editorship to Rob Orme and Lesley Holmes, two teachers living in Hirakata, Osaka Prefecture, where I also lived (and still do).

Rob and Lesley took on the editorship with one basic understanding—they were editors, not typesetters. Typesetting henceforth would have to

be done professionally. A company in Kobe called SU Press was hired to do the typesetting, basic layout, and printing, starting with the August issue. Later, Clo Arzaga, working from her home in Kobe, took over the typesetting and layout, and continued to do so until around 1990.

All of this took money, of course, but the newsletter managed to get sufficient advertising to make ends meet. Those were the *good old days* before the merger of publishing houses reduced the number of potential clients. Former associate members Addison-Wesley, Lingual House, Longman, Prentice Hall, Regents, and Scott Foresman are now all part of Pearson, for example. In those years, the *JALT Newsletter* was essentially the only game in town, so those with a yen to advertise had little choice in the matter.

Back-to-front issue

While SU Press continued with the typesetting for a number of years, they charged too much for printing. Kohshinsha was at that time the main printer for Kansai Gaidai where I had been employed and who had provided excellent service for my own self-published textbook. It seems that they are still JALT's designated printer some 30 years later.

The transition to the new printer was not without its pitfalls. When their first issue arrived for distribution, we found that the first and last pages had been reversed so that it opened up Japanese style. Mr. Maeno, the company president, immediately apologized and provided new copies, printed correctly in 2 days' time.

Bulk mailing

At first, Kohshinsha would bring the entire print run to the Osaka English House in Hirakata, with which Rob and Leslie, Bill Widrig, and I had been associated at various times. There, Bill and I and some of the student residents would fold the wrappers around the issues, slap on mailing labels made using Doshisha University's line printer, and then take them to the Hirakata Post Office.

The little old ladies

As the number of members grew, however, the process became too time-consuming for volunteers to do reliably (and willingly) on a regular basis. Our printer thus suggested that we use neighboring Neyagawa City's Assen Center where a bevy of older ladies did piecework.

He brought in the newsletters, wrappers, and mailing labels, and then came back the next day to take everything to the post office, freeing the volunteers from that aspect of the process. Kohshinsha then simply billed JALT for the cost of printing and wrapping as well as the postage.

The Language Teacher

The *JALT Newsletter* was growing in quality. Part of the rationale for the change was that the publication was being sold in Maruzen and Kinokuniya bookstores. Who would want to purchase a *newsletter*? It was some years later when Virginia LoCastro, then at Tsukuba University, was the editor that in a telephone conversation one day we both agreed that the *JALT Newsletter* was much more than a simple newsletter and needed a new name. I suggested *The Language Teacher*. She liked it, and the rest is history. The new name took effect with the April 1984 issue, dressed up in our first glossy cover.

As an aside, there was nothing democratic about the name change. In fact, even the decision to change the Japanese name for JALT, from *Zenkoku Gogaku Kyoushi Kyoukai* to *Zenkoku Gogaku Kyouiku Gakkai* happened in a matter of days when the editor, Deborah Foreman-Takano, Jim White (president), and I realized that the original name did not have the required academic cachet to it. The January 1986 issue sported the new name with no fanfare. The constitutional legalities followed later.

This is about as far as I can bring the history of *The Language Teacher*. I continued to serve as Executive Secretary of JALT until January 1990. The JALT Central Office remained in Kyoto for about another year, when it moved to Tokyo. *The Language Teacher* is still unique. No other academic association in our field around the world has ever had, much less been able to sustain, a monthly publication for as long as JALT has.



**Community,
Identity, Motivation**
Kitakyushu, Japan
Nov. 2–5, 2006
**<conferences.jalt.
org/2006/>**



The Language Teacher: Post-beginning to pre-email

Deborah Foreman-Takano
Doshisha University

Deborah Foreman-Takano looks at the history of *The Language Teacher* from

1985 to 1987 during her time as editor of the publication. She describes the process of editing and layout prior to the introduction of computers. Foreman-Takano outlines the Special Issues that were included during her editorship as well as the introduction of Japanese language content to the publication.

Deborah Foreman-Takano氏は編集長を務めた1985年から1987年のThe Language Teacherを振り返り、コンピュータが導入される以前の編集やレイアウト作業について説明する。また、特集号を組んだり、日本語記事を採用したりするようになったことにも触れている。



formal content/format rules at the time: length and content range for articles, book reviews, and job-position announcements, and our deadline for all submissions: the first of the month preceding publication.

WHILE STILL serving as president of JALT's Hiroshima Chapter (and teaching at Hiroshima Jogakuin Daigaku), I came to the Publications Board in February 1985 as successor to Virginia LoCastro, the editor of *The Language Teacher* at the time. It was a daunting act to follow, since Virginia had instituted and encouraged higher and higher standards for the publication during her tenure, both in content and in the appearance of the magazine. We now had something resembling actual rules of style, including what would and would not be allowed in Japanese-language articles; and we were able, with the rapidly evolving methods for the typesetting, layout, and distribution of *The Language Teacher*, to consider various possibilities for advertising, and for expanding the Special Issues, among other things.

When I began, we had an Editor, a Co-Editor (Marie Tsuruda), Book Review Co-Editors (Jim Swan and Masayo Yamamoto), a My Share Editor (the creator of the feature, Mark Helgesen), and an Announcements Editor (Jack Yohay), as well as an Editor in charge of all the Japanese-language submissions (Masayo Yamamoto). We had Proofreading Editors (Jack Yohay and Harold Johnson), a person in charge of photography (Gene Crane), and a person in the JALT Office who was handling Advertising and Commercial Member Services (John Boylan). The masthead included this listing of names, addresses, and phone numbers, along with those of the Publications Chairperson (Virginia took over that job), and other relevant names and contact information. The masthead also detailed the extent of our

Deadlines

The entire process of editing each issue was conducted via the Japan Postal System. As a monthly publication, we had very strict deadlines and tight turnaround time for each phase of the procedure, and one late mailing by one person in the chain would send the whole process into a desperately slippery scramble to make up for it by the end of the process. In the evening on the first of each month, I would sit down with the submissions that had come to me in the mail and begin the final phase of editing for the next month's issue. I had 4 days (read *4 nights*) to get the editing done, making any necessary contact with the authors, and mail the articles and Table of Contents, with appropriate typesetting instructions, to our typesetter in Kobe, Clo Arzaga. She would call me some days later with the total number of pages for the issue; it had to be an even number, and varied between 40 and 60 pages per issue, including all full- and partial-page ads. We discussed how to resolve any discrepancies.

The typeset copy and the list of full-page ads to be placed would be mailed back to me. Partial-page ads had already been provisionally placed, so I would prepare the paging of the final version by physically inserting the full-page ad designations. This had to be done carefully. Only the inside front cover and the inside and outside back covers could be specifically reserved by advertisers, who paid extra for them. The placement of the rest of the ads had to be done by me, in as equitable a fashion as possible. The center pages, to which the magazine fell open as a result of the stapling, were prime locations, and in general

our Commercial Members considered right-page placement anywhere in the issue as more advantageous than left-page placement. Therefore, I kept a running log of where I put each advertiser each month, to attempt to even things out. Finally, I had to renumber the pages, put the correct paging into the Table of Contents, and mail the whole thing immediately to Clo. Since it was usually about 3:00 a.m. when I got finished, I would call a taxi, take everything down to the all-night window at the main post office, and send it Special Delivery.

The arrival of the fax machine

It helped that I could work on editing articles that came in for future issues somewhat on a time-available basis. But with all communications having to take place either through the postal system or over the phone, it was a constant challenge to handle them in a timely way. I finally elicited a collective gasp from JALT National by declaring that the organization should provide *The Language Teacher* with a fax machine. These were not yet in widespread use, particularly among people not in business, and were quite expensive. Moreover, we needed a high-end model that could accept a stack of 30 or more pages for transmission. My request, as an official Motion including rationale and specifics, was discussed and approved by the Executive Committee, and the only JALT-owned fax machine was installed in my home, on a dedicated phone line. The editing process became significantly easier, and expenses decreased. Now, instead of taking a taxi to the post office in the middle of the night to mail the final layout, I simply stacked the first half of the issue pages in the fax, began transmission, and took a shower while they went through. Then, I started transmission of the last half of the pages and, as they began buzzing on their journey, went to bed. Smaller fax machines were eventually provided to the other *TLT* editors, and to JALT national officers, and a new era in JALT communications was born.

Special Issues

Changes continued to the content of the magazine. I had been hoping to increase Special Issues on topics that reflected current language-education research and practices, as well as the current interests of JALT members. In 1985 there were Special Issues focusing on video, the teaching of oral English, classroom-centered research, dictionaries, teacher training, and TPR, and some

of these had Guest Editors organizing and editing the feature articles. This became a regular practice, and in 1986, Special Issues appeared on teaching foreign languages to children, ESP, teaching English to the deaf, songs and music, and teaching large classes. In 1987, the topics included English speech contests in Japan, teaching writing, discourse analysis, bilingualism, and identifying and teaching false beginners. Current JALT members will recognize that these topics have been cycling through our professional consciousness ever since. It was useful and, I thought, valuable for *The Language Teacher* to provide a forum for some of the specialists in these fields as well as a stimulus to further investigation and research in those areas by active and dedicated educators.

Japanese language content

I also had a great interest in providing a more welcoming atmosphere for Japanese language content. It was November 1981, when JALT's Japanese name (at that time, still *Zenkoku Gogaku Kyoushi Kyokai*) first appeared in the banner of the JALT Newsletter. Even then, though, there was no provision for publishing articles in Japanese, and no Japanese-language announcements or membership information were included. The January 1982 issue was the first to mention the possibility of submitting articles in Japanese, and in May 1982, the name of a person in charge of *Japanese language* was listed in *TLT*'s masthead: Kenji Kitao, who was JALT national vice president at the time. He wrote a short piece in Japanese for the issue (carried on the front page—at that time there was not a cover per se) explaining about the TESOL organization and its relationship to JALT. For the following few years, almost every issue contained a short essay, report, and/or meeting announcement in Japanese. Membership information—describing the organization, the benefits of belonging (publications, etc.), and how to join—appeared on the back cover for the first time in the June 1984 issue of what had become *The Language Teacher*, and it was written in English. Thereafter, through January 1986, Japanese and English versions of membership information alternated in that position, and continued to alternate until a shortened version of both could be made to fit on one page somewhere in every issue.

In 1984 articles in Japanese began to appear occasionally, and in January 1986, the Special Issue on teaching English to children had one of its feature articles in Japanese, a first for the Special

Issues. Even as we continued to encourage submissions in Japanese, a finger on the pulse of the membership kept us mindful of the enthusiasm in the organization for the English content that *The Language Teacher* provided. In the June 1985 issue, JALT national president Jim White, in an interview focusing on JALT entering its second decade, made a similar point while advocating more Japanese-language presentations at local and national levels. In my opinion, JALT has continued to become more sophisticated and practical in its balance of the use of English and Japanese in publications and at conferences.

During the three years that I edited *The Language Teacher*, some names on the masthead changed, but I was impressed by the consistent quality that was made possible by a great number

of people doing what I never forgot was an extracurricular responsibility for them. (In fact, JALT had decided that it should designate two people to succeed me instead of one, and when I showed the incoming Editors, Eloise Pearson and Ann Chenoweth, the ropes regarding my role in getting one issue out, they looked at me and said, *You have been doing this every month all by yourself?!)* The time-consuming aspect of almost all the jobs in JALT is what makes them especially difficult to accomplish while maintaining physical and mental health!

This *gakkai* can be proud of its professionals and their roles in the development and sustenance of its publications.

TLT 30TH ANNIVERSARY SPECIAL ISSUE

9



A TLT retrospective

Steve McGuire

Nagoya University of Arts

Steve McGuire examines the history of *The Language Teacher* between the years 1996-1998. He describes the day-to-day

workings of a volunteer organization and the effect of the introduction of email and computer technology to the various responsibilities of the publication team. McGuire includes some light-hearted stories of unusual incidents that took place between himself and authors during the time of his editorship.

Steve McGuire氏は1996年から1998年までの *The Language Teacher* について回顧し、日々の学会活動および編集作業でEメールやコンピュータを使用し始めたことについて語る。その当時起こった心温まる話もいくつか紹介する。



I would like to focus on the years I know a little bit about, those from 1996 to 1998. Editors in those days tended to serve one-year terms (or should it be one-year sentences for editors?), so we're talking about Tony Cominos, myself, and Laura MacGregor.

IN THE most important ways, I would guess editing *TLT* in 2006 is not all that different than it was almost 10 years ago, back in 1997 when I was editor. Editors probably still have to scramble for material to include in each issue, spend hours coordinating the work of the many volunteers whose effort makes a monthly publication like *TLT* possible, and still have to get all that work collected and to the layout person two months before the publication actually appears in people's mailboxes. However, it's also likely that each editor's experience is different in many ways. In this short piece about *TLT* a decade ago,

Finding material for publication

As I mentioned, getting people to contribute articles was probably the most challenging part of being editor. Back in 1996, we were both blessed and burdened with a lot of pages to fill, by which I do not mean to imply all the articles that fit, we printed, just that we had a lot of pages available to us for feature articles. For example, the issues in September, October, and November leading up to the conference were larger with 100, 120, and 104 total pages respectively with 45, 47, and 39 pages of ads. February, May, and August were special issues that ran more towards the middle range of 80 pages or so, and the smaller summer issues in June and July ran to 64 and 60 pages.

One innovation by Tony which may have helped motivate more authors to submit articles was the creation of an editorial board much like *JALT Journal's* making *TLT* a refereed journal from January 1996. Tony also started a number of occasional columns, such as The Region, about issues related to language teaching in Asia; Creative Course Design; Educational Innovations; and Found in Translation, full-feature articles translated into English from other languages (see the Introduction for January 1997 on the *TLT* website for longer descriptions), and ran a number of short-term series, including three articles on testing by Greta Gorsuch, and a seven-article series on the Internet by David Kluge, Tim Newfields, and myself. Many of the occasional columns are still around in some form or another. As editor, I added a seven-article series I called State of the Art, which I hoped to have as a bridge between the more practical articles of *TLT* and the more research oriented *JALT Journal*. We had contributions from Bill Acton on speaking, Alan Hunt and David Beglar on vocabulary, Patricia Byrd on grammar, Patricia Carrel on reading, Patricia Dunkel on computer-based testing (the three Pats, as I referred to them), and Sandra McKay on writing for publication, with Peter Robinson sandwiching them with two general articles on the State of the Art including a long reference list.

It was quite a luxury to have so much space to work with for articles, but towards the end of my tenure as editor we were being asked to cut back. I first made an announcement in my *TLT* introduction of January 1998 lamenting *the times they are a changin'* and that publisher support in the form of ads was decreasing because of market pressures. Laura MacGregor included a similar message in her first introduction as editor in June of 1998 in which she let readers know of the belt tightening and a more space efficient layout in the works.

Finding volunteers

I doubt the amount of time and effort the editors and all the volunteers put into *TLT* has changed all that much, either. In addition to the regular monthly duties of coordinating the monthly publication, there are recurring duties such as the annual staff directory, the pre-conference supplement, and the conference issue, which involved a great deal of communication with every single officer in *JALT* and with every invited plenary and featured speaker. Fortunately, the associate editor, a special conference editor, and others helped with those chores. Another duty was communicating with all the column editors and proofread-

ers and with The Word Works, the company that did the layout at the time.

One other innovation that Tony Cominos added was that each column was staffed by both a native speaker of English and a native speaker of Japanese (except for Tom Merner who eventually did both languages for one column by himself). As a rough count, there were about 40 people working on each issue of *TLT* as editors, column editors, translators, and proofreaders and not including the Editorial Advisory Board. One additional special challenge was, given the mobility of teachers in Japan and the variation in their workloads and working conditions, we always seemed to be looking for new volunteers. I personally went through two associate editors (and no, it was not that we did not get along—the associate editors worked as hard as I did or even harder) before Laura MacGregor signed and stayed on. If you look at the issues for which I wrote the introduction (the non-SIG issues), almost every one has a message bidding farewell to former volunteers and welcoming new ones.

Day-to-day work

In my case, I was fortunate to begin editing just as email and computers (rather than just Japanese word processors) were becoming more prevalent in Japan. This meant we were able to ask authors to send their articles on floppies in Microsoft Word format, and most were able to comply. When I knew I was going to become editor, I splurged and bought a scanner for \$1,500 (just 300 dpi, by the way—this *was* 10 years ago, after all!) but I never once had to use it. We were able to do a lot of the work of *TLT* by email. Many of the Editorial Advisory Board members could handle attachments, so we were able to handle many reviews that way, and I was able to email the final copy to Word Works for layout. If I recall, we still did a lot of faxing of final copy, which is probably all done by email now. I am not sure, but I believe that I was putting in an average of about 20 hours a week on *TLT*, which may be high or low compared to other editors. I do not think I ever really wanted to know.

Along with working with great volunteers, I think working with the authors was one of my biggest pleasures, although I had a bit less time for that kind of interaction as editor than I had had as associate editor. Most authors were open to suggestions from our reviewers and eager to work together to get their articles published. In thinking back I can only remember a few authors who stand out negatively for any reason, usu-

ally because they felt that the Editorial Advisory Board reviewers had misunderstood their work in rejecting it—which was the purpose of the Advisory Board, to help the editor choose articles—and some were rather energetic in their disagreement. One went so far to write me he had been interviewed on Japanese television and was kind enough to include pictures from his appearance along with a clipping from *Who's Who*. I never did figure out what that had to do with his article, which in the end he informed me he had sent to another publication at the same time, a definite publishing *no no*. Yet another called our feedback *goofy*, which may well have been true (I have always freely admitted I was new to editing), but sadly that did not change our minds regarding publishing the article. We even had one accusation of plagiarism, but it was a case of great minds thinking alike, and the author could prove the work went back far enough to beat the charge. Still, these were in the minority and my interac-

tions with almost everyone were very positive, if hurried.

One final innovation worth mentioning, one reason it was so easy for me to write this article, was that most of the *TLT* issues from my tenure onward are online under Publications at the JALT website, <www.jalt.org>. The website was started during Tony Cominos' tenure and built by Scott Rule. That means I can simply point you to my introductions (first in June 1997, last in April, 1998) to see my thanks to everyone who helped. It also means you can check out the April 2000 issue to find a lot of background on the work that goes into *TLT*.

I am looking forward to reading Tom Robb's, Deborah Foreman-Takano's, and the current editors' articles on their lives as editors, although perhaps *having a life* and *editor* do not really go together. I have enjoyed looking back to 10 years ago, and I hope *TLT* readers have, too.

TLT 30TH ANNIVERSARY SPECIAL ISSUE

11



Current staff perspectives

ON THE occasion of the 30th anniversary of *The Language Teacher*, three of the many people who have made sure *TLT* has continued through a third decade explain how and why this journal has succeeded. Co-editor Kim Bradford-Watts reviews the positive role of *TLT* in the development of the profession and JALT's place in it. Malcolm Swanson, past *TLT* editor and current behind-the-scenes workhorse, explains how the ideas in each issue actually reach your mailbox every month. Finally, co-editor Jacqui Norris-Holt describes the current state of

TLT and how JALT members may join in on some exciting plans to make *TLT* even better. All three speak for the many past and present members of staff as they describe the dedication and cooperation that combine to produce one more *TLT* each and every month—quite an accomplishment through all these years.

Ted O'Neill, Associate Editor

The role of *The Language Teacher*

Kim Bradford-Watts

TLT Co-Editor

RECENTLY, READING through the collection of past issues, several things struck me about the roles played by *The Language Teacher*.

Of course, *TLT* is produced as a service for our members, and aims to provide current research on topics related to language teaching and informed essays about developments in related fields, information about chapter and SIG meetings, relevant conferences, recently published books, and lesson plans, as well as being a platform for publication for our members and others working in second or foreign language teaching and learning. However, there are a number of other roles that *TLT* has, quite innocently, assumed, hidden unless you peruse past issues in sequence just for the pleasure of reading.

The first of these roles involves serving as a record of JALT's development: from the description of the first meeting in 1976 of about 20 members of the Kansai Association of Language Teachers (KALT), through the reorganization of KALT and the opening of the office in Tokyo, the

development of chapters, a logo, and SIGs, and the introduction of the yearly conference, research grants, and information related to the election of officers, to descriptions of problems relating to communication throughout the organization, the issue of budgets, and the testimonies to our increasing reliance on technology over the years. As such, *TLT* constitutes the publicly available portion of JALT's institutional memory.

The second role involves serving as a record of developments in language teaching and learning over the years. All columns attest to the changes in interests of authors, presenters, and teachers. The first issues, for example, featured papers on The Silent Way and Community Language Learning. Jump ahead to 1987, and you find articles on discourse analysis, systemic functional linguistics, the differences between TESL and TEFL, bilingualism, and false beginners. In 1997, *TLT* featured topics as diverse as neurolinguistic programming, higher degree options for teachers, extensive reading, content-based teaching, using the Internet and other newer technologies, dictogloss, learner strategies, teacher development, study abroad programs, action research, and critical thinking. The most recent issues of *TLT* have articles describing research and practice in a broad range of topics affecting teachers and students. *TLT* thus documents changes across the field of language teaching and learning, especially in terms of the Japanese context.

The final role is that of reflecting JALT's presence in the world and the influence of world events on JALT and our members, such as in reports of affiliations and cooperation with international associates, JALT visiting scholars, accounts of JALT members and their students participating in overseas programs and computer-mediated communication with those of other nations and cultures, and issues such as articles concerning the exodus of English teachers from Iran following the fall of the Shah, Vietnamese refugees, dismissals of senior faculty at universities, and the changing employment environment. A number of selected articles from *TLT* are available from the new International Association of Teachers of English as a Foreign Language (IATEFL) online article bank, and efforts are underway to expand other such forms of cooperation with our affiliates. In this way, *TLT* represents JALT and our members, historically grounding the organization in terms of other national and international professional language teaching organizations and the world and its people.

Behind the scenes: A look at what goes into creating *The Language Teacher*

Malcolm Swanson
TLT Online Editor

WHEN COPIES of *The Language Teacher* go out each month, most members probably only give passing thought to the amount of work that goes into creating the publication. Behind the scenes is a finely honed machine that ensures that content is created, edited, proofed (three times!), and laid out before going to the printers. To understand the system, it is probably easiest to start at the end and work backwards.

Our final contact with *TLT* occurs on the 12th of each month when the completed data goes off to Koshinsha, our printing company, for printing, packaging, and distribution by the end of the month. Two days earlier, the *Final, Final Proofing* (as we call it) will have been completed and sent to Pukeko Graphics. After corrections have been made, the copy will be exported as EPS files, and then converted to Illustrator format for the printer.

An even earlier round of post-layout proofing (*Second Proofing*) will have already taken place by around the 6th of the month, after which copy is corrected or adjusted. Layout itself begins on the first day of the month. Aleda Krause, one of our Assistant Editors, collates and sends all the column files to Pukeko Graphics, and the co-editors send all the front article files. Before things even get to that point, there will have been weeks or months of editing, rewriting, correcting, and first proofing to bring material up to an appropriate standard. All team members know their routines, and things, for the most part, move along extremely smoothly.

Almost all this work takes place using a combination of email, FTP uploads and downloads, and occasionally faxes. In the online *Staffroom* are the tools we use: online staff manuals on a Wiki that is constantly updated, control panels for the various editable webpages, an upload/download facility for working files, and an archive for storing material for safety and remote access. Even with all this technology to assist us, there is still a huge amount of work to be done. Reading back through the reminiscences of earlier editors, it is hard to imagine how they were able to cope with the tools of the time!

Now and into the future

Jacqueline Norris-Holt

TLT Co-Editor

LOOKING BACK over the past 30 years of *The Language Teacher* and its beginnings as a newsletter compiled by a few volunteers, a great deal has been achieved. It is quite an extraordinary achievement in itself that the publication has continued to make its monthly deadline in the distribution of timely information to readers.

TLT is a major publication, comprised of a team of approximately 80 volunteers including proofreaders, the peer support group, additional readers, the editorial advisory board and, of course, a number of different editors. One of the unique aspects of *TLT* is the Japanese staff, forming part of the group to provide information in Japanese within the publication. In the future it is hoped that articles will continue to appear in both languages representing the views of native and nonnative English speaking teachers working in Japan.

Over the years *TLT* has had a number of different editors, some of whom have remained longer than others. This is one of the most positive attributes of the publication as it has led to the incorporation of new and innovative ideas and columns, and will continue to do so. In January of this year several new columns were introduced in an attempt to meet the needs and interests of readers. Included in these were Showcase and Member's Profile. Not only at the editorial level but also within the production team, issues are constantly being raised to improve the format and material presented each month. It is because of this enthusiasm and dedication by volunteers working within *TLT* that it has developed into one of the most important sources of information for teachers working in Japan.

The publication is also an important source of information for new language instructors in Japan, providing them with a means of making contact with other teachers within the profession. Through the inclusion of such columns as JALT Focus, SIG News, and Chapter Events, it is hoped that *TLT* will attract more new members to the organization of JALT.

There are many members within JALT, all of whom have diversified interests and expertise in varying fields. *TLT* provides the means of bringing all of these people together through the publication of material and transfer of informa-

tion from one group to another. As new breakthroughs occur within language teaching *TLT* continues to incorporate these ideas within the publication. In addition to this, the relocation of more material online has made articles and other resources more accessible to many readers.

As part of a new directive *TLT* plans to introduce a reduced subscription rate to countries in southeast Asia, so as to provide language teachers in those areas with greater access to language teaching materials. There has been a big push in recent years with regard to EFL teaching methodology in countries such as Thailand and Vietnam. By providing a resource to teachers in those areas it is hoped that we will be able to strengthen ties with their teaching professionals.

Due to the commitment of the entire team that comprises *TLT*, it will continue to provide thought-provoking articles and timely information representing the needs of readers well into the future. We look forward to your continued support and interest in our publication—*The Language Teacher*.

If you would like to become a member of the *TLT* team, come along to the Publications Desk at the conference and speak to someone or, alternately, you can email the Proofreading team leader <tlr-assist@jalt-publications.org> or perhaps the Peer Support Group coordinator <peer-support@jalt-publications.org>. Also keep in mind that each year we include Special Issues for which we require an editor. If you have an idea for such an issue we would be more than happy to receive a proposal. Finally, I would encourage you to introduce a new member to JALT and ask your institution to take out a subscription. These are just some of the things you can do on an individual level to assist JALT and its publications and improve our organisation.

If past is prologue, many of the names that are listed on the Staff page at the back of this issue will appear and reappear as future JALT officers, academics active in professional development, and maybe even still be there for the next anniversary issue. Editorial Advisory Board members, proofreaders, and editors all work to produce each issue of *TLT*. But, we could only have done this for 30 years with the support of every member of JALT and the contributions from authors. We can all look forward to a lively and interesting *TLT* on its coral and ruby anniversaries. Thank you.

Advert: Longman 1

...with Jerry Talandis

<my-share@jalt-publications.org>



We welcome submissions for the My Share 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 the My Share format (see any edition of *The Language Teacher*). Please send submissions to <my-share@jalt-publications.org>.

MY SHARE ONLINE

A linked index of My Share articles can be found at:
<jalt-publications.org/ltt/myshare/>

THIS MONTH we have two articles designed to inject spark into listening activities. Trisha Lamers presents the well-known game of Bingo, combined with a quiz, in a pre-listening or reading activity. Then we have an active listening game from Christopher Colpitts, incorporating the use of negotiating skills to ensure unanimity in answers.

Bingo with a twist

Trisha Lamers

Temple University Japan

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Quick Guide

Key Words: Bingo, horizontal, vertical, diagonal, (mostly depends on the teacher's choice of topic)

Learner English Level: Adaptable to all levels

Learner Maturity Level: Upper elementary, junior high school, high school, university, adult

Preparation Time: 20 minutes

Activity Time: Full class period

Materials: Pre-lesson multiple-choice quiz and a bingo grid

Introduction

Bingo is always a winner in the Japanese classroom. By successfully coupling this game with a focused learning objective, teachers can signifi-

cantly increase student engagement and motivation. The form of bingo I propose here, Bingo with a Twist, results in increased student attention and focus throughout the class period. It has the ability to turn a potentially dry topic/lesson into a fun and engaging game while incorporating the currently heralded pre-listening technique of schemata development.

Preparation

Step 1: Prepare an initial pre-lesson multiple-choice quiz (for an example see Appendix A) that addresses the content of the day's lesson.

Step 2: Prepare a blank bingo grid (Appendix B) that has the same number of boxes as the number of quiz questions.

Procedure

Step 1: Hand out the pre-lesson multiple-choice quiz (Appendix A) to students (students can work in groups, pairs, or individually) and have them take educated guesses.

Step 2: After students finish the pre-lesson quiz, hand out the blank bingo grid (Appendix B).

Step 3: Have students randomly fill in the blank bingo grid with their answer choices from the pre-lesson multiple-choice quiz. Note: The answers must be written out. They should not simply write the multiple-choice letter.

Step 4: Begin your normal lesson. Tell the students that they will have to listen throughout the lesson for the answers to the pre-lesson multiple-choice quiz.

Step 5: When a student hears an answer, they can cross it off on their bingo grid. However, they can only cross it off if they got it correct! If they had the wrong answer initially from the pre-lesson quiz, then they lose the chance to cross off that box on their bingo grid.

Step 6: The first student to get bingo is the 1st place winner. The second is the 2nd place winner. Continue giving places until the class session comes to a close as this maintains student interest and attention.

Conclusion

This is an engaging activity that increases student interest, attention and motivation. In addition, I have found that it is adaptable enough to be used over a full spectrum of classroom topics ranging

from teacher introductions and cultural topics to focused grammar lessons. While explaining the intricacies of the bingo game seems difficult, it is actually quite easy to put into action. My beginning-level 1st-year junior high students had little difficulty in grasping the concept of the game.

Appendices

These appendices can be downloaded from jalt-publications.org/tlt/myshare/resources/0611a.pdf

Appendix A: Pre-lesson Multiple Choice Quiz Example—Teacher Introduction

Appendix B: Blank Bingo Grid

Listening strategies: Group consciousness-raising

Christopher Colpitts

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Quick Guide

Keywords: Consciousness-raising, listening, group work, responsibility, language input, language production

Learner level: All levels

Preparation time: 20 minutes

Activity time: 50 minutes plus

Learner maturity level: University, but could be used for junior or senior secondary schools

Materials: CD or tape recorder, listening dialogues, question sheets for students, a reading passage (for extra stage)

Preparation

Take any listening text, be it a conversation or a lecture-type discourse, and make question sheets to fit the level of your class. Make the questions relatively difficult but not too difficult that students lose confidence. Produce questions that target weaknesses in any grammatical, syntactic,

or phonological aspect you want to focus on. Make questions with either full sentence or multiple choice answers. If you choose a multiple-choice format, be sure to include at least one good distracter in each set of answer options. Prepare no more than five questions per listening task when asking students to provide full sentence responses. Five questions will keep the exercise relatively brief and maintain interest in the activity.

Procedure

Step 1: Put students into groups of three or four and spread around the room. Have one student from each group come to the teacher and receive the question sheets to distribute to their team members. Explain the instructions to the student representatives and have them return and explain the directions to their team members. This interaction creates a stronger bond between the students as well as providing them with the responsibility of listening and transmitting the proper instructions to their teammates. Sometimes the instructions could provide extra insight into one of the dialogue questions such as the number of speakers, the general topic, the length of answer desired, grammar focus, correctness, or time limit.

Step 2: Tell the class that they will listen to the discourse only two times. Groups get one check by the teacher so they can reconvene and discuss or predict what the answer must be (if incorrect). Check groups or have the groups come to the teacher. Having the students come to the teacher keeps them more physically active in the class.

Step 3: Play the dialogue two times. After it is finished once, they immediately begin to talk with one another to find out who found what answers. They discuss in their group what or who may be correct, as well as what grammatical, syntactic, or lexical errors there may be within their answers. Tell the students that every member must write the exact same answer; this provides them with greater dialogue among group members as well as stronger group unity. Most importantly, identical answers encourage the students to teach each other grammar points and other parts of the language, in effect raising consciousness among members. If some groups have finished after one time only, the questions are probably too easy.

Step 4: After listening to the dialogue two times, students come and have their answers checked.

Step 5: When a group has completed the task to your satisfaction, scores or points are awarded. Groups that finish first are not permitted to help other groups or friends around the class.

Sometimes they have fun teasing friends in other groups when they beat them to the finish. Sometimes groups actually start to run to the front, and though it can get rowdy, it is a great sign that they are working hard and enjoying the task.

Step 6: After all the groups are finished, provide them all with the correct answers and tips about the discourse. Remember to encourage them to guess the answer if they do not have one, as an educated or predicted guess teaches them to anticipate understanding of the entire dialogue.

Step 7: In an optional extra stage, give students a reading task. The reading task would preferably be one that is similar to the discourse previously used. Ideally a listening task focusing on the future tense would be followed by a reading task focusing on the same grammatical structures. Once again a different student must come to the teacher to get specific task rules and directions. Once again, all member responses must be identical. Groups are again rewarded based on speed, creativity, and/or correctness.

Conclusion

This lesson can be part of a continuing lesson initiative for listening skills based on group listening tasks. In classes that have little motivation, awarding marks and bonus points for how well they do on each task, be it for speed or correctness, can immensely improve the dynamic of the exercises and group work. Depending on the level of the class, perfection should not be the goal; rather the goal should incorporate correct understanding of the material and correct transmission of a response. All group members receive the same score on tasks, so if one member fails to pull their weight, the group pressure tends to excise lackadaisical student performance. For further reading on consciousness-raising, see Rutherford (1987), and Odlin (1994).

Appendix

Sample Listening Task and Questions

Michael: Did you have a good weekend?

Jennifer: Yes, I did. But I feel a little tired today.

Michael: Really? Why?

Jennifer: Well, on Saturday, I exercised in the morning. Then my roommate and I cleaned and shopped. And then I visited my parents.

Michael: So what did you do on Sunday?

Jennifer: I studied for the test all day.

Michael: Oh, no! Do we have a test today? I didn't study! I just watched TV all weekend!

(Richards, 2000, p. 86)

Questions for students

1. What did Jennifer do by herself on Saturday?
2. Who did Jennifer meet?
3. What did Michael do over the weekend?
4. Why was Michael surprised?
5. Was Jennifer's weekend busy?

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

BOOK REVIEWS ONLINE

A linked index of Book Reviews can be found at:

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

THIS MONTH'S Book Reviews column features Ian Munby's evaluation of *Humanising Your Coursebook*, a supplementary textbook providing numerous multi-sensory classroom activities. Colin Dale then examines *Developing Listening Skills 1*, an intermediate to advanced classroom textbook filled with EFL and ESL listening tasks.

Humanising Your Coursebook: Activities to bring your classroom to life

[Mario Rinvoluceri. Addlestone, Surrey: Delta Publishing, 2002. pp. 96. \$27.87. ISBN: 0-954198-60-3.]

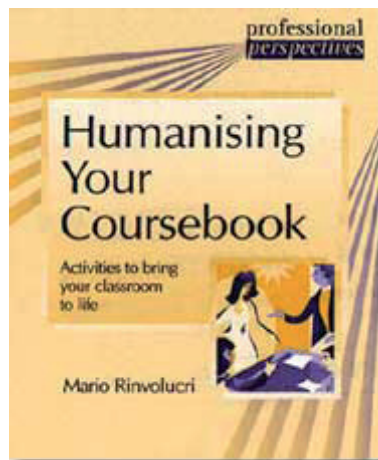
Reviewed by Ian Munby, Hokkai Gakuen University

It is Monday morning. Your class has met six times and has covered three units of a prescribed coursebook. The students are no longer excited and confused but bored stiff and could safely bet their tuition fees on what you will do next and how you will do it. What do you do? Turning to *Humanising Your Coursebook* may be a good solution. This excellent teacher's resource includes a smorgasbord of 151 activities, two on each page, for learners of all levels and ages organised into eight categories: Icebreakers and Warm-up

activities, Grammar, Vocabulary, Reading, Writing, Listening, Speaking, and Looking Backwards and Forwards. Although there is an impressive diversity of activities, unifying themes include encouraging learners to:

- i) consider the coursebook as a whole, rather than as a collection of isolated pieces;
- ii) design materials for peer-teaching and for taking charge of their own learning; and
- iii) learn through multi-sensory activities.

I tried the Student-Generated Cloze Text activity (p. 64) with a class of 13 intermediate-level 3rd- and 4th-year English majors who each rewrote different reading passages from the coursebook, leaving out selected words and replacing them with gaps. In class, pairs of students exchanged and completed each other's texts. They especially enjoyed giving hints to their peers. The activity also worked equally well with scripted dialogs, which can also be rewritten with gaps, for both previewing and reviewing texts in coursebooks.



Similarly, I experimented with the Bilingual Word Lists game (p. 38), which requires students to make 20 bilingual word cards as a homework activity, using unknown words from the coursebook, with English on one side and the

Japanese translation on the other. In class they tested each other and attempted to win their partners' cards. This activity worked especially well with my TOEIC preparation class but I had to insist that students write the numbers of the pages where they found the unknown words on the cards together with the word class or function (e.g., verb) because they often chose the wrong translation for the context. At least the nature of the peer-teaching activity allowed me to monitor their performance and raise levels of learner awareness about individual word meaning and context.

I was equally impressed by other activities described in the vocabulary section. Revising

Vocabulary Sets (p. 41) is a game that reviews, in sets, 20-30 randomly introduced vocabulary items from previous units. "Means of transport" is the example used in the activity description, but money-related words was the theme of the review list that I made for my TOEIC preparation class. Another activity to help students organize their vocabulary learning is A Word's Associations (p. 39). As a homework activity, my students enjoyed drawing half a dozen associative pictures for each of 10 to 15 words they wished to review from the coursebook. Projecting these pictures on a screen through an overhead camera and having the students explain their associations was an excellent activity allowing them to demonstrate both their artistic and presentation skills.

Many activities in *Humanising Your Coursebook* involve kinesthetic language exercises, such as Translation Into Sign Language wherein students translate short texts into sign language. Rinvoluceri states: "In this lesson, the most fidgety, kinesthetic students come into their own" (p. 51). While Ellis (1994, p. 506) quotes research suggesting that kinesthetic (involving physical responses) and tactile (hands on learning, as in building models) learning styles are not suitable for Japanese, it seemed to help avoid the onset of 90-minute class syndrome with my university students.

A desirable outcome for teachers who adopt some of the activities in *Humanising Your Coursebook* may prove to be more appreciative and interactive groups of learners that consider their teacher to be truly imaginative and inspirational. In this sense, it is not so much the coursebook but the teacher who is being humanised through unusual learning activities that encourage the development of a personal, even unique teaching style. If you forget to mention to your students that the ideas came not from yourself, but from Mario Rinvoluceri, I am sure he would not mind foregoing due credit but would be happy to hear that your class evaluation reports have improved as a result. In any event, I expect he would be busy writing up new recipes for teachers lacking inspiration but not motivation.

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Developing Listening Skills 1

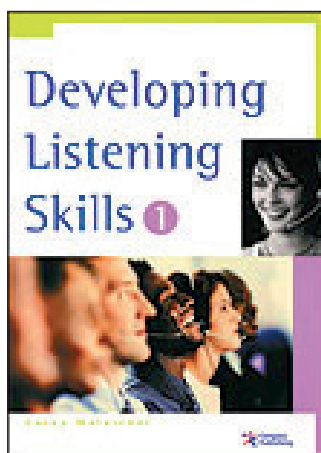
[Casey Malarcher. Devon: Compass Publishing, 2004. pp. 148. ¥1,995. ISBN: 1-932222-28-6.]

Reviewed by Colin Dale, Osaka Kyoiku University

Developing Listening Skills 1 is the first of a two-book course designed for intermediate to advanced students. As author Casey Malarcher explains in the teacher's guide, the first book deals with common conversation topics, such as family and the weather.

When selecting a textbook, a teacher must consider the needs of his or her students, specifically, whether they are studying English from an ESL or EFL perspective. ESL students live in an English environment while EFL students live in a non-English environment. ESL students, such as immigrants to an English-speaking country, need

English to survive in daily life, and typically study everyday situations such as going to the supermarket and taking a taxi. EFL students, such as Japanese students living in Japan, need materials that allow them to discuss issues that are important to them locally and internationally, such as school, sports, and local customs



(Sifakis, 2004). *Developing Listening Skills* does well at addressing the content needs of both ESL and EFL students.

This textbook consists of 12 units divided into nine specific tasks: warm-up, speaking practice, listening practice, short dialogs, main dialog, short talks, listening quiz, reading, and listening test. In each section, the students must complete a variety of standard listening tasks, such as matching, multiple-choice comprehension questions and fill-in-the blanks. In general, the shorter tasks focus on ESL-specific content such as shopping or talking on the telephone, while the longer tasks

focus on more pedagogical content such as telling stories and discussing cultural differences, which will be of interest to EFL students. The listening quiz at the end of each unit is based on the listening section of the TOEIC test, and the questions follow the same format.

Freeman (2006) identified four criteria for an effective textbook: it is clear and easy to see who does what; it organizes participation consistently; each page is self-contained; and it helps students see what they can do in the new language. From this standpoint, this text has many features to recommend it. The design is neat and attractive, with each individual task beginning on a new page. Each unit follows a consistent format, with the tasks increasing in complexity toward the end of the unit. Also, the CD dialogues are spoken slowly and clearly enough for most students to be able to follow. When I tested the book with a class of 16 intermediate-level university-age students at an English conversation school, they were able to complete most of the tasks after listening to each listening passage twice. We completed all of the tasks within a 1-hour class, with the occasional exception of the reading task. The teacher's manual says that each unit can be adapted for 1- or 2-hour class blocks, but it seems unlikely that a unit could be made to last 2 hours without considerable supplementary material, such as group discussion activities based on each listening passage. The students who tested the book said they liked the format of numerous short, specific tasks because it let them develop a wide range of skills, including general comprehension, listening for specific details, and catching specific words.

On the negative side, the students thought that some of the tasks, especially at the beginning of each unit, were too easy to be of much educational value. For example, the listening practice section begins with several minutes of the students repeating vocabulary words after the CD. Since the words were also printed in the textbook, the students felt that repeating them at the CD's pace was unproductive. Also, although the teacher's manual contains a CD transcript and answer key, there is no track index, which means that the teacher is forced to use trial-and-error to find a specific track. The inclusion of a small selection of TOEIC questions at the end of each unit also seemed out of place in this type of textbook. Since there are plenty of TOEIC-specific materials for students to use when studying for the TOEIC, this section of the textbook could have been better filled with additional listening tasks fitting the book's overall format. This reflected

my biggest complaint about the book: a lack of originality. Listening textbooks may not be the most fertile ground for new ideas, but there is absolutely nothing to distinguish this book from other listening textbooks already on the market. All of them have matching exercises, fill-in-the-blanks activities, and listening comprehension tasks, and any one of them could be used to teach the same material to the same students. *Developing Listening Skills 1* may be slickly designed, but it just doesn't stand out from the crowd.

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- Sifakis, N. C. (2004). Teaching EIL—Teaching international or intercultural English? What teachers should know. *System*, 32(2), 237-250.



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Dr. Kumiko Aoki - kaoki@nime.ac.jp

Eric Bray - ehb23@yahoo.com

Advert: Thomson

...with Scott Gardner

<pub-review@jalt-publications.org>

A list of textbooks and resource books for language teachers available for review in *TLT* and *JALT Journal*.

RECENTLY RECEIVED ONLINE

An index of books available for review can be found at:

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

* = first notice; ! = final notice. Final notice items will be removed November 30. For queries please write to the appropriate email address below.

Books for Students (reviewed in *TLT*)

Contact: Scott Gardner

<pub-review@jalt-publications.org>

* *Achieve BULATS: English for International Business* (self study text for Business Language Testing Service). Whitehead, R., & Harrison, M. London: Marshall Cavendish, 2006. [Incl. CDs].

* *Amazing Body Series* (five illustrated readers for young learners on the five senses: hearing, sight, smell, taste, touch). Rau, D. M., & Peterson, R. Minneapolis, MN: Picture Window, 2005.

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

* *Grammar Rules of Spoken English*. Kobayashi, T., & Clankie, S. M. Tokyo: Goken, 2006. [Incl. CD].

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

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

Books for Teachers

(reviewed in *JALT Journal*)

Contact: Yuriko Kite

<jj-reviews@jalt-publications.org>

* *Connecting Speaking & Writing*. Weissberg, R. Ann Arbor, University of Michigan, 2006.

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

! *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*. Dörnyei, Z., Csizér, K., & Németh, N. Clevedon, UK: Multilingual Matters, 2006.

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



Moving Overseas?

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

JALT FOCUS ONLINE

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

JALT Calendar

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

- ▶ November 2-5: JALT2006 in Kitakyushu. This will include the NPO JALT Executive Board Meeting and Ordinary General Meeting.
- ▶ February 3-4: The spring Executive Board Meeting will take place in Tokyo
- ▶ November 22-25: JALT2007 at the National Olympics Memorial Youth Center, Tokyo

JALT Watch

JALT National news and announcements in brief.

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

JALT Notices**Announcement of the 2nd Ordinary General Meeting of 2006**

Date: Saturday 4 Nov, 2006

Time: 16:10-17:10

Place: Kitakyushu International Conference Centre, Kitakyushu city

Room: Main Hall

Agenda:

- Item 1 Approval of elected Directors and Auditor
- Item 2 Important issues concerning the administration of JALT

平成18年度第2回通常総会のお知らせ

日時: 平成18年11月4日(土)

時間: 午後16時10分~17時10分

場所: 北九州市 北九州国際会議場

部屋: メインホール

議題:

- 第1号議案 選出された理事と監事の承認
- 第2号議案 当学会運営に関する重要事項

Donna Tatsuki, <records@jalt.org>

JALT Director of Records

Peer Support Group

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

JALT Publications: Staff Recruitment

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

...with Theron Muller

<memprofile@jalt-publications.org>



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

THIS MONTH in Member's Profile Hayo Reinders shares his experience of founding the new journal *Innovation in Language Learning and Teaching*, published by Multilingual Matters and scheduled for publication early in 2007. I'm happy to welcome him to the column and am looking forward to hearing from other JALT members eager to share their stories.

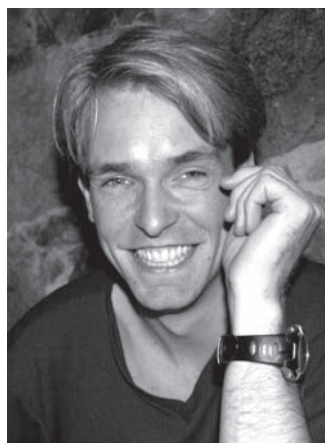
MEMBER'S PROFILE

Hayo Reinders

It took 3 years, but *Innovation in Language Learning and Teaching* was born in good health. Had I known it would take so much time and effort to get a journal off the ground I never would have tried! The seed for the journal came in 2003 when Terry Lamb and I discussed the lack of a forum for autonomy-related papers. Often we and our colleagues found ourselves scratching our heads about where to submit our work. Some journals rejected our papers because they weren't scientific enough, others because they were too scientific. Our initial proposal document was dozens of pages and included information about market prospects and sample paper titles. The publisher we contacted was very interested and came to visit us to talk about the proposal. An enthusiastic conversation and several promising phone calls resulted in flat rejection, no reason given. Slighted but undaunted we went to another publisher who thought it a brilliant idea that would never sell. By the third publisher we were feeling like gigo-los. They liked the idea but asked us to broaden the journal's scope to appeal to a wider readership. Thus the focus on innovation.

The journal tries to bring together all innovative approaches to language learning and teaching,

including new research and teaching methodologies, new approaches to learner support, autonomy, CALL, and other topics that aim to push the boundaries of our field. We hope it will bring together practice and theory and be of interest to teachers and researchers alike. A unique feature of the journal is that it will publish the online version of papers in languages other than English and will include abstracts in other languages in the print version. This gives authors from around



the world an opportunity to connect with those not fluent in English. The first issue will include invited papers by well-known authors such as Carol Chapelle, Mike Levy, Leo van Lier, and Paul Nation. The second issue's theme is "Learners' voices in language learning," chosen because we feel that as language

professionals we should better understand where our learners come from and how this affects their learning.

I invite all *TLT* readers to consider submitting a paper (deadline 15 Dec for the special issue). For more information, please visit <www.multilingual-matters.com> and look under *Journals Info*.

Hayo Reinders <www.hayo.nl>

Is your JALT membership lapsing soon?

Then be sure to renew early!

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

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

...with Joyce Cunningham & Mariko Miyao

<grassroots@jalt-publications.org>



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



IN THIS issue, you will read a report by Cynthia Keith, the JALT2006 Programme Chair, who says: "Getting involved and working within NPO JALT can be as simple as answering the phone! Pick up! The phone is ringing!" Comments in the second report about the annual JALTCALL SIG

conference are written by Publicity Chair David Ockert and highlight this year's event.

A new experience may be just a phone call away!

"Hello! Is that you Cynthia?"

Late last year I got a phone call from a silver-tongued devil. He said, "I've been hearing good things about you." What an opening line! "I have a small favour that I'm hoping you might consider." Ah, a favour. So this is not a *nampa* approach! "What's the favour?" I asked. "It's right up your alley," he says. "Mmm, and what might that be?" "Oh, I thought you might like to help out with programming the National Conference."

738 applications and 10 months later, having missed my chance to say "No," here I am finalizing the conference schedule and marveling at its complexity. It's been a great experience, and I've been supported by a very experienced team.

Sent out with the *TLT* in December 2005, the Call for Papers (representing 4 months of collaboration for the conference team) opened this year's work. This done, I visited the conference site, oc-

asionally checked on the applications coming in, and played with the schedule layout form. It was such a peaceful time and I remember it fondly!

Then submissions closed. On 28 Apr, the near 600 vetted submissions were sent to a very hard-working team of readers, each submission being evaluated by three independent assessors, who scored the presentations based on a number of established criteria. The final scores and presentation data were then sent on for programming.

This year at the Kitakyushu site we will have 3 days of consecutive sessions spread out over 28 rooms from 9:00-19:00. During the 3 days you can enjoy poster sessions, short and long presentations, workshops, forums, plenary, and various necessary meetings. There will also be the Education Materials Exhibition (EME), the largest of its kind in Japan, sponsored parties, and the *TLT* 30th Anniversary Banquet.

The programme itself has been streamed into 7 learning context areas and 18 special interest areas, so there is sure to be something for everyone!

Looking briefly at the schedule

The Main Hall features our Plenary Speakers, Domestic Forum, Ordinary General Meeting (OGM), Grant Awards, and Best of JALT Awards. Make sure you come along to the OGM, as it is very important to the health of our organization that we all take an active part.

The Foyer will host our poster sessions on Friday and Saturday, so take time to speak with the presenters directly, as your feedback is invaluable to their research. Please remember, too, that for some this is their first step out into the new world of presenting, so be both constructive and kind.

In rooms A-1 to A-4 just off the main EME, you will find the ever vibrant and enthusiastic JALT Junior hosting many bilingual and poster sessions of their own. With a growing emphasis on English in primary and secondary education, it would certainly behoove many of our university members to go and see, feel, and remember the energy! It can also be a great resource for teachers who are currently training the teachers of tomorrow.

This year many speakers from PAC associate countries will attend the conference. The PALT Colloquium will be held on Saturday morning, while the International Forum will be on Saturday afternoon. For speakers of other languages, the OLE SIG will be in the AIM building, and the JSL SIG will be in the Conference building.

All the usual greats will be there, too: CALL, Learner Development, Jr. & Sr. High School, Pragmatics, Testing and Evaluation, and Teacher Education (not to mention the many Associate Member sponsored speakers). So keep an eye on the conference site for schedule updates and information <conferences.jalt.org/2006/>.

As I mentioned above, there is so much for everyone, so please reserve 3-5 Nov as JALT conference weekend, pack your bags, book your flights, and come to Kokura, Kitakyushu. The Conference team and I are very much looking forward to seeing you there!

Reported by Cynthia Keith
JALT2006 Programme Chair
<2006program@jalt.org>
Kagoshima chapter president
<kagoshima@jalt.org>

Looking back on the future: Anecdotes about JALTCALL 2006



This year's CALL SIG conference, *Designing CALL for Wired and Wireless Environments*, was held on 3-4 Jun at Sapporo Gakuin University, a modern campus located just minutes from downtown Sapporo. Have you ever wondered what green grass, deciduous trees, cool breezes, blue skies, modern technology, wireless communication devices, and software have in common? This year they were all in Sapporo for the CALL SIG conference.

Saturday began with registration, which was managed excellently by the team put together by Elaine Gilmour. Several new books were offered for sale including the official proceedings of last year's conference, *Glocalization: Bringing People Together*, edited by the CALL SIG coordi-

nator and conference chair, Timothy Gutierrez. Cambridge University Press, Lexxica/Navisona, Pearson Longman, and Thomson Learning also had books, videos, and DVDs for sale. *The Changing Face of CALL*, the 2001 proceedings, proved a popular item as well. Workshops began promptly at 10:00 and ended at 17:00, with more than a dozen selections from which to choose.

The annual CALL conferences are always a great place to meet up with old friends in addition to making new ones. On Saturday I had the chance to speak with a former online classmate, Brent Jones. While students in Japan, we took a course from Indiana University, Bloomington. For anyone interested in pursuing a master's degree in TESOL, I highly recommend their program. The WWW has really made the world a small place since then.

Saturday morning speakers included Tim Grose and Don Hinkelman, who presented *Open Source Placement Testing*. Other presentations offered on Saturday were *Designing Digital Repositories for File Exchange* by Andrew Johnson, *Developing a Database of Graded Reader Summaries* by Kathleen Kitao, *Using Corpora to Teach and Test Vocabulary* by Kenji Kitao, *The Problems With the Introduction of Moodle in a Large University* by Thomas Robb, and Robert Chartrand presented with Bill Pellowe on the now ubiquitous iPods and incorporating Podcasting into syllabi. Saturday lunch provided an excellent opportunity to meet with the SIG officers and planning began for next year's conference at Waseda, which will be chaired by Glenn Stockwell.

While the day was packed with intellectually stimulating and pedagogically interesting workshops, the real treat of this year's conference was the Saturday evening buffet arranged by site co-chair, Seiichi Miyamachi. Foods included smoked salmon, crab, lamb, melon, and Otaru beer. Nice work, Seiichi!

Sunday began with the keynote address by Josef Colpaert. In addition to being a professor at the University of Antwerp, he also edits the *CALL Journal* and serves as Director of R&D for the Lingualopolis Language Institute. He spoke on the transition from *Blended to Distributed Learning: The Importance of Pedagogy-based Specification*.

Sunday speakers included Stockwell, an editor of the new *JALT CALL Journal*, who presented *Examining Learner Achievement in CMC (Computer-Mediated Communication) Research: What are Students Learning?* Other subjects included grading spoken language over the Internet, and how to evaluate websites as information for writing courses.

Finally, the SIG conference committee proudly announces that the next conference will be held at Waseda University in Tokyo on 2-3 Jun, 2007. The theme for this exciting event will be *CALL: Integration or Disintegration?* CALL can now be broadly interpreted to include more than the traditional definition of computer assisted language learning. For example, technology-enhanced language learning, web-enhanced language learning, and information and communication technologies for language learning have all changed. In addition, the various methods of learning are being transformed due to the acceleration of various noncomputer-based means of communicating teaching materials—among others, the ubiquitous iPod and Podcasting. For example, online survey software allows many teacher researchers to

get a quick snapshot of their students' learning preferences, thereby enabling more efficient and appropriate student-centered learning materials and methodologies.

We eagerly welcome new members and encourage all those interested in the ever-expanding field of technology and its impact on education to join the CALL SIG, as well as attend local workshops and the annual conference. Don't miss JALTCALL 2007 next June 2-3 in Tokyo. For more information, please visit our website <www.jaltcall.org>.

Reported by David Ockert
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<dockert@shinshu-u.ac.jp>

COLUMN • SIG NEWS

29

...with James Hobbs

<sig-news@jalt-publications.org>



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

SIGs at a glance

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

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

Bilingualism

[🔍] bilingualism, biculturalism, international families, child-raising, identity [📖] *Bilingual Japan*—4x year [🗣️] monographs, forums [✉️]

Our group has two broad aims: to support families who regularly communicate in more than one language and to further research on bilingualism in Japanese contexts. See our website <www.bsig.org> for more information.

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

Computer Assisted Language Learning

[🔍] technology, computer-assisted, wireless, online learning, self-access [📖] *JALT CALL Journal Newsletter*—3x year [🗣️] Annual SIG conference, national conference, regional workshops, publications [✉️] [💬]

The CALL SIG announces the JALTCALL Conference 2007—*CALL: Integration or Disintegration?*—reflecting the fragmentation of CALL into other areas. This event will be an excellent gathering at Waseda University, with exciting and innovative presentations. The featured speaker is **Mike Levy** from Griffith University. Also, buy the new book *Glocalization? Bringing People Together*, packed with articles from the CALL SIG 2005 Conference. For more information about this and all CALL SIG publications, visit <jaltcall.org>.

College and University Educators

[🔍] tertiary education, interdisciplinary collaboration, professional development, classroom research, innovative teaching [📖] *OnCUE*—3x year [🗣️] Annual SIG conference, national conference, regional workshops, publications [✉️]

Reports from officers; election of new officers; help make plans for new directions and organize future events. Come be a part of the changes that are happening in CUE! College and University Educators SIG Annual General Meeting: Fri 3 Nov 13:50-14:50.

Advert: Longman 2

Gender Awareness in Language Education

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

Global Issues in Language Education

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

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

Japanese as a Second Language

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

Junior and Senior High School

[🗎 curriculum, native speaker, JET programme, JTE, ALT, internationalization] [📖 *The School House*—3-4x year] [🌐 teacher development workshops & seminars, networking, open mics] [✉] [💬]

The JSH SIG is operating at a time of considerable change in secondary EFL education. Therefore, we are concerned with language learning theory,

teaching materials, and methods. We are also intensely interested in curriculum innovation. The large-scale employment of native speaker instructors is a recent innovation yet to be thoroughly studied or evaluated. JALT members involved with junior or senior high school EFL are cordially invited to join us for dialogue and professional development opportunities.

Learner Development

[🗎 autonomy, learning, reflections, collaboration, development] [📖 *Learning Learning*, 2x year; *LD-Wired*, quarterly electronic newsletter] [🌐 Forum at the JALT national conference, annual mini-conference/retreat, printed anthology of Japan-based action research projects] [✉] [💬]

Drop in at the LD-SIG desk during JALT2006 for the launch of *More of Autonomy You Ask* (MAYA). In addition the LD general meeting is on Sat 4 Nov 9:50-10:50 in Room 12, and the LD Forum featuring learner and teacher autonomy workshops from Teachers College, Columbia University on Sat 4 Nov 12:40-14:15 in Room 12. We are also pleased to help sponsor **Shoko Yoneyama** at Kitakyushu. See <www.ld-sig.jalt.org/> or contact co-coordinators Stacey Vye <stacey.vye@gmail.com> or Marlen Harrison <scenteur7@yahoo.com> for any inquiries.

Materials Writers

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

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

Other Language Educators

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

Pragmatics

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

The annual JALT Conference is the best time to meet other Pragmatics SIG members and to get caught up with what people are doing in their teaching and their research. Be sure to read the newsletter, *Pragmatic Matters*, and consider submitting an article. The officers are dedicated to making this a great SIG, so a special 2-day Officers' Retreat was held in Sep 2006 in Kobe. Members can look forward to the Pragmatics SIG going in some exciting new directions.

Professionalism, Administration, and Leadership in Education

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

Teacher Education

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

Teaching Children

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

JALT Junior at JALT2006 in Kyushu is this month: 3-4 Nov. There's a full schedule of presentations especially for teachers of children—four presentations (at least one in Japanese) in every time slot. So bring your colleagues for 2 days of fun! There will be Swap Shop Live, tea and talk time, and a chance to make new friends at dinner on Friday. For a schedule preview, see our website <www.tcsigjalt.org>.

北九州での全国大会で今月11月3日、4日にJALT Juniorが開催されます。JALT Juniorでは、子どもの英語指導に焦点をあてたプレゼンテーションが同時に4つもあり、しかもそのうちの一つは日本語で行なわれます。フレンドリーで楽しい雰囲気でのJALT Juniorに知人、友人、同僚を誘ってぜひおいでください。プレゼンテーションの他にもSwap Shop Liveでいろいろなアイデアを得たり、お茶を飲みながらおしゃべりをしたり、金曜日のディナーでは新しい人脈作りをしたりすることができます。スケジュールは、website <www.tcsigjalt.org>をどうぞご覧ください。

Teaching Older Learners

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

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

成人英語教育研究部会は来る高齢化社会に向けて高齢者を含む成人の英語教育をより充実することを目指し、昨年結成した新しい分科会です。現在、日本では退職や子育て後もこれまでの経験や趣味を生かし積極的に社会に参加したいと望んでいる方が大幅に増えております。中でも外国語学習を始めたい、または継続を考えている多くの学習者に対してわれわれ語学教師が貢献出来る課題は多く、これからの研究や活動が期待されています。TOLでは日本全国の教師が情報交換、勉強会、研究成果の出版を行い共にこの新しい分野を開拓していこうと日々熱心に活動中です。現在オンライン<www.eigosenmon.com/tolsig/>上でもフォーラムやメールリスト、ニュースレター配信を活発に行っております。高齢者の語学教育に携わっていらっしゃる方はもちろん、将来の英語教育動向に関心のある方まで、興味のある方はどなたでも大歓迎です。日本人教師も数多く参加していますのでどうぞお気軽にご入会ください。お問い合わせは Amanda Harlow <amand@aqualivedoor.com>。または広報担当三木 直子 <hinancy705@yahoo.co.jp>までご連絡ください。

Testing & Evaluation

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

...with Aleda Krause

<chap-events@jalt-publications.org>



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



CHAPTER EVENTS ONLINE

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

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

NOVEMBER IS usually a quiet month in JALT. Most of our energy seems to go into the annual conference. But some chapters have energy to spare! Check and see if there's an event at a chapter near you. If your local chapter isn't listed, go to the online calendar. There may be late-breaking news.

Gunma—Journalistic Feature Writing: A Bridge Between Elementary and Thesis Writing in University ESL Programs by **Robin Antepara**, Tsuda College. In this presentation, I will show how interview-based journalistic feature writing can help university students prepare for the task of writing full-scale research papers and theses in their junior and senior years. I will show how such assignments help bridge the gap between more basic writing tasks and thesis papers. *Sun 26 Nov 14:00-16:30; MIT: Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members ¥1000.*

Himeji—Two presentations by Terry Fellner. 1) **Outdoor Language Activities.** Fellner will introduce Outdoor Language Learning (OLL), a useful approach to enhance traditional classroom language learning. OLL represents a blend of conventional language learning approaches and Outdoor Education. 2) **Student Plagiarism: What Can Be Done?** An Internet search using "plagiarism by Japanese students" produced more than

300,000 hits. Is this concern justified? Fellner will briefly examine some of the difficulties instructors have with student plagiarism and will offer solutions. *Sun 12 Nov 14:00-16:00; Hanakita Shimin Hiroba (directly across from Nozato Station on the Bantan Line; free parking), Bantan Line train leaves Himeji Station at 13:46; one-day members ¥1000.*

Hokkaido—English Teaching in Thailand by **Wichien Sunithan**. Professor Wichien Sunithan of Chiang Mai University, Thailand, will be talking about TESOL in Thailand, with reference to the use of CALL and movies in classrooms. For teachers with Japan-only experience this promises to be a horizon-broadening presentation and JALT Hokkaido looks forward to welcoming members and nonmembers alike. *Sun 26 Nov 13:30-16:00; Hokkai Gakuen University, Toyohira (2 minutes from Gakuen Mae subway station, Toho Line); one-day members ¥500.*

Nagasaki—November News. Best wishes to everyone from Nagasaki JALT! Our November meeting information was not completely confirmed at press time, but please feel free to check with us at our chapter website <www.kyushuelt.com/jalt/nagasaki.html> or via our monthly email newsletter in the next few days. Newsletter sign up site is <kyushuelt.com/jalt/nagamail.php3>.

Sendai—Book EXPO. *Sun 26 Nov 14:00-17:00; location TBA; one-day members TBA.*

Toyohashi—National Conference Reports by Toyohashi JALT members. Toyohashi JALT members who attended the National Conference in Kitakyushu will report about what they saw and experienced there. *Sun 19 Nov 13:30-16:00; Aichi University, Bldg. 5, Room 543; one-day members ¥1000.*

Yamagata—California Education System as a Basis for Global Communication by **Randall Wat**. The speaker is an ALT at Nagai Senior High School. He will present his perspective on how his background in education in California has helped him make his students more communicative in English. *Sat 11 Nov 13:30-15:30; Yamagata Kajo Kominkan Sogo Gakushu Center, Shironishimachi 2-chome, 2-15, t: 0236-45-6163; one-day members ¥800.*

Yokohama—1) *Blogs as a Teacher Research Tool* by **Renata Suzuki**, Sophia University. Suzuki will share how a blog can be used as a self-reflective research tool by comparing it with a teacher diary. She will illustrate how it may be used in a study of teacher use of motivation strategies. **2) *Teaching Comparative Religion*** by **Jean-Paul Duquette**, Nihon University. Can (and

should) EFL teachers share knowledge of comparative religion in their classrooms? The results of a small-scale informal university student survey on world religion will be examined and general recommendations discussed. *Sun 12 Nov 14:00-16:30; Kanagawa Roudou Plaza near Ishikawacho JR station Kitaguchi; one-day members ¥1000.*

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COLUMN • CHAPTER REPORTS

...with Heather Sparrow

<chap-reports@jalt-publications.org>



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

Gunma: July—*Creating Campus Community: Global Issues and Experiential Learning* by **Janell Pekkain**. Pekkain began her presentation by stressing the importance of community and belonging for EFL students and how this increases their motivation to learn. She then outlined her experiences planning and managing cultural exchange festivals for students. The festivals included a bake sale and a walkathon with the proceeds going to assist projects in the developing world. The results of post event surveys demonstrated students had positive experiences. Japanese and foreign students commented that it provided an excellent opportunity to socialize and practice their language skills with each other. Not only were students able to speak English, but in at least one case, a Japanese student learned some Chinese, and taught Japanese to some Chinese students. She presented a sample checklist for event planning followed by a pair exercise and discussion on overcoming obstacles.

Reported by Harry Meyer

Hiroshima: July—*Task-Based Language Learning Through Debate* by **Eiko Nakamura**. Nakamura, a high school teacher, gave a highly practical and structured talk on classroom debating. A teacher

who conducts her lessons mostly in English, Nakamura defined a task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective.” The focus here being debate, Nakamura explained that the opinion-exchanging tasks she introduces are all firmly based on the DIE model of description, interpretation, and evaluation. This tool, she outlined, was used to trigger, raise, and guide her high school students towards a debating consciousness.

Nakamura concluded that in terms of fluency, accuracy, and complexity, students generally adapt and improve by both working together and against each other. Scaffolding, especially in terms of words and concepts, leads to structured debate and language output. However chaotic the learning period may be, it does stretch the students’ linguistic skills and they do learn.

Nakamura seemed to feel that the general quality of life in the classroom is improved through the collaboration involved in debating. In such a “positive social atmosphere...language deficiency is turned into a positive device,” she stated.

Reported by Ewen Ferguson

Nagoya: August—*From ABC to Reading Extensively* by **Junko Yamanaka**. Yamanaka says students need to learn sound-symbol correspondence to be independent readers and be able to decode the symbols. Children whose mother tongue is not based on the Roman script have more stages to go through when they are learning to read in English including phonics, whole sentence reading, and the language experience.

Once the students have learned sound-symbol correspondence, they can learn English in the same way they learn their L1 and master new structures just by reading. Teachers of young learners can provide a good reading environment with books (with CDs or cassettes if available). Teachers should become a role model by reading

to the students and should encourage students to enjoy activities to go with the books. Select books of appropriate levels for students (age, word level), books which grab them (beautiful colors, great art, exciting story, funny rhythm, etc.), and books which assist teacher creativity. Yamanaka introduced suitable picture books, games, and activities, as well as hints and ideas to help students enjoy reading. Please visit <extensivereading.net/er/index.html>.

Reported by Kayoko Kato

Yokohama: September—Toy Box, Music Box: Teaching Young and Special Needs Learners with Classical Music, Toys, and Mexican Music by Francisco Sanchez. Sanchez began this unusual and much anticipated workshop demonstrating how music serves to make moods in the classroom and serves as topic for vocabulary expansion and sharing feelings. Connoisseur Sanchez prepared a striking selection of less well-known

classical music to illustrate his point. From the outset, he captured the participants' mood of excited anticipation with an overture from the French baroque composer, Rameau. As participants chose from a list of faces to prompt conversations about our reactions to the music, we were in turn agitated by Carl Orff's *De Temporum Fine Comoedia*, excited by Schedrin's *Bolero*, scared by Copeland's *Appalachian Spring: Fear at Night* excerpt, and relaxed and soothed by Mozart's *Flute and Harp Concerto*. Further activities included picturing animals to music from Haendel, Bartok, and Saint Saens, as well as guessing opera languages being sung (French, English, German, Russian, and Spanish). Teachers learned about the Mexican composer Ravoltas, compared the sounds of Mexican instruments to Japanese instruments, and closed the presentation by dancing *La Bamba* and *Mariachi*.

Reported by Renata Suzuki

COLUMN • JALT CONTACTS

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For changes and additions, please contact the editor <contacts@jalt-publications.org>. More extensive listings can be found in the annual *JALT Information & Directory*.

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...with Derek DiMatteo

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

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

Job Information Center Online

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

University Salaries Derek Di Matteo

Salary commensurate with experience. Salary according to university pay scale. These statements appear in most job advertisements but seem meaningless. How exactly are salaries determined? It's both simpler and more complicated than one might expect: Simpler in the sense that everything is determined neatly by a point scale or salary matrix, but more complicated due to the factors involved in the different point systems used across universities.

Common components of the salary matrix seem to be position, education, age, teaching experience, and publications. Other factors such as committee service and volunteer work may also appear in a given university's salary matrix. These components are weighed in a formula and calculated to determine the salary. However, weightings vary by university, and even within categories. With regard to journal publications, for example, some schools give more points for

publications in journals based outside Japan than inside Japan, while some schools give more points for in-house university journal articles (a few might even award in-house pubs more points than a widely-adopted textbook).

Because of the complexity and variations across universities, it is difficult to generalize about starting salaries. Based on figures that have appeared in job listings in the JIC over the years, full-time lecturers with 3-5 years of experience fall into the 5-6 million yen range, which sometimes includes bonuses. Some job openings state that the candidate could be hired as a lecturer, associate professor, or professor. The starting salary for each position is different, and at some schools the position a given candidate falls into is based on points for other categories (e.g., experience, age, publications).

The budget office or personnel office sets the salary matrix, and foreign teacher salaries should be set according to the same matrix as Japanese teachers (however, this is not the case at all universities). Thus, the members of the hiring committee and department faculty play no role in determining the salary of new colleagues (and may be unable to provide an accurate salary estimate). At most universities the salary matrix is available for viewing, but at many universities it is hidden. Regardless, candidates should wait until the middle of the selection process to ask about salary, so as not to surprise or put off the hiring committee at the initial interview. Negotiations will most likely be about what experience falls into what category, and then it's a matter of where your points fall on the salary matrix.

The job search process can be long and complicated, and candidates must weigh many factors (such as moving to a new part of the country, which is often but not always subsidized) when deciding which job openings to apply for. It behooves universities and other organizations to be as specific as possible in their job listings regarding salary. Whenever possible, a salary range should be provided in the interests of transparency and to help candidates narrow their options.

Many thanks to those colleagues who contributed anonymously to this article.



**Community,
Identity, Motivation**
Kitakyushu, Japan
Nov. 2-5, 2006
**<conferences.jalt.
org/2006/>**

Job Openings

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

Location: Anywhere

Company: ReallyEnglish.com

Position: Online graders

Start Date: Feb 2007

Deadline: Ongoing

Location: Hawaii

School: University of Hawaii at Manoa

Position: Assistant professor (2)

Start Date: 1 Aug 2007

Deadline: 15 Nov 2006

Location: Saitama-ken and Chiba-ken

School: Shumei Gakuen

Position: Full-time English teacher

Start Date: Start of each term

Deadline: Ongoing

Location: Tokyo-to (Machida)

School: Obirin University

Position: Full-time lecturer in the English Language Program (ELP)

Start Date: 1 Apr 2007

Deadline: 1 Dec 2006

Location: Tokyo-to

School: Waseda University

Position: Part-time English teacher

Start Date: Apr 2007

Deadline: Ongoing

Location: Tokyo-to, Shinjuku-ku

School: Society for Testing English Proficiency (STEP)

Position: Part-time editors, writers, and proof-readers

Start Date: Ongoing

Deadline: Ongoing

...with Alan Stoke

<conferences@jalt-publications.org>



New listings are welcome. Please email information to the column editor by the 15th of the month, at least 3 months before the conference date (4 months for overseas conferences). Thus, 15 Nov is the deadline for a February conference in Japan or a March conference overseas.

Upcoming Conferences

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

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

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

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

7-8 Dec 2006—Tertiary Writing Network Colloquium: Old Text/Nu Txt: Writing for a Change, in Napier, New Zealand. Topics include: the impact of new technologies on writing practice; writing and the Internet; distance learning; innovative teaching practices; new research findings; journals and blogs in the classroom; plagiarism and authorship. **Contact:** <twn.massey.ac.nz/>

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

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

26-28 Mar 2007—17th International Conference on Pragmatics and Language Learning, in Honolulu, Hawaii. The conference will address a broad range of topics in pragmatics, discourse, interaction, and sociolinguistics. **Contact:** <nflrc.hawaii.edu/prodev/pll/>

18-22 Apr 2007—41st IATEFL Annual Conference and Exhibition, in Aberdeen, Scotland. The annual conference of the International Association of Teachers of English as a Foreign Language normally attracts about 1,500 participants from more than 70 countries. **Contact:** <www.iatefl.org/conference.asp>

21-24 Apr 2007—AAAL 2007 Annual Conference, in Costa Mesa, California. The annual conference of the American Association for Applied Linguistics. **Contact:** <www.aal.org/aal2007/index.htm>

12-13 May 2007—6th Annual JALT Pan-SIG Conference 2007: Second Language Acquisition: Theory and Pedagogy, at Tohoku Bunka Gakuen University, Sendai. The conference will be co-

hosted by the Other Language Educators, Materials Writers, Pragmatics, Teacher Education, and Testing and Evaluation SIGs, and the Sendai JALT Chapter. It will explore the relationship between second language acquisition and the mechanics of the second language classroom. **Contact:** <pan-sig2007@yahoo.co.uk>

14-16 Jun 2007—2nd Biennial International Conference on Teaching and Learning of English in Asia: Exploring New Frontiers, in Langkawi, Malaysia. Sub-themes include: teaching methodology; curriculum and materials development; assessment; ICT in the classroom; teachers' education; multiculturalism. **Contact:** <<http://staf.uum.edu.my/tleia2/index.html>>

20-22 Sep 2007—Second International Conference on Task-Based Language Teaching: TBLT: Putting Principles to Work, at University of Hawaii. There will be three plenary addresses by international experts, over 80 papers, four colloquia, a poster session, book exhibits, and social events. **Contact:** <www.tbtl2007.org>

Calls for Papers or Posters

Deadline: 20 Nov 2006 (for 12-14 Apr 2007)—Social and Cognitive Aspects of Second Language Learning and Teaching, at University of Auckland, New Zealand. Plenary speakers will include Patricia Duff (U. of British Columbia), Rod Ellis (U. of Auckland), James Lantolf (Pennsylvania State U.), Alison Mackey (Georgetown U.), Richard Schmidt (U. of Hawaii), Merrill Swain (Ontario Institute for Studies in Education), and Elaine Tarone (U. of Minnesota). **Contact:** Registration is now open at <www.arts.auckland.ac.nz/sociocog>

Deadline: 20 Nov 2006 (for 5-6 May 2007)—24th ROC English Language and Literature Conference: Life-Long Learning: Creative Approaches to Fostering Autonomous Learning, in Taipei, Taiwan. Proposals are invited in Chinese or English. **Contact:** <wsconf@nccu.edu.tw>

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

Deadline: 1 Dec 2006 (for 13-14 Oct 2007)—1st Annual Japan Writers Conference, at Ochanomizu University, Tokyo. Proposals are invited from published authors who wish to lead workshops or moderate discussions relating to any genre or aspect of writing. **Contact:** <jwconference1@aol.com> <jwconference@yahoo.com>

Deadline: 15 Dec 2006. Papers are invited for publication in the second issue of the journal, *Innovation in Language Learning and Teaching*, which will address the theme **Learners' Voices in Language Learning and Teaching**. **Contact:** <www.multilingual-matters.com>

Deadline: 2 Jan 2007 (for 8-10 Jun 2007)—5th Asia TEFL International Conference: Empowering Asia: New Paradigms in English Language Education, in Kuala Lumpur, Malaysia. Proposals for presentations in English are invited in a wide variety of fields. **Contact:** <www.asiatefl.org/2007conference/conference2.html>

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

Deadline: 31 Mar 2007 (for 1-3 Jun 2007)—JALT CALL SIG Annual Conference 2007: CALL: Integration or Disintegration? at Waseda University, Tokyo. The CALL SIG now invites proposals for presentations that illuminate the theme: the current fragmentation of CALL and its reintegration into more traditional disciplines; and the widening scope of CALL, for example, into wireless learning and electronic dictionaries. The featured speaker will be Mike Levy from Griffith University, Australia. **Contact:** <jaltcall.org>

Deadline: Ongoing. Papers on a wide range of topics are invited for publication in *Language Teaching*, a quarterly, peer-reviewed journal now entering its 40th year. **Contact:** the editor at <gporte@gmail.com>

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

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

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、結論などの独創性で評価されます。8,000語(資料は除く)以内で、ページ番号を入れ、段落ごとに2行あけ、副見出し(太文字かイタリック体)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-editors.

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

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

学会報告: 語学教師に関心のあるトピックの大会に出席された場合は、400語程度に要約して、報告書を書いてください。共同編集者まで電子メールの添付ファイルでお送り下さい。

Departments

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

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

Send as an email attachment to the My Share editor.

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

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

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

Send as an email attachment to the Book Reviews editor.

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

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

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

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

JALTフォーカス: JALT内の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、より積極的に参加するように働きかけるものです。1,600字程度で、毎月15日までにお送り下さい。掲載は1月半後になります。JALTフォーカス編集者まで電子メールの添付ファイルでお送り下さい。

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

- should be no more than 150 words
- should be submitted 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.

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

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

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

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

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

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

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

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

Send as an email attachment to the Chapter Reports editor.

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

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

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

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

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

Conference Calendar. Announcements of conferences and their calls for papers as well as for colloquia, symposiums, and seminars may be posted in this column. The announcement should be up to 150 words. Deadline: 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。

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The Japan Association for Language Teaching (JALT)

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

Annual international conference 年次国際大会

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

JALT publications include:

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

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

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

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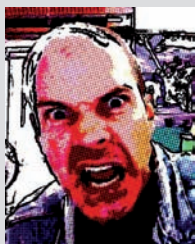
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Old Grammarians...

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

Mythical Japanese characters and creatures



IT'S TIME you learned about Japan. Sure, you may know all about its language, its primary economic resources, its dominant religion, its gross national product, its feudal history, its volcanic geophysiology, and its postal rates. But the true heart of the Japanese people is their folklore: their timeless tales of bravery, tragedy, magic, and Zen-like futility. I've prepared a short primer on some of the important mythical people and animals that have shaped the identity of today's Japan.

Kintaro—Golden Boy. Expelled by the bear community that had raised him from birth for allegedly rinsing his kendo mask in the drinking stream, Kintaro went to Kyoto to see if any other wild, predatory species would take him in. The local humans obliged, and to show his gratitude he challenged the boss of a marauding gang to a drag race down Katsuragawa Street at the west end of town. Kintaro's ploy worked when the gangboss took him up on the dare and realized too late that Katsuragawa was actually a river and not a paved thoroughfare.

Momotaro—known as Peach Boy because he couldn't grow facial hair until he was 37 years old. He is revered in the Seto Inland Sea area for his role in rescuing an ogre from a mob of local merchants who were angry over lost tourist revenues resulting from the ogre's decision to retire to the Maldives. Momotaro traveled with an impressive cadre of companions: a dog that could fly, a bird that could talk, and a monkey that could count cards at blackjack.

Urashimataro—poster child for the senseless punishment of innocents in fairytales. Urashimataro rescued a turtle from some bullying children, but was rewarded for his compassion by being lured to the underworld and denied passage back to the surface until 300 years had passed, whereupon he found that he owed over

¥50,000,000 in parking tickets.

Zeppotaro—youngest of the four Taro Brothers, and generally considered the least talented, despite a pleasant singing voice.

Kappa—a frisky, evasive creature thought to dwell near mountain lakes and utility meters. The unique feature of the kappa is its head, which is shaped like a lemon wedge and must periodically be squeezed over grilled salmon or it will die. Japanese children are cautioned to obey their parents or else a kappa will sneak into their bedrooms at night and let out the alterations in their school uniforms.

Tanuki—a common raccoon. However, in Japanese folklore raccoons have the ability to appear human, which they use to their advantage by playing tricks on unsuspecting farmers and free sample distributors at supermarkets. It is said that the only way to tell if someone is actually a raccoon in disguise is to ask, "How much wood would a wood chuck chuck?" If you get the correct answer, you have yourself a tanuki.

Tengu—a mountain goblin. Tengu have very long noses, which aid them in hunting as well as in tying up newspapers for recycling. They make their living scaring the pants off wanderers in the forest, and have done rather well selling the pants back to their owners in a burgeoning Japanese used clothing market.

Yuki-onna—Snow Woman, a being that appears in the woods on cold winter nights. She also does matinees on Wednesdays and weekends. Tradition says she is the Spirit of Winter, although a variation on the myth says she is the spirit of a cheese mould that was kidnapped and executed during a violent dairy farmers' strike in the Kamakura Period. Wandering for ages, unable to rest in peace until the cleaners down the street stop putting starch in her pillowcases, she roams the bleak forests of the north searching for people who will tell her honestly if wearing white overstates the circles under her eyes.